## PRACTICE MAKES PERFECT

a, an, the, $\mathrm{l}, \mathrm{y}$ ne, it, we, the im, her, us, th oe, is are, was Joes, do, has, vill, shall, sho could may, m badly, well, slo quickly, that, v myself, yourse himself, herse purselves, you hemselves, b s, bosses, di lishes, lady, la nine, yours, h urs, theirs, at fter, at, befor between, by, of, off, on, ou vith, big, bigg biggest, smal maller, small good, better, aad, worse, w and, but, or, n yet, either, or, nor, who, who whose, what,

## PRACTICE <br> MAKES PERFECT

# English Grammar for ESL Learners 

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## PRACTICE <br> MAKES <br> PERFECT



## Ed Swick

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## Introduction

Many people consider learning grammar a chore. And at times, it can be. But understanding the grammar of any language is essential for becoming a skilled and accurate user of that language. English is certainly no exception.

The rules of grammar for a language learner are like the rules of the road for a driver. In order to be able to drive properly and maneuver with other drivers, you have to know the rules that everyone goes by. Naturally, some people break the rules and make driving difficult for other drivers. This is true of language, too. If you follow the rules of grammar, you can express yourself clearly. But if you fail to observe those rules, people may find it difficult to understand you or they may even misunderstand you entirely. So it's really very important to understand and use correct grammar.

But what is grammar? Funk and Wagnalls's New College Standard Dictionary describes grammar as "a type of science that explains the various principles of oral or written usage of a particular language." It is also said to be "the developed art of speaking or writing accurately in a particular language." Whether science or art, grammar is made up of the descriptions that tell you how to use a language correctly. For example:

Description: Begin a sentence with do to change a statement to a question.
Usage: Statement = "You understand the problem."
Question = "Do you understand the problem?"
Or:
Description: Use he as the subject of a sentence; use him as the direct object. Usage: Subject $=$ "He is a good friend of mine."

Direct Object = "I visit him very often."
There are many such grammatical descriptions, and each one is a building block in the structure of your knowledge of how to form and use English correctly. The greater the number of building blocks that you master, the greater your accuracy with the spoken and written language will be.

Standard grammar is composed of the traditional rules for English. It is what grammarians and English professors want everyone to use when they speak and write. But a language evolves over time, and the traditional rules sometimes seem out of step with what is going on in the Englishspeaking world. The more current or popular usages can be called casual language. That's what people really say in their everyday lives and is often in direct contradiction with standard grammar. As an illustration, in standard grammar you should use who as the subject of a sentence and use whom when it is used as an object. But that's not always the case in casual language. For example:

Standard grammar: "Whom did you visit in New York?"
Casual language: "Who did you visit in New York?"

Although the first example is considered better grammatically, the second example sentence is the most commonly used.

Another kind of example involves the verb to dive. Its past tense is either regular (dived) or irregular (dove). What is the difference? Essentially, none. Both forms are used correctly as the past tense. But English is evolving. Things are changing. And the English-speaking world is deciding whether it wants the past tense of the verb to dive to be regular or irregular. It may take quite a while longer to learn what that decision will be. So for the time being you'll continue to hear both dived and dove in the past tense.
There is a similar case with the verb to prove. Nowadays, many people use proved as the participle in a perfect tense: "He has proved" or "We had not proved." But there are others who still use the archaic form (proven), which today is generally accepted as an adjective, in place of proved: "He has proven" or "We had not proven."

The point here is that grammar rules will guide you toward speaking and writing better English. But many rules of grammar are broken by certain casual or popular usages and still others become unclear because the language is in a state of transition. Where these deviations occur, they will be discussed in this book, because if English learners only know that who should be used as a subject of a sentence, they will be confused by what occurs in casual language: "Who did you visit in New York?"

However, just knowing the rules of grammar is not enough. This book will also provide you with abundant practice in using English grammar. The more you practice, the more you become proficient in how you use English and to what extent you understand it. There are various kinds of exercises to allow you to manipulate the language from different angles. The Answer Key at the end of the book gives you not only the right answers but also suggestions as to how an exercise should be completed.

English grammar isn't necessarily a chore. Indeed, it can be your key to unlocking a very rich treasure.

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## Unit <br> 1

 NounsNouns can be either proper or common. Proper nouns are those that refer to a particular person, place, thing, or idea. Such nouns are capitalized: America, George Washington, Mr. Neruda, October.

Nouns that do not refer to a particular person, place, thing, or idea are common nouns. They are not capitalized: land, girls, money, test. Compare the following list of proper and common nouns:

Proper Nouns
Mexico
Ms. Finch
English
McGraw-Hill
American Airlines
December

## Common Nouns

country
woman
language
publisher
company
month

## exercise 1-1

Next to each noun write the word proper or common.

1. $\qquad$ France
2. $\qquad$ rope
3. $\qquad$ United States
4. $\qquad$ Professor Hall
5. $\qquad$ professor
6. $\qquad$ the stadium
7. $\qquad$ the Olympics
8. $\qquad$ horses
9. $\qquad$ Dr. Blanchard
10. $\qquad$ our school

## exercise 1-2

Rewrite each noun, capitalizing the proper nouns.

1. $\qquad$ glass
2. $\qquad$ rocky mountains
3. $\qquad$ mexico
4. $\qquad$ flowers
5. $\qquad$ bus
6. $\qquad$ the store
7. $\qquad$ new york times
8. $\qquad$ roberto
9. $\qquad$ professor romano
10. $\qquad$ my books

Nouns can be used as the subject of a sentence. The subject is the word that is performing the action in the sentence. The subject can be a proper noun or a common noun, and it can be singular or plural:

Juanita is a friend of mine.
The boys like to play soccer.
Where is the school?
Nouns can also be used as direct objects. The direct object in a sentence is the noun that receives the action of the verb. To find the direct object in a sentence do three things:

1. Find the subject of the sentence.
2. Find the verb in the sentence.
3. Ask whom or what with the subject and the verb.

Look at these sample sentences:
"Sara likes my brother."

1. subject $=$ Sara
2. $\operatorname{verb}=$ likes
"The girls find a book."
3. subject $=$ girls
4. $\operatorname{verb}=$ find

## 3. ask whom $=$ Whom does Sara like?

The direct object is my brother
3. ask what $=$ What do the girls find?

The direct object is book.

Nouns are sometimes indirect objects. They stand before the direct object in the sentence. It is the person to whom or for whom something is provided. To find the indirect object in a sentence do three things:

1. Find the subject of the sentence.
2. Find the verb in the sentence.
3. Ask to whom or for whom with the subject and the verb.

Look at these sample sentences:
"Justin buys the girl a magazine." "Mother gives Nate five dollars."

1. subject $=$ Justin
2. verb $=$ buys
3. ask to whom or for whom $=$ For whom does Justin buy a magazine?
The indirect object is girl.
4. subject $=$ Mother
5. verb $=$ gives
6. ask to whom or for whom $=$ To whom does Mother give five dollars?
The indirect object is Nate.

Note: It is rare that something inanimate is used as an indirect object.
When a noun is used as a predicate noun, it follows the predicate in the sentence. The predicate can be a single verb or a verb phrase:

Verb as the predicate: Maria helps us.
Verb phrase as the predicate: Maria usually helps with the gardening.
Predicate nouns most often follow the verbs to be and to become:
My mother wants to be a doctor.
Celine became an actress.
Are you the manager of this building?

## exercise

## $1-3$

Look at the italicized word in each sentence. Decide how it is used, then write subject, direct object, indirect object, or predicate noun in the blank.

1. Claudia likes Bret.
2. $\qquad$ The boys found some money.
3. $\qquad$ The girls found some money.
4. $\qquad$ My father is an engineer.
5. $\qquad$ I sent my sister a telegram.
6. $\qquad$ Tomas buys Serena three red roses.
7. $\qquad$ Is the woman at home now?
8. $\qquad$ Mr. Jimenez became a pilot.
9. $\qquad$ He needs a new car.
10. $\qquad$ Carmen gives them the books.

## exervise 1-4

Write a sentence using the noun given as a direct object.
Example: the boy
Barbara sees the boy in the park.

1. my sister
$\qquad$
2. a new car
$\qquad$
3. Jackie
$\qquad$

Write a sentence using the word given as an indirect object.
4. the children
$\qquad$
5. a puppy
$\qquad$
6. Grandfather

## exercise <br> 1-5

Using the phrase in parentheses, answer each question using that phrase as the direct or indirect object.
Example: (Yolanda) Whom does Gerry meet? Gerry meets Yolanda.

1. (the boys) Whom does the girl not trust?
2. (his wallet) What does Father often misplace?
3. (the landlord) To whom does she always give the rent money?
$\qquad$
4. (her new computer) What does Anita want to sell soon?
$\qquad$
5. (her grandchildren) For whom does she buy the toys?
$\qquad$
6. (Ms. Johnson) Whom must you visit in New York?
$\qquad$
7. (their new house) What do they like so much?
$\qquad$
8. (little Johnny) To whom can she give the present?
$\qquad$
9. (Dr. Lee) Whom does he need to see today?
10. (Michael) To whom does she throw the ball?

## Unit 2

## Definite and Indefinite Articles

The English definite article is the. It is used to identify a particular person or thing. If you are speaking about someone or something you are already familiar with, you use the with the noun. Look at these examples:

I already know the man.
She met the women who won the lottery.
This is the book that I told you about.
The indefinite article is used to describe someone or something that is unfamiliar to you or about which you are speaking in general. There are two forms: $a$ and $a n$. Use $a$ before a word beginning with a consonant. Use $a n$ before a word beginning with a vowel. Look at these examples:

He sees a stranger on the corner.
Did you buy an apple or an orange?
Is the woman a good lawyer?
She has an idea.
Compare the difference between the definite and indefinite article by using these sentences:

I want an apple. (I do not see an apple. But I feel hungry for one.)

I want the apple. (I am choosing between the apple and the orange that I see before me.)
The definite article for plural nouns is also the. But there is no indefinite article for plural nouns. The plural articles are used in the same way as the singular articles.

| Singular Definite | Singular Indefinite | Plural Definite | Plural Indefinite |
| :--- | :--- | :--- | :--- |
| the boy | a boy | the boys | boys |
| the house | a house | the houses | houses |
| the idea | an idea | the ideas | ideas |

## exercise <br> 2-1

Fill in the blank with either the definite or indefinite article, whichever makes the best sense.

1. Did you buy a Ford or $\qquad$ Chevy?
2. Does he know $\qquad$ man on the corner?
3. She has $\qquad$ secret to tell you.
4. What time does $\qquad$ train leave?
5. We need $\qquad$ hot dogs and a bottle of Coke.
6. Did you see $\qquad$ accident?
7. He met $\qquad$ guests as they arrived.
8. $\qquad$ teacher is angry with us.
9. I can't find $\qquad$ keys.
10. Is that $\qquad$ snake in that tree?

## Cxercise

 2-2Rewrite each sentence, changing the singular nouns in each sentence to plural nouns. Make any changes to the articles and verbs that are necessary.

1. They gave us an orange.
2. I like the book very much.
3. Do you often visit the farm there?
4. A rabbit is hiding behind it.
5. Katrina likes to play with the kitten.

Follow the same directions, but change the plural nouns to singular.
6. Montel has dogs and cats.
7. I want to buy the roses.
8. There are gifts for you.
9. Can you hear the babies crying?
10. Do you have brothers or sisters?

## Unit 3

## Adjectives

Adjectives are words that describe nouns. They tell the size, color, or quality of something: a big room, the red car, four interesting books. Here are some commonly used adjectives:

| beautiful | fast | loud | tall |
| :--- | :--- | :--- | :--- |
| big | funny | old | terrible |
| black | handsome | quiet | thirsty |
| boring | interesting | right | ugly |
| careful | late | sad | young |
| careless | little | short | white |
| early | long | slow | wrong |
|  |  |  |  |
| CXCrcise | $\mathbf{3 - 1}$ |  |  |

Circle the adjective that makes more sense in the sentence.

1. I often go to a green/late movie.
2. Their little/right boy is six years old.
3. The wrong/young teacher is very smart.
4. We took the fast/loose train to New York.
5. The old/funny story made me laugh.
6. Do you know that handsome/early man?
7. She had an early/careless breakfast.
8. I saw the long/terrible accident.
9. The new house has boring/white doors.
10. The green/short boy is my cousin.

Just like nouns, adjectives can follow the predicate. They most often come after forms of the verbs to be and to become:

My sister was very sad.
The horse suddenly became thirsty.
My grandfather is old.

## exervise 3-2

Look at the example sentences. Change each sentence so that the adjective follows the predicate.
Example: The white house is on the hill.
The house on the hill is white.

1. The sad song was from Mexico.
$\qquad$
2. The funny story is about a clown.
$\qquad$
3. The careless waiter is out of work.
$\qquad$
4. The ugly snake is from Egypt.
$\qquad$
5. The beautiful woman is from Spain.

## exercise <br> 3-3

Fill in the blank with any adjective that makes sense. You may choose from the list given at the beginning of the unit.

1. David wrote a $\qquad$ poem for her.
2. Do you like the $\qquad$ cake?
3. I cannot find an $\qquad$ book.
4. Where does the $\qquad$ lawyer live?
5. Marisa needs a $\qquad$ job.
6. The $\qquad$ man found a $\qquad$ wallet.
7. Kareem is a ___ friend of mine.
8. There is a ___ test tomorrow.
9. When can you come to our $\qquad$ farm?
10. That is a $\qquad$ question.

## Unit 4

Pronouns are words that take the place of nouns. The English personal pronouns are:

|  | Singular | Plural |
| :--- | :--- | :--- |
| First Person | I | we |
| Second Person | you | you |
| Third Person | he, she, it | they |

Notice that you is both singular and plural. When speaking to one person, say you. When speaking to two or more persons, say you:

Tim, you are a very good student.
Bruno and Rene, you have to study more.
Just as nouns have gender, pronouns also do. I, we, and you can be used by males or females. He is always masculine, she is always feminine, and it is always neuter. The plural of the third-person pronouns is always they, whether masculine, feminine, or neuter. And just like nouns, pronouns can be used as:

1. the subject of a sentence
2. a direct object
3. an indirect object

But when used as a direct object or indirect object, some of the pronouns change:

| Subject | Direct Object | Indirect Object |
| :--- | :--- | :--- |
| I | me | me |
| you | you | you |
| he | him | him |
| she | her | her |
| it | it | it |
| we | us | us |
| you (plural) | you | you |
| they | them | them |

If a pronoun replaces a noun in the sentence, it must have the same characteristics as the noun: the same number (singular or plural), the same gender (masculine, feminine, or neuter), and the same use in the sentence (subject, direct object, or indirect object). Look at these examples where the pronoun replaces the italicized noun:

| Joseph is a hard worker. <br> (singular masculine noun/subject) | $\rightarrow$ | He is a hard worker. <br> (singular masculine pronoun/subject) |
| :--- | :--- | :--- |
| Do you know the girls? <br> (plural noun/direct object) | $\rightarrow$ | Do you know them? <br> (plural pronoun/direct object) |
| We gave Mrs. Jones some flowers. $\rightarrow$ We gave her some flowers. <br> (singular feminine noun/ <br> indirect object) <br> indirect object)   |  |  |

Notice that the nouns and pronouns are in the third person. This is true when a pronoun replaces a noun. But when a noun or pronoun is combined with the first-person singular pronoun $I$, it is replaced by the first-person plural pronoun we:

You and I have work to do. $\rightarrow$ We have work to do.
He helps the girls and me. $\rightarrow$ He helps us.

## exercise

## 4-1

Look at the pronoun given in parentheses. Fill in the blank in the sentence with its correct form.

1. (you) How are $\qquad$ today?
2. (he) Caleb gave $\qquad$ a gift.
3. (she) $\qquad$ lives on Main Street.
4. (it) I really don't like $\qquad$ .
5. (I) She met $\qquad$ in the city.
6. (Kris and I) Please give $\qquad$ the magazines.
7. (you and I) $\qquad$ worked in the garden.
8. (they) Are $\qquad$ your friends?
9. (we) The puppy followed $\qquad$ home.
10. (they) My brother saw $\qquad$ in New York.
11. (you) Mikhail wants to visit $\qquad$ today.
12. (I) When can $\qquad$ move into the apartment?
13. (it) Derrick bought $\qquad$ in Mexico.
14. (you and I) The children are helping $\qquad$ .
15. (she) I like $\qquad$ a lot.

## exercine 4-2

Change the italicized noun in each sentence to the corresponding pronoun.

1. The students came to class late. $\qquad$
2. I found the money in the closet. $\qquad$
3. Her brother sent Jennifer and me a postcard. $\qquad$
4. Do your parents live in Florida? $\qquad$
5. My landlady is very nice. $\qquad$
6. Do you know my landlady? $\qquad$
7. Boys can get so dirty. $\qquad$
8. Did you lose your wallet? $\qquad$
9. Juan visits his uncle often. $\qquad$
10. May I borrow your watch? $\qquad$

## exercise <br> 4-3

Change the italicized pronoun in each sentence to any appropriate noun.

1. We often speak English. $\qquad$
2. Do you like it? $\qquad$
3. Where did you find them? $\qquad$
4. She is from Puerto Rico. $\qquad$
5. Patricia never met him before. $\qquad$
6. Is he sick today? $\qquad$
7. We sent them a box of candy. $\qquad$
8. It costs twenty dollars. $\qquad$
9. The boys watched her. $\qquad$
10. Do they understand us? $\qquad$

When you change a direct object noun to a direct object pronoun, you must add to or for before the indirect object noun or pronoun. The indirect object becomes the object of the preposition to or for. Place the prepositional phrase after the direct object. For example:

I gave Jay a book. $\rightarrow$ I gave it to Jay.
We buy her flowers. $\rightarrow$ We buy them for her.

## exercise

## 4-4

Rewrite each sentence, changing the italicized direct object to a pronoun. Add to or for appropriately.

1. I sent my friends a letter.
2. She is giving us two cakes.
3. Trey sold her his car.
4. I didn't buy Ella the scarf.
5. My brother will bring me my gloves.

Nouns or pronouns can be used to complete a prepositional phrase. That is a phrase made up of a preposition and a noun or a pronoun. Here are some of the most commonly used prepositions: after, behind, between, for, from, in, near, on, of, through, to, with, without

Look at these sample prepositional phrases:

| after the concert | behind me |
| :--- | :--- |
| between the girls | for you |
| from a friend | in him |
| near the city | on it |
| of a book | through her |
| to a student | with us |
| without the money | without them |

In a prepositional phrase, use the same form of the pronoun that is used as a direct or indirect object:

| Subject Pronoun | Direct or Indirect Object | Prepositional Phrase |
| :--- | :--- | :--- |
| I | me | after me |
| you | you | behind you |
| he | him | for him |
| she | her | from her |
| it | it | in it |
| we | them | between us |
| they |  | near them |
|  |  |  |
| CXercise | $4-5$ |  |

Complete the sentences changing the subject pronoun in parentheses to an object pronoun.

1. (I) They have a gift for $\qquad$ -.
2. (you) I sent some flowers to $\qquad$ _.
3. (he) Karen often comes home without $\qquad$ _.
4. (she) I like dancing with $\qquad$ $-$
5. (it) We found something in $\qquad$ -.
6. (we) Teresa sits near $\qquad$ .
7. (they) This is a letter from $\qquad$ _.
8. (Dwayne and I) He is speaking of $\qquad$ —.
9. (you and I) Someone is standing behind $\qquad$ -.
10. (he) You can come in after $\qquad$ .

## exervise 4-6

Change the italicized noun to a pronoun.

1. We are driving through the tunnel. $\qquad$
2. A wolf was standing between the boys. $\qquad$
3. Do you want to ride in my car? $\qquad$
4. The guests have something for Julia. $\qquad$
5. I like singing with Mr. Garcia. $\qquad$
6. Maria is sitting near Ali and me. $\qquad$
7. I get postcards from the tourists. $\qquad$

## Unit 5

## Verts

Verbs are the words in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in the sentence.

Action: Anna throws the ball.
Introduction of a condition: Trent is very sick.
There are many action verbs. Those that can have a direct object are often called transitive verbs. Here is a list of some commonly used transitive verbs. Note that they can be used with a direct object.

| Transitive Verbs | Used in a Sentence |
| :--- | :--- |
| buy | He buys a newspaper. |
| carry | I am carrying the child. |
| find | Can you find the book? |
| help | She helps us. |
| like | I don't like cabbage. |
| lose | Don't lose your money. |
| read | She is reading a book. |
| pull | The dentist pulled the tooth. |
| push | The boy pushes the cart. |
| sell | I am selling my car. |
| speak | Father speaks Spanish. |
| write | We are writing some postcards. |
| understand | Do you understand me? |

Intransitive verbs are not followed by a direct object. They often show a movement to a place and are sometimes followed by a prepositional phrase. Following is a list of some commonly used intransitive verbs:

| Intransitive Verbs | Used in a Sentence |
| :--- | :--- |
| come | Can you come to the party? |
| crawl | The baby crawls on the floor. |
| drive | We are driving fast. |
| fly | I flew here from Paris. |
| go | Are you going home? |
| hurry | We hurry to the window. |
| jump | Peter jumps from the roof. |
| ride | I am riding in his car. |
| run | The girls run past the school. |
| sail | We are sailing to Europe. |
| travel | Do you want to travel with us? |
| walk | I walk out of the theater. |

Still other verbs introduce the condition or state of someone or something. They do not take a direct object and are most often followed by an adjective. These verbs are usually called linking verbs. Here are some commonly used linking verbs:

| Linking Verbs | Used in a Sentence |
| :--- | :--- |
| appear | The boy appears quite well. |
| be | I am hungry. |
| become | The weather becomes bad. |
| feel | It feels hot. |
| grow | The dog is growing weak. |
| look | She looks unhappy. |
| seem | The coat seems too small for you. |
| smell | The pizza smells good. |
| sound | The music sounds awful. |
| taste | The popcorn tastes salty. |

Careful! Some of the linking verbs have a second usage. They can be used as transitive verbs. Look at these examples:

Linking Verb: His skin feels hot. (hot = adjective)
Transitive Verb: He feels a sharp pain. (a sharp pain = direct object)
Linking Verb: The sky grows cloudy. (adjective)
Transitive Verb: We grow vegetables. (direct object)
Linking Verb: That smells beautiful. (adjective)
Transitive Verb: She smells the flowers. (direct object)
Linking Verb: My coffee tastes bitter. (adjective)
Transitive Verb: Risa tasted the ice cream. (direct object)
You can identify linking verbs by substituting $a m$, is, or are for the verb. If the sentence makes sense with the substitution, it is a linking verb. If it does not make sense, it is a transitive verb. Some examples:

It feels cold. (It is cold.) This makes sense. = Linking Verb
He feels her pulse. (He is her pulse.) This makes no sense. $=$ Transitive Verb

They smell nice. (They are nice.) This makes sense. = Linking Verb
We smell coffee. (We are coffee.) This makes no sense. = Transitive Verb

Look at the verb in each sentence. Decide what kind of verb it is. Then write transitive, intransitive, or linking in the space provided.

1. $\qquad$ Kirsten asks a good question.
2. $\qquad$ We went to Mexico.
3. $\qquad$ Do you understand German?
4. $\qquad$ It grows very dark.
5. $\qquad$ Emily appears healthy again.
6. $\qquad$ Mother bought a new car.
7. $\qquad$ The cat jumps from the sofa to the chair.
8. $\qquad$ Do they want tickets for the movie?
9. $\qquad$ The milk is too hot.
10. $\qquad$ Grandfather grows corn and potatoes in his garden.

## The Present Tense

In some languages, present tense conjugations are very complicated. Each pronoun requires a different ending on the verb. English is much simpler. Only the third-person singular (he, she, it) requires an ending. That ending is an $-s$ (or $-e s$ ). And with some verbs there is no ending change at all. Look at these examples of the present tense:

|  | to go | to see | to want | can | must |
| :--- | :--- | :--- | :--- | :--- | :--- |
| I | go | see | want | can | must |
| you | go | see | want | can | must |
| he, she, it | goes | sees | wants | can | must |
| we | go | see | want | can | must |
| they | go | see | want | can | must |

When the verb ends in the vowel -0 , add -es for the third-person singular pronouns:

$$
\text { do } \rightarrow \text { does }
$$

Can and must are special auxiliary verbs. They never have an ending change in the present tense. There are other auxiliaries that do the same thing. They will be taken up later.

## exervise

Rewrite each sentence with the pronouns shown.

1. I rarely find a good book.

You $\qquad$
He $\qquad$
2. We often make mistakes.

She $\qquad$
They $\qquad$
3. He goes home early.

We $\qquad$
I $\qquad$
4. It can help us.

They $\qquad$
He $\qquad$
5. Randy and Kim do the dishes.

She $\qquad$
You $\qquad$
6. I must work tomorrow.

They $\qquad$
He $\qquad$
7. They borrow some money.

I
She $\qquad$
8. He sends a few postcards.

You $\qquad$
We $\qquad$
9. You can spend the night here.

He $\qquad$
They $\qquad$
10. It grows very slowly.

They $\qquad$
He $\qquad$

There are two special verbs that have more complicated ending changes in the present tense: to have and to be.

|  | to have | to be |
| :--- | :--- | :--- |
| I | have | am |
| you | have | are |
| he, she, it | has | is |
| we | have | are |
| they | have | are |

## exercise $5-3$

Rewrite each sentence with the pronouns shown.

1. They have no money.

She $\qquad$
We $\qquad$
2. Mario is my cousin.

He $\qquad$
You $\qquad$
3. The boys are very sick.

I $\qquad$
She $\qquad$
4. His father has a new car.

They $\qquad$
He $\qquad$
5. I am at home now.

They $\qquad$
She $\qquad$
6. She is quite well.

I
He $\qquad$
7. He has no tickets.

They $\qquad$
She $\qquad$
8. We have a new apartment.

You $\qquad$
He $\qquad$
9. They are from Costa Rica.

He $\qquad$
I $\qquad$
10. I have a big problem.

They $\qquad$
She $\qquad$

## exervise

Circle the boldface word that best completes each sentence.

1. They goes/have no time today.
2. My aunt can/lives in New York.
3. She/They speaks English and Spanish.
4. We are/am Americans.
5. You/It is in the city.
6. I must/am not a citizen.
7. Are/Have you at home now?
8. He has/have a new job.
9. She likes/see her neighbors.
10. You/She goes to the store.

## Asking Questions

A sentence that has the verb to be in it is easily formed as a question. Just invert the position of the verb and the subject. Look at these examples:

## Statement

I am late.
She is his sister.
They are from Puerto Rico.

Question
Am I late?
Is she his sister?
Are they from Puerto Rico?

All other verbs, including to have, form a question by using the verb to do (do, does). The verb to $d o$ is conjugated for the subject of the sentence. The original verb in the sentence becomes an infinitive. English infinitives begin with the word to: to run, to jump, to sing, and so on. Sometimes the word to is omitted: run, jump, sing, and so on. The word to is omitted in questions.

## Statement

Jacques has a new job.
You see the ocean.
She likes my brother.
Tanya usually finds the books.

## Question

Does Jacques have a new job?
Do you see the ocean?
Does she like my brother?
Does Tanya usually find the books?

## exercise

## 5-5

Change each sentence to a question.

1. Rocco's uncle lives in Washington.
2. She is his cousin.
3. We take this road to Chicago.
4. They are in the garden.
5. I have your new address.
6. I am your student.
7. Linda likes Jack.
8. You buy flowers every day.
$\qquad$
9. She sings beautifully.
$\qquad$
10. It is a nice day.

## exeroise 5-6

Change each question to a statement.

1. Are the boys at home?
2. Do you want this book?
$\qquad$
3. Does she have the money?
4. Am I your friend now?
$\qquad$
5. Does he go there every day?
$\qquad$
6. Is it in there?
$\qquad$
7. Do you understand English?
$\qquad$
8. Does the boy feel better?
$\qquad$
9. Are you in the garden?
$\qquad$
10. Do we have enough money?

## Negation

Add not after the verb to be to make it negative:
I am $\rightarrow$ I am not
you are $\rightarrow$ you are not
she is $\rightarrow$ she is not
we are $\rightarrow$ we are not
they are $\rightarrow$ they are not
With all other verbs, use $d o /$ does and not to make a verb negative. Do is conjugated for the subject of the sentence, and the original verb becomes an infinitive. The structure is do + not + infinitive. Look at these examples:
Original Sentence Negative Sentence

I like hot milk.
She has my books.
Danielle goes to the window.
We find the money.
It grows cold.

## Negative Sentence

I do not like hot milk.
She does not have my books.
Danielle does not go to the window.
We do not find the money.
It does not grow cold.

## exercinse

## 5-7

Negate each sentence by adding not to it.

1. Delores is in the capital.
2. We have enough money now.
3. My father sends him a postcard.
4. The books are on the table.
5. I go home late.
6. I am an American.
7. The girls buy some ice cream.
8. We do our homework.
$\qquad$
9. Lisa likes my cousin.
10. It seems very old.

When a negative sentence becomes a question, the question begins with do/does as described earlier:
you do not know $\rightarrow$ do you not know?
Mary does not have $\rightarrow$ does Mary not have?
Even when negated, the verb to be does not form a question with do/does:
I am not $\rightarrow$ am I not?
she is not $\rightarrow$ is she not?
they are not $\rightarrow$ are they not?
Some example sentences:

Negative Sentence
She does not like him.
We do not want it.
You are not at home.
He is not our friend.

## Negative Question

Does she not like him?
Do we not want it?
Are you not at home?
Is he not our friend?

## Crervise 5-8

Rewrite each negative sentence as a negative question.

1. You do not have the time.
2. Mike does not like this book.
3. Kent is not at home.
4. He does not go there every day.
5. The girls are not happy.
6. Sean does not speak Spanish.
$\qquad$
7. The boys do not make a cake for her.
8. They do not do this very often.
9. Mother does not have enough money.
10. I am not happy about it.

## Three Forms of the Present Tense

English has three ways of expressing the present tense. You already know one way: Conjugate the verb by adding appropriate endings: I sing, we go, he has, she is, they want, Toni finds. This formation of the present tense has a special meaning. It says that someone does something as a habit or frequently.

The second present tense is formed from the verb to be combined with a verb ending in -ing: I am running, you are speaking, she is learning, we are singing, and so on. This present tense formation means that an action is in progress and that the action of the verb is incomplete.

The third present tense is the emphatic and opposite response to someone's statement. If the statement is negative, you respond in the positive. If it is positive, you respond in the negative. It requires using do/does with the infinitive of the original verb. Kendra says, "You do not have the book." You respond, "I do have the book." Scott says, "He does not go by bus." You respond, "He does go by bus." Sophie says, "My sister likes the movie." You respond, "Your sister does not like the movie."

Let's compare the three forms:

## Habitual Statement (something done frequently)

I speak English.
We go to school.
They play soccer.

## In Progress (incomplete)

I am speaking English.
We are going to school.
They are playing soccer.

## Emphatic Response

"You do not speak English." $\rightarrow$ "I do speak English."
"We go to school." $\rightarrow$ "We do not go to school."
"They do not play soccer." $\rightarrow$ "They do play soccer."

When you use an adverb that shows that an action is done frequently (often, sometimes, always, usually, every day, etc.), you should use the habitual form of the present tense: I often listen to jazz. We sometimes talk on the phone. Travis usually works until five.

## exercise <br> 5-9

Rewrite each sentence using the adverb in parentheses. Change the verb action from being incomplete to habitual.

1. We are driving to New York. (always)
2. She is speaking quickly. (sometimes)
3. I am working in the garden. (often)
4. The boys are playing tennis. (frequently)
5. The women are traveling abroad. (every year)
6. Doug is buying German beer. (usually)
7. Michelle is talking on the phone. (always)
$\qquad$
8. My brother is sleeping in the living room. (sometimes)
9. They are cooking a roast. (usually)
$\qquad$
10. His sister is helping them. (every day)

## exercine <br> 5-10

Give an emphatic response to each statement.
Example: He does not speak English.
He does speak English.

1. She does not understand the problem.
2. We go to the movies often.
3. I do not like that dress.
4. Mac wants to sell the old car.
5. Mr. Tyner writes him a long letter.
6. The boys do not work in this factory.

## The Past Tense

The past tense is used to show something that has happened in the past. Just as there are three present tense formations, there are also three past tense formations: (1) a habitual or frequent action, (2) an action in progress or incomplete, and (3) an emphatic response in the past tense.
The past tense conjugation of a habitual or frequent action is quite simple. Just add ed to the end of a regular verb. If the verb ends in a consonant followed by a $-y$, drop the $-y$ and add -ied. If a one-syllable verb ends in a single consonant, double that consonant and add -ed. Look at these examples:

| Just Add - ed | Consonant $-\boldsymbol{y}$ | Single Consonant |
| :--- | :--- | :--- |
| borrow, borrowed | bury, buried | bed, bedded |
| call, called | carry, carried | pin, pinned |
| help, helped | hurry, hurried | rot, rotted |
| work, worked | rally, rallied | sin, sinned |

The verbs listed above are regular verbs. They form their past tense by the addition of -ed. There are also irregular verbs. They form their past tense by making a change within the stem of the verb. It is usually a vowel change, but there can also be a consonant change as well. Following are the irregular past tense forms of some commonly used verbs:

| Infinitive | Past Tense | Infinitive | Past Tense |
| :--- | :--- | :--- | :--- |
| to be | was/were | to make | made |
| to break | broke | to put | put |
| to bring | brought | to read | read |
| to build | built | to ride | rode |
| to buy | bought | to run | ran |
| to catch | caught | to see | saw |
| to cut | cut | to sell | sold |
| to do | did | to sit | sat |
| to find | found | to speak | spoke |
| to fly | flew | to stand | stood |
| to go | went | to take | took |
| to have | had | to teach | taught |
| to hit | hit | to throw | threw |
| to lose | lost | to write | wrote |

You will find a complete list of irregular tense formations in the appendix.
Use the past tense of to be (was/were) plus an -ing ending on the verb to form the past tense of an action in progress or incomplete. There is no difference for regular or irregular verbs:
to $\operatorname{sing} \rightarrow$ was singing
to go $\rightarrow$ was going
to carry $\rightarrow$ was carrying, and so on
Use the past tense of to do (did) to form the past tense of an emphatic response.
Let's compare the three past tense formations:

## Habitual Statement (something done frequently)

I spoke English.
We went to school.
They played soccer.
In Progress (incomplete)
I was speaking English.
We were going to school.
They were playing soccer.

## Emphatic Response

"You did not speak English." $\rightarrow$ "I did speak English."
"We went to school." $\rightarrow$ "We did not go to school."
"They did not play soccer." $\rightarrow$ "They did play soccer."
Questions and negations with not are formed with the past tense of to do (did) in the same way they are formed in the present tense:

Present Tense
Does he like the article?
You do not understand.

## Past Tense

Did he like the article?
You did not understand.

## exercise

## 5-11

Rewrite each sentence in the past tense.

1. Susan helps her friends.
2. We go to the movies.
3. She is washing the car.
4. My father is in the kitchen.
5. She does not understand you.
$\qquad$
6. Are you satisfied?
7. Do you always speak Spanish?
$\qquad$
8. The girls are riding on a horse.
$\qquad$
9. He catches the ball.
$\qquad$
10. They play chess after supper.
11. Someone has my wallet.
$\qquad$
12. Does Mr. Ibrahim live here?
13. They are learning a new language.
14. Karen works in New Orleans.
15. You often make mistakes.

## exercise 5-12

Change the habitual past tense to a past tense action in progress or incomplete.
Example: I studied it.
$I$ was studying it.

1. He wrote a letter.
2. My mother sat in the garden.
3. Jim stood next to Alicia.
4. The man brought us some fish.
$\qquad$
5. We lost the game.
$\qquad$
6. The boys hurried home.
$\qquad$
7. The dog buried a bone in the yard.
$\qquad$
8. I had a bad day.
$\qquad$
9. They went to the store.
$\qquad$
10. He stayed with an uncle.

## exercine <br> 5-13

Change each past tense sentence to a question.

1. They made some mistakes.
2. Will played a few games of cards.
3. The girls saw the comet.
4. Her aunt carried the basket into the kitchen.
5. They were in the city all day.
$\qquad$
6. Garth learned a good lesson.
7. She was home all day.
8. Robert had the radio.
9. The woman ran for the bus.
10. The dogs fought over a bone.

The Present Perfect Tense
To express something that began in the past and continues until the present use the present perfect tense. This tense has two formations: (1) the habitual or frequent action and (2) the action in progress or incomplete. The habitual present perfect tense is formed by conjugating to have (have/has) in the present tense and combining it with a past participle:
to work $\rightarrow$ has worked
to carry $\rightarrow$ has carried
to speak $\rightarrow$ has spoken

The participle of a regular verb looks just like the past tense. It ends in -ed. But the participle of an irregular verb often makes a change. Look at this list of irregular participles of commonly used verbs:

| Infinitive | Participle | Infinitive | Participle |
| :--- | :--- | :--- | :--- |
| to be | been | to make | made |
| to break | broken | to put | put |
| to bring | brought | to read | read |
| to build | built | to ride | ridden |
| to buy | bought | to run | run |
| to catch | caught | to see | seen |
| to cut | cut | to sell | sold |
| to do | done | to sit | sat |
| to find | found | to speak | spoken |
| to fly | flown | to stand | stood |
| to go | gone | to take | taken |
| to have | had | to teach | taught |
| to hit | hit | to throw | thrown |
| to lose | lost | to write | written |

The present perfect of an action in progress or incomplete is formed by conjugating to have (have/has) with the participle of to be (been) and the verb with an -ing ending. The structure is to have + been + verb-ing:
to work $\rightarrow$ has been working
to carry $\rightarrow$ has been carrying
to speak $\rightarrow$ has been speaking
In this formation there is no need to worry about irregular participles.
Notice how the present perfect tense forms from the present tense:

He learns English.
He is learning English.
We see strangers.
We are seeing strangers.
I ride a long time.
I am riding a long time.

He has learned English
He has been learning English.
We have seen strangers.
We have been seeing strangers.
I have ridden a long time.
I have been riding a long time.

## exercise <br> 5-14

Change the habitual present perfect tense to the present perfect tense of an action in progress or incomplete.

1. Lana has spoken with him.
2. Has he gone to his class?
3. I have worked all day.
4. The tourists have flown around the world.
5. My parents have walked along the river.
6. Has the boy put his toys away?
$\qquad$
7. She has taught us all that she knows.

Rewrite the present tense sentences in the present perfect tense.

1. Ms. Nellum takes the boy home.
2. We ride on a bus.
3. They are riding their bikes.
$\qquad$
4. Do you often make cookies?
$\qquad$
5. She does not understand.
$\qquad$
6. They are doing their homework.
7. I am going to the same class.
8. He often breaks his bat.
9. They are breaking windows.
10. Juanita writes her a letter.

## exercise

## 5-16

Circle the boldface word that best completes each sentence.

1. Mike has borrowed/borrowing my dictionary.
2. We have been/went driving all day.
3. Does/Has she made fresh bread?
4. Marie did/has found your wallet.
5. I have been listening/listened to the radio.
6. They have going/been home all day.
7. My sister has going/been working in the city.
8. She/They have taken my money.
9. We have been hurried/hurrying to catch the bus.
10. Have you wrote/written the postcards?

## The Past Perfect Tense

To express an action that began in the past and ended in the past use the past perfect tense. It has two formations similar to the present perfect tense. But in the past perfect tense, the verb to have is conjugated in the past tense (had):
to work $\rightarrow$ had worked/had been working
to carry $\rightarrow$ had carried/had been carrying
to speak $\rightarrow$ had spoken/had been speaking.
You can form a question in the present perfect or past perfect tenses by inverting the verb and the subject:

You have spoken. $\rightarrow$ Have you spoken?
He had learned. $\rightarrow$ Had he learned?
You can form the negative by placing not after have or had:
You have spoken. $\rightarrow$ You have not spoken.
He had learned. $\rightarrow$ He had not learned.

## exercine

## 5-17

Rewrite the present perfect tense sentences in the past perfect tense.

1. Julio has written him a few letters.
2. I have been writing a novel.
$\qquad$
3. Have you seen a doctor?
4. She has cut her finger.
5. The girls have stayed home again.
$\qquad$

## excroise 5-18

Rewrite the present tense sentences in the past perfect tense.

1. The woman takes the girl home.
2. We ride on a train.
$\qquad$
3. I always speak Spanish.
4. Do you often make roast beef?
5. Rebecca does not remember.
$\qquad$
6. Is he doing his best?
$\qquad$
7. I am going to the movies.
8. Cindy teaches us English.
9. We play the same game.
10. Bethany writes in her diary.

## The Future Tense

The future tense can be expressed in a few ways. One of the most common is to use the present tense but to imply a future tense meaning. This is done by using the present tense verb formation for an action in progress or incomplete. Look at the following examples:

Ray is going to school today. (present tense)
Ray is going to school tomorrow. (future tense)
They are traveling to Mexico today. (present tense)
They are traveling to Mexico tomorrow. (future tense)
Another way to form the future tense is to combine the verb shall or will with an infinitive. If the action is one in progress or incomplete, use the structure shall/will $+b e+$ verb-ing:
to go $\rightarrow$ I shall go/I shall be going
to speak $\rightarrow$ he will speak/he will be speaking
Let's look at the complete conjugation:

| Pronoun | Habitual Action | Incomplete Action |
| :--- | :--- | :--- |
| I | shall speak | shall be speaking |
| you | will try | will be trying |
| he, she, it | will make | will be making |
| we | shall read | shall be reading |
| they | will work | will be working |

Traditionally, shall has been used for the first-person singular and plural ( $I$ and we). However, many modern speakers of English use only will.

Form a question in the future by inverting the verb and the subject:
You will sing. $\rightarrow$ Will you sing?
Form the negative by placing not after will:
You will sing. $\rightarrow$ You will not sing.

## exercine <br> 5-19

Rewrite the following present tense sentences in the future tense by using will.

1. The girls play soccer.
2. I am learning to drive.
3. We are not home on time.
$\qquad$
4. Do you recognize him?
$\qquad$
5. Trent is driving to Texas.
$\qquad$
6. The men work many hours.
7. She flies to London every year.
8. Dr. Saloff does not treat her asthma.
9. The little boy loses his place.
10. Is he going to the university?

## The Future Perfect Tense

The future perfect tense describes an action that begins and ends in the future tense. Just like other perfect tenses, it has two formations: one for a habitual or frequent action and one for an action in progress or incomplete. The structure for a habitual action is will + have + past participle:
to work $\rightarrow$ will have worked
to see $\rightarrow$ will have seen

The structure for an action in progress or incomplete is will + have + been + verb-ing:
to work $\rightarrow$ will have been working to see $\rightarrow$ will have been seeing

Let's look at the complete conjugation:

| Pronoun | Habitual Action | Incomplete Action |
| :--- | :--- | :--- |
| $\mathbf{I}$ | will have spoken | will have been speaking |
| you |  |  |
| he, she, it | will have tried <br> we <br> they | will have made <br> will have read <br> will have worked |
|  |  | will have been trying <br> will have been making |
| exercise | $\mathbf{5 - 2 0}$ |  |
| will have been reading |  |  |
| will have been working |  |  |

Rewrite the present tense sentences in the future perfect tense.

1. My father takes the girl to school.
$\qquad$
2. We ride on the subway.
3. They are riding their bikes.
$\qquad$
4. Do you make candy?
$\qquad$
5. She does not understand.
$\qquad$
6. Do they do the work?
$\qquad$
7. I am going to the same class.
$\qquad$
8. Chet breaks his finger.
$\qquad$
9. She arrives by ten.
10. Sabrina writes several notes.

## Comparison of Regular and Irregular Verbs

The regular verbs are the easiest to work with. Since there are no unusual changes to make in the conjugations, they follow very neat patterns. With irregular verbs, you must remember that the past tense and the participle are formed with vowel changes. Let's look at three verbs and how they appear in all the tenses:

| Tense | to play | to go | to sing |
| :--- | :--- | :--- | :--- |
| Present | he plays | he goes | he sings |
|  | he is playing | he is going | he is singing |
|  | he does play | he does go | he does sing |
| Past | he played | he went | he sang |
|  | he was playing | he was going | he was singing |
|  | he did play | he did go | he did sing |
| Present | he has played | he has gone | he has sung |
| Perfect | he has been playing | he has been going | he has been singing |
| Past Perfect | he had played | he had gone | he had sung |
|  | he had been playing | he had been going | he had been singing |
| Future | he will play | he will go | he will sing |
|  | he will be playing | he will be going | he will be singing |
| Future | he will have played | he will have gone | he will have sung |
| Perfect | he will have been playing | he will have been going | he will have been singing |

## excroise 5-21

Rewrite the following present tense sentences in the other five tenses.

1. Sig buys a car.
past $\qquad$
present perfect $\qquad$
past perfect $\qquad$
future $\qquad$
future perfect
2. I am helping them.
past $\qquad$
present perfect $\qquad$
past perfect $\qquad$
future $\qquad$
future perfect $\qquad$
3. We come home late.
past $\qquad$
present perfect $\qquad$
past perfect $\qquad$
future $\qquad$
future perfect $\qquad$

Going to and used to are two important phrases that cause a tense change. Use going to as a substitute for shall or will in the future tense. Use used to as a substitute for the simple past tense. Combine going to or used to with an infinitive:

He will learn English. $\rightarrow$ He is going to learn English.
He spoke English. $\rightarrow$ He used to speak English.
When you use to be going to to express the future tense, you imply that the action is something you intend to do. When you use used to to express the past tense, you imply that the action is something that had been a habit.

You can also use going to in the past tense (was/were going to) to express something that you had intended doing:

I was going to buy a new car but changed my mind.
Were you going to visit your aunt?

## exercise

## 5-22

Rewrite the following present tense sentences (1) in the future tense with going to and (2) in the past tense with used to.

1. Bill takes a class at the university.
2. We travel to Germany.
$\qquad$
$\qquad$
3. I have lots of parties.
$\qquad$
$\qquad$
4. Do you live in Ecuador?
5. The children watch television every evening.
6. Does she spend a lot of money?
$\qquad$
$\qquad$

Rewrite the following past tense sentences with to be going to in the past tense.
Example: I read the novel.
I was going to read the novel.
7. They sold the old SUV.
8. Liz began her studies at the university.
9. The twins lived together in San Francisco.
10. Did the attorney find a new witness?

You have already encountered three auxiliary (or helping) verbs: $b e, d o$, and have. They are conjugated and used with another verb to change that verb's meaning or tense:

$$
\text { I go } \rightarrow \mathrm{I} \text { am going (changed to in progress or incomplete) }
$$

you sing $\rightarrow$ do you sing? (changed to a question)
she makes $\rightarrow$ she has made (changed to the present perfect tense)

There are several other auxiliary verbs you should know. Note that many of the auxiliary verbs cannot be used in all tenses. And in some cases, you have to change to a different verb to form a specific tense. The following examples will be conjugated with the third-person pronoun he:

|  | to be able to | to be supposed to |
| :--- | :--- | :--- |
| Present | is able to | is supposed to |
| Past | was able to | was supposed to |
| Present Perfect | has been able to <br> Past Perfect <br> Future <br> Future Perfect | had been able to <br> will be able to <br> will have been able to |
|  | had been supposed to <br> will be supposed to <br> will have been <br> supposed to |  |
|  | can | to have to |


|  | may | must |
| :--- | :--- | :--- |
| Present | may | must |
| Past | might | had to |
| Present Perfect | $\mathrm{N} / \mathrm{A}$ | has had to |
| Past Perfect | $\mathrm{N} / \mathrm{A}$ | had had to |
| Future | $\mathrm{N} / \mathrm{A}$ | will have to |
| Future Perfect | $\mathrm{N} / \mathrm{A}$ | will have had to |
|  |  |  |
|  | ought to | should |
| Present | ought to | should |
| Past | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ |
| Present Perfect | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ |
| Past Perfect | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ |
| Future | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ |
| Future Perfect | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ |
|  |  |  |
|  | to want to | to need to |
| Present | wants | needs to |
| Past | wanted | needed to |
| Present Perfect | has wanted | has needed to |
| Past Perfect | had wanted | had needed to |
| Future | will want | will need to |
| Future Perfect | will have wanted | will have needed to |

Auxiliary verbs like these are followed by an infinitive:

I can $g o$.
You must learn.
We should help.
He can drive.

I want to $g o$.
You have to learn.
We need to help.
He ought to drive.
exercine
6-1

Rewrite each sentence twice in the present tense: once by adding can and once by adding want to.

1. Serena buys a new car.
2. We borrow some money.
3. I leave at ten o'clock.
4. The boys have cereal for breakfast.
$\qquad$
$\qquad$
5. My sister is home by 6:00 P.M.
$\qquad$
$\qquad$
6. They travel to California.
$\qquad$
$\qquad$
7. Mr. Gutierrez carries the groceries for her.
$\qquad$
$\qquad$

## exercise f-2

Remove the auxiliary in each sentence and rewrite the sentence appropriately.

1. You ought to stay in bed all day.
2. I should try hard.
$\qquad$
3. My brother may be a little late.
4. We need to find a room for the night.
5. Ms. Brown is able to get out of bed today.
$\qquad$
6. Ramon must remain at home today.
$\qquad$
7. They have to learn to behave well.
8. Can you hear me?
9. His girlfriend wants to sell her condo.
10. Do you have to work every day?

When you use some of the auxiliaries with a verb, you tell to what degree of obligation someone has to carry out the action of the verb. Look at the sentences below. The first one shows the least degree of obligation. This is something someone doesn't have to do. The last sentence shows the greatest degree of obligation. This is something that someone absolutely must do.
"We may return the books." (Least obligation. It's our choice.)
"We can return the books." (Little obligation. It's our choice.)
"We are able to return the books." (Little obligation. We have the ability to do this.)
"We need to return the books." (Slight obligation.)
"We ought to return the books." (Little obligation, but this would be a good idea.)
"We should return the books." (Little obligation, but this would be a good idea.)
"We are supposed to return the books." (Some obligation. Someone has suggested we do this.)
"We must return the books." (Greatest obligation. It is our duty to do this.)
"We have to return the books." (Greatest obligation. It is our duty to do this.)
When you add an auxiliary to a sentence, use the same tense for the auxiliary as that of the original verb. For example: "Celeste found (past tense) a recent biography." When you add have to to that sentence, you say, "Celeste had to (past tense) find a recent biography."
exercise 6-3

Rewrite the following sentences with the auxiliary shown in parentheses. Be sure to keep the same tense as in the original sentence.

1. Mr. Weston drives to Arizona. (to have to)
2. We borrowed some tools from him. (to need to)
3. I left for Mexico on the tenth of May. (to want to)
4. Ms. McAdam will help you. (to be able to)
5. Jolene repairs the car. (ought to)
6. Did you understand them? (can)
7. Aaron worked on Saturday. (to be supposed to)
8. She orders the cake today. (must)
9. Have you filled out the application? (to be able to)
10. Our neighbors will paint their house. (to want to)

## Unit 7

## Passive Voice

The passive voice is a structure that allows you to make a statement without knowing who performed the action of the sentence: The house was destroyed. Or the person who performed the action is placed in a passive position in the sentence: The house was destroyed by soldiers.

An active sentence is commonly structured subject + verb + direct object. A passive sentence changes that structure to direct object used as the subject + to be + past participle + by + subject used as the object of the preposition. Let's compare the two structures:

Active Sentences Passive Sentences

Kim finds the dog.
We buy his car.
The girls stole the purse.
They solved the problem.

The dog is found by Kim. His car is bought by us.
The purse was stolen by the girls. The problem was solved by them.

The verb to be in the passive sentences is conjugated in the same tense as the verb in the active sentences. Look how the various tenses appear in the passive:

Tense
Present
Past
Present Perfect The house has been destroyed by the soldiers.
Past Perfect The house had been destroyed by the soldiers.

Future The house will be destroyed by the soldiers.
Future Perfect The house will have been destroyed by the soldiers.

Only in the present and past tenses is there a difference between the habitual form of the conjugation and the conjugation for an action in progress or incomplete:
the house is destroyed/the house is being destroyed the house was destroyed/the house was being destroyed

## exeruise

## 7-1

Rewrite the passive sentences below as an action in progress. Keep the same tense.

1. Glenda is kissed by Stuart.
$\qquad$
2. She was spoiled by her parents.
$\qquad$
3. My eyes are tested in the clinic.
$\qquad$
4. They were arrested for a crime.
$\qquad$
5. Monique is awarded a medal.
$\qquad$
6. The treasure was buried on an island.
$\qquad$
7. The dog is punished again.
$\qquad$
8. Was the old barn burned down?

## exercise 7-2

Rewrite the passive sentences below in the present perfect tense.

1. We were punished by Father.
$\qquad$
2. The men are taken prisoner.
3. She is thanked by the happy tourists.
$\qquad$
4. I was beaten by a robber.
5. The car was not washed again.
$\qquad$
6. Tony is examined by the doctor.
7. They are surrounded by the enemy.
8. Was your sister fired from her job?
$\qquad$
9. Was the baby carried to his bedroom?
$\qquad$
10. She is congratulated by her boss.
exercise

Rewrite the following active sentences as passive sentences. Keep the same tense.

1. A storm destroyed the cottage.
$\qquad$
2. Did Columbus discover the New World?
3. They will buy our house.
4. My grandmother has baked the cakes.
$\qquad$
5. Phil is cutting the bread.
6. Sergio was selling the newspapers.
7. Has Iris taken the money?
8. She will kiss the baby.
9. Is Max building the fence?
10. Her brother forgot the map.

## Unit 8

The present tense subjunctive is used to express a demand, suggestion, or request. In these instances, the subjunctive must be used in place of a regular present tense conjugation. Notice that it is optional to use the conjunction that. Consider these sentences:

She demanded you be on time tomorrow. (not are)
She demanded that you be on time tomorrow.
I suggested he come by for a visit. (not comes)
I suggested that he come by for a visit.
The judge requested the lawyer have the documents prepared. (not has)
The judge requested that the lawyer have the documents prepared.
This same structure is used with a few other similar verbs: to command, to order, to propose.
The past tense subjunctive is often used to express a wish:
I wish Ahmed were my brother.
She wished she had enough money for a car.
If only my mother worked for him, too.
The children wish it already were Christmas.

Note that a wish can be expressed by beginning a sentence with if or if only.
You should be aware that were is sometimes avoided in casual conversation and is frequently replaced by the simple past tense verb was with singular subjects (e.g., I wish Ahmed was my brother.).

The subjunctive formed with would is used when there are two clauses in a sentence and one of them is an $i f$-clause. This kind of sentence sets a condition in one clause for the action to occur in the second clause. The past tense subjunctive is used in the $i f$-clause. The word would appears in the clause that does not begin with $i$. Some examples:

If Nadia were here, Mother would be very happy.
If I had a million dollars, I would buy a big house.
She would travel to Spain if her uncle invited her.
Mr. Perez would learn English if he lived in Texas.
These sentences mean that the action would happen in the present or the future if the conditions were right.

## This would happen if these conditions were right.

She would travel to Spain if her uncle invited her.
The same format is required even if the verbs are structured like the present perfect tense ( $I$ have gone, you have seen, etc.):

If Nadia had been here, Mother would have been very happy.
Mr. Perez would have learned English if he had lived in Texas.
These sentences mean that the action would have happened in the past if the conditions had been right.

## This would have happened if these conditions had been right.

Mr. Perez would have learned English if he had lived in Texas.

Combine the phrase in parentheses with the indicative sentence. Change the verb to the present tense subjunctive.
Example: (I demand . . . ) He gives me the money. I demand he give me the money.

1. (She demands . . . ) Forrest returns home by 5:00 P.M.
2. (The man suggests . . . ) You wear a shirt and tie to work.
3. (They requested . . . ) I am a little more helpful.
4. (My father demanded . . .) We pay for the damage to the car.
$\qquad$
5. (Did he suggest . . . ?) She comes in for an interview.
$\qquad$
6. (Roger demands that . . .) The boy has enough to eat.
7. (Did Mother request that . . . ?) Her will is read aloud.
$\qquad$
8. (He has suggested that . . .) We are trained for other jobs.
$\qquad$
9. (Who demanded that . . .?) The statue is erected on this site.
10. (Did he suggest . . . ?) The mayor finds a new assistant.

## exercise

Complete each phrase below with any appropriate sentence.

1. He demands $\qquad$ .
2. We suggest $\qquad$ .
3. Dwayne requests $\qquad$ .
4. I must demand that $\qquad$ .
5. Will you suggest to him that $\qquad$ ?

## exercise <br> 8-3

Rewrite the following sentences in the past tense subjunctive. Begin each one with the phrase I wish.

1. Becca is here today.
2. We are having a big party for Grandmother.
$\qquad$
3. He has enough money to buy a condo.
$\qquad$
4. My friends have come for a visit.
5. Darnell doesn't need an operation.
$\qquad$
6. His uncle drives slowly.
$\qquad$
7. I can borrow some money from you.
$\qquad$
8. The weather is not so rainy.
$\qquad$
9. They help me every day.
$\qquad$
10. She wants to go on vacation with me.

Combine the following phrases with the sentence shown in parentheses.
Example: If you were here, . . . (I am happy.)
If you were here, I would be happy.

1. If Evelyn were older, . . . (Garrett asks her out.)
2. If I had more time, . . . (I go to the store.)
3. If you spoke louder, . . . (He hears you.)
4. If it were colder, . . . (I turn on the heat.)
5. If my brother came along, . . (He helps me wash the car.)
6. She would make a cake if . . . (It is Erin's birthday.)
7. Gary would rent an apartment here if . . . (He likes the neighborhood.)
8. The boys would play soccer if . . . (Someone has a soccer ball.)
$\qquad$
9. I would speak Spanish if . . . (I live in Puerto Rico.)
10. The doctor would come to our house if . . . (The baby is sick.)

## exervise

## $8-5$

Rewrite the following sentences using the present perfect tense for the verbs.
Example: He would buy a car if he had the money.
He would have bought a car if he had had the money.

1. She would sell me her bicycle if she bought a new one.
2. If you came early you would meet my cousin.
3. If only Karen were here.
$\qquad$
4. The children would play in the yard if it were not raining.
$\qquad$
5. If the lawyer found the document he would win his case.
6. If only my mother were able to walk again.
$\qquad$
7. Juanita would travel to New York if she got the job.
$\qquad$
8. If he found the wallet he would give it to Rick.
$\qquad$
9. Jackie would want to come along if he had more time.
10. If only they understood the problem.

## Unit 9

## Adverlis

You already know that adjectives modify nouns. For example: the blue house, our little brother, a silly poem. Adverbs are also modifiers, but they modify verbs, adjectives, and other adverbs. You can easily identify adverbs because most end in -ly: happily, quickly, slowly, beautifully.
Most adjectives can be changed to an adverb by adding -ly to the end of the adjective. If the adjective ends in $-y$, change the $-y$ to $-i$ and then add -ly.

Adjective
bad
bright
cold
happy
merry
speedy
sudden
wrong

Adverb
badly
brightly
coldly
happily
merrily
speedily
suddenly
wrongly

There are a few adjectives and adverbs that have special forms and uses. One important one is good. If good means "kind," it is only used as an adjective. Use kindly in place of it as an adverb. If good means "talented," use well as its adverb. Careful! If well means "healthy," it is not an adverb; it is an adjective.
> good $=$ kind: He is a good man.
> He spoke to us kindly.

good $=$ talented: Hayley is a good tennis player.
Hayley plays tennis well.
well $=$ healthy: I am glad that your father is well again.
There is only one form for the word fast. It is both an adjective and an adverb:

Lee is a fast talker. (adjective)
Lee talks fast. (adverb)

And note that the adverb home does not end in -ly:
We went home after work.
You can also identify adverbs by asking certain questions of the verb in a sentence. Ask how, where, or when. The answer is an adverb.

## How? Where? When?

Jamal got quickly to his feet.
"How did Jamal get to his feet?"
She went home on the bus.
"Where did she go on the bus?"
They arrived punctually.
"When did they arrive?"

The Answer = Adverb
quickly
home
punctually

Some adverbs of time, which answer the question when, do not always end in -ly. Consider these words: today, tomorrow, yesterday, tonight, late, early, never.

Certain adverbs, which often do not end in -ly, qualify the degree of the meaning of an adjective or adverb: quite, rather, very, somewhat, too:
somewhat slowly $=$ the slowness is not great but evident
rather slowly $=$ the slowness is emphasized, but it is not extreme
quite slowly $=$ the slowness is emphasized here
very slowly $=$ the slowness is extreme
too slowly $=$ the slowness is more than desired
Let's look at how adverbs can modify verbs, adjectives, and other adverbs:

| Verbs | Adjectives | Adverbs |
| :--- | :--- | :--- |
| Justin walked slowly. | It is an extremely strange idea. | She ran very fast. |
| The boys drove home. | I have a very bad cold. | He sang too quietly. |
| Hannah laughed loudly. | It was a rather stupid question. | I sighed rather sadly. |
| Carmen writes carelessly. | He was partially dressed. | He smiled quite cheerfully. |

## exercise

## 9-1

Change the adjective in parentheses to an adverb. Place it appropriately in the sentence.

1. My sister walked into the room. (timid)
2. We sat down next to the bed. (quiet)
3. Harvey spoke angrily to the man. (rather)
4. The children entered the classroom. (noisy)
5. He said that my story was boring. (too)
$\qquad$
6. She talked to the little girl. (harsh)
$\qquad$
7. Julia followed the pretty girl. (home)
8. My uncle is a smart man. (very)
9. My cousin plays the piano. (good)
10. The animal stared into my face. (cold)
exercise 9-2

Using the adverbial phrases in parentheses, write appropriate sentences.

1. (very neatly) $\qquad$
2. (well) $\qquad$
3. (sadly) $\qquad$
4. (too) $\qquad$
5. (rather quickly) $\qquad$
6. (yesterday) $\qquad$
7. (never) $\qquad$
8. (quite strongly) $\qquad$
9. (too carelessly) $\qquad$
10. (so beautifully) $\qquad$

## Unit 10

Contractions are a combination of two words. Often they are a pronoun and a verb. But not all verbs can be combined with a pronoun to form a contraction. Use only these verbs: have, has, is, are, am, would, and will. Look how these verbs form contractions with the pronouns:

| Pronoun | have /has | is/are/am | would/will |
| :--- | :--- | :--- | :--- |
| I | I've | I'm | I'd/I'll |
| you | you've | you're | you'd/you'll |
| he | he's | he's | he'd/he'll |
| she | she's | she's | she'd/she'll |
| it | it's | it's | N/A |
| we | we've | we're | we'd/we'll |
| they | they've | they're | they'd/they'll |
| who | who's | who's | who'd/who'll |

Certain verbs form contractions with the negative word not:

| Verb | Contraction |
| :--- | :--- |
| are | aren't |
| can | can't |
| could | couldn't |
| did | didn't |
| do | don't |
| does | doesn't |
| has | hasn't |
| have | haven't |
| is | isn't |
| must | mustn't |
| need | needn't |
| should | shouldn't |
| was | wasn't |
| were | weren't |
| will | won't |
| would | wouldn't |

## exercine

Rewrite the pronoun and verb in each sentence as a contraction.

1. You have been very unhappy. $\qquad$
2. I am not going to work today. $\qquad$
3. He would enjoy this movie a lot. $\qquad$
4. They are my best friends. $\qquad$
5. It is very cold today. $\qquad$
6. She will stop by for a visit tomorrow. $\qquad$
7. Who has been using my computer? $\qquad$
8. He is a very fine teacher. $\qquad$
9. We have never seen anything like this. $\qquad$
10. I will join you for dinner tomorrow. $\qquad$
11. She is a great soccer player. $\qquad$
12. Who would want to live in this neighborhood? $\qquad$
13. You are spending too much money. $\qquad$
14. They have gone to the United States. $\qquad$
15. It has been a very humid day. $\qquad$

## exeroise 10-2

Rewrite the verb and not in each sentence as a contraction.

1. You must not act surprised. $\qquad$
2. He cannot go to school today. $\qquad$
3. Mother will not allow that to happen. $\qquad$
4. The boys could not know what danger there was. $\qquad$
5. They are not acting properly. $\qquad$
6. Did you not do the housework? $\qquad$
7. My cousin was not at work today. $\qquad$
8. The girls do not like Mark. $\qquad$
9. Is that man not your uncle? $\qquad$
10. We should not spend so much time together. $\qquad$

## Oxerise 10-3

Write original sentences with the contractions given in parentheses.

1. (hasn't)
2. (mustn't) $\qquad$
3. (shouldn't) $\qquad$
4. (needn't) $\qquad$
5. (weren't) $\qquad$
6. (I've)
7. (he'll) $\qquad$
8. (they're) $\qquad$
9. (you'd) $\qquad$
10. (she's)

## Unit 11

## Plurals

Most English plurals are formed quite simply. Just add $-s$ to the end of a noun:

$$
\begin{aligned}
& \text { dog } \rightarrow \text { dogs } \\
& \text { building } \rightarrow \text { buildings }
\end{aligned}
$$

However, if the noun ends in $-s,-s s,-z,-x,-c h$, or $-s h$, add $-e s$ to form the plural:

$$
\begin{aligned}
& \text { boss } \rightarrow \text { bosses } \\
& \text { box } \rightarrow \text { boxes } \\
& \text { witch } \rightarrow \text { witches } \\
& \text { dish } \rightarrow \text { dishes }
\end{aligned}
$$

If the noun ends in a consonant plus $-y$, change the $-y$ to $-i$, then add -es:
lady $\rightarrow$ ladies
penny $\rightarrow$ pennies
Words that end in -o are a special problem. Some form their plural by adding $-s$, and others form their plural by adding ees. Look at these examples:

| Singular | Plural $+\boldsymbol{s}$ | Singular | Plural $+\boldsymbol{e s}$ |
| :--- | :--- | :--- | :--- |
| auto | autos | potato | potatoes |
| piano | pianos | hero | heroes |
| alto | altos | echo | echoes |
| zoo | zoos | veto | vetoes |
| solo | solos | cargo | cargoes |

Consult a dictionary to know precisely which plural ending to use with words that end in -0 .

There are a few words that form the plural with an -s ending but also require a consonant change in which $f$ changes to $v$ :

$$
\begin{aligned}
& \text { knife } \rightarrow \text { knives } \\
& \text { leaf } \rightarrow \text { leaves } \\
& \text { shelf } \rightarrow \text { shelves } \\
& \text { wife } \rightarrow \text { wives } \\
& \text { wolf } \rightarrow \text { wolves }
\end{aligned}
$$

Certain other nouns form their plural in completely irregular ways. Fortunately, the list is quite brief:

```
child \(\rightarrow\) children
    mouse \(\rightarrow\) mice
    foot \(\rightarrow\) feet
    person \(\rightarrow\) people (or persons)
    goose \(\rightarrow\) geese
    deer \(\rightarrow\) deer [no change!]
    man \(\rightarrow\) men
    woman \(\rightarrow\) women
    tooth \(\rightarrow\) teeth
    ox \(\rightarrow\) oxen
```


## exercise 11-1

Write the plural form of the following words.

1. house $\qquad$
2. wife $\qquad$
3. ox $\qquad$
4. fox $\qquad$
5. tooth $\qquad$
6. mouse $\qquad$
7. fez $\qquad$
8. person $\qquad$
9. candy $\qquad$
10. veto $\qquad$
11. deer $\qquad$
12. factory $\qquad$
13. leaf $\qquad$
14. university $\qquad$
15. jury $\qquad$

## exercise 11-2

Change each noun in the following sentences to the plural. Make any necessary changes to the verbs.

1. The boy is chasing the little mouse.
2. His brother is putting the pot in the box.
3. Does the teacher know the man?
4. The hero of the story was a child.
5. My friend wants to buy the knife, spoon, and dish.
6. A goose is flying over the field.
7. The clumsy person hurt my foot.
$\qquad$
8. The poor woman has a broken tooth.
9. We saw a wild ox in the zoo.
10. The ugly witch wanted the trained wolf.

The period is a commonly used signal that a sentence has ended. It is used after two types of sentences: (1) the declarative sentence, which is a statement about something, and (2) the imperative sentence, which is a request or command:

Statement: I have five dollars in my pocket.
Command: Give me the five dollars that you have in your pocket.
The period is also used after an abbreviation. Some abbreviations are titles: Mr., Mrs., Ms., Dr., Rev. Others are short versions of specific expressions: A.M., P.M., etc. If you end a sentence with one of these abbreviations, do not add a second period. For example:

Phillip arrived at exactly 8:00 P.M.
The question mark at the end of a sentence signals that the sentence is asking a question. You already know how to position verbs to form a question. Some examples:

Statement
Carlotta is at home.
You have a problem. They were in Rome.

## Question

Is Carlotta at home?
Do you have a problem?
Were they in Rome?

The exclamation point at the end of a sentence signals that the information in the sentence is stated strongly or with emotion. Some ordinary statements and exclamations look identical. But if the sentence ends in an exclamation point, it is expressed with emotion:

Ordinary Statement Strong Statement

Jason is sick.
I saw a stranger there.
It has started to snow.
He didn't leave.

Jason is sick!
I saw a stranger there!
It has started to snow!
He didn't leave!

## exercine

Place either a period, an exclamation point, or a question mark at the end of each sentence.

1. She took a book from the shelf and began to read $\qquad$
2. Do you like living in California $\qquad$
3. She asked me if I know her brother $\qquad$
4. Sit down and make yourself comfortable $\qquad$
5. Shut up
6. How many years were you in the army $\qquad$
7. I can't believe it's storming again $\qquad$
8. When did they arrive $\qquad$
9. Watch out $\qquad$
10. Her little brother is about eight years old $\qquad$

The comma is the signal in the middle of a sentence that ideas are being separated. This can be done to avoid confusing the ideas or to separate things in a list. For example, compare the sentence "When he came in the house was cold." to "When he came in, the house was cold." You do not mean that "he came in the house." There are two ideas here in two clauses. They are separated by a comma: (1) He came in. (2) The house was cold.

As an example of a list, consider the sentence "He bought pop, tarts, and candy." If you omit the comma after pop, someone might think that he bought pop tarts.
In a list, there should be a comma after every item until you use the word and: a boy, a girl, two dogs, and a cat. Some English writers prefer to omit the comma before and.

I need paint, brushes, a yardstick, and some tape.
OR
I need paint, brushes, a yardstick and some tape.
Commas are also used to separate the name of a person to whom an imperative or a question is directed:

Janelle, call Mr. Montoya on the telephone.
Dr. Gillespie, will my husband be all right?
Boys, try to be a little quieter.
They are also often needed to separate two or more adjectives that modify a noun:
She wore a red, woolen jacket.
The tall, muscular man was a weightlifter.

You should use a comma to separate two independent clauses combined as a compound sentence. They are most often combined with these conjunctions: and, but, for, not, or, so, and yet. An independent clause is one that has a subject and predicate and makes sense when it stands alone. Some examples:

DeWitt is baking a cake, and Allison is preparing the roast.
Do you want to go to a movie, or should we just stay home?
It began to rain hard, yet they continued on the hike.
You should separate exclamations and common expressions from the rest of the sentence with a comma:

Oh, I can't believe you said that!
No, I don't live in Germany anymore.
Yes, you can go outside now.
Well, you really look beautiful tonight.
By the way, my mother is coming for a visit.
A comma is required to separate the day of the week from the date, and the day of the month from the year. The comma is omitted if only the month and year are given.

He arrived here on Monday, June 1st.
My birthday is January 8, 1989.
The war ended in May 1945.
A decimal point looks like a period. In some languages, a decimal amount is separated by a comma: 6,25 or 95,75 . But in American English, a decimal amount is separated by a period (a decimal point): 6.25 or 95.75 .

In long numbers, amounts of thousands are separated by a comma in English. In other languages, they are often separated by a decimal point or by leaving a space:

| English Numbers | Numbers in Other Languages |
| :--- | :--- |
| $1,550,600$ | 1.550 .600 or 1550600 |
| $22,000,000$ | 22.000 .000 or 22000000 |

## exervise $\quad 12-2$

Rewrite each sentence and place commas where they are needed.

1. Ms. Muti please have a seat in my office.
2. She bought chicken ham bread and butter.
3. By the way your mother called about an hour ago.
4. Paul was born on May 21989 and Caroline was born on June 51989.
5. No you may not go to the movies with Rich!
6. Well that was an interesting discussion.
7. The men sat on one side and the women sat on the other.
8. Oh the dress hat and gloves look beautiful on you Jane.
9. It happened on April 51999.
10. Yes I have a suitcase and flight bag with me.

The colon signals that a list of things or special related information follows. For example:
You'll need certain tools for this project: a hammer, screwdriver, hacksaw, and chisel. I suddenly understood the plot of the story: A man steals a thousand dollars to help his dying son.

It is also used to separate the hour from the minutes when telling time: 5:30, 6:25 A.M., 11:45 P.M.

The semicolon is a punctuation mark that is similar to both a comma and a period. It signals that there is a pause between ideas, and those ideas are closely linked. It often combines two related independent clauses into one sentence:

Jamal is a powerful runner; he is determined to win the race today.
Loud music filled the room; everyone was dancing as if entranced.

## exeroise 12-3

In the blank, place either a colon or a semicolon.

1. There are some things you need for this recipe___ sugar, salt, and flour.
2. She understood the meaning of the story $\qquad$ Thou shalt not kill.
3. Peter is an excellent swimmer $\qquad$ he coaches a team at our pool.
4. This document is important $\qquad$ it will prove his innocence.
5. Add these names to the list $\qquad$ Irena, Helen, Jaime, and Grace.

Quotation marks enclose the words that are said by someone. They indicate a direct quote. Look at the difference between a direct and indirect quote:

## Direct Quote

He said, "Stay where you are."
She asked, "Is that Tran's brother?"

## Indirect Quote

He said that I should stay where I am. She asked if that is Tran's brother.

Remember that all punctuation marks that belong to the quoted sentence are enclosed inside the quotation marks:

Correct: He asked, "Does she often visit you?"
Incorrect: He asked, "Does she often visit you"?
The title of a short story or magazine article should be enclosed by quotation marks: I just read "My Life on a Farm" by James Smith. If a quote is located within a quote, it should be enclosed by single quotation marks: He said, "I just read 'My Life on a Farm' by James Smith."

## exervise <br> 12-4

Rewrite each sentence and add quotation marks where they are needed.

1. She asked, Why do you spend so much money?
2. I learned that from Tips for Dining Out in a restaurant magazine.
3. Rafael said, Elena's grandfather is very ill.
4. This is going to be a big problem, he said sadly.
5. Kurt will say, I already read The Ransom of Red Chief in school.

You already know that the apostrophe is used in forming contractions:

$$
\begin{aligned}
& \text { I am } \rightarrow \text { I'm } \\
& \text { we are } \rightarrow \text { we're }
\end{aligned}
$$

The apostrophe is also used to form possessives. To make the meaning of a singular noun possessive, add - 's. For plural nouns that end in an $-s$, just add the apostrophe. All other plurals will end in -'s.

| Noun | Possessive Form | Meaning |
| :--- | :--- | :--- |
| boy | the boy's dog | the dog that belongs to the boy |
| boys | the boys' games | the games that belong to the boys |
| house | the house's roof | the roof of the house |
| Tom | Tom's aunt | an aunt of Tom's |
| book | a book's pages | the pages of a book |
| men | the men's work | the work that the men do |

If a word ends in an $-s$, you can add -'s to form the possessive when the pronunciation of the word requires another syllable in the possessive:

$$
\begin{aligned}
& \text { Lois } \rightarrow \text { Lois's } \\
& \text { Thomas } \rightarrow \text { Thomas's } \\
& \text { actress } \rightarrow \text { actress's }
\end{aligned}
$$

If another syllable is not pronounced to form the possessive, just add an apostrophe; this tends to be the case in the plural:

```
actresses }->\mathrm{ actresses'
railings }->\mathrm{ railings'
classes }->\mathrm{ classes'
```

It is common to use an apostrophe to form the plural of abbreviations: two Dr.'s, three M.D. 's, four Ph.D. 's. The same is true when forming the plural of a number or letter: "You had better mind your $p$ 's and $q$ 's."

## exercise 12-5

Rewrite each sentence and add apostrophes where they are needed.

1. The geeses eggs are well hidden.
2. She cant understand you.
3. Is Mr. Hancocks daughter still in college?
4. The two girls performance was very bad.
5. Ms. Yonans aunt still lives in Mexico.
6. She met several M.D.s at the party.
7. Do you know Mr. Richards?
$\qquad$
8. The womens purses were all stolen.
$\qquad$
9. He wont join the other Ph.D.s in their discussion.
$\qquad$
10. It isnt right to take another mans possessions.

## exercise <br> 12-6

In the blank write in the missing form of punctuation.

1. Blake $\qquad$ will you please try to understand my problem?
2. They went to England $\qquad$ Wales, and Scotland.
3. Someone stole my money $\qquad$
4. She asked, $\qquad$ When is the train supposed to arrive?"
5. Mr. Wilson $\qquad$ s son wants to buy a house in Wisconsin.
6. I have the following documents $\qquad$ a will, a passport, and a visa.
7. Grandmother died September 11 $\qquad$ 1999.
8. Jack is a pilot $\qquad$ he flies around the world.
9. Well $\qquad$ I can't believe you came home on time.
10. Are you planning another vacation $\qquad$

## Unit 13

## Infinitives and Gerpunds

You have already discovered infinitives and how they are used as verbs. But infinitives can be used in other ways as well.

They can be used as nouns: To run would be cowardly. (subject of the sentence)

They can be used as adverbs: We came here to thank you. (why we came)

They can be used as adjectives: He is the man to trust. (modifies man)

Gerunds look like present participles: a verb plus an -ing ending (running, looking, buying, etc.). But gerunds are different from present participles. Present participles are used to form an action in progress or incomplete: I was running, she is speaking, they are helping. And as a participle they can be used as adjectives. But a gerund is used as a noun. Look at these examples:

Present Participle
She was baking cookies.
I am living alone.
We have been relaxing at home.
He was spelling the new words.

## Gerund

Baking takes a lot of time.
I don't like living alone.
Relaxing will help relieve the tension.
Spelling is my best subject.

## exercise

13-1
Look at each sentence and decide how the infinitive is used. Then write noun, adverb, or adjective in the blank provided.

1. $\qquad$ I bought the car to make you happy.
2. $\qquad$ He doesn't like to run after a big dinner.
3. $\qquad$ The book to read is Moby Dick.
4. 

She gave me a gift to show her gratitude.
5. $\qquad$ To pay taxes is a privilege.

## exervise 13-2

Look at each sentence and decide how the italicized word is used. Then write verb, adjective, or noun in the blank provided.

1. $\qquad$ Running water is a modern convenience.
2. $\qquad$ We are taking the family on a picnic.
3. $\qquad$ This is a continuing problem.
4. $\qquad$ Playing in the street is dangerous.
5. $\qquad$ I don't like skiing.
6. $\qquad$ Do you prefer jogging or tennis?
7. $\qquad$ The laughing clown was very funny.
8. $\qquad$ We've been driving all day.
9. $\qquad$ The beginning of the story was quite sad.
10. $\qquad$ He was arrested for speeding.

## Unit 14

## Relative Pronouns

Relative pronouns are used to link two sentences that have the same noun or pronoun in them. Relative pronouns form the beginning of a relative clause. In English there are five basic relative pronoun forms:
that $=$ used when referring to either an animate or inanimate noun
who $=$ used when referring to an animate noun
which $=$ used when referring to an inanimate noun
whose $=$ used as a possessive
elliptical relative pronoun $=$ occurs when the relative pronoun is omitted

The noun in the introductory clause is called the antecedent. A relative pronoun replaces the noun in the second clause-the relative clause.

Let's look at how relative pronouns connect two sentences. If the same noun or pronoun is found in both sentences, the second one can be omitted and replaced by a relative pronoun. Then the two sentences are stated as one. Notice how the animate and inanimate nouns change to relative pronouns.

Two Sentences: He likes the girl. The girl comes from Alaska.
Relative Clause: He likes the girl who comes from Alaska. OR He likes the girl that comes from Alaska.

Two Sentences: I bought the car. The car needs repairs.
Relative Clause: I bought the car that needs repairs. OR I bought the car which needs repairs.

Nouns can be used as subjects, direct objects, indirect objects, objects of prepositions, and possessives; so, too, can relative pronouns that replace them.

There are specific uses for that, who, and which; however, in casual speech the relative pronoun that can be substituted for who or which except when the relative pronoun shows possession. Look at these examples with inanimate nouns:

| Use in a Sentence | Pairs of Sentences | Relative Clauses Formed |
| :---: | :---: | :---: |
| subject | I found the money. The money was lost. | I found the money that was lost. I found the money which was lost. |
| direct object | I found the money. Bree lost the money. | I found the money that Bree lost. I found the money which Bree lost. |
| indirect object | N/A | N/A |
| preposition | I found the money. They spoke about the money. | I found the money that they spoke about. <br> I found the money about which they spoke. |
| possessive | I found the money. The color of the money is green. | I found the money the color of which is green. |

It is possible to substitute whose for a prepositional phrase starting with of with inanimate objects: I found the money whose color is green.

Now look at similar examples with animate nouns:

| Use in a Sentence | Pairs of Sentences | Relative Clauses Formed |
| :---: | :---: | :---: |
| subject | I found the boy. The boy was lost. | I found the boy that was lost. I found the boy who was lost. |
| direct object | I found the boy. Kim met the boy. | I found the boy that Kim met. I found the boy whom Kim met. |
| indirect object | I found the boy. They gave the boy a gift. | I found the boy that they gave a gift to. <br> I found the boy to whom they gave a gift. |
| preposition | I found the boy. They spoke about the boy. | I found the boy that they spoke about. <br> I found the boy about whom they spoke. |
| possessive | I found the boy. The boy's father is a soldier. | I found the boy whose father is a soldier. |

Careful! If whom or which is part of a prepositional phrase, the preposition can stand in front of whom or which, or it can stand at the end of the relative clause:

I like the man for whom I work.
I like the man whom I work for.
These are the books about which she spoke.
These are the books which she spoke about.

When the relative pronoun is that, the preposition always stands at the end of the relative clause:
I like the man that I work for.
These are the books that she spoke about.
When an indirect object noun is changed to a relative pronoun, the preposition to or for should be added to give the meaning of the original sentence. Examples:

Do you know the man? I gave the man ten dollars.
Do you know the man to whom I gave ten dollars?
Andre saw the girl. I bought the girl some flowers.
Andre saw the girl that I bought some flowers for.
If the relative pronoun is used as a direct object or object of a preposition, it can be omitted. It is then called elliptical. If a preposition is involved, it must stand at the end of the relative clause.

| Usage | Relative Pronoun Used | Elliptical Relative Pronoun |
| :--- | :--- | :--- |
| direct object <br> preposition | He's the man that I met in Canada. | He's the man I met in Canada. |
| Where's the car in which she was sitting? | Where's the car she was sitting in? |  |

Note: You should be aware that in casual speech many English speakers regularly substitute who for whom.

There are two types of relative clauses: restrictive clauses and nonrestrictive clauses. Restrictive relative clauses contain information that is essential to the meaning of the sentence. If that information is omitted, the sentence cannot be understood as intended. The restrictive relative clause identifies the person or thing talked about in the other clause. Here are two examples:

The woman who stole the ring was soon arrested. (who stole the ring is essential information)
What's the make of the car that you bought? (that you bought is essential information)
Nonrestrictive relative clauses merely give additional information but do not define the person or thing talked about in the other clause. The relative pronoun that should not be used in nonrestrictive relative clauses. However, in casual speech there is often substitution between that and the relative pronouns who and which. Here are two examples of nonrestrictive clauses:

The mayor, who is out of town right now, will give a speech on Friday. (who is out of town right now is additional but nonessential information)
The play, which lasted over three hours, was given rave reviews. (which lasted over three hours is additional but nonessential information)

Commas are used to separate a nonrestrictive relative clause from the other clause in the sentence.

## exercise <br> 14-1

Combine the following sentences by changing the second sentence to a relative clause. Use that as the relative pronoun.

1. I found the money. The money belonged to Jack.
$\qquad$
2. She has a good memory. Her memory always serves her well.
3. This is the woman. I told you about the woman.
$\qquad$
4. I have a document. The document proves my innocence.
$\qquad$
5. They want to visit the country. Marsha comes from the country.
$\qquad$

Follow the same directions. Use who, whom, or whose as the relative pronoun.
6. This is the doctor. The doctor saved my life.
$\qquad$
7. Do you know the musician? I met the musician in Hawaii.
$\qquad$
8. She likes the gentleman. I was telling her about the gentleman.
9. I visited the sisters. The sisters' father had recently died.
10. Jerod noticed the stranger. All the neighbors were staring at the stranger.

Follow the same directions. Use which as the relative pronoun.
11. Pablo threw away the picture. The boys had found the picture.
12. I live in the house. My grandfather was born in the house.
13. He bought a suit. The suit is navy blue.
14. Anna has a new hat. I like the new hat very much.
15. He wanted to paint the bench. A man was sitting on the bench.

## exervise 14-2

Complete each sentence with any appropriate phrase.

1. This is the lady about whom $\qquad$ .
2. We visited a country that $\qquad$ _.
3. I don't like the people whom $\qquad$ $-$
4. Where's the basket in which $\qquad$ ?
5. Peter laughed at the story that $\qquad$
6. My aunt met the writer whom $\qquad$ about.
7. Sammie spoke with the teacher whose $\qquad$
8. I met the manager whom $\qquad$ for.
9. She hates the blouse that $\qquad$ .
10. Tell me about the tourists whose $\qquad$ .

## exercise <br> 14-3

Rewrite each sentence, changing the relative clause to its elliptical form. Omit the relative pronoun.
Example: She's the girl whom I met there.
She's the girl I met there.

1. He was in the city that I visited last year.
2. Did you finally meet the woman about whom I was telling you?
3. Ron sold the house that he was born in.
4. My father lost the checkbook that he kept his credit card in.
5. Did you find the ball that I threw over the fence?
6. That's the pretty girl for whom I wrote this poem.
$\qquad$
7. I don't know the people whom he gave the flowers to.
$\qquad$
8. The hat from which the magician pulled a white rabbit was empty.
$\qquad$
9. She forgot the tickets that she had placed next to her briefcase.
10. They live in a tiny village, which we finally located on a map.

## Unit 15

## Reflexive Pronouns

Reflexive pronouns reflect back to the subject of a sentence. The English reflexive pronouns are: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves. Each one can only be used with its personal pronoun counterpart when that personal pronoun is the subject of the sentence:

| Personal <br> Pronoun | Reflexive <br> Pronoun | A Sample <br> Sentence |
| :--- | :--- | :--- |
| I | myself | I hurt myself again. |
| you | yourself | You can do it yourself. |
| he | himself | He enjoyed himself. |
| she | herself | She helped herself to some candy. |
| it | itself | It destroyed itself in a few seconds. |
| we | ourselves | We found ourselves in a strange city. <br> you |
| yourselves | You must clean yourselves up before <br> dinner. <br> They accidentally burned <br> themselves. |  |
| they | themselves |  |

If the reflexive pronoun and the personal pronoun are not counterparts, then personal pronouns should be used in the sentence. Look at these examples:

Counterparts

## Not Counterparts

I hurt myself again.
He enjoyed himself.
They harmed themselves.

I hurt him again. I hurt them again. He enjoyed it. He enjoyed them. They harmed me. They harmed her.

Remember that third-person singular and plural nouns will use the appropriate third-person singular and plural reflexive pronouns:

Marta bought herself a new car.
The boy cut himself.
The alien creature wounded itself with its own claws.
The men helped themselves to some beer.

## exervise <br> 15-1

Rewrite each sentence appropriately with the subject personal pronouns given. Change to the appropriate reflexive pronoun.

1. I found myself in a difficult situation.

You (sing.) $\qquad$ .

Не $\qquad$ .

She $\qquad$
We $\qquad$
They $\qquad$ $-$.

Amy $\qquad$ -.
2. We enjoyed ourselves at the party.

I $\qquad$ .

You (pl.) $\qquad$
Нe $\qquad$
She $\qquad$
They $\qquad$ -.

The boys $\qquad$ .
3. He is going to be very proud of himself.

I $\qquad$ .

My friends $\qquad$
Mother $\qquad$
They $\qquad$ .

We $\qquad$ .

Abdul and Ricky $\qquad$ _.
4. I just couldn't help myself.

You (pl.)

He $\qquad$

She $\qquad$

We $\qquad$
They $\qquad$ _.

The men $\qquad$ _.

## exercise <br> 15-2

Replace the object personal pronoun in each sentence with the appropriate reflexive pronoun.

1. Jerry liked me in the new suit.
2. They busied her with several different tasks.
3. We were very proud of them.
$\qquad$
4. She is buying us a few new outfits.
$\qquad$
5. The children hurt me.
6. I have to ask him what to do now.
$\qquad$
7. The young woman told you not to give in.
8. He wants to find me something nice to wear.
$\qquad$
9. You've harmed no one but us.
$\qquad$
10. The lizard hid them under a rock.
$\qquad$

## Unit 16

## Possession

Nouns form the possessive in two ways: (1) they become the object of the preposition of, or (2) they add the ending -'s (apostrophe plus $-s)$. Look at these examples:

| the roar of a lion | a lion's roar |
| :--- | :--- |
| the color of the book | the book's color |
| the children of Mrs. Diaz | Mrs. Diaz's children |
| the prey of the wolves | the wolves' prey |

(See Unit 12 regarding punctuation to review the rules for using the apostrophe.)

The possessive is used to show to whom or to what something belongs:

This is Ginny's car.
The kittens of an alley cat have a hard life.

## exercise <br> 16-1

Change the italicized possessive phrase to a possessive ending in -'s.
Example: The color of the car is red.
The car's color is red.

1. The center of the storm was just north of the city.
2. The condition of the victims was very serious.
$\qquad$
3. I don't understand the behavior of my classmates.
4. The equipment of the lab was outdated.
5. The efforts of each man helped to make the project a success.
6. The many illnesses of the animals were evidence of the filthy conditions.
7. The documents of the young lawyer were very impressive.
8. The room was filled with the scent of the roses.
9. A hunter captured the mother of the little bear cub.
10. We drove to the northern border of the town.

## Unit 17

Possessive pronouns are sometimes called possessive adjectives. No matter what you call them, their use is clear and simple. Just like reflexive pronouns, possessive pronouns have personal pronoun counterparts. Look at this table of pronouns to see the relationship:

| Subject | Object | Possessive 1 | Possessive 2 |
| :--- | :--- | :--- | :--- |
| I | me | my | mine |
| you | you | your | yours |
| he | him | his | his |
| she | her | her | hers |
| it | it | its | its |
| we | us | our | ours |
| they | them | their | theirs |

There is a difference in the use of the possessive pronouns 1 and 2. The possessive pronoun 1 always stands before a noun and modifies it. The possessive pronoun 2 replaces a possessive pronoun 1 and a noun, when the noun is understood. Look at these examples:

$$
\begin{array}{ll}
\text { My gift is unusual. } & \text { Which gift is mine? (my gift) } \\
\text { Is this your brother? } & \begin{array}{l}
\text { The seat on the right will be yours. } \\
\text { (your seat) }
\end{array} \\
\text { Our friends live here. } & \text { These two dogs are ours. (our dogs) } \\
\text { His aunt is a doctor. } & \text { His is a doctor. (his aunt) } \\
\text { Her dress is very nice. } & \text { Hers is very nice. (her dress) }
\end{array}
$$

Possessive pronouns tell to whom or to what something belongs.

## exercise

## 17-1

Change the possessive pronoun 1 to a possessive pronoun 2 and omit the noun.
Example: She has my book.
She has mine.

1. The car on the corner is my car.
$\qquad$
2. Was this your house?
3. The invading soldiers searched their house.
4. Did Dee find her briefcase?
$\qquad$
5. Our relatives have lived in Brazil for a long time.
6. His boss is fair with everyone.
$\qquad$
7. These problems are entirely his problems.
8. I need your advice.
$\qquad$
9. My landlord is going to raise the rent.
10. Their long conversations made no sense.

## exervise

## 17-2

Change the italicized word or phrase to the possessive pronoun counterpart of the subject of the sentence.
Example: He likes the new car.
He likes his new car.

1. The women want to visit some relatives in Europe.
$\qquad$
2. She takes the children for a long walk.
3. Do you have the tools in the truck?
$\qquad$
4. I sent the address and telephone number to the office.
$\qquad$
5. We want this one.
$\qquad$
6. The picture fell out of the frame.
$\qquad$
7. They spend a lot of time in Canada.
$\qquad$
8. Are you selling these?
$\qquad$
9. I left some papers in the apartment.
$\qquad$
10. Jose found the wallet under the bed.

## exeroise 17-3

Circle the boldface word that best completes each sentence.

1. Did you leave yours/mine/your keys on the desk?
2. Her brother met his/her/their wife in Paris.
3. This book is our/his/her, and that one belongs to Smita.
4. Where did they buy theirs/blouse/its?
5. I believe I forgot mine/her/my again.
6. My sister gave mine/her/its watch to me.
7. I saw your tickets, but where are her/my/ours?
8. Hers/Theirs/His uncle is coming to America to live.
9. The fox hurt its/hers/front foot in a trap.
10. May I have hers/my/mine dinner now?

A preposition connects a certain word in a sentence to a noun or pronoun. But the meaning of prepositional phrases (preposition followed by a noun or pronoun) is varied. They tell where, when, why, how, or whose. Look at these examples:

```
where \(=\) in the garden
when \(=\) until Monday
why \(=\) because of the bad weather
how \(=\) by train
whose \(=\) of the bride
```

Here is a list of some commonly used prepositions.

| about | behind | for | since |
| :--- | :--- | :--- | :--- |
| above | below | from | through |
| across | beside | in | to |
| after | between | of | under |
| along | by | off | until |
| around | despite | on | up |
| at | down | out | with |
| before | during | over | without |

Compound prepositions consist of more than one word: along with, because of, due to, in spite of, on account of, next to, on top of, together with, and so on.

When a noun is used in a prepositional phrase, it does not change. But most pronouns do:

$$
\begin{aligned}
& I \rightarrow \text { with me } \\
& \text { you } \rightarrow \text { to you } \\
& \text { he } \rightarrow \text { by him } \\
& \text { she } \rightarrow \text { without her } \\
& \text { it } \rightarrow \text { on it }
\end{aligned}
$$

$$
\text { we } \rightarrow \text { from us }
$$

$$
\text { they } \rightarrow \text { for them }
$$

$$
\text { the boys } \rightarrow \text { to the boys }
$$

$$
\text { a girl } \rightarrow \text { after a girl }
$$

$$
\text { my keys } \rightarrow \text { over my keys }
$$

## excroise <br> 18-1

Change the noun phrase in the prepositional phrase to the appropriate pronoun. Keep the same number and gender.

1. The man next to Jordan is a senator.
2. Did they leave after the play?
3. Evan was dancing with his aunt.
4. Why did you leave the house without your wallet?
5. Are there washers and dryers in the apartments?
6. Juan had some nice wine for his guests.
7. The man with Yvette is her new boyfriend.
8. A large bear was coming toward the man.
9. The letter from my parents made me very happy.
10. In spite of all her problems, Tonya went on smiling.

Note: Sometimes a prepositional phrase connected to the subject of a sentence can cause confusion. This is especially true when one of those elements is singular and the other is plural. Always remember that the subject-not the prepositional phrase-determines the form of the verb.

Singular Subject + Plural Object of the Preposition
The box of fresh cookies was torn open by their dog.
Each of you has a duty to help them.
One of the youngest candidates needs a lot more money.
Plural Subject + Singular Object of the Preposition
The musicians in the little band were given a new contract.
Several girls from our school have been awarded scholarships.

## OXeruise 18-2

Circle the boldface word that best completes each sentence.

1. One of the boys are/is/were a friend of mine.
2. The woman/person/women from our church are having a bake sale.
3. Each of the people at these meetings want/have to/needs to know the truth.
4. The box of chocolates was/are/were a gift from Thomas.
5. The students in this class need/wants/has more time to prepare.
6. Every one of you on the team want/has/have the chance to be a champion.
7. The magician, together with his assistants, makes/are making/make the rabbits disappear.
8. All of you in the third row needs/need/was needed to stand up.
9. Many tourists on this flight doesn't/don't/does have the proper visa.
10. A young teacher, along with several of her pupils, find/are locating/captures the robber.

## Unit 19

## Clapitalization

You are already aware that nouns fall into two general categories: proper nouns and common nouns. All nouns refer to persons, places, things, or ideas, but only certain nouns-proper nounsare capitalized. All other nouns do not require capitalization (unless they occur at the beginning of a sentence). Let's look at the specifics that govern English capitalization.
A. The first word in a sentence is always capitalized. It does not matter if the sentence begins with a common noun or some other grammatical element.

Terrell is my brother.
The children are fast asleep.
Are you going home now?
When is that program on?
B. The first word in the title of any work of art (e.g., short story, article, book, TV program, film, painting, song, CD) is always capitalized. All the other words in the title are also capitalized, except for the articles, conjunctions, and prepositions. (However, if an article, conjunction, or preposition is the last word in a title, it must be capitalized.)
"How to Buy a House"
The Adventures of Tom Sawyer
Finding Nemo
"Take Me Out to the Ball Game"
C. The same rule applies to official names of businesses and institutions.

The University of Illinois at Chicago
Sears Roebuck and Company
D. First names, last names, initials, and personal titles of all kinds are always capitalized.

Jason Kensington
Ms. Alicia Jones
Professor Rosa Morena
Senator William Hayes
General Dwight D. Eisenhower
J. D. Powers
E. Titles that are not part of directly addressing the person who bears the title should not be capitalized. Compare the following:

I met a senator at the meeting. Hello, Senator. How are you?
Is she the governor now?
It's good to see you, Governor Bejcek.
A captain entered the room.
Please sit down, Captain Bligh.
F. All days of the week, months of the year, and holidays are capitalized. Seasons and other categories of time are not.

Is it Monday already? The weather is cooler in the fall.
My favorite month is June.
She was born March 3, 2001.
Today is the Fourth of July.
I like Halloween.
Where do you spend the winter?
How many years are in a decade?
The twentieth century was important. It's a new millennium.
G. There are special rules for abbreviations for time. B.C. and A.D. are always capitalized. B.C. is used for eras or years that occurred before Christ. A.D. is used for eras or years that occurred anno Domini ("in the year of our Lord"), that is, beginning with the first year after Christ's birth. (B.C. follows the date; A.D. precedes the date.) A.M. and P.M. may or may not be capitalized. A.M. refers to the hours between midnight and noon, and P.M. refers to the hours between noon and midnight.

That happened in the fifth century B.C.
Columbus first landed in the New World in A.D. 1492.
They arrived exactly at 9:00 P.M.
I set my alarm for 7:35 A.M.

## exercise <br> 19-1

Rewrite the words in each sentence that require capitalization.

1. john bought a new cadillac for his wife.
2. is colonel brubaker a friend of governor dassoff?
3. the president of the company was born on march tenth in the city of buffalo.
4. we stopped at a restaurant in chicago and ordered southern fried chicken.
5. in the summer the kids from whittier school play baseball at st. james park.
$\qquad$
6. she invested some money last february with e. f. hutton in new york.
$\qquad$
7. ms. assad met the general while he was touring the northern part of texas.
8. are mr . and mrs. cermak planning a large wedding for their daughter, britney?
$\qquad$
9. ted bought us a coke and a hot dog for lunch.
$\qquad$
10. the students read the adventures of huckleberry finn in school last may.
$\qquad$
11. his sister was born on may tenth in cleveland memorial hospital.
$\qquad$
12. mia got up at precisely eight o'clock a.m.
$\qquad$
13. do you know the president of the corporation?
$\qquad$
14. if you see mayor yamamoto, tell him the governor has phoned again.
$\qquad$
15. we get the new york times every day but sunday.

## exercise <br> 19-2

Rewrite the following dates with the numbers shown as words. The order of the numbers corresponds to month/day/year.

1. $5 / 10 / 1865$ $\qquad$
2. $11 / 11 / 1918$ $\qquad$
3. $7 / 4 / 1776$ $\qquad$
4. $12 / 24 / 2000$ $\qquad$
5. $1 / 1 / 1999$ $\qquad$

Rewrite the following times as words and add A.M. or P.M. Look at the phrase in parentheses to help you decide which one.
6. 9:00 (in the morning) $\qquad$
7. 11:30 (in the evening)
8. 6:45 (at dawn)
9. 7:50 (at sunset)
10. 8:15 (during breakfast)

## Comparative and Superlative Forms

The comparative of an adjective or adverb describes a comparison of one person or thing with another person or thing. Most comparatives require an er ending, for example, taller, shallower. If the adjective or adverb ends in a single consonant, that consonant is doubled before adding the ending: mad $\rightarrow$ madder. If an adjective or adverb ends in $-y$, change it to $-i$ then add -er: funny $\rightarrow$ funnier.

The superlative of an adjective or adverb shows the greatest degree of the meaning of the adjective or adverb. Most superlatives end in -est: tallest, shallowest. If the adjective or adverb ends in a single consonant, that consonant is doubled before adding the ending: mad $\rightarrow$ maddest. If an adjective or adverb ends in $-y$, change it to $-i$ then add -est: funny $\rightarrow$ funniest.

Both the comparative and the superlative are formed in another way by using more or most. The word more is placed in front of the adjective or adverb to form the comparative, and the word most is placed in front of the adjective or adverb to form the superlative: more interesting/most interesting, more logical/most logical. This formation is used primarily with words that are of two syllables or more and that come to English from French, Latin, or other foreign sources.

The other formation (long, longer, longest) is Anglo-Saxon in origin. Compare these lists of comparatives and superlatives:

| Anglo-Saxon Origin |  |  | Foreign Origin |
| :--- | :--- | :--- | :--- |
| bigger | biggest | more critical | most critical |
| finer | finest | more dangerous | most dangerous |
| grander | grandest | more dynamic | most dynamic |
| happier | happiest | more fruitful | most fruitful |
| jollier | jolliest | more harmonious | most harmonious |
| kinder | kindest | more hopeless | most hopeless |
| mightier | mightiest | more intense | most intense |
| poorer | poorest | more sensitive | most sensitive |
| smaller | smallest | more visible | most visible |
| thinner | thinnest | more willing | most willing |

Note that words that end in -ful, -less, and -ing use more and most to form the comparative and superlative, even though such words do not have a foreign language origin.

There are a few irregular formations that must simply be memorized:

| Positive | Comparative | Superlative |
| :--- | :--- | :--- |
| bad | worse | worst |
| far | farther/further | farthest/furthest |
| good | better | best |
| little (amount) | less | least |
| many | more | most |
| much | more | most |
| well | better | best |

It is possible to use a comparative in a sentence without mentioning the person or thing with which another person or thing is being compared. Look at these examples:

Jorge is a lot taller.
My sister was thinner a few years ago.
In such sentences the person or thing compared is assumed. When stating the person or thing with which another person or thing is being compared, use the word than:

Jorge is a lot taller than Michelle.
My sister was thinner a few years ago than she is now.
The formation of both adjectives and adverbs in the comparative is identical. The difference is how they are used in a sentence:

My car is faster than your car. (adjective)
She runs faster than you do. (adverb)
With adverbs that end in $-l y$, both forms of comparative and superlative are possible:
He spoke quicker./He spoke more quickly.
He spoke the quickest./He spoke the most quickly.
The superlative adjective or adverb frequently is preceded by the word the:
Lars is the strongest boy.
She is the most beautiful girl here.
When the superlative is a predicative adjective and not followed by a noun, the word the can be omitted:

Lars is strongest when he's not tired.
She is most beautiful when she wakes up in the morning.
Comparative and superlative adverbs that are formed with more and most require the adverbial ending -ly:
more willingly
most capably

## 20-1

Rewrite each sentence with the italicized word changed to the comparative.

1. This freight train is moving slowly.
2. My young brother is a mathematician.
3. Where is the old man you told me about?
4. Fanny swims well, but she still cannot dive.
5. Hunter's cold is bad today.
$\qquad$
6. They have much to do before the end of the day.
7. I think Robbie is intelligent.
8. The new employee is careless about his work.
9. She has many friends in the city.
$\qquad$
10. This project is critical to the success of the company.
11. Clarice just can't speak quietly.
12. We have a big house out in the country.
13. Do you think that kind of language is sinfu?
14. The inn is far down this road.
15. Your friend is reckless.

## exercise <br> 20-2

Use each set of words to write a sentence. Make a comparison using than. (You may use different forms of the words listed.)

Example: Maurice/Ingrid/speak/loudly
Maurice speaks louder than Ingrid.

1. cats/dogs/run/fast
2. my brother/your sister/write/beautiful
3. you/I/learn/quick
4. Rashad/Steven/sell/many cars
$\qquad$
5. New York/Chicago/big
$\qquad$
6. Ginger/Fred/dance/well
7. lake/sky/look/blue
$\qquad$
8. our team/your team/play/capable
$\qquad$
9. the husband/the wife/seem/jealous
$\qquad$
10. Mr. Espinosa/Ms. VanDam/have/little money

## exercise

## $20-3$

Rewrite each sentence with the italicized word changed to the superlative.

1. Carlos is the short boy in the last row.
2. Paris is beautiful.
3. The white stallion runs fast.
4. Is Russia a large country in Europe?
$\qquad$
5. Is this an interesting article?
$\qquad$
6. They say that the CEO is rich.
$\qquad$
7. Smoking is bad for your health.
8. The soprano sings softly.
$\qquad$
9. The vice president spoke brilliantly.
10. Is the planet Pluto far?
$\qquad$
11. Larry gets up early.
12. She is systematic about everything she does.
13. Brian is a cute boy.
14. Laura plays the violin well.
15. That book is boring.

## exercise

Rewrite the words as a sentence. Form the adjective or adverb as a superlative and add any necessary words.
Example: Dennis/jump/high
Dennis jumps the highest.

1. Melanie/funny/girl/in class
$\qquad$
2. what/distant/planet
$\qquad$
3. your/handwriting/bad
4. men/at the party/eat/much
$\qquad$
5. Olive/smart/all/girls/in school
$\qquad$
6. Mozart/compose/beautiful/music
7. grandmother/bake/delicious/cakes
8. pickpocket/steal/many/wallets
$\qquad$
9. Raj/think/this symphony/boring
10. Janice/my/good/friend

## exercise

## 20-5

Rewrite each sentence twice, first changing the adjective or adverb to the comparative and then to the superlative.

1. My coffee is hot.
$\qquad$
$\qquad$
2. Is this math problem difficult?
$\qquad$
$\qquad$
3. I feel well today.
$\qquad$
$\qquad$
4. Life in the jungle is dangerous.
$\qquad$
$\qquad$
5. This village is poor.
$\qquad$
$\qquad$
6. Mr. Hong always has little time.
$\qquad$
$\qquad$
7. The choir sang a merry song.
$\qquad$
$\qquad$
8. She wore a shabby dress.
$\qquad$
$\qquad$
9. Bert has many friends.
$\qquad$
$\qquad$
10. She can speak calmly about it.
$\qquad$
$\qquad$

## Conjunctions

Conjunctions join words, phrases, and sentences together. First, let's look at some of the commonly used coordinating conjunctions: and, but, or, nor, for, so, and yet. Notice how they can combine words, phrases, or complete sentences:

| Combined Words | Combined Phrases | Combined Sentences |
| :--- | :--- | :--- |
| "Don or Norma" | "healthy again yet | "We remained by the |
| "meat and | unable to work" | fire, but Lance went <br> to the park to skate." |
| potatoes" |  |  |

Correlative conjunctions are also important. They consist of a pair of words that appear in different parts of the same sentence. The most commonly used are both . . . and, either . . . or, neither . . . nor, and not only . . . but also (sometimes stated as not only . . . also). Examples:

Both Yoko and Marco have problems.
Either you work hard or you leave.
Neither the boys nor the girls wanted to end the game.
You are not only a poor loser but also a bad soccer player.
Dependent (or subordinating) clauses consist of a subject and a verb. But these clauses usually cannot stand alone. Dependent clauses are preceded by subordinating conjunctions and are combined with an independent clause. The list of subordinating conjunctions is long. Here are some of the most commonly used:

| after | before | since | until |
| :--- | :--- | :--- | :--- |
| although | even though | so that | when |
| as if | how | than | whenever |
| as long as | if | that | where |
| as though | now that | though | wherever |
| because | once | unless | while |

Let's look at some example sentences:
After she arrived, Alberto was the first to greet her.
Although he was tired, he continued to run.
I just don't know how you do it.
If you don't pay your rent, you'll have to move.
Bob doesn't know where she lives.
exercise 21-1

Combine each pair of sentences with the appropriate coordinating conjunction: and, but, or, nor, for, so, or yet.

1. That's my brother. The woman next to him is his wife.
2. We ran into the tent. Our clothes were already soaked by the storm.
$\qquad$
3. Should we watch TV tonight? Should we go see a movie?
4. She began to cry. The book ended so sadly.
5. I hurried as fast as I could. I arrived home late as usual.
6. The red car was already sold. Kim bought the blue one.
7. Our dog likes to play in the yard. Our cat prefers to stay in the house.
8. Milo lives on Oak Street. His brother lives nearby.
9. Their credit was very poor. They decided to buy a piano anyway.
10. I love the snowy beauty of winter. I hate the heat of summer.

## exervise 21-2

Fill in the blanks with the appropriate correlative conjunctions: both . . . and, either . . . or, neither . . . nor, or not only . . . but also.

1. $\qquad$ Maribeth $\qquad$ I will ever visit them again.
2. I want to buy $\qquad$ a new blouse $\qquad$ a new skirt.
3. They were already introduced to $\qquad$ Carol $\qquad$ her mother.
4. You $\qquad$ work too little $\qquad$ spend too much money.
5. $\qquad$ Father $\qquad$ Mother became ill during the cruise.
6. She wants $\qquad$ your help $\qquad$ your advice.
7. Reggie $\qquad$ broke his leg $\qquad$ bruised both arms.
8. It's always $\qquad$ too hot $\qquad$ too cold for you.
9. $\qquad$ the kitchen $\qquad$ the bathroom need to be cleaned.
10. $\qquad$ Cary $\qquad$ Kelly showed up at the party. exervise 21-3

Complete each sentence with a dependent clause to follow each subordinating conjunction.

1. She left for home after $\qquad$ .
2. When $\qquad$ Pedro started to laugh.
3. I won't help you unless $\qquad$
4. Do you know where $\qquad$ ?
5. Once $\qquad$ , I was able to relax.
6. Chris closed the book before $\qquad$ _.
7. You can stay up late as long as $\qquad$ -.
8. While $\qquad$ , he relaxed under a tree.
9. I don't remember if $\qquad$ .
10. Now that $\qquad$ , they often go to the theater.

## exercine <br> 21-4

Write two original sentences with each of the following conjunctions.

1. but $\qquad$
$\qquad$
2. unless $\qquad$
$\qquad$
3. neither... nor
$\qquad$
4. where $\qquad$
$\qquad$
5. how $\qquad$
$\qquad$
6. and $\qquad$
$\qquad$
7. not only . . . but also
$\qquad$
8. for $\qquad$
$\qquad$
9. when $\qquad$
$\qquad$
10. either . . or $\qquad$
$\qquad$

## Unit 22

## Interrogatives

Interrogatives are words that ask a question. They are placed at (or near) the beginning of the sentence, and that sentence ends with a question mark. Some interrogatives are pronouns: who, whom, whose, what, and which. They can act as:

- the subject of a sentence
- a direct object
- the object of a preposition
- a possessive

Look at these examples:
Subject: Who is standing on the corner?
Whose is for sale? (The noun subject is understood.)

What needs to be done?
Which is for me?
Direct object: Whom did you see last night?
Whose did you borrow? (The noun object is understood.)

What will they do?
Which have you selected?
Preposition: With whom was she dancing?
About whose was he speaking? (The noun is understood.)

To what are you referring?
In which is it located?
Possessive: Whose house burned down? (Whose modifies house.)

Other interrogatives act as adverbs: how, when, where, and why. Some examples:

| Question | Possible Answer |
| :--- | :--- |
| How did he walk? | slowly |
| When was the party? | on Tuesday |
| Where are you going? | to the store |
| Why are you limping? | because my foot hurts |

There are also some commonly used phrases that are a combination of what, which, and how and other words. Questions are formed with them like with other interrogatives:
what brand of, what kind of, what sort of, what about
which one, which way, which part of, which of you
how much, how many, how often, how about
Of course, these are not the only such combinations. They are examples. You will discover others that are formed similarly. Some example sentences:

What kind of dress do you want to buy?
What about your brother?
Which one is for me?
Which of you will help me?
Interrogative words can be used as conjunctions to combine two clauses. You encountered some of them in Unit 21 on conjunctions. But be careful! The sentence formed by using an interrogative as a conjunction is not necessarily a question when combined with another clause. It depends upon whether you are asking a question or making a statement:

## Question <br> Statement

Do you know who he is?
Does she understand how it works?
Who told you where it was?
Can you tell me what kind of car this is?
Notice the change in word order between a direct question and an interrogative clause combined with another clause. In direct questions the verb precedes the subject. In an interrogative clause the verb follows the subject.

Who are these people?
When did they arrive?
How far can he swim?

She asked me who these people are.
I don't know when they arrived.
They ask how far he can swim.

## exercise <br> 22-1

Look at the italicized word or words in each sentence. Then, using the appropriate interrogative word, ask the question that relates to that word.

Example: Thomas is a friend of his.
Who is a friend of his?

1. Lupita bought $a$ black dress.
2. Panama is located in Central America.
3. She wanted to buy a new hat and coat.
4. Kevin decided to go home.
$\qquad$
5. Kendall spent a lot of time talking with his cousin.
6. She started to laugh because the movie was so funny.
$\qquad$
7. The man on crutches came down the steps carefully.
$\qquad$
8. The clock stopped at precisely 10:42 A.M.
$\qquad$
9. Ms. Ewell has worked for this company for years.
$\qquad$
10. My sister's husband is a firefighter.
$\qquad$
11. She should select this pair of gloves.
$\qquad$
12. There are more than fifteen people in the room.
13. This dog is a Chihuahua.
14. The lion's presence meant danger.
15. Los Angeles is either north or south from here.

## exercise

 22-2Circle the boldface word or phrase that best answers the question.

1. Whose car is in the driveway? your/the girl/Nikki's
2. What's crawling on the wall? there/a bug/their house
3. When can you pick the children up? tomorrow/here/at your house
4. What brand of car did you buy? a Ford/foreign/a new one
5. Which one of them took the money? him/that man/theirs
6. How long is this plank? several/more than one/six feet
7. Whom did he visit in Mexico? the ocean/mountains/a friend
8. Where is the village you come from? for many people/near the sea/a little earlier
9. How does your aunt feel today? always/quickly/better
10. Which part of the play didn't you understand? the ending/of the actors/at the theater

Complete each sentence with any appropriate phrase.

1. I don't know why $\qquad$
2. With whom were you $\qquad$ ?
3. He won't explain what kind of $\qquad$ .
4. Whose parents $\qquad$ ?
5. What sort of man would $\qquad$ ?
6. Andi told me what
7. It's hard to believe how $\qquad$
8. The accident happened when $\qquad$
9. How much ?
10. Which one of you ?

## Unit 23

| Formed with no- | Formed with not | Positive Form |
| :--- | :--- | :--- |
| none | not any | some |
| no one | not anyone (or anybody) | someone (or somebody) |
| nothing | not anything | something |
| nowhere | not anywhere | somewhere |
| never* | not ever | ever |
| neither* | not either | either |
| *Take note of the spelling. |  |  |

Be aware of how the two forms are used differently:
I have none to give you. I do not have anything to give you.
He spoke to no one.
We want nothing from you.
She's nowhere to be found.
I'll never forgive you.
He wants neither of them.

He did not speak to anyone.
We do not want anything from you.
She's not anywhere to be found.
I will not ever forgive you.
He does not want either of them.

When the negative word is removed from the sentence, the positive form replaces it:
Hector didn't dance with anyone. $\rightarrow$ Hector danced with someone.
The customer wants nothing. $\rightarrow$ The customer wants something.
Note: English never uses a double negative-for example, doesn't want nothing.

## exercine

Rewrite each sentence twice, first by adding not, then by using a contraction of not.

1. The boys were playing basketball at the park.
$\qquad$
$\qquad$
2. My sister is a concert pianist.
$\qquad$
$\qquad$
3. Are you well?
$\qquad$
$\qquad$
4. His nephew is learning Japanese.
$\qquad$
$\qquad$
5. Can they explain how this happened?
6. The judge ordered him sent to prison.
$\qquad$
$\qquad$
7. We will be traveling to Spain this summer.
$\qquad$
$\qquad$
8. Does Mr. Amin have our lawnmower?
$\qquad$
$\qquad$
9. My sister spends a lot of time in the library.
$\qquad$
$\qquad$
10. Judith understood the situation.

## exercise

## 23-2

Rewrite each sentence by removing the negation. Use the appropriate positive form where necessary.

1. I haven't had enough time to work on this.
2. Mark doesn't get to work on time.
3. She didn't bring her dog along.
4. Have you never been to New York City?
5. Lin wasn't speaking with anyone.
6. The children don't cooperate with the substitute teacher.
7. They don't live anywhere in the city.
8. Couldn't the horse run faster?
$\qquad$
9. Marta didn't break the window.
$\qquad$
10. No, I don't like this kind of music.
$\qquad$
11. Chase isn't dancing with anyone.
$\qquad$
12. Can't you find anything you need?
$\qquad$
13. I haven't written the proposal for them.
$\qquad$
14. No, she doesn't spend her vacation with us.
$\qquad$
15. He got nothing interesting in the mail.

## exeroise 23-3

Write original sentences with the negative words in parentheses.

1. (not) $\qquad$
2. (never) $\qquad$
3. (no one)
4. (not anywhere)
5. (not anything)
6. (none)
7. (not ever)
8. (neither)
9. (nowhere) $\square$
10. (nothing)

## Unit 24

Numbers are generally used for specifying amounts and in mathematics: addition, subtraction, multiplication, and division. You have undoubtedly encountered them in many forms. Let's first review cardinal numbers:

| 0 | zero | 21 | twenty-one |
| ---: | :--- | ---: | :--- |
| 1 | one | 22 | twenty-two |
| 2 | two | 30 | thirty |
| 3 | three | 40 | forty |
| 4 | four | 50 | fifty |
| 5 | five | 60 | sixty |
| 6 | six | 70 | seventy |
| 7 | seven | 80 | eighty |
| 8 | eight | 90 | ninety |
| 9 | nine | 100 | one hundred |
| 10 | ten | 101 | one hundred one |
| 11 | eleven | 102 | one hundred two |
| 12 | twelve | 200 | two hundred |
| 13 | thirteen | 500 | five hundred |
| 14 | fourteen | 1,000 | one thousand |
| 15 | fifteen | 2,000 | two thousand |
| 16 | sixteen | 10,000 | ten thousand |
| 17 | seventeen | 11,000 | eleven thousand |
| 18 | eighteen | 20,000 | twenty thousand |
| 19 | nineteen | 100,000 | one hundred thousand |
| 20 | twenty | 111,111 | one hundred eleven thousand |
|  |  |  | one hundred eleven |

Careful! English names for certain large numbers differ from those in other languages:

| English | Number |
| :--- | :--- |
| million | $1,000,000$ |
| billion | $1,000,000,000$ |
| trillion | $1,000,000,000,000$ |

When numbers are used in equations, there are specific mathematical terms to be used. In addition, numbers are combined by either the word plus or the word and: five plus three, ten and nine.

In subtraction, the equation requires using the word minus ( - ): ten minus four.
In multiplication, the equation requires using the word times $(\times)$ : six times three.
In division, the equation requires the phrase divided by ( $\div$ or $/$ ): twenty divided by five.
If an equation has an equal sign $(=)$ in it, it is stated as equals or is: two plus two equals four, six minus three is three.

If a number is a decimal, the decimal is expressed by the word point: 6.5 is said as "six point five"; 10.7 is said as "ten point seven."

The ordinal numbers are those that show a rank in a group or series. Most ordinals are formed by adding -th to the end of the number: tenth, twentieth, sixty-seventh, hundredth, and so on. But five ordinal numbers have special spellings which should be memorized:

$$
\begin{aligned}
& 1=\text { first } \\
& 2=\text { second } \\
& 3=\text { third } \\
& 5=\text { fifth } \\
& 12=\text { twelfth }
\end{aligned}
$$

Some example sentences with ordinal numbers:
We have three daughters, but Denise was our first.
The second seating for dinner is at 8:30 P.M.
She was born on the twenty-fifth of June.
Dates are expressed in two ways: May fifth or the fifth of May. When giving a date as a number, it is most common to give the month before the day: $9 / 11=$ September eleventh, $6 / 12=$ June twelfth. In many other languages, the day precedes the month. This can cause confusion, because to some people 6/12 means "the sixth of December." To English speakers it most commonly means "June twelfth." To avoid such confusion, it is wise to give dates in this form: June 12, 2005.

Ordinals are also used to express fractions other than $1 / 2$ :

```
\(1 / 2=\) one-half (not an ordinal)
\(1 / 4=\) one-fourth (Note: One-fourth is sometimes expressed as "one-quarter" or "a
quarter.")
\(1 / 3=\) one-third
\(3 / 10=\) three-tenths
\(14 / 25\) = fourteen twenty-fifths (Notice the plural formation of the ordinal when the
accompanying number is greater than one.)
```

Years that precede 2000 are expressed in two parts: 1850 is said as "eighteen fifty,"

1066 is said as "ten sixty-six." The years that follow 1999 are said another way:
2000 two thousand
2001 two thousand one, or twenty oh one
2002 two thousand two, or twenty oh two
2010 two thousand ten, or twenty ten
2022
two thousand twenty-two, or twenty twenty-two

When saying on what date an event occurred, the word on is optional:
The boy was born on May first.
The boy was born May first.

## exercise

Rewrite each equation in words.

1. $5+7=12$
2. $11-6=5$
3. $345-220=125$
4. $22 \times 10=220$
5. $100 \times 63=6,300$
6. $10,000 / 500=200$
7. $880 \times 3=2,640$
8. $88,000-55,000=33,000$
9. $11.5 \times 10=115$
10. $93.3 / 3=31.1$

## exeroine 24-2

Change the cardinal number in parentheses to the appropriate ordinal number.

1. Mr. Woo was born on the (2) $\qquad$ of October.
2. I'm sitting in the (4) $\qquad$ row.
3. My birthday was on the (21) $\qquad$ of July.
4. This is only the (3) $\qquad$ time we met.
5. The old woman died on her (100) $\qquad$ birthday.
6. They're celebrating their (30) $\qquad$ anniversary.
7. Who's the (5) $\qquad$ boy in line?
8. That was her (10) $\qquad$ phone call today.
9. Mr. Burton was their $(1,000)$ $\qquad$ customer and won a prize.
10. Adam scored in the (99) $\qquad$ percentile.
11. I think I was (1) $\qquad$ in line.
12. Our seats are in the (12) $\qquad$ row.
13. Christmas Day is always on the (25) $\qquad$ -.
14. The old woman died on her (86) $\qquad$ birthday.
15. Our new car arrived on the (22) $\qquad$ of August.

## exercise

## 24-3

Complete each sentence with the date shown in parentheses written as words. In each case the month precedes the day (e.g., 5/2 = May second).

1. $(8 / 10)$ She was born on $\qquad$ .
2. $(10 / 12)$ He'll arrive on $\qquad$ -.
3. $(11 / 11)$ The party will be $\qquad$ -.
4. $(2 / 16 / 1999)$ He died on $\qquad$ -.
5. $(4 / 1 / 2002)$ They met on $\qquad$ .
6. $(12 / 24)$ Christmas Eve is
7. (7/4) Where will you spend $\qquad$ ?
8. (1492) Columbus arrived in the New World in $\qquad$ _.
9. $(2 / 14 / 2004)$ The dance is $\qquad$ _.
10. $(6 / 2)$ Was the baby born on ?

## Unit 25

You're a bad dog.
In bad weather we stay at home.
Your cut isn't so bad.
His reply sounded bad.
You have a badly broken wrist. They played badly today.

> (adjective modifying dog)
> (adjective modifying weather)
> (adjective following linking verb is)
> (adjective following linking verb sounded) (adverb modifying participle broken) (adverb modifying verb played)

## Good and Well

This pair of words is misused in much the same way as bad and badly and for some of the same reasons. But there is extra confusion involved with good and well because the word well can be either an adjective or an adverb, depending upon its usage. Well is the adverbial form of good, and it is also a word that means not ill when used as an adjective.

Good is the opposite of bad and is an adjective. Notice how the adjectival and adverbial meanings of this word are used:

Adjective
Adverb
Miguel is a good soccer player.
Miguel plays soccer well.
If good means "kind," you can use kindly as its adverbial part:

## Adjective <br> Adverb

David is a good man.
He always speaks so kindly of them.
But when well is used with a linking verb, it is an adjective. You might hear someone say, "I don't feel good." That usage is incorrect, for the meaning here is "not ill." The correct usage is "I don't feel well."

But that is not the end of the story of good and well. They both can follow linking verbs, and they both are in that instance considered adjectives. However, their meanings are different:

## Sentence with Linking Verb Meaning

She looks good.
She looks well.
They are good.
They are well.

She doesn't look bad.
She doesn't look ill.
They aren't bad. OR They aren't unkind.
They aren't ill.

## Few and A Few

The difference between the words in this pair is not great. It is correct to say, "Few men are strong enough." You can also say, "A few men are strong enough." But there is a slight difference in implication between the sentences. Let's look at some examples that will demonstrate this difference:

| The Sentence | The Implication |
| :--- | :--- |
| Few people saw this movie. | Not many people went to see this movie. <br> (There is a negative implication here.) |
| A few people saw this movie. | Some people saw this movie but not a lot. <br> (The implication is more positive.) |
| Few students understood him. | He was hard to understand. <br> (There is a negative implication here.) |
| A few students understood him. | Some of the students did understand him. <br> (This implication is more positive.) |
| She has few friends. | She has almost no friends. <br> (There is a negative implication here.) |
| She has a few friends. | She has some friends but not a lot. <br> (This implication is more positive.) |

Use few to imply a negative point of view about something. Use $a$ few to show a more positive point of view.

## Fewer and Less

Many people misuse these two words. But their usage is quite simple: Use fewer to modify plural nouns and use less to modify singular (and often collective) nouns. Fewer is the comparative of few, and less is the comparative of little. Some examples:

Plural Nouns
I have fewer books.
We need fewer jobs to do.
Fewer and fewer friends came to visit.

## Singular Nouns

I have less money.
She has less time than usual.
Mom has less and less patience with him.

Now let's compare the positive and comparative forms of these words:

Positive
He has few ideas.
February has few days.
I have little time.
She has little pain.

## Comparative

He has fewer ideas than you.
February has fewer days than March.
I have less time now than a year ago.
She has less pain today than yesterday.

## Lay and Lie

Many English speakers confuse these two verbs. Lay is a transitive verb and takes a direct object. Lie is intransitive and does not take a direct object but is often followed by a prepositional phrase showing a location.

He lays the baby on the bed.
Where did you lay my book?
Hamburg lies on the Elbe River.
Your coat is lying over the railing.

[^0]Confusion arises between these two verbs because of their conjugations. Compare them in all the tenses and take particular note of the past tense of to lie:

|  | to lay | to lie |
| :--- | :--- | :--- |
| Present | he lays | he lies |
| Past | he laid | he lay |
| Present Perfect | he has laid | he has lain |
| Past Perfect | he had laid | he had lain |
| Future | he will lay | he will lie |
| Future Perfect | he will have laid | he will have lain |

If there is any difficulty deciding whether to use lay or lie, substitute put for the verb. If it makes sense, use lay. If it doesn't, use lie.

He puts the baby on the bed. (makes sense) $\rightarrow$ He lays the baby on the bed.
She puts on the bed and sleeps. (makes no sense) $\rightarrow$ She lies on the bed and sleeps.

## Little and A Little

This pair of words is similar to few and a few. Little has a negative implication. A little shows a more positive point of view. Some examples:

The Sentence
Little is known about him

A little is known about him.

She does little work.

She does a little work.

He says little.

He says a little.

## The Implication

Not much is known about him.
(There is a negative implication here.)
Something is known about him but not a lot. (This implication is more positive.)
She doesn't work much.
(There is a negative implication here.)
She does some work but not much.
(This implication is more positive.)
He doesn't say much.
(There is a negative implication here.)
He says something but not much.
(This implication is more positive.)

## Than and Then

In rapid conversation these words are rarely confused, even though they sound so much alike. But in writing they must be distinguished. Than can be used as a preposition or a conjunction and stands between two elements that are being compared: Marisa is taller than Anthony. She runs faster than you do.
The word then has two major functions: (1) it can be used as an adverb and answers the question when, or (2) it can be a conjunction and combines two clauses with the meaning "and as a consequence or thereafter." Let's compare these two functions:

We were in Mexico then, too.
Then I decided to go to college.

I found the book then returned to my room.
She slapped his face, then she ran down the street.

## Who and Whom

These two words are used frequently, and often misused. Who is the form used as the subject of a question:

Who sent you?
Who knows the man over there?

Whom is used as a direct object, indirect object, or the object of a preposition:
direct object $\rightarrow$ Whom did you meet at the party?
indirect object $\rightarrow(T o)$ Whom will you give an invitation?
object of preposition $\rightarrow$ With whom was he sitting?

Refer to Unit 22 on interrogatives for a review of who and whom.
It is important to remember that many native speakers of English avoid whom and use who exclusively. Compare these sentences:

## Standard English

Whom did they arrest?
From whom did you get the gift?

## Casual English

Who did they arrest?
From who did you get the gift? OR
Who did you get the gift from?

When speaking or writing formally, you should use the standard forms of who and whom. In casual letters or conversation you can be the judge and avoid whom.

## exercise

Circle the better of the two boldface words.

1. Today was a very bad/badly day at work.
2. The patient isn't doing good/well this morning.
3. He's an awful man. Few/A few people like him.
4. Tori has known fewer/less happiness in her later years.
5. Does your dog always lay/lie in that corner?
6. She's very ill, but we still have little/a little hope.
7. I believe this knife is sharper than/then that one.
8. Who/Whom will you invite to dinner?
9. Her ankle is bad/badly swollen.
10. The condition of the wall looks good/well again.
11. I'm not poor. I have few/a few dollars to give him.
12. You know fewer/less about her than I do.
13. If you lay/lie that on the shirt, you'll wrinkle it.
14. Little/A little kindness won't do him any harm.
15. I grabbed an umbrella than/then rushed out the door.
16. A long massage always feels good/well.
17. I know fewer/less men in this club than you.
18. Did you lay/lie my new skirt on the ironing board?
19. Why do you treat your pet so bad/badly?
20. You think you're smarter than/then I am.

## exercise

25-2

Rewrite each sentence in standard English.

1. The little boy acted very bad in class today.
2. Don't you feel good?
3. Omar has less friends than his brother.
4. Mom is laying down for a while.
5. Kris is prettier then Hilda.
6. Who did you send the letter to?
7. Were you in Europe than, too?
8. I laid on the floor and played with the dog.
9. Johnny plays good with the other children.
10. Her voice sounds badly today.

## exercise <br> 25-3

Using the words in parentheses, write original sentences in standard English.

1. (bad)
2. (badly) $\qquad$
3. (good) $\qquad$
4. (well)
5. (few) $\qquad$
6. (a few) $\qquad$
7. (fewer) $\qquad$
8. (less) $\qquad$
9. (to lay) $\qquad$
10. (to lie)
11. (little)
12. (a little) $\qquad$
13. (than) $\qquad$
14. (then) $\qquad$
15. (who) $\qquad$
16. (whom) $\qquad$

## APPENDIX

## Common Irregular Verbs

| Present Tense | Past Tense | Past Participle |
| :---: | :---: | :---: |
| am, are, is | was, were | been |
| become | became | become |
| begin | began | begun |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| choose | chose | chosen |
| cost | cost | cost |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgot, forgotten |
| get | got | got, gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have, has | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| leave | left | left |
| let | let | let |
| light | lit, lighted | lit, lighted |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| pay | paid | paid |
| put | put | put |
| read | read | read |


| Present Tense | Past Tense | Past Participle |
| :--- | :--- | :--- |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| show | showed | shown |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| stand | stood | stood |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wear | wore | worn |
| win | won | wrote |

## Answer Key

## Unit 1 Nouns

## 1-1

1. proper
2. common
3. proper
4. proper
5. common
6. common
7. proper
8. common
9. proper
10. common
11. glass
12. Rocky Mountains
13. Mexico
14. flowers
15. bus
16. the store
17. New York Times
18. Roberto
19. Professor Romano
20. my books
21. direct object
22. indirect object
23. subject
24. direct object
25. subject
26. predicate noun
27. predicate noun
28. indirect object
29. direct object
30. direct object

## 1-4 Sample Answers:

1. He likes my sister.
2. I gave the children some candy.
3. I want a new car.
4. I fed a puppy some meat.
5. Did you meet Jackie?
6. He sent Grandfather a gift.

1-5 1. The girl does not trust the boys.
2. Father often misplaces his wallet.
3. She always gives the landlord the rent money.
4. Anita wants to sell her new computer soon.
5. She buys her grandchildren the toys.
6. You must visit Ms. Johnson in New York.
7. They like their new house so much.
8. She can give little Johnny the present.
9. He needs to see Dr. Lee today.
10. She throws Michael the ball.

## Unit 2 Definite and Indefinite Articles

1. a
2. the $\mathbf{O R}$ an
3. the
4. the
5. a
6. The OR A
7. the
8. the
9.     - 
10. a
11. They gave us oranges.
12. I like the books very much.
13. Do you often visit the farms there?
14. Rabbits are hiding behind it.
15. Katrina likes to play with the kittens.
16. Montel has a dog and a cat.
17. I want to buy the rose.
18. There is a gift for you
19. Can you hear the baby crying?
20. Do you have a brother or a sister?

## Unit 3 Adjectives

3-1

1. late
2. handsome
3. little
4. early
5. young
6. terrible
7. fast
8. white
9. funny
10. short

3-9 1. The song from Mexico was sad.
0-2 2. The story about a clown is funny.
3. The waiter out of work is careless.
4. The snake from Egypt is ugly.
5. The woman from Spain is beautiful.

## ग- Sample Answers:

1. beautiful
2. old . . . thick
3. chocolate
4. new
5. interesting
6. difficult
7. young
8. little
9. good
10. strange

## Unit 4 Personal Pronouns

1. you
2. him
3. us
4. She
5. them
6. it
7. you
8. me
9. I
10. us
11. it
12. We
13. us
14. they
15. They
16. her
17. it
18. They
19. us
20. it
21. they
22. him
23. She
24. it

## 4-3

Sample Answers:

1. My friend and I 6. the teacher
2. the music
3. the girls
4. the books
5. The radio
6. My aunt
7. Elizabeth
8. Craig
9. the members

## 4-4

1. I sent it to my friends.
2. She is giving them to us.
3. Trey sold it to her.
4. I didn't buy it for Ella.
5. My brother will bring them to me.
6. me
7. you
8. him
9. her
10. it
11. us
12. them
13. us
14. us
15. him
16. it
17. him
18. them
19. us
20. it
21. them
22. her

## Unit 5 Verbs

## 5-1

1. transitive
2. transitive
3. intransitive
4. intransitive
5. transitive
6. transitive
7. linking
8. linking
9. linking
10. transitive

## -9 1. You rarely find a good book./He rarely finds a good book.

2. She often makes mistakes./They often make mistakes.
3. We go home early./I go home early.
4. They can help us./He can help us.
5. She does the dishes./You do the dishes.
6. They must work tomorrow./He must work tomorrow.
7. I borrow some money./ She borrows some money.
8. You send a few postcards./We send a few postcards.
9. He can spend the night here./They can spend the night here.
10. They grow very slowly./He grows very slowly.
11. She has no money./We have no money.
12. He is my cousin./You are my cousin.
13. I am very sick./She is very sick.
14. They have a new car./He has a new car.
15. They are at home now./She is at home now.
16. I am quite well./He is quite well.
17. They have no tickets./She has no tickets.
18. You have a new apartment./He has a new apartment.
19. He is from Costa Rica./I am from Costa Rica.
20. They have a big problem./She has a big problem.
21. have 6. am
22. lives
23. Are
24. She
25. has
26. are
27. likes
28. It
29. She
30. Does Rocco's uncle live in Washington?
31. Is she his cousin?
32. Do we take this road to Chicago?
33. Are they in the garden?
34. Do I have your new address?
35. Am I your student? (Are you my student?)
36. Does Linda like Jack?
37. Do you buy flowers every day?
38. Does she sing beautifully?
39. Is it a nice day?
40. The boys are at home.
41. You want this book.
42. She has the money.
43. I am your friend now.
44. He goes there every day.
45. Delores is not in the capital.
46. We do not have enough money now.
47. My father does not send him a postcard.
48. The books are not on the table.
49. I do not go home late.
50. Do you not have the time?
51. Does Mike not like this book?
52. Is Kent not at home?
53. Does he not go there every day?
54. Are the girls not happy?
55. We always drive to New York.
56. She sometimes speaks quickly.
57. I often work in the garden.
58. The boys frequently play tennis.
59. The women travel abroad every year.
60. She does understand the problem.
61. We do not go to the movies often.
62. I do like that dress.
63. Susan helped her friends.
64. We went to the movies.
65. She was washing the car.
66. My father was in the kitchen.
67. She did not understand you.
68. Were you satisfied?
69. Did you always speak Spanish?
70. The girls were riding on a horse.
71. It is in there.
72. You understand English.
73. The boy feels better.
74. You are in the garden.
75. We have enough money.
76. I am not an American.
77. The girls do not buy some ice cream.
78. We do not do our homework.
79. Lisa does not like my cousin.
80. It does not seem very old.
81. Does Sean not speak Spanish?
82. Do the boys not make a cake for her?
83. Do they not do this very often?
84. Does mother not have enough money?
85. Am I not happy about it?
86. Doug usually buys German beer.
87. Michelle always talks on the phone.
88. My brother sometimes sleeps in the living room.
89. They usually cook a roast.
90. His sister helps them every day.
91. Mac does not want to sell the old car.
92. Mr. Tyner does not write him a long letter.
93. The boys do work in this factory.
94. He caught the ball.
95. They played chess after supper.
96. Someone had my wallet.
97. Did Mr. Ibrahim live here?
98. They were learning a new language.
99. Karen worked in New Orleans.
100. You often made mistakes.
101. He was writing a letter.
102. My mother was sitting in the garden.
103. Jim was standing next to Alicia.
104. The man was bringing us some fish.
105. We were losing the game.
106. The boys were hurrying home.
107. The dog was burying a bone in the yard.
108. I was having a bad day.
109. They were going to the store.
110. He was staying with an uncle.

5-13 1. Did they make some mistakes?
5-13 2. Did Will play a few games of cards?
3. Did the girls see the comet?
4. Did her aunt carry the basket into the kitchen?
5. Were they in the city all day?
6. Did Garth learn a good lesson?
7. Was she home all day?
8. Did Robert have the radio?
9. Did the woman run for the bus?
10. Did the dogs fight over a bone?
-1. Lana has been speaking with him.
2. Has he been going to his class?
3. I have been working all day.
4. The tourists have been flying around the world.
5. My parents have been walking along the river.
6. Has the boy been putting his toys away?
7. She has been teaching us all that she knows.

## 5-15 1. Ms. Nellum has taken the boy home.

2. We have ridden on a bus.
3. They have been riding their bikes.
4. Have you often made cookies?
5. She has not understood.
6. They have been doing their homework.
7. I have been going to the same class.
8. He often has broken his bat.
9. They have been breaking windows.
10. Juanita has written her a letter.
11. borrowed
12. been
13. been
14. been
15. Has
16. They
17. has
18. hurrying
19. listening
20. written
21. Julio had written him a few letters.
22. I had been writing a novel.
23. Had you seen a doctor?
24. She had cut her finger.
25. The girls had stayed home again.
26. The woman had taken the girl home.
27. We had ridden on a train.
28. I had always spoken Spanish.
29. Had you often made roast beef?
30. Rebecca had not remembered.
31. Had he been doing his best?
32. I had been going to the movies.
33. Cindy had taught us English.
34. We had played the same game.
35. Bethany had written in her diary.
36. The girls will play soccer.
37. I will be learning to drive.
38. We will not be home on time.
39. Will you recognize him?
40. Trent will be driving to Texas.
41. The men will work many hours.
42. She will fly to London every year.
43. Dr. Saloff will not treat her asthma.
44. The little boy will lose his place.
45. Will he be going to the university?
46. My father will have taken the girl to school.
47. We will have ridden on the subway.
48. They will have been riding their bikes.
49. Will you have made candy?
50. She will not have understood.
51. Will they have done the work?
52. I will have been going to the same class.
53. Chet will have broken his finger.
54. She will have arrived by ten.
55. Sabrina will have written several notes.
56. Sig bought a car./Sig has bought a car./Sig had bought a car./Sig will buy a car./Sig will have bought a car.
57. I was helping them./I have been helping them./I had been helping them./I will be helping them./I will have been helping them.
58. We came home late./We have come home late./We had come home late./We will come home late./We will have come home late.

5-99 1. Bill is going to take a class at the university./Bill used to take a class at the university.
5-22 2. We are going to travel to Germany./We used to travel to Germany.
3. I am going to have lots of parties./ I used to have lots of parties.
4. Are you going to live in Ecuador?/Did you used to live in Ecuador?
5. The children are going to watch television every evening./The children used to watch television every evening.
6. Is she going to spend a lot of money?/Did she used to spend a lot of money?
7. They were going to sell the old SUV.
8. Liz was going to begin her studies at the university.
9. The twins were going to live together in San Francisco.
10. Was the attorney going to find a new witness?

## Unit 6 Auxiliary Verbs



1. Serena can buy a new car./Serena wants to buy a new car.
2. We can borrow some money./We want to borrow some money.
3. I can leave at ten o'clock./I want to leave at ten o'clock.
4. The boys can have cereal for breakfast./The boys want to have cereal for breakfast.
5. My sister can be home by 6:00 P.M./My sister wants to be home by 6:00 P.M.
6. They can travel to California./They want to travel to California.
7. Mr. Gutierrez can carry the groceries for her./Mr. Gutierrez wants to carry the groceries for her.

6-9 1. You stay in bed all day.
6. Ramon remains at home today.

6-2
2. I try hard.
3. My brother is a little late.
7. They learn to behave well.
4. We find a room for the night.
8. Do you hear me?
5. Ms. Brown gets out of bed today.
9. His girlfriend sells her condo.
10. Do you work every day?


1. Mr. Weston has to drive to Arizona.
2. We needed to borrow some tools from him.
3. I wanted to leave for Mexico on the tenth of May.
4. Ms. McAdam will be able to help you.
5. Jolene ought to repair the car.
6. Could you understand them? OR Were you able to understand them?
7. Aaron was supposed to work on Saturday.
8. She must order the cake today.
9. Have you been able to fill out the application?
10. Our neighbors will want to paint their house.

## Unit 7 Passive Voice

## 7-1

1. Glenda is being kissed by Stuart.
2. She was being spoiled by her parents.
3. My eyes are being tested in the clinic.
4. They were being arrested for a crime.
5. Monique is being awarded a medal.
6. The treasure was being buried on an island.
7. The dog is being punished again.
8. Was the old barn being burned down?

7-9 1. We have been punished by Father.
2. The men have been taken prisoner.
3. She has been thanked by the happy tourists.
4. I have been beaten by a robber.
5. The car has not been washed again.
6. Tony has been examined by the doctor.
7. They have been surrounded by the enemy.
8. Has your sister been fired from her job?
9. Has the baby been carried to his bedroom?
10. She has been congratulated by her boss.

7-9 1. The cottage was destroyed by a storm.
2. Was the New World discovered by Columbus?
3. Our house will be bought by them.
4. The cakes have been baked by my grandmother.

5 . The bread is being cut by Phil.
6. The newspapers were being sold by Sergio.
7. Has the money been taken by Iris?
8. The baby will be kissed by her.
9. Is the fence being built by Max?
10. The map was forgotten by her brother.

## Unit 8 Subjunctive Mood

1. She demands Forrest return home by 5:00 P.M.
2. The man suggests you wear a shirt and tie to work.
3. They requested I be a little more helpful.
4. My father demanded we pay for the damage to the car.
5. Did he suggest she come in for an interview?
6. Roger demands that the boy have enough to eat.
7. Did Mother request that her will be read aloud?
8. He has suggested that we be trained for other jobs.
9. Who demanded that the statue be erected on this site?
10. Did he suggest the mayor find a new assistant?

Sample Answers:

1. . . . she be on time.
2. . . . he behave himself.
3. . . . you stay here tonight.
4. . . . he forget about this?

## $8-3$

1. I wish Becca were here today.
2. I wish we were having a big party for Grandmother.
3. I wish he had enough money to buy a condo.
4. I wish my friends had come for a visit.
5. I wish Darnell didn't need an operation.
6. I wish his uncle drove slowly.
7. I wish I could borrow some money from you.
8. I wish the weather were not so rainy.
9. I wish they helped me every day.
10. I wish she wanted to go on vacation with me.
11. ... Garrett would ask her out.
12. ... I would go to the store.
13. ... he would hear you.
14. ... I would turn on the heat.
15. ... he would help me wash the car.
16. . . . it were Erin's birthday.
17. ... he liked the neighborhood.
18. . . . someone had a soccer ball.
19. ... I lived in Puerto Rico.
20. ... the baby were sick.
21. She would have sold me her bicycle if she had bought a new one.
22. If you had come early, you would have met my cousin.
23. If only Karen had been here.
24. The children would have played in the yard if it had not been raining.
25. If the lawyer had found the document, he would have won this case.
26. If only my mother had been able to walk again.
27. Juanita would have traveled to New York if she had gotten the job.
28. If he had found the wallet, he would have given it to Rick.
29. Jackie would have wanted to come along if he had had more time.
30. If only they had understood the problem.

## Unit 9 Adverbs



1. walked timidly
2. talked harshly
3. quietly sat down
4. followed the pretty girl home
5. rather angrily
6. very smart
7. entered the classroom noisily
8. plays the piano well

OR noisily entered
10. coldly stared
5. too boring

Sample Answers:

1. He very neatly stacked the books on the shelf.
2. You sing well.
3. She spoke sadly about the tragedy.
4. You're too weak.
5. He said it rather quickly.
6. I was there yesterday.
7. She never lied to me.
8. The man expressed his beliefs quite strongly.
9. You wrote that too carelessly.
10. She played the song so beautifully.

## Unit 10 Contractions

10-1

1. You've
2. I'm
3. He'd
4. They're
5. It's
6. She'll
7. Who's
8. He's
9. We've
10. I'll
11. She's
12. Who'd
13. You're
14. They've
15. It's
16. shouldn't

## Sample Answers:

1. He hasn't left for work yet.
2. I've been here a long time.
3. You mustn't do that.
4. He'll help us.
5. I shouldn't help you.
6. They're very good friends.
7. You needn't be so rude.
8. You'd like my brother.
9. Weren't you at the game yesterday?

## Unit 11 Plurals

1. houses
2. candies
3. wives
4. vetoes
5. oxen
6. deer
7. foxes
8. factories
9. teeth
10. leaves
11. mice
12. universities
13. fezzes
14. juries
15. persons/people
16. The boys are chasing the little mice.
17. His brothers are putting the pots in the boxes.
18. Do the teachers know the men?
19. The heroes of the stories were children.
20. My friends want to buy the knives, spoons, and dishes.
21. Geese are flying over the fields.
22. The clumsy persons/people hurt my feet.
23. The poor women have broken teeth.
24. We saw wild oxen in the zoos.
25. The ugly witches wanted the trained wolves.

## Unit 12 Punctuation

1. She took a book from the shelf and began to read.
2. Do you like living in California?
3. She asked me if I know her brother.
4. Sit down and make yourself comfortable.
5. Shut up!
6. How many years were you in the army?
7. I can't believe it's storming again! OR .
8. When did they arrive?
9. Watch out!
10. Her little brother is about eight years old.
11. Ms. Muti, please have a seat in my office.

12-2 2. She bought chicken, ham, bread, and butter.
3. By the way, your mother called about an hour ago.
4. Paul was born on May 2, 1989, and Caroline was born on June 5, 1989.
5. No, you may not go to the movies with Rich!
6. Well, that was an interesting discussion.
7. The men sat on one side, and the women sat on the other.
8. Oh, the dress, hat, and gloves look beautiful on you, Jane.
9. It happened on April 5, 1999.
10. Yes, I have a suitcase and flight bag with me.

1. There are some things you need for this recipe: sugar, salt, and flour.
2. She understood the meaning of the story: Thou shalt not kill.
3. Peter is an excellent swimmer; he coaches a team at our pool.
4. This document is important; it will prove his innocence.
5. Add these names to the list: Irena, Helen, Jaime, and Grace.

12-4 1. She asked, "Why do you spend so much money?"
2. I learned that from "Tips for Dining Out" in a restaurant magazine.
3. Rafael said, "Elena's grandfather is very ill."
4. "This is going to be a big problem," he said sadly.
5. Kurt will say, "I already read 'The Ransom of Red Chief' in school."

19-5 1. The geese's eggs are well hidden.
2. She can't understand you.
3. Is Mr. Hancock's daughter still in college?
4. The two girls' performance was very bad.
5. Ms. Yonan's aunt still lives in Mexico.
6. She met several M.D.'s at the party.
7. Do you know Mr. Richards?
8. The women's purses were all stolen.
9. He won't join the other Ph.D.'s in their discussion.
10. It isn't right to take another man's possessions.

1. Blake, will you please try to understand my problem?
2. They went to England, Wales, and Scotland.
3. Someone stole my money! OR .
4. She asked, "When is the train supposed to arrive?"
5. Mr. Wilson's son wants to buy a house in Wisconsin.
6. I have the following documents: a will, a passport, and a visa.
7. Grandmother died September 11, 1999.
8. Jack is a pilot; he flies around the world.
9. Well, I can't believe you came home on time.
10. Are you planning another vacation?

## Unit 13 Infinitives and Gerunds

## 13-1

1. adverb
2. noun
3. adjective
4. adverb
5. noun
6. adjective
7. noun
8. verb
9. adjective
10. noun
11. noun
12. adjective
13. verb
14. noun
15. noun

## Unit 14 Relative Pronouns

1. I found the money that belonged to Jack.
2. She has a good memory that always serves her well.
3. This is the woman that I told you about.
4. I have a document that proves my innocence.
5. They want to visit the country that Marsha comes from.
6. This is the doctor who saved my life.
7. Do you know the musician whom I met in Hawaii?
8. She likes the gentleman whom I was telling her about. OR She likes the gentleman about whom I was telling her.
9. I visited the sisters whose father had recently died.
10. Jerod noticed the stranger at whom all the neighbors were staring. OR Jerod noticed the stranger whom all the neighbors were staring at.
11. Pablo threw away the picture which the boys had found.
12. I live in the house in which my grandfather was born.
13. He bought a suit which is navy blue.
14. Anna has a new hat which I like very much.
15. He wanted to paint the bench on which a man was sitting. OR He wanted to paint the bench which a man was sitting on.

## Sample Answers:

1. . . . about whom they wrote so much.
2. . . . that is located in Asia.
3. . . . whom you invited.
4. ... in which I placed the eggs?
5. ... that was so funny.
6. . . . whom you told me about.
7. . . . whose book was published.
8. . . . whom my uncle had worked for.
9. ... blouse that has dark purple buttons.
10. ... whose passports were lost.
11. He was in the city I visited last year.
12. Did you finally meet the woman I was telling you about?
13. Ron sold the house he was born in.
14. My father lost the checkbook he kept his credit card in.
15. Did you find the ball I threw over the fence?
16. That's the pretty girl I wrote this poem for.
17. I don't know the people he gave the flowers to.
18. The hat the magician pulled a white rabbit from was empty.
19. She forgot the tickets she had placed next to her briefcase.
20. They live in a tiny village we finally located on a map.

## Unit 15 Reflexive Pronouns

1. You found yourself in a difficult situation./He found himself in a difficult situation./She found herself in a difficult situation./We found ourselves in a difficult situation./They found themselves in a difficult situation./Amy found herself in a difficult situation.
2. I enjoyed myself at the party./You enjoyed yourselves at the party./He enjoyed himself at the party./She enjoyed herself at the party./They enjoyed themselves at the party./The boys enjoyed themselves at the party.
3. I am going to be very proud of myself./My friends are going to be very proud of themselves./Mother is going to be very proud of herself./They are going to be very proud of themselves./We are going to be very proud of ourselves./Abdul and Ricky are going to be very proud of themselves.
4. You just couldn’t help yourselves./He just couldn’t help himself./She just couldn't help herself. We just couldn't help ourselves. They just couldn't help themselves. The men just couldn't help themselves.
5. Jerry liked himself in the new suit.
6. They busied themselves with several different tasks.
7. We were very proud of ourselves.
8. She is buying herself a few new outfits.
9. The children hurt themselves.
10. I have to ask myself what to do now.
11. The young woman told herself not to give in.
12. He wants to find himself something nice to wear.
13. You've harmed no one but yourself (yourselves).
14. The lizard hid itself under a rock.

## Unit 16 Possession

1. the storm's center
2. the victims' condition
3. my classmates' behavior
4. the lab's equipment
5. each man's efforts
6. the animals' many illnesses
7. the young lawyer's documents
8. the roses' scent
9. the little bear cub's mother
10. the town's northern border

## Unit 17 Possessive Pronouns

1. The car on the corner is mine.
2. Was this yours?
3. The invading soldier searched theirs.
4. Did Dee find hers?
5. Ours have lived in Brazil for a long time.
6. His is fair with everyone.
7. These problems are entirely his.
8. I need yours.
9. Mine is going to raise the rent.
10. Theirs made no sense.

17-9 1. The women want to visit their relatives in Europe.
2. She takes her children for a long walk.
3. Do you have your tools in the truck?
4. I sent my address and telephone number to the office.
5. We want ours.
6. The picture fell out of its frame.
7. They spend their time in Canada.
8. Are you selling yours?
9. I left some papers in my apartment.
10. Jose found his wallet under the bed.
17-3

1. your
2. her
3. his
4. ours
5. his
6. His
7. theirs
8. its
9. mine
10. my

## Unit 18 Prepositions

18-1 1. The man next to him is a senator.
2. Did they leave after it?
3. Evan was dancing with her.
4. Why did you leave the house without it?
5. Are there washers and dryers in them?
6. Juan had some nice wine for them.
7. The man with her is her new boyfriend.
8. A large bear was coming toward him.
9. The letter from them made me very happy.
10. In spite of all of them, Tonya went on smiling.
18-2

1. is
2. has
3. women
4. makes
5. needs
6. need
7. was
8. don't
9. need
10. captures

## Unit 19 Capitalization

10-1 1. John, Cadillac
19-1 2. Is, Colonel Brubaker, Governor Dassoff
3. The, March, Buffalo
4. We, Chicago
5. In, Whittier School, St. James Park
6. She, February, E. F. Hutton, New York
7. Ms. Assad, Texas
8. Are, Mr., Mrs. Cermak, Britney
9. Ted, Coke
10. The, The Adventures, Huckleberry Finn, May
11. His, May, Cleveland Memorial Hospital
12. Mia, A.M.
13. Do
14. If, Mayor Yamamoto
15. We, New York Times, Sunday

1. May tenth, eighteen sixty-five
2. November eleventh, nineteen eighteen
3. July fourth, seventeen seventy-six
4. December twenty-fourth, two thousand
5. January first, nineteen ninety-nine
6. nine A.M.
7. eleven thirty P.M.
8. six forty-five A.M.
9. seven fifty P.M.
10. eight fifteen A.M.

## Unit 20 Comparative and Superlative Forms

1. This freight train is moving slower. OR This freight train is moving more slowly.
2. My younger brother is a mathematician.
3. Where is the older man you told me about?
4. Fanny swims better, but she still cannot dive.
5. Hunter's cold is worse today.
6. They have more to do before the end of the day.
7. I think Robbie is more intelligent.
8. The new employee is more careless about his work.
9. She has more friends in the city.
10. This project is more critical to the success of the company.
11. Clarice just can't speak quieter. OR Clarice just can't speak more quietly.
12. We have a bigger house out in the country.
13. Do you think that kind of language is more sinful?
14. The inn is farther down this road.
15. Your friend is more reckless.
16. Cats run faster than dogs.
17. My brother writes more beautifully than your sister.
18. You learn quicker than I do.
19. Rashad sells more cars than Steven.
20. New York is bigger than Chicago.
21. Ginger dances better than Fred.
22. The lake looks bluer than the sky.
23. Our team plays more capably than your team.
24. The husband seems more jealous than the wife.
25. Mr. Espinosa has less money than Ms. VanDam.
26. Carlos is the shortest boy in the last row.
27. Paris is the most beautiful.
28. The white stallion runs the fastest.
29. Is Russia the largest country in Europe?
30. Is this the most interesting article?
31. They say that the CEO is the richest.
32. Smoking is the worst for your health.
33. The soprano sings the softest.
34. The vice president spoke the most brilliantly.
35. Is the planet Pluto the farthest?
36. Larry gets up the earliest.
37. She is the most systematic about everything she does.
38. Brian is the cutest boy.
39. Laura plays the violin the best.
40. That book is the most boring.
41. Melanie is the funniest girl in class.
42. What is the most distant planet?
43. Your handwriting is the worst.
44. The men at the party ate the most.
45. Olive is the smartest of all the girls in school.
46. Mozart composed the most beautiful music.
47. Grandmother baked the most delicious cakes.
48. This pickpocket stole the most wallets.
49. Raj thinks this symphony is the most boring.
50. Janice is my best friend.

20-5 1. My coffee is hotter./My coffee is the hottest.
2. Is this math problem more difficult?/Is this math problem the most difficult?
3. I feel better today./I feel the best today.
4. Life in the jungle is more dangerous./Life in the jungle is the most dangerous.
5. This village is poorer./This village is the poorest.
6. Mr. Hong always has less time./Mr. Hong always has the least time.
7. The choir sang a merrier song./The choir sang the merriest song.
8. She wore a shabbier dress./ She wore the shabbiest dress.
9. Bert has more friends./Bert has the most friends.
10. She can speak more calmly about it./She can speak the most calmly about it.

## Unit 21 Conjunctions

## 91 1. That's my brother, and the woman next to him is his wife.

2. We ran into the tent, but our clothes were already soaked by the storm.
3. Should we watch TV tonight, or should we go see a movie?
4. She began to cry, for the book ended so sadly.
5. I hurried as fast as I could, but (OR yet) I arrived home late as usual.
6. The red car was already sold, so Kim bought the blue one.
7. Our dog likes to play in the yard, but our cat prefers to stay in the house.
8. Milo lives on Oak Street, and his brother lives nearby.
9. Their credit was very poor, but (OR yet) they decided to buy a piano anyway.
10. I love the snowy beauty of winter, but I hate the heat of summer.

Neither . . . nor
either . . . or
both . . . and
4. not only . . . but also
5. Neither . . . nor/Both . . . and
6. both . . . and/neither . . . nor
7. not only . . . but also
8. either . . . or
9. Neither . . . nor/Not only . . . but also
10. Neither . . . nor/Both . . . and

Sample Answers:

1. She left for home after she graduated from college.
2. When she told another joke, Pedro started to laugh.
3. I won't help you unless you make some effort.
4. Do you know where Stephan put his wallet?
5. Once the kids were in bed, I was able to relax.
6. Chris closed the book before he got to the end.
7. You can stay up late as long as you get up on time tomorrow.
8. While I weeded the garden, he relaxed under a tree.
9. I don't remember if I turned off the coffee pot.
10. Now that they live in the city, they often go to the theater.

Sample Answers:

1. I like the beach, but the water is cold. She's smart, but she's vain.
2. I'll quit unless you pay me more. We're going home unless the weather gets better.
3. Neither the husband nor the wife understood me. I want neither your time nor your money.
4. Do you know where she lives? I found out where you hid the money.
5. I don't know how you knew that. Tell me how I can fix the car.
6. He is my friend and helps me with everything. Alex is a mechanic, and Minnie is a teacher.
7. She's not only bright but also talented. I not only fell down but also tore my shirt.
8. I fought in the battle, for it was the right thing to do. The children were tired, for they had been busy all day.
9. He has no idea when the movie starts. This dog always knows when it's dinner time.
10. Either you find a job, or you find a new place to live. The songs were either too loud or too soft.

## Unit 22 Interrogatives

1. What kind of dress did Lupita buy?
2. Where is Panama located?
3. What did she want to buy?
4. Where did Kevin decide to go?
5. With whom did Kendall spend a lot of time talking?
6. Why did she start to laugh?
7. How did the man on crutches come down the steps?
8. When did the clock stop?
9. Who has worked for this company for years?
10. Whose husband is a firefighter?
11. Which pair of gloves should she select?
12. How many people are in the room?
13. What breed is this dog?
14. What meant danger?
15. Where is Los Angeles from here?
16. Nikki's
17. a bug
18. tomorrow
19. a Ford
20. that man
21. six feet
22. a friend
23. near the sea
24. better
25. the ending

Sample Answers:

1. ... you said that.
2. ... speaking at the meeting?
3. ... problems he has.
4. ... brought the food to the picnic?
.. you were planning to do.
5. . . . a car pulled in front of me.
6. ... do such a thing?
7. ... is going to help us?

## Unit 23 Negation

1. The boys were not playing basketball at the park./The boys weren't playing basketball at the park.
2. My sister is not a concert pianist./My sister isn't a concert pianist.
3. Are you not well?/Aren't you well?
4. His nephew is not learning Japanese./His nephew isn't learning Japanese.
5. Can they not explain how this happened?/Can't they explain how this happened?
6. The judge did not order him sent to prison./The judge didn't order him sent to prison.
7. We will not be traveling to Spain this summer./We won't be traveling to Spain this summer.
8. Does Mr. Amin not have our lawnmower?/Doesn't Mr. Amin have our lawnmower?
9. My sister does not spend a lot of time in the library./My sister doesn't spend a lot of time in the library.
10. Judith did not understand the situation./Judith didn't understand the situation.
11. I have had enough time to work on this.
12. Mark gets to work on time.
13. She brought her dog along.
14. Have you ever been to New York City?
15. Lin was speaking with someone.
16. The children cooperate with the substitute teacher.
17. They live somewhere in the city.
18. Could the horse run faster?
19. Marta broke the window.
20. Yes, I like this kind of music.
21. Chase is dancing with someone.
22. Can you find something you need?
23. I have written the proposal for them.
24. Yes, she spends her vacation with us.
25. He got something interesting in the mail.

Sample Answers:

1. I do not understand.
2. None of your work is correct.
3. They never help me.
4. He has not ever been in Europe.
5. No one saw the accident.
6. She bought neither purse.
7. The thief was nowhere to be seen.
8. It's not anywhere to be found.
9. Uma knows nothing about math.

## Unit 24 Numbers

94-1 1. Five plus seven is twelve.
2. Eleven minus six is five.
3. Three hundred forty-five minus two hundred twenty equals one hundred twenty-five.
4. Twenty-two times ten equals two hundred twenty.
5. One hundred times sixty-three is six thousand three hundred.
6. Ten thousand divided by five hundred is two hundred.
7. Eight hundred and eighty times three equals two thousand six hundred and forty.
8. Eighty-eight thousand minus fifty-five thousand is thirty-three thousand.
9. Eleven point five times ten is one hundred fifteen.
10. Ninety-three point three divided by three equals thirty-one point one.

1. second 9. one thousandth
2. fourth 10 . ninety-ninth
3. twenty-first
4. first
5. third
6. twelfth
7. one hundredth
8. twenty-fifth
9. thirtieth
10. eighty-sixth
11. fifth
12. twenty-second
13. tenth

24-3 1. August tenth
2. October twelfth
3. November eleventh
4. February sixteenth, nineteen ninety-nine
5. April first, two thousand two
6. December twenty-fourth
7. July fourth
8. fourteen ninety-two
9. February fourteenth, two thousand four
10. June second

## Unit 25 Some Important Contrasts

1. bad
2. well
3. a few
4. Few
5. less
6. less
7. lie
8. a little
9. than
10. Whom
11. badly
12. good
13. lay
14. A little
15. then
16. good
17. fewer
18. lay
19. badly
20. than

25-2 1. The little boy acted very badly in class today.
2. Don't you feel well?
3. Omar has fewer friends than his brother.
4. Mom is lying down for a while.
5. Kris is prettier than Hilda.
6. To whom did you send the letter?
7. Were you in Europe then, too?
8. I lay on the floor and played with the dog.
9. Johnny plays well with the other children.
10. Her voice sounds bad today.
2.-3 $\quad$ Sample Answers:

25-3 1. This is a bad situation.
2. They played badly today.
3. She's a very good mother.
4. I don't feel well.
5. I have few reasons to doubt you.
6. We have a few things to discuss.
7. There are fewer boys than girls.
8. She has less time now.
9. I'll lay it on the table.
10. He was lying on the floor.
11. There is so little money left.
12. I have a little time to spare.
13. You're younger than Barry.
14. I got up then took a shower.
15. Who is that stranger?
16. Whom will the boss promote?

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[^0]:    (transitive/direct object = baby)
    (transitive/direct object $=$ book)
    (intransitive/prepositional phrase with on)
    (intransitive/prepositional phrase with over)

