

ESL WORKSHEETS



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1.1: Presentations - Verb Tense Review

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1.2: Exercise

Fill in the blanks with the appropriate form of the given verb. Hi-light the keyword that helps you choose the correct verb tense.

e.g. She has [have] classes on Tuesdays and Thursdays. [*routine/habit* → *simple present tense*]

1. I _____ [live] in Mexico when I was a child.
2. After class today, Maria _____ [go] to her job.
3. We _____ [take] Grammar 4 next semester.
4. My parents _____ [live] in California.
5. The students _____ [do] a grammar exercise now.
6. I _____ [find] \$20 yesterday.
7. My family _____ [go] on vacation once a year.
8. I _____ [take] 4 classes last semester.
9. I _____ [take] 3 classes this semester.
10. My best friend _____ [send] me letters regularly.
11. When I finish all my ESL classes, I _____ [study] nursing.
12. Last night, I _____ [do] my homework between 9:30 and 11 pm.
13. My brother _____ [go] to the park with his daughter on Sundays.
14. We _____ [love] to study grammar!

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1.3: Review & Writing

Verb tense review & writing

Write a paragraph about your life using the following questions as a guide.

Make sure:

- that the paragraph contains all the answers to the questions
- that the paragraph reads as a 'story', not as disjointed sentences
- to use the correct verb tenses [use the questions as a guide]
- to have a subject & verb in every sentence
- to use correct punctuation [put a period at the end of each sentence]
- to follow capitalization rules [start every sentence with a capital letter]
- to double-space your writing

1. Where do you live?
2. Who do you live with?
3. Do you like where you live? Why?
4. When did you move here?
5. Where did you live before you came to the U.S.?
6. Who did you live with back home?
7. How was your life like back home?
8. Why did you move to the U.S.?
9. When did you start studying at CCC?
10. How many classes are you taking this semester?
11. What are your goals?
12. How long will you study at CCC?
13. What will you do after you finish taking ESL classes?

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1.4: Review Exercise - Find Someone Who

Find someone who:

First, write a question for each of the following items to ask your classmates. Then, walk around the classroom and ask one question from each classmate. If your classmate answers 'yes', write his/her name down. If he/she says 'no', say goodbye, and ask someone else! You can only write a name down if the person says yes.

- Lives in Richmond
- Takes the bus to college
- Lived in Mexico when he/she was a child
- Is going home after class
- Will go away this weekend
- Knows how to speak 3 languages
- Had a wonderful winter holiday
- Has 2 brothers
- Is going to work this weekend
- Is shy
- Went to the movies last week

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1.5: Review Exercise - Chart

Read each example carefully. Circle the verb. Explain why the verb tense is used. Underline any key words that guide you.

Verb Tense	Usage	Example
Simple Present	1. 2.	1. She takes the bus every day. 2. Mr. and Mrs. Garcia live in Albany
Present Continuous	1. 2.	1. I am explaining verb tenses to my students. 2. She is having lunch with a friend after class.
Simple Past	1. 2.	1. I went home after work yesterday. 2. When she was a child, she lived in Mexico.
Past Continuous	1. 2.	1. I was reading between 9 and 11 pm last night. 2. They were watching TV when the earthquake happened.
Future	1. 2.	1. I will visit my friend on Saturday. 2. I am going to visit my friend on Saturday.

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1.6: Review Exercise - Identify

For each of the following, underline the subject and circle the verb. Then, determine the verb tense. Finally, explain why the verb tense is used.

For example:

I work at Contra Costa College.

1. She walks to the park every afternoon.
2. My neighbor has 3 cars.
3. She was born in Mexico.
4. I had a lot of homework last week.
5. I will go back to my country for the Christmas holidays.
6. She is going to the library after class today.
7. I am answering questions for my grammar class.
8. Maria was working from 9-5 yesterday.
9. Maria works from 9-5 every day.
10. I am going to go to the library tomorrow.
11. My family lives in Texas.
12. I take classes on Mondays and Wednesdays.

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1.7: Review Exercise - Story

[1]Hi-lite the verb[s] in each sentence. [2]Identify the verb tense. [3]Explain why it is used.

My name is Nooshi. I will be your teacher this semester. I want to tell you a little bit about myself. I was not born in the United States! I was born in England! My parents are from Iran but they lived in England for a few years when my father was studying in a college in England at that time. So, my brother and I were both born in England. When I was one year old, we went back to our country, Iran. I grew up in Iran. I lived there until I was 13 years old. I have many memories from my childhood. I spent a lot of time with friends and relatives. I played soccer with my brother and friends and rode my bicycle for fun.

When I was 13, I left Iran to come to the United States. My mother and brother were already living here. So, I started high school in California at that time. I went to two different high schools in Modesto, California. when I graduated from High School, I applied to U.C. Berkeley. I was very happy when I got accepted to U.C. Berkeley because it was my dream to go to college there. I started college at 17. It was all-new, exciting, and a little scary. At first, I wasn't sure what major I wanted to study. I began with science and math classes. But soon I realized that I didn't enjoy those subjects. After a couple of years of trying different classes, I discovered Sociology! I decided to major in Sociology and minor in English Literature. And I loved it!

After I finished my Bachelor's degree, I went on to get a couple of Master's Degrees at San Francisco State University. First, I studied Teaching English as a Second Language. Then, a couple of years ago, I went back and studied Equity and Social Justice in Education. It was wonderful to be a student again and it helped me understand my students' challenges as they work and go to school.

I have been teaching E.S.L. at Contra Costa College since 2001. I love my job! I have wonderful students from all over the world. And I learn a lot from my students; I learn about their cultures, ideas, and experiences. Every semester, I meet interesting people. And I love to see my students improve their English, feel more confident about themselves, and get closer to achieving their goals.

I am very happy to be your teacher this semester. And I hope we will have lots of fun and learn a lot in class together!

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1.8: Practice Quiz

PART I. Fill in the blanks with the appropriate form of the given verb. Circle or highlight any keywords. Be ready to explain why you chose each verb tense!

1. I _____ [go] to San Francisco last weekend.
2. My students _____ [complete] a grammar practice now.
3. She _____ [take] 4 classes this semester.
4. She _____ [take] 3 classes last semester.
5. She _____ [take] 2 classes next semester.
6. My parents _____ [work] in California.
7. My students _____ [attend] a grammar class now.
8. He _____ [have] three cars.
9. I _____ [meet] my friend after class today.
10. We _____ [have] class on Tuesdays and Thursdays.
11. Last night, I _____ [eat] dinner when the phone _____ [ring].

PART II. Answer each question with a complete sentence. Pay attention to sentence structure, verb tenses, and correct punctuation.

1. Where did you live before you moved to the U.S.?
2. What did you usually do on the weekends in your country?
3. What do you usually do on the weekends here in the U.S.?
4. How are you feeling today?
5. What are you doing after class today?
6. What will you do this weekend?
7. What do you do in your free time?
8. What were you doing between 11 pm and 12-midnight last night?
9. When did you move to the U.S.?

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1.9: Caught Between Two Worlds -Reading

Caught Between Two Worlds

[1] Teenage years are challenging—for teenagers and parents. It is a time for teenagers to break away from their family and to begin to make a life for themselves. It is a time when parents need to let go of their children and recognize that their role **has changed** forever. Adolescence is therefore difficult for all families, but it is particularly challenging for immigrant families. In these families, teenagers and parents struggle with the adolescent years while also trying to adapt to an unfamiliar culture.

[2] Many cultures have clear rules to guide teenagers through these years. There are clear rules, for example, about what is acceptable for a girl to wear and about dating. A daughter is not allowed to go out in the evening unless she is with her brother or cousin. She must wear certain traditional clothes. A son knows he must come home by a specific time. Teenagers understand this because they have grown up with these cultural rules. However, what happens to these rules when the family moves to a different country with a different culture? Do the cultural rules and expectations of the native culture still apply?

[3] Many immigrant parents would answer yes. They need these rules to protect their children from the dangers of the new culture. Moreover, these rules worked for them when they were teenagers. So why shouldn't they work for their children?

[4] Many teenagers, however, have a different answer. They, too, **have grown up** in their native culture, and the rules and expectations are very important to them. However, they are now learning a new culture and probably learning it faster than their parents. The old rules do not work in the new culture. Freedom is very important in the new culture: freedom to question teachers and parents, to take personal responsibility, to make and learn from mistakes. Teenagers from immigrant families quickly learn there are no clear rules about being a teenager in this culture. Girls have boys as friends, but may or may not have a 'boyfriend'. If a teen is dating, there are no strict rules about how to behave—even about sex. Life outside the home is complicated, and the old rules do not help.

[5] Lien's family provides an example of the conflict that can develop between family members during this time. The family moved to the States from Vietnam when she was ten. Her father was a car mechanic in Vietnam. They lived in a nice house and had a comfortable life. Her parents believed, however, that Lien and her twin brother, Thu, would have more opportunities in America. So, like many immigrant parents, they moved to a different country because of their children. "This is all for you and your brother", the mother **has told** Lien several times a week since they arrived.

[6] Lien was excited when she first arrived in Boston, but she soon found that life was not easy in America. Her father got a job, but he hated it. Her mother stayed in their apartment cooking traditional Vietnamese food for the evening meal. They didn't make any American friends. Lien quickly learned English, but her parents found it very difficult. They only spoke Vietnamese at home. When Lien's father was sick, Lien had to go to the doctor with him and explain what was wrong. This was very embarrassing for Lien and her father. At the grocery store, Lien's mother nervously stood behind her young daughter. Life was difficult, but the family was strong and stayed together. Everyone worked hard.

[7] Things changed, however, when Lien and her brother, Thu, turned fifteen and went to high school. Thu made new friends with a group of teenagers. He got a job at a local store and used this money to buy baggy pants and sweatshirts. He grew his hair and pierced one ear so he could wear an earring. He started to go out at night and didn't want to tell his parents where he was going. His parents were constantly fighting with him. They didn't like his clothes or his friends. "Why are you wearing those clothes? You look like a gang member," his mother would cry. "You shouldn't be with those other boys," his father would say. "They are a bad influence on you. You need to stay in and study. We came here for you and your sister, remember?"

[8] Lien was caught in the middle of two worlds. She understood why her parents were worried, but she also understood that her brother wanted to be a teenager like the other kids his age. She too wanted more freedom, but she didn't dare challenge her parents like her brother. As the family arguments became louder, Lien became quieter. She covered her ears in her bedroom as she heard her brother shout, "You don't understand! You're living in the old world. Just leave me alone."

[9] Thu finally left home in his last year of high school. He didn't finish school. Lien's parents disowned him; they refused to talk about him. They said to Lien, "this is all for you, Lien. You must work hard and do well." Lien wanted to explain to her parents that she, too, needed some freedom, but she didn't want any more fighting. So she kept quiet and worked hard.

[10] Of course, many immigrant families live through the teenage years without breaking up like Lien's family. However, most families experience some conflict during these years. Few parents can say they **have never heard** their teenage children saying,

“You don’t understand.” Most parents say they often don’t understand their teenagers. So what can parents do during this difficult time to help themselves and their children?

[11] Experts have several suggestions. Parents shouldn’t stereotype teenagers. Their clothes might be strange, but this does not mean they are bad kids. Second, teenagers do not like to be told to do things, but this does not mean they do not like rules. In fact, most teenagers feel more comfortable if there are rules to help them behave. Parents and teenagers must talk about these rules. They should listen to each other and compromise. For example, if the teenager wants to come home at 2:00 am, and the parents want him home by 10:00 pm, they can compromise on 12:00. Finally, it’s easy to criticize teenagers too much. Teenagers make a lot of mistakes, but that is part of growing up. Parents, however, must never only criticize. Instead, they need to praise the teens and look for positive things in their behavior.

[12] It is difficult for immigrant teenagers to have one foot in the traditional world represented by their home and their family and the other foot in the “new” world of their friends and school. These teens often talk about living in an “in-between” place—feeling comfortable in neither the traditional nor the new world. In these situations, teenagers and their parents need to seek advice from people who have experience and knowledge of trying to raise teenagers in a second culture.

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1.10: Review Exercise Assignment - Caught Between Two Worlds

Reading & Grammar Analysis

1. Read the story 'Caught Between Two Worlds'. Think about the story and write a paragraph to respond/react to the story. What do you think about it? How does it connect to your life and your culture? Give examples from your life to explain.
2. Read the story again. This time, find the subject and verb in each sentence. Underline subjects and circle verbs. Determine the verb tense and why it is used in each case. You may mark the answers on the reading.
3. In paragraphs 1-4, the simple present tense is used a lot. Why? What type of information is it providing?
4. In paragraphs 6-9, the past tense is used a lot. Why?
5. Towards the end of the story, in paragraphs 10-12, the writer uses a lot of the simple present tense again. Why?

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1.11: Caught Between Two Worlds - Irregular Past Tense Verbs

Caught Between Two Worlds: Irregular Past Tense Verbs

Past Tense Verb	Base Form
Was/were	
Had	
Found	
Got	
Spoke	
Stood	
Went	
Made	
Grew	
Came	
Caught	
Understood	
Became	
Heard	
Left	
Said	
Kept	
Told	

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1.12: Basic Verb Tenses - Error Correction

All of the following contains a mistake. Find the mistake and correct it. Circle any keywords/expressions that help you decide.

For example:

He ~~go~~ to school **every day**.--> He goes to school every day.

1. She is walking to school every morning.
2. I going to study tomorrow.
3. The teacher don't give too much homework.
4. You are a good student?
5. Is very hot today.
6. My brother he lives in Richmond.
7. Mr.Smith have a car
8. Before he came to the U.S., he lived and study in Mexico.
9. She no speak English very well.
10. He was go home after class yesterday.
11. He didn't worked yesterday.
12. My friend every day goes to work.

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1.13: Basic Verb Tenses - Error Correction (Answers)

All of the following contains a mistake. Find the mistake and correct it. Circle any keywords/expressions that help you decide.

For example:

He ~~go~~ to school **every day**. → He goes to school every day.

1. She ~~is walking~~ to school **every morning**. → walks
 2. I ~~going to study~~ **tomorrow**. → am going to study / will study
 3. The teacher ~~don't~~ give too much homework. → doesn't
 4. ~~You are~~ a good student? → Are you...
 5. ~~Is~~ very hot today. → It is very hot...
 6. ~~My brother he~~ lives in Richmond. → My brother lives in Richmond OR He lives in Richmond
 7. **Mr. Smith** ~~have~~ a car → has
 8. **Before he came to the U.S.**, he lived and ~~study~~ in Mexico. → studied
 9. **She** ~~no speak~~ English very well. → doesn't speak
 10. He ~~was go~~ home after class **yesterday**. → went
 11. He ~~didn't worked~~ **yesterday**. → didn't work
 12. My friend ~~every day~~ goes to work. → My friend goes to work every day. OR Every day, my friend goes to work.
-

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1.14: Writing about the Past

Writing about the past

Write a paragraph about your life before you came to the U.S.

Include information about:

- where you lived,
- who you lived with,
- what you did during the week,
- what you did on the weekends,
- how you felt about your life,
- what you liked and what you didn't like about your life there, and
- why you decided to come to the U.S

Include rich information to make the story more vivid and powerful.

Pay attention to verb tenses: use the simple past tense to talk about things that started and finished in the past.

Try to write about 15 sentences – but make sure the ideas follow each other logically.

After you finish writing:

- Read your writing to see if you like what you wrote & if the ideas follow each other like a story!
- In each sentence, underline the subject & highlight **the verb**: did you use the past tense?
- Did you start each sentence with a capital letter?
- Did you end each sentence with a period?

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1.15: Grammer - Common Mistakes Presentations

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2.1: Present Perfect Tense Presentation

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2.2: Simple Past - Present Perfect Forms

SIMPLE PAST

1. I _____ [go] to the movies last night.
2. I _____ [see] a great movie.
3. I _____ [laugh] a lot.
4. It _____ [be] very funny.
5. My friends _____ [meet] me for dinner after the movie.
6. We _____ [have] dinner at a Chinese restaurant.
7. When we _____ [finish] our dinner, we _____ [say] goodbye.

PRESENT PERFECT - have/has + past participle

1. I _____ [always/be] a good student.
2. My parents _____ [visit] me many times since I came to the U.S.
3. I _____ [not/eat] dinner yet.
4. My friend _____ already _____ [be] married twice.
5. How long _____ you _____ [work] at your job?
6. How many times _____ you _____ [go] to the movies this month?
7. I _____ [have] my car for 5 years.
8. I _____ [not/eat] at all since this morning.

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2.3: Present Perfect Tense

PRESENT PERFECT TENSE -- have/has + past participle

Fill in the blanks with the present perfect tense of the given verbs.

e.g: She **has studied** [study] English for two years.

1. I _____ [always/love] to read.
 2. Mr. and Mrs. Jones _____ [be] our neighbors for 20 years.
 3. Maria _____ [be] a student since 2008.
 4. How long _____ you _____ [live] in CA?
 5. She _____ [have/not] breakfast yet.
 6. I _____ [write] many essays since I started school.
 7. How many times _____ you _____ [go] to S.F. this month?
 8. My friends _____ already _____ [visit] me twice.
 9. She _____ [forget] to do her homework again.
 10. My brother _____ [teach] for many years.
-

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2.4: Present Perfect with 'since'

Present Perfect with 'since'

1. since + beginning of the period

examples:

- since 1999
- since yesterday
- since 12:30

We **have been** in class since 12:40.

Since 12:40, we **have been** in class.

2. since + clause [subject + verb] - verb in simple past

examples:

- since I moved here
- since I was a child
- since I started class

Since I **was** a child, I **have wanted** to be a nurse.

I **have wanted** to be a nurse since I **was** a child.

Fill in the blanks to complete each sentence yourself. Use the given verbs.

1. Since I _____ [meet] met my husband/wife, I _____ [be] in love.

2. I _____ [be] in love since I _____ [meet] my husband/wife.

Now, complete the following sentences with your own idea.

1. Since I _____ an adult, I _____.[become]

2. Since I _____ this class, I _____.[start]

3. My best friend _____ since I _____ here.[move]

4. Ever since I _____ to California, I _____.[come]

5. _____ ever since _____.

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2.5: 'How long' Dictation Questions

Present perfect–action began in the past & continues to the present:

1. How long have you lived in the U.S.?
 2. How long have you studied at CCC?
 3. How long have you known your best friend?
 4. How long have you known your Grammar 3 teacher?
 5. How long has your classmate lived in the U.S.?
 6. How long have we been in class today so far?
-

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2.6: Past Principles

PAST PARTICIPLES

Complete the following chart:

<u>Base Form</u>	<u>Past Form</u>	<u>Past Participle</u>
	Knew	
Run		
Ring		
		Frozen
Speak		
		Swum
	Wrote	
Sing		
Take		
	Ate	
Drive		
		Forgotten
		Begun
	Came	
	Was/were	
Go		
	Had	
Break		
		Fallen
Choose		

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2.7: The Simple Present Versus the Present Perfect Tense

The Simple Present Versus the Present Perfect Tense

In each sentence, highlight or circle the verb. The first one is done for you:

<u>Simple Present Tense</u>	<u>Present Perfect Tense</u>
I am in the United States now.	I have been in the U.S. for 2 years.
She has a car.	She has had her car since March
I love my job.	I have always loved my job.
She doesn't have a job.	She has never had a full-time job.

Read each present tense sentence. Then use for, since, always, or never with the information in the parentheses to write a sentence using the present perfect tense that connects the past to the present.

eg: I know Maria [five years]

I have known her for five years.

1. She owns a house. [last summer]
2. Eduardo lives in this city. [a year and a half]
3. The twins are in the hospital. [They were born two days ago.]
4. My aunt is an excellent cook. [always]
5. Sarah doesn't have a car. [never]
6. Gina and Tom are married. [five years]
7. Marco belongs to the volleyball club. [April]
8. He doesn't belong to the soccer club. [never]
9. Allison doesn't live with her family. [the beginning of the year]
10. She eats all her meals in the university cafeteria. [last month]
11. Andy and his roommate live in an apartment near campus. [six months]
12. I am a sales clerk in this department store. [three years]
13. Maria is a student at the English Language Institute. [January]
14. Gina is absent from class. [Monday]
15. He is on a diet. [a few months]
16. She wears the ring he gave her. [they got married in 2002]
17. My father speaks Spanish. [always]

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2.8: Presentation (Answers for Simple Present vs. Present Perfect Tense)

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2.9: Present Perfect - Review Session

Present Perfect: Review/practice

Part 1. For each of the following verbs, write the past participle form.

e.g. go → went → gone

1. be → _____
2. eat → _____
3. break → _____
4. drive → _____
5. come → _____
6. have → _____
7. find → _____
8. take → _____
9. get → _____
10. see → _____

Part 2. Fill in each of the following blanks with the present perfect form of the given verb.

Formula for Present Perfect Tense: _____ + _____.

1. I _____ [study] at CCC since 2014.
2. My friend _____ [be] a nurse for 10 years.
3. My parents _____ [buy] me many gifts since I was a child.
4. We _____ [spend] lots of money since the beginning of the semester.
5. John _____ [take] many classes at this college.
6. The nurse _____ [see] many patients today.
7. I _____ [never/go] to China.
8. We _____ [already/have] one quiz in this class.
9. Mr. and Mrs. Garcia _____ [live] on my street for 2 years.
10. My teacher _____ [give] us homework after every class.
11. She _____ [live] here for many years.
12. I _____ [already/eat] breakfast.
13. My best friend _____ [always/like] to play the guitar.
14. We _____ [have/not] a big test yet.
15. He _____ [study] ESL since 2015.
16. Maria _____ [speak] on the phone twice today.
17. I _____ [break] many dishes in my home.
18. My parents _____ [write] me many emails since I moved here.
19. I _____ [go] to San Francisco many times this year.
20. She _____ [buy] many books from the bookstore.

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2.10: Presentation (Present Perfect - Repetition + Unknown Time)

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2.11: Past Participle

Verbs: Past & Past Participle forms

- | | | |
|------------|-------|-------|
| 1. Go | _____ | _____ |
| 2. Write | _____ | _____ |
| 3. Have | _____ | _____ |
| 4. See | _____ | _____ |
| 5. Eat | _____ | _____ |
| 6. Find | _____ | _____ |
| 7. Feel | _____ | _____ |
| 8. Fall | _____ | _____ |
| 9. Drive | _____ | _____ |
| 10. Be | _____ | _____ |
| 11. Come | _____ | _____ |
| 12. Get | _____ | _____ |
| 13. Forget | _____ | _____ |
| 14. Take | _____ | _____ |
| 15. Leave | _____ | _____ |
| 16. Live | _____ | _____ |
| 17. Teach | _____ | _____ |
| 18. Study | _____ | _____ |
| 19. Bring | _____ | _____ |
| 20. Buy | _____ | _____ |
| 21. Give | _____ | _____ |
| 22. Put | _____ | _____ |

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2.12: Present Perfect Tense Practice (Additional)

Present Perfect Tense Practice

Fill in the blanks with the present perfect tense of the given verb.

Formula: **have/has** + **past participle of the verb**

1. She _____ three classes at CCC so far. *[take]*
 2. They _____ to SF many times. *[go]*
 3. I _____ to visit New York. *[always/want]*
 4. My friends _____ me to meet them after class. *[ask]*
 5. She _____ lunch yet. *[not/eat]*
 6. He _____ a college student for two years. *[be]*
 7. We _____ in California since 2010. *[live]*
 8. My friend _____ twice so far today. *[already/call]*
-

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2.13: Reading and Grammar Analysis

One of the best ways to improve your grammar is to read & analyze the grammar in readings.

Follow the instructions step by step to enjoy the reading.

Part 1. Before You Read

Take a few minutes to write about the topic:

'What do you know about DACA?'

If you don't know much, Find out:

- What does DACA stand for?
- Who is affected by it?
- Who are Dreamers?

Write down your thoughts or what you learn from your research in a short paragraph.

Part 2. Grammar Analysis

In each sentence, highlight the present perfect verb. The first one is done for you.

1. Since the program was announced in 2012, DACA **has been** a lifeline for immigrants who were brought to the U.S. as children.
2. Gonzales, the director of the Immigration Initiative at Harvard, has witnessed firsthand the life-changing effects of the program.
For the past two decades, he has studied the outcomes of undocumented youth, before and after DACA was put in place.
3. And since the program's inception, he has surveyed over 2,600 recipients about how it has affected their lives.
4. I've heard from several colleagues.
5. DACA has made a tremendous impact on the lives of hundreds of thousands of young people over the last eight years.
6. All of the young people that we've met through this research have used their DACA benefits and status to benefit family members. They have been excited and proud to be able to do more to help their families.
7. For example, one woman we surveyed has done remarkably well with her DACA status.
8. She's moved into her own apartment.

Part 3. Reflect & Write

What did you think about the information in the reading? Write a paragraph to explain your reaction. You can also choose one part or one sentence in the reading that really resonated with you and explain why you are choosing it.

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2.14: Quiz - Present Perfect Tense

Practice Quiz

Part 1. Present Perfect Tense

Complete each sentence with **the present perfect tense** of the given verb.

1. I _____ to the computer lab a few times this semester.[go]
2. We _____ two quizzes on Present Perfect so far.[take]
3. I _____ my car for four years.[have]
4. My parents _____ me to be a good person.[want/always]
5. Linda _____ late.[be /never]
6. My neighbors _____ next to me for 2 years.[live] 7. She _____ everywhere since she got her driver's license.[drive]
8. My students _____ all their homework.[already / do]
9. I _____ many different cities since I moved here.[visit]
10. We _____ dinner yet.[eat / not]

Part 2. Verb Forms

For each verb, write the simple past and the past participle form.

Simple Past

Past Participle

- | | | |
|------------|-------|-------|
| 1. Go | _____ | _____ |
| 2. Write | _____ | _____ |
| 3. Have | _____ | _____ |
| 4. See | _____ | _____ |
| 5. Eat | _____ | _____ |
| 6. Find | _____ | _____ |
| 7. Feel | _____ | _____ |
| 8. Fall | _____ | _____ |
| 9. Drive | _____ | _____ |
| 10. Be | _____ | _____ |
| 11. Come | _____ | _____ |
| 12. Get | _____ | _____ |
| 13. Forget | _____ | _____ |
| 14. Take | _____ | _____ |
| 15. Leave | _____ | _____ |
| 16. Live | _____ | _____ |
| 17. Teach | _____ | _____ |
| 18. Study | _____ | _____ |
| 19. Bring | _____ | _____ |

20. Buy _____
21. Give _____
22. Put _____

Part 3. Fill in the Blanks

Read the story below. Fill in the blanks with **the simple past or present perfect form** of the given verb.

I _____ [1.live] in California for many years. I _____ [2.move] here when I _____ 14 [3. Be] years old. At first, I _____ [4.have] many difficulties. I _____ [5.not/speak] the language well and _____ [6.not/know] anyone. I _____ [7.feel] lonely and _____ [8.miss] my friends back home. After the first year, things _____ [9.get] better. Since I _____ [10.move] here, I _____ [11.learn] to speak a new language and live in a new culture. Since then, life _____ [12.be] getting back to normal. I _____ [13.make] many new friends, I _____ [14.become] much more responsible and I _____ [15.learn] that I am much stronger than I thought!

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2.15: Present Perfect or Simple Past - Practice

Present Perfect or Simple Past

Since I _____ [1. come] to the U.S., I _____ [2. study] at two different colleges. First, I _____ [3. study] at Laney College in Oakland. I only _____ [4. take] ESL classes there. I _____ [5. be] a student at Laney for 2 years. In 2015, my family _____ [6. move] to Richmond so I _____ [7. begin] to study at Contra Costa College. I _____ [8. be] a student at CCC for 3 years. I _____ [9. take] many classes at CCC. I _____ [10. take] ESL classes, math, and dancing. I _____ [11. meet] many students from different countries since I _____ [12. start] here. I _____ [13. enjoy] getting to know all of them and learning about their cultures. However, it _____ [14. be] a little difficult because I work and take classes at the same time.

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2.16: Writing Practice

Writing

Write two short paragraphs to include the answers to the following questions. Pay attention to verb tenses: all information about 'before you came to the U.S.' should be in the past. The information in the second part, 'since you came to the U.S.', should be in the present perfect tense.

Before you came to the US:

1. Where did you live?
2. Who did you live with?
3. What did you do during the week?
4. What did you do on the weekends?
5. Did you have an easy life? Explain.
6. What did you do with your friends?
7. Were you happy? Explain.

Since you came to the US:

1. Where have you lived?
2. What have you done?
3. How has your life changed?
4. Have you been happy? Explain.
5. Has life been easy? Explain.
6. Have you learned anything new?

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2.17: Present Perfect Tense with Indefinite or Unknown Time

Present Perfect Tense with Indefinite or Unknown Time

Unknown time - with 'ever'

Example #1:

Have you ever **gone** to New York?

- Yes, I have. OR No, I haven't.
- Yes, I **went** to New York last year. It was lots of fun.

NOT: I have gone to New York last year.

Example #2:

Have you ever **tried** sushi?

- Yes, I have. OR No, I haven't.
- Yes, I **have** never **tried** sushi.
- Yes, I **tried** sushi for the first a few days ago.

NOT: I have tried sushi for the first time a few days ago.

Example #3:

Have you ever **studied** another language?

- Yes, I **have studied** French and Spanish.
- Yes, I **studied** French and Spanish **when I was in college**

Or:

- No, I **have never studied** another language.

Unknown time - with 'Yet & Already'

Have you **had** your morning coffee **yet**?

- Yes, I have.
- Yes, I **have already had** my coffee.
- Yes, I **had** my coffee **at 8 am**.

Or:

- No, I **haven't had** my coffee **yet**.

Practice:

Answer the following questions:

1. Have you ever gone to Golden Gate Park?
2. Have you had lunch yet?
3. Have you taken Writing 3 yet?
4. Have you ever lived in another state in the US?
5. Have you gotten your CCC ID card yet?
6. Have you gotten your driver's license yet?

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2.18: Present Perfect Tense Review - Identity

Present Perfect Tense

Underline the present perfect tense verb in each of the following sentences. Why is the present perfect used?

1. Action started in the past and continued to the present [for/since/how long]
2. Repetition from past to present
3. Action happened at an unknown time [always/never/already/yet/ever]

For each, write 1, 2, or 3 to state the reason.

1. My family has gone to Los Angeles four times.
2. We have been in class since 12:45 pm this afternoon.
3. Have you ever been to New York?
4. I have taught at Contra Costa College for 10 years.
5. I haven't had my lunch yet.
6. She has already finished her homework.
7. I have always wanted to visit China.
8. My students have done one skills center report so far.
9. We have studied the present perfect since we started class.
10. Have you finished your next skills center report yet?

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2.19: Three Important Events in Your Life

Think of 3 important events in your life. When did each one happen? And how has your life changed since then? Write about at least 3 or 4 changes using the present perfect tense.

Example:

I got my first job in 1998. Since then, I have learned to be more responsible. I have had to organize my time better. I have met many people through work. And finally, I have become an adult.

EVENT #1

EVENT #2

EVENT #3

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2.20: Present Perfect Tense - Fill in the Blanks and Explain

Fill in the blanks with the present perfect tense of the given verb. Highlight any key words or expressions. Then explain why the verb tense is used.

1. I **have always loved** [always/love] to go hiking in the mountains.
 2. My friend _____ [go] to New York many times.
 3. We _____ [know] each other since the beginning of the semester.
 4. I _____ [already/receive] 5 calls today.
 5. How long _____ [be] you _____ [be] here?
 6. Jane _____ [love] to read since she _____ [be] a child.
 7. I _____ [never/find] money in the street.
 8. She _____ [already/finish] her homework.
 9. He _____ [be] extremely busy for 2 weeks.
 10. I _____ [write] you many times.
 11. She _____ [finish] her chores yet.
-

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2.21: Present Perfect with Indefinite Time

In the following activity, write a question beginning with 'Have you ever + past participle of the verb' to ask your partner. You will then have the opportunity to ask your partner the questions and have a short conversation about each. The first one is done for you:

1. eat sushi → *Have you ever eaten sushi?*
2. find money in the street
3. write a poem
4. be in love
5. see a great movie
6. go to Los Angeles
7. sing in front of other people
8. ride a motorcycle
9. live in a different state in the U.S.

After you finish writing your questions, check your answers below:

1. Have you ever eaten sushi?
2. Have you ever found money in the street?
3. Have you ever written a poem?
4. Have you ever been in love?
5. Have you ever seen a great movie?
6. Have you ever gone to Los Angeles?
7. Have you ever sung in front of other people?
8. Have you ever ridden a motorcycle?
9. Have you ever lived in another state in the U.S.?

Work with a partner. Take turns asking each other the questions. If your partner says 'yes, I have', ask them a few more related questions to keep the conversation going. Pay attention to using the correct verb tenses in your questions and answer.

For example:

A: Have you ever eaten sushi?

B: Yes, I have.

A: Did you like it? / When did you last eat sushi? / Where did you eat sushi? / How often do you eat sushi?

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2.22: Present Perfect - Fill in the Blanks

Read the following story carefully. Fill in the blanks with the correct form of the verb in parentheses. Use simple present, present continuous, simple past, present perfect, or the future tense of the verb.

I _____ [1. Always/love] to travel. Last year, I _____ [2. Go] to New York. My friend and I _____ [3. Travel] together and we _____ [4. Have] a lot of fun. We _____ [5. See] many tourist attractions and _____ [6. Eat] in many wonderful restaurants. Since we _____ [7. Come] back, I _____ [8. Dream] about going back to New York again. But I can't go because I _____ [9. Need] to work. Ever since I _____ [10. Be] a child, I _____ [11. Like] learning about different cultures. Every weekend, I _____ [12. Watch] a travel show on TV and I _____ [13. Dream] about going to different places. Now, I _____ [14. Save] my money for my next trip. Next year, I _____ [15. Travel] to Thailand. When I am in Thailand, I _____ [16. Go] to beautiful beaches and _____ [17. Eat] delicious spicy Thai food. A few days ago, I _____ [18. Speak] to my friend about my plans. She _____ [19. Tell] me that she would like to come with me. She _____ [20. Say] that she _____ to go to Thailand, too! We _____ [21. Always/want] this weekend to plan our trip together. I _____ [22. Meet] so excited!

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2.23: Writing - Best Friend

Use the questions below to think of information to include in your writing. Write a paragraph about your best friend [~150-200words]. Include the information about the questions but make sure that your paragraph reads as a story: each sentence/idea should logically follow the previous one and the story should move coherently/logically. Include rich details that will help your reader understand why this particular friendship is so special to you. Pay attention to verb tenses, punctuation, proper capitalization, and spelling. Use the questions as a guide to help you write correct sentences with correct verb tenses! Have fun writing about your best friend!

Questions for 'My Best Friend'

1. Who is your best friend?
2. Where does he/she live?
3. How long have you known him/her?
4. When did you meet?
5. Where did you meet?
6. What did you have in common? [What things made you become friends?]
7. What are some things you have done together throughout the years?
8. How often do you see him/her now?
9. How do you keep in touch?
10. When will you see him/her again?
11. What do you usually do together?

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2.24: Presentation - Present Perfect Continuous - Introduction

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2.25: Present Perfect and Present Perfect Continuous

Present Perfect Tense

Fill in the blanks with the present perfect tense[or the simple past, if necessary]

1. I _____ [know] my friend since 2000.
2. She _____ [go] to New York many times.
3. We _____ [meet] many students since the beginning of class.
4. My students _____ [already/learn] the present perfect tense.
5. She _____ [love] her husband since they _____ [get] married.
6. Since we _____ [meet], we _____ [be] friends.

Present Perfect Continuous Tense

Fill in the blanks with the present perfect tense[or the simple past, if necessary]

1. She _____ [stand] in front of the class for an hour.
2. We _____ [study] the present perfect tense since January.
3. Mr. and Mrs. Smith _____ [live] here for 20 years.
4. They _____ [want] to buy a house since they moved here.
5. She _____ [go] to San Francisco 3 times this month.
6. My sister _____ [wear] glasses all her life.

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2.26: Present Perfect Continuous - Practice

Fill in the blanks with the present perfect continuous form of the verb, if possible.

1. I am studying. I _____ for 2 hours.
2. I am reading. I _____ since 6 pm.
3. We are doing grammar exercises. We _____ grammar exercises for 30 minutes.
4. John is working. John _____ for 6 hours.
5. I love grammar. I _____ grammar all my life!

Fill in the blanks with the correct form of the verb—simple present, simple past, present perfect, or present perfect continuous.

John _____ [live] in Mexico. He _____ [move] to Mexico three years ago. When he first _____ [get] to Mexico, he _____ [not/speak] any Spanish. He _____ [start] to study Spanish after one month. He _____ [study] Spanish for almost 3 years now. His Spanish _____ [improve] a lot during this time. Now, he _____ [work] in a school and he _____ [teach] English. He _____ [love] his job. He _____ [meet] many interesting people since he _____ [start] working.

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2.27: Review Reading and Grammar Analysis

Work with a partner. Read the following story. Identify all verbs, verb tenses, and why the tense is used in each case. Look for key words and pay attention to meaning.

John lives in San Francisco. He is married and has two children. He met his wife in 2007 when they were both students in the university. After they met, they dated for a couple of years. Then, they got married. Since they got married, they've been very happy. They've been living together in a small apartment in San Francisco. John is a high school teacher and his wife, Jamie, is a doctor. At the beginning of their marriage, they went out together every night, had dinner, watched movies, or just went for long walks. But since they became parents, they haven't had very much time to spend alone. Because they have had so much more to do, they have needed to be much more organized and responsible. They have also had to share all the responsibilities of parenting, cooking, and cleaning. Most of the time, they are both exhausted! But at the same time, they're very happy.

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2.28: Present Perfect - Fill in the Blanks

Fill in the blanks with simple present, simple past, present perfect, present perfect continuous, or the future tense of the given verb. Circle all keywords/expressions that help you decide.

I _____ [live] in San Francisco. I _____ [live] there since I _____ [come] to California in 2015. Before I _____ [move] here, I _____ [live] with my family in a small city in Idaho. We _____ [have] a farm and _____ [grow] lots of vegetables and fruit. In 2015, I _____ [apply] to a college in the bay Area and I _____ [be] very excited when I _____ [receive] the acceptance letter. I _____ [always/want] to live in a big city. When I _____ [get] to San Francisco, I _____ [not/know] anyone but it _____ [not/take] me a long time to make some friends. I _____ [meet] many people in school and we _____ [be] friends ever since. In my second year in California, I _____ [decide] to move into an apartment with a friend. We _____ [be] roommates since then. We _____ [have] a lot of fun together. We often _____ [study] together. We _____ [not/have] any problems yet and I hope that we _____ [not/have] any problems in the future. I _____ [be] very happy since I _____ [move] to San Francisco. It _____ [be] definitely the right decision for me!

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2.29: Review - Coming up with Rules

Work with a partner. Circle the verb in each sentence/question. Come up with the rules/explanations for each of the following – why is the verb tense used?

Present perfect tense:

1)

- I have known you since the beginning of the semester.
- We haven't seen each other for many years.
- How long has she been married?

2)

- She has called her mom twice today.
- We have had more than 10 classes so far.
- How much money have you spent this week?

3)

- I have already finished my homework.
- He has never been late to class.
- Have you ever lived alone?

Present perfect continuous tense:

1)

- She is waiting for the bus. She has been waiting for the bus for an hour.
- We have been practicing the present perfect tense since 12:40 pm.
- My partner has been sitting in his/her chair for 30 minutes.

2)

- I have been living in California for more than 10 years.
- My sister has been wearing glasses since she was a child.
- How long have you been studying at CCC?

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2.30: Writing: A Successful Person

Writing: A Successful Person

Write a paragraph about a person you personally know who in your opinion has been successful. Explain who this person is and why you believe he/she has been successful. What are things that he/she has accomplished in life that makes him/her a successful person in your eyes? Stay focused on the topic and provide relevant details that support your idea. Write about 150-200 words.

Use a minimum of:

- 3 examples of the present perfect
- 2 examples of the present perfect continuous
- 3 examples of the simple past

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2.31: Review Information - Simple Past Tense, Present Perfect, and Present Perfect Continuous

SIMPLE PAST

Usage: *Finished action*

Please note: verbs are **highlighted in yellow** and keywords/expressions are **underlined and bold**.

- She **called** me **yesterday**.
- I **met** you **last** week/month/year.
- I **went** to S.F. **2 days ago**.
- **When** **did** you **move** here?
- **When I moved** here, I **lived** in Oakland.

PRESENT PERFECT - have/has + past participle

Usage:

1. Action started in the past and continues to the present [not finished]

Since: I **have been** a teacher **since 2001**.

For: I **have been** a teacher **for 9 years**.

How long: **How long** have you **been** a teacher?

2. Repetition

- I **have gone** to the library **3 times this week**.
- She **has called** her mother **twice today**.

3. Indefinite/unknown time

Always: I **have always** **wanted** to learn Spanish.

Never: She **has never** **seen** a scary movie.

Ever[?]: **Have** you **ever** **been** to China?

Yet[-/?]: **Have** you **called** your friend **yet**?

Already[+]: I **have already** **finished** my work.

PRESENT PERFECT CONTINUOUS - have/has + been + verb-ing

Usages:

1. Action started in the past, continues to the present + is happening right now:

- I **have been teaching** **since 12:45 pm** today.
- You **have been sitting** in your seats **since the class began**.
- The sun **has been shining** **for a few hours**.

2. With work / live / study / wear / teach: instead of using present perfect, use present perfect continuous

Note: Both verb forms are fine with the following sentences but the present perfect continuous is more commonly used.

- I **have studied** Spanish for years. → I **have been studying** Spanish for years.
- I **have lived** in California since I moved to the U.S. → I **have been living** in California since I moved to the U.S.

*****Do not use the present perfect continuous:**

1. With non-action verbs:

- She ~~has been wanting~~ to call you. → She **has wanted** to call you.

2. *With repetition:*

- I ~~have been going~~ to the library 3 times this week. → I **have gone** to the library 3 times this week.

3. *With indefinite time:*

- She ~~has already been eating~~ lunch. → She **has already eaten** lunch.
- I ~~have never been going~~ to China. → I **have never gone** to China.

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2.32: Practice with Different Verb Tenses

Part 1. Complete the sentences with the present perfect tense of the verb.

1. She _____ married for 10 years. *[be]*
2. We _____ many quizzes this semester. *[take]*
3. They _____ to go to Paris. *[always/want]*
4. My friend _____ many texts today. *[already/send]*
5. I _____ two articles this week. *[read]*

Part 2. Complete the sentences with the present perfect continuous tense of the verb.

1. I _____ Spanish for 5 years. *[learn]*
2. We _____ grammar since September. *[study]*
3. She _____ on the phone for hours. *[talk]*
4. Mr. Smith _____ in Richmond for years. *[live]*
5. My friends _____ for me since 10 am. *[wait]*

Part 3. Complete the following sentences with the simple past, present perfect, or present perfect continuous of the verb. Circle any keywords or expressions that help you decide.

1. I am reading a book. I _____ for 2 hours. *[read]*
2. Jane _____ to New York last year. *[go]*
3. Jane _____ to New York twice. *[go]*
4. She _____ to visit Los Angeles. *[always/want]*
5. I _____ my best friend since we _____ children. *[know/be]*
6. I _____ my best friend when we _____ children. *[meet/be]*
7. We _____ the present perfect tense for a few weeks. *[study]*

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2.33: Common Mistakes - Writing - Best Friend

The following contain mistakes from your paragraphs about your best friend. Read each sentence, think about the intended meaning of the sentence. Then find the mistake[s] and correct them. Remember: you are not changing the meaning; you are just correcting the grammar.

1. My best friend is Rafa, he lives in Peru.
2. Since I came back, I don't see him very often.
3. We don't really do nothing exciting.
4. I have known him since we are children.
5. Throughout the years, we went shopping, ate in restaurants and did our homework together.
6. We usually go to the park to play games and watching some silly videos.
7. I know him almost 30 years.
8. I didn't see her since I came to the U.S.

Parallel Structure-Use the same form for every item in your list:

9. We usually do a lot of fun things together like doing our make up, go to parties and dance, watch movies or go to the mall.

Academic Tone-written English vs. Spoken English:

10. Some of the things we have in common are, we liked the same kind of music, and we also liked to take some trips with my family.
11. Some things we have done together throughout the years are that we have always participated in community activities such as painting the plaza, planting trees, dancing in some events, and organizing the festival for Mother's Day in our little town.

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2.34: Error Correction Activity

Complete the activity below

Read each sentence or question. Think about the intended meaning and determine if the grammar is correct. Focus on the underlined part of each item. **If there are any mistakes**, correct them. If the sentence or question is correct, write 'correct' next to it. Pay attention to & highlight any keywords/expressions that help you decide.

1. How long do you work at your job?
2. She has been taken a test for two hours.
3. I went to San Francisco 5 times last month.
4. She has giving him a present.
5. When have you come to the U.S.?
6. He has a car for two years.
7. We have done many exercises this semester.
8. I've been studying English since three months.
9. He has come to the U.S. five months ago.
10. He has learned a lot of English since he has come to the U.S.
11. He has seen never a foreign movie.
12. My family has been living in California for many years.
13. How long you have been a teacher?
14. Have you gone ever to France?
15. I haven't eaten dinner already.
16. I been living in New York for two years.
17. Have you finished your homework already?
18. He's listen to that CD many times.
19. How many times have you been going to Los Angeles?
20. How long time have you had your job?
21. I've never been visiting Paris.

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2.35: Canvas Quiz Review

[Canvas Practice Quiz - Review](#)

Read each sentence carefully. Complete the sentence with the correct form of the given verb. You may use the **simple present**, **present continuous**, **simple past**, **present perfect**, **present perfect continuous**, or **future** tense of the verb. Pay attention to keywords that are highlighted in yellow and the intended meaning of each statement.

1. I _____ in California **for more than 20 years**. [live]
2. My mother _____ an excellent cook. [be]
3. My mother _____ an excellent cook. [**always**/be]
4. We _____ the present perfect **since the beginning of the month**. [study]
5. **When I lived in my country**, I _____ as a nurse. [work]
6. **At the end of the semester**, she _____ back to her country. [travel]
7. My students _____ to the library **many times this semester**. [go]
8. We _____ the test for this unit **yet**. [not/take]
9. They _____ married **since they met in college**. [be]
10. She has known her best friend **since** they _____ in elementary school together. [be]
11. I _____ **\$60 so far this week**. [spend]
12. She _____ ESL **since she came to the U.S.** [study]
13. I _____ **in my country** for 10 years **before I moved here**. [work]
14. You _____ **many questions on this quiz**. [already/answer]
15. **I am typing** my answers. I _____ my answers **for 30 minutes**. [type]

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2.36: Affordable Care Act Article - 2016

Immigrants, the Poor and Minorities Gain Sharply Under Affordable Care Act

Sergio Ortega, 51, lives in Los Angeles and received a prosthetic leg after an amputation because of complications related to diabetes. He says he had never been insured before getting covered by Medicaid in 2014. Credit...Emily Berl for The New York Times

By Sabrina Tavernise and Robert Gebeloff

April 17, 2016

LOS ANGELES - The first full year of the Affordable Care Act brought historic increases in coverage for low-wage workers and others who have long been left out of the health care system, a New York Times analysis has found. Immigrants of all backgrounds—including more than a million legal residents who are not citizens—had the sharpest rise in coverage rates.

Hispanics, a coveted group of voters this election year, accounted for nearly a third of the increase in adults with insurance. That was the single largest share of any racial or ethnic group, far greater than their 17 percent share of the population. Low-wage workers, who did not have enough clout in the labor market to demand insurance, saw sharp increases. Coverage rates jumped for cooks, dishwashers, waiters, as well as for hairdressers and cashiers. Minorities, who disproportionately worked in low-wage jobs, had large gains. The health care law was one of the most bitterly contested pieces of legislation in the country's history. It remains controversial because of its costs to both taxpayers and insurance customers. The high premiums and high deductibles of many plans still make coverage a crushing financial burden for some families.

And the law is not close to achieving the goal of universal coverage, in part because 19 states have declined to expand their Medicaid programs for the poor, an option the Supreme Court granted them in a landmark 2012 case. Nevertheless, the Times's analysis shows that by the end of that first full year, 2014, so many low-income people gained coverage that it halted the decades-long expansion of the gap between the haves and the have-nots in the American health insurance system, a striking change at a time when disparities between rich and poor are growing in many areas.

"The law has clearly reduced broad measures of inequality," said David Cutler, an economics professor at Harvard, who served in the Clinton administration and advised the 2008 Obama campaign on health issues. "These are people who blend into the background of the economy. They are cleaning your hotel room, making your sandwich. The law has helped this population enormously."

Until now, the impact of the law has been measured mostly in broad numbers of newly insured people—about 20 million [by the administration's most recent account](#). But the Times's analysis of census data from 2014, the first year the heart of the law was in full effect, provides a finely detailed look at who the newly insured actually are—by race, education, occupation, immigration status, and family structure.

The analysis shows how the law lifted some of the most vulnerable citizens. Part-time workers gained insurance at a higher rate than full-time workers, and people with high school degrees gained it at double the rate of college graduates. Adults living in households headed by relatives, such as siblings or cousins—often a marker of economic distress—gained insurance at double the rate of those in traditional households.

The law's passage, without a single Republican vote, capped decades of efforts to enact a broader health insurance system. Medicaid and Medicare passed in the 1960s, but did little to help workers who did not receive insurance through their jobs. Presidents Nixon, Carter, and Clinton all tried and failed to win approval for expanded coverage, and the number of uninsured Americans [grew to nearly a fifth of adults under the age of 65 by 2010](#), the year the Affordable Care Act passed.

The findings from the census data could inform the national dialogue, especially in this election year. Hispanics are a powerful voting force and the law is viewed favorably in Hispanic neighborhoods. But whether the sharp increase in coverage rates for Hispanics will translate into votes for Democrats who supported the law, or whether some Republicans might temper their vows to repeal it, is not clear. And the fact that so many who benefited under the law were not citizens (or voters)—1.2 million out of the total 8.7 million who got health insurance in 2014—could set off a new round of debate in a year when immigration has become a deeply polarizing issue.

About 60 percent of those non-citizens were Hispanic, mostly natives of Mexico and Central America who had been living in the United States for decades. Another third were Asian, mostly newer arrivals living in states like California, New York, and Texas.

Illegal immigrants are not eligible for insurance under the law, but legal immigrants can qualify for subsidies in the insurance exchanges and those who have been in the country for more than five years can qualify for Medicaid.

The vast majority of the country's 11 million illegal immigrants, about 70 percent of whom are Hispanic, still lack coverage, said Mark Hugo Lopez, director of Hispanic research at the Pew Research Center.

Though the law has withstood two Supreme Court rulings that would have undermined its central elements, it continues to face challenges.

It requires most Americans to have health insurance and gives subsidies to those who cannot afford it. Even so, many still cannot afford policies. While it expanded Medicaid to cover more of the country's poor, the Supreme Court allowed states to opt-out and [19 have](#), leaving millions of people still uncovered.

But in low-income neighborhoods like this one in South Los Angeles, a historically poor patch of the city dotted with palm trees, small ranch houses and home to a growing Hispanic population, the law is having a big effect.

"From the vantage point of the poor and working poor, Obama care has been profound," said Jim Mangia, president of the St. John's Well Child and Family Center, a federally funded health clinic in South Los Angeles that has enrolled 18,000 new patients under the law, nearly all of them Hispanic or black and the vast majority in Medicaid. The clinic reported a 44 percent increase in cervical cancer screenings, a 25 percent increase in tobacco cessation therapy, and a 22 percent increase in the share of patients with controlled hypertension since 2014, the result, he said, of more patients having insurance.

One new patient, Angela Cruz, 60, is a typical example of a winner under the law. A legal immigrant who is not a citizen, she came to this country from El Salvador in 1990. She had never had health insurance in her 25 years of working in the United States, most recently as a nanny. She stitched together medical care through emergency rooms, free clinics, and home remedies. When she needed to pay for medicine for a painful bout of kidney stones, she stopped buying meat.

Then she got coverage under the health law's expansion of Medicaid in California.

Now, she said, "I don't have the stress of wondering—can I pay this—when sometimes I didn't have anything to pay it with."

Hispanics remain the least insured Americans, with only 67 percent having coverage in 2014, in part because so many illegal immigrants are uninsured.

Gains for blacks were muted because they disproportionately live in states that chose not to expand Medicaid. About 60 percent of poor blacks live in states that did not expand Medicaid. While the share of poor blacks covered by Medicaid did rise by two percentage points in those states, the rate rose by six points in states that expanded the program.

In all, minorities gained more than whites, making up two-thirds of the increase in insured adults across the country, and 70 percent of the increase in private insurance. Minority men who work as groundskeepers and janitors saw substantial gains, rising to 59 percent insured, up from 51 percent in 2013. Hispanic male construction workers rose to 43 percent insured, from 36 percent in 2013.

One such worker, Sergio Ortega, 51, a legal immigrant from Mexico who had never been insured before getting covered by Medicaid in 2014, said making a doctor's appointment seemed unthinkable without insurance, so he often simply ignored his health problems.

Several years ago, he started feeling tired, a condition that eventually drove him to quit his job demolishing buildings and start selling fruit from a street cart. By the time he sought treatment through his new coverage and discovered he had diabetes, his lower leg had to be amputated.

"I realized it was getting really bad because my foot started turning purple," said Mr. Ortega, who is a patient at St. John's.

Perhaps the biggest unmet promise of the law is that many it was supposed to help still cannot afford insurance. Alberto Torres, 50, a driver for a garment company in Los Angeles who could not afford insurance before the law, had signed up for a plan in 2014 for \$41 a month. But this year his monthly premium jumped to \$106—too much, he said, for his meager salary.

"I'm feeling not so good," he said recently, waiting in line for help to look for a less expensive plan.

High deductibles are another big obstacle. "If you are living paycheck to paycheck and have nothing in the bank, [insurance with a \\$3,000 deductible might feel like no insurance at all](#)," said Larry Levitt, a senior vice president of the Kaiser Family Foundation.

Having insurance does not necessarily mean better health, but experts hope it could start to ease some of the worst disparities that have kept the United States close to the bottom of health rankings of rich countries.

Mr. Ortega has been fitted for a prosthetic leg. He is still learning how to use it.

“Now I don’t worry,” he said. “It’s a security, a comfort that I feel.”

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2.37: Affordable Care Act - Questions + Grammar

Immigrants, the Poor and Minorities Gail Sharply Under Affordable Care Act

From: New York Times, April 18, 2016

Comprehension

Read the article carefully. Answer the following questions.

<http://www.nytimes.com/2016/04/18/health/immigrants-the-poor-and-minorities-gain-sharply-under-health-act.html?mabReward=A4&moduleDetail=recommendations-0&action=click&contentCollection=Music®ion=Footer&module=WhatsNext&version=WhatsNext&contentID=WhatsNext&src=recg&pgtype=article>

1. Who has been helped most by the Affordable Care Act?
2. What group is excluded from participating in the Affordable Care Act?
3. What are the positives about this Act?
4. What are the negatives about this Act?
5. What do you think about it? Do you think it should be the government's responsibility to provide health care for everyone? Or should individuals be responsible for getting their own health insurance? Explain your answer.

Grammar Analysis

Look through the reading and find examples of each of the following grammatical structures.

Structure	Examples
Present Perfect Tense [1]	
Present Perfect Tense [2]	
Present Perfect Tense [3]	
Present Perfect Tense [4]	
Present Perfect Tense [5]	
Present Perfect Tense [6]	
Present Perfect Tense [7]	
Present Perfect Tense [8]	
Present Perfect Tense [9]	
Present Perfect Tense [10]	

Structure	Examples
Infinitive showing purpose [1]	
Infinitive showing purpose [2]	
Infinitive showing purpose [3]	
Infinitive showing purpose [4]	

Structure	Examples
Verb + infinitive [1]	
Verb + infinitive [2]	
Verb + infinitive [3]	
Verb + infinitive [4]	
Verb + infinitive [5]	
Verb + infinitive [6]	

Structure	Examples
Object + infinitive [1]	
Object + infinitive [2]	
Object + infinitive [3]	
Object + infinitive [4]	

Structure	Examples
Gerund after preposition [1]	
Gerund after preposition [2]	

Structure	Examples
Verb + gerund [1]	
Verb + gerund [2]	
Verb + gerund [3]	
Verb + gerund [4]	

Structure	Examples
Gerund as subject	

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2.38: Affordable Care Act - Grammar Answers

Grammar Analysis

Look through the reading and find examples of each of the following grammatical structures.

Structure	Examples
Present Perfect Tense [1]	have long been left out
Present Perfect Tense [2]	has found
Present Perfect Tense [3]	have declined
Present Perfect Tense [4]	has clearly reduced
Present Perfect Tense [5]	has been measured
Present Perfect Tense [6]	when immigration has become a deeply ...
Present Perfect Tense [7]	those who have been in the country ...
Present Perfect Tense [8]	has withstood
Present Perfect Tense [9]	Obamacare has been profound
Present Perfect Tense [10]	has enrolled 18000 new patients

Structure	Examples
Infinitive showing purpose [1]	did not have enough clout in the labor market to demand
Infinitive showing purpose [2]	efforts to enact a broader health insurance system
Infinitive showing purpose [3]	did little to help workers
Infinitive showing purpose [4]	It expanded Medicare to cover

Structure	Examples
Verb + infinitive [1]	have declined to expand
Verb + infinitive [2]	tried and failed to win approval
Verb + infinitive [3]	continues to face challenges
Verb + infinitive [4]	when she needed to pay
Verb + infinitive [5]	chose not to expand Medicaid
Verb + infinitive [6]	start to ease

Structure	Examples
Object + infinitive [1]	some Republicans might temper their vows to repeal it
Object + infinitive [2]	it requires most Americans to have
Object + infinitive [3]	the Supreme Court allowed states to opt out

Object + infinitive [4]

drove him to quit

Structure	Examples
Gerund after preposition [1]	25 years of working in the United States
Gerund after preposition [2]	the stress of wondering

Structure	Examples
Verb + gerund [1]	she stopped buying meat
Verb + gerund [2]	he started feeling tired
Verb + gerund [3]	start selling
Verb + gerund [4]	started turning purple

Structure	Examples
Gerund as subject	Making a doctor's appointment seemed unthinkable

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CHAPTER OVERVIEW

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3.1: Presentation - Gerunds Introduction

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3.2: Gerund as Subject

GERUND AS SUBJECT

Fill in each blank with a gerund or a gerund phrase. Choose an activity that logically completes the sentence.

1. _____ is fun.
2. _____ is dangerous.
3. _____ is exciting.
4. _____ is important.
5. _____ is a good way to improve your English.
6. _____ is expensive.
7. _____ is necessary.
8. _____ is wrong.
9. _____ is easy to do.
10. _____ is bad for your health.
11. _____ is good for your health.
12. _____ is a great way to lose weight.
13. _____ and _____ are my hobbies.

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3.3: Gerunds - Dictation Questions

Listen to your teacher read 9 questions. Read the questions down as you hear them. Afterward, you will have a chance to check your dictation & answer the questions.

After the dictation, check your questions below:

1. Do you **enjoy cooking**?
2. Do you **avoid speaking** English whenever possible?
3. Do you **put off doing** your homework until the last minute?
4. Do you **go shopping** every weekend?
5. Do you **dislike driving**?
6. Do you **practice speaking** English every day?
7. Do you want to **keep taking** more college classes?
8. Do you **mind walking** in the rain?
9. Do you **prefer living** in a big city or a small town?

Answer the questions from the dictation:

- Write a complete answer to use the verb + gerund.
- Write a couple of additional sentences to explain your answer.

For example:

- *Do you enjoy cooking?*
- *Yes, I **enjoy cooking**. I love making food for my family. I learned how to cook from my mother. I have been cooking since I was a teenager.*

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3.4: Gerund Rules - Review

Gerunds Review

Look at the following information about gerunds. Read each rule and the examples for it. For each example, highlight the gerund.

1. Gerund as a subject

- Sleeping in on weekends is great!
- Not having any responsibility can spoil children.
- Living in the Bay Area has become very expensive.

2. Gerund after some verbs

- I dislike washing dishes.
- She enjoys jogging in the park in the morning.
- She enjoyed not having any responsibilities when she was a child.

3. Gerund after prepositions

- She is planning on visiting her family tonight.
- I am not excited about working this weekend.
- He looks forward to not having any homework during the holidays.

4. Gerunds in 'go' expressions

- She goes hiking with her friends every Sunday.
- We went dancing last weekend.
- They go camping every summer.

5. Gerunds in adverbials

- I left home without taking my wallet.
- He met his friends after finishing his work.
- She has improved her language skills by reading extensively.

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3.5: Prepositions

PREPOSITIONS

What is the correct preposition after each of the following:

- Afraid
- Tired
- Interested
- Believe
- Good
- Accustomed
- Worry
- Care
- Look forward
- Proud
- Dream
- Depend
- Responsible

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3.6: Gerunds after Prepositions

Complete the following sentences with the correct preposition and a logical thought

1. I'm afraid
2. I'm not afraid
3. I'm interested
4. I believe
5. I want to succeed
6. I'm not very good
7. I'm accustomed
8. I'm not accustomed
9. I worry
10. I don't care
11. I look forward
12. I think
13. I object
14. I am proud
15. I am responsible

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3.7: Gerunds - Questions

Writing Practice

Answer the following questions:

As you answer, make sure to:

- Write a complete sentence to answer each question.
- Use a gerund in your answer.
- Use the question as a guide to help you write your answer correctly.
- Pay attention to verb tenses and sentence structure.

Questions:

1. What do you regret not doing in the past?
2. If you have a sunburn, what could you try doing?
3. What are you good at doing?
4. What are you interested in learning about? [something new]
5. What do you look forward to doing during the Christmas holiday?
6. What are you most proud of?
7. What have you gotten accustomed to doing since you came here?
8. What is something you can't stand doing?
9. What is the last thing you postponed doing?

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3.8: Verb + Gerund

Complete each of the following sentences using a logical gerund phrase.

Then, write a few more sentences to further explain your answer.

1. I often put off _____.
2. I miss _____.
3. I would like to quit _____.
4. I need to practice _____.
5. I dislike _____.
6. I usually avoid _____.
7. I enjoy _____ on the weekends.
8. I need to finish _____.
9. Last week, I postponed _____.
10. If you visit my country, I suggest _____.

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3.9: Gerunds in Go Expressions

Gerunds in Go Expressions

The following are common expressions used with go + gerund:

- go bowling
- go camping
- go dancing
- go fishing
- go hiking
- go hunting
- go jogging
- go sailing
- go shopping
- go sightseeing
- go skating
- go skiing
- go swimming

Note: You CANNOT create your own expression! For example, you cannot say: 'go eating' or 'go playing'. The above are fixed expressions.

Answer the following questions about yourself:

Write a complete sentence to answer each question. Make sure to use the go+gerund expression in your answer. Pay attention to using the correct verb tense.

1. How often do you go swimming?
2. Have you ever gone camping?
3. Where do you usually go shopping?
4. Do you like to go dancing in clubs?
5. Who usually goes grocery shopping for you and your family?
6. Have you ever gone hiking in the Bay Area?

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3.10: Gerunds - Review

REVIEW

Gerund as a subject:

→ _____ is fun.

→ _____ is expensive.

Gerund after certain verbs:

[e.g., dislike, enjoy, miss, ...] → I enjoy _____ with friends.

Gerund in 'go' expressions:

Sports: go swimming, go jogging, ... → I often go _____ to stay healthy.

Free-time activities: go shopping, go dancing, ... → I like to go _____ with friends on the weekends.

Gerund after a preposition:

[verb + preposition + gerund] → I dream about _____.

[adjective + preposition + gerund] → I am good at _____.

Gerund in an adverbial:

[in phrases with: after, before, by, without, ...] → You can't do well on tests without _____.

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3.11: Gerunds - Identify

GERUNDS:

1. As a subject
2. After some verbs
3. After a preposition
4. In 'go' expressions
5. In adverbial [expressions with before/after/without/by]

Underline the gerund in each sentence. Highlight any keywords that help you understand why the gerund is used. Then determine why the gerund is used in each case.

For example:

I am responsible **for taking** care of my parents. [*Gerund after a preposition*]

- 1) Not getting up early on weekends is great!
- 2) I left class without writing down my homework.
- 3) He is excited about seeing his girlfriend this weekend.
- 4) We went camping last weekend.
- 5) She can't stand cooking everyday.
- 6) He is planning on visiting his parents tonight.
- 7) They go swimming every summer.
- 8) Getting enough sleep before a test is essential.
- 9) She enjoys singing in the shower.
- 10) He drops off his kids before going to work.
- 11) I look forward to seeing my best friend soon.
- 12) She improved her language skills by reading a lot.
- 13) My counselor suggested taking a writing class next semester.
- 14) In yesterday's biology class, I learned about the risks of smoking.

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3.12: Gerunds - Identify II

GERUNDS:

1. As a subject
2. After some verbs
3. After a preposition
4. In 'go' expressions
5. In adverbial [expressions with before/after/without/by]

Underline the gerund in each sentence. Highlight any keywords that help you understand why the gerund is used. Then determine why the gerund is used in each case.

For example:

She worries **about** not having enough money. [*Gerund after a preposition*]

- 1) Living in the Bay Area can be very expensive.
- 2) I left home without locking the door.
- 3) She is interested in going to college.
- 4) We have gone hiking together many times.
- 5) She needs to practice doing her presentation.
- 6) He is going to go dancing on Friday night.
- 7) They go camping every summer.
- 8) Getting enough sleep before an interview is crucial.
- 9) My teacher suggested taking a reading class next semester.
- 10) She picks up her kids after finishing work.
- 11) I look forward to hearing from you soon.
- 12) She improved her Spanish by taking a class at the college.
- 13) Going to ESL Tutoring is a great opportunity to get help from an ESL teacher.
- 14) In yesterday's news, I heard about the increased risks of living in a fire-prone area.

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3.13: Gerunds - Find Someone Who - Questions

GERUNDS – REVIEW

Find someone who ...

Walk around the classroom and speak to different people. Ask one question per person. If they answer ‘yes’, think of more related questions to ask about the topic → have a mini-conversation together about this topic. If they say ‘no’, say ‘thanks’, and ‘good bye’ and move on to ask another person.

e.g. *Do you enjoy playing sports?*

OR:

Yes, I do.

No, I don't.

What types of sports do you play?

OK, thanks. See you later.

I play soccer.

Bye.

How often do you play soccer?

I play soccer every weekend.

1. enjoys **playing** sports
2. believes **dancing** is fun
3. likes to go **camping**
4. puts off **doing** his/her laundry
5. practices **speaking** English everyday
6. plans on **traveling** during the holidays
7. is interested in **taking** more classes at Contra Costa College
8. is proud of **having** wonderful children
9. dreams about **winning** the lottery!

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3.14: Gerunds - Questions

GERUNDS

1. What do you regret not doing in the past?

2. If you have a sunburn, what could you try doing?

3. What are you good at doing?

4. What are you interested in learning about? [something new]

5. What do you look forward to doing during the Spring holiday?

6. What are you most proud of?

7. What have you gotten accustomed to doing since you came here?

8. What is something you can't stand doing?

9. What is the last thing you postponed doing?

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3.15: Gerunds - Extra Questions

MORE GERUNDS

1. What are you **afraid of doing**?
2. What are you **proud of having accomplished**?
3. What are you **responsible for doing** at your home? At school? At work?
4. What do you often **complain about doing**?
5. What classes do you **plan on taking** next semester?
6. Where are you **interested in going** on vacation? [think of a place you have never been before]
7. What do you want to **succeed in**? [think of something other than learning English]
8. What is something you are **not good at doing**?

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3.16: Presentation - Infinitives Introduction

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3.17: Infinitives in 'It is...' Expressions

Infinitives in 'It is ...' Expressions

Complete each statement with an infinitive phrase. You can add an object if you like.

e.g. It is difficult [for me] to ride a motorcycle.

1. It's important
2. It's impossible
3. It's necessary
4. It's dangerous
5. It's wrong
6. It's great
7. It's expensive
8. It's fun
9. It's good
10. It's easy

Rewrite your sentences above to use a gerund as a subject.

*e.g. It is difficult [for me] to ride a motorcycle. → **Riding a motorcycle** is difficult [for me].*

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3.18: Infinites Rules + Practice

INFINITIVES

⇒ **to + Verb**

[to play, to eat, to study, ...]

We use infinitives in the following situations:

1. In 'It is' expressions

- **It is difficult** for my mother **to ride** a bike.
 - *[=Riding a bike is difficult for my mother.]*
- **It is great** **not to get up** early.
 - *[=Not getting up early is great.]*

2. After some verbs

- She **wants** **to go** shopping in San Francisco.
- He **needed** **to study** before the test.

3. After some adjectives

- I am **prepared** **to take** the next test.
- She is **afraid** **to lose** her job.
 - *[=She is afraid of losing her job.]*

4. After an object/object pronoun

- He asked **me** **to help** him with his assignment.
- I want **my students** **to succeed**.

5. To show purpose

- She went to the post office **to buy stamps**.
- They are saving their money **to buy a new car**.

PRACTICE

Complete each sentence with an infinitive phrase.

e.g., I'm lucky **to have wonderful students**.

1. I'm lucky
2. I'm proud
3. I'm sometimes afraid
4. I'm ready
5. I'm not prepared
6. I need
7. I prefer
8. I promise
9. I agree
10. I plan

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3.19: Infinitives After Objects or Object Pronouns

Infinitives after Objects or Object Pronouns

We often use an object between the following verbs and an infinitive:

- Advise - I **advise** my students to do all their homework.
- Allow- Many parents **don't allow** their children to stay out after 10 pm.
- Ask - She **asked** her mother to help her bake a cake.
- Expect - My best friend **expects** me to call her every day.
- Invite - They **invited** their friends to join them on a camping trip.
- Need - I **need** you to help me later.
- Permit - Would you **permit** me to leave ten minutes early, please?
- Tell - I **told** you to study before the test!
- Want - She **wants** her parents to support her decision.
- Would like - I **would like** my neighbors to be quieter.

In each of the following sentences, highlight the object and underline the infinitive [phrase].

1. I want you to help me after class.
2. She invited her friends to have dinner with her.
3. My counselor advised me to take this class.
4. I expect you to study before the test.

Check the answers below:

1. I want **you** to help me after class.
2. She invited **her friends** to have dinner with her.
3. My counselor advised **me** to take this class.
4. I expect **you** to study before the test.

Now, answer the following questions. Pay attention to using an infinitive after the object.

1. What do parents **expect their children to do**?
2. Imagine someone is going to visit your country. Where would you **advise him/her to go**?
3. Imagine you are going to meet with the president of this country. What would you **ask him to do**?
4. Imagine it is your birthday and you want to spend time with your friends. What would you **invite them to do**?

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3.20: Infinitives To Show Purpose

Infinitives to Show Purpose

- I went to the store **to buy some fruits and vegetables.**
- She is saving her money **to go on vacation.**
- They have been studying for hours **to prepare for the test.**
- **To prepare for the test,** they have been studying for hours.

Complete each sentence by using an infinitive to show the purpose or the reason:

e.g., I had to go to the store *to buy some groceries.*

1. People go to the post office _____.
2. I am coming to the college _____.
3. _____ I am taking a grammar class.
4. My friend called me _____.
5. _____ I try to exercise regularly.
6. Every day, she calls her mother _____.
7. We study grammar _____.
8. People are now social distancing _____.

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3.21: Infinitives Review

Infinitives - Review

1. In 'It is' Phrases
2. After certain verbs
3. After an object or object pronoun
4. After some adjectives
5. To show purpose

Complete each of the following with a logical infinitive phrase. Then explain which of the above rules explains the use of the infinitive. The first one is done for you as an example.

1. It is impossible **to get a good job without having work experience.** [#1]
2. It is wonderful _____ on a rainy day.
3. In ten years, I would like _____.
4. When I was a child, my parents expected me _____ every week.
5. If you want to buy a car, I advise you _____.
6. I went to San Francisco _____.
7. I am very happy _____.
8. This weekend, I need _____.
9. I asked my best friend _____.
10. I called my best friend _____.

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3.22: Infinitives – Writing

Infinitives – Writing

To do the activity well:

- Read each question carefully.
- Think about what you want to answer.
- Use the question as a guide to write your answer.
- Make sure to begin with the subject of the action - e.g., *I, it, or My parents, ...*
- Pay attention to verb tenses - use the same verb tense as in the question.
- Make sure to use an infinitive in your answer - pay attention to the words in bold to help you.

Questions:

1. What do you **hope to do** next year?
2. What is something that you **refuse to do**?
3. What do you **expect your children to do**?
4. What is something you are not **permitted to do**?
5. What is **necessary for you to do** every day?
6. What do you have to **remember to do** every weekend?
7. What are you **ready to do** after class?
8. What is **difficult for new immigrants to do**?
9. Where do you **hope to go** on your next vacation?
10. What did you **need to do** before you came to the U.S.?
11. What did your parents **advise you to do** when you were a child?

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3.23: Infinitives – More Questions

Infinitives – More questions

Answer each question with a complete sentence. Make sure to use the infinitive appropriately. Use the question as a guide to help you construct correct sentences.

1. What are 3 things you **try to do** to improve your English skills?
2. Think of something you have attempted to do in the past but was difficult for you. What did you **attempt to do** and why was it difficult for you to do?
3. Where would you **advise a traveler to visit** in your country?
4. What is **great to do** on weekends?
5. What are you **afraid to do**?
6. What would you **not permit your children to do**?
7. What is **fun to do** on a Saturday night?
8. Where do you **prefer to live** in your old age? Why?
9. What do you **hope to do** after finishing your ESL classes?

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3.24: Infinitives - Identify

Read each sentence. Underline the infinitive. Determine why it is used.

1. I wanted to call you last night.
2. It's fun to go to the movies.
3. It will take me another year to finish my classes.
4. My friend asked me to help her with her work.
5. I'm glad to meet you.
6. I went to the store to buy some milk.
7. I need to finish my homework before going out.
8. It will be difficult for me to join you for dinner tonight.
9. All parents want their children to be happy.
10. Are you ready to go over the answers?

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3.25: Gerunds + Infinitives Review

Let's review:

Complete each example with a logical thought.

Gerunds

1. As subject:

- _____ is fun.

2. After some verbs:

- I enjoy _____.
- I dislike _____.

3. After prepositions:

- I worry about _____.
- I dream about _____.
- I look forward to _____.

4. In 'go' expressions:

- I go _____ every weekend.

5. In adverbials: *[After: by/before/after/without]*

- I left home without _____.

Infinitives

1. In 'It is _____' expressions:

- It is fun _____.
- It is difficult for me _____.

2. After some verbs:

- I want _____.
- I need _____.

3. After some adjectives:

- I am happy _____.
- I am ready _____.

4. After an object:

- My teacher expects me _____.
- I asked my friend _____.

5. To show purpose:

- I am taking this class _____.
- I came to the U.S. _____.

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3.26: Gerunds + Infinitives - Identify + Explain

Identify & Explain:

Part 1: Infinitives

Underline the infinitive. Explain why it's used.

1. It is important to be on time.
2. I am too old to wear miniskirts.
3. I can't afford to pay the rent by myself.
4. I would like my children to do something good for the world when they grow up.
5. I am afraid to not succeed in life.
6. My friend just broke up with her boyfriend. Now she is too sad to go out and have fun.
7. My parents have always wanted me to be an independent woman.
8. I have to go to the grocery store to buy some milk.

Check your answers:

1. **It is important to be** on time. [infinitive in 'It is ...' expression]
2. I am **too old to wear** miniskirts. [infinitive after an adjective]
3. I **can't afford to pay** the rent by myself. [infinitive after the verb 'afford']
4. I would like **my children to do** something good for the world when they grow up. [infinitive after the object, 'my children']
5. I am **afraid to not succeed** in life. [infinitive after an adjective]
6. My friend just broke up with her boyfriend. Now she is **too sad to go** out and **have** fun. [infinitive after an adjective]
7. My parents have always wanted **me to be** an independent woman. [infinitive after object pronoun, 'me']
8. I have **to go** to the grocery store **to buy some milk**. [infinitive to show purpose] - have to = need to]

Part 2: Gerunds

Underline the gerund. Explain why it's used.

1. Being on time is important.
2. I am afraid of not succeeding in life.
3. Since I moved here, I have gone swimming every weekend.
4. I have always dreamt about traveling around the world.
5. I plan on finishing my studies in a couple of years.
6. I never start class without saying good morning to my students.
7. Not eating healthy can lead to problems later in life.
8. My friends enjoyed coming to my home last night.

Check your answers:

1. **Being on time** is important. [gerund as subject]
2. I am afraid **of not succeeding** in life. [gerund after the preposition 'of']
3. Since I moved here, I **have gone swimming** every weekend. [gerund in 'go expression']
4. I have always dreamt **about traveling** around the world. [gerund after the preposition 'about']
5. I plan **on finishing** my studies in a couple of years. [gerund after the preposition 'on']
6. I never start class **without saying** good morning to my students. [gerund in adverbial, after 'without']

7. **Not eating** healthy can lead to problems later in life. [*gerund as subject*]
8. My friends **enjoyed** **coming** to my home last night. [*gerund after the verb 'enjoyed'*]

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3.27: Gerunds + Infinitives Questions

Gerunds & Infinitives - Questions

Write a complete sentence to answer each question. Make sure to:

- Use a gerund or an infinitive in your answer
 - Follow the question as a guide
 - Use the correct verb tense in your answer
1. What were you **good at doing** when you were a child? Are you still good at doing this?
 2. What is most **important for parents to teach** their children?
 3. Where do you **plan on going** after class?
 4. What did you **want to be** when you were a child?
 5. Who do you **look forward to seeing** more than anyone else?
 6. If your friend was in need of some money, what would you **advise him/her to do**?
 7. When you were a child, what were you **responsible for doing**?
 8. What did you **need to do** last weekend?
 9. How often do you **go dancing**?

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3.28: Read, Reflect + Write

1. Read the November 2018 New York Times article: [How to be a more patient person](#):

- Read the article once without stopping.
- Look up any new words.
- Read it again to understand the article more deeply.
- Then think about the information and how it relates to you and your life experiences.

2. Write a paragraph *[about 150-200 words]* to respond to the following questions. Make sure your paragraph focuses on these questions and includes the answers to all of them:

- In your opinion, are you usually a patient person?
- What are one or two specific situations in life when you are not very patient?
- How do you usually react in those situations?
- Which suggestion from the reading do you find valuable? And why?

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3.29: Gerunds + Infinitives - Identify and Explain

Gerunds & Infinitives Practice

Identify the gerund or infinitive. Then explain why it is used. The first one is done for you as an example.

1. I am **proud to be** a good student. [*infinitive 'to be' used after the adjective 'proud'*]
2. Driving too fast is against the law.
3. I went to the Counseling Office to make an appointment.
4. She is too tired to make dinner.
5. Being bilingual can greatly help you when you look for a job.
6. I would like my students to be successful in their academic careers.
7. Over the weekend, I needed to finish my homework.
8. They went camping last summer.
9. It is essential for students to manage their time well.
10. She cares about helping people.
11. Her parents have always wanted her to be happy.
12. I dream about traveling around the world.
13. She's improving her language skills by reading every day.
14. I enjoy not getting up early on weekends.

Check your answers:

1. I am **proud to be** a good student. [*infinitive 'to be' used after the adjective 'proud'*]
2. **Driving too fast** is against the law. [*gerund phrase 'driving too fast' is the subject of the sentence*]
3. I went to the Counseling Office **to make an appointment**. [*'to make an appointment' is an infinitive of purpose*]
4. She is too **tired to make** dinner. [*infinitive 'to make' used after the adjective 'tired'*]
5. **Being bilingual** can greatly help you when you look for a job. [*gerund phrase 'being bilingual' is the subject of the sentence*]
6. I would like **my students to be** successful in their academic careers. [*infinitive 'to be' is used after the object 'my students'*]
7. Over the weekend, I **needed to finish** my homework. [*infinitive 'to finish' is used after the verb 'needed'*]
8. They **went camping** last summer. [*gerund 'camping' is part of the go-expression: 'go camping' - here used in the past tense - 'went camping'*]
9. **It is essential for students to manage** their time well. [*infinitive 'to manage' is used after the 'it is ...' expression*]
10. She cares **about helping** people. [*gerund 'helping' is used after the preposition 'about'*]
11. Her parents have always wanted **her to be** happy. [*infinitive 'to be' is used after the object pronoun 'her'*]
12. I dream **about traveling** around the world. [*gerund 'traveling' is used after the preposition 'about'*]
13. She's improving her language skills **by reading** every day. [*gerund 'reading' is used after 'by'*]
14. I **enjoy not getting up** early on weekends. [*negative gerund 'not getting up' is used after the verb 'enjoy'*]

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3.30: Gerunds and Infinitives - Speaking Practice

Work in your teams. Discuss each of the following questions. Pay attention to the correct usage of infinitives or gerunds. Use the questions as a guide to create well-structured sentences that contain either a gerund or an infinitive. Explain your answers by providing details.

1. What do you **enjoy doing** on the weekends?
2. What is your biggest fear? What are you most **afraid of doing**?
3. Imagine it is 10 years from now. Where do you **hope to be living**? What do you **hope to be doing**? How do you **plan on achieving** this goal?
4. What is the most important decision you have ever made? What did you **decide to do**? Was it a good decision? Why?
5. Are you **ready to take** the test on 'gerunds & infinitives'? What do you **need to do** to prepare?
6. Are you **planning on traveling** over the winter break?
7. What do you **look forward to doing** more than anything else? Why is this so important/special to you?

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3.31: Wedding Interview and Writing

Interview Your Classmate!

Step _____ 1. In your team, there will be one married person. Use the questions below to get as much information as you can about your classmate's wedding. Please note:

- *As you ask and answer the questions, pay attention to using the correct verb tenses*
- *Both the interviewer and the interviewee should take notes on the answers - you don't need to write the whole sentence; just write the key information.*

If you need the questions, they are also pasted below:

1. When did you get married?
2. Where did you get married?
3. Did you **prefer to have** a small wedding or a big wedding?
4. How many guests did you have?
5. Did you have fun? Explain.
6. What did you **enjoy doing** the most?
7. Before the wedding, what did you **need to do**?
8. Did you **ask your friends or family to help** you?
9. Did you **practice dancing** with your spouse before the wedding?
10. Did you **keep dancing** all night?
11. What did you **promise your spouse to do** at the wedding?
12. What type of food did you have?
13. How long was the wedding?
14. What kinds of gifts did you get?
15. Did you **put off opening** gifts until after the wedding or did you open them at the wedding?
16. Did you **try to talk** to everyone at your wedding?

Now, think of 3 more questions to ask your partner, to get more information about their wedding.

Make sure you have all the information you need to be able to write the story of your partner's wedding accurately.

Step 2: _____ Writing

- Use the information that you got from interviewing your classmate about his/her wedding to write a paragraph.
- Make sure that your paragraph reads as a story; that means, the ideas and sentences flow logically and smoothly.
- Try to capture the spirit of the story as your classmate told you!
- If you were the person being interviewed [the married person], write about your own wedding, using the same questions .
- Pay attention to using correct verb tenses and use gerunds and infinitives appropriately.

Note: Your paragraph should be about **150-200 words**.

Step 3: _____ Editing

After you finish writing your paragraph, read your writing as a whole. Think about the following:

CONTENT:

- Do you like what you wrote?
- Does it flow logically?
- Do you want to change anything?

MECHANICS:

- Do your sentences all have subjects and verbs?
- Are the verb tenses and forms correct?
- Are you using gerunds and infinitives appropriately [follow questions as guide to help you]?
- Do all your sentences end with a period and begin with a capital letter?

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3.32: Gerunds + Infinitives - Identify and Explain

In each of the following, underline the gerund or infinitive. Explain why it is used. The first one is done for you as an example.

1. I want **you to speak** to me after class. [infinitive 'to speak' used after the object pronoun 'you']
2. It is terrible to bully others.
3. I wanted to call you yesterday.
4. Have you considered seeing a counselor?
5. She is proud of having wonderful children.
6. You should never leave class without taking all your belongings.
7. She asked her parents to help her.
8. I regret not organizing my time better when I was younger.
9. The consequences of cheating on an exam can be severe.
10. I am prepared to take the next test.
11. Going hiking is one of my favorite hobbies.
12. My friend went to the mall to buy some shoes.
13. Living in a new country can be difficult at first.
14. It is so nice to meet you.
15. It is a good idea not to sleep late before a test.
16. Not getting enough sleep can cause you to do poorly on tests.

Check Your Answers:

1. I want **you to speak** to me after class. [infinitive 'to speak' used after the object pronoun 'you']
2. **It is terrible to bully** others. [infinitive 'to bully' used in 'it is ...' expression]
3. I **wanted to call** you yesterday. [infinitive 'to call' used after the verb 'wanted']
4. Have you **considered seeing** a counselor? [gerund 'seeing' used after the verb 'considered']
5. She is proud **of having** wonderful children. [gerund 'having' used after the preposition 'of']
6. You should never leave class **without taking** all your belongings. [gerund 'taking' used after 'without']
7. She asked **her parents to help** her. [infinitive 'to help' used after the object 'her parents']
8. I **regret not organizing** my time better when I was younger. [gerund 'not organizing' used after the verb 'regret']
9. The consequences **of cheating** on an exam can be severe. [gerund 'cheating' used after the preposition 'of']
10. I am **prepared to take** the next test. [infinitive 'to take' used after the adjective 'prepared']
11. **Going hiking** is one of my favorite hobbies. [gerund 'going' used as the subject; gerund 'hiking' used in a go-expression, 'go hiking']
12. My friend went to the mall **to buy some shoes**. [infinitive phrase 'to buy some shoes' used as infinitive of purpose]
13. **Living in a new country** can be difficult at first. [gerund phrase 'living in a new country' used as the subject of the sentence]
14. It is so **nice to meet** you. [infinitive 'to meet' used after the adjective 'nice']
15. **It is a good idea not to sleep** late before a test. [infinitive 'not to sleep' used after an 'it is ...' expression]
16. **Not getting enough sleep** can cause you to do poorly on tests. [gerund phrase 'not getting enough sleep' used as the subject of the sentence]

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3.33: Error Correction

All of the following sentences contain a mistake. Find the mistakes, hi-light them and correct them. The first one is done for you as an example.

1. He read the whole book **without use** a dictionary. *without using*
2. She insisted in driving me home.
3. I enjoy to walk in the park.
4. He went to shop after work.
5. I decided buy a new car.
6. Find a good job is important.
7. Is important to find a good job.
8. I decided to bought a new car.
9. He wants that I drive.
10. It's important to me to find a job.
11. I called the company for make an appointment.
12. I use to live with my parents. Now I live alone.
13. The teacher expects we do the homework.
14. It's necessary for he to be on time.
15. I need to went to the library last weekend.

Check Your Answers:

1. He read the whole book **without use** a dictionary. *without using*
2. She **insisted in** driving me home. *insisted on*
3. I **enjoy to walk** in the park. *enjoy walking*
4. He **went to shop** after work. *went shopping*
5. I **decided buy** a new car. *decided to buy*
6. **Find** a good job is important. *Finding*
7. **Is** important to find a good job. *It is important / It's important*
8. I **decided to bought** a new car. *decided to buy*
9. He **wants that I drive**. *wants me to drive*
10. **It's important to me** to find a job. *It's important for me*
11. I called the company **for make** an appointment. *to make an appointment*
12. I **use** to live with my parents. Now I live alone. *used to live*
13. The teacher **expects we do** the homework. *expects us to do*
14. **It's necessary for he** to be on time. *It's necessary for him*
15. I **need to went** to the library last weekend. *needed to go*

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3.34: Used to vs. Be used to

Used to vs. Be used to

Used to = habit / true fact about the past
no longer true

- I **used to take** the bus to school. [Then I bought a car. Now I drive. I don't take the bus anymore.]
 - She **used to live** with my parents.
 - We **used to live** outside of the U.S.
 - I **didn't use to drink** coffee when I was a child.
1. What did you use to do when you were a child?
 2. Where did you use to live before you came to the U.S.?
 3. Who did you use to live with before you came to the U.S.?

Be used to + gerund = be accustomed to something / at first difficult but gradually becoming easier

- I **am used to living** in the U.S.
- I **am used to driving** a car.
- She **is used to working** and studying at the same time.
- My students **are used to working** with a partner in class.

Get used to + gerund = to become accustomed to something / at the beginning of the change

- When I first came to the U.S., I had to **get used to calling** everyone 'you'. I had to **get used to living** in a new culture. I had to **get used to speaking** a new language. Now, after living here for many years, I am more used to all of that.

BE USED TO + GERUND = be accustomed to / perhaps it was difficult at first, but now you can do it

1. When you first came to the U.S., what things did you have to get used to doing?
2. Are you used to living in the U.S. or are there things that are still very difficult for you?
3. Are you used to speaking to native speakers?
4. Are you used to taking classes in an American college?
5. Are you used to driving in the U.S.?

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3.35: Writing Practices

Part 1.

Answer each of the following questions. Pay attention to using the correct verb tense and using the correct form of infinitive or gerund.

1. What were you **responsible for doing** as a child?
2. What do you **dislike doing** on the weekends?
3. Have you ever **gone camping**? Where / when?
4. Where do you usually **go shopping** for groceries?
5. Who do you **dream of meeting**? [think of a famous person]
6. What are some things you do **to relax**?
7. Have you ever left home **without locking** the doors?
8. What do you **plan on having** for lunch today?
9. Who did you **want to be** like when you were a kid? [think of a role model]
10. What **have** you **gotten used to eating** since you came to the US?

Part 2. Writing a Letter

Imagine that you have the chance to write a letter to President-Elect Biden [and that he will read it!]. You can ask him to do **ONE** thing. What would you ask him to do? What problem do you want him to focus on? It can be a domestic or an international issue. Why do you think this problem is so important? What do we need to do to solve it? To write an effective letter, follow the steps below:

- Begin your letter with a greeting [Dear Mr. President-Elect / Dear Mr. Biden]
- State exactly why you are writing the letter to him
- Clearly state the specific problem that you want him to focus on
- Explain briefly why this problem is so important / who does it affect and how?
- Explain what you want him to do to solve the problem
- End your letter with a closing statement [sincerely / with gratitude / respectfully] and sign your name

Pay attention to:

- Correct sentence structure
- Using verb tenses appropriately
- Using gerunds & infinitives appropriately when possible
- Using correct punctuation and capitalization

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3.36: Reading - Why Bilinguals Are Smarter-grammar-1

Why Bilinguals Are Smarter

<http://www.nytimes.com/2012/03/18/op...gewanted=print>

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists **have begun to show** that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. **Being bilingual**, it turns out, makes you smarter. It **can have** a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain **to resolve** internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem **to be** more adept than monolinguals at **solving** certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers **were asked to sort** blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children **had to sort** the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children **were asked to sort** by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at **performing** this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for **planning**, **solving** problems and performing various other mentally demanding tasks. These processes include **ignoring** distractions **to stay focused**, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of **suppressing** one language system: this suppression, it was thought, would help train the bilingual mind **to ignore** distractions in other contexts. But that explanation increasingly appears **to be** inadequate, since studies **have shown** that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals **have to switch** languages quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears **to influence** the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned **to look** at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet **began appearing** on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned **to switch** their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

Read and annotate 'Why Bilinguals Are Smarter'. Pay attention to **the bold, underlined expressions** – can you explain why they are used? Then answer the following questions:

1. What is the main point of the story?

2. What did people use to think about bilingualism?

3. What has research shown about the connection between bilingualism and the ability to pay attention?

4. What has research shown about the connection between bilingualism and Alzheimer's?

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3.37: Pre- and Post- Writing Activities - Bilingualism

Pre-Writing:

Take a few minutes to write your thoughts on the following questions:

What is bilingualism?

What are the benefits of bilingualism?

What are some challenges of bilingualism?

Post-Writing:

- Look up any new vocabulary words
- Read the article again to understand better
- Answer the 4 questions after the article - write the answers in your notebook
- Look at the bold, underlined expressions - if they include a gerund or infinitive, try to explain why it is used in each case

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CHAPTER OVERVIEW

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4.1: Modals - Introduction

Modals

- Can
- Could
- May
- Might
- Should
- Must
- Will
- ...

Form - sentences

- Subject + modal + base form of the verb
 - I **can play** the piano.
- **NOT**:
 - I **can playing** the piano.
 - I **can played** the piano.
 - He **can plays** the piano.

Modals - questions

- Switch subject + modal:
 - Can you play the piano?
 - Will you call me later?
 - Where should we meet after class?
 - Why can't we smoke indoors?

Modals - negatives

- Add 'not' to the modal:
 - She **cannot** live alone.
 - I **will not** be able to call you later.
 - You **must not** drink and drive.
- Contract in some cases:
 - She **can't** live alone.
 - I **won't** be able to call you later.
 - Not with: must, may, or might

Must

- **Legal obligation**:
 - You **must wear** your seatbelt in a car.
 - You **must not smoke** inside the building.
- **Asserting authority**:
 - Mother to child: 'You **must finish** your homework before dinner.'
 - Boss to employee: 'You **must complete** the report by next week.'

Practice – Reader, P. 77

Must – legal obligation / if not, you break a law

According to the law, what must you do or not do in each of these cases:

- In a car:
- On an airplane:
- In the library:
- When crossing a street:
- When traveling abroad:

Have to / have got to

- **Personal need:**
 - I **have to study** for my test.
 - I **'ve got to study** for my test.
 - I **had to study** for my test last week.
 - I **will have to study** for my test next week.
- **Personal obligation:**
 - She **has to call** her mother every day.
 - She **'s got to call** her mother every day.

Practice – Reader, P. 77

1. What do you have to do this weekend?
2. What do you have to do if you want to get a good grade?
3. What did you have to do last weekend?
4. What did you have to do before you came to the U.S.?
5. What is your goal? What will you have to do to reach your goal?
6. Where do you have to go after class?
7. Who do you have to call every day?
8. What time do you have to wake up every day?
9. What time did you have to wake up every day when you were a child?

Be supposed to – reporting an expectation / obligation / rule

- You **are supposed to wear** a seatbelt in a car.
- Your landlord **is supposed to provide** heat in the winter months.
- I **am supposed to call** my doctor today.
- Students **are supposed to complete** their homework before class.
- When I was a child, I **was supposed to clean** my own room.

Practice

1. What are you supposed to do as a student?
2. What are tenants supposed to do?

3. What are landlords supposed to do?

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4.2: Have To vs Must

HAVE TO – personal necessity or obligation

1. What do you **have to do** this weekend?
2. What do you **have to do** if you want to get a good grade?
3. What did you **have to do** last weekend?
4. What did you **have to do** before you came to the U.S.?
5. What is your goal? What will you **have to do** to reach your goal?
6. Where do you **have to go** after class?
7. Who do you **have to call** every day?
8. What time do you **have to wake up** every day?
9. What time did you **have to wake up** every day when you were a child?

MUST – legal obligation / if not, you break a law

According to the law, what must you do or not do in each of these cases:

1. In a car:
2. On an airplane:
3. In the library:
4. When crossing a street:
5. When traveling abroad:

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4.3: Can / Could / May

Can / could = ability

Can = ability:

- I **can** **speak** Spanish. [I know how to / I am able to]
- She **can** **ride** a motorcycle.

Could = ability in the past:

- When I was a child, I **could** **run** for hours. [Now that I'm older, I can't because I get tired quickly!]

Can / may / could = permission

Can/May = permission

- You **can** **use** a dictionary while in class.
- You **may not** **use** your cellphone in class.

Could = permission in the past

- When I was a child, I **couldn't** **stay up** after 10pm.

Can = possibility

Can = possibility:

- She **can** **afford** to pay \$800 for rent.
- She **can't** **afford** to pay more than \$800 for rent.
- I **can** **meet** you on zoom at 3pm today.

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4.4: Can-May-Could Practice

Can/May/Could Practice

Answer each of the following questions with a complete sentence. Make sure to use the same modal[s] as in the question. Pay attention to the meaning of the modal in the parentheses.

1. What are some things that you **can** do? [*ability*]
2. What are some things that you **can't** do? [*ability*]
3. What **could** you do as a child that you **cannot** do now? [*ability*]
4. What **can** you do now that you **could not** do as a child? [*permission*]
5. What are some things that you **may not** do in class? [*permission*]
6. What is some thing that you **cannot afford** to buy? [*ability/possibility*]
7. When **can** you register for classes for next semester? [*possibility*]

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4.5: Related Expressions

Related Expressions

There are often expressions that can have the same meaning as some modals. For example:

- I **can** speak a little Spanish. [*can = ability*]
- I **am able to** speak a little Spanish.

OR

- I **may** have a pet in my apartment. [*may = permission*]
- I **am allowed to** have a pet in my apartment.
- I **am permitted to** have a pet in my apartment.

These related expressions can be used in different verb tenses:

- When I was a child, I **could** stay up until 10pm. [*could = past permission*]
- When I was a child, I **was allowed to** stay up until 10pm.
- When I was a child, I **was permitted to** stay up until 10pm.

OR

- The students **could** finish the quiz in 30 minutes. [*could = past ability*]
- The students **were able to** finish the quiz in 30 minutes.

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4.6: Review -- must-have to-can-could

Legal Obligation	→	Must	→	You must wear a seatbelt when driving.
Reporting a rule/obligation	→	Be supposed to	→	You're not supposed to smoke here.
A person of authority stating a need	→	Must	→	Mother to child: 'You must do your homework before dinner.'
Personal need / obligation	→	Have to	→	I have to do my homework. I have to call my mother.
	→	Have got to	→	I've got to call my mother.
Ability	→	Can	→	I can run 2 miles. I am able to run 2 miles.
Possibility	→	Can	→	I can meet you at 5pm. It is possible for me to meet you at 5pm. I have time then. I can afford to pay \$800 a month for rent. It is possible for me to pay \$800 a month for rent.
Permission	→	Can	→	I can stay out until midnight. I am permitted to stay out until midnight. I am allowed to stay out until midnight.
	→	May	→	I may stay out until midnight.
Past Ability	→	Could	→	In my country, I could easily communicate with everyone. In my country, I was able to easily communicate with everyone.
Past Permission	→	Could	→	As a child, I couldn't stay up after 10pm. As a child, I wasn't able to stay up after 10 pm.
Advice	→	Should	→	You should always get a good night's sleep before taking a test. You shouldn't go to that movie. It wasn't very good.
Warning	→	had better	→	You'd better pay your rent on time. You'd better not come to class late again.

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4.7: Modals - Should - Had Better

Should = advice

- A: I have a headache.
- B: You **should take** an aspirin.

You **should take** a nap.

You **should have** a cup of tea.

- A: I have a test tomorrow.
- B: You **shouldn't go** to sleep late.

You **should study** before the test.

You **ought to study** before the test.

Had better = warning

- A: I am having some chest pains.
- B: You'**d better go** to the hospital immediately [or you might have a heart attack].
- A: I lost my wallet.
- B: You'**d better cancel** all your credit cards.

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4.8: Should-Had Better Practice

Should / Had better Practice

Take turns reading each problem below and offering logical advice to each other.

You may use either 'should' or 'had better' in your response depending on how serious the problem is.

1. I *totally* forgot to do my homework. My teacher is going to be mad! What am I going to do?
2. I *really* want to buy this jacket, but I don't have enough money. What am I going to do?
3. I borrowed my mom's car without her permission. Then I got in an *accident*! Now the car has a *huge* dent. My mom is going to *kill* me! What am I going to do?
4. It's our wedding anniversary today and I *totally* forgot! My husband/wife is going to *kill* me! What am I going to do?
5. I borrowed my friend's sweater and went to a party. Someone spilled some *red wine* on it! It has a *huge* stain! What am I going to do?
6. My friend's boyfriend/girlfriend is *cheating* on him/her. But my friend doesn't know anything about it. What am I going to do?
7. It's my mom's birthday today and I forgot to get her a gift. What am I going to do?
8. I forgot to send in my rent check this month. My landlord's going to be *really* angry. What am I going to do?
9. I *can't stand* my neighbors. They have loud parties every night. I can't sleep at all. What am I going to do?
10. I *hate* my job! My boss is *mean*. I have to work overtime *all* the time. What am I going to do?
11. I *really* like this boy/girl in my class. But he/she doesn't *even* know that I'm *alive*! What am I going to do?

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4.9: Can-Must-Should Examples

Circle modal and underline the verb following it.

Determine the meaning of the modal.

1. I can speak 3 languages.
2. You must not smoke on a bus.
3. When I was a child, I could not stay up past 10pm.
4. I've got to leave!
5. You may use a dictionary while in class.
6. At work, I am supposed to help customers.
7. I can afford \$600 for rent each month.
8. If you have a stomachache, you should drink some ginger tea.
9. You'd better not park in the red zone or you'll get a big ticket!

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4.10: Negatives of Modals

NEGATIVES OF MODALS

Example	Meaning
1. You <u>must not</u> drink and drive .	Prohibited / against the law
2. You <u>don't have to</u> sit in the same seat or work with the same partner everyday.	Not required / a choice
3. You <u>don't have to</u> do any homework for your grammar class this weekend.	Not required / not obligated
4. I <u>can't</u> speak Korean.	Unable to / don't know how
5. When he was a baby, he <u>couldn't</u> feed himself.	Unable to in the past
6. You <u>may not</u> use your notes on the test.	Not permitted
7. When I was a child, I <u>couldn't</u> go out by myself at night.	Not permitted in the past
8. You <u>shouldn't</u> go to bed late on the night before a test.	Advice / bad idea
9. You'd <u>better not</u> lose your wallet [or someone can steal your money and credit cards].	Warning

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4.11: Negatives of Modals

Negatives of Modals - Practice

Answer each question with the negative form of the modal:

1. What are things you must not do:
 - On an airplane:
 - In our class:
 - In a car:
 2. What are things you cannot/may not do if you rent an apartment?
 3. What are some things you don't have to over the weekend?
 4. What should children not do if they want their parents to be happy?
 5. What are some things you had better not do or your neighbors might get angry?
-

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4.12: Negatives of Modals - Examples

For each sentence, underline the negative modal and circle/hi-light the verb after the modal. Then write the meaning of the modal - what does it mean in the sentence?

<u>Example</u>	<u>Meaning</u>
1. You must not smoke in buildings.	
2. You don't have to wear a uniform at this school.	
3. I don't have to work this weekend.	
4. She can't ride a bicycle.	
5. When she was a child, she couldn't reach the top of the refrigerator.	
6. You may not use a cell phone in class.	
7. When I was a child, I couldn't drive a car.	
8. You shouldn't forget to lock your door.	

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4.13: Negatives of Modals - Examples - Answers

Example	Meaning
1. You must not smoke in buildings.	<i>must not = against the law</i>
2. You don't have to wear a uniform at this school.	<i>Don't have to = not required / you have the option</i>
3. I don't have to work this weekend.	<i>Don't have to = not required</i>
4. She can't ride a bicycle.	<i>Can't = not able to</i>
5. When she was a child, she couldn't reach the top of the refrigerator.	<i>Couldn't = not able to in the past</i>
6. You may not use a cell phone in class.	<i>May not = not permitted to / not allowed to</i>
7. When I was a child, I couldn't drive a car.	<i>Couldn't = not permitted to and/or not able to in the past</i>
8. You shouldn't forget to lock your door.	<i>Shouldn't = advice / bad idea</i>
9. You 'd better not forget to call your mom [or she'll worry].	<i>Had better not = warning</i>

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4.14: Review of Modals so far

Review of Modals so far:

In each of the following sentences, underline the modal and hi-light the verb following it. Then determine the meaning of the modal. The first one is done for you as an example:

1. I can **highlight** 3 languages. [*can = able to*]
2. You must not smoke on a bus.
3. When I was a child, I could not stay up past 10pm.
4. I've got to leave!
5. You may use a dictionary while in class.
6. At work, I am supposed to help customers.
7. I can afford \$600 for rent each month.
8. If you have a stomachache, you should drink some ginger tea.
9. You'd better not park in the red zone or you'll get a big ticket!

Check Your Answers:

1. I can **highlight** 3 languages. [*can = able to*]
2. You must not **highlight** on a bus. [*must not = against the law*]
3. When I was a child, I could not **stay up** past 10pm. [*could not = not allowed to*]
4. I ve got to **leave**! [*have got to = need to / urgency*]
5. You may **use** a dictionary while in class. [*may = permitted to / allowed to*]
6. At work, I am supposed to **help** customers. [*be supposed to = expected to / obligated to*]
7. I can **afford** \$600 for rent each month. [*can = possibility*]
8. If you have a stomachache, you should **drink** some ginger tea. [*should = advice*]
9. You d better not **park** in the red zone or you'll get a big ticket! [*had better not = warning*]

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4.15: Talking about Certainties and Possibilities

Talking about certainties and possibilities:

Certainty in the future: We **will not have** class on December 13th.
You **will take** a test when we finish this chapter.

Possibility in the future: We **may return** to campus for Fall 2021.
We **might return** to campus for Fall 2021.
Maybe we **will return** to campus for Fall 2021.

Possibility now: The teacher is absent.
She **may be** sick.
She **might be** stuck in traffic.

Examples:

- What are some things you will/will not do over winter holiday?

I will travel to my country.

I will not come to work.

- What are some things you might do over the weekend?

I might visit my parents. [But I'm not sure if I'll have time. It depends on whether or not I finish my work early.]

I might watch a movie at home. Or I might go for a walk. [It depends on the weather. If it's raining, I'll watch a movie. But if it's nice and sunny, I'll go for a hike.]

Practice:

1. What are some things that you will do over the Christmas break?
2. What are some things that you might/may do over the Christmas break?

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4.16: Must for Logical Conclusions

Must for Logical Conclusions

In life, we often observe things and reach logical conclusions based on our observations.

For example, I may walk into my parents' home and smell delicious food. Based on that, I can conclude:

My mother **must be** cooking!

Or: I might look outside the window and see people carrying umbrellas. Based on that observation, I can conclude:

It **must be** raining.

Read each situation carefully. Write a sentence using 'must' to express the logical conclusion you would reach.

1. Many people are wearing shorts and t-shirts.
2. Our teacher is not in class today.
3. Usually, there's no traffic at this time of the day. But today, there is terrible traffic on the freeway.
4. Gloria gets A's on all her tests.
5. Jane is crying.
6. At a party: Everyone is laughing and dancing.
7. Jose runs 2 miles everyday.
8. The student is yawning.

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4.17: Modals of Politeness

Asking Permission

Can I / May I / Could I

- Can I **borrow** your pen, please?
- May I **borrow** your pen, please?
- Could I **borrow** your pen, please?

Making a Request

Can you / Could you / Will you / Would you

- Can you **help** me, please?
- Could you **help** me, please?
- Will you **help** me, please?
- Would you **help** me, please?

Expressing What You Want

Would like

- I want some tea. →
 - I d like some tea, please.
 - I would like some tea, please.
- What do you want to order? →
 - What would you like to order?

Expressing a Preference

Would rather

- I would rather **live** in a big city [than a small town].
- I d rather **live** in a big city [than a small town].

Making a Suggestion

Why don't we / Why don't you

- Why don't we **watch** a movie tonight?
- Why don't you **finish** your homework first?

To Offer Help

May I / Can I

In a store :

- May I **help** you?
 - Can I **help** you?
-

Modals of Politeness - Practice

Use a modal to re-write each of the following to express yourself in a more polite way.

1. Open the door.
2. Give me your eraser.
3. I want some coffee.
4. I don't want milk. I want cream, instead.
5. Move your bag. It's in my way.
6. I want to go to the bathroom.
7. Is it OK to use a dictionary?
8. Call back later. She's not here now.

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4.18: MODALS + Meaning

MODALS & MEANING

Read each of the following sentences. What is the meaning of each modal? Write the meaning next to each sentence.

1. I **have to** call my mom. It's her birthday.
2. You **shouldn't** go to a party on the night before a test.
3. I'd **rather** live in a small town than in a big city.
4. I'd **like** a cup of coffee, please.
5. You'd **better** finish your homework before class.
6. I **could** run so fast when I was child. I had a lot of energy.
7. I **couldn't** stay up after 8pm when I was a little child.
8. **May** I borrow your book for a minute?
9. It **may** rain this weekend.
10. I **had to** do so much homework over the break!
11. You're **not supposed to** speak your native language in class.
12. I **will** call you later.
13. I **might** call you later if I have time.
14. She is yawning. She **must** be tired.
15. You **must** not drink and drive.

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4.19: MODALS + Meaning - Answers

MODALS & MEANING

Read each of the following sentences. What is the meaning of each modal? Write the meaning next to each sentence.

1. I **have to** call my mom. It's her birthday. *have to = need to / personal necessity*
2. You **shouldn't** go to a party on the night before a test. *shouldn't = advice / bad idea*
3. I'd **rather** live in a small town than in a big city. *would rather = prefer*
4. I'd **like** a cup of coffee, please. *would like = want*
5. You'd **better** finish your homework before class. *had better = warning*
6. I **could** run so fast when I was child. I had a lot of energy. *could = ability in the past*
7. I **couldn't** stay up after 8pm when I was a little child. *couldn't = no permission in the past*
8. **May** I borrow your book for a minute? *may = permission*
9. It **may** rain this weekend. *may = possibility*
10. I **had to** do so much homework over the break! *had to = personal necessity/needed to*
11. You're **not supposed to** speak your native language in class. *are not supposed to = reporting a rule*
12. I **will** call you later. *will = certainty in the future*
13. I **might** call you later if I have time. *might = possibility in the future*
14. She is yawning. She **must** be tired. *must = logical conclusion*
15. You **must** not drink and drive. *must not = against the law*

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4.20: Modals and Meaning 2

Modals & Meaning

Read each sentence. What is the meaning of each modal?

1. **Maybe I'll** see you later.
2. **May** I leave at 2pm today?
3. We **may** have a test next week.
4. We **might** have a test next week.
5. We **will** have a test next week.
6. You didn't eat anything all day. You **must** be hungry.
7. You **mustn't** carry any weapons onto an airplane.
8. I **have to** clean my room. It's a mess!
9. I **ve got to** find a new apartment. My neighbors are so noisy!
10. I **'m supposed to** do all my homework before class.
11. **Would** you **like** a cup of coffee?
12. I **'d rather** have some tea, please.
13. You **should** try to take public transportation more. It's cheaper and better for the environment.
14. You **'d better not** buy a big SUV or you'll have to pay a lot for gas.
15. Mary **can** speak 4 languages.
16. I **can** paint my apartment if I want to.

17. In my old apartment, I couldn't paint without asking my landlord first.

18. 10 years ago, I couldn't speak English but now I can.

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4.21: Modals and Meaning 2 - Answers

Modals & Meaning

Read each sentence. What is the meaning of each modal?

1. Maybe I'll see you later. **POSSIBILITY IN THE FUTURE**
2. May I leave at 2pm today? **ASKING PERMISSION**
3. We may have a test next week. **POSSIBILITY IN THE FUTURE**
4. We might have a test next week. **POSSIBILITY IN THE FUTURE**
5. We will have a test next week. **CERTAINTY ABOUT FUTURE**
6. You didn't eat anything all day. You must be hungry. **LOGICAL CONCLUSION**
7. You mustn't carry any weapons onto an airplane. **PROHIBITION/AGAINST THE LAW**
8. I have to clean my room. It's a mess! **PERSONAL NEED**
9. I ve got to find a new apartment. My neighbors are so noisy! **PERSONAL NEED**
10. I m supposed to do all my homework before class. **OBLIGATION/REQUIREMENT**
11. Would you like a cup of coffee? **WANT**
12. I d rather have some tea, please. **PREFERENCE**
13. You should try to take public transportation more. It's cheaper and better for the environment. **ADVICE**
14. You d better not buy a big SUV or you'll have to pay a lot for gas. **WARNING**
15. Mary can speak 4 languages. **ABILITY**
16. I can paint my apartment if I want to. **PERMISSION**

17. In my old apartment, I couldn't paint without asking my landlord first.

PAST PERMISSION

18. 10 years ago, I couldn't speak English but now I can.

PAST ABILITY / PRESENT ABILITY

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4.22: Modals and Meaning 3

Modals & Meaning

Read each sentence. Underline the modal and circle the verb after it. What is the meaning of each modal?

1. I might go to the movies this weekend.
2. May I borrow your pen for a second, please?
3. We will have the final exam next week.
4. Jane has been going to the library every day after class. She must have a big test coming up soon.
5. You must not carry any weapons onto an airplane.
6. My friend is graduating from college. I have to get him a present.
7. I'm so late for my next class. I've got to go!
8. We are not supposed to use any notes during a test.
9. In a restaurant: I'd like the soup, please.
10. You should try the salad – it's great!
11. You'd better not walk alone at night – it can be dangerous.
12. How many languages can you speak?
13. You may use the bathroom if you need to.
14. When I first came here, I couldn't speak English very well, but now I can.
15. I don't have to correct all my students' exams here. I can take them home if I want to.

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4.23: Modals and Meaning 3 - Answers

Modals & Meaning

Read each sentence. Underline the modal and circle the verb after it. What is the meaning of each modal?

1. I might **go** to the movies this weekend. **POSSIBILITY**
2. May I **borrow** your pen for a second, please? **ASKING PERMISSION**
3. We will **have** the final exam next week. **CERTAINTY ABOUT FUTURE**
4. Jane has been going to the library every day after class. She must **have** a big test coming up soon. **LOGICAL CONCLUSION**
5. You must not **carry** any weapons onto an airplane. **PROHIBITION / AGAINST THE LAW**
6. My friend is graduating from college. I have to **get** him a present. **PERSONAL NEED/OBLIGATION**
7. I'm so late for my next class. I've got to **go**! **PERSONAL NEED / URGENCY**
8. We are not supposed to **use** any notes during a test. **REPORTING A RULE**
9. In a restaurant: I'd like the soup, please. **WANT**
10. You should **try** the salad – it's great! **ADVICE**
11. You'd better not **walk** alone at night – it can **be** dangerous.
HAD BETTER: WARNING ; CAN: IT'S POSSIBLE
12. How many languages can you **speak**? **ABILITY**
13. You may **use** the bathroom if you need to. **PERMISSION**
14. When I first came here, I couldn't speak English very well, but now I can.
COULDN'T: PAST ABILITY; CAN: ABILITY NOW
15. I don't have to **correct** all my students' exams here. I can **take** them home if I want to.
DON'T HAVE TO: NOT REQUIRED/A CHOICE; CAN: PERMISSION

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4.24: Practice Quiz

Practice Quiz

Read each of the following carefully. Correct the mistake with the underlined words. Pay attention to correct usage meaning for each modal & the correct structure.

1. I got to call my sister. She's sick.
2. I have a test in my next class. I must go to the library to study.
3. Person A: I have a stomachache.
Person B: You must have some tea to feel better.
4. When I lived alone, I can had more freedom but now I have a roommate and I have to being considerate.
5. I may ride a motorcycle. [= I am able to ride a motorcycle.]
6. Person A: My wallet was stolen.
Person B: You better cancel your credit card or the thief can used them.
7. You **have better don't park** in the red zone or you'll get a big ticket.
8. I supposed to wash the dishes after dinner.

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4.25: Reading - President Obama's speech - Immigration - Structures

From: <http://www.npr.org/blogs/thetwo-way/...on-immigration>

My fellow Americans, tonight, **I'd like to talk** with you about immigration. For more than 200 years, our tradition **of welcoming** immigrants from around the world **has given** us a tremendous advantage over other nations. **It's kept** us youthful, dynamic, and entrepreneurial. It **has shaped** our character as a people with limitless possibilities – people not trapped by our past, but able to remake ourselves as we choose.

But today, our immigration system is broken, and everybody knows it.

Families who enter our country the right way and play by the rules watch others flout the rules. Business owners who offer their workers good wages and benefits see the competition exploit undocumented immigrants **by paying** them far less. All of us take offense to anyone who reaps the rewards **of living** in America **without taking** on the responsibilities **of living** in America. And undocumented immigrants who desperately **want to embrace** those responsibilities see little option but to remain in the shadows, or **risk** their families **being** torn apart.

It's been this way for decades. And for decades, we **haven't done** much about it.

When I took office, I committed **to fixing** this broken immigration system. And I began **by doing** what I **could to secure** our borders. Today, we have more agents and technology deployed **to secure** our southern border than at any time in our history. And over the past six years, illegal border crossings **have been** cut by more than half. Although this summer, there was a brief spike in unaccompanied children being apprehended at our border, the number of such children is now actually lower than **it's been** in nearly two years. Overall, the number of people trying to cross our border illegally is at its lowest level since the 1970s. Those are the facts.

Meanwhile, I worked with Congress on a comprehensive fix, and last year, 68 Democrats, Republicans, and Independents came together **to pass** a bipartisan bill in the Senate. It wasn't perfect. It was a compromise, but it reflected common sense. It **would have doubled** the number of border patrol agents, **while giving** undocumented immigrants a pathway to citizenship if they paid a fine, **started paying** their taxes, and went to the back of the line. And independent experts said that it **would help** grow our economy and shrink our deficits.

Had the House of Representatives allowed that kind of a bill a simple yes-or-no vote, it **would have passed** with support from both parties, and today it **would be** the law. But for a year and a half now, Republican leaders in the House **have refused to allow** that simple vote.

Now, I **continue to believe** that the best way **to solve** this problem is **by working** together to pass that kind of common sense law. But until that happens, there are actions I have the legal authority **to take** as President – the same kinds of actions taken by Democratic and Republican Presidents before me – that **will help** make our immigration system more fair and more just.

Tonight, I **am announcing** those actions.

First, **we'll build** on our progress at the border with additional resources for our law enforcement personnel so that they **can stem** the flow of illegal crossings, and speed the return of those who do cross over.

Second, I **will make** it easier and faster for high-skilled immigrants, graduates, and entrepreneurs **to stay** and **contribute** to our economy, as so many business leaders **have proposed**.

Third, **we'll take** steps **to deal** responsibly with the millions of undocumented immigrants who already live in our country.

I **want to say** more about this third issue, because it generates the most passion and controversy. Even as we are a nation of immigrants, we are also a nation of laws. Undocumented workers broke our immigration laws, and I believe that they **must be** held accountable – especially those who **may be** dangerous. That's why, over the past six years, deportations of criminals are up 80 percent. And that's **why we're going to keep focusing** enforcement resources on actual threats to our security. Felons, not families. Criminals, not children. Gang members, not a mother who's **working hard to provide** for her kids. **We'll prioritize**, just like law enforcement does every day.

But even as we focus **on deporting** criminals, the fact is, millions of immigrants – in every state, of every race and nationality – **will** still **live** here illegally. And let's be honest – **tracking down, rounding up, and deporting** millions of people isn't realistic.

Anyone who suggests otherwise **isn't being** straight with you. It's also not who we are as Americans. After all, most of these immigrants **have been** here a long time. They work hard, often in tough, low-paying jobs. They support their families. They worship at our churches. Many of their kids are American-born or spent most of their lives here, and their hopes, dreams, and patriotism are just like ours.

As my predecessor, President Bush, once put it: "They are a part of American life."

Now here's the thing: we expect people who live in this country **to play** by the rules. We expect that those who cut the line **will not be** unfairly rewarded. So **we're going to offer** the following deal: If **you've been** in America for more than five years; if you have children who are American citizens or legal residents; if you register, pass a criminal background check, and you're willing **to pay** your fair share of taxes – **you'll be able to apply to stay** in this country temporarily, without fear of deportation. You can come out of the shadows and get right with the law.

That's what this deal is. Now let's be clear about what it isn't. This deal does not apply to anyone who **has come** to this country recently. It does not apply to anyone who **might come** to America illegally in the future. It does not grant citizenship, or the right **to stay** here permanently, or offer the same benefits that citizens receive – only Congress can do that. All **we're saying** is **we're not going to deport** you.

I know some of the critics of this action call it amnesty. Well, it's not. Amnesty is the immigration system we have today – millions of people who live here **without paying** their taxes or **playing** by the rules, while politicians use the issue **to scare** people and **whip up** votes at election time.

That's the real amnesty – **leaving** this broken system the way it is. Mass amnesty **would be** unfair. Mass deportation **would be** both impossible and contrary to our character. What **I'm describing** is accountability – a commonsense, middle ground approach: If you meet the criteria, you **can come out** of the shadows and get right with the law. If you're a criminal, **you'll be deported**. If you plan to enter the U.S. illegally, your chances **of getting** caught and sent back just went up.

The actions **I'm taking** are not only lawful, they're the kinds of actions taken by every single Republican President and every single Democratic President for the past half century. And to those Members of Congress who question my authority **to make** our immigration system work better, or question the wisdom **of me acting** where Congress **has failed**, I have one answer: Pass a bill. I **want to work** with both parties to pass a more permanent legislative solution. And the day I sign that bill into law, the actions I take **will no longer be** necessary. Meanwhile, don't let a disagreement over a single issue be a dealbreaker on every issue. That's not how our democracy works, and Congress certainly **shouldn't shut down** our government again just because we disagree on this. Americans are tired of gridlock. What our country needs from us right now is a common purpose – a higher purpose.

Most Americans support the types of reforms **I've talked** about tonight. But I understand the disagreements held by many of you at home. Millions of us, myself included, go back generations in this country, with ancestors who put in the painstaking work **to become** citizens. So we don't like the notion that anyone **might get** a free pass to American citizenship. I know that some worry immigration **will change** the very fabric of who we are, or take our jobs, or stick it to middle-class families at a time when they already feel like **they've gotten** the raw end of the deal for over a decade. I hear these concerns. But that's not what these steps **would do**. Our history and the facts show that immigrants are a net plus for our economy and our society. And I believe it's important that all of us have this debate **without impugning** each other's character.

Because for all the back-and-forth of Washington, we **have to remember** that this debate is about something bigger. It's about who we are as a country, and who we **want to be** for future generations.

Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance **to get** right with the law? Or are we a nation that gives them a chance **to make amends, take responsibility, and give** their kids a better future?

Are we a nation that accepts the cruelty **of ripping** children from their parents' arms? Or are we a nation that values families, and **works to keep** them together?

Are we a nation that educates the world's best and brightest in our universities, only **to send** them home **to create** businesses in countries that compete against us? Or are we a nation that **encourages them to stay and create** jobs, businesses, and industries right here in America?

That's what this debate is all about. We need more than politics as usual when it comes to immigration; we need reasoned, thoughtful, compassionate debate that focuses on our hopes, not our fears.

I know the politics of this issue are tough. But let me tell you why I **have come to feel** so strongly about it. Over the past few years, I **have seen** the determination of immigrant fathers who worked two or three jobs, **without taking** a dime from the government, and at risk at any moment **of losing** it all, just **to build** a better life for their kids. **I've seen** the heartbreak and anxiety of children whose mothers **might be** taken away from them just because they didn't have the right papers. **I've seen** the courage of students who, except for the circumstances of their birth, are as American as Malia or Sasha; students who bravely come out as undocumented in hopes they **could make** a difference in a country they love. These people – our neighbors, our classmates, our friends – they did not come here in search of a free ride or an easy life. They **came to work, and study, and serve** in our military, and above all, **contribute** to America's success.

Tomorrow, **I'll travel** to Las Vegas and **meet** with some of these students, including a young woman named Astrid Silva. Astrid was brought to America when she was four years old. Her only possessions were a cross, her doll, and the frilly dress she had on. When she started school, she didn't speak any English. She caught up to the other kids **by reading newspapers** and **watching** PBS, and became a good student. Her father worked in landscaping. Her mother cleaned other people's homes. They **wouldn't let** Astrid apply to a technology magnet school for fear the paperwork **would out** her as an undocumented immigrant – so she applied behind their back and got in. Still, she mostly lived in the shadows – until her grandmother, who visited every year from Mexico, passed away, and she **couldn't travel** to the funeral without risk **of being** found out and deported. It was around that time she **decided to begin advocating** for herself and others like her, and today, Astrid Silva is a college student working on her third degree.

Are we a nation that kicks out a striving, hopeful immigrant like Astrid – or are we a nation that finds a way **to welcome** her in?

Scripture tells us that we shall not oppress a stranger, for we know the heart of a stranger – we were strangers once, too.

My fellow Americans, we are and always **will be** a nation of immigrants. We were strangers once, too. And whether our forebears were strangers who crossed the Atlantic, or the Pacific, or the Rio Grande, we are here only because this country welcomed them in, and taught them that to be an American is about something more than what we look like, or what our last names are, or how we worship. What makes us Americans is our shared commitment to an ideal – that all of us are created equal, and all of us have the chance **to make** of our lives what **we will**.

That's the country our parents and grandparents and generations before them built for us. That's the tradition we **must uphold**. That's the legacy we **must leave** for those who are yet to come.

Thank you, God bless you, and God bless this country we love.

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4.26: President Obama's speech - Questions and Grammar analysis

After reading the speech, answer the following questions:

1. What is the purpose of the piece?
2. Look at the first paragraph. Why does he begin the speech with this information? What does he want the audience to think/feel about the history of immigration? Point to specific places within the introduction where he does this.
3. What verb tense does he use most often in the introduction? Why is this verb tense used here?
4. Look at the last sentence of the introduction. How does the language shift? What affect does it have on the audience? How does it set up the rest of the speech/argument?

Grammatical Analysis of Reading:

Find the following examples in the speech by President Obama on immigration:

Structure	Example
Gerund after preposition [9]	
Gerund in adverbial [8]	
Gerund as subject [1]	
Gerund after verb [3]	
Infinitive after verb [10]	
Infinitive to show purpose [12]	

Infinitive after object [3]	
Present continuous tense [5]	
Future tense [14]	
Present perfect tense [15]	
Modal [14]	

Writing—After reading & thinking about the president’s speech on immigration, write a response [aparagraph of about 250 words] to state what you think of his speech. Do you think it is fair to make thesechanges tothe immigration laws? Why or why not?

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