ESOL INTERMEDIATE GRAMMAR

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1.1: Simple Present Tense

Quizlet Links : 1.1 Simple Present and Present Progressive / 1.2 Non-Action/Stative Verbs / 1.3 Time Expressions with Simple Present and Present Progressive

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Simple Present Tense Formation

Affirmative Form

Subject	Verb	Rest of Sentence
I You We They	drink	coffee every morning.
He She It	works	on Saturdays.

Negative Form

Subject	Auxiliary DO	Negative	Negative Contractions	Base Verb	Rest of Sentence
I You We They	do	not	don’t	drink	coffee after 5:00 p.m.
He She It	does	not	doesn’t	work	on Sundays.

Question Forms

Yes/No Questions

Auxiliary Verb	Subject	Base Verb	AFFIRMATIVE Short Answers	NEGATIVE Short Answers	Contractions
Do	I you we they	work?	Yes, I do.	No, I do not.	No, I don’t.
Does	he she it	work?	Yes, he does Yes, she does Yes, it does	No, he does not. No, she does not. No, it does not.	No, he doesn’t No, she’s doesn’t. No, it doesn’t.

Wh- (Information) Questions

Question Words	Auxiliary Verb	Subject	Base Verb	Rest of Sentence
When	do	you	attend	classes?
Where	does	he she it	work?	
Why	do	the students	sit	in the back?
How much	does	the book	cost?	

The Verb "To Be"

Affirmative Statements with the BE Verb				Negative Statements with the BE Verb		
Subject	**BE Verb**	**Contractions**	**Noun, Adjective, or Prepositional Phrase**	**Subject**	**BE Verb**	**Noun, Adjective, or Prepositional Phrase**
I	am	I'm	a student.	I	am not	a student.
He She It	is	He's She's It's	inside the house. at work. a cat.	He She It	is not	inside the house. at work. a cat.
You We They	are	You're We're They're	beautiful. in class. smart.	You We They	are not	beautiful. in class. smart.

Questions and Short Answers with the "Be" Verb

BE Verb	Subject	Noun, Adjective, or Preposition	AFFIRMATIVE Short Answers	NEGATIVE Short Answers	Contractions	
Am	I	hungry?	Yes, I am.	No, I am not.	No, I'm not.	
Is	he she it	a student?	Yes, he is. Yes, she is. Yes, it is.	No, he is not. No, she is not. No, it is not.	No, he's not. No, she's not. No, it's not.	No he isn't. No she isn't No, it isn't
Are	you we they	at home?	Yes, you are. Yes, we are. Yes, they are.	No, you are not. No, we are not. No, they are not.	No, you're not. No, we're not. No, they're not.	No you aren't. aren't No, we aren't. No, they aren't.

Exercise 1.1

Directions: Write the correct affirmative or negative simple present tense form of the verb (in parentheses) on the line

1. The children _____ (be) still asleep.
2. Ms. Taylor is a professor. She _____ (not be) a student.
3. Iced tea _____ (taste) good on a hot day.
4. My parents _____ (take) a walk every evening after dinner.

5. Both of my sons_____ (love) to eat my wife's food.

6. Mario is a stay-at-home father. He _____ (not work) outside his home.

7. A young couple _____ (live) across the street from me.

8. They_____ (say) "Hi!" to me when they see me.

9. The university _____ (offer) degrees in many fields.

10. My dog _____ (enjoy) going for walks with my wife.

11. I prefer Latin music. I usually _____ (not listen to) pop music.

12. My wife and I _____ (do) the grocery shopping on Saturdays

13. Linh_____(not be) at school today. She is not feeling well.

14. A mechanic _____ (repair) cars for a living.

15. Students _____ (not have) to take classes on weekends.

Exercise 1.2: Negatives and Contractions

Directions: Make these sentences negative. Use full forms for numbers 1-5 and contractions for numbers 6-10.

1. I go to work at 3:00 pm.

_____

2. She wants to eat Chinese food.

_____

3. They have two children.

_____

4. He has a dog and two cats.

_____

5. You need to stand in line.

_____

6. My car has red seats.

_____

7. I eat breakfast.

_____

8. You drink coffee.

_____

Exercise 1.3: Interview

Part 1 Directions: Use the sentences below to interview your partner. Take notes on your own lined paper.

Example:

> Student A: Tell me a food you don't like.
>
> Student B: I don't like eggs.

Questions:

1. Tell me a food you like.
2. Tell me a food you don't like.
3. Tell me an app you like.
4. Tell me a household task you don't like.
5. Tell me a type of music you don't like.

Part 2 Directions: Now, write 5 sentences about your partner. Use your notes to help you. Write your partner's answers in FULL sentences.

Example: She doesn't like eggs.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 1.4: Questions

Directions: Write the question on the line below. Use the words in the parentheses. Some are wh-questions, and some are yes/no questions.

1. A: When _____? (you/ wake up)

   B: I wake up at 8:00 am.

2. A: _____ a pet? (you / have)

   B: Yes, I do. I have a dog.

3. A: Why _____ college? (attend)

   B: I attend college to improve my English.

4. A: _____ breakfast every morning? (you/ eat)

   B: No, I don't.

5. A: How often _____ fast food? (your family / eat)

   B: My family eats fast food once a month.

6. A: How _____ to school in the morning? (your brother/ get)

   B: He drives to school.

Asking Information Questions (WH Questions) about the Subjects of Sentences

So far, we have been writing questions about the object. We use questions about the object to ask about the receiver of an action. These questions follow the QUASM formula: **Qu**estion word – **A**uxiliary verb – **S**ubject – **M**ain verb as we have seen above. For questions in the simple present, the auxiliary verbs are **do** and **does:**

Does Harry **live** in Dallas?

Do you **like** to play tennis?

What **do** you **do** in your free time?

However, sometimes we want to ask about the subject. We *don't know* the person or thing who performs the action, and we want to find out. This type of question (a question about a subject) does not use the auxiliary verbs *do or does*. The verb in these types of questions is considered singular. Therefore, it ends with "s."

Examples:

1. Who buys groceries for the family?
   - My brother buys groceries for the family.
2. What eats on the porch?
   - The dogs eat on the back porch.
3. Who takes a walk in the park every evening?
   - My parents take in the park every evening.
4. What grows in your garden?
   - Many colorful flowers grow in my garden.

Exercise 1.5: Questions about the Subject

Make wh- questions about the subjects with the words following the sentences. The subject is underlined in the answer.

1. Answer: The Weather Channel gives weather forecasts every hour.

   Question: What channel gives weather forecasts every hour?

2. Boys get into trouble more often than girls.

Who

3. My husband and I go to restaurants every week.

Who

4. Driving at night makes me nervous.

What

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

Who

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

Who

7. Some people buy expensive cars.

Who

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1.1.1: Connecting Sentences Using "And" and "But"

Joining Sentences with "And" and "But"

Conjunctions like **"and"** and **"but"** are used to connect ideas and make your writing flow better. Here's how they work:

Conjunction	Purpose	Example
And	Adds information or continues the idea	I went to the store, and I bought some apples.
But	Shows contrast or introduces a different idea	I wanted to go for a walk, but it started raining.
So	Introduces a result	Marcos has two jobs, so he works very hard.

Rules for Joining Sentences

1. **Use a comma before "and" or "but"** when joining two independent clauses (complete sentences).
   - Example: "She likes coffee, and he prefers tea."
2. **No comma is needed** when the second part is not an independent clause.
   - Example: "She likes coffee and prefers tea."

Exercise 1.6: Sentence-Combining Activity

Combine the following pairs of sentences using **"and"** or **"but"** to create cohesive statements. Don't forget to include commas where they are necessary.

1. I enjoy reading. I don't have much time for it.
2. The movie was exciting. The ending was disappointing.
3. He studies every night. He still struggles with the material.
4. I love hiking. My brother prefers staying indoors.
5. Juan likes coffee. I don't like coffee.

Challenge Question:
Combine these three sentences into one using **"and"** and **"but"**:

I like to watch YouTube videos. I like to play video games. I don't like to spend a lot of time online.

Exercise 1.7: Write a Paragraph

Directions: Write a paragraph comparing your daily schedule with a partner's daily schedule. Use the simple present tense, adverbs of frequency, and time expressions.

Pre-writing:

- Write 6 questions to ask your partner. Use 6 different wh-question words. There is a place to write each question in the chart that follows.
- Answer the 6 questions for yourself.
- Choose a partner, ask your questions, and then write down your partner's answers.

Question	My Answer	My Partner's Answer
Example: What time do you eat breakfast?	I usually eat breakfast at 7am.	Liu usually eats breakfast at 6am.
1.		
2.		
3.		
4.		
5.		
6.		

Format:

- Use your own 8.5″ x 11″ lined paper. Do not use other paper sizes, please.
- Heading: Put your full name, the due date, and *Writing Assignment* #1 at the top of your paper. Write a heading on the left side.
- Indent the first sentence, skip lines (double space), and leave a 1-inch margin on the sides and bottom.

Writing and Grammar:

- First sentence: begin writing by using this topic sentence: [Partner's name] and I are classmates, but we are very different.
- In your sentences, write your answer and your partner's answer.

Example

I always wake up at 6:00 am. My partner wakes up at 8:00 am.

- Use 3 adverbs of frequency.
- Write 2 negative sentences.
- Use full forms; do not use contractions.
- Use capital letters and punctuation correctly.
- Use the rubric below to check your work.

Model Paragraph:

My partner and I are classmates, but we are very different. I get up very early at 5:00 am. My partner doesn't get up early. She often gets up at 9:00 am. I usually drink coffee in the morning, but my partner doesn't like coffee. She likes tea instead. I have two children, so I am busy with them. My partner is married, but she doesn't have any children. I leave for school at 8:30 am. My partner never goes straight to school. She goes to her parents house first. She always helps them because they are very old. My parents are still young at age 50 and 55.

Assignment Rubric:

Heading: Full Name, Due Date, Writing Assignment #1	**1 point**
Format: Indent, double space, margins	5 points
Your paragraph has at least 10 sentences	20 points
Every sentence has a subject and verb, & they agree	50 points
There are 3 adverbs of frequency	15 points
There are 2 negative sentences	10 points
Total	100 points

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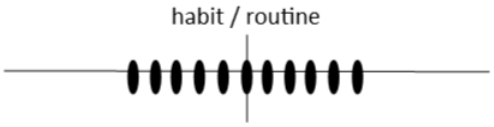
1.1.2: Uses of the Simple Present--Extra Practice

Uses of the Simple Present

The simple present is used for talking about routines, habits, and repeated activities in the present time. We use the simple present to talk about facts, which are always true. Time expressions (e.g., *every day, in the summer*) and adverbs of frequency (e.g., *never, sometimes, always*) signal the simple present tense.



What is a routine? Something you do every morning, every week, every year.

- I brush my teeth two times a day.
- You go to the gym three times a week.
- He makes breakfast for my children every morning.
- She starts work at 7:00 am.
- They do laundry every Saturday.

What is a habit? Something you do regularly.

- My husband reads in bed before he goes to sleep.
- My cat wakes me up on Saturdays because he is hungry.

What is a repeated action? Action that we do more than once.

- I shop at (not every week, but I like to go there).
- She wears shorts in the summer.

What is a fact? Something that is always true.

- The moon revolves around the earth.
- She has two children.
- Vegetables are healthy.
- Water boils at 212 degrees Fahrenheit.

Practice for Simple Present Tense

Exercise 1.7:

Complete the sentences. Use the correct simple present form of the verb.

Q: Hello, Dr. Ha. *Are you* (you, be) a medical doctor?

Dr. H: No, I _____ (be) a child psychologist. I _____ (study) the effect of television on children.

Q: Interesting! _____ (children, watch) a lot of TV?

Dr. H: Yes, they _____. Many children _____(watch) four hours every day. They _____ (get, not) much exercise. They _____ (play, not) play much outdoors.

Q: What problems _____(these children, have)?

Dr. H: They often _____(get) tired and _____(concentrate, not) well at school. They _____(be) sometimes overweight, too.

Q: _____(television, be) always bad?

Dr. H: No, not really. Some programs _____ (be) very educational. But parents (need) to set limits. My daughter _____(watch) only 30 minutes of TV per day, and I _____(help) choose the program.

Exercise 1.8:

Read the statements. Complete the questions. Use the correct form of *do* or *be*.

1. They take care of sick people. _____ they nurses?
2. A mechanic works in a garage. _____ he or she fix cars?
3. This person works in a school. _____ he or she a teacher?
4. They wear fashionable clothes for designers. _____ they models?
5. These people are coaches. _____ they help their teams win?
6. This person is a carpenter. _____ he or she build things out of wood?

Exercise 1.9:

Correct nine more errors in present tense.

comes

Amalia ~~come~~ from Venezuela, and she is 24 years old. She live with her family, and they spends a lot of happy moments together. They often goes

to parks and local attractions and sometimes travel to beautiful places in other countries. She works as a legal assistant and help a lawyer with his

research. She doesn't has a lot of free time, but she really like her job. On the weekends, Amalia also spend time with her friends. They often plays

video games and watch movies. She feel lucky to have a good job, a great family, and nice friends.

Exercise 1.10:Game

Directions: The goal of this game is to get rid of all your cards. Your instructor will give you a set of "yes" cards and "no" cards. You will ask your classmate a yes/no question. If your classmate says no to the question, give them a card that says no. If your classmate says yes, give them a card that says yes. After you ask a question, your partner asks you a question. Then change partners and ask more questions. The first person to give away all of their cards is the winner.

Exercise 1.11: Interview

Part 1 Directions: Interview your partner. Write the answers in complete sentences. in the blanks. Use correct pronouns.

Example: Where do you study? She studies in the library

1. Where do you live?

_____

2. What time do you usually wake up?

_____

3. When do you eat breakfast?

_____

4. What do you eat for breakfast?

_____

5. How do you get to school (walk, bus, car, etc.)?

_____

6. What time do you go to school?

_____

7. What time do you usually get home?

_____

8. When do you usually go to bed?

_____

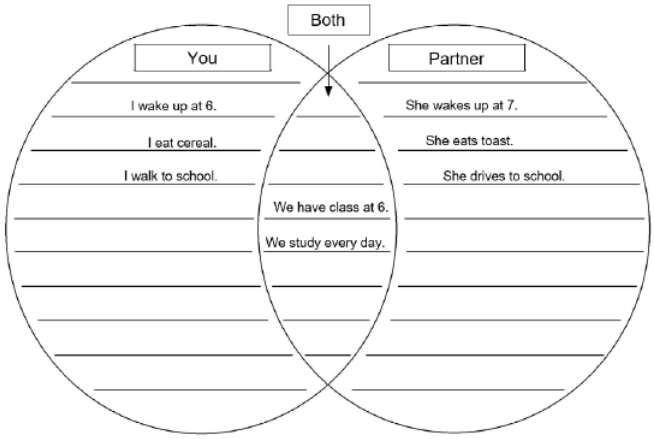
Part 2 Directions: Write 8 sentences about <u>your own</u> daily routine using the same questions.

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

Part 3 Directions: Share and compare your daily activities. Read your sentences to your partner. Your partner reads to you. See if you have the same (or different) daily activities.

Part 4 Directions: Your instructor will give you a Venn Diagram to complete. Write sentences about yourself where it says "You." Write sentences about your partner where it says "Partner". If you and your partner have any activities that are the same, write them where it says "Both."

Example



I

Writing Homework

Choose 5 of the 8 questions below and answer in writing. Use simple present tense. Combine some sentences with "and" or "but.

Example sentences with "and" and "but"

- I always drive to school***, but*** Trinh walks to school every day.
- I study in the evenings***, and*** Maria also studies in the evenings.

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1.1.3: Adverbs of Frequency

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Adverbs of Frequency with the Simple Present

Adverbs of frequency let us talk about how often we do something.

Example

How often do you come to class? I always come to class!

How often do you shop at Fred's? I often shop at Fred's.

Study the chart below to learn the meanings of the following adverbs.

Adverb	Frequency
always	100%
usually	70-90%
often	50-60%
sometimes	30-40%
seldom/rarely	10-20%
never	0%

Adverbs of Frequency with the BE Verb

With the BE verb, the adverbs of frequency are added between BE and the rest of the sentence. You will see in the next section that this is different with other verbs.

subject + BE + adverb of frequency + rest of sentence

Subject	BE	Adverb of Frequency	Rest of Sentence
I	am	never	late.
He/ She/ It	is	always	on time.
You/ We/ They	are	sometimes	early.

Exceptions

Some adverbs of frequency can be put in different places in a sentence.

Sometimes can be placed in three places in a sentence:

- At the beginning:

- ***Sometimes*** I am too tired to cook dinner after work.

- After the verb:
  - I am ***sometimes*** too tired to cook dinner after work.
- At the end:
  - I am too tired to cook dinner after work.I work on the weekends ***sometimes***.

Usually can be put in two places in the sentence.

- At the beginning:
  - ***Usually*** I am very tired after work.
- After the verb:
  - I am **usually** very tired after work.

Exercise 1.11: Fill-in-the-Blank

Directions: Complete the sentences with the correct form of the BE verb and the adverb of frequency .

? Example

She (always) <u>is always</u> late.

1. Class (usually)_____ interesting.
2. They (often)_____ busy.
3. I (always)_____ friendly.
4. You (never)_____ hungry after lunch.
5. She (always)_____ hungry at 3:00 pm.
6. He (rarely)_____ on time for class.
7. They (sometimes)_____ confused in class.
8. You (often)_____ sleepy.

Think about It: Which sentences can you write with the frequency adverbs in different places? Write the other possible sentences in the space next to the sentences.

Adverbs of Frequency with Other Verbs

When we look at the sentences in Activity 3.9, we see that we are saying how often something happens. An adjective follows the adverb of frequency. Adverbs of frequency give more information about a person or a situation. For example, they show how often we are hungry, tired, late, busy, or on time.

But, what if we want to say how often we do some activity? In that case, we don't use the BE verb. We use another verb, like eat, sleep, cook, drive, or talk.

Instead of adding the adverb of frequency after the verb, like we did with the BE verb, we add it before the verb. We do this because we are saying how often the activity of the verb happens.

subject + adverb of frequency + verb + rest of sentence

Subject	adverb of frequency	Verb	Rest of Sentence
I	always	eat	breakfast.
He / She /It	usually	starts	at 6pm.
You / We / They	never	walk	to school.

We use the adverb of frequency to talk about how often or how frequently something happens.

For questions, we often use "**How often**….?" to ask about the frequency of activities.

Examples:

1. **How often** do you go swimming? – I **often** go swimming in the morning.
2. **How often** does Amanda cook? – She **usually** cooks on weekdays.

The adverbs “never” and “rarely” have a negative meaning, so **do not** use them with “do not” or “does not”

Examples:

1. I ~~**don’t never**~~ eat sushi. (incorrect) I **never eat** sushi. (correct)
2. She ~~**doesn't rarely**~~ go to bed after midnight. (incorrect) She **rarely goes** to bed after midnight. (correct)

Exercise 1.12: Fill-in the-Blank

Directions: Write the adverb of frequency and the verb in the blank.

Remember

When we use any verb except the BE verb, the adverb of frequency goes before the verb.

? Example

Mohammed (always/get up) always gets up at 7:00 am.

1. I (never/eat) _____ breakfast.
2. You (often/do) _____ laundry on Saturdays.
3. He (usually/swim) _____ on weekends.
4. She (never/sing) _____ karaoke.
5. It (rarely/rain) _____ in July.
6. They (seldom/watch) _____movies.
7. We (always/do) _____ our homework.
8. She (sometimes/make)_____ the bed.

Exercise 1.13: Interview

Part 1 Directions: Ask your classmate the questions listed in the first column of the table. Your partner should use an adverb of frequency in their answer. Check (✔) the adverb of frequency they use.

How often do you…	always	usually	often	sometimes	seldom / rarely	never
wake up before 7:00 am?						
eat breakfast?						
fall asleep before 11:00 pm?						
drive to work?						
do laundry on the weekend?						
eat dinner before 6:00 pm?						
sleep in on Sundays?						
go grocery shopping on the weekdays?						

How often do you…	always	usually	often	sometimes	seldom / rarely	never
come to class on time?						
do your homework before class?						

Part 2 Directions: Choose 5 of the questions (and answers) from Part 1. On your own lined paper, use the answers to write sentences about your classmate's activities. Remember to use adverbs of frequency. Turn this in to your teacher. Write your name, the date, and Activity 3.12 on the top of your paper.

? Example

Ahmed always does his homework before class.**?** Exercise 1.14: Game

Exercise 1.14: Game

Directions: The purpose of this game is to practice using adverbs of frequency. Your teacher will give you some adverb of frequency game cards (often, sometimes, never).

- Stand up and find a partner.
- Ask your partner a question. Begin the sentence "How often…"
- The partner answers the question using an adverb of frequency .
- If your partner answers your question using the adverb of frequency that you have in your hand, give your partner the card.
- If your partner answers using an adverb of frequency that you don't have, then change to another student and try again.
- You can only ask two questions before you need to change partners.
- You can only talk to the same person after you have talked with all your other classmates.
- Talk to as many partners as you can. When you have no more cards, sit down.

The goal of the game is to give away all of your cards.

? Examples

Student 1: *How often do you eat french fries for breakfast?*

Student 2: *I never eat french fries for breakfast.*

(Student 1 gives the card saying "never" to Student 2)

Student 1: *How often do you do your homework?*

Student 2: *I usually do my homework.*

(Student 1 doesn't have a "usually" card. Student 1 changes partners and tries again.)

Ideas for Questions: How often do you…

go shopping online?

drink coffee?

eat at a restaurant?

call your mother?

play video games?

Exercise 1.15

Directions: Fill in the blanks below with the best adverbs of frequency (some sentences may have more than one correct answer).

Example: My sister is **never** sad. She is **always** happy.

1. I was late for work one time last year. I was _____ late.
2. He always remembers to turn off the light before leaving the room. He _____ forgets to turn off the light.
3. Martin gets up at 5 a.m. five days a week. He _____ gets up early.
4. Judy finishes work at 8 p.m. three days a week. She _____ goes home late.
5. My brother eats burgers every weekend. He _____ eats fast food.
6. Tom failed many tests this semester. He _____ passed his tests.
7. It's always hot and sunny here. I _____ see any snow.
8. Susan and her classmates works on a project every week. They _____ work together.

Exercise 1.16

Directions: Answer the questions below using the adverbs of frequency for each statement.

Example: How **often** do you go to the gym? – I **usually** go to the gym three times a week.

1. How often do you smoke? _____
2. How often do you eat junk food? _____
3. How often do you eat breakfast? _____
4. How often do you work out? _____
5. How often do you eat out on weekends? _____
6. How often do you go dancing? _____
7. How often do you stay up after midnight? _____
8. How often do you get up before 6 am? _____

Exercise 1.17: True or False?

Directions: First, complete the 7 sentences below about yourself. Write **3 true** sentences and 3 **false** sentences. Make the sentences difficult to guess. After completing your sentences, form a group of 4-5 classmates, take turns reading your sentences aloud, your classmates will guess which sentences are *true* and which ones are *false*.

1. I always _____
2. I usually _____
3. I often _____
4. I sometimes _____
5. I rarely _____
6. I never _____

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1.1.4: Simple Present-Pronunciation and Spelling

Pronunciation and Spelling: Adding -s and -es

We add -s and -es for two reasons:

1. The word is a noun, and we are making it plural.

Examples

table → tables

chair → chairs

2. The word is a verb, and it agrees with the subject (he, she, or it–3rd person singular)

Examples

I wait → she waits

they cook → he cooks

Pronunciation

In English the same letters can have different sounds. For example, the letter "c" can sound like /k/ in *cat*, but it can also sound like /s/ in *ice*.

For words that end in -s or -es, there are three different sounds: /s/, /z/, and /ɪz/. We can predict how the -s or -es ending will sound by the last sound of the word before we add the -s or -es ending.

Remember

When you see the two slashes / / it means that we are talking about sound. For example, the word *laugh* is shown as /læf/. This symbol / / shows the sounds of the word and not the spelling.

If the word ends with these sounds:	This is the sound made by adding -s or -es:	Examples
/f/ /k/ /p/ /θ/ or /t/	→ /s/	laughs, drinks, sleeps, births, writes, gets
/b/ /d/ /g/ /l/ /m/ /n/ /ŋ/ /r/ /v/ /ð/ and all vowel sounds	→ /z/	grabs, rides, hugs, comes, runs, sings, lives, sees, goes, plays, buys, studies
/ʤ/ /z/ /ks/ /s/ /tʃ/ or /ʃ/	→ /ɪz/	changes, quizzes, fixes, kisses, uses, teaches, pushes

/θ/=th as in bath /ð/=th as in that /ʤ/=j as in judge /tʃ/=ch as in church /ʃ/=sh as in wash

Exercise 4.1: Pronunciation

Directions: Look at the words and sentences below. Follow the rules above and choose the final sound of the word.

Target Word	Ending Sound (Circle your choice)
1. teaches	/s/ /z/ /ɪz/
2. teachers	/s/ /z/ /ɪz/

Target Word	Ending Sound (Circle your choice)
3. asks	/s/ /z/ /ɪz/
4. kicks	/s/ /z/ /ɪz/
5. does	/s/ /z/ /ɪz/
6. reads	/s/ /z/ /ɪz/
7. watches	/s/ /z/ /ɪz/
8. begins	/s/ /z/ /ɪz/
9. pushes	/s/ /z/ /ɪz/
10. listens	/s/ /z/ /ɪz/

Exercise 4.2: Listening

Directions: Listen to the teacher say a list of words and then sentences. You will hear each word or sentence two times. Decide if the ending sound is /s/, /z/, or /ɪz/ and choose (by circling or otherwise marking) your choice.

1. /s/ /z/ /ɪz/
2. /s/ /z/ /ɪz/
3. /s/ /z/ /ɪz/
4. /s/ /z/ /ɪz/
5. /s/ /z/ /ɪz/
6. /s/ /z/ /ɪz/
7. /s/ /z/ /ɪz/
8. /s/ /z/ /ɪz/
9. /s/ /z/ /ɪz/
10. /s/ /z/ /ɪz

? A

Part 2 Directions: With a partner, say the word or sentence. Your partner will point to the sound they hear.

Spelling

Rule 1:

If a word ends in /s/, /z/, /ch/, /sh/ or /x/ sound → add -es

Only add -es for the *he/she/it* form of the verb (third person singular).

Examples

watch → watches

wash → washes

kiss → kisses

I pass out papers. → She passes out papers.

I wash the dishes. → He washes the dishes.

Exercise 4.3: Spelling Rule 1

Directions: Write the correct form of the verb in parentheses on the lines.

Remember

Add -es if the verb ends in /s/, /z/, /ch/, /sh/ or /x/ sounds.

1. (watch) I _____ TV in the morning, but she _____ TV at night.
2. (wash) They _____ dishes together after dinner. He _____ dishes on weekends.
3. (fix) My father and I _____ cars together. My husband _____ the bicycle.
4. (teach) They _____ their daughter Ukrainian. Eva _____ her son Amharic.
5. (brush) I _____ my teeth twice a day. He _____ three times a day.
6. (guess) I never _____ the answer, but Tatiana often _____ the answer.
7. (mix) She _____ Spanish and English. They _____ English and Ukranian.
8. (cash) I _____ my check at the bank. He _____ his check too.
9. (notice) I always _____ mistakes. She never _____ mistakes when she writes.
10. (ask) I _____ for vegetarian food. Natasha _____ for Ukrainian food.

Rule 2:

If a word ends in a consonant plus -y, change -y to i and add -es. If the word ends in a vowel plus -y, just add -s.

Examples

Consonant + -y

Change -y to i and add -es

cry → cries

study → studies

Vowel + -y

Add -s

pay → pays

buy → buys

Exercise 4.4: Spelling Rule 2

Directions: Write the correct form of the verb on the line in the sentences below.

1. (study) I _____ in the morning, but my brother_____ at night.
2. (worry) My husband_____ about money. I _____ about him.
3. (cry) The cat _____ when I leave. The babies _____ all the time.
4. (play) She _____ the piano. We _____ the violin.
5. (pay) I _____ for groceries with a credit card. Jeff_____ with cash.
6. (stay) Nam often _____ after class for help. Some other students sometimes _____ after class to talk.

7. (worry) My husband _____ about school. I _____ about our health.
8. (enjoy) We _____ playing board games. Our children _____ online games.
9. (say) My nieces _____ they are busy Friday, but my sister_____ Friday is ok.
10. (try) I _____ to study 3 times a week. She _____ to study every day.

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1.2: Present Progressive Tense

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1.2.1: Present Progressive

Introducing the Present Progressive

Read and Learn

Directions: Read the story and pay attention to the verb forms in bold letters.

Today, Sarah **is working** on an important project for her class. She **is focusing** on her research at the moment because the deadline **is approaching** fast. This semester, she **is taking** four difficult courses, so she **is studying** more than usual. Her classmates **are working** with her, and they **are meeting** every week to discuss their progress.

These days, Sarah **is spending** a lot of time in the library. She **is reading** articles and **writing** her thesis chapter by chapter. At the moment, she **is reviewing** the latest data for her research. When the semester ends, she will have more time to relax, but for now, she **is working** hard.

Notice: Answer the questions about the verb forms in the story.

The verbs in bold letters are written in present progressive tense.

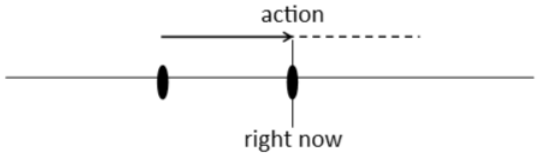
The form of the present progressive has two parts: _____ and _____

Fill in the chart with the uses of present progressive in the story in the first and second columns. Then copy the time expressions from the reading in the third column:

Actions happening now	Actions happening around this time	Time Expressions

Uses of the Present Progressive

The present progressive is used to talk about an action or situation that is in progress and happening right now. It started in the past and is probably going to continue into the future. We often use time expressions (signal words) to show this: right now, at the/this moment, now.



Example

I am learning grammar right now.

Commentary: It is happening at this moment.

It also shows an action or situation that is continuing for a period around the present time. There are many expressions that show this: *this week, this month, this year, this semester*.

Example

I am taking English classes this semester.

Commentary: It is happening around the present time.

The present progressive is also used to describe a change or temporary action.

Example

I usually drive to school. This week, I am taking the bus.

Commentary: Notice that the simple present is used to talk about a habit/routine. The present progressive shows that there is a temporary change.

Time Expressions: Signals Words Used with the Present Progressive

We use time expressions to signal the time that the action is happening. Sometimes we call time expressions *signal words*.

Examples

- at the/this moment
- now
- right now
- this week/semester/month

At this moment, my family in Vietnam is eating dinner.

My husband is watching a football game right now.

This semester, I am taking three ESOL classes.

Note

Notice in the examples above that time expressions used with the present progressive can come at the beginning of a sentence or at the end of a sentence.

Forms of the Present Progressive

To form the present progressive tense, you need two parts of the verb:

Auxiliary BE (am, is, are) + Present Participle (verb+ing)

Subject	Auxiliary (Helping) Verb (BE)	Affirmative Contractions	Present Participle: Main Verb + -ing
I	am	I'm	writing.
He/ She/ It	is	He's /She's /It's	sleeping.
You/ We/ They	are	You're /We're / They're	watching.

Spelling: Present Participle (-ing Verb Form)

Spelling in English can be difficult, but there are some rules to follow when forming the present participle.

Rule 1: If the base verb ends in a consonant + 1 vowel + consonant (CVC), double the consonant before adding *-ing*: hit → *hitting*. If there are two vowels between the consonants, do NOT double the last consonant: rain → *raining*.

Base Verb	Present Participle
hit	hitting
plan	planning

Base Verb	Present Participle
run	running
sing	singing
help	helping

Rule 2: NEVER double the consonants w, x, or y (e.g., playing). The n is usually not doubled when verbs end in *-en* (e.g., happening).

Rule 3: If the base verb ends in an *-e*, remove it before adding *-ing*.

Base Verb	Present Participle
come	coming
ride	riding
dance	dancing
write	writing
leave	leaving

Exercise 2.1: Complete the Table

Directions: Change the base verbs to the present participle. Use the spelling rules to help you.

Base Verb	Present Participle
take	1.
study	2.
get	3.
wait	4.
give	5.
listen	6.
sit	7.
pay	8.
shop	9.
make	10.

Exercise 2.2: Using the Present Progressive

Part 1 Directions: Complete the sentences with the correct form of the present progressive. Be sure and spell the verbs correctly as described above.

Remember

The present progressive has TWO parts: auxiliary BE and the present participle (the main verb + ing).

Viktor and Tatiana are new to the United States. They are students at San Jacinto College. They (1. take)_____ ESOL classes this semester. They (2. study)_____ English, so they can get jobs. They love their classes. Right now, they (3. walk)_____ to the grocery store. It (4. rain) _____ hard, so Viktor (5. hold)_____ the umbrella to keep them dry.

Part 2 Directions: Now go back and choose (by underlining or otherwise marking) the time expressions. There are two.

Exercise 2.3: What are you doing now?

Directions: Think about what you are doing right now. Work with a partner to write three sentences using the present progressive and time expressions. Every sentence should have a time expression. Check your spelling when you are done.

1. _____
2. _____
3. _____

Exercise 2.4: Using Contractions

Directions: Take the sentences you completed in Activity 2.10 and write them on lined notebook paper using contractions. Then, write one (1) sentence of your own. Write your name, the date, and Assignment 2.11 at the top of your paper.

Exercise 2.5: Describing Pictures

Directions: Look at the pictures. Then, answer the questions using the present progressive tense. Use full forms for odd numbers and contractions for even numbers.

1. What is the man doing?

_____

2. What is the man doing?

_____

3. What is the woman doing?

_____

4. What is the man doing?

_____

A farmer's market

5. What are the people doing?

_____

6. What is the cashier doing?

_____

A grocery aisle

7. What is the man doing?

_____

Exercise 2.6: Fill-in-the-blank

Directions: Complete the sentences with the present progressive form of the verb in parentheses.

1. My son (come) _____home from school now.
2. Right now, I (write)_____ this sentence.
3. At the moment, my wife (sit)_____ on the sofa.
4. Jaime and Teresa (buy)_____ groceries now.
5. This week, we (study)_____ the present progressive tense.
6. Tran (do)_____ her homework in the living room.
7. You (think)_____about grammar as you do this exercise.
8. The people at this party (wear)_____ beautiful clothes.
9. He (sing)_____ a song in the shower now.
10. This year, my son (play)_____ on the soccer team.
11. I (carry)_____ my books to class right now.
12. It (rain)_____ very hard at the moment.
13. The children (watch)_____ TV right now.
14. You (answer)_____ these questions now.
15. My dog (chew)_____ a shoe now.

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1.2.2: Present Progressive-Negative Forms

Negative Statements in the Present Progressive

Negative Statements in the Present

Progressive

To make a sentence negative with the present progressive, add *not* between the auxiliary verb (BE) and the present participle (main verb + ing).

subject + auxiliary BE + not + present participle

Present Progressive Negative Form

Subject	Be + *NOT / Contraction*	Subject +Contraction +Not	Verb + ing
I	am not / (no contraction)	I'm not	listening to music at the moment.
You We They	are not /aren't	you're not we're not they're not	playing soccer now.
He She It	is not / isn't	He's not She's not It's not	working this morning.

Exercise 2.7

Directions: Change the affirmative statements to the negative by adding not.

1. Viktor is working.

_____

2. Tatiana is learning Japanese.

_____

3. It is raining.

_____

4. They are buying a TV.

_____

5. The sun is shining.

_____

6. Tatiana is paying with a debit card.

_____

Exercise 2.8

Directions: Answer the following questions in the negative. Use complete sentences. Use contractions.

Example

Is she shopping right now? *No, she isn't shopping right now.*

1. Are you riding the bus right now?

_____

2. Are the students reading now?

3. Is it raining in Houston today?

_____

4. Are you taking 5 classes this semester?

_____

5. Is the grammar class beginning right now?

_____

6. Is the sun shining in your city today?

_____

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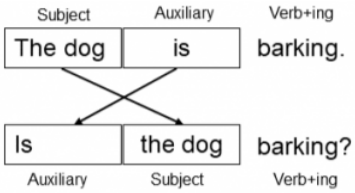
1.2.3: Present Progressive Questions and Short Answers

Yes/No Questions & Short Answers

Remember

The subject and the verb change places in questions. The auxiliary verb comes first!



Auxiliary BE	Subject	Present Participle	Short Answers
Am	I	driving too fast?	Yes, you are. No, you're not. No you aren't
Is	he she it	working?	Yes, he/she/it is. No, he's/she's/it's not. No he/she/it isn't.
Are	you	staying here?	**Singular**: Yes, I am No, I'm not **Plural**: Yes, we are. No, we aren't No, we're not
Are	we	staying here?	Yes, we are. No, we aren't No, we're not
Are	they	coming?	Yes, they are. No, they're not. No, they aren't

Exercise 2.9: Fill-in-the-blank

Directions: Make yes/no questions in the present progressive. First, choose a subject. Second, put the verb in parentheses in the present progressive form. Then, finish answering the question with a short answer.

Example

Are you feeling (feel) OK? No, I'm not.

1. _____ _____ _____ (go) to the grocery store? No, _____ _____.
2. _____ _____ _____ (take) English classes? Yes, _____ _____.

3. _____ _____ _____ (feed) the dog? No, _____ _____.

4. _____ _____ _____ (do) homework? Yes, _____ _____.

5. _____ _____ _____ (eat) at home? No, _____ _____.

6. _____ _____ _____ (drive) to the college? Yes, _____ _____.

7. _____ _____ _____ (watch) a movie? No, _____ _____.

8. _____ _____ _____ (make) dinner? Yes, _____ _____.

9. _____ _____ _____ (buy) a ticket? No, _____ _____.

10. _____ _____ _____ (pay) with cash? Yes, _____ _____.

Exercise 2.10: Game

Directions: Your instructor will give you a card, and put you in groups. Act out what is shown on the card for your team. Your team members will guess what you are doing by asking a question in the present progressive. For example, they will ask, "Are you washing dishes?" If they guess correctly, you will say, "Yes, I am." If they are incorrect, you will say, "No, I'm not," and they can guess again.

Information Questions in the Present Progressive

The formation of information questions is the same as yes/no questions. Add the question word (e.g. who, where, what, why, when, how) to the beginning of the question.

wh- + auxiliary BE + subject + present participle

Wh- Question Word	Auxiliary BE	Subject	Present Participle
Why	am	I	shopping?
Where	is	he she (it)	shopping?
When	are	you we they	shopping?

Exercise 2.11 Fill-in-the-Blank

Directions: Read the phone conversations between Viktor and Tatiana. The questions are missing. Look at the answer and the words in parentheses to complete the questions. Don't forget to add a question mark (?) at the end. When you are done, practice the dialogues with your partner.

Conversation 1

Tatiana: (what / you / do)

_____

Viktor: I'm looking for coupon codes.

Tatiana: (why / you / look for coupon codes)

_____

Viktor: I want to save money on online shopping.

Conversation 2

Viktor: (what / you / do)

_____

Tatiana: I'm making dinner.

Viktor: (what / you / make)

_____

Tatiana: I'm making cabbage soup.

Viktor: Great! I'm hungry!

Conversation 3: On the Phone

Viktor: (what / you / do)

_____

Tatiana: I'm studying.

Viktor: (where / you / study)

_____

Tatiana: I'm studying at the library right now.

Review

Exercise 2.12:

Directions: There are 8 mistakes in the paragraph below. Find the mistakes with the present progressive and correct them. The mistakes can be: missing verb parts, spelling, word order or verb agreement.

Remember

The present progressive has two parts: the auxiliary BE and the present participle.

My name is Carlos. Right now I sitting in class. I am learn about grammar. The teacher teaches about the present progressive. Maria and Lourdes is

talking, and Tuyen is scroling on her phone. From the window, I can see a few students is playing soccer. Mohammad watches them. Why some students are

not paying attention to the teacher today!

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Exercise 2.15: Fill-in-the-blank

Directions: Fill in the present progressive verb form for each sentence.

1. We (study)_____ grammar this semester.
2. My son (not go)_____ to the movies with us this evening.
3. (look)_____ she _____ for her key?
4. It (not rain)_____ right now.
5. Mohammed and his friends (walk)_____ to Student Center to buy some snacks.
6. Where (play)_____ the team _____ today?
7. My daughters (not take)_____ guitar lessons this week.
8. The sun (shine)_____ today.
9. The grammar students (learn)_____ the present progressive tense this week.
10. How (do)_____ you_____?
11. (sleep)_____ Rachel _____ now?
12. The star baseball player (not play)_____ this season.
13. (watch)_____ you _____ television right now?
14. (look)_____ the students _____ at the teacher right now?

15. He (work)_____ this semester.

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Writing Assignment

Directions**:** Write a paragraph about what your family is doing using the present progressive tense. If your family is far away, you can imagine (guess) what they are doing. Use three or more time expressions like ***now, right now, this morning/afternoon/evening,*** and ***at the moment.***

Format

- Type your paragraph in Microsoft Word or use 8.5″ x 11″ lined paper. Do not use other paper sizes, please.
- Heading: Put your full name, the due date, and Writing Assignment #1 at the top of your paper on the left side.
- Indent the first sentence, skip lines (double space), and leave a 1-inch margin on the sides and bottom.

Writing and Grammar

- First sentence: Begin writing by using these two sentences: My family is very busy right now. We are all doing different things.
- Write a paragraph about things your family is doing **and** things your family is not doing. (You can connect the positive and negative ideas with ", but" if you want to.) Use the present progressive tense and time expressions.
- Write 4 affirmative sentences using the present progressive.
- Write 4 negative sentences using the present progressive.
- Use full forms; do not use contractions.
- Use capital letters and punctuation correctly.
- Use the rubric below to check your work.

Assignment Rubric:

Heading: Full Name, Date, and Present Progressive Writing Assignment	5 points
Format: Indent, double space, margins	5 points
Every sentence has a subject and verb & they agree	25 points
There are 5 affirmative sentences using the present progressive	25 points
There are 5 negative sentences using the present progressive	25 points
There are three or more time expressions.	9 points
Correct use of spelling	5 points
Correct use of capital letters	3 points
Correct end punctuation	3 points
Total points	100

Model Paragraph:

Grammar Student

June 10, 2024

Writing Assignment #

Different Places-Different Times

Here in Houston, we are very busy right now. We are getting ready for school. I am drinking coffee, but I am not eating breakfast this morning.

My roommate also is not eating. She is drinking tea at the moment. I am watching the news on my phone. This semester, I am attending college, so I am also

studying at the same time. In my hometown, my family is not busy at the moment. They are sleeping right now. It's morning in Houston, but in my country, it is the middle of

the night!

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1.2.4: Present Progressive-Extra Practice

1.2.4.1: Extra Practice-Present Progressive

1.2.4.1.0.1: Exercise 1

Directions: Complete the following paragraph with the correct form of the **present progressive**.

Hiroshi and Takura are new to the United States. They are students at San Jacinto College. They (1. take) _____ ESL classes this semester.

They (2. study) _____ English, so they can get better jobs. They (3. practice) _____ listening and speaking skills with their classmates. They

love their classes. They are busy studying all day, so they (4. not meet) _____ their friends this month. Right now, they (5. walk) _____ to the

grocery store. It (6. rain) _____ hard, so Hiroshi (7. hold) _____ the umbrella to keep them dry. After going shopping, Takura (8. not go)

_____ home. He is meeting a classmate to finish his homework.

1.2.4.1.0.1: Exercise 2

Directions: What are the people doing in the pictures? In pairs, describe each picture and write at least 3-5 complete sentences about each picture. Use the correct form of the **present progressive**.

Picture 1

Photo by RDNE Stock project: https://www.pexels.com/photo/woman-h...award-7551451/

Picture 2

Photo by Keira Burton on pexels.com

Picture 3

Photo by Ver vaeck: https://www.pexels.com/photo/group-o...ther-17373358/

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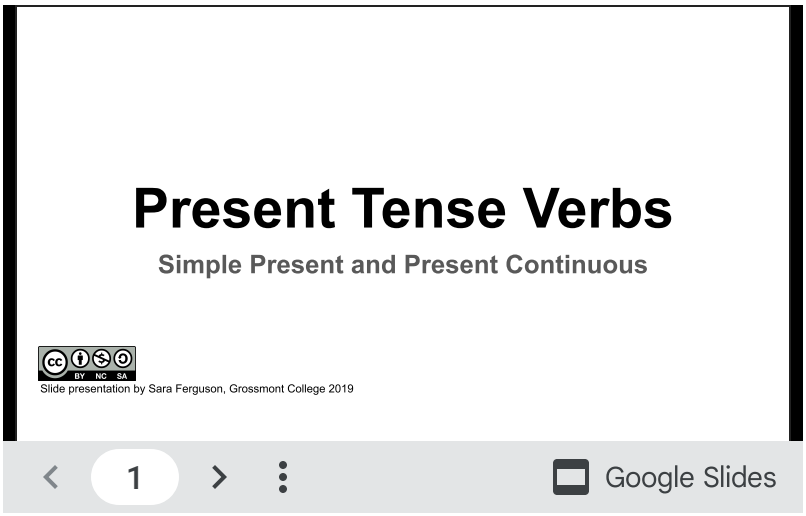
1.2.5: Simple Present and Present Progressive

This lesson is available as slides for classroom presentation.



By Sarah Fergusan-Grossmont College

Holidays & Special Occasions

Read and Learn

Directions: Read this story out loud with a partner. One person reads a paragraph, then the other person reads the next paragraph. When you are finished, read the story again. This time, read the paragraphs you did not read.

Celebrating Together During Winter Break

Right now, it is winter break. It is too expensive for Yuri and Palani to fly home to their countries. Palani doesn't usually celebrate the Christmas holiday. Ana and Pedro miss their family in Guatemala. Their grandmother usually cooks delicious food for the whole family. Tatiana and Viktor usually celebrate Orthodox Christmas. They exchange presents and gifts on January 7th instead of December 25th.

This year, the six friends want to do something different for the holidays. They are celebrating together at Ana and Pedro's house. Today is Christmas day. Everyone is making some traditional American dishes to try. Ana and Pedro are preparing a turkey with stuffing. Palani and Yuri are bringing mashed potatoes with gravy and carrots. Tatiana and Viktor are bringing dinner rolls and pumpkin pie for dessert.

Everyone is so happy to be together this holiday season. They are excited to try out new foods and learn about new traditions. It is hard coming to a new country and starting a new life, but friends make it much easier.

? Exercise 5.1: Comprehension

Directions: Verb tenses tell us about time. Decide if a sentence is talking about a **routine or repeated activity**, or if the activity is **happening right now.** Circle the correct description.

1. For Christmas, Yuri, Palani, Ana, Marco, Tatiana, and Viktor are spending the holiday together. Routine Happening now
2. Palani doesn't usually celebrate Christmas. Routine Happening now
3. Ana and Pedro are thinking about their family back home in Guatemala. Routine Happening now
4. Their grandmother usually cooks delicious food for the whole family. Routine Happening now

5. Tatiana and Viktor usually celebrate Orthodox Christmas. Routine
   Happening now
6. They usually exchange presents and gifts on January 7th instead of December 25th. Routine
   Happening now
7. They are celebrating together at Ana and Pedro's house. Routine
   Happening now
8. Tatiana and Viktor are preparing a turkey with stuffing. Routine
   Happening now
9. Palani and Yuri are bringing mashed potatoes with gravy and carrots. Routine
   Happening now
10. Tatiana and Viktor are bringing dinner rolls and pumpkin pie for dessert. Routine
    Happening now

? Exercise 5.2: Complete the Table

Directions: Read the sentence in column one. Decide if the action in the sentence is happening now or routine. Choose the correct word: *now* or *routine*.

Then determine if the verb tense in the sentence is present progressive (PP) or simple present (SP). Use signal words to help you.

Remember

The present progressive has two parts: the BE verb + the present participle.

Sentence	Now or Routine	SP or PP
Example: We like to eat out on the weekends.	now routine	SP
1. We usually eat at restaurants.	now routine	
2. We are eating at a restaurant.	now routine	
3. I am ordering a sandwich.	now routine	
4. I often order a chicken sandwich.	now routine	
5. He always drinks lemonade.	now routine	
6. Today, he is drinking coffee instead.	now routine	
7. She often pays with a credit card.	now routine	
8. She is paying with cash today.	now routine	

Explore

Exercise 5.3: Try It Out!

Directions: Write the simple present or present progressive form of the verb in parentheses.

1. Yuri (cook) _____ Maa Po for dinner tonight.
2. The friends (celebrate) _____ at Ana and Pedro's apartment this year.
3. I (like) _____ to cook Chinese food at home because it's healthy.
4. Ana and Pedro (decorate) _____ their apartment for Christmas this year.
5. Tatiana usually (open) _____ presents on January 7th.
6. This year, Tatiana (open) _____ presents on December 25th.
7. Yuri (cook) _____ ____ Chinese dishes, like Maa Po all the time.
8. Pedro (prepare) _____ tamales for Christmas dinner every year.
9. Right now, Ana and Pedro (drink) _____ horchata, a Mexican drink.
10. Everyone (want) _____ to sing Christmas songs.

Discover

- Uses of the Simple Present Compared to the Present Progressive

Look at the table below to see when to use the simple present or the present progressive.

Simple Present	Present Progressive
Facts, general truths, & information: --Birthdays occur every year. --Everyone gets older.	Happening now, right now, or at this moment: --You are reading this sentence. --You are getting older right now.
Usual activities, habits, routines, & repeated actions (sometimes, every day): --Juan has a big birthday party every year. --He always eats cake at his birthday party. --Suzie doesn't eat cake for her birthday anymore. --Jim blows up balloons for all the parties.	Extended time: recent past through near future: --I am studying grammar this semester. --We are buying gifts for Grandpa this week. A temporary arrangement: --Jose is working the night shift this week only. --Elena is living in Boston for one year while she goes to college.

Exercise 5.4: Choose the Best Option

Directions: Work with a partner. Identify why the simple present or present progressive is used. Use the words from the table above to help you.

Examples

- It is Christmas break.
  - fact, general truth, information
- John is dancing at the party.
  - happening now
- Suzanne is studying ESL this semester.
  - extended time
- Ahmed's party is always held at a hotel.
  - repeated action

1. The classmates are spending the holiday together.
2. It is too expensive for Yuri and Palani to fly home.
3. Their grandmother usually cooks delicious food.
4. This year, they are celebrating together at Ana and Pedro's house.
5. They are preparing an American-style dinner.

6. They are inviting all their classmates.
7. Yuri, Palani, Tatiana, and Viktor are spending the night.
8. They want to sing Christmas carols on Christmas eve.
9. At this time, Tatiana and Viktor are making breakfast.
10. It takes a long time to prepare a Ukrainian breakfast.

? Exercise 5.5: Discussion

Part 1 Directions: Sit with a partner or a group. Describe a typical celebration for yourself or a family member. Use the simple present tense. What activities do you usually do for birthday celebrations?

- Do you have a party?
- What activities do you usually do?
- Who is invited to the celebration?
- Where is the celebration?
- Do you go out to lunch or dinner?
- Do you get presents?

Part 2 Directions: Look at the pictures of the woman celebrating her birthday and the couple opening Christmas presents. Now IMAGINE that TODAY is your birthday, a family member's birthday or another holiday. If you have a picture on your phone, use the picture. Answer the questions in complete sentences. Write the answers here or on your own lined paper. Use the present progressive tense because the activities are happening now.

- What are you doing for your celebration? Describe the celebration.
- Are you having a party? What kind of cake are you eating ?
- Are you opening presents ?
- Where are you having your celebration?
- Who are you celebrating with?
- What food are you having?

Part 3 Directions: Ask and answer questions that your partners or group members and you wrote. If you have a photo on your phone, share it with your partner or group.

Part 4 Directions: Share some interesting details about your conversation with the whole class.

Signal Words

The signal words below help us to understand whether something is happening now or it is routine.

Simple Present	Present Progressive

Simple Present	Present Progressive
Adverbs of frequency are used with the **simple present** to show how often something happens. always, almost always, often, sometimes, usually, seldom/rarely, almost never, never More Frequent<----------> Less Frequent Adverbs of frequency are generally placed after the subject of the sentence. Our family **always gets** together on Christmas Eve.	These expressions signal that the event is happening now and should be in the **present progressive.** at the moment, now, right now They are generally placed at the beginning or end of a sentence. **At the moment**, my mother is working in her garden. The students are taking a test **right now**
These expressions tell us how often an event or action is repeated or routine. every day, every week, every year, on Mondays, on weekends/ on the weekend They are generally placed at the beginning or end of a sentence. My mother decorates our house for Christmas **every year**. **On weekends**, we like to go hiking in nearby parks.	These words show extended time that starts in the recent past and continues into the near future. today, these days, nowadays this week /year /summer/ semester They are generally placed at the beginning or end of a sentence. **These days**, most teenagers have their own cell phone. I am taking three classes **this semester**

? Activity 5.6: Writing

Directions: Now that you know some good signal words for simple present and present progressive, write some sentences using signal words.

Imagine that it's New Year's Eve. Describe a typical New Year's Eve celebration for you in your country. Write 3 sentences in the simple present using the appropriate signal words.

? Examples

> Alex always has a party at his parent's house.
> Alex's parties are never boring!

Then describe the celebration as if it were happening right now in the United States. Write 3 sentences in the present progressive using the appropriate signal words.

Examples:

> We are planning John's party right now.
> My dad is shopping for balloons, streamers, food, and gifts this week.

Simple present sentences:

1. _____
2. _____
3. _____

Present progressive sentences:

1. _____
2. _____
3. _____

Now, share your sentences with a partner or group.

? Activity 5.7: Fill-in-the-blanks

Directions: Write the correct form of the verb on the line. Use the simple present or present progressive.

This year, my husband and I (1)_____ (celebrate) Thanksgiving in England. It (2)_____ (be) strange to spend the holiday in a country where they do not (3)_____ (celebrate) it. We usually

(4)_____ (invite) our family to eat dinner at our house. At home, our family (5)_____ (get up) early on Thanksgiving morning. Everyone (6) _____ (help) to prepare a big Thanksgiving feast. We (7) _____ (prepare, always) a big turkey with a traditional stuffing. We also 8)_____ (have) spaghetti squash, bread rolls, green beans and cranberry sauce. For dessert, I usually (9)_____ (eat) apple pie, but my sister (10)_____ (prefer) pumpkin pie topped with whipped cream.

This year, in England, everyone (11)_____ (work). Nobody (12)_____ (have) the day off. Right now, we (13)_____ (eat) fish and chips as we walk along the river Thames. We (14)_____ (shop) at the Christmas market along the river. We (15)_____ (shop) for souvenirs for our family and friends. We (16)_____ (like) to look at all the important places decorated and lit up at night.

Stative (Non-Action) Verbs

As you know from studying verbs in Chapter 1, most verbs show an action; for example, *walk*, *talk*, *study*, and *go*. However, some verbs don't show action. These verbs are called *stative* or *non-action* verbs.

Stative verbs usually show an INTERNAL or MENTAL state. These internal states happen in our minds and are not seen by others. They can also show POSSESSION. Because these verbs do not show external or physical action, they are rarely used in the present progressive.

Here is a list of some common *stative* verbs divided into general categories:

- Attitudes: *want, like, hate, care about*
- Beliefs: *believe, know, think, understand, doubt*
- Senses: *see, hear, feel*
- Possession: *have, own, belong to*
- Thinking /Cognitive: *understand, remember, forget*

? Verbs with Both Stative and Active Meanings

Some verbs can be an active or stative verb. It depends on how they are used.

Think:

If you are expressing opinions, *think* is a stative verb because it is a mental or internal activity. These verbs are only written in simple present tense.

If you are describing the act of keeping someone or something in your mind, then it is an active verb. These verbs are written in either simple present or present progressive tense according to the usual rules of usage.

? Examples

Stative: I **think** that Thai food is too spicy.

Active: I'**m thinking** about my sister today because it is her birthday.

Active: I **think** about my sister every year on her birthday.

Have:

If you are expressing possession, *have* is a stative verb. In these cases, *have* is written in simple present tense.

If you are describing an experience or activity, have is an action verb. In these cases *have* is written in either simple present or present progressive tense according to the usual rules of usage.

? Examples

Stative: Mario **has** two sisters and one brother.

Active: We **are having** dinner at our favorite restaurant this evening.

Active: We **are having** a party, and we are inviting all of our friends.

Active: Everybody **is having** fun at the party tonight.

Active: We always **have** a great time when we get together with our friends.

Look:

If you are describing the appearance of someone or something, *look* is a stative verb. In these cases *look* is written in simple present tense.

If you are using your eyes to focus on something, look is an active verb. In these cases *look* is written in either simple present or present progressive tense according to the usual rules of usage.

? Examples

Stative: Minh **looks** very tired. He didn't sleep well last night.

Active: Kim **is looking** at the walls. She is trying to decide which color to paint them.

Active: Gina **is looking** for her daughter. She is picking her up at school.

? Exercise 5.8: Active or Stative

Directions: Decide if the following sentences use an action or stative (non-action) verbs. Choose *active* or *stative*.

? Examples

My name is Yuri. active stative

1. I am from Ukraine. active stative
2. Palani doesn't usually celebrate Christmas active stative
3. Tatiana wants to make blini "pancakes." active stative
4. Grandma cooks delicious food. active stative
5. Can you hear the music? active stative
6. Do you know my brother, Palani? active stative
7. They exchange presents every year. active stative
8. She likes Caravan tea from Russia. active stative
9. Ana and Pedro love their aunt and uncle. active stative
10. Ana and Pedro make tamales from scratch. active stative

11. Do you understand stative verbs? active stative

Exercise 5.9: Fill-in-the-blank

Directions: Fill in the blanks with the correct form of the verb. Use simple past or past progressive verb forms.

1. You _____(look) great in that new dress!
2. My sister _____ (look) for a new apartment. She wants to move closer to her job.
3. Today, they _____ (have) a birthday party for their daughter.
4. Our company _____ (have) a company picnic every summer.
5. This soup _____ (taste) delicious!
6. Customers _____ (taste) food samples in the grocery store now.
7. Sheila is worried. She _____(think) about the test she has tomorrow.
8. Miguel _____ (think) his new neighbors are very nice.

Exercise 5.10: Conversation

Have some short conversations using the simple present and the present progressive. If you notice your partner using the wrong verb form, talk about it.

Part 1 Directions: Use the present progressive to tell your partner about the following:

- a subject you are studying this semester (e.g., grammar, reading and writing, oral communication)
- an activity that you are doing this semester (e.g., working, living with my parents, walking to school, using computers in the classroom)

Part 2 Directions: Use the simple present to tell your partner about the following:

- something that regularly happens in your daily life (e.g., take child to school, work out, cook, send texts)
- something you do every morning, every night, or every weekend. (e.g., eat breakfast, do homework, go to bed early/late)

Part 3 Directions: Use the simple present with stative verbs to tell your partner about:

- something you have (e.g., carry and use) in your backpack, purse, or wallet (e.g., money, books, cell phone)
- something that you currently want or need (e.g., eggs, a computer, a new car)

Present Progressive: Temporary States

Review the uses of the simple present and present progressive. Sometimes the present progressive tense tells us that an activity is temporary, and the simple present tells us that an activity is more permanent. So the verb tense we choose says something more about the sentence than we realize.

Examples

I live in Happy Valley. (I live there all the time.)

I am living in Happy Valley. (I live there now, but I plan to move to another place soon.)

I work as a cashier. (This is my career.)

I am working as a cashier. (Right now, I am a cashier, but I want to have a different job).

Activity 4.11: Choose the Best Option

Directions: Decide if you should use the simple present or the present progressive in the following sentences.

1. (I am going to school for only one semester.)
   a. I attend San Jacinto College.
   b. I am attending San Jacinto College.
2. (I live there all the time.)
   a. I live with my sister.
   b. I am living with my sister.
3. (I am vegetarian.)
   a. I don't eat meat.
   b. I am not eating meat.
4. (temporary job)
   a. I work at a department store.
   b. I am working at a department store during the holidays.
5. (A temporary way to get to work because my car is broken down.)
   a. I take the bus to work.
   b. I am taking the bus to work this week.
6. (I don't eat before sundown during Ramadan. It is Ramadan now.)
   a. I don't eat during the day.
   b. I'm not eating during the day.

Review

Activity 4.12: Fill-in-the-Blanks

Part 1 Directions: Gloria and Esperanza are in the library (right now). Complete the dialogue with the correct form of the verb in parentheses.

Remember

Look for signal words to help you decide the right tense. Put stative verbs in the simple present (not present progressive).

Esperanza: Hi, Gloria. What are you doing here?

Gloria: I _____ (look) for a book about U.S. presidents. How about you?

Esperanza: I _____ (return) a book. _____ (you/want) to go for a cup of coffee?

Gloria: Sorry, I can't right now. I _____ (wait) for my friend. Today, we _____ (work) on a project for history class

together. We _____ (need) to finish it by next week.

Esperanza: _____ (you/like) your history class?

Gloria: Yes. I really _____ (like) the teacher. He always _____ (tell) interesting stories, and he

_____ (have) a lot of teaching experience.

Part 2 Directions: Take turns reading the dialogue. One person takes the role of Gloria. The other person takes the role of Esperanza. Help each other pronounce the words. You can even give a performance of your reading to the class.

Activity 4.13 Error Correction

Directions: Read each sentence and think about the verb form. If there is a mistake, correct it.

1. I want to learn English.
2. Every morning, I like to drink coffee.
3. Two days a week, I am going to the gym.
4. I am loving to exercise at the gym.
5. I want to practice English with native speakers.
6. Now, I study English and look for a job.
7. I work Monday through Friday.
8. I am happy because I understand English.
9. I am study English this semester.
10. I often practice English.

Activity 4.14: Fill-in-the-Blank

Directions: Write the correct verb forms on the lines. Use either the simple present or the present progressive.

Remember

Use signal words to help you determine the correct tense. Use stative verbs in the simple present (not in the present progressive). Don't forget that "think" can be active or stative depending on how it is used.

Right now I (1. write) _____ in my journal. It (2. snow) _____ outside. I (3. think) _____about my family. I (4. think) _____ about my family every day, but I only (speak) _____ to my family on the weekends. My (6. send) _____ me letters every week, but I still miss them. Oh! The phone (7. ring) _____ . Maybe my father (8. call) _____ me. He always (9. call) _____ on Sunday.

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CHAPTER OVERVIEW

2: The Past

2.1: Simple Past

2.1.1: Simple Past of the Verb "To Be"

2.2: Past Progressive

2.2.1: Simple Past or Past Progressive

2.3: Used To and Would

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2.1: Simple Past

Quizlet-Chapter 2: 2.1-Simple Past Tense / 2.2-Past Progressive Tense / 2.3- Present Progressive and Simple Past /2.4 Used To

Introduction to the Simple Past

From*: Low Intermediate ESL Writing*

Photo by Allyson Marceau

Simple Past: Read and Learn

The following paragraph tells a story that happened in the past. Such a paragraph is called **narrative writing.** Narrative writing tells a story in detail.

Lessons from a Fire

In 2001, something difficult happened to me, and I learned many lessons from it. While I was in St. Louis at a conference, I got a phone call from my landlady. She told me that there was a fire in my apartment building in Ypsilanti. Everything was damaged, but nobody was hurt. I was shocked by this news. A few hours later, someone from my church called to tell me that a close friend had just died. I knew I had to go home, see my burned home and attend a very sad funeral. I usually don't talk to people on airplanes, but on the flight home, I told the woman sitting next to me about my bad news. Indeed, when I got home, my apartment was blackened with smoke damage. I stayed with a friend of mine and borrowed some clothes. The next day, I went to the funeral and mourned with my friends. At my church, I found six or seven bags of things that someone left for me: dishes, canned food, towels, clothes, and even some gift cards. In one of the cards, it said, "Good luck! Michelle." I thought these gifts were from my .friends, but I didn't have any friends named Michelle. Then I realized who it was from. All of the gifts were from the woman on the airplane. This hard time taught me how good people can be and how important it is to be generous to strangers at just the right time.

Exercise 1.1:

Read the paragraph "Lessons from a Fire" and follow these instructions. Discuss your answers with a partner.

1. Underline all of the *simple past verbs* in the paragraph.

2. Circle the commas. How many commas are used because of the words "but" and "and"? Why are the other commas used?

Simple Past Tense Formation

Simple Past Tense - Affirmative & Negative Forms (Regular Verbs)

Subject	Verb + ed (Affirmative)	Negative Form	Negative with Contraction
I	walked	did not walk	didn't walk
You	played	did not play	didn't play
He/She/It	cooked	did not cook	didn't cook
We	studied	did not study	didn't study

Subject	Verb + ed (Affirmative)	Negative Form	Negative with Contraction
They	worked	did not work	didn’t work

Simple Past Tense - Affirmative and Negative Forms (Irregular Verbs)

Subject	Affirmative	Negative Form	Negative with Contraction
I	went	did not go	didn’t go
You	saw	did not see	didn’t see
He/She/It	ate	did not eat	didn’t eat
We	ran	did not run	didn’t run
They	spoke	did not speak	didn’t speak

Simple Past Time Expressions

The **simple past** verb tense is used to write about events that happened in the past and are complete. Simple past is an easy choice when the time of the event is given by some time expression. Here are some examples of past time expressions:

Time Expressions with Simple Past Tense

Time Expression	Examples
At, On, In	at night, at 6:00 on Saturday, On my birthday in May, in 2025
Last	last night, last week, last month, last year
This	this morning, this afternoon, this evening (when it is a finished time)
Yesterday	yesterday
Ago	two years ago, three months ago, a long time ago
When/After/Before	When I was a child…, Before we left..., After they came…

Spelling Rules

Most regular verbs simply take *–ed.* For example, "work" becomes "worked"

However, there are some spelling rules to keep in mind:

- **Ends in a vowel and a consonant**

  If a one-syllable verb ends with one vowel and one consonant, you double the consonant before adding "-ed". For example, "wrap" becomes "wrapped"

For two-syllable verbs that end with VC, double the consonant if the stress is on the second syllable. Do not double the consonant if the stress is on the first syllable.

For example, "conTROL" becomes "controlled" and "LISten" becomes "listened."

- **Ends in "e"**

  If a verb ends in "e", you add "-d". For example, "liked", "arrived", and "decided".

- **Ends in "y"**

  If a verb ends in "y", you change it to an "i" and then add "-ed". For example, "hurry" becomes "hurried".

- **Ends in "c"**

  If a verb ends with a "c", you add a "k" before "-ed".

Exercise 1.2:

Write the simple past verbs in the blanks. Use the correct spelling.

1. We _____ (move) last year.
2. I _____ (study) architecture.
3. Jasmin _____ (wait) a long time for her visa.
4. They _____ (save) a lot of money by using Craigslist.
5. She _____ (chop) vegetables for the soup. (Image 2)
6. We _____ (love) the movie that we saw last night.
7. Tom _____ (admit) that he was in love with Beth.
8. Something scary _____ (happen) to me in 2016.
9. Last year, I _____(open) a bank account at PNC Bank.
10. I _____ (travel) a lot when I was a student.

Many verbs in English have *irregular past tense forms.* In the paragraph “Lessons from a Fire,” find the past tense forms of the following verbs. Write them next to the present tense forms.

PRESENT	PAST	PRESENT	PAST
am	_____	have	_____
is	_____	go	_____
are	_____	find	_____
get	_____	leave	_____
tell	_____	say	_____
know	_____	think	_____
		teach	_____

Charts and Rules created with the assistance of ChatGPT

Exercise 1.3:

Rewrite the sentences using the simple past.

1. My grandma has heart surgery last winter.

_____

2. The doctors work for three hours.

_____

3. I visit my grandma in the hospital.

_____

4. I bring her flowers and a book.

_____

5. We aren't sure how the surgery will go.

_____

6. Five days after the surgery, Grandma leaves the hospital.

_____

7. She makes a full recovery.

_____

8. In fact, she has more energy after the surgery.

_____

Exercise 1.4:

Fill in the **simple past tense** verbs in the following paragraph.

Good-bye, Yellow Kite

When I was about seven years old, my family __had___ (1. have) an interesting hobby: flying kites. My dad _____ (2. buy) a lot of kites. Some kites _____ (3. be) cut in special shapes or had interesting pictures on them. My sister and I _____ (4. tie) long tails and ribbons on our kites. My favorite kite _____ (5. be) a beautiful yellow kite with a red tail. One very windy day, my dad _____ (6. drive) us to a park with a big hill. We all _____ (7. fly) our kites in the strong wind on the top of the hill. I _____ (8. let) out my string all the way and _____ (9. hold) on tightly. I couldn't even see the kite! When it was time to go, I _____ (10. pull) on my string, but I just couldn't bring that kite in. My dad _____ (11. try) to help me, but the wind just _____ (12. keep) pulling the kite, almost out of our hands. Finally, my dad _____ (13. cut) the string and let the kite go. I _____ (14. be) so upset that I _____ (15. throw) myself down on the ground and cried. My family laughs now at my strong emotions. For me as a little girl, saying good-bye to my yellow kite was a very sad experience.

Questions

Yes/No Questions in Simple Past Tense

Structure	Example	Short Answers-Affirmative	Short Answers-Negative
Did + subject + **base verb**	Did you go to the store?	Yes, I did. Yes, we did.	No, I didn't., No, we didn't.
	Did they finish their homework?	Yes, they did.	No, they didn't.
	Did he call you yesterday?	Yes, he did.	No, he didn't.

Wh- (Information) Questions in Simple Past Tense

Structure	Example	Possible Answers-Affirmative	Possible Answers-Negative

Structure	Example	Possible Answers-Affirmative	Possible Answers-Negative
Wh- word + **did** + subject + **base verb**	What did you **buy** on Black Friday?	I **bought** a new computer.	I **didn't buy** anything.
	Where did she **go** on vacation?	She **went** to Miami.	She **didn't go** anywhere.
	How did they **get** to school?	They **got** to school on the school bus.	They **didn't get** to school.

Explanation:

- **Yes/No Questions**: Use "did" as an auxiliary verb followed by the subject and the base form of the main verb. This structure is used to ask questions that can be answered with yes or no.
- **Wh- Questions**: Start with a wh- word, followed by "did," the subject, and then the base form of the main verb. These questions seek specific information such as who performed an action, what was done, where an action occurred, when it happened, why it occurred, or how it was done.

Exercise 1.5:

Grammar the Way You Like it-by Don Bissonett

Directions: Make Wh-questions using the simple past tense with the provided information below. Use one of the following Wh-question words: what, why, when, where, how, etc. There might be more than one correct answer for each number.

Example: (Jose) (get to school yesterday) ---> **What time did** Jose get to school yesterday? **How did** Jose get to school yesterday?

1. (Mr. and Mrs. Nguyen) (go on their last vacation) _____
2. (Mary) (talk to this morning) _____
3. (the baby) (cry) _____
4. (you) (wake up this morning) _____
5. (Thu) (get on his birthday) _____
6. (Huong) (drive to work with last weekend) _____
7. (Anna) (work last summer) _____
8. (the book) (cost) _____
9. (Maria) (study for the final exam) _____
10. (Minh) (eat for dinner last night) _____

Exercise 1.6:

Group Practice-Speaking: The speaker will tell a story to a small group. If you can't think of something that happened to you, tell a story about a friend or family member. When you speak, pay attention to your simple past verbs. The listeners will pay attention to the past tense verbs.

TO THE SPEAKER: Choose one of these, or just talk about something that you remember well.

1. something that happened that made you very happy

2. a birthday you remember well

3. the story of your journey to the U.S.

4. how you met your spouse (or how you got engaged)

5. a time you got into trouble as a child, or a time you were in trouble with the police

6. a great or terrible vacation

7. a time when someone helped you, or you helped someone else

8. a time when a natural disaster touched your life

Writing 2.1: Choose one of the topics above and write a story in paragraph form (not a list of sentences.) Use the simple past tense in six or more sentences. Make at least one sentence negative.

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2.1.1: Simple Past of the Verb "To Be"

Author: Don Bissonnett-Grammar the Way You Like It-Book 2

Simple Past Tense-To Be Verb

Affirmative Form

- Verb **BE - was** or **were**

  Subjects: I / He/ She/ It + was

  Subjects: You / They/ We + were

Examples:

- I left the city when I **was** a child.
- Hayden and Shea **were** at work last weekend.

Negative Form

Subjects: I/ He/ She/ It + was not (wasn't)

Subjects: You/ They/ We + were not (weren't)

Examples:

- The students **weren't** at school yesterday.
- She **wasn't** in class this morning.

Question Form

- **Yes/No** Questions
  - Was + I/ he/ she/ it …?
  - Were + you/ they/ we …?

Examples:

- **Were** you at home last weekend? No, I **wasn't.**
- **Was** your mother in Costa Rica two years ago? Yes, she **was**.

- **Wh**- questions
  - Wh-word + was + Subject (I/ he/ she/ it) …?
  - Wh-word + were + Subject (you/ they/ we) …?

Examples:

- Where **was** she yesterday? She **was** at school.
- How many students **were** in class yesterday? There **were** 20 students in class yesterday

Exercise 1.7: Simple Past Positive Statements

Complete the sentences with *was* or *were*.

1. My old computer _____ very slow.

2. Ghulam _____ an artist.

3. I _____ tired after a hard day of work.

4. We _____ in the car waiting for you.

5. The students _____ in the back row of the classroom.

Exercise 1.8: Simple Past Negative Statements

Complete the sentences with the negative form of the *be* verb in simple past.

1. Teresa and Andrei _____ in the classroom this morning.

2. That woman_____ our teacher. She came to tell us the teacher was sick.

3. I _____ happy about the results of the test.

4. We _____ on the bus yesterday. We walked to school.

5. They _____ from the United States, but they spoke English.

6. The computer _____ new.

Exercise 1.9: Simple Past Yes or No Questions

Complete each sentence by forming a yes/no question with the appropriate form of the verb "to be" (am, is, are) in the simple present tense:

1. (She) _____ a doctor or a nurse?
2. (They) _____ students at San Jacinto College?
3. (It) _____ too cold in the classroom?
4. (You) _____ coming to the party?
5. (He) _____ your brother?
6. (We) _____ in the right room?

Exercise 1.10: Simple Past Wh- (Information) Questions

Answer the questions about you using complete sentences.

1. What is your name?
2. Where were you born? (What city?)
3. Were you a student at San Jacinto College last semester?
4. Is your family in the United States?
5. Where was your favorite place that you traveled to in the past?
6. What was your favorite class in your last school or college?

Exercise 1.11-Pair Work

Take turns to ask a partner the questions from Exercise 5. Write the answers here. You will need to use present and past forms of "to be."

Examples: 1. Her name is Maria/ His name is Nguyen. 2. She was born in Mexico City.

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

Writing Exercise

Use the answers to the questions in Exercise 5 to write a paragraph about your partner. Use paragraph form and add details where possible. Use the verb "to be" in some sentences. You can also use other verbs in present or past tense. Your paragraph must be eight (8) or more sentences.

Example:

Alicia is a student in my Intermediate Grammar class at San Jacinto College. She was born in McAllen,Texas, but she grew up in Monterrey, Mexico. Alicia is a very outgoing and happy person. I really enjoyed talking to her. She did not attend SanJac last semester. She is a new student here. She lives with her parents and her brother in Clear Lake. Texas. Her favorite place that she traveled to in the past was Costa Rica. She went there in 2021, and she loved the beaches and the forests in that country. Her favorite class in high school was history. She loves to learn about the events of the past.

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2.2: Past Progressive

Past Progressive (Past Continuous) Tense

Forming the Past Progressive

In the past progressive tense, we use the past tense of the verb "to be" (was/were) followed by the present participle (verb + "-ing" form) of the main verb.

Subject	"to be" (past tense)	Negative	Contraction	Verb + "-ing" form	Rest of the sentence
I	was (not)	not	wasn't	working	yesterday.
You	were	not	weren't	studying	all night.
He/She/It	was	not	wasn't	cooking	when I arrived.
We	were	not	weren't	hiking	in the mountains.
They	were	not	weren't	playing	soccer at that time.

Exercise 2.1:

Fill in the blanks with the appropriate past progressive form of the verbs.

1. While I _____ (cook), my friends were setting the table.
2. They _____ (play) football when it started raining.
3. She _____ (study) for her exams at midnight last night.
4. We _____ (drive) to the beach when we saw the sunset.
5. He _____ (ride) his bike when it broke down.
6. The children _____ (build) a sandcastle on the beach while their parents were relaxing in the sun.
7. While she _____ (watch) TV, her mom was cooking dinner.
8. The birds _____ (sing) in the trees as we walked through the park.

Question Form:

Question Word	Subject	"to be" (past tense)	Verb + "-ing" form	Rest of the sentence
(When)	was	I	bothering you	yesterday?
(Why)	were	you	studying	all night?
(What)	was	he/she/it	doing	when you arrived?
(Where)	were	we	hiking	in the mountains last year?
(How)	were	they	doing	in their classes at that time?

(Charts created in ChatGPT)

Exercise 2.2: Wh- (Information) Questions

Instructions: Rewrite each statement as an information question.

Example:
Statement: She was cooking dinner in the kitchen.
Question: What was she cooking in the kitchen?

1. Cecilia was reading a book in the library.
2. The boys were playing soccer at the park.
3. Nguyen was listening to music while doing his homework.
4. The children were building a sandcastle on the beach.
5. My husband and I were watching a movie at 8 o'clock last night.
6. The dog was barking at a stranger near the gate.
7. I was writing an email to my friend.
8. The teacher was explaining a new topic in class.

Using the Past Progressive (Continuous)

The past progressive tense, also known as the past continuous tense, is used to describe actions that were ongoing or in progress at a specific point in the past. Here's an explanation of how and when to use the past progressive tense:

1. **Ongoing Actions in the Past**: We use the past progressive tense to describe actions that were happening at a specific point in the past. These actions were in progress and were not necessarily completed. See the chart for examples with time expressions:

Time Expressions for Events in Progress at a Time in the Past

Time Expression	Example Sentences
At	He was running at that moment.
	The team was playing at 6 p.m.
In	They were traveling in 2005.
	She was studying in the morning.
On	We were working on Monday.
	She was watching the fireworks on the 4th of July.
Last	They were watching a movie last night.
	I was preparing for the exam last week.

2. **Actions Happening Simultaneously (at the same time)**: The past progressive tense is used to describe two or more actions that were happening simultaneously in the past. It emphasizes that both actions were ongoing at the same time. For example:

- While I **was cooking**, my friends **were setting** the table.
- She **was studying** for her exams while her mom **was cooking** dinner.

Note: It is also possible to use simple past for one of the actions and past progressive for the other action.

- My friends **set** the table while I **was cooking.**
- While she **was studying** for her exams, her mom **cooked** dinner.

3. **Interrupted Actions:** Sometimes, the past progressive tense is used to describe actions that were interrupted by another action in the past. The interrupted action is often in the past progressive tense, while the interrupting action is usually in the simple past tense. For example:

- I was reading a book when the phone rang.
- They were dancing at the party when the power went out.

Overall, the past progressive tense is used to emphasize the ongoing nature of actions in the past or to provide background information about events that were happening at a specific point in time. It helps to convey a sense of continuity or duration in storytelling or describing past events.

(Explanation created in ChatGPT)

Punctuation Rule

The above example sentences are examples of complex sentences. Complex sentences contain two clauses (parts of sentences that include a subject and verb combination). The examples are made up of a time clause and a main clause. If the time clause comes first, it is followed by a comma.

Main Clause Time Clause

I **was watching** a movie *while I **was ironing** my clothes.*

Time Clause Main Clause

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

Exercise 2.3: Ongoing Actions in the Past

Use the pictures to complete the response to the questions.What were you doing at midnight on December 31st ?

Photo by Jae Park on Unsplash

1. "I was at Disney World in Florida with my family. At midnight, we.....

_____

Image by Freepik

2. "My friends and I were in Germany. We were outside in front of a restaurant. We.....

_____

Image by Freepik

3. "I was in a nightclub at a New Year's Eve party. When the clock struck midnight, I ....."

_____

Image by Freepik

4. "I was in my apartment with my friends Gary and Liz. We were ...."

_____

Exercise 2.4: Simultaneous Actions

Read the story and answer the questions that follow. Write your answers in complete sentences. Don't forget to change "I" to "you" and "my" to "your." Use commas where necessary.

Yesterday evening, while I was cooking dinner, my sister was talking on the phone with her friend. The kids were playing in the backyard, and the dog was barking at a squirrel on the fence. Meanwhile, my dad was reading the newspaper in the living room, and my mom was knitting a scarf. The TV was on, but nobody was watching it. Outside, the rain was falling steadily, and the wind was blowing through the trees. At the same time, a neighbor was walking their dog with a big umbrella. Just as I was setting the table, the power went out, and everything suddenly became quiet.

Questions

Information Questions:

1. What was my sister doing while I was cooking dinner?
2. Where were the kids and the dog playing?

3. What was my dad doing, and what was my mom doing at the same time?
4. Why wasn't anyone watching the TV? (Use your imagination!)
5. What was happening outside while the rain was falling steadily?

Exercise 2.5: Interrupted Actions

Make one sentence using the following actions. One of the actions will require the past progressive, and the other one will require the simple past tense. Use commas where necessary.

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

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

1. *stop to buy a coffee* *drive to school*

2. *work in my office* *get a phone call from my wife*

3. *drive to work* *get stuck in a traffic jam*

4. *break a glass* *help my wife in the kitchen*

5. *watch television* *fall asleep*

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2.2.1: Simple Past or Past Progressive

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Choosing Simple Past or Past Progressive

Use past progressive to focus on an action in progress (happening) at a time in the past. Use simple past to talk about an action that interrupted it, or other actions that started and finished in the past. For example:

Phil wrote an essay last week.

(He started it, and he finished it last week.)

Phil was writing an essay last week.

(The focus is on continuous action. He was busy doing this.)

Phil was writing an essay last week when the power went out.

(He was busy doing this when something interrupted him.)

Look at that last sentence again: Phil was writing an essay last week when the power went out.

Then look at the drawing below. Which line shows past simple, and which line shows past progressive? Label them.

EXERCISE 3.1: Choosing the Correct Verb Form

(Created in ChatGPT)

Instructions: Read the story below and choose the correct verb form from the options in parentheses.

Last summer, my family and I (was traveling / traveled) to the mountains for a weekend getaway. While we (were driving / drove) along the winding road, we suddenly

(saw / were seeing) a deer standing in the middle of the road. My dad quickly (stopped / was stopping) the car, and we all (got out / were getting out) to take a closer look.

The deer (was staring / stared) at us for a few seconds before it (ran / was running) into the woods. It was such an exciting moment!

EXERCISE 3.2:

Fill in the blank with the correct form of the words in parentheses. Choose simple past or past progressive.

1. While we _____ (eat) dinner, the phone _____ (ring).

2. It _____(be) my neighbor, Carlos.

3. He _____ (call) from Cuba where he _____(live) at the time.

4. Carlos _____(say) , "I _____(receive) a wonderful surprise this morning. A beautiful cat_____(jump) through my window."

5. "What _____ you _____ (do) before that _____ (happen) ?" I _____ (ask) him.

6. He _____ (say) he _____ (try) to create a new piece of art.

7. "What _____ you _____ (make) ?" I _____ (ask) him.

8. “That is why I _____ (be) surprised. I _____ (make) a picture of a cat!”

9. “So what _____ (happen) to the cat? _____ he _____(stay) with you?”

10. Carlos _____ (laugh). “I _____ (wait) for you to ask. The answer is yes! I only_____ (want) to make a picture

of a cat, but then the real cat wouldn’t leave!”

11. Carlos _____ (send) me a picture of the cat.

12. He _____ (give) it the name Sopresita. That means “little surprise” in Spanish.

The following activities created in Chat GPT

Exercise 3.3: Writing Questions About the Story

Instructions: Write questions about the story in Exercise 3.2 using the question word, verb, and subject or object provided.

1. Who/ call / him?
2. Where / Carlos / live?
3. What / be / his surprise?
4. What / do / he / before that?
5. What / happen/ to the cat?
6. What / Carlos / send/ him?

Exercise 3.4: Mixed Punctuation Practice with While and When

Instructions: Some of the sentences below have incorrect punctuation, and others are correct. Correct the errors and rewrite the sentences. If the sentence is correct, write "correct."

1. While we were eating dinner. The doorbell rang.
2. When the teacher entered the room the students stopped talking.
3. It started to rain while we were waiting for the bus.
4. He tripped over a rock, while he was running in the park.
5. She was reading a book. When I called her.
6. When I arrived, the meeting had already started.

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2.3: Used To and Would

Used to and Would

Narrating Past Behavior or Past Habits

Read and Learn

A Story

I grew up in California and lived close to the ocean for most of my childhood. When I was fourteen, my father accepted a new job. We had to move to a city inland. Our days changed. We **used to walk** to the beach. We **would spend** hours playing in the sand and swimming in the ocean. But after our move, the ocean was too far away. So instead, we walked to a nearby recreational center to swim. The pool was big, long, clean and very flat. We **used to think** it was boring because it had no action like the waves that we were used to[1]. Shortly after our move, we kids joined the swim team and learned to swim competitively. After a while, we did not miss the beach so much.

[1]*be used to* means to be familiar with or accustomed to something or someone

A Conversation

Maria and Carlos met at a café after many years.

“Hey, Carlos! Do you remember how we **used to study** together for our exams?” Maria asked, smiling.

Carlos laughed. “Yes! We **would spend** hours in the library. I loved those days. But then I got busy with work. I **didn’t use to have** so many responsibilities back then.”

Maria nodded. “I know what you mean. Life changes so quickly! **Did** you **use to** enjoy your job?”

Carlos sighed. “Not really. I **didn’t use to feel** this stressed. But I guess we all grow up, right?”

They both laughed, realizing how much had changed but feeling happy to reconnect.

Think about It

Look at the expression in bold letters and answer the questions.

1. Both "used to" and "would" are used to describe:

   A. Past activities that continue into a present time.

   B. Past activities that no longer happen in a present time.

2. Look at the bold words in the reading and conversation. In the column titled "Actions," copy some examples of these words that describe actions from the reading and conversations into the chart. In the column titled "States," write examples of bold words that describe a state (non-action).

Actions	States

Grammar Presentation

Used To

Used to /U***se to*** expresses that (1) an activity was a past habit that occurred at an earlier stage of life and (2) it ended. The focus is on the past habit not its duration. This activity or habit occurred but no longer continues because of a change of circumstances or change of willpower. (I used to smoke!)

Affirmative Forms

Subject	Used to	Base Verb	Rest of Sentence
I You He/She/It We They	used to	walk	to the beach.

Negative Forms

Remove the final ***-d*** from ***used*** when in a question *(Did you use to swim?)* or negative context *(You didn't use to swim.)*

Subject	Did+not	use to	Base Verb	Rest of Sentence
I You He/She/It We They	did not didn’t	use to	have	so many responsibilities.

Yes/No Questions with Short Answers

Did	Subject	"Use To"	Base Verb	Short Answers Yes/No+Subject+ did +(not)
Did	I you he/she/it we they	use to	enjoy your job?	Yes, I did. No, I did not.* No, I didn't

* The negative contraction is more common in short answers. "No, I did not" expresses a strong opinion.

Wh-Questions

Wh-word	Did	Subject	use to	Base Verb
Where	did	I you he/she/it we they	use to	go on the weekends?

Using "Used To"

1: Use "used to" for repeated actions in the past. These actions do not happen now.	I used to do my homework every evening when I was a child.
2: Use "used to" for states that were true in the past. These states are not true in the present.	They used to live in a small town before moving to the city.
3: Do not use "used to" for actions that only occurred once.	Incorrect: I used to visit Paris last summer.

Using "Would"

Affirmative Forms

Subject	would	Base Verb
I You He/She/It We They	would	spend hours in the library.

Negative Forms

Subject	would not (wouldn't)	Base Verb
I You He/She/It We They	would not wouldn’t	do much on the weekends.

Yes/No Questions with Short Answers

Would	Subject	Base Verb
Would	I you he she it we they	often visit your grandparents ?

Short Answers:

- **Yes:** Yes, subject + **would.**
- **No:** No, subject + **wouldn’t.**

Wh-Questions

Wh-word	Would	Subject	Base Verb
Where	would	I you he/she/it we/they	go on Saturdays?

Note: "Used to"" is used more often than "would" for questions.

Using "Would"

Explanation	Example
1. Use "would" for repeated actions in the past.	Every summer, we **would** go camping in the mountains.
2. Before you use "would," make the past time clear. Use simple past or "used to."	When I was a child, my grandfather **would** tell me stories every evening.
3. Do not use "would" with stative verbs such as know, like, believe, or have.	Incorrect: She **would know** the answer to every question. Correct: She **knew** the answer.
4. Do not use "would" for actions that only happened once.	Incorrect: He **would propose** to her last night. Correct: He **proposed** to her last night.
5. Use full forms in writing. Contractions are common in speaking.	Full form: He **would** always bring flowers for her birthday. Spoken: He'd always bring flowers.

Exercise 4.1: Used to-Affirmative, Negative and Questions

Fill in the blanks with the correct form of "used to" (affirmative, negative or question form):

1. When I was a child, I _____ (eat) ice cream every day after school.
2. Marsha_____ (enjoy) playing outside, but now she prefers staying indoors.
3. We _____ (live) in a small apartment before we moved to a house.
4. They _____ (travel) to Europe every summer when they were younger.
5. _____ you _____ (play) soccer every weekend?
6. We _____ (not go) camping when we were kids; we preferred staying in hotels.
7. _____ your parents_____ (travel) abroad for vacations?
8. He _____ (be) afraid of dogs, but now he has one as a pet.
9. He _____ (not play) sports in school, but he has become more active now.
10. Where _____ you _____ (go) for your summer vacations?

Exercise 4.2: An Interview

Complete the interview by filling in the blanks with the correct form of **"used to"**. Use the base verb provided in parentheses.

Interviewer: Hi, Dr. Patel. You've had an exciting career as a scientific researcher and adventurer. What _____ you _____ (study) before you started exploring?

Dr. Patel: I _____ (study) molecular biology, but I always had a passion for fieldwork and exploration.

Interviewer: That's fascinating! _____ you _____ (travel) to remote places during your early career?
Dr. Patel: No, I _____ not _____ (travel) much before, but I _____ (read) about groundbreaking expeditions that inspired me.

Interviewer: How did you transition into this adventurous role? _____ you _____ (spend) a lot of time outdoors before?

Dr. Patel: Not really. I _____ not _____ (spend) much time in nature, but I _____ (love) observing wildlife even as a child.

Interviewer: What about your research? _____ you _____ (focus) on the same topics then as you do now?
Dr. Patel: No, I _____ (work) on lab-based experiments before, but now I combine fieldwork with my scientific studies at the unversity.

Exercise 4.3: Story Practice with "Used to" and "Would"

Complete the story by filling in the blanks with the correct form of **"used to"** or **"would"**. In some cases, more than one answer may be correct.

Today, I am a professor at at a university, but I have not always worked in academics. At one time, I worked as a scientific explorer. Before I began this exciting career, I

_____ (spend) most of my time in a laboratory. I _____(conduct) experiments on microbial life and write reports for academic journals. I

never imagined that my career would eventually take me to some of the most remote corners of the planet.

My journey began when I joined a research team studying ecosystems in extreme environments. Every morning, we _____ (wake up) before dawn to

collect samples from glaciers, rainforests, or deep caves. I _____ (analyze) the data in makeshift labs set up in tents or cabins. At first, I

didn't feel comfortable with the physical challenges of fieldwork. Hiking for hours in unpredictable weather _____ (be) difficult for me, but I considered it to be

an exciting challenge.

One of my most memorable experiences was in the Amazon rainforest. For this job, my team and I _____ (observe) rare plant

species and document their medicinal properties. The local guides _____ (teach) us about traditional uses of these plants, which greatly enriched our

research. Of course, it wasn't always easy. I faced extreme conditions, like heavy storms and swarms of insects. But those difficulties made the discoveries even more

rewarding. Although I enjoy being a professor, I look back at my time working as a scientific explorer as the best time of my life.

Exercise 4.4: Negative and Positive Forms of "Used to"

Ten years ago, Max was a student, now he is a doctor. Use the prompts to ask and answer questions about Max, as in the example.

THEN	**NOW**
be very messy	be very neat
live with his parents	have his own house
take the bus to the university	have his own car
play soccer	go to the gym
wear long hair	wear short hair

Example:

A: Did Max use to be very neat?

B: No, he didn't. He used to be very messy.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Exercise 4.5: Discussion--Life Before Moving to the United States

For this activity, you will work in pairs or small groups to discuss how your life used to be before you moved to the United States.

Instructions:

1. Pair up or form small groups of 3–4 students.
2. Take turns asking and answering the questions below. Use **"used to"** or **"would"** in your responses.
3. Be prepared to ask follow-up questions to keep the conversation going.

Discussion Questions:

1. **Daily Routines**
   - What did you **use to** do every morning before you moved to the United States?
   - Did you **use to** have a routine that you miss now?
2. **School or Work**
   - What kind of school or job did you **use to** have?
   - ___ you ___ (study/work) in a similar field back home?
   - What was something you **would** do regularly at school or work?
3. **Food and Traditions**
   - What kind of food did your family **use to** eat at home?
   - Did your family **use to** celebrate any special holidays or traditions?
4. **Hobbies and Free Time**
   - What activities did you **use to** enjoy in your free time?

- ___ you ___ (spend) time outdoors or at home?
- Was there something you **would** do with your friends every weekend?

5. **Lifestyle Differences**
   - What was one thing you **use to** find easier in your home country compared to the U.S.?
   - ___ you ___ (travel) often within your country?
6. **Challenges and Changes**
   - Was there anything you **use to** dislike about your home country but now miss?
   - ___ you ___ (feel) nervous about moving to the U.S.?

Follow-Up Activity:

After the discussion, each group will share one interesting story or cultural difference they learned from their conversation. Try to use **"used to"** and **"would"** when you are sharing.

Page created with the assistance of Chat GPT

Related page: Used to vs. Be used to

Related page Static Verbs. Also so time-relative clauses After/ Before/ When

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CHAPTER OVERVIEW

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3.1: Present Perfect Introduced

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3.1.1: Present Perfect Form and Use

Forms of the Present Perfect

Read the sentences below. What are the verbs? How is the present perfect tense formed?

- Scientists have studied the causes of climate change for decades
- One scientist has written several articles
- Have you changed the light bulbs in your house?
- We have not found the solution to climate change

Answers

- Have studied
- Has written
- Have you changed
- Have not found

To make the present perfect, use "have/has" with the past participle of the verb...

These charts show the forms of the present perfect:

Forming the Present Perfect

Subject	Auxiliary Verb Have/Has	Negative	Negative Contraction	Past Participle	Rest of Sentence
I	have	not	haven't	**studied**	for my test.
You	have	not	haven't	**been**	very nice to me today.
He/She/It	has	not	hasn't	**finished**	the work.
We	have	not	haven't	**eaten**	dinner.
They	have	not	haven't	**taken**	three trips to Mexico.

Questions

Yes/No Questions

Wh- Questions

Have	I	**taken** your seat ?	What	Have	I	just done?
Have	you	ever **played** an instrument ?	Where	have	you	been?
Has	he/she/it	**eaten** yet ?	When	have	you	failed a test?
Have	we	**gotten** lost?	How	have	we	gotten lost?
Have	they	**seen** the new baby?	Who	have	they	seen?

Questions about the Subject

Who	has	taken my pen?
What	has	just happened?

Forming the Past Participle

The regular form of the past participle is base form + -ed

- Walk--walked

Past participle spelling for regular verbs (adding -ed)

- Most regular verbs add -ed to the base form
  - Walk--walked
  - Rain-rained
- Regular verbs ending in -e just add -d
- CVC Rule: Regular verbs ending in one stressed vowel + one consonant (except w,x , or y) double the consonant and add -ed
  - Plan--planned
  - Stop--stopped
- Regular verbs ending in consonant + y change the y to i and add -ed / Regular verbs ending in vowel +y add ed
  - Study--studied
  - Play--played
- Regular verbs ending in -c add -ked
  - Picnic--picnicked

- Traffic--trafficked

Irregular verb forms do not follow one rule (See Appendix 1 for a list of common irregular verbs.)

Exercise 1.1:

Fill in the blanks with the appropriate form of the present perfect tense verbs.

1. Sarah _____ (finish) her homework.
2. They _____ (visit) Paris several times.
3. _____ Jenny _____ (eat) at this restaurant before?
4. He _____ (read) three books so far this month.
5. We _____ (not, eat) at that restaurant before.
6. Jenny _____ (live) in this city for five years.
7. _____ you _____ (see) the new movie yet?
8. The team _____ (win) the championship twice.
9. Where _____ your sisters _____? (go)
10. They _____ (not, arrive) at the airport yet.

Exercise 1.2:

Write a suitable sentence using the Present Perfect Tense

1. Tom's shoes were dirty. Now they're clean. (clean)

Tom has cleaned his shoes._____

2. Sarah is at the airport now. (arrive)

_____

3. My car was dirty yesterday. Now it's clean. (wash)

_____

4. Oh no! I forgot my book. (leave / it at home)

_____

5. Alice needs a break. (work hard / this week)

_____

6. They visited their grandparents yesterday. They have left now. (see)

_____

7. Rachel has a new job. She is excited about it. (get)

_____

Exercise 1.3:

Use the information to write a statement using the words in parentheses.

1. John isn't at the office. (take / a day off)

John has taken the day off.

2. My brother can't win the game. (not practice enough)

_____

3. They can't go on vacation. (not saved enough money)

_____

4. I don't have the document. (not receive it)

_____

5. We are going to arrive late. (get stuck in traffic)

_____

6. Joe can't play soccer today. (injure his leg)

_____

7. I might fail my test. (not study for it)

_____

Present Perfect Usage

Present perfect tense is used in the following situations:

Usage	Examples
⏳ **Unfinished Actions**: Begins in the past and continues into the present	- We **have been** in this room since 8 a.m. - She **has lived** in this city for five years.
❓ **Indefinite Time**: Time of action is unknown or unimportant	- **Have you ever studied** geology?

	- He **has seen** the latest Disney movie.
✅ **Finished Actions**: Action is complete and affects the present	- I am not hungry. I **have already eaten**. - The children **have done** their homework. Now, they can watch TV.

Exercise 1.4-Finished in the Past or Continuing into the Present?

A. Read the story and think about which actions are finished in the past and which ones continue into the present.

The Neighborhood Garden

For the past five years, the community **has worked** together to transform an empty lot into a thriving neighborhood garden. Many residents **have planted** vegetables, flowers, and fruit trees, and the garden **has brought** neighbors closer than ever. Maria, one of the organizers, **has been involved** since the project began. Over the years, Maria **has taught** workshops on composting and hosted events to encourage participation.

By now, the garden **has produced** hundreds of pounds of fresh produce, which volunteers **have distributed** to families in need. David, another volunteer, reflects, “Before the garden, we barely knew our neighbors, but this project **has changed** that. I’ve even **learned** new skills, like pruning fruit trees.” Maria says, “We’ve already done so much, and I can’t wait to see what we’ll achieve next.”

B: Sorting Sentences by Time Frame

Instructions: Below is a chart with two columns: "Finished in the Past" and "Continues into the Present." Use the story to identify sentences and write them under the appropriate heading.

Finished in the Past	Continues into the Present

Charts and Exercises 1.1 to 1.4 created with the assistance of ChatGPT

More on Present Perfect

Present perfect tense is used as a bridge between past and present. It connects past actions to the present moment...

- She has studied English since she was a child
  - She began in the past, but she is still studying now. The sentence is about both the past and the present
- Have you eaten yet?
  - Did you eat in the past? If you say "no," I'll offer you some food now. The sentence is about both the past and the present
- I have already finished my homework
  - The homework was finished in the past, but it's not important when. The important thing is, I can rest now

Videos and Other Resources

Watch this video to learn more about forming and using present perfect...

Watch this video to learn more about the difference between present perfect and simple past...

Try this website to practice forming and using present perfect...

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3.1.2: Present Perfect Tense with Time Expressions

Photo by Allyson Marceau

Time Expressions Used with Present Perfect

Ever means “at any time”. It is usually used with questions. It is placed before the past participle • Have you ever been to the Alamo? It is sometimes used in negative statements with a contracted form. • We haven't ever traveled overseas.	**Yet** means “up to now”. It is usually placed at the end of a question. • Have you visited NASA yet? • Has Josh eaten breakfast yet? **Yet** is also used in negative sentences. • We haven’t visited the San Jacinto Monument yet. • She hasn’t seen the new baby yet.	**Already** means “before now”. We use it to say that something happened before something else or earlier than expected. It may come before the past participle or at the end of a question. •Have you already finished your homework? •I have already eaten breakfast.
Never means "not at any time." It is a more common way to express negative meanings. It is placed before the past participle • We have never traveled overseas. • Joe has never attended college.	**Just** refers to the very recent past. It comes before the past participle. • I’ve just bought a new car. • Nat has just arrived. • We have just eaten dinner.	**Recently** means "in the near past." It refers to a time that is less recent than "just." It usually comes before the past participle or at the end of the sentence. •I’ve recently eaten at that restaurant. •I’ve eaten at that restaurant recently.
So far means "up to now" and often implies that something different might happen later. It comes before or after a sentence. • It's been quiet so far. • So far, we have completed five units.	**For** refers to the duration of time. • I have lived in the United States for five years. • We have been in the classroom for two hours.	**Since** refers to the point in time that the action began. • I have lived in the United States since I graduated from high school. • Sheila has played the piano since she was a teenager.

Videos and Other Resources

Watch this video to learn more about forming and using present perfect...

Watch this video to learn more about the difference between present perfect and simple past...

Try this website to practice forming and using present perfect...

Exercise 2.1: Put the words in the jumbled sentences in the correct order:

1. visited | Have | you | Rome | ever?
2. to | She | has | moved | recently | a | new | city.
3. finished | yet | homework | you | Have | your?
4. have | left | for | They | already | the | airport.
5. job | just | He | a | new | has | started.
6. eaten| have | they | yet | Have | dinner ?
7. seen | recently | you | him | Have?
8. has | never | He | Japan | been | to.
9. she | finished | already | her | Has | presentation

Exercise 2.2: Choose the correct adverb (ever, never, yet, already, just, lately, recently) to complete each sentence. Some sentences have more than one correct answer.

1. Have you _____ been to Asia?
2. She has _____ finished her homework.
3. They haven't arrived _____.
4. He has _____ started his new job.
5. We have _____ moved to a new house.
6. Have you _____ seen the latest movie?
7. She has _____ received a promotion at work.
8. They haven't met their new neighbors _____.
9. He has _____ traveled to Europe.
10. Have you _____ tried sushi before?

Exercise 2.3:

A. Answer the following questions. Use **already** or **yet.** If you answered "Yes," answer the follow-up question.

1. Have you ever visited Galveston?

2. Have you ever traveled out of the state? Follow-up Question: Where have you traveled?

3. Have you finished any classes at San Jacinto College yet? Follow-up Question: What classes have you taken?

4. Have you ever lived in another state in the US?

5. Have you gotten your driver's license yet? Follow-up Question: How long have you had your license?

B. Ask and answer the questions with your partner. Write the answers here:

1.

2.

3.

4.

5.

6.

Follow Up Assignment: Use the answers to to the above questions to write a paragraph. Compare your experiences with your partner's experiences using "and" and "but." Use present perfect. You might also need to write a sentence or two in simple past.

Example Paragraph:

My classmate, <name>, and I have had many of the same experiences. He has traveled to two states outside of Texas and I have, too. In fact, we have both been to California and New York! Like me, he has also taken classes at San Jacinto College before. We both took an Oral Communication course last semester. Neither of us has lived in another state, but both of use have driver's licenses. I hope to learn more about my classmate in the future. Maybe we will find out more that we have in common.

Exercise 2.4:

Choose the correct adverb from the options provided to complete each sentence

1. Sarah has_____ finished her homework.

a) already b) ever c) so far d) never

2. Have you _____ been to Paris?

a) yet b) so far c) never d) ever

3. They have_____ cleaned the entire house.

a) never b) ever c) already d) so far

4. We have _____seen the new movie that just came out, and we loved it.

a) yet b) ever c) just d) never

5. Tom has visited ten states in the United States _____. He plans to visit all fifty states in his lifetime.

a) just b) never c) yet d) so far

6. I have_____ eaten breakfast, but I'm still hungry.

a) already b) never c) so far d) recently

7. I _____ visited the Grand Canyon when I was a student in Arizona.

a) ever b) just c) so far d) recently

8. She hasn't finished her project _____.

a) already b) just c) yet d) so far

9. Have you _____eaten sushi before?

a) just b) ever c) recently d) never

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3.1.3: Present Perfect with 'For' and 'Since'

Using 'For' and 'Since'

Grammar-Quizzes › Adverbials › Prepositional Phrases › For vs. Since

We use for and since to express duration with a quantity of time vs. a starting time

For vs. Since

FOR + QUANTITY PHRASE
For expresses that something (activity, action, state) happened with duration. ***For*** is followed by a noun phrase with a quantity of time. A prepositional phrase with ***for*** commonly occurs with a verb in the **present perfect** (and other tenses). The activity may be ending or may extend to the future.
For* can be used with *Present Perfect* or *Simple Past
Present Perfect We have lived in Dallas **for five years**. (up to now, unfinished time) We haven't been here **for three years**. (quantity) We haven't been here **in[1] years**. (period)
Simple Past We lived in Dallas **for five years**. (finished time) We stayed there ***for* five years.**
SINCE + STARTING POINT
Since expresses that something (activity, action, state) happened with duration. ***Since*** is followed by a noun phrase (NP) or clause with a specific time, a starting time for the activity. ***Since*** commonly occurs with a verb in the **present perfect** or **past perfect**. The activity may be finished or may continue.
We have spent our summers here **since June 2012**. (NP) We haven't checked our messages **since last Saturday**. (NP)
We haven't been here **since last year**. (starting point of period) We haven't been here **in[1] a year**. (period)

[1]for vs. in —*For* (quantity of time) is similar to ***in*** (a period of time); however ***for*** can be followed by a more precise time. *We drove to New York in four days.* (How long did it take? It took us four days to drive to New York.) *We drove to New York for four days*. (Ambiguous: How long did the drive last? How long will you stay in New York?)

Pop-Q "Since"

Exercise 2.5

Tourism at a Beach Resort

Stating experiences with *for* and *since*.

Select the response from the list that best completes the sentence.

1. We've lived here (for / since) several years.

2. More precisely, we have lived here (for / since) 2002.

3. Here, tourism has increased (for / since) the end of last year.

4. More people have visited the city (for / since) the beginning of the year.

5. We have swum and walked on the beach (for / since) early this morning.

6. We've enjoyed the sun and warm water (for / since) a week now.

7. We've eaten at several of the restaurants (for / since) we arrived.

8. We've walked all over the island and enjoyed everything here (for / since) several days.

9. We haven't had such a good vacation (for / since) several years.

10. We have thought about returning (for / since) we got back.

Exercise 2.6: For and Since to Answer "How Long"

We ask "how long" when we want to know when a current activity or state began in the past.

Answer the questions in complete sentences. Answers can be given with the words "for" or "since"

Example:

> *Q: How long have you been in this classroom?*
>
> *A: I have been here since 8:00.*
>
> *A: I have been here for thirty minutes.*

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

Using 'for' and 'since and practice exercise: Grammar-Quizzes › Adverbials › Prepositional Phrases › For vs. Since

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3.2: Present Perfect or Simple Past

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3.2.1: Simple Past Tense and Present Perfect Compared

Simple Past

Usage: Finished action

The *Simple Past* can be used:

1. For finished actions that have no clear connections to the present.

Simple past tense is used only for finished actions. These actions do not have an effect on the present.

I bought a new car.

(Nothing in this sentence indicates that the action has a connection to the present.)

2. With time expressions that include *yesterday, ago, and last+evening/week/month/year, for +hours/weeks/months/years*

Some time expressions can be signal words for *Simple Past.* They are generally only used with *Simple Past* tense.

She called me yesterday.

I met my new friend last week/month/year.

I went to Dallas two days ago.

(The expressions Yesterday," "last," and "ago" refer to finished times in the past.)

The Simple Past can also be used with "for," but it is not usually used with "since."

When I went to college, I lived in Los Angeles for four years.

(The sentence discusses a specific period of time in the past when a past event occurred.)

3. When you say when an action or event occurred.

If a specific time or time period is mentioned, we usually use *Simple Past.*

The class started at 8 a.m./on Monday/in January/in 2025

I read my email as soon as I got home.

(These sentences indicate when something happened or in what order.)

4. Actions that were repeated at a specific time.

We ate at that restaurant three times last month.

("Last month" is a specific time."*)*

Present Perfect

Usage: Finished or Unfinished Action

The *present perfect tense* is common in English. It is used for many different functions. This page will explain the most important uses of the present perfect tense.

1. Actions which started in the past and are still continuing

The present perfect is often used for an action that started at some time in the past and is still continuing now. Often, the words *for* (with a length of time) and *since* (with a starting time) are used along with the present perfect.

He has lived in Canada for five years.
(He started living in Canada five years ago, and he's still living there now.)

She has worked at the university since 1994.
(She started working at the university in 1994, and she's still working there now.)

2. Actions which happened at some unknown time in the past

Sometimes, it's important to say that something *happened* (or didn't happen), but it's not important (or not known) *when* it happened. In this case, we can use the present perfect. When we do this, we often use the words *already*, *yet*, *ever* or *never* along with the present perfect. These words usually go before the past participle in the sentence.

I've already seen that film. I don't want to see it again.
(It doesn't matter when I saw it.)

Have you ever been to Germany?
(It doesn't matter when you went — I just want to know whether you have been there or not.)

3. Actions which happened in the past, but have an effect in the present

This use is a little more difficult than the other two. In this case, the action happened at some time in the past, but the effect of the action is still important now. It's easiest to understand this use if we compare present perfect sentences with simple past sentences.

I have already eaten, so I am not hungry.

John has fixed the car. Now I can drive to work.

(An action in the past resulted in a condition in the present.)

2. Actions that were repeated at no specific time in the past

Sometimes you want to talk about a repeated experience but the time is unimportant. (Note: If you focus on the time, you will use simple past,)

I have visited Dallas three times.

(This could be at any time in the past)

She has called her mother twice this weekend.

(This could be at any time this weekend. The expression "this weekend" tells us that the weekend is not finished.)

My brother has eaten dinner with us every weekend for the past three weeks.

(He started a repeated action three weeks ago, and he continued up to this time.)

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3.2.2: Practice with Present Perfect or Simple Past

Exercise 3.1:

Fill in the Blanks with the correct form of the **Simple Past** or **Present Perfect** of the verb in brackets. Add the adverbs when provided.

I _____ [1. always / love] to travel. I _____ [2. already / be] to several different countries, and I _____ [3. visit] many major cities in the United States. Last year, I _____ [4. travel] to New York with my good friend, Annie, and we _____ [5. have] a lot of fun. We _____ [6. see] many tourist attractions and _____ [7. eat] in many wonderful restaurants. I _____ [8. already decide] to return to "the Big Apple" someday.

Although I enjoy visiting cities in the United States, traveling overseas _____ [9.be] a true adventure for me. Since I _____ [10. be] a child, I _____ [11. like] learning about different cultures, and I _____ [12. dream] about going to faraway places. So far, I _____ [13. travel] to several countries in Europe and Asia. Five years ago, I _____ [14. travel] to Thailand. Before deciding to go to Thailand, I _____ [15. speak] with my friend about the prospect of traveling to Asia. She _____ [16. tell] me that she would like to come with me and suggested that we go to Thailand. Because many of my students come from Thailand I _____ [17. always / want] to visit the country, so I immediately _____ [18. agree] After saving up for two years, we finally _____ [19. set off] on our Thai adventure!

The best part about Thailand was the fascinating culture. We _____ [20. enjoy] exploring historic sites and temples, and we _____ [21. meet] friendly people wherever we _____ . [22. go] We also _____ [23. spend] several days visiting Thailand's beautiful beaches. We _____ [24. eat] delicious spicy Thai food, _____ [25. attend] a Thai dance festival and _____ [26. Shop] at a colorful and lively weekend market. Of all the places I _____ , [27. travel] Thailand was the most exciting and interesting places that I _____ . [28. be] In the future, I hope to visit every continent in the world at least once. So far, I _____ [29. visit] three continents. I still have four more continents to explore! I _____ [30. begin / already] to plan my visit to countries in Africa.

Exercise 3.2 :

Using Present Perfect and Simple Past to Describe Our Experiences

When we talk about our experiences, we often use the present perfect first. When we add details about our experiences, we usually use simple past. For each set of questions below, answer with complete sentences. Use the present perfect tense to answer the first question. Then, add details using the simple past. Write two or three complete sentences for each answer.

- What is your favorite place that you have traveled to in the past? When did you go there? What did you do?
- Who is one person that you have met since you came to the United States? When and where did you meet that person?
- What new or unusual food have you tried recently? Did you like it?
- What classes have you already taken in English? What did you learn in those classes?

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CHAPTER OVERVIEW

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- 4.4: Articles

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4.1: Count and Non-Count Nouns

Nouns

Nouns are words that name things, places, people, and ideas. Right now, you may be surrounded by desks, computers, and notebooks. These are called count nouns because you can count the exact number of desks, computers, and notebooks—three desks, one computer, and six notebooks, for example.

On the other hand, you may be carrying a small amount of money in your wallet and sitting on a piece of furniture. These are called non-count nouns. Although you can count the pieces of furniture or the amount of money, you cannot add a number in front of *money* or *furniture* and simply add *-s* to the end of the noun. Instead, you must use other words and phrases to indicate the quantity of money and furniture.

Incorrect: five moneys, two furnitures, three sugars

Correct: some money, two pieces of furniture, two teaspoons of sugar

Count and Noncount Nouns

A count noun refers to people, places, and things that are separate units. You make count nouns plural by adding *-s*.

Table 4.1.1: Table of Count Nouns

Count Noun	Sentence
Quarter	It takes six quarters to do my laundry.
Chair	Make sure to push in your chairs before leaving class.
Candidate	The two candidates debated the issue.
Adult	The three adults in the room acted like children.
Orange	I ate two oranges with my lunch.

A non-count noun identifies a whole object that cannot be separated and is counted individually. Non-count nouns may refer to concrete objects or abstract objects. A concrete noun identifies an object you can see, taste, touch, or count. An abstract noun identifies an object that you cannot see, touch, or count. There are some exceptions, but most abstract nouns cannot be made plural, so they are non-count nouns. Examples of abstract nouns include anger, education, melancholy, softness, violence, and conduct.

Table 4.1.2: Table of Types of Non-count Nouns

Type of Non-count	Noun	Examples Sentence
Food	sugar, salt, pepper, lettuce, rice	Add more sugar to my coffee, please.
Solids	wood, chocolate, silver, soap	The ice cream was covered in creamy chocolate.
Abstract Nouns	peace, safety, happiness, information	I need more information about the insurance policy.

Example: Chair vs. Furniture

The sentence pairs below compare the count noun *chair* and the noncount noun *furniture*.

-->There are **chairs** in the room. (correct)
X There are **furnitures** in the room. (incorrect)

-->There is **a chair** in the room. (correct)
X There is **a furniture** in the room. (incorrect)

X There is **chair** in the room. (incorrect)
-->There is **furniture** in the room. (correct)

-->There are **several chairs** in the room. (correct)
X There are **several furnitures** in the room. (incorrect)

Exercise 1.1

Identify whether the italicized nouns in the sentences are count or non-count nouns by writing C or NC in the blank. Some questions have two answers.

1. _____ The amount of ***traffic*** on the way home was terrible.
2. _____ ***Forgiveness*** is an important part of growing up.
3. _____ I made caramel ***sauce*** for the organic ***apples*** I bought.
4. _____ I prefer film ***cameras*** instead of digital ones.
5. _____ _____ My favorite ***subject*** is ***history***.
6. _____ _____ "***Freedom*** is just another ***word*** for nothing left to lose."

Exercise 1.2:

Choose the item that does not belong.

1. bean	water	salt
2. information	advice	idea
3. bread	apple	water
4. toy	man	meat
5. rice	lettuce	tomato

Exercises created by Allyson Marceau

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Key Takeaways

- You can make count nouns plural by adding -s.
- Count nouns are individual people, places, or things that can be counted, such as politicians, deserts, or candles.
- Noncount nouns refer to whole things that cannot be made plural, such as salt, peace, or happiness.

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4.1.1: Nouns- Both Count and Noncount

Nouns with Both Count and Noncount Uses

Some nouns can be both count and noncount depending on the context of the sentence. Read the charts to learn more.

Examples of Both Count and Noncount Nouns

COUNT-A PARTICULAR ONE
In the nouns below, the determiner ***a*** or an expression of quantity before the count noun expresses a particular, specific event, "true of one situation". In some cases, an adjective may be included.
EXAMPLES
What **a life** she has! (Det + N) What **an easy life** she has! (Det + Adj + N)
I had **an experience** today. (introduction to a story) I had **a good experience** today.
I have been to that restaurant **three times.** We had m**any fun times** on family vacations.
Please, show the **papers** to the customs agent.
Chickens cannot be raised in the city limits. I prepared **a roast chicken** for Sunday dinner.
I ordered **a coffee** for myself and **a tea** for my husband. We would like **two lattes** and **a cappuccino.**

NONCOUNT- A GENERAL MEANING
The noncount use of the equivalent (same) word expresses a more general meaning, "true for all situations or events".
EXAMPLES
Life is complicated.
I have a lot of **experience** in hotel management.
Time passes slowly.
I wrote my homework on **paper**.
I ordered **chicken** in my favorite restaurant.
Coffee and **tea** are popular breakfast drinks. We grind our own **coffee**.

Exercise 1.3-Count and Noncount Meanings

Complete the sentences. Use the correct forms of the nouns from the list. Then write C for count and NC for noncount.

experience life time paper coffee

1. We had a wonderful experience when we went to the Amalfi Coast __C__
2. The job requires _____ in computer programming. _____
3. I tried to call Mark several _____, but he didn't answer. _____
4. We have to hurry. We don't have much _____. _____
5. The _____ of a student can be stressful. _____

6. Five _____ were lost in the storm. _____
7. Can you get me a large _____ when you go to the coffee shop? _____
8. Laura drinks _____ every morning. _____
9. Can you bring me some _____ to write a shopping list? _____
10. The customs agent asked me for my _____. _____

Nouns with Both Count and Noncount Uses: Grammar Quizzes by Julie Sevastopoulos is licensed for use under CC BY-NC-SA 4.0 International

Exercise 1.3 by Allyson Marceau

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4.1.2: Text- Regular Plural Nouns

A plural noun indicates that there is more than one of that noun (while a singular noun indicates that there is just one of the noun). English has both regular and irregular plural nouns.

Let's start with regular plurals: **regular plural nouns** use established patterns to indicate there is more than one of a thing.

Recognize nouns marked with plural form *–s.*

1) We add the plural suffix *–s* to most words.

- apple → apples
- key → keys

2) When a noun ends with a consonant + *y*, we change the *y* to *ies*.

- baby --> babies
- city --> cities

3) However, when the word ends with a vowel + y, we only add -s.

- boy -->boys
- key --> keys

Exercise 1.4: Words Ending in "y"

What are the correct plurals for the following words?

Singular	Plural	Singular	Plural
supply		play	
monkey		lady	
story		day	

4) We add the plural suffix *–es* to most words that end in *o*.

- tomato → tomatoes
- hero → heroes

5) We add the plural suffix *–s* to words of foreign origin (Latin, Greek, Spanish, etc.)

- piano → pianos
- photo → photos
- video → videos

Exercise 1.5: Words Ending in "O"

What are the correct plurals for the following words?

Singular	Plural	Singular	Plural
solo		tornado	
veto		photo	
echo		radio	
avocado		zero	
studio		potato	

Exercise 1.6: Plural or No Plural

Add -s, or -es or change y to -ies to make nouns plural. If a plural form is not needed, write X. Remember: Only count nouns have plural forms.

Sylvia's daughter, Marisa was about to turn ten, and Silvia wanted to have a special dinner for her. She made a list and headed out to buy everything she needed for Marisa's favorite meal. First, she went to a bakery. She ordered a beautiful cake decorated with strawberry_____ and pretty yellow daisy ____ (her favorite flower) and cookie _____ filled with creamy chocolate ____. Next, she went to the neighborhood grocery store. For dinner, she got chicken_____ , cheese_____ and fresh cream_____ to make Marisa's favorite dish, chicken with au gratin potato_____. She also bought ingredient__ _ for a large salad--several tomato____, avocado____, carrot____ and, of course, lettuce____. When Sylvia got home, she immediately she prepared the vegetable_____ for the salad and began to set up the birthday room and make the special meal. She prepared the chicken au gratin and put it in the hot oven to bake. In the dining room, she set the chair_ ___ around the table, laid down her best tablecloth, and set the table with her best dish_____ silverware____, and glass____. Finally, she decorated the birthday room with colorful ribbon____ and balloon_____ in Marisa's favorite color, red. When Marisa came home that evening, she was so excited to see the beautiful birthday room and smell her favorite meal cooking in the kitchen. Soon, her dad came home with her sister and brothers, carrying several beautiful package_____ covered in pretty, red paper_____ and shiny silver ribbon_____. The whole family sat down at the table and enjoyed a delicious meal. After dinner, Marisa blew out ten candle____ on the cake and made a wish while the family sang "Happy Birthday!" It was time for Marisa to open her present_____. She carefully opened each one and cried out with delight when she found all of the toy_____ and cloth_____ she had hoped for. It was a wonderful evening that everyone enjoyed!

---

6) After sounds *s*, *z*, *sh*, *ch*, and *j*, we add the plural suffix *–es*.

- box → boxes
- wish → wishes
- kiss → kisses

Exercise 1.7 Words Ending in *s*, *z*, *sh*, *ch*, and *j*

Do you know how to spell the plurals for the following words?

Singular	Plural	Singular	Plural
peach		bus	
chair		picture	
quiz		watch	

7) When a word ends in *–f* or *–fe*, we change the *f* to *v* and add *–es*.

- leaf → leaves
- life → lives
- scarf → scarves
- calf → calves
- loaf → loaves

But not in these words

- cliff → cliffs
- roof → roofs
- belief → beliefs
- chief → chiefs

Exercise 1.8" Words Ending in "f"

What are the correct plurals for the following words?

Singular	Plural	Singular	Plural
wolf		self	
chief		half	
sheaf		roof	
knife		thief	

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4.1.3: Text- Irregular Plural Nouns

Irregular plurals, unlike regular plurals, don't necessarily follow any pattern, and require a lot of memorization. Mastering this type of pluralization uses a different region of your brain than regular pluralization, meaning it's an entirely different skill set than regular pluralization. So don't get too frustrated if you can't remember the correct plural. If you're ever in doubt, the dictionary is there for you. Below are some common patterns in irregular plural nouns.

No Change (Base Plurals)

In some words, the singular form is used for both singular and plural.

- fish
- deer
- sheep
- series
- species

Note: The plural for a computer mouse (as opposed to the fuzzy animal) can either be *mice* or *mouses*. Some people prefer *mouses* as it creates some differentiation between the two words.

Vowel Changes

In some words double "o" changes to double"ee."

- foot→ feet
- goose → geese

Plural *–en*

- child → children
- ox → oxen

Practice

What are the correct plurals for the following words? You may need a dictionary to complete the chart.

Singular	Plural	Singular	Plural
goose		moose	
fish		child	
man		tooth	

mouse		foot	

Practice Irregular Plural Nouns with this link: Turtle Diary-Irregular-Plural Nouns

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4.2: Pronouns

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4.2.1: Subject Object and Possesive Pronouns and Possesive Adjectives

Introduction to Pronouns and Possessive Adjectives

***Figure* 4.2.1.1**

Read and Observe

Anna decided at the beginning of Anna's first semester of college that Anna would run for thirty minutes every day. Anna knew that Anna would be taking a literature class with a lot of reading, so instead of buying print copies of all the novels Anna's teacher assigned, Anna bought the audiobooks. That way Anna could listen to the audiobooks as Anna ran.

Does this paragraph feel awkward to you? Let's try it again using pronouns:

Anna decided at the beginning of her first semester of college that **she** would run for thirty minutes every day. **She** knew that **she** would be taking a literature class with a lot of reading, so instead of buying hard copies of all the novels her teacher assigned, Anna bought the audiobooks. That way **she** could listen to **them** as **she** ran.

This second paragraph is much more natural. Instead of repeating nouns multiple times, we were able to use pronouns. You've likely hear the phrase "a pronoun replaces a noun"; this is *exactly* what a pronoun does.

In this outcome, you'll learn how pronouns work, how to use pronouns in different situations, and how to select the correct pronouns.

Function of Pronouns

A pronoun stands in the place of a noun. Because a pronoun is replacing a noun, its meaning is dependent on the noun that it is replacing. This noun is called the **antecedent**. Let's look at the two sentences we just read again:

Because a pronoun is replacing a noun, its meaning is dependent on the noun that **it** is replacing. This noun is called an **antecedent**.

Whenever you use a pronoun, you must also include its antecedent. Without the antecedent, your readers (or listeners) won't be able to figure out what the pronoun is referring to. Let's look at a couple of examples:

- Mary likes it when people look to **her** for leadership.
- Billy went to a party for his friend. He gave **him** a present when **he** arrived.
- Kimberly is a gymnast. **She** has earned several medals in different competitions.

So, what are the antecedents and pronouns in these sentences?

- *Mary* is the antecedent for the pronoun *her*.
- *His friend* is the antecedent for the pronoun *him*.
- *Billy* is the antecedent for the pronoun *he*.
- *Kimberly* is the antecedent for the pronoun *she*.

Identify the antecedent in the following examples:

1. The bus is twenty minutes late today, like it always is.
2. I would never forget to give my wife a gift for our anniversary. She would be very disappointed!

Answer

1. **The bus** is the antecedent for the pronoun *it*.
2. **my wife** is the antecedent for the pronoun *she*.

There are several types of pronouns, including personal, demonstrative, and indefinite pronouns. Let's discuss each of these types.

Subject and Object Pronouns

English personal pronouns have two cases: **subject** and **object** (there are also possessive pronouns, which we'll discuss next). **Subject pronouns** are used when the pronoun is doing the action. (I like to eat chips, but she does not). **Object pronouns** are used when something is being done to the pronoun (John likes me but not her). This video will further clarify the difference between subject- and object pronouns.

Select the response from the list that best completes the sentence.

1. I don't know if I should talk to (he / him). (He / Him) looks really angry today.
2. Enrico and Brenna are coming over for dinner tomorrow night. (They / Them) will be here at 6:00.
3. Melissa loves music. (She / Her) listens to it when I drive (she / her) to work.

Answer

1. I don't know if I should talk to **him**. **He** looks really angry today.
2. Enrico and Brenna are coming over for dinner tomorrow night. **They** will be here at 6:00.
3. Melissa loves music. **She** listens to it when I drive **her** to work.

Possessive Pronouns

The possessive pronouns: *mine*, *yours*, *hers*, *ours*, *yours*, *theirs* are used to indicate possession (in a broad sense). They replace a phrase that consists of a possessive adjective (*my*, *your*, *her*, *our*, *your*, *their)* and a noun For example, "Those are **my clothes**." ---> "Those are **mine**."

This video provides another explanation of possessive pronouns:

Select the response from the list that best completes the sentence.

1. Don't take that umbrella! It's (my / mine)!
2. Carla gave Peter (her / hers) phone number.
3. Remember to leave (your/ yours) papers on the table.

Answer

1. Don't take that umbrella! It's **mine**!
2. Carla gave Peter **her** phone number.
3. Remember to leave **your** papers on the table

Review of Pronouns

The table below includes all of the personal pronouns in the English language. They are organized by person, number, and case. The possessive adjectives are also included.

Person	Number	Subject	Object	Possessive Adjectives*	Possessive Pronouns
First	Singular	I	me	my	mine
	Plural	we	us	our	ours
Second	Singular	you	you	your	yours
	Plural	you	you	your	yours
Third	Singular	he	him	his	his
	Singular	she	her	her	hers
	Singular	it	it	its	its
	Plural	they	them	their	theirs

*Possessive adjectives are not pronouns, because they do not replace nouns. They are included here because they are often introduced along with personal pronouns.

Replace each bolded word with the correct pronoun:

1. **Maria** has always loved working with plants.
2. People often lost patience with **Joe**.
3. Michael was unsure how well **Michael** and Terry would work together.
4. **Alicia and Katie** made a strong team.

Answer

1. **She** has always loved working with plants.
2. People often lost patience with **him**.
3. Justin was unsure how well **he** and Terry would together.
4. **They** made a formidable team.

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4.2.1.1: Practice- Personal Pronouns and Possessive Adjectives by Person

Practice: Pronouns and Possessive Adjectives

These exercises are divided by person (1st, 2nd and 3rd) and number (singular, plural).

Exercise 2.1: First Person Singular

Fill in the blanks *using* ***I***, ***me***, ***my***, *or* ***mine***

1. My colleague forgot to leave the documents for _____.
2. _____ 'm going to the store in a minute.
3. Can you tell _____ what happened, please?
4. All the pictures on the wall were _____.
5. _____ live in Houston.
6. It was _____ decision to get a divorce.
7. Linh forgot her guitar so I lent her _____.

Exercise 2.2: Second Person Singular

Fill in the blanks using ***you, your*** *or* ***yours***

1. Is that red car _____?
2. I'm pleased for _____.
3. I'll give _____ a ride to work tomorrow.
4. I put _____ sandwiches in my bag
5. Your teacher was looking for _____.
6. Is this _____ camera?
7. This plate is mine and the blue one is _____.

Exercise 2.3: Third Person Singular-Male

Fill in the blanks using **he**, **him**, or **his**

1. _____ has just told me what you said.
2. I don't trust _____.
3. We both follow _____ on Instagram.
4. The football player took _____ uniform out of the locker.
5. I showed _____ my new smartphone.
6. I didn't like _____ performance.
7. The money on the table was all _____.

Exercise 2.4: Third Person Singular-Female

Fill in the blanks using **she**, **her** or **hers**.

1. _____ likes reading and rock climbing, but not at the same time!
2. I gave the key to the room to _____.
3. She won't say why _____ left Gerald.
4. Last night was _____ first time playing with the Philharmonic.
5. That isn't my bag, it's _____.

6. I was talking to _____ for about half an hour.

7. _____ is upstairs getting ready.

Exercise 2.5: First Person Plural

Fill in the blanks using **we**, **us**, **our**, or **ours**.

1. That's _____ in the photo – behind the gate.

2. _____ tent has a hole in it.

3. Doris taught _____ to read German.

4. Snow was falling all around _____.

5. It's _____ turn to play the game.

6. Jenny put her song online, so I've uploaded _____ too.

7. On Tuesday _____ 're going to Austin.

Exercise 2.6: Second Person Plural

*Fill in the blanks using **you, your** or **yours***

1. Michael and Jill, _____ need to come right now!

2. Students, please give these to _____parents.

3. These books are _____. You can use them for the semester.

4. Children, these lunch bags are _____. This one is mine.

5. Can _____ join the team? We need three more players.

6. Everyone put _____ shoes in the hallway.

7. Do _____ need any help with _____science projects?

Exercise 2.7: Third Person Plural

Fill in the blanks using they, them, their, or **theirs.**

1. _____ will discuss the problem with you tomorrow.

2. I disagreed with _____.

3. Can you remember if these books are _____?

4. Annie and Charlie were watching _____ favorite program.

5. They've taken _____ brother to the beach for the day.

6. _____ didn't allow Jamie to use the photocopier.

7. I saw _____ coming out of the cinema.

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4.2.1.2: Practice with Personal Pronouns and Possessive Adjectives

Exercise 2.8: Subject and Object Pronouns

Fill in each blank with either a subject pronoun or object pronoun:

1. It's good to see _____ , my friends. Thanks for coming!
2. Ben isn't coming to see the film. _____ 's seen _____ already.
3. I don't like Christopher. _____ really annoys _____ .
4. Your bag is over there. Take _____ with _____ when you go.
5. We always go to bed early. Ten o'clock is late for _____ .
6. Her shoes were dirty, so _____ cleaned _____ .
7. I'm going to the cinema. Do _____ want to come with _____ ?
8. My brother called last night. _____ was great to talk to _____ .
9. Emily saw _____ at the restaurant. They were having lunch.
10. I went to see my aunt. _____ was pleased to see _____ .
11. I don't think the store is open. _____ usually closes at five.
12. I showed _____ my photos. He thought _____ were boring.
13. "How much is that shirt?" "_____ think _____ 's twenty-five dollars."
14. Mary's boyfriend has broken up with _____ . _____ told _____ that _____ doesn't love her any more.

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Exercise 2.9: Possessive Adjectives

Complete the sentences with a correct possessive adjective: *my, his, her, its, our, your, their*

Example: Bill makes ***his*** own lunch every day.

1. Mary likes to spend time with _____ brothers.
2. Brian is feeding _____ new puppy.
3. Linda and Tom love visiting _____ children.
4. Jenny always finishes _____ homework before going to bed.
5. Lisa enjoys going out with _____ cousins.
6. My aunt and uncle work in _____ garden every day.
7. My brother and I enjoy _____ new apartment.
8. My friends work at a restaurant. They like _____ jobs.

Exercise 2.10: Personal Pronouns and Possessive Adjectives

Choose the correct answer to complete the sentences

1. We gave them _____ telephone number, and they gave us _____.
   A. ours, their C. our, their
   B. ours, theirs D. our, theirs
2. This bird has broken _____ wing.
   A. it's C. its'
   B. hers D. its

3. These grammar books are different. _____ has 278 pages, but _____ has only 275.

A. Yours, mine
B. Yours, my
C. Your, my
D. Your, mine

4. You can't have any chocolate! It's _____!

A. your
B. her
C. its
D. mine

5. _____ pencil is broken. Can I borrow _____?

A. Mine, yours
B. My, yours
C. Your, mine
D. Yours, mine

6. Jody has lost _____ book.

A. mine
B. hers
C. her
D. theirs

7. Tran has eaten her lunch already, but I'm saving _____ until later.

A. hers
B. my
C. her
D. mine

8. _____ computer is a Mac, but _____ is a PC.

A. His, hers
B. His, her
C. Him, her

9. Was _____ grammar book expensive?

A. your
B. your's
C. yours
D. you

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4.2.2: Indefinite Pronouns

Indefinite Pronouns

An *indefinite pronoun* is a pronoun that doesn't specifically identify what it is referring to. For example, the word *someone* is an indefinite pronoun in the sentence *Someone left a book in the classroom.* We know that the pronoun *someone* refers to a person, but we don't know any other information about them.

anybody	anyone	anything	someone
everybody	everyone	everything	something
nothing	somebody	no one	nobody

These pronouns can be used in a couple of different ways:

- They can indicate the non-existence of people or things. (***Nobody*** *thinks that.*)
- They can refer to a person, but are not specific as to first, second or third person in the way that the personal pronouns are. (***Someone*** took the last cookie.)

Please note that all of these pronouns are singular. Notice how there are no "s" endings on the verbs.

Some of these may feel "more singular" than others, but they all are technically singular. Note the third-person singular form of the verb that follows an indefinite pronoun:

- *Everyone* **likes** the new textbook for our class.
- *No one* **comes** to campus on Sundays.
- *Something* **is** wrong with the printer.
- **Does** *anyone* have an extra pencil?

Exercise 2.11: Indefinite Pronouns

Fill the blanks with an appropriate indefinite pronouns. Some questions may have two possible answers.

1. I invited a few friends over for a barbeque, but so far _____ has arrived.

2. _____ should always do his or her best.

3. _____ forgot to turn off the heater before going to bed last night.

4. When our flight was delayed, some passengers became angry, but _____ had to wait.

5. You look very busy. Is there _____ I can do to help?

6. The dessert you made for supper was delicious. Is there _____ left?

7. This test on pronouns is easy. _____ can pass it.

8. It doesn't matter which taxi service we call. _____ will be fine.

10. We'll be arriving at the airport soon. Has _____ got his or her passport?

11._____ left this scarf in the classroom, so I'll take it to the lost and found.

12. I could not answer any of the questions. _____ was too difficult for me.

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4.2.3: Reflexive and Reciprocal Pronouns

Reflexive Pronouns

A reflexive pronoun (ending in ***-self*** or ***-selves***) is used when **the subject and the object are the same person**. The reflexive pronoun points back to the subject of the sentence. Specific verbs use the reflexive pronoun. See the chart for examples:

Pronoun	Reflexive Pronoun	Example Sentence
I	myself	I hurt myself while playing.
You (singular)	yourself	You should be proud of yourself.
He	himself	He looked at himself in the mirror.
She	herself	She did the work all by herself.
It	itself	The cat cleaned itself.
We	ourselves	We helped ourselves to some snacks.
You (plural)	yourselves	You all should take care of yourselves.
They	themselves	They introduced themselves to the new class.

Using "by" with Reflexive Pronouns

The preposition **"by"** is often used with reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) to indicate that someone is alone or performing an action without help or company. Here's how it works:

1. **To mean "alone":**
   - Example: "She lives by herself."
     (This means she lives alone, without anyone else.)
2. **To mean "without help":**
   - Example: "He fixed the car by himself."
     (This means he fixed the car without assistance from anyone else.)
3. **To emphasize independence or effort:**
   - Example: "I completed the project by myself."
     (This emphasizes that the speaker completed the project independently.)

Test Your Knowledge

Below are sentences using "by" with reflexive pronouns. Identify the purpose of the "by" phrase in each sentence by choosing one of the following:

1. To mean "alone"

2. To mean "without help"

3. To emphasize independence or effort

_____ 1. After the argument, he sat by himself in the corner of the room.
_____ 2. They built the tree-house by themselves over the summer.
_____ 3. I enjoy reading books by myself in the evenings.
_____ 4. He solved the complex math problem by himself in just 10 minutes.

_____ 5. The little boy tied his shoes by himself for the first time.
_____ 6. Sometimes, it's nice to have dinner by myself.

Answers:

1. 1 *(Means "alone.")*

2 . 2 *(Means "without help.")*

3. 1 *(Means "alone.")*

4. 3 *(Emphasizes independence or effort.)*

5. 2 *(Means "without help.")*

6. 1 *(Means "alone.")*

Chart and Exercise "Using By..." and questions created with ChatGPT.

Reflexive Pronouns with "by" From: Grammar Quizzes by Julie Sevastopoulos is licensed for use under CC BY-NC-SA 4.0 International.

Watch the video for an overview of Reflexive pronouns:

Example Reflexive Verbs and Verb Phrases

He believes in himself.	**He hurt himself**.
She blames herself.	**He introduced himself**.
He cut himself.	**He excused himself**.
She enjoys herself.	**They** painted the house **themselves**.
He feels sorry for himself.	**He pinched himself**.
She helps herself.	**They marketed themselves** well.
He is pleased with himself.	**He is proud of himself.**
He takes care of himself.	**He works for himself**.
She talks to herself.	**They wished themselves** good luck.

Exercise 2.12

Write in the correct reflexive pronoun.

1. The actress was proud of _____ when she won an Oscar award.

2. Jack was pleased with _____

3. They blamed _____ for losing the game.

4. You can build it _____ if you follow the directions.

5. The mouse hurt _____ when it took the cheese.

6. I quickly dressed _____ and then went to the kitchen.

7. My roommate works at home, so he spends the day by _____

8. I was proud of _____ for getting an "A" on my test.

9. She went to the movies by _____

10. We fixed the sink _____ instead of calling a plumber.

Reciprocal Pronouns

Each other vs. One another

EACH OTHER
Each other like all pronouns refers back to a noun that comes before it (an antecedent). However, because it is a reciprocal pronoun, it refers to two nouns or a group noun. It expresses what one person feels toward or does for the other; the other feels or does the same in return.
RECIPROCAL —TWO
Sophie loves Jim and Jim loves Sophie. ⇒ **Sophie and Jim** love **each other.** (refers to subject)
Occasionally, **they** get angry at **each other.** (refers to subj. pronoun)
RECIPROCAL—TWO OR MORE
Our family loves **each other.**

ONE ANOTHER
one another expresses the same idea of reciprocity ("one and another"). However, some people use *each other* for two people and *one another* for more than two. Other people use *each other* and *one another* in the same contexts. This difference is disputed (not accepted by all.)
RECIPROCAL—TWO
Sophie loves Jim and Jim loves Sophie. ⇒ **Sophie and Jim** love **one another**[1].
Occasionally, **they** get angry at **one another.**

RECIPROCAL—TWO OR MORE
Our family loves **one another.** After a fight, **everyone** apologizes to **one another**. We **all** give **one another** holiday gifts.

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Explanation of the Difference Between "Themselves" and "Each Other":

- **"Themselves"** is used when the subject is acting alone and receiving the action. It reflects back on the subject.
- **"Each Other"** is used when two or more people perform actions toward one another. It expresses mutuality between the subjects.

Examples of "Themselves" and "Each Other"

Themselves (Reflexive Pronoun):

- Example 1: "The children were playing by **themselves** in the yard." (The children are playing alone, no one else is involved in the action.)
- Example 2: "They looked at **themselves** in the mirror." (The action reflects back on the subject, "they.")

Each Other (Reciprocal Pronoun):

- Example 1: "The children were playing with **each other** in the yard." (The children are interacting with one another, doing something together.)
- Example 2: "They helped **each other** with the homework." (The action is mutual between the two or more subjects.)

Exercise 2.13: Themselves or Each Other

Choose the correct pronoun ("themselves" or "each other") for the following sentences.

1. The children helped _____ with their homework.
2. The children are getting _____ ready to go to school.
3. The team worked together and helped _____ to finish the task.
4. After the meeting, the team congratulated _____ for their hard work.
5. They enjoyed looking at _____ in the reflection on the lake.
6. They looked at _____ with frightened expressions on their faces.

Exercise 2.14

Complete the sentence with a reciprocal or reflexive pronouns.

1. My sister and I helped _____ yesterday. I helped her with her homework, and she helped me with mine.
2. “Help _____! Take what you want, I hope you enjoy the food!”
3. Neighbors should learn to help _____.
4. Maria talks to _____ while she is cooking dinner.
5. Have you ever hurt _____ while you were riding a bike?
6. He made _____ a delicious sandwich when he returned from work.
7. My husband and I are architects so we built our house_____.
8. People around the world should love and respect_____ because we are all brothers and sisters.
9. They gave _____ a hug when they said good-bye.
10. “Hi Mary! Did you enjoy _____ at the club?”

11. Peter and Vitoria love _____; they have been in love for many years.

Exercise 2.15

Fill in the blanks with "each other," "one another," "themselves," or "ourselves". Some questions may have two answers.

1. During the team-building exercise, the students had to trust and support _____.
2. The children helped _____ by sharing their toys and playing together.
3. The volunteers took care of _____ by wearing appropriate safety gear and following guidelines.
4. We all gave _____ gifts for Christmas.
5. My husband and I enjoyed _____ on our trip to the beach.
6. The women looked at _____ in the mirror as they put on their makeup.
7. It's important for friends to listen to _____ and offer support during difficult times.
8. The students were able to solve the problem by working with _____ and sharing ideas.
9. In the group discussion, everyone should contribute and listen to _____ to ensure a productive conversation.
10. They don't need any help. They can do it _____.

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4.3: Determiners

Quantifiers

A **quantifier** (/kwɒntɪfaɪə/) is a modifier that expresses quantity (i.e. *how many* or *how much* of something is being referred to).

Examples include *many*, *few*, *several* etc. Many quantifiers are determiners. Some can only be used with count nouns e.g. “few,” " (not) many,” whereas others can only be used with non-count noun; “a little,” "(not) much.”

Table of common examples:

Type	Non-count	Count
Large	• much • a lot of	• many • a lot of
Small	• not much • a little	• not many • a few
Undetermined	• some • any	• some • any

Some and Any

Some and *any* can be used with **plural count nouns** and **noncount nouns**. Use *some* with positive statements or yes or no questions that make an offer or request. Use *any* with negative statements and yes or no questions. Look at the numbered examples below.

1. I have **some** errands to do after class. (positive statement)

2. I do not have **any** problems with my computer. (negative statement)

3. Does he have **any** information about the required paperwork? (yes or no question)

4. Would you like **some** tea? (an offer)

5. Can I have **some** sugar in my tea please? (a request)

Exercise 3.1: Some and Any

Circle *some* or *any* to complete the sentence.

1. Could you bring some/ any more napkins?

2. Do you have some/ any questions?

3. I would like some/ any ice in my water.

4. There aren’t some/ any stores for a few miles.

5. Could you move some/ any books to the other class?

6. I cannot carry some/ any items because my hands are full.

7. Gerry ate some/ any food before leaving to school.

8. Rosa didn’t eat some/ any food, so she might be hungry later.

9. Will the teacher give some/ any examples on this grammar topic?

10. Sonya went to Yosemite, but she didn’t see some/ any animals.

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4.3.1: Quantifiers

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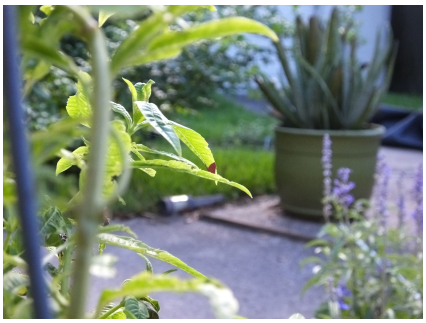
4.3.1.1: 4- Much, Many a Lot of

Much, Many and A Lot of

Indicate a quantity for count and noncount nouns



Much, **Many, A lot of: Positive Statements**

MUCH
Much is used in a positive sentence only for scholarly contexts such as science journals or reference books. Reword the sentence using ***some*** or ***a lot of***.
POSITIVE SENTENCE
~ ~~***Much***~~ **food is** in the refrigerator. (Use **some** or **a lot of**)
Some food is in the refrigerator.
A lot of food is in the refrigerator.
Much food can be preserved in a refrigerator. (Use in a scholarly context only.)
MANY
Many is not usually used in a positive sentence except for scholarly contexts such as science journals or reference books. Reword the sentence using ***a lot of*** or ***several.***
POSITIVE SENTENCE
A lot of / Several snacks are in the refrigerator. ~~***Many***~~ **snacks** are in the refrigerator. (Better: Use **a lot of, several**)
Several snacks are in the refrigerator.
A lot of snacks are in the refrigerator.
Many snacks have high amounts of sodium. (scholarly context)

Much and Many: Questions & Negative Statements

MUCH
We use **much** with non-count nouns to indicate a large quantity. However, **much** is mostly used in negative sentences or questions.
NEGATIVE SENTENCE / QUESTION
Not **much food is** in the refrigerator.
Is there **much food** in the refrigerator?
MANY
Use **many** with plural count nouns to indicate a large number. However, **many** is mostly used in negative sentences or questions.
NEGATIVE SENTENCE / QUESTION
Not **many snacks are** in the refrigerator.
Are there **many snacks** in the refrigerator?

Also see count / noncount nouns | some/ any Also see More / -er…than, Most/-est and Much / More Comparative forms: *much–more–most / many–more–most*

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4.3.1.2: Practice- Much and Many

Exercise 4.1

Decide whether the sentence needs the quantifier *much* or *many*.

You will need to know if the noun is count or non-count. Non-count/Count

Select the response from the list that best completes the sentence.

1. As you can see I don't have (much / many) hair.
2. I have tried (much / many/ several) things to make it grow back, but it won't.
3. There isn't (much / many) help for being bald, so I think about the positive side.
4. An advantage is that I don't need (much / many) shampoo.
5. I also do not need (much / many) cosmetic products.
6. It doesn't take (much / many) sunscreen to cover my bald head (head without hair).
7. And it doesn't take (much / many) time to get ready in the morning.
8. I don't have (much / many) bad-hair days, or should I say "any"?
9. And I'll never have to worry about covering gray hair. Being bald is not (much / many) trouble.
10. In fact, I think I have a condition that (much / many) a lot of guys *envy*. (wish they had it too)

Exercise 4.2: Much or Many?

In the Work Place

Select *Correct* or *Incorrect*. Then,write the corrections for incorrect sentences.

1. I don't have **many difficulty** at work.
   Correct Incorrect Correction:
2. I don't have **much problems**.
   Correct Incorrect Correction:
3. I don't like **many advices**.
   Correct Incorrect Correction:

4. I don't get **many suggestions** either.
Correct Incorrect Correction:

5. I think other people don't have **many imagination**.
Correct Incorrect Correction:

6. They may not have **many ideas** either.
Correct Incorrect Correction:

7. I have **much experience** in my work.
Correct Incorrect Correction:

8. A few years ago, I didn't have **much knowledge**.
Correct Incorrect Correction:

9. My boss wouldn't give me **many jobs**.
Correct Incorrect Correction:

10. Now I have many **more confidences**.
Correct Incorrect Correction:

Exercise 4.3: Error Correction

Read for Errors

A lot of young people in their twenties are frustrated because there aren't many jobs for them. Many young people have borrowed much money to go to college and get a degree. However, after they graduate, they aren't finding much opportunities. They have heard much advice about working hard, but they can't find jobs where they can prove themselves. Because of this problem, many college students are taking internships.

They learn and work at the same time. They get many experience while working with a mentor. However, they don't get much money. The students hope that after working a few months, they will get many good recommendations, which will help them get many more job offers. With both a degree and work experience, a student is such more likely to get the job that he or she wants.

frustrated (N) – upset because they are not making progress

degree (N) – a certificate of graduation (finishing college or university)

internship (N) – an unpaid or low-paid learning position in a business or company

mentor (N) – a person who works one-to-one to train a student-employee

recommendation (N) – a positive letter to a future employer

Edit Sentences for Errors

Edit the sentence(s) by writing a correct sentence.

1. A lot of young people in their twenties are frustrated because there aren't many jobs for them.

Edited Sentence:

2. Many young people have borrowed much money to go to college and get a degree.

Edited Sentence:

3. However, after they graduate, they aren't finding much opportunities.

Edited Sentence:

4. They have heard much advice about working hard, but they can't find jobs where they can prove themselves..

Edited Sentence:

5. Because of this problem, many college students are taking internships.

Edited Sentence:

6. They get many experience while working with a mentor.

Edited Sentence:

7. However, they don't get much money..

Edited Sentence:

8. The students hope that after working a few months, they will get many good recommendations.

Edited Sentence:

9. The recommendations will help them get many more job offers.

Edited Sentence:

10. With both a degree and work experience, a student is such more likely to get the job that he or she wants.

Edited Sentence:

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4.3.1.3: A Few / A Little / Few / Little

Little vs. Few

(Sufficient vs. Insufficient)

A Few vs. Few

FEW – INSUFFICIENT (not enough)
Use **few** with a count noun to mean "not many, not enough" (insufficient).
Few people are able to give to food programs this year. (not many) The Bank received **few donations**. Fortunately, **few** families will be without a holiday meal. I have **few** friends, and I am lonely.

A FEW – SUFFICIENT
Use **a few** with a count noun to mean "not many but enough" (sufficient).
 A few people will help collect food for the Food Bank. (enough) The Food Bank received **a few** very large **checks**. Unfortunately, **a few** families will go without a holiday meal. **A few friends** are coming over tonight!

a food bank – a program in a community that collects food from grocery stores, restaurants and neighbors and gives it to people who need food.

Little vs. A Little

LITTLE– INSUFFICIENT
Use ***little*** with a noncount noun to mean "not much, not enough". The speaker is unhappy about it.
Little help is being received this year. (not much) The usual donors are able to give **little food**. People will have to get by with **little assistance**.

A LITTLE – SUFFICIENT
Use ***a little*** with a noncount noun to mean "not much but enough". The speaker is OK with it.
 A little help will come from corporate donations. Restaurants and grocery stores will give **a little food**. People will have to get by with **a little assistance**. (enough) I have **a little water**. *(*enough*)* **A little water is** all I need.

get by (expression) – have less; have barely enough; survive

Exercise 4.4

My Glass is Half Full

What are the pluses (+) in your life?

Use "a few" or "a little" to express a sufficient amount.

Write "a few" or "a liitle" in the blank:

"My glass is half full" is an expression that describes a person who sees the positive side of life and is an optimist.

1. I am making _____ **progress** in school.
2. I have ___ **good friends.**
3. My life is easy. I have only _____ **stress.**
4. I play _____ **video games.**
5. I have done _____ **homework** already.
6. I have just _____ **math problems** to do today. It won't take long.
7. I got _____ **help** today.
8. I asked for ____ **advice** from a guidance counselor.
9. I read _____ **chapters** in my history book this morning.
10. I had ____**fun** with my friends during the lunch break.

Exercise 4.5

Air Travel

Decide whether the sentence needs the quantifier ***little / a little*** or ***few / a few***.

You will need to know if the noun is count or noncount.

Fill in the blank with "few," "a few," "little," or "a little."

1. You get _____ space for the price of your ticket.
2. There is _____**room** for your knees.
3. _____ **seats** at the front of the economy section have more space. (Economy – the seating section that costs the least.)
4. _____ seats are empty during a flight.
5. During the flight, the attendant will offer you **_____ food.**
6. However, There is very _____ **food** on the food tray.
7. _____ people actually eat it.8. _____ airlines make you pay for a meal.
9. _____ **people** actually do choose to buy a meal.
10. _____ better service would make people happier.

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4.4: Articles

Articles

There are three articles in the English language: the, a, and an. These are divided into two types of articles: definite (the) and indefinite (a, an).

The Definite Article

The word *the* is a definite article. It refers to one or more specific things. For example, *the woman* refers to not any woman but a particular woman.

The definite article *the* is used before singular and plural count nouns and non-count nouns

- The classroom is filled with students.
- The students are excited about the first day of class.
- The information on the website is incorrect.

When using the definite article, both the listener and the speaker know what is being referred to because:

- It is obvious or unique:
  - The sun rises in the east.
  - Please, put the milk in the fridge.
- It is common knowledge:
  - The president is speaking at the convention.
  - The weather is more severe due to global warming.
- It was mentioned in the same sentence or an earlier sentence.
  - A student stayed after class to speak to the teacher. The student was concerned about her grades.

Use the definite article *the* when using forms to show order or number.

- The first day of class can be both exciting and stressful.
- The next bus arrives at 3 p.m.
- On the last day of class, we are going to have a party.

The Indefinite Article

The words *a* and *an* are indefinite articles. They refer to one nonspecific thing. For example, *a woman* refers to any woman, not a specific, particular woman. The indefinite article *a* or *an* is used before a singular count noun.

Definite Articles (*The*) and Indefinite Articles (*A/An*) with Count Nouns

I saw **the** movie. (singular, refers to a specific movie)

I saw **the** movies. (plural, refers to more than one specific movie)

I saw **the** new Despicable Me movie last night. (singular, refers to a specific movie)

I saw **a** movie. (singular, refers to any nonspecific movie)

The Zero Article

There are also cases where no article is required. It can be called a *zero* article:

- With generalizations (plural or uncountable):
  - Cars make commuting easier. (referring to cars in general)
  - Happiness is contagious. (referring to happiness in general)

(Compare: the happiness I felt yesterday, specifying particular happiness)

- With many proper names: Sabrina, France, London, etc.

This chart summarizes the uses of the three types of articles:

INDEFINITE ARTICLES Use before a singular count noun when talking about one of many things, or one thing in general, or when it is the first time you talk about something.		
Article	Use	**Examples**
a	Use before a consonant sound: a drawing, a pencil, a pen, a piece of paper, a uniform	Lorna used a pencil and a pen to make a drawing on a piece of paper.
an	Use before a vowel sound: an artist, an unusual picture, an earring, an uncle	An artist drew an unusual picture of an earring.
DEFINITE ARTICLES Use when the noun is specific or unique, when it is something your reader already knows about, or after you have already introduced it with a/an		
the	**Unique**: the sun, the moon, the earth **Already known**: the kitchen, the TV, the college **First mention**: a museum, a famous artist, an exhibit **Second mention**: the museum; the pictures; the artist	The sun rises in the west. I turned on the TV to watch my favorite program. We went to **an** art museum. **The** museum had **a** special exhibit of a famous artist. **The** exhibit was only temporary.
ZERO (NO) ARTICLE Use with noncount nouns and with plural count nouns when talking about them in general.		
—	artists, research, information, computers	Many artists use computers to do research and find information.

Source of charts: *Harmony: A Grammar and Composition textbook for intermediate students of English for Speakers of Other Languages* by Timothy Krause STUDENT BOOK - DRAFT EDITION 2024

Two Article Rules – Reminders

The following rules will help to determine when and what kind of article needs to be used.

Rule 1: A singular count noun needs an article.

Choose *a* or *an* if the noun is indefinite. Choose *the* if the noun is definite

Rule 2: A plural or non-count noun does not need an article unless it is definite.

Indefinite Articles: Choosing "a" or "an"

- “A” is used before a singular count noun that begins with a **consonant sound.**
- “An” is used before a singular count noun that begins with a **vowel sound.**

The article can be placed before a noun or an adjective or adverb that comes before a noun.

Examples:

- We had **an incredible** vacation in California.
- It was **an unusually** warm day in October.

Be careful because some vowels have consonant sounds (e.g., “u” in the word *university*, and some consonants have vowel sounds or are silent (e.g., “h” in the word *honor*).

Examples:

- I brought **an umbrella** to class today.
- Joe attended **a university** in his city.
- It takes **an hour** to get to downtown.
- Lori has **a heart** of gold.

Also note that articles “a” and “an” cannot be placed before noncount nouns. For example, “an advice” is incorrect because *advice* is noncount. “A piece of advice” is correct because piece is countable.

Exercise 4.6: Indefinite Article *A* or *An*

Write “a”, “an”, or “nothing” in the blank for the nouns below.

1. _____ books
2. _____ information
3. _____ university
4. _____ child
5. _____ hour
6. _____ system
7. _____ differences
8. _____ person
9. _____ idea
10. _____ happiness
11. _____ children
12. _____ exam
13. _____ music
14. _____ uncle
15. _____ hand

Exercise 4.7: General Statements

Write *a* or *0* (no article) for general statements.

1. _____ children must obey their parents.
2. _____ cat usually cleans itself after it eats.
3. _____ seniors are people over the age of 65.
4. _____ hamburgers are popular in the United States.
5. _____ cell phone has many different functions.

Exercise 4.8: Definite or Indefinite Articles

Circle or highlight the correct article in the blank for each of the following sentences.

1. (A / An / The) octopus has eight arms.
2. I missed (a / an / the) first day of class, so I stayed after class to talk to the teacher on (a/an/the) second day.
3. I enjoyed (a / an / the) rides at the amusement park.
4. (A / An / The) president spoke of many important issues.
5. I really enjoyed (a / an/ the) actor’s performance in the play.
6. (A / An / The) goal I have is to run a marathon this year.
7. (A / An / The) student walked in after the class started, but he left immediately. (A/An/The) student was in the wrong room.
8. We went to (a / an / the) airport early to avoid missing our flight.
9. It takes (a / an / the) hour to get to the airport.
10. Do you know where (a / an / the) TV remote is?
11. Harry bought (a / an / the) new car on Saturday. (A / An / The) salesman told him he got a great deal!
12. (A / An /The) moon is very bright tonight.

13. Students have to take (a/an/the) test to enroll in ESOL courses. (A / An / The) test determines which courses a student must take.
14. This is (a / an / the) last day to register for classes.
15. Unfortunately, it is not possible to control (a / an / the) weather.

Exercise 4.9: Definite, Indefinite ro Zero Article

Circle or highlight the correct article in the blank for each of the following sentences.

1. (An / no article) Architects draw plans for (a/no article) new buildings.
2. In (the / no article) past, they used (a / an) pencil with paper.
3. Now they probably use (a / an) computer and (a / an) printer.
4. (An / no article) architect needs to know about art and science.
5. (A / no article) Buildings need to serve (a / the) function, but they also need to look good.
6. (A / The) student must study about 5 years to become (an / the) architect

4.10: Error Correction

Correct the misused or missing articles and rewrite the paragraph:

> Stars are large balls of spinning hot gas like our sun. The stars look tiny because they are far away. Many of them are much larger than sun. Did you know that a Milky Way galaxy has between two hundred billion and four hundred billion stars in it? Scientists estimate that there may be as many as five hundred billion galaxies in an entire universe! Just like a human being, the star has a life cycle from birth to death, but its lifespan is billions of years long. The star is born in a cloud of cosmic gas and dust called a nebula. Our sun was born in the nebula nearly five billion years ago. Photographs of the star-forming nebulas were created by NASA scientists.

Exercise 4.11: Definite, Indefinite or Zero Article

A. Circle the correct article.

My name is [a/ an / the / 0] Jacob. I am from [a an the 0] Canada. I am visiting [a/ an / the / 0] Portland. Yesterday, it rained, so I visited [a/ an / the / 0] store in Clackamas Town Center. I bought [a/ an / the / 0] clothes and [a an the 0] umbrella. [a/ an / the / 0] umbrella was big and black. I also bought [a/ an / the / 0] T-shirt with [a/ an / the / 0] picture of [a an the 0] otter. [a an the 0] shirt was white, and [a/ an / the / 0] otter was red. When I went back to my hotel, [a/ an / the / 0] sun was shining. I was surprised! I thought it always rained in [a/ an / the / 0] Oregon!

B. Fill in the missing words. Use articles *a*, *an*, *the*. If you don't need an article, then don't write anything.

My name is Beatrice. I am _____ chef. I like to make_____ cakes. Today I am making_____ chocolate cake with_____ cherries. It is the most popular cake that I make. However, I make_____ cakes of all kinds. Once, I even made _____ ice cream cake! I sell my cakes at_____ store in downtown Portland. _____ store is very busy in _____ morning, but it is not very busy in _____ afternoon. Sometimes I work too hard, and I want to take _____ vacation. This summer, I want to take _____ cruise on. Maybe I will go to _____ Alaska. Wouldn't that be fun? I could see ____ whales and walk on _____snow. _____trip like that would be_____ wonderful vacation!

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CHAPTER OVERVIEW

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5.1: Future Tense and Future Tense Clauses

Overview: Future Tense Forms

Read these sentences...

1. I will meditate every day this semester
2. She is going to call her son to cheer him up
3. We might/may discuss the "Happiness in Denmark" article in class today
4. I am writing in my journal for twenty minutes this morning to boost my mood
5. The class meets at 8:30 AM.
6. He plans to do a happiness survey tomorrow
7. At 9:00 tomorrow morning, they will be working

What are some ways we make the future tense?

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5.1.1: Future with 'Be Going To'

Future Tense Form-"Be Going to"

This chart provides a quick reference for forming sentences in affirmative, negative, and question forms using "be going to."

Be Going To

	Affirmative	Negative	Contraction
Subject	am/is/are + going to + base verb	am/is/are + not + going to + base verb	Subject + BE Verb + n't + going to + base verb
I	am going to play	am not going to play	I'm not going to play
You	are going to play	are not going to play	You're not/You aren't going to play.
He/She/It	is going to play	is not going to play	He's/She/'s/It's not going to play. He/She/It isn't going to play.
We	are going to play	are not going to play	We're not/We aren't going to play.
They	are going to play	are not going to play	They're not/They aren't going to play.

Yes/No Questions with Short Answers

Yes/No Question	Short Answer (Affirmative)	Short Answer (Negative)
BE Verb + Subject + going to + Verb		
Are you going to study?	Yes, I am.	No, I'm not.
Is she going to travel?	Yes, she is.	No, she isn't.
Are they going to play soccer?	Yes, they are.	No, they aren't.

Wh-Questions

Questions about the Subject

Wh word+BE Verb Subject+going to + Verb	Responses	Wh word + BE Verb + going to + Verb	I
What are you going to do tomorrow?	I am going to read a book tomorrow.	Who is going to come tomorrow?	J
Where is she going to go for vacation?	She is going to visit Paris for vacation.	What is going to happen this evening?	V a
Why are they going to leave early?	They are going to leave early because of the weather.		

We often use "Be Going to" with these time expressions: *tonight, tomorrow, later, next week, this week, this month, this year, etc.*

Examples:

1. He **is going to move** to a new place **in October.**
2. I **am going to visit** my mom **this weekend.**
3. They **are going to transfer** to a four-year university **next month.**
4. We're **going to study** future forms **this week**.

Meaning: "Be Going To" + Base Form

- It's going to rain this afternoon
- We're going to conduct a survey on happiness this semester

Which sentence is about a plan? Which sentence is about a prediction?

Answers

- The first sentence is about a prediction
- The second sentence is about a plan

"Be going to" is used for both plans and predictions

Which of these events are usually planned?

- Getting a cold
- Having a party
- Doing your homework
- The weather
- Winning the lottery
- Visiting a friend
- Traveling

Answers

- Having a party
- Doing your homework
- Visiting a friend
- Traveling

Using Be Going To

We use **be going to** + the base form of the main verb in these situations.

Use “Be Going To”	Example	Explanation
For prediction — We use **be going to** to make general predictions as well as predictions based on our sense of sight, smell, taste, hearing or touch. In other words, something about the present causes us to think an action will happen very soon or immediately.	I think our team **is going to win** Something smells good. Dinner **is going to be** delicious.	The speaker is making a general prediction about a future outcome. The speaker is making a prediction about a future meal based on what his sense of smell tells him in the present.
	The sun is shining and there's not a single cloud in the sky. It'**s going to be** a nice day.	The speaker is making a prediction based on what (s)he sees.
For a plan — We use **be going to** to talk about future events which have already been planned.	This year we are going to take a cruise to Alaska. After work I'm going to play tennis with a friend.	The speaker is talking about a planned event.
For informal situations — We use **be going to** when we talk about informal situations involving future actions.	Mom and Dad **are going to be** angry when they see the mess you've made. You'd better clean it up before they get home.	This is an informal situation between two siblings.

Exercise 1.1: Fill-in-the-Blanks

Directions: Use the correct form of *be* (am/ is/ are) + *going to* + *verb* in the following sentences.

1. Wendy _____ an interview for a new job next week. (have)
2. Richard _____ anything if he isn’t sure about it. (not say)
3. I _____ the Opera House and Harbor Bridge when traveling to Sydney, Australia next year. (visit)
4. _____ Diego and Sacha _____ a house in a small town? (buy)
5. This summer, Sam and his brother _____ martial arts to help defend themselves. (learn)
6. _____ you _____ your mother's house after work? (stop by)
7. My sister _____ from college in psychology in May. (graduate)
8. _____ Linh _____ the job offer? (accept)
9. What _____ you _____ after class today? (do)
10. _____ it _____ soon? (rain)
11. Where _____ Maria _____ her next birthday? (celebrate)
12. We _____ dinner with our classmates tonight. (not have)

13. What time _____ (you / call) me?
14. Where _____ (we / eat) tonight?
15. Who _____ (carry) the groceries for me?

Exercise 1.2:Making Sentences

Directions: Make sentences with the verb phrases below about yourself using *be going to.* Write positive or negative answers. *T*hen share with a partner.

Example: *get a new job → I'm not going to get a new job.*

1. take a vacation
2. move to a new city
3. finish my degree next year
4. cook dinner tonight
5. travel abroad next summer
6. eat out with my family this weekend
7. buy a new car next year
8. study another language

Exercise 1.3: Interviewing a Partner

Directions: What are your plans for next week? (Or your next vacation?) Make five sentences using *be going to + verb.* Then share with your partner about your plan. Write your partner's answers in Part 2. Don't forget to change the subject from "I" to "he" or "she" and make the verb agree.

Example: I'**m going to see** my dentist next Monday.

Part 1: Write about your plans.

- _____
- _____
- _____
- _____
- _____

Part 2: Ask your partner about his or her plans. Write the answers here.

- _____
- _____
- _____
- _____
- _____

Writing

Use the answers in Practice 3 to write about your partner. Write in a paragraph form. Use "and" or some transitions like: first,/ next, /then/ also, /after that/ in addition, /finally to connect your thoughts. You can begin with a sentence like "I talked to <name of your partner> and she/he told me what her plans were for <next week / his/her next vacation>. First,.....

You must have five or more sentences. The paragraph should look like this:

<your name>

Professor Marceau

Intermediate Grammar

<date>

My Partner's Plans

I talked to <name of your partner> and she/he told me what her plans were for <next week / his/her next vacation>. First,.....

He/She is also.....and,.....Then, ...

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5.1.2: Future with "Will"

Future Tense Form-"**Will"**

This chart provides a quick reference for forming sentences in affirmative, negative, and question forms using "will".

Form	Affirmative	Negative	Question	Short Answer	Wh-Question
Subject	**will + base verb**	**will not / won't + base verb**	**Will + subject + base verb?**	**Subject +Will**	**Wh word+ Will + subject + base verb?**
I	will play	will not play / won't play	Will I play?	Yes you will. No you won't	What will I play?
You	will play	will not play / won't play	Will you play?	Yes I will. No I won't	When will you play?
He/She/It	will play	will not play / won't play	Will he/she/it play?	Yes he/she/it will. No he/she/it won't	Where will he/she play?
We	will play	will not play / won't play	Will we play?	Yes we will. No we won't	Why will we play?
They	will play	will not play / won't play	Will they play?	Yes they will. No they won't	How will they play?

Meaning: "Will" + Base Form

Example Conversations:

- Mother: You need to do your homework, Jack!

  Jack: Yes, Mother. **I will do** my homework after class

- Lori: Can you help me with my homework?

  Sheila: Sure! **I will come** to your house after school, and we can study together.

- Waiter: What can I get for you today?

  Lori: **I'll have** the chicken teriyaki, please.

- Lori: **Do you think** our team **will win** the game?

  Sheila: Yes, I think **they will win.**

Which sentence is used to volunteer for a task? Which sentence is used to make a decision at the moment? Which sentence is used to make a promise? Which sentence is used to make a prediction?

Answers

Grammar Practice-Will

- The first sentence is used to make a promise
- The second sentence is used to volunteer for a task
- The third sentence is used to make a quick decision
- The fourth sentence used to make a prediction

- Expressing Future Events with Will

  We use **will** + the base form of the main verb in these situations.

Use “Will”	Example	Explanation
To talk about things that we think will happen (In such cases we often use words such as “I think” or “probably”.)	James **will probably study** history.	I know James is interested in history. Therefore I guess or predict that he will study history in the future.
For official or formal announcements concerning future events	The graduation dinner **will take** place on June 3rd.	Any type of ceremony, including a graduation ceremony, is a formal or important event. Therefore, the use of will is appropriate here.
For promises or offers related to the future (In such cases, we are expressing willingness.)	You forgot your wallet. Don't worry. I**'ll lend** you some money. That box is heavy. **I'll carry** it for you.	In each case, the speaker is expressing a willingness to help the listener.
For decisions concerning future events that are made while talking	Person A: The car is very dirty. Person B: You're right. I'll wash it after lunch.	Before this conversation, Person B was not planning to wash the car after lunch. He decided to do so because of something Person A said. In other words, he made his decision to wash the car during the conversation.
When making serious promises	Don't worry. I won't forget to pay you back. I'll take care of your house while you're out of the country. Don't worry about a thing. I'll never forgive him!	In each case, the speaker is expressing a promise to do something in the future.

Exercise 2.1

Complete the sentences and questions using the future with will. Use the correct forms of the words in parentheses.

1. When _____ (you, be) available to meet with me?
2. _____ (the class, be) online or in-person?
3. The class _____ (begin) on January 7th.
4. I _____ (eat, not) any cupcakes until after dinner.
5. The number of flights _____ (decrease) after the holidays.
6. People _____(take) more time off if wages increase.
7. Will you be at school tomorrow? Yes, _____.

8. Will she arrive tonight? Yes, _____.

9. Where _____(the wedding, take place) ?

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Exercise 2.2

Fill in the blanks with 'will' (positive) or 'won't' (negative), and the appropriate verb:

1. I think our team _____ (win) the game tomorrow.
2. She _____ (do) her homework after school.
3. _____ they _____ (visit) us later?
4. We _____ (need) to borrow money for our project.
5. He _____ (call) you back as soon as he can.
6. They _____ (attend / not) the conference next week.
7. I _____ (tell / not) anyone your secret. I promise!
8. _____ you _____ (help) me with the project?
9. It _____ (take / not) long to fix the car.
10. You dropped your pencil under my desk. I _____ (get) it for you.

Using "Will + Base Form" with *certainly, definitely, probably, possibly, perhaps,* and *maybe*.

The adverbs *certainly, definitely, probably*, *possibly*, *perhaps*, and *maybe* express varying degrees of certainty.

Highest certainty → certainly, definitely

Moderate certainty → probably

Lower certainty → possibly, maybe, perhaps

Placement of Adverbs of Degree of Certainty

If the main verb is 'to be', the adverbs "Certainly," "Definitely, "Probably," and "Possibly" are placed after the verb:

- It is **certainly** difficult to learn a new language.
- He is **probably** in the living room right now.
- I am **definitely** not happy with his behavior.
- They are **possibly** the most interesting people I have every met.

With the future form "will + base verb," the adverbs are placed before the base verb (after "will."). In a negative sentence, the adverbs are placed after "will" and before "not" or before the contraction "won't."

- She will **certainly** attend the meeting tomorrow.
- She **certainly** won't finish the project on time.
- I **definitely** will not forget to call you as soon as I arrive.
- We will **probably** go to the beach if the weather is nice.
- He **probably** won't arrive on time due to traffic.
- It will **possibly** rain later this evening.

Maybe" and "Perhaps," are placed at the beginning of a sentence:

- **Maybe** she will come to the party tonight.
- **Perhaps** they will travel abroad next year.

Exercise 2.3

Rewrite each sentence by adding the appropriate expression of certainty in parentheses. Make the sentence negative where "not" is added:

1. She will finish the project on time (certainly).
2. They will go to the beach if the weather is nice (definitely).
3. It will rain later this evening (probably).
4. I will attend the meeting. (possibly, not).
5. We will attend the conference next week (maybe).
6. The package will arrive by tomorrow (perhaps).
7. I will complete the assignment by the deadline (probably, not).
8. She will be here on time for the meeting (certainly, not).

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5.2: Future-Will or Be Going To

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5.2.1: Future- Will or Be Going to

Using *Will* or *Be Going To*

Will or Be Going To

Will		**Be Going To**	
For a **decision** made **at the moment of speaking**	Q: What would you like to order? A: I think I **will** have the chicken.	For **an action planned** before the moment of speaking	I **am going to** buy a car.
For a **prediction**	The teacher **will** come soon.	For a **prediction**	The car **is going to** be expensive.
For **an offer to help**	I **will** carry this heavy box for you.	For a **prediction with evidence** (the future that you can see/hear/smell)	You'**re going to** get sick if you eat that spoiled food.
For a **fact** about the future	The next class **will** be in room 212.		
For a **promise**	He **will** call you in 5 minutes.		

Exercise 3.1

Directions: Use "*will*" or "*be going to*" to fill in the blank. In some sentences, you can use both.

1. I love you very much. I _____ you. (always/love)
2. We're hungry. We _____ after class. (get something to eat)
3. (A) It's hot in here. (B) I _____ a window. (open)
4. People _____ more free time in the next 20 years. (have)
5. Marco is tired. He _____ at home tonight. (eat dinner)
6. (A): I have to move next Sunday. (B): I _____ you pack. (help)
7. Larry left the door open. The cat_____ (get) out!
8. I think Americans _____ longer in the future. (live)
9. (A): I don't want to cook tonight. (B): Take a break. I _____ tonight. (cook)
10. The sky is full of dark clouds. It _____ (rain).

Future Plans-Two Different Ways

As noted in the chart above, In English, there are two common ways to talk about future plans or events:

1. Future plans that are already made use the form: “be going to” + base verb.

- I am going to study in France next year.
- She is going to take a class with that professor next semester.
- Are you going to get a job when you graduate?

2. Facts or promises use the form: “will” + another verb.

- The semester will start on Monday.
- I will call you after class. I promise!
- She will be late to work today.

In-Class Exercises

Directions: Work with a partner to complete the conversation using the future tense. Think carefully about which form to use. Then practice reading the conversation together.

A: Hey! _____(you / study) here next semester?

B: Hey! No, _____(I / plan) to study here because I have a job offer.

A: Cool! When _____(you / start) the job?

B: _____(I /start) next April.

A: Where is the job?

B: _____(the job/ be) in San Francisco.

A: Wow! That's great! I hope it is a good job.

B: Thanks!! Me too!

Follow-Up Activity

With your partner, create a new conversation that is similar to this conversation by changing some of the information. Read the conversation to your class.

Videos and Other Resources

Watch this video to learn more about future tenses...

Watch this video and this video about future time clauses...

Writing

Practice Using the Future Tenses

Read the article "Five Things That Will Make You Happier" by Clara Moskowitz

Make a plan to boost your happiness for the rest of the semester. What do you plan to do? How do you predict it will help? How certain are you about the results? Write a paragraph using future tenses to explain your plans.

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5.2.2: Will or Be Going to for Predictions

Predictions with Evidence: Be going to or Will?

As you have already seen, both ‘Will” and “Be going to” can be used to make predictions. However, there is an exception. We use “Be going to” to make predictions when something in the present gives you an idea of what is going to happen or not going to happen in the future. We do not use "Will." We can call this “prediction with evidence.”

Exercise 3.2

Look at this picture. Can you predict what is going to happen?

From your experience of travel, you probably figured out that this young man is going to board a plane to take a flight somewhere. How did you know this ? There is a lot of evidence in this photo:

- The plane taking off tells you he is at the airport.
- You will recognize the seating arrangement that is typical of an airport boarding gate area.
- The young man is resting his legs on a suitcase.

Is there any other evidence of what is going to happen? Discuss this with a partner and share your observations with the class.

Exercise 3.3

Work with a pair or group. You will choose or be assigned one or more pictures to examine. Answer the questions about predictions. Use the correct form of "Be Going to."

1. Where are the people in the car going?

2. What are they going to do?

3. What is the evidence for your decision? (Give at least three answers.)

1. Look at the contents of the suitcase. Where do you think the owner of the suitcase is going?
2. What is the person going to do?
3. What is the evidence for your decision? (Give at least three answers.)

1. What are these people doing?
2. What is going to happen next?
3. What is the evidence for your decision? (Give at least three answers.)

1. What is this woman doing?
2. What is going to happen next?
3. What is the evidence for your decision? (Give at least three answers.)

1. What are these people doing?
2. What is going to happen next?
3. What is the evidence for your decision? (Give at least three answers.)

1. What is this man doing?
2. What is going to happen next?
3. What is the evidence for your decision? (Give at least three answers.)

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5.2.3: Practice- Will or Be Going To

Exercise 3.4:Will or Be Going to

Fill in the blanks with the correct forms of "will" or "Be Going to"." If two answers are possible, write both possible answers

1. “Oh, no, I forgot my phone.” “Don’t worry, I _____ lend you mine.”
2. It’s Julia’s birthday next week, so her boyfriend _____ buy her some flowers.
3. Look, the bus is already at the stop! It _____ leave without us if we don’t run.
4. I heard that James plans to go to Harvard University. What _____ study? (he)
5. Do you think they _____ like the presents we bought for them?
6. Wait just a second, and Tom _____ help you with those bags.
7. Next week we _____ fly to Venice.
8. I think all of the students _____ pass their exams.

Exercise 3.5: Spring Break Trip

Read the paragraph. The verbs are shown in base form. You will change them in the exercise below.

My friends and I **(take)** a trip during spring break. We **(drive)** to Yosemite National Park this month. I hope it **(be)** good weather. We **(rent)** an *SUV* for the trip. My cousin **(come)** with us too. The trip **(be)** 515 miles (828 km) *round trip*. I think it **(be)** a lot of fun. We **(take)** a lot of pictures. After the trip, we **(post)** our pictures on the Internet. We'll call you when we **(get)** home.

get (V) – arrive

round trip – going there and coming back

spring break (N) – school or college spring vacation

SUV – a sports utility vehicle

Select the future verb form (expression).

Select the response from the list that best completes the sentence. If two answers are correct, select two answers.

1. My friends and I (are going to take / will take) a trip during spring break.
2. We (are going to drive / will drive) to Yosemite National Park this month.
3. We (are going to rent / will rent a sports utility vehicle (SUV) for the trip.
4. My cousin (is going to come / will come) with us too.
5. The trip (is going to be / will be) 515 miles (828 km) round trip. (to there and back)
6. I think it (is going to be / will be) a lot of fun.

7. We (are going to take / will take) a lot of pictures.

8. After the trip, we (are going to post / will post) our pictures on the Internet.

Grammar-Quizzes › Verb Phrases › Verb Groups › Modals › Be going vs. Will

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5.3: Future Time with Be Going to, Present Progressive or Simple Present

Using Present Tenses to Talk about the Future

Future Plans with Be Going to and Present Progressive

In the previous section. we learned that we can use "be going to + base form" to talk about plans. These plans can be definite or indefinite.

Examples

- **Indefinite Plans**
  - Someday, I **am going to return** to college to get a second degree.
  - In the future, we **are going to move** to the suburbs.
  - One day, I **'m going to travel** around the world.
- **Definite Plans**
  - We **are going to go** on a picnic this weekend.
  - Johnny **is going to attend** a private school this fall.

When plans are definite, **present progressive** can also be used:

- We'**re traveling** to Europe this summer. We have the tickets and reservations.
- I **am meeting** with my professor tomorrow to discuss our assignment.

Using Simple Present Tense for Scheduled Events

Simple present tense is usually used for scheduled events in the future:

- The train leaves at 2:00 PM.
- The class meets from 8:30 to 10:30 on Monday and Wednesday.

It is generally not used for plans

- ~~I visit my grandmother next Saturday.~~
- ~~We go to the movies at 8pm to see the newest Disney film.~~

Exercise 4.1:Be Going to or Present Progressive

Fill in the blanks with the correct form of "be going to" or present progressive. Some questions may have two answers.

1. Sarah _____ a doctor when she finishes medical school. (be)
2. I believe our team _____ the race. (win)
3. He _____ his car fixed tomorrow morning. (get)
4. They _____ to the beach this weekend if the weather is nice. (go)
5. We _____ a new house next year. (buy)
6. The weather forecast says it _____ cold later, so you will need to bring a jacket. (get)
7. Someday, I _____ a trip around the world. (take)
8. John and Mary _____ married next month. (get)
9. They _____ a big party for their anniversary next week. (have)
10. She _____ her own business in the future. (start)

Exercise 4.2:

Fill in the blanks with the correct form of the verb (simple present or present progressive) in parentheses.

1. The concert (begin) _____ at 7 PM tomorrow evening.
2. Tomorrow morning, we (have) _____ a meeting with the manager.
3. They (fly) _____ to London next month for a vacation.
4. We (go) _____ to our favorite restaurant tonight.
5. The conference (start) _____ on Monday and (end) _____ on Wednesday.
6. My parents (arrive) _____ on Friday for a weekend visit.
7. She (not work) _____ on Saturday because it's her day off.

8. We (not have) _____ any classes next week due to the holiday.
9. The new school semester (begin) _____ in January.
10. He (attend) _____ a conference next week.

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5.3.1: Simple Present for Scheduled Events in the Future

Future Appointments or Schedules:

We sometimes use The Simple Present Tense for future appointments or meetings. This is especially true for public transportation and formal appointments with a scheduled time. Some examples are:

- We have a test next Friday.
- The movie begins at 9:00
- The bus leaves at 7a.m. tomorrow.
- The train leaves in one hour.

"Future Appointments or Schedules" by Virginia McHardy, licensed under CC BY 4.0.

Exercise 4.3: **Simple Present or Present Progressive for Future Events**

Complete each sentence with the correct form of the verb in parentheses. Use either the simple present or the present progressive tense.

1. I _____ (meet) my friends for dinner tomorrow night.
2. The train _____ (depart) at 6:00 PM this evening.
3. She _____ (start) her new job next Monday.
4. We _____ (visit) the museum this weekend.
5. They _____ (have) a party next Saturday.
6. The company _____ (launch) a new product next month.
7. He _____ (take) his driving test next Tuesday at 3:00pm.
8. My family _____ (go) on vacation next summer.
9. The conference _____ (begin) on Friday.
10. The children _____ (play) a soccer match tomorrow afternoon.

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5.4: Future Real Conditional

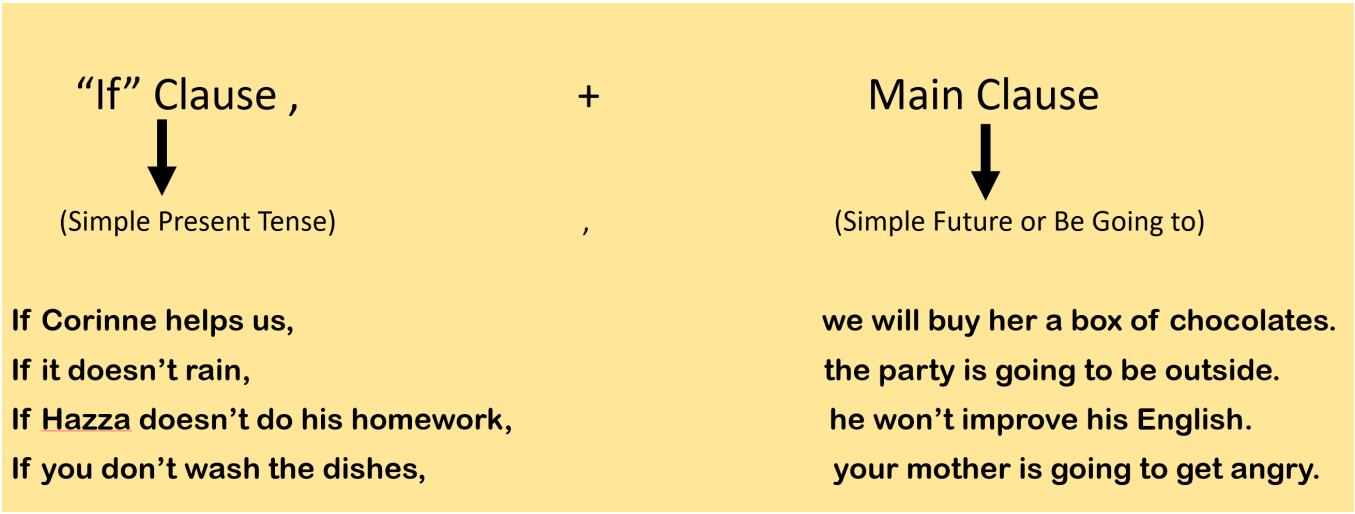
First [Future Real] Conditional

The First Conditional is used to show the future consequence for real, possible or likely situations.

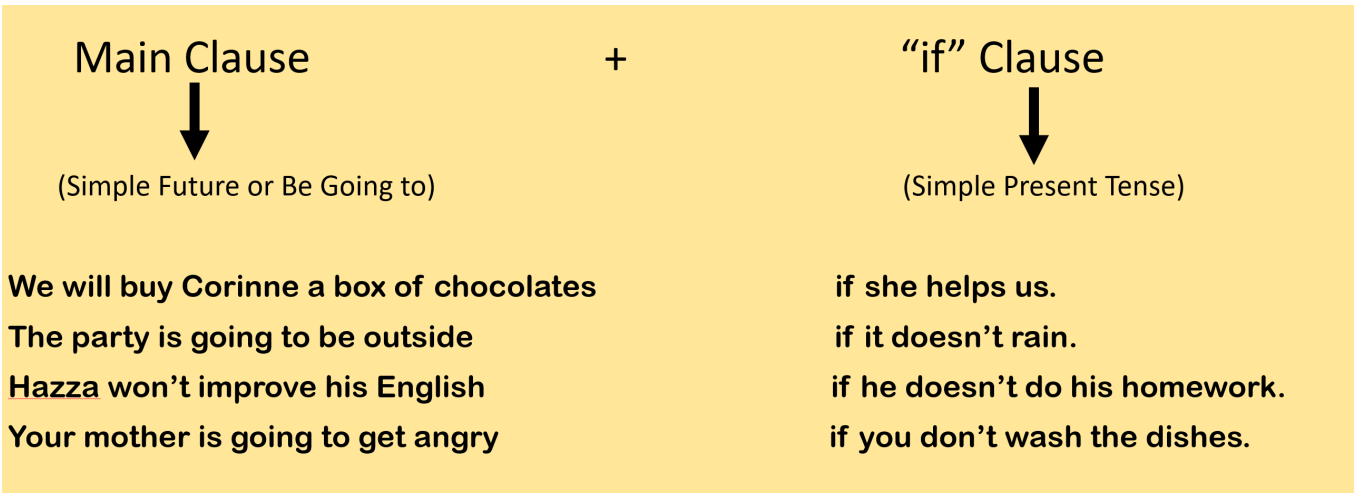
Examples:

- If it rains, I will take an umbrella.
- The ESOL students at San Jacinto College are going to be happy if everyone gets an "A" on the quiz.
- The professor won't give a test if the students do well on their assignment.

Form of the First Conditional



1st Conditional – If Clause, Main Clause by Virginia McHardy, licensed under CC BY-NC-SA 4.0



1st Conditional – Main Clause + if Clause by Virginia McHardy, licensed under CC BY-NC-SA 4.0

Some Tips:

- A comma is used after the "if" clause when it starts the sentence. There is no comma when the main clause is at the beginning.
- The condition is in the "if" clause and the possible/likely outcome is in the main clause.
- The negative form can be used in either of the clauses, or both of them, as long as the meaning makes sense.

Exercise5.1

Fill in the blanks with the correct forms of the verbs in the brackets:

1. John _____[see] a movie if he _____[have] time.
2. Celina _____[give/not] us a test if we _____[do] well on the assignment.

3. If San Jacinto College _____[close] early because of the storm, we _____[need] to find a way home.
4. Sari _____[go] to Thailand if the committee _____[approve] her proposal.
5. If Stephen _____[lose] his phone again, he _____[buy] a cheaper one.
6. If Yumi _____[go/not] on the field trip, her teacher _____[give] her an extra assignment to do.
7. I _____[tell/not] if you _____[tell/not].
8. We _____ [go] to the beach if it _____ [be] sunny tomorrow.
9. If you _____[leave] now, you _____[catch] the bus.
10. He _____[be] tired if he _____[not sleep] well tonight.
11. We _____[arrive] on time if the traffic _____[not be] bad.

▼ Details

Activity source: "First Conditional" by Virginia McHardy, licensed under CC BY-NC-SA 4.0.

Exercise 5.2: The Use of Commas

If a comma should be added in each of the sentences, add it in the blank.

1. Lisa is going to play basketball _____ if she remembers to bring her sneakers.
2. If Mike walks to school _____ he is going to cut through the park.
3. If Virginia drives at night _____ she will wear her glasses.
4. If we cook dinner tonight _____ the kids are going to wash the dishes.
5. The bus will stop _____ if you ring the bell.
6. Our teacher is going to let us go early _____ if we finish our work.
7. I will mow the lawn _____ if you wash the car.
8. If the fire alarm goes off _____ we will have to leave the building.

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Exercise 5.3: Pair Work

Work with a partner to complete each sentence using the present real conditional. Don't forget to addcommas!

1. If you don't answer when your friend texts you _____
2. If you eat too much junk food _____
3. If you don't study for a test_____
4. If you forget somebody's birthday _____
5. If your phone rings during class_____

Exercise 5.4: Write Sentences

Write sentences using the prompts provided. Use the future real conditional.

1. Prompt: What will happen if you miss a flight?
2. Prompt: If you pass this class, what will you do next?
3. Prompt: What will you do if it rains tomorrow?
4. Prompt: What will happen if you don't do your homework?

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CHAPTER OVERVIEW

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6.1: Introduction to Modals

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6.1.1: Modals

Modal Auxiliaries

Modal auxiliaries are helping verbs that are used only with a main verb to help express mood.

The following is the basic formula for using a modal auxiliary:

> Subject + modal auxiliary + main verb
>
> James may call.

The table lists nine main modal auxiliaries used in English.

Table of Modal Auxiliaries

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
can	To express an ability or possibility	I can lift this forty-pound box. (ability) We can embrace green sources of energy. (possibility)
could	To express an ability in the past, a present possibility, or a past or future permission	I could beat you at chess when we were kids. (past ability) We could bake a pie! (present possibility) Could we pick some flowers from the garden (future permission)
may	To express uncertain future action or permission, or ask a yes-no question	I may attend the concert. (uncertain future action) You may begin the exam. (permission) May I attend the concert (yes-no questions)
might	To express uncertain future action	I might attend the concert (uncertain future action same as may)
should ought to	To express advice, to ask for advice -only with should	I should mail my RSVP. (obligation, same as ought to) Should I call my mother? (asking if an obligation exists) You ought to take some aspirin. (advice)
had better	To give strong advice, or warn about possible consequences	You'd better see a doctor. (strong advice) You'd better study for the test, or you will fail it. (warning)
will	To express intended future action, ask a favor, or ask for information	I will get an A in this class. (intended future action) Will you buy me some chocolate? (favor) Will you be finished soon? (information)

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
would	To state a preference, request a choice politely, explain an action, or introduce habitual past actions	I would like the steak, please. (preference) Would you like to have breakfast in bed? (request a choice politely) I would go with you if I didn't have to babysit tonight. (explain an action) He would write to me every week when we were dating. (habitual past action)
must	To express personal or legal obligation	We must be on time for class. (personal obligation) All passengers must wear a seatbelt. (legal obligation)

Use the following format to form a yes-no question with a modal auxiliary:

Modal auxiliary + subject + main verb

Should I drive?

Common Errors

Be aware of these four common errors when using modal auxiliaries:

1. Using an infinitive instead of a base verb after a modal
   a. Incorrect: I can to move this heavy table.
   b. Correct: I can move this heavy table.
2. Using a gerund instead of a base verb after a modal
   a. Incorrect: I could moving to the United States.
   b. Correct: I could move to the United States.
3. Using two modals in a row
   a. Incorrect: I should must renew my passport.
   b. Correct: I must renew my passport.
   c. Correct: I should renew my passport.
4. Leaving out a modal
   a. Incorrect: I renew my passport.
   b. Correct: I must renew my passport.

Exercise 1.1: Common Modal Auxiliary Errors

Edit the following paragraph by correcting the common modal auxiliary errors:

I may to go to France on vacation next summer. I might can visit the Palace of Versailles. I will to drive around the countryside. I could imagining myself living there. However, I will not moved to France because my family should miss me very much.

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6.1.2: Negatives of Modals

The Negative Form of a Modal

Subject	Modal Auxiliary	Base Verb	Rest of Sentence
I	can't/cannot	run	very fast.
You	could not /couldn't	jump	high.
He /She/It	may not	take	much time.
We	might not	go	to the party
They	should not /shouldn't	share	answers on the homework.
You	must/ must not	drive	over the speed limit.

Examples and Meanings

Example	**Meaning**
1. You **must not drink and drive**.	Prohibited / against the law / against the rules
2. You **don't have to sit** in the same seat or **work** with the same partner everyday.	Not required / a choice
3. When he was a baby, he **couldn't feed** himself.	Unable to in the past (general ability)
4. When I was a child, I **couldn't go out** by myself at night.	Not permitted in the past
5. You **may not use** your notes on the test.	Not permitted
6. You **shouldn't go** to bed late on the night before a test.	Advice / bad idea
7. You**'d better not lose** your wallet [or someone can steal your money and credit cards].	Warning

Exercise 1.2

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?

Exercise 1.3

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? You may want to refer to the chart on the previous page.

Example	**Meaning**
1. You must not smoke in the building.	It is against the rules (or the law) to smoke in the building.
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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6.1.3: Modal Verb Question Formation and Structure

Modal Verb Formation and Structure: Questions

Modal Verbs are helping (auxiliary) verbs. Therefore, both the negative form and the question form are made by using the modal verbs.

Yes/No Questions

Modal Auxiliary	Subject	Base Verb	Rest of Sentence
May	I	go	home early?
Could	she	ride	a bike?
Would	he	help	you?
Can	it	drive	safely?
Will	we	get	there on time/
Should	they	study	harder
Must	you	leave	so soon?

Information Questions (WH Questions)

Question Word	Modal Auxiliary	Subject	Base Verb	Rest of Sentence
Who (Whom-formal)	may	I	go	speak to about this problem?
Where	will	you	buy	a new car?
What	could	she	do	when she was a baby?
How	can	it	help	you with the work?
When	might	we	do	our work?
Why	couldn't	you	finish	your homework?

Questions about the Subject

This form is used when we are asking about the subject.

Question Word	Modal Auxiliary	Base Verb	Rest of Sentence
Who	can	help	me with the housework?
What	might	be	a suitable solution?

Exercise 1.4

Make questions with the WH words which following sentences.

1. Joe can buy a new car next year.

When

Who

2. I can go on vacation when I save enough money.

When

Where

3. We should study irregular verbs before we take the final exam.

What

When

4. You must come to class on time on Friday.

Who

When

5. It might rain on Sunday.

When

Exercise 1.5

Write a Question for the answer. Use the words that are provided.

1. can/who/come/on Friday

Question: Who can come on Friday?

Answer: Sheila can come on Friday.

2. could/what/happen/when the storm comes

Question: _____

Answer: The streets could flood when the storm comes.

3. should/who/bring/ the snacks for the party?

Question: _____

Answer: The teacher should bring the snacks. for the party

4. will/what/be/the best place for our party

Question: _____

Answer: The banquet hall will be the best place for our party.

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6.2: Modals of Ability

Modals of Ability- Present and Future

We use *can, be able to* and *could* to show that someone has (or doesn't have) an ability to do something. Look at these examples:

Present/Future Ability	Negative	Past Ability	Negative
Alan can swim well.	Jackie cannot play the piano.	Paul could speak Chinese when he was a child.	Mary couldn't finish her homework last night.
I can meet you after school.	We can't visit Dallas this weekend.	Jill could walk two weeks after the surgery.	I couldn't find the website this morning.
I am able to speak two languages.	I am not able to speak Arabic.	After three weeks in Houston, I was able to find my way to work easily.	I wasn't able to finish my test yesterday.

Questions

How can we make questions about ability? It's easy!

- **Modal auxiliary + subject + main verb + ... ?**
  Can she play guitar?
  Could you speak English when you were a child?
- **BE + subject + able to + main verb + ... ?**
  Are you able to understand the homework?
  Was he able to pass the exam?

Note: We do not need the verbs "do/does/did" when we make questions!
The modal verb "be able to" includes the word "to"; the "to" is not an infinitive.

Exercise 2.1:Ability in the Present and Future

Complete these sentences about present and future ability using the words in the box. You will use some words more than once.

can be able not able able to can't

1. She _____ speak four foreign languages.
2. The candidate should _____ to speak fluent English.
3. They _____ do it before next Thursday.
4. He's _____ run 100 meters in 10 seconds.
5. He will _____ to see you tomorrow afternoon.
6. I _____ do it tomorrow afternoon, if you like.
7. We might not _____ to do that.
8. She _____make it to the wedding.
9. She won't _____ to do it until next week.
10. I'm afraid we are_____ to fulfill your request.

Exercise 2.2:Present and Future Ability Chart

Look at the sentences in Exercise 2.1 and decide which words or expressions you can use to express the functions above. Put a check in the boxes that apply. There may be more than one answer to each usage

Present and Future Ability	can	can't	able to	not able to
1. present positive ability				
2. present negative ability				
3. ability after a modal (+ and -)				
4. ability with a future tense (+ and -)				
5. a decision about the future made now (+ and -)				

Summary of the Rules for Ability in the Present and Future

1. We use ***can*** / ***can't*** (***cannot***) to speak about ability or possibility in the present.

She can speak four foreign languages.
She can't make it to the wedding.

2. We can also use ***be able to*** / ***not be able to***, but usually prefer ***can***

He's able to run 100 meters in 10 seconds. (He can run ...)
I'm afraid we are not able to fulfill your request. (We can't ...)

3. But with future tenses we have to use ***be able to*** and not ***can.***

They will be able to come to the meeting this Tuesday.
You will not be able to enroll for the class this semester.

She won't be able to do it until next week.

4. We use ***can*** (or ***be able to***) when we decide now about something in the future.

I can do it tomorrow afternoon, if you can't do it. (I'll be able to do it ...)
They can't do it before next Thursday. (They won't be able to do it ...)

Page adapted from : Modals of Ability: Excerpt from Modals of Ability Possibility and Permission by Wikiwijs

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6.2.1: Past Modals of Ability

Ability in the Past

Was Able to and *Could* to Express Past Ability

In affirmative (positive) statements, use **was/were able to** for a **specific event** or a **specific action** that someone completed in the past. **Do not use could.**

- I was able to get tickets for the concert on Saturday. It wasn't easy!
- We were able to avoid heavy traffic by taking the beltway.
- Larry was able to pass the class although it was difficult.

Stative verbs are exceptions: see, taste, smell, hear, feel, understand, and remember

- I could see the garden from my window in my old house.
- Could you smell the perfume that lady was wearing?
- When my grammar teacher explained, I could usually understand.

Both *could* and *was/were able to* are correct in **negative** statements of **general or specific** past ability.

- I couldn't find my keys, but I was able to lock the door with my husband's key.
- Larry couldn't find a parking space this morning
- Many students couldn't speak English when they arrived in the United States.
- I couldn't drive when I arrived in the United States.

Complete the two exercises and read the notes that follow them, then check the summary of rules.

Exercise 2.3

Complete these sentences about past ability using the words from the list. More than one answer may be correct.

was/were able to couldn't could

1. At the age of eight she_____ already speak three languages.
2. And when she was ten she was_____ speak another two languages.
3. When I was fifteen, I _____ ride a motorbike.
4. I also was not _____ drive a car.
5. Unfortunately, I _____ find my keys last night.
6. But I was _____ unlock the door with a spare key.
7. Although I wasn't_____ find the original keys.
8. They were _____contact the trapped miners several times.
9. She _____ smell gas coming from the stove.
10. But she was not _____ find the source of the smell.
11. I _____understand anything that he was saying.
12. We _____ hear a loud noise coming from the attic.

Exercise 2.4:

Look at the sentences above and decide which words or expressions you can use to express the following. Put a check in the boxes that apply. There may be more than one answer to each usage.

Past Ability	could	couldn't	able to	not able to
1. positive general ability in the past				

2. positive ability on a particular occasion				
3. negative general ability in the past				
4. negative ability on a particular occasion				
5. ability with the verbs remember, understand, see, hear, feel etc (positive and negative)				
6. ability on more than one occasion				

Exercise 2.5: Past Ability—Using "could" and "be able to": Specific Situation or General Ability

Write SS for specific situation and GA for general ability. Then, decide if the sentence can be written using "could."

1.____ I was able to ride a bike when I was ten years old.

2.____ Unfortunately, I wasn't able to make a dentist appointment for this week.

3.____ We were able to get an excellent price on flights for our trip.

4.____ Sherry was able to run faster than her brother.

5.____ David was able to lift heavy boxes before his injury.

6.____ Randy was not able to walk after his surgery.

7.____ I used to be able to sing.

8.____ The students were able to pass the TSI test last fall.

9.____ Were you able to finish your homework?

Which of the above examples can also be written using "could?" Write the sentences that use "could" below.

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Modals plus - talking about ability (*can, could, be able to* etc.)

The content can be found here: https://random-idea-english.blogspot.com/2011/02/modals-plus-talking-about-ability-can.html

Edited for ability level B1

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6.2.2: Modals of Ability-Future

Future with *Can* and *Will Be Able to*

We use ***can*** to talk about future actions which we will be able to do because of present ability, circumstances and decisions.

- She ***can win*** the race tomorrow if she really tries.
- I've bought my ticket, so I ***can go*** to the concert next week.
- ***Can*** you ***come*** to my party on Saturday?

In other cases, we prefer to use ***will be able to.***

- ***I'll be able to speak*** English fluently after I finish my ESOL courses.
- Someday, people ***will be able to go*** on vacation to the moon.
- If someone invents a robot that can take care of our children, parents ***will be able to save*** a lot of money on day care.

Exercise 2.6 : Fill in the Blanks

Complete each sentence with the correct form of "will be able to," "can," or "could" and the base verb provided in parentheses.

1. By next year, I _____ (speak) three languages fluently.
2. When you turn 18, you _____ (vote) in national elections.
3. _____ I _____ (take) the advanced class next semester?
4. When I was a child, I _____(climb) trees easily.
5. After you finish the course, you _____(understand) advanced mathematics concepts.
6. Larry _____ (not get) to the meeting on time. The traffic was too heavy.
7. Until the rain stops, we _____(fix) the fence.
8. With more practice, she _____ (play) the piano at a concert level.
9. If we get enough volunteers, we _____ (organize) the event successfully.
10. In the future, technology _____(allow) us to travel to other planets.
11. _____ the children _____ (come) to the party on Saturday?
12. By studying hard, you _____(pass) the final exam with flying colors.
13. When we were kids, we _____ (build) impressive forts out of blankets and chairs.
14. Mark _____ (not attend) the meeting tomorrow.
15. I _____ (pass) the test, but it wasn't easy!

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6.3: Polite Modals

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6.3.1: Polite Modals of Permission and Requests

Permission and Requests

The chart shows polite ways to make a request or ask for permission and various ways to answer affirmatively and negatively. When a negative response is given, it is considered polite to apologize (say you are sorry), often followed by an explanation.

Polite Questions	Answers
Making a Request Would you…? Could you please ...? Please, can you ...?	(+) Yes, of course / Yes, certainly. (+) All right. (+) No problem! (-) I'm afraid not + explanation (-) I'm sorry I can't + explanation
Asking Permission May I ...? Could I...? Can I…?	(+) Go ahead./ Sure /Of course! (+) No problem! (-) No, sorry +explanation (-) I'm afraid you can't do that + explanation
Do you mind if I ...? Would you mind if I ....?	(+) Not at all/ Go ahead/ Sure! (-) I'm sorry + explanation

Example Conversations: Asking for Permission

We ask for permission when we want to be allowed to do or have something or we want someone else to be allowed to do something.

PERMISSION	Affirmative Answer	Negative Answer
can *- asking permission (informal)*	*A. Can I change the channel?* *B. Of course, go ahead!*	*A: Can I, please go to the party?* *B: I'm afraid you can't. You are too young!*
could *- asking permission (polite)*	*A. Could I borrow your pencil?* *B. Sure, here you go. (giving A the pencil)*	*A. Could I, please have a donut?* *B. I'm sorry, there aren't any more donuts.*

may* *-asking permission (rather formal - some people think this is more 'correct')*	*A. May I take one of these?* *B: Certainly, help yourself!*	*A: May I sit here?* *B: I'm sorry, this seat is taken.*
Do you mind if..-*asking permission (formal)*	*A: Do you mind if I turn up the heater?* *B: Not at all. Go ahead*	*A: Do you mind if I leave early today?* *B: I'm sorry, we have to finish this project.*

May *is only used in questions with the pronouns* ***I*** *and* ***We***

Talking about General Permission

We use *be allowed to* to talk about general permission, in other words, laws and rules.

- Only students **are allowed to** borrow books from this library.
- **Are we allowed to** smoke here?
- Cyclists **are not allowed** on the freeway.

Exercise 3.1: Asking for Permission

Read the conversations and fill in the blanks with words from the list. You will not use all of the answers.

Do you mind if I	Certainly	Would
Could we	May	No at all
I'm sorry	I'm afraid	Go ahead
Here you are	Could I	Can we

Conversation 1:

A: _____ you show me how to submit this report, please?

B: _____ but I can't do it now. I have to finish this project before lunch.

Conversation 2:

A: _____ order pizza for dinner?

B: _____, I'll order it online.

Conversation 3:

A: _____ I take my vocabulary quiz next week?

B: _____ you can't. You must take the quiz today.

Conversation 4:

A: _____ close the window. It's too cold in here.

B: Not at all, I'll turn on the heater.

Conversation 5:

A: _____ borrow your pencil?

B: No problem. _____

Conversation 6:

A: Do you mind if I take a cookie?

B: _____. Help yourself!

Requests

When we make a request, we ask someone to do something.

REQUESTS	Affirmative Answer	Negative Answer
will- used when we *expect an affirmative answer)*	*A: Will you, please take this bag?* *B: Sure, no problem!*	*A: Will you help me with this box?* *B: Sorry, my hands are full.*
***can**-more polite than "will"*	*A: Can you help me with this, please?* *B: Of course!*	*A: Can John borrow our lawnmower?* *B: I'm sorry, I have to use it today.*
***could** - more polite than "can"*	*A: Could you please lend me your pencil?* *B: Certainly, it's on the table.*	*A: Could you stay and help with the dishes.* *B: I'm sorry, I have to get back home.*
would-*more polite than "will" and "can"*	*A: Would you bring me some paper, please?* *B: Of course. Here you go!*	*A: Would you, please unlock the door?* *B: I'm afraid I can't. I don't have a key.*

Exercise 3.2: Polite Requests

Read the conversations and fill in the blanks with words from the list. You will not use all of the answers. Some questions can have more than one answer.

Would	Certainly
Could you	May
I'm sorry	Will
Of course	Could I

Choose the correct responses

Conversation 1

A:_____ you, please open the door for me.

B: _____ , here you are.

Conversation 2

A:_____ come to work early tomorrow?

B: _____ , what time would you like me to come?

Conversation 3

A:_____ you give me a ride home?

B: _____ , I don't have my car today.

Modals of Politeness - Practice

Exercise 3.3

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 open the window.

7. Is it OK to use a dictionary?

8. Call back later. She's not here now.

Exercise 3.4: Role Plays

Student A

1) Ask your classmate for permission to:

· borrow his/her pencil

· turn off the light

· sit next to him/her

2) Ask your classmate to:

· give you a ride to class

· help you find a girl/boyfriend

· lend you some money

3) Now reply to your partner's requests.

Student B

1) Reply to your partner's requests.

2) Ask your classmate for permission to:

• take a photo of him/her

• borrow his/her umbrella

• ask him/her some questions about his/her parents

3) Ask your classmate to:

• buy you a coffee

• help you with homework

• give you some advice

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6.3.2: Review- Ability, Permission and Request

Exercise 3.5: Ability, Permission or Request

Directions: Decide if the use of *can/could* in each sentence below is to talk about an *ability*, *permission*, or *request*.

1. I could speak Japanese better when I was in college.

a) ability b) permission c) request

2. Can you pass the salt, please?

a) ability b) permission c) request

3. We cannot buy a house without getting a loan.

a) ability b) permission c) request

4. He could play the piano when he was five years old.

a) ability b) permission c) request

5. We can't board the plane without a boarding pass.

a) ability b) permission c) request

6. Can you help me fill out the form?

a) ability b) permission c) request

7. When I was a teenager, my parents said I couldn't drink beer.

a) ability b) permission c) request

8. She can speak four languages. It's incredible!

a) ability b) permission c) request

9. You can't earn a lot of money if you don't work hard.

a) ability b) permission c) request

10. You cannot drive other people's cars without asking them first.

a) ability b) permission c) request

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6.4: Modals of Advice and Suggestions

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6.4.1: Could/Should/Ought to/Had Better

Options and Advice — Could vs. Should

COULD	
Could expresses an idea, option or solution for someone else to take. *Could* does not express judgment about what is "right" to do. *Could* leaves the decision making to the other person. It can be used when the other person is 1) a peer (same status, rank, age), 2) is an acquaintance, 3) is greater in status (different rank, social level).	
Oh no! My wallet isn't here in my bag.	
MODAL	BASE VERB
You **could**	**go** back to where you last opened your bag and look around.
You **could**	**walk** back along the way you just walked.
You **could**	**search** the pockets of your bag / backpack.
You **could**	**ask** people if they have seen it.

SHOULD	
Should expresses opinion about a smart action for someone else to take. *Should* expresses advice about what is "good" to do. It is used to influence or affect the other person's decision-making. It is used in situations where the other person is [1] a peer (same status, rank, age) [2] is familiar (well known), [3] or is a family member.	
Oh no! My wallet isn't here in my bag. (peer to peer)	
MODAL	BASE VERB
You **should**	**check** the places you have been today.
You **should**	**cancel** your credit cards.

OUGHT (TO) / IT'S A GOOD IDEA	
Ought to acts very much like a modal except that it is used with "to+verb" (the infinitive form) You can add "*really*" after the subject to make the idea stronger. *Ought to* is not usually used in negatives or questions.	
OUGHT	INFINITIVE
You **ought**	**to use** your car less.
You **really** ought	**to leave** your car in your garage.

Exercise 4.1

Asking for and Giving Advice

Below are five short conversations where people are asking for and giving advice. Complete the questions with **should**, along with an appropriate **subject** and the **verb in parentheses**. Then write an answer. You can use **should** or **ought to** along with an appropriate **subject** and a **verb from the list.** You will use all of the verbs. Use “get” two times.

talk **get (2)** **study** **walk** **charge** **take**

1. At the Doctor's Office

A: I’ve been feeling tired all the time. What do you think _____ (do)?
B: You _____ more sleep and drink plenty of water.

2. A: I have a vocabulary quiz tomorrow. How _____ (study) for it?
B: You _____ with a flashcard website like Quizlet.

---

3. At a Restaurant

A: I'm not sure what to order. What _____ (choose)?
B: You _____ the pasta, it's very popular here.

---

4. At a Friend's House

A: My phone battery is about to die. What _____ _____ (do)?
B: You _____ your phone at the station in the student center.

---

5. In a Park

A: I want to get more exercise. What _____ (do)?
B: _____ or run around the park every morning.

---

6. Outside of a movie theater

A: We've been sitting for hours. What do you think _____ (do) now?
B: I think we _____ a walk to stretch our legs.

---

7. On the phone with a friend

A: My husband has been feeling stressed about work lately. What _____ (do)?
B: He _____ to his boss and see if he can get some help with his tasks.

Had Better

Strong Advisability

Had better refers to the immediate future and is used to give strong advice (in some cases threatening advice!) It is more urgent than ***should*** or ***ought to.*** It is often used as a warning that something bad could happen. The ***had*** in ***had better*** does not behave like other auxiliary verbs.
FORM
You **had better close** the door open or (else) all the heat will go out.
NEGATIVE
You **had better not** close the door or the cat will be trapped inside.
HAD BETTER REFERS TO FUTURE ACTIONS (NOT PAST)
You **had better close** the door. (future) You **had to close** the door. (past requirement or necessity)
It was a good idea to close the door. (reworded to past)

HAD BETTER ERRORS
Had does not change form for tense or person. It always refers to the near future. ***Had*** is followed by ***not*** in a negative question but not in an positive question. ***Had better*** is always followed by the **plain form** (base) verb.
HAD + BETTER + BASE FORM — ONLY!
Wrong! ~~You ***have*** *better close* the door open or…~~ ~~He ***has*** *better close* the door open or…~~
Wrong! ~~You *had better* ***to close*** the door open or…~~ ~~You *had better* ***closing*** the door open or…~~
HAD BETTER → NOT

Wrong!
~~You *hadn't better* close the door or the cat will be trapped.~~

Exercise 4.2: Should / Had Better

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. Some questions may have two possible answers.

1. I *totally* forgot to do my homework. My teacher is going to be mad! What should I do?

2. 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?

3. It's our wedding anniversary today and I *totally* forgot! My husband/wife is going to *kill* me! What should I do?

4. 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?

5. My friend's boyfriend/girlfriend is *cheating* on him/her. But my friend doesn't know anything about it. What should I do?

6. It's my mom's birthday today and I forgot to get her a gift. What should Io do?

7. I *can't stand* my neighbors. They have loud parties every night. I can't sleep at all. What am I going to do?

8. I *hate* my job! My boss is *mean*. I have to work overtime *all* the time. What should I do?

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6.4.2: Should /Ought to/Had Better Practice

Giving Advice-Should-Ought to-Had Better

Exercise 4.3: Fill-in-the-Blank

Fill in the blanks with an affirmative or negative form of Should, Ought to or Had Better. More than one answer may be correct.

1. My teacher told me that I _____ review my notes every day. I decided to look at them after class.

2. Do you think Mark _____ go to Europe? She is planning to go on a trip this summer.

3. Our car is almost out of gas. We _____ fill it up right away, or we will run out of gas.

4. If you want to stay healthy, you _____ eat fast food every day. You _____ eat healthy food like fruits and vegetables.

5. My husband I are going out to dinner for our anniversary tonight. What _____ I wear?

6. It's raining hard out there. You _____ bring an umbrella.

7. The doctor told me that I _____ lose weight or my heart may fail.

8. You _____ be late to the interview. You don't want to make a bad first impression!

Exercise 4.4

Fill in the blanks with the correct form of "should" or "had better" based on the situation. Remember, "should" is used to give advice or recommendations, while "had better" is often used for stronger advice or to warn about potential consequences.

1. You _____ (study) harder for the exam if you want to pass with a good grade.
2. You _____ (not / forget) to bring your homework tomorrow. It's very important!
3. I think we _____ (leave) now if we want to catch the last train.
4. She _____ (not / go) to that party tonight. She's feeling sick.
5. We _____ (exercise) more regularly to stay healthy.
6. He _____ (not / lie) to his parents about where he’s going this weekend.
7. They _____ (prepare) well for their presentation; it’s a very important meeting.
8. You _____ (take) an umbrella today. The weather looks unpredictable.
9. I _____ (not / eat) too much junk food if I were you. It's bad for your health.
10. You _____ (call) your grandmother more often. She misses you.

Exercise 4.5: Error Correction

Find the errors in the sentences. Write the sentences correctly in the space to the right of each question.

1. You ought take some medicine for that headache.
2. People should to help others when they are in trouble.
3. My daughter had not better stay out late. She will get in big trouble!
4. You has better call an ambulance, she might be having a heart attack.
5. The team ought to not try that strategy.

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6.5: Modals of Necessity and Obligation

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6.5.1: Modals of Obligation and Prohibition

Grammar Focus - Modals of Obligation and Prohibition

Modals of obligation are used to talk about permission and prohibition.

Modal Verbs		
Modal verb	**Explanation**	**Examples**
must	required by law or rules	Students must arrive to class on time. Drivers must come to a full stop at a stop sign
must not	prohibited, forbidden	Students must not share answers on the test. Drivers must not exceed the speed limit.
have to	obligations	Students usually have to do homework. I have to cook dinner for my family tonight.
had to	past obligations	Yesterday, I had to drive my grandma to her doctor's appointment. I had to write three essays in my class last semester.
have got to ('ve got to)	obligations (usually informal)	I've got to hurry! I don't want to be late. We've got to find a hotel for our vacation.
don't have to	not required, optional	Students don't have to go to school on Sundays. I don't have to take another English class next semester.
should	recommended, advised	You should leave early if the traffic is heavy. Parents should encourage their children.
shouldn't	not recommended, not advised	You shouldn't eat that food. It is not fresh. We shouldn't take the freeway today. There is a terrible accident.
We often use **have to** to talk about external obligations which are not our choice (You have to pay taxes). However you are more likely to see **must** used in formal situations when we refer to rules and laws. ***Have to,*** a semi-modal, expresses necessity (strong advisability). However, it is unlike other modals in its use of ***do*** as an auxiliary and its use of an infinitive complement. Negating the modal results in a different meaning from negating the infinitive phrase. ***Have got to,*** is usually used in informal situations with a contraction (We've got to go.) It is not usually used in negative forms or questions.		
· The past tense of **must** is **had to**. The past tense of **have to** is also **had to**.		
Have to is never contracted. "I have to go to work" NOT "I've to go to work"		

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6.5.2: Practice- Have To and Had to vs Must

Exercise 5.1: Must and Have to/ Has to

Fill in the blanks. Use Must or Must not in the first blank and Either Have To or Has To in the second blank (First with "must," then 'have to" or "has to.")

1. Children _____ go to school, and they _____study.
2. Today I _____ go to the market because I _____ buy some groceries.
3. Larry _____ forget to practice his piano because he _____ play at a wedding next week.
4. Parents _____ take care of their children, and they _____ prepare meals for them.
5. My sister _____ take her husband to the doctor's office, and then she ---------- wait for him.
6. Students _____ share answers on a test, and they _____ do homework every week.
7. I have a problem with my car, so I_____ take it to a mechanic. He will _____ fix whatever is broken.

Exercise 5.2: Have to-Personal Necessity or Obligation

Answer the questions in complete sentences.

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?

Exercise 5.3: "Had To" Sentence Completion Exercise

Complete the following sentences. Use "had to" or a clause following because, although, or so or but which will complete the sentence.

1. He had to buy a new car because
2. Because he didn't have enough money to buy lunch,
3. He failed the English because
4. Although I wanted to go to a movie last night,
5. We worked 15 hours overtime last week because
6. Because my friend had a broken leg,
7. The teacher felt sick, but
8. My car was low on gas, so
9. Although the woman was tired,
10. He was very sick, so

Exercise 5.4-Must-Must Not-Legal Obligation

According to the law or formal rules, what must you do or not do in each of these cases? Write one thing you must do and one thing you must not do. Write complete sentences.

1. In a car:

2. On an airplane:

3. In the library:

4. In the classroom:

5. When you travel abroad (to another country):

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6.5.3: Should not/Must not/Don't Have to

Modals with “Not”: Should Not, Must Not, Do Not Have To

Negative Modal of Advice

Should not

- In order to show that something is **not advisable (a bad idea**) we can use “should not” or “shouldn’t”

For example:

- You **shouldn’t** stay up too late the night before a test.

Modals for Lack of Obligation

Don't/Doesn't/ Didn't have to

- If something is **not necessary** or **not an obligation**, we use the modal verb **“do/does not have to.”** Make sure the verb agrees with the subject.

For example:

- In the United States, children **do not have to** go to school on Saturdays, but many adults **have to** work.
- **Common Question**: Do children have to go to school on Saturdays? No, they don't.
- Maggie **doesn't have to** study tonight because she studied all day.
- **Common Question**: Does Maggie have to study tonight? No, she doesn't.

To put the modal in **past tense**, simply use the phrase “DID not have to.”

For example:

- For homework last night, we had to read Units 4 and 6, but we **didn't have to** read Unit 5
- **Question**: Did we have to read Unit 5 last night? No, we didn’t.

As always, modals are followed by the base form of a verb. The “to” in “do not have to” is not an infinitive. It is part of the modal itself.

Subject + do/does not have to + base verb + ...

Modals of Prohibition

Must Not

Finally, in order to show that something is **prohibited** or **not allowed**, we use **“must not.”** For example:

- Students **must not** copy their work from the Internet. It's illegal!
- Children, you **must not** go in a stranger's car. It's dangerous!

Using “must not” is very serious and not very common in North American English. There is no question form or past tense form. It is useful when people in authority are giving instructions or explaining to people what they must not do in a formal way. It is more common in writing than in speaking.

- Drivers **must not** drive on the left side of the road in North America.
- You **must not** drink alcohol before you drive. You could cause an accident.

Note: In American English “mustn’t” is generally not used.

Exercise 5.5: Must Not or Don't Have To

Choose the best modal for each sentence.

1. Students _____ pay to park on campus

   A. must not

   B. don't have to

2. In the United States, employers _____ discriminate against women or minorities. It's against the law.

A. must not

B. don't have to

3. Shops _____ sell cigarettes to children.

A. must not

B. don't have to

4. This show is free! You _____ buy a ticket.

A. must not

B. don't have to

5. You _____ drive over the speed limit.

A. don't have to

B. must not

6. You _____ live in the United States to take a class at a university. You can take courses online.

A. must not

B. don't have to

7. You _____ pass a test to ride a bicycle.

A. must not

B. don't have to

8. You _____ buy a textbook for this course – the textbooks are free.

A. don't have to

B. must not

Exercise 5.6: Should Not or Must Not

Choose the best modal form to complete the sentence.

1. Students _____ park in the staff parking spaces. They may get a ticket.

A. should not

B. must not

2. You _____ eat too much fast food. It can cause you to gain weight.

A. should not

B. must not

3. According to pool rules, children _____ enter the swimming pool alone.

A. should not

B. must not

4. Drivers _____ drive without a valid driver's license.

A. should not

B. must not

5. Teenagers _____ drive at night until they become more experienced.

A. should not

B. must not

6. Children _____ go to bed late on school nights.

A. should not

B. must not

Exercise 5.7: Shouldn't, Don't Have to or Must not

1. Airline passengers _____ carry a paper boarding pass. They can save their boarding pass in their cell phone.

2. Airline passengers _____ put their prescription medicines in their checked baggage. If the bags get lost, they will not have their medicine.

3. Airline passengers _____ check their carry-on bags. They can store them in the overhead bins.

4. Airline passengers _____ smoke in the airplane.

5. Parents _____ leave young children alone at home.

6. Students _____ come to campus on Sunday.

7. Children _____ disobey their parents.

8. Students _____ wait until the night before a test to study.

9. You _____ wear a suit or dress to attend classes.

10. Shoppers _____ go to a store to buy everything. Most things are available to buy online.

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SECTION OVERVIEW

6.5.8: Extended Practice- Permission, Prohibitions, and Obligations

6.5.8.1: Reading-"Do's" and "Dont's" Sign

6.5.8.2: Writing

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6.5.4.1: Alternatives to "Must" "Must Not" and "Have to"

The Imperative Verb Form and Related Expressions

Along with modal verbs like **"must,"** **"must not,"** and **"have to,"** there are a number of other common ways to express permission, obligation, and prohibition.

The imperative is particularly effective for direct commands and prohibitions, offering a simpler alternative to modal verbs in many contexts. In addition, expressions like **"can"** and **"be allowed to,"** are used to express permission, prohibition, obligation, and prohibition in English. Here's how they compare and relate:

---

1. Expressing Permission

"Can" and **"be allowed to/permitted to"** indicate that someone has the freedom or right to do something:

- *You **can** leave early if you finish your work.* (permission)
- *Employees **are allowed to** take breaks every two hours.* (formal permission)
- *Visitors **are permitted to** take photos in the museum.* (formal or official permission)

---

2. Expressing Prohibition

"Can't" and **"not allowed to/not permitted to"** indicate that something is forbidden or not permitted:

- *You **can't** park here.* (prohibition)
- *Students **are not allowed to** use their phones during exams.* (formal prohibition)
- *Smoking **is not permitted** in this building.* (formal or official prohibition)

---

3. Expressing Obligation

a) Using "Must" and "Have to"

"Must" and **"have to"** explicitly express obligation and are more formal:

- *You **must** wear a seatbelt at all times.* (obligation)
- *Employees **have to** complete training before starting work.* (obligation)

b) Using the Imperative Form

- The imperative form can replace **"must"** or **"have to"** to express obligation in a direct and less formal way.
  - *You must follow the instructions. → Follow the instructions.*
  - *You have to wear a helmet. → Wear a helmet.*

---

4. Expressing Prohibition with "Must Not" and the Imperative

"Must not" expresses strong prohibition and is formal:

- *You **must not** touch the wires.*
- *Students **must not** cheat on exams.*
- The imperative form can replace **"must not"** for direct and conversational prohibition:
  - *Don't touch the wires.*
  - *Don't cheat on exams.*

---

5. Imperative vs. Modal Verbs

Tone and Formality:

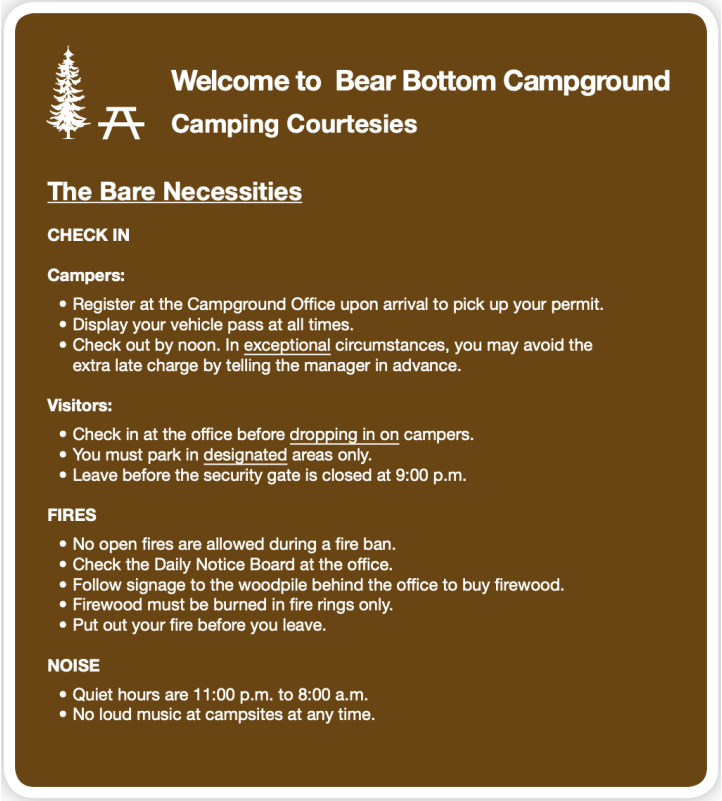
- Modal verbs like **"must"** and **"have to"** are more formal, suitable for official contexts.
- The imperative is more direct and conversational, ideal for spoken instructions or informal settings.
  - Formal: *Employees must adhere to the safety guidelines.*
  - Imperative: *Adhere to the safety guidelines.*
- **Emphasis:**

- The imperative can sound more forceful due to its directness.
  - *You must leave immediately. → Leave immediately!*

The Imperative Verb Form and Related Expressions written with the assistance of Chat GPT.

Read and Learn

You are going to read a sign that resembles signs you might see on a campground. The sign uses many of the above ways to express permission, obligation and necessity. Pay attention to the forms as you read. (Note: The phrases "bare necessities" and "bare facts" are a play on words. The word "bare" means "basic and simple," but it is pronounced the same the word as "bear.")



Welcome to Bear Bottom Campground

Camping Courtesies

The Bare Necessities

CHECK IN

Campers:

- Register at the Campground Office upon arrival to pick up your permit.
- Display your vehicle pass at all times.
- Check out by noon. In exceptional circumstances, you may avoid the extra late charge by telling the manager in advance.

Visitors:

- Check in at the office before dropping in on campers.
- You must park in designated areas only.
- Leave before the security gate is closed at 9:00 p.m.

FIRES

- No open fires are allowed during a fire ban.
- Check the Daily Notice Board at the office.
- Follow signage to the woodpile behind the office to buy firewood.
- Firewood must be burned in fire rings only.
- Put out your fire before you leave.

NOISE

- Quiet hours are 11:00 p.m. to 8:00 a.m.
- No loud music at campsites at any time.

PETS

- Dogs and cats must be on a leash at all times.
- Pick up all droppings; place in bear-proof bins.
- Clean up after your animals.

TRASH & RECYCLING

- Recycle clean bottles, pop cans, and plastic water bottles in the labelled bin near the office.
- Place all garbage in bear-proof bins.

Campground management enforces these rules.

The Bear Facts

Black bears live in this valley. Campsites must be kept clean and tidy at all times.

- Do not feed the bears.
- Store food in airtight containers in your vehicle or car trunk.
- Any food or coolers left unattended will be confiscated.
- Cook and eat well away from your tent.
- Clean up immediately and thoroughly after cooking.
- A clean-up fee will be charged if your campsite requires additional cleaning after you check out.

You may see or meet a bear.

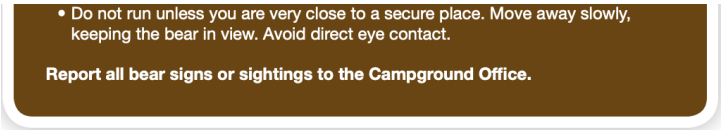
- Watch for bear signs such as tracks, droppings, overturned rocks, damaged trees, fresh digging, or crushed grass.

Never approach a bear.

- If you see a bear in the distance, do not try to pass it. Leave the area.
- If a bear is close by, remain calm and keep the bear in sight. Avoid direct eye contact. Move away without running.

If a bear approaches you and is standing up, it may be trying to identify you.

- Talk softly so it knows what you are.
- If it is snapping its jaws, baring its teeth, lowering its head, flattening its ears, or making "woofing" noises, it may be about to charge.



Images from....

Exercise 5.7: Changing Verb Forms to Modal Auxiliary Forms

Exercise: Below are sentences from the reading written in imperative verb forms as well as other constructions. For this exercise, you will change the sentences to statements using "Must," "Must Not," and "Have to"

Change the following imperative sentences into statements using "must," "must not," or "have to." Write complete sentences in the space to the right.

1. Check out by noon.
2. Leave before the security gate closes at 9:00 p.m.
3. No open fires are allowed during a fire ban.
4. No loud music at campsites at any time.
5. Place all garbage in bear-proof bins.
6. Do not feed the bears.
7. Never approach a bear.
8. Do not run unless you are close to a secure place.
9. Move away slowly keeping the bear in view.

Extension Activity

Exercise 5.8: Focus on Unwritten Rules

Our communities have many rules that are communicated by symbols instead of lists of words and sentences like the ones Claire made for the campground. Here are three examples you might recognize:

For each photo below, the rule we know but isn't stated in words could be

Don't pass.
OR
Stay on your side of the road.

The rule could be
Watch out for students.
OR
Slow down. Children are crossing the road.

The rule could be
No smoking allowed.
OR
Don't light up.

For this activity, extend or stretch your learning outside English class.

- Go out in your community.
- Use your cellphone to take two or more pictures of symbols that are really messages about rules.
- Save the pictures in your cell phone.
- Identify a rule that each symbol communicates.
- Write the rule in three different ways.
- Bring your sentences to class.

When you return to class, share your pictures and sentences with your group.

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6.6: Review of Modals

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6.6.1: Wrap up Exercises

Exercise 6.1

Determine the meaning of the modal. Circle the correct description.

1. I can speak 3 languages.

ability **permission** **necessity** **prohibition** **advice**

2. You must not smoke on a bus.

ability **permission** **necessity** **prohibition** **advice**

3. When I was a child, I could not stay up past 10:00 p.m..

ability **permission** **necessity** **prohibition** **advice**

4. I've got to leave!

ability **permission** **necessity** **prohibition** **advice**

5. You may use a dictionary while in class.

ability **permission** **necessity** **prohibition** **advice**

6. At work, I am allowed to a take two 30-minute breaks.

ability **permission** **necessity** **prohibition** **advice**

7. I can afford $600 for rent each month.

ability **permission** **necessity** **prohibition** **advice**

8. If you have a stomachache, you should drink some ginger tea.

ability **permission** **necessity** **prohibition** **advice**

9. You'd better not park in the red zone or you'll get a big ticket!

ability **permission** **necessity** **prohibition** **advice**

Exercise 6.2: Using Modals in Sentences

Answer the following questions about yourself.

1. What is something you can do now that you couldn't do when you were in your country?
2. What is something that you didn't have to do before, but you have to do now that you are in college?
3. What can you do now that you couldn't do before this class began?
4. What will you be able to do when you graduate?
5. What do you have to do before you can graduate?
6. What advice can you give to students who want to be successful in college?

Paragraph Writing: **Using Modals of Permission, Obligation, Advice, and Prohibition**

Objective: Students will write a cohesive paragraph of 8-10 sentences that incorporates modals of permission, obligation, advice, and prohibition in context.

Instructions:

1. Imagine you are writing a guide for new students at your school or workplace. Your goal is to provide helpful information about rules, expectations, and tips for success.

2. In your paragraph:
    - Use **modals of permission** (e.g., *can, may, be allowed to*) to explain what students are permitted to do.
    - Use **modals of obligation** (e.g., *must, have to, should*) to describe important responsibilities.
    - Use **modals of advice** (e.g., *should, ought to, had better*) to offer helpful tips.
    - Use **modals of prohibition** (e.g., *must not, cannot, may not*) to state what is not allowed.
3. Write your paragraph in MLA format, with a proper heading, title, and double-spaced text.
4. Ensure your paragraph is clear, organized, and uses at least one example of each type of modal.

Example Paragraph:

[Your Name]
[Instructor's Name]
[Course Title]
[Date]

Guide for New Students

As a new student, there are several important things you should know to succeed here. First, you **can** use the library at any time during its operating hours, but you **must** bring your student ID to enter. All students **have to** attend orientation sessions to understand the campus rules and resources. You **should** also join at least one club or activity to meet new people and feel more connected. However, you **must not** eat or drink in the computer labs to avoid damaging the equipment. If you're ever unsure about a rule, you **may** ask a staff member for clarification. Additionally, you **ought to** keep track of important deadlines using a planner or app. Finally, you **cannot** park in the faculty lot, as it is reserved for staff only. Following these tips and rules will help you have a smooth and enjoyable experience.

Assessment Criteria:

- **Content:** Does the paragraph include all required modals?
- **Organization:** Is the paragraph well-structured and cohesive?
- **Language:** Are the modals used correctly and appropriately?
- **Format:** Is the paragraph properly formatted in MLA style?

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6.7.2: Summary of Modal Verbs and Related Expressions

Present Ability → ***Can*** → I **can** run 2 miles.

I **am able to** run 2 miles.

Past Ability → ***Could*** → In my country, I **could** easily communicate with everyone.

In my country, I **was able to** easily communicate with everyone.

I **couldn't drive** before I came to the United States.

I **wasn't able to speak** English before I took ESOL classes.

Specific Past Ability → ***was able to*** → We **were able to** get to the play on time in spite of the traffic.

I **was able to find** an inexpensive hotel for my vacation. (No "could" for specific past ability)

Future Ability → ***Will be able to***→ When I graduate, I **will be able to** get a better job.

I **won't be able to** graduate until I complete the required number of units.

Asking for Permission → ***Can/Could/May*** → Can I go to the party?

May I stay out until midnight.

Could I bring my friends with me?

→ ***May*** → May I stay out until midnight.

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.

Requests → ***Will/Can/Could***→ **Could you** help me with the laundry, please?

Will you come to my party?

Can you lend me a pencil?

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 → ***hbetter*** → You'**d better** pay your rent on time.

You'**d better** not come to c***ad*** lass late again.

Personal need / obligation → ***Have to/ Have got to/Had to*** → I **have to** do my homework.

I **have to** call my mother.

I'**ve got to** go. I don't want to be late.

I **had to** study for my Math test last night.

A person of authority stating a need → ***Must*** → Manager to employees: All employees **must** wear the required uniform.

Students ***must*** get a signed permission form to go on the field trip.

Legal obligation / rules → ***Must*** → You **must** wear a seatbelt when driving.

Negative rule/obligation → ***Must not*** → You **must not** smoke here.

You **can't use** your cell phone in the waiting room.

Don't park in the staff parking spaces.

Children **are not allowed to swim** without an adult present.

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CHAPTER OVERVIEW

7: Adjectives and Adverbs

7.1: Adjectives and Adverbs

7.1.1: Descriptive Adjectives (People and Places)

7.1.2: Participles as Adjectives

7.1.3: Adverbs

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7.1: Adjectives and Adverbs

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7.1.1: Descriptive Adjectives (People and Places)

This lesson includes slides for classroom presentation.

What is an Adjective?

An adjective modifies a noun. In other words, it gives more information about the noun, such as what kind, how many, or which one. Look at the phrases below and identify the adjective and noun...

- Rolling hills
- Majestic mountains
- Sparkling lakes

Answers

- The adjective was "rolling," the noun was "hills"
- The adjective was "majestic," the noun was mountains
- The adjective was "sparkling," the noun was "lakes"

Descriptive Adjectives

Descriptive adjectives can appear in two places in the sentence. Find the adjectives in these sentences...

- San Diego has sandy beaches
- The beaches in Sand Diego are sandy

Answers

- The descriptive adjective (sandy) comes before the noun (beaches)
- The descriptive adjective (sandy) comes after the linking verb (are)

Recognizing and Creating Adjectives

There are many adjectives in English. Adjectives make your writing more interesting, vivid, and rich. Add adjectives to your vocabulary by using them as you learn them. You can also sometimes recognize adjectives by their endings...

- -able/ible; incredible, doable, readable
- -ful; helpful, restful, doubtful
- -less; restless, helpless, doubtless
- -ic; alcoholic, realistic
- -ive; creative, active
- -al; natural, practical
- -ous; suspicious, decorous
- -ish; childish, selfish

Using Adjectives in Sentences

Adjectives usually come before the noun they modify.

beautiful weather, hot days, hard work, small children, fast cars, old buildings, red dresses, happy days

Sometimes more than one adjective is used to describe only one noun.

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

lively little puppies small wooden table shiny, new, red car

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

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

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

- The boys **are** young and handsome.
- I **feel** old.
- The girl **looks** happy.
- The milk **smells** bad.
- We **were** tired after playing basketball.
- My stomach **feels** sick.

Exercise 1.1:

Underline the adjectives and circle the nouns they modify in the following sentences.

1. The girl wore an expensive watch on her left wrist and beautiful bracelets on her right wrist.

2. A good, nutritious meal is better than a sweet unhealthy meal.

3. The affectionate girls kissed their frail old grandmother good-bye when she left.

4. The graceful Asian dancer moved through the air like a beautiful bird on a sunny day.

5. Enthusiastic students are usually happy students; apathetic students are usually lazy students.

Adjectives can also be created from verbs. Some past participles and present participles can be used as adjectives...

Verb	Past Participle Adjective	Present Participle Adjective
Interest	Interested	Interesting
Tire	Tired	Tiring
Amaze	Amazed	Amazing
Fascinate	Fascinated	Fascinating
Bore	Bored	Boring

Adjective Order

Adjectives usually follow a specific order in English. The order is below...

- Determiner: A/an/the, this/that/these/those, my/your/his/her/our/their, many/both/some... etc.
- Opinion: Beautiful, ugly, hard-working, useful... etc.
- Size: Large, small, tiny, huge... etc.
- Age: Old, vintage, new, brand-new... etc.
- Shape: Round, long, thin, square... etc.
- Color: Blue, yellow, gray... etc.
- Origin: Italian, Mexican, Chinese... etc.
- Material: Woolen, cotton, wooden... etc.
- Purpose: Wedding, sleeping, swimming... etc.

It's unusual to use more than two or three adjectives before a noun

Exercise 1.2

Try describing a dress, a car, and a mountain. Use at least two adjectives in the correct order. You can use adjectives from below or write your own...

- A _____ _____ dress
- A _____ _____ car
- A _____ _____ mountain

Adjectives To Choose From

Blue	Gray	Ugly	Old
Huge	New	Hard-working	Long
Beautiful	Small	Brand-new	Useful
Mexican	Square	Italian	Fast
Large	Tiny	Chinese	Yellow

- Watch this video for a clear definition of adjectives...
- Watch this video for more details about adjectives...

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7.1.2: Participles as Adjectives

Past and Present Participle Adjectives

Expressing the Experiencer vs. the Agent (Cause) of an Experience: Participles Ending in -ed vs. -ing

–ED
A **past participle**, ending in ***-ed*** *(-en, or -t)* modifies a noun that is the **experiencer** of the feeling or emotion.
EXPERIENCER
VERB
The family **was entertained** by the clown. *passive verb*
ADJECTIVE
The family **was entertained**. *be + past participle form* The family **was very entertained**. *very + past participle form* The family **seemed entertained**. *seem + past participle form*

–ING
A **present participle**, ending in ***-ing,*** modifies a noun that is the **source** (agent or cause) of the feeling or emotion.
SOURCE
VERB
The clown **was entertaining** the family. *present progressive verb*
ADJECTIVE
The clown **was entertaining**. *be + present participle form* The clown **was very entertaining**. *very + present participle form* The clown **seemed entertaining.** *seem + present participle (Adj)*

Examples

- Verb: Frighten
  - EX: The mask is frightening. I feel frightened when I look at the mask
- Verb: Interest
  - EX: I am interested in the history of Iraq. Iraq has an interesting history
- Verb: Confuse
  - EX: The homework is confusing. All of the students felt confused by the homework
- Verb: Excite
  - EX: Disneyland is exciting. My kids are so excited about going to Disneyland
- Tests for adjectives: (1) if you can put ***very*** (an adverb of degree) before the word, then the word form is an adjective or adverb but not a verb; (2) If you can replace the ***be*** verb with ***seem*** or ***become***, then the participle form is an adjective and is not part of the verb. (Huddleston 533, 541)

  Also see Past / Participle Verb Forms 1 and Past / Participle Verb Forms 2 (for each verb).

  Related page: Participial Modifiers 2 (completed v. ongoing) breaking v. broken.

Exercise 1.3

Experiencer or Source?

Determine which word best completes the sentence. Select your response from the list.

1. My bath was (relaxing / relaxed). I feel (relaxing / relaxed) now.

2. Joe is (tiring / tired) because he had a (tiring / tired) day.

3. How to get the cheese was (confusing / confused) . The mouse(confusing / confused)..

4. Your jokes are (amusing / amused). I am (amusing / amused).

5. The TV program was (bored/ boring). I felt (bored/ boring) while watching it.

6. My angry father's words (were upset/ upsetting). I felt (were upset/ upsetting).

7. The nurse's big needle was (frightened/ frightening). I felt (frightened/ frightening) when she looked at me!

8. Ted forgot to close his zipper. It was (embarrassed/ embarrassing). Ted felt (embarrassed/ embarrassing).

9. My alarm clock wouldn't stop ringing. I was (annoyed / annoying). The sound was (annoyed / annoying)

10. He heard a strange sound and was (concerned/ concerning). The strange sound was (concerned/ concerning).

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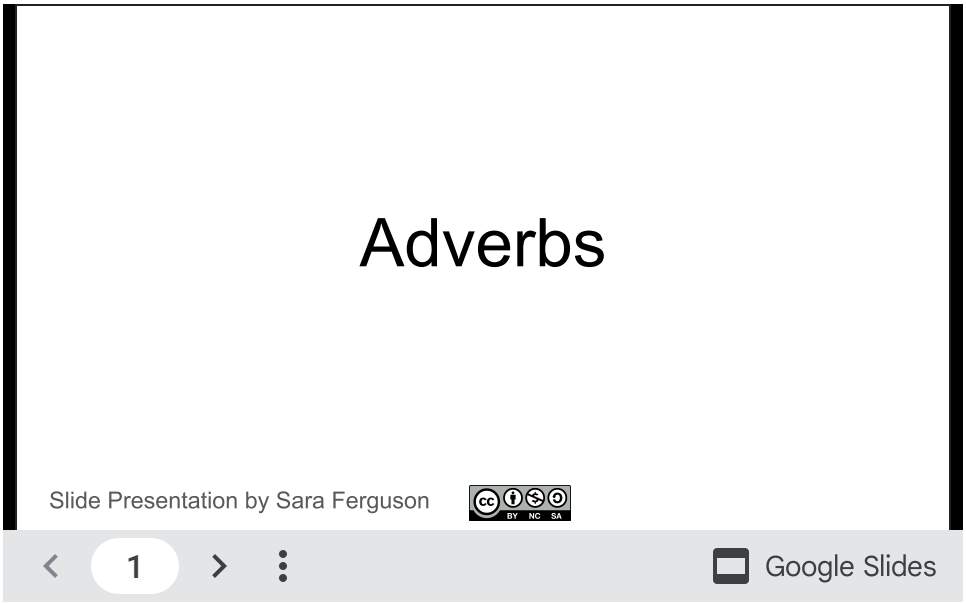
7.1.3: Adverbs

This lesson includes slides for classroom presentation.



Reading Exercise

Read the sentences below and identify the adverbs. Then discuss with your class. The adverbs are giving more information (modifying) about certain words or phrases in the sentence. Which ones?

- San Diego has a very diverse population
- Immigrants to San Diego don't always speak English
- Fortunately, they are learning English
- The students in this class are learning English very quickly

Answers

- The adverb is "very," it is modifying "diverse"
- The adverb is "always," it is modifying "speak"
- The adverb is "fortunately," it is modifying "they are learning English"
- The adverb is "very quickly," it is modifying "are learning"

Why Use Adverbs?

Compare these sentences. Which sentence in each pair gives more information? What kind of information do we learn?

- Immigrants are learning English
- Fortunately, immigrants are learning English

- The students in this class are learning English
- The students in this class are learning English very quickly

- San Diego has nice beaches
- San Diego has incredibly nice beaches

Answers

- The second sentence in the first pair gives more information, we learn the author's opinion about the sentence
- The second sentence in the second pair gives more information, we learn how the students are learning
- The second sentence in the third pair gives more information, we learn that the beaches are not just nice but incredibly nice

Read the list of phrases below. What are the parts of speech of the underlined words/phrases that are modified?

- Very diverse
- Always speak
- Fortunately, they are learning English
- Are learning very quickly
- Very quickly

Answers

- "Diverse" is an adjective
- "Speak" is a verb
- "They are learning English" is a clause
- "Are learning" is a verb
- "Quickly" is an adverb

From the examples, we can say an adverb can modify a verb, a clause, an adjective, or another adverb

Adverbs of Frequency

As we learned in Chapter 1, adverbs of frequency are used to tell how often something happens. These adverbs are usually used with simple present or simple past verbs.

This chart provides a review of adverbs of frequency in order of decreasing frequency, from "always" indicating 100% frequency to "never" indicating 0% frequency.

Adverb	Meaning	Example Sentence
Always	100% of the time	She always arrives early.
Almost always	About 95-99% of the time	He almost always finishes his work on time.
Usually	About 90-94% of the time	I usually go for a run in the morning.
Often	About 70-89% of the time	He often forgets his keys.
Sometimes	About 30-69% of the time	Sometimes I eat out for lunch.
Occasionally	About 10-29% of the time	I occasionally drink coffee.
Rarely	About 1-9% of the time	He rarely watches TV
Seldom	About 1-9% of the time	She seldom goes to the gym.
Hardly ever	Almost never	They hardly ever miss a deadline.
Almost never	About 1-5% of the time	He almost never arrives late.
Never	0% of the time	I never drink alcohol.

Adverbs of Manner

Adverbs of manner answer the question "how." Adverbs of manner modify verbs and usually come after the verb.

This chart provides examples of some common adverbs of manner along with example sentences:

Adverb	Meaning	Example Sentence
Quickly	At a high speed	He quickly finished his homework and went to bed.
Cautiously	With caution or carefulness	She cautiously approached the edge of the cliff.
Carefully	With care or caution	She walked carefully along the narrow path.
Quietly	With little or no noise	The baby slept quietly in her crib.
Loudly	With a high volume or intensity	The music played loudly, waking up the neighbors.
Slowly	At a low speed	The old man walked slowly across the street.

Adverb charts created in ChatGPT

Comment adverbs give the speaker's opinion about the sentence. These adverbs usually come before the sentence and are followed by a comma. Which of the adverbs on the list below can fill in the blank to show the author's opinion about arriving before the concert?

A Note on the Forms of Adverbs

Read the list of adverbs above. What is a common ending for many adverbs (but not all)?

Answer: Many adverbs end with -ly. Sometimes an adverb can be created from an adjective + -ly (e.g. quick, quickly)

Exercise 1.4:

Underline the verbs and circle the adverbs of manner in the following sentences.

1. The boys laughed loudly at their father's funny stories.

2. I drive slowly and carefully in heavy traffic.

3. The boy spoke loudly, impolitely, and angrily to his mother when she told him "No."

4. The beautiful young dancer danced gracefully for the guests at the party.

5. Teachers like it when students write carefully and neatly.

Exercise 1.4

Write the correct spelling of each adverb in the blanks.

Spelling of -ly Adverb Endings

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

Examples:

bad--->badly polite--->politely rude--->rudely

quick--->quickly impolite--->impolitely helpful--->helpfully

fluent _____ neat _____ efficient _____

patient _____ serious_____ accurate_____

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

Examples:

busy--->busily easy--->easily noisy--> noisily

Change the following adjectives to adverbs of manner, please.

angry _____ heavy _____ crazy _____

lazy _____ happy _____ messy_____

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

Examples:

dependable--->dependably reliable--->reliably terrible-->terribly

- **Change the following adjectives to adverbs of manner, please.**

capable _____ sensible _____ horrible _____

legible _____ able_____ responsible _____

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

Examples:

automatic--->automatically heroic--->heroically

- **Change the following adjectives to adverbs of manner.**

drastic_____ enthusiastic _____ dramatic _____

energetic_____ sympathetic _____ pathetic_____

Exercise 1.5:

Change the following adjectives to adverbs of manner.

1. reliable _____
2. angry _____
3. sympathetic _____
4. comfortable _____
5. busy _____
6. noisy _____
7. successful _____
8. horrible _____
9. heroic _____
10. rapid _____

Exercise 1.6:

Change the following adjectives to adverbs of manner.

1. dependable _____
2. rough _____
3. terrible _____
4. impatient _____
5. peaceful_____
6. odd _____
7. awful _____
8. historic _____
9. helpful _____
10. quick _____

Spelling of -ly Adverbs by Don Bissonnette South Seattle Community College licensed for use under CC BY-NC-SA 4.0 International.

Videos

Watch this video and this video for more information about adverbs...

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CHAPTER OVERVIEW

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8.1: Comparative

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8.1.1: Comparative of Adjectives

Comparative Adjectives

Compare two nouns using a comparative adjective. Which two nouns are compared in these sentences? What is the comparative adjective?

- San Diego, CA is larger than El Cajon, CA
- Black Mountain is higher than Mount Helix

Answers

- The two nouns are "San Diego, CA" and "El Cajon, CA" and the comparative adjective is "larger"
- The two nouns are "Black Mountain" and "Mount Helix" and the comparative adjective is "higher"

Did you notice what word follows the comparative adjective?

Answer

- Than

How Do We Make Comparative Adjectives?

One-syllable adjectives	Two-syllable adjectives ending with -y	Two-or-more-syllable adjectives	Irregular adjectives
Larger	Easier	More diverse	Good-better
Richer	Happier	More difficult	Far-farther/further
Deeper	Hungrier	More beautiful	Little-less
Higher	Curlier	More populated	Many-more
Smaller	Lazier	More interesting	Bad-worse
Bigger	Saltier	More delicious	

- If the word is one syllable, add -er to the end of the word
- If the word ends with -e, add -r
- If the word is one syllable and ends with CVC (consonant-vowel-consonant), double the final consonant
- If the word is two syllables, use "more" + adjective
- If the word is two syllables and ends with -y, drop the -y and add -ier
- Comparative adjectives are followed by "than"

Examples

One Syllable

- Both of my sons are **taller than** I am.
- My brother was much **bigger than** I was.
- A dog is **smaller than** an elephant.
- My car is **cleaner than** my brother's car.

Two-syllable Ending in "y"

- This year, I am **busier than** I was last year.
- I am **happier** in the suburbs **than** I was in the city

More Than One Syllable

- My garden is **more beautiful than** her garden.
- This apartment is **more expensive than** the apartment near downtown.

Irregular

- I went **further** in my education **than** my brother and sister did.

- California is **farther away from** Seattle **than** Oregon is.
- I am a **good** cook, but my wife is a much **better** cook **than** I am.
- My son Alex cooks **badly**. My son André cooks **worse than** my son Alex does.
- My wife speaks English fairly **well**, but I speak much **better than** she does, of course.

Exercise 1.1

Answer the following questions.

1. Who are you taller than?

2. Is the United States bigger or smaller than your native country?

3. Is it warmer or colder in your country than in the United States?

4. Where can you find more nutritious food, at home or in a restaurant?

5. Which subject is harder, English or math?

6. Is the weather today better or worse than the weather yesterday?

Exercise 1.2:

Complete the following sentences with the correct form of the comparatives.

1. *intelligent* My sister is _____my brother is.

3. *important* health are _____money.

4. *good* The weather in California is _____ the weather in Texas.

5. *early* My Monday class is_____ my Tuesday class.

6. *difficult* Flying a plane is_____than driving a car.

7. *comfortable* Couches (sofas) are _____chairs in general.

8. *expensive* City-living is usually _____country-living.

9. *inexpensive* A long time ago, things were _____ they are today.

10. *happy* Successful people are usually _____ unsuccessful people.

16. *bad* Restaurant food is usually _____ home-cooked food.

11. *tall* Buildings in downtown Houston are _____buildings in Pasadena.

12. *windy* It is_____in fall than summer.

13. *fast* Planes travel _____ trains.

14. *far* Dallas is _____ from Houston than Austin is.

15. *friendly* Some people are _____ other people.

Exercise 1.3:

Write sentences with comparisons using the following pairs.

Examples:

oranges and lemons: Oranges are sweeter than lemons.

elephants and mice : Elephants are bigger than mice.

1. the sun and the moon

2. fast food and homemade food

3. online learning and in-class learning

4. college and high school

5. winter and summer

6. houses and apartments

Exercise 1.4:

Make comparative sentences with the following adjectives/adverbs.

1. rich
2. easily
3. interesting
4. important
5. lazy
6. comfortable
7. healthy
8. smooth
9. slowly
10. fast

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8.1.2: 8.1.2-Comparative of Adverbs

Comparative Adverbs

Read the sentences below and identify the comparative adverbs...

- I like to go hiking, but I hike more slowly than my kids
- African Americans moved to the north during the Great Migration because they could vote more freely there
- If you want to sightsee in San Diego, take a car; cars travel faster than buses in San Diego
- It takes longer to visit the zoo than to visit Balboa Park

Answers

- The comparative adverb is "more slowly than"
- The comparative adverb is "more freely"
- The comparative adverb is "faster than"
- The comparative adverb is "longer...than"

How Do We Make Comparative Adverbs?

One-syllable adverbs	Two-or-more-syllable adverbs (including -ly adverbs)
Adverb + -er + "than"	"More" + adverb + "than"

Practice Quizzes

Check your understanding of comparative adjectives and adverbs. Take practice quizzes at the websites below...

- Comparative Adjectives
- Comparative Adverbs

Exercises

These exercises will give you practice in comparative forms of both adjectives and adverbs.

Exercise 1.5: **Comparing Abilities (actions)**

Select the word or words that best complete the sentence.

1. Mario is a **good** player.
Mario believes he is a (better / more better) player **than** his teammate, Lucas.

2. Mario plays **well**.
Mario thinks he plays (weller / better) his teammate, Lucas.

3. Mario gets up **early** in the morning to practice.
Mario gets up (earlier / more early) his teammate, Lucas.

4. Mario runs **fast**.
Mario thinks he can run (faster / more fastly) his teammate, Lucas.

5. Mario shoots the ball **high**.
Mario shoots the ball (higher / more highly) in the air **than** his teammate, Lucas.

6. Mario thinks **highly** of himself. (regards himself as being good; self-esteem)
Mario regards himself (more high / more highly) his teammate, Lucas.

7. Mario is not very **humble**. (**humble**–considers others to be equally important)
Mario is (more humble / less humble) his teammate, Lucas.

Exercise 1.6: Comparing Qualities

Choose the answer that correctly completes the sentence

1**. Miles per gallon** (city) : Smart – 33; Yaris – 29
The Smart car gets (more good / better) mileage **than** the Yaris.

2. **Length:** Smart – 106.1 inches; Yaris– 150.6 inches
The Yaris is (longer / more long) **than** the Smart car.

3. **Width:** Smart – 61.4 inches; Yaris– 66.7 inches
The Yaris is (wider / more wide) than the Smart car.

4. **The manufacturer's recommended price (MSRP):** Smart – $11,990; Yaris – $13,105
The Smart car is (more expensive / less expensive) the Yaris.

5. **Overall Size**: Both cars are very tiny (small).
However, the Smart car (tinier / more tiny) the Yaris.

6. **Horsepower:** Smart – 70 @ 5800; Yaris – RPM 106 @ 6000 RPM
The Smart car is (powerfuller more powerful) the Yaris.

7. **Road Sound:** Smart car – noisy; Yaris – quiet
The Yaris drives (quieter / more quietly) the Smart car.

8. **Miles per gallon** (city) : Smart – 33; Yaris – 29
The Yaris car uses (much more / a little more) fuel than the Smart Car.

9. **Engine Size**: Smart car – 1L 70hp; Yaris – I3 1.5L 106hp I4
The Yaris drives (faster / more fastly) the Smart car.

"2010 Smart for two Comparisons" *Automotive.com*. Source Interlink Media, LLC. 2012. Web. Sep 9 2012. < http://www.automotive.com/2010/12/smart/fortwo/compare/index.html>.

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8.1.3: The Comparative of Equals

The Comparative of Equals

Explanation

The same as is used with nouns when all of one noun is equal to all of another noun.

Examples:

My 1999 Ford Taurus was **the same as** my friend's 1999 Ford Taurus.
My first language is **the same as** my sister's first language.
One orange looks **the same as** another orange to me.

The same XXX as is used with nouns when one part of a noun is the same as one part of another noun.

Examples:

I teach in **the same** college **as** Kris and Allan.
Americans speak **the same** language **as** Australians do.
My sister has **the same** personality **as** I have.

Different from (than) is used when all of one noun is different from all of another noun.

Examples:

America is **different from** Vietnam.
Boys are **different from** girls.
Very rich people's lives are **different from** very poor people's lives.

A different XXX from (than) is used with nouns when only one part of nouns are different from each other.

Examples:

English has a **different** alphabet **from** Japanese.
My sons' hair is a **different** color **from** my wife's hair.
An apple has a **different** taste **than** an orange has.

As XXX as is used with adjectives and adverbs to show that part of one noun or verb is the same as part of another noun or verb. To show inequality, make the verb negative.

Examples:

I am **as** old **as** my friend Doug. We are both 70 years old.
Smoking is **as** bad for a person **as** drinking alcohol is.
I don't drive my car **as** rapidly **as** my sister drives her car.
Young people don't usually drive as slowly as old people do.

A Note about the endings of the above examples:

You may have noticed that not all of the above example sentences end in the same way. Why is this? Here is an explanation for three types of endings:

Type 1: "I teach in the same college as Kris and Allan."

- **This comparison ends with a noun phrase:** "as Kris and Allan"
- **Why?**
  - The comparison here is focused on **"college"** (a noun), which is the shared element.
  - Since the verb "teach" already applies to the speaker, Kris, and Allan, there is no need to repeat it. The noun "college" is enough to complete the comparison.

Key Rule: When the shared element is a noun, the comparison can end with the noun and the people or things being compared (e.g., "as Kris and Allan").

Type 2: "Americans speak the same language as Australians do."

- **This comparison ends with "do":** "as Australians do"
- **Why?**
  - The comparison here is focused on the **action** (speaking), so the verb "do" is added to represent the similar action.
  - "Do" functions as a substitute for the verb "speak" to avoid repetition:
    - Full form: "Americans speak the same language as Australians speak."
    - Simplified form: "Americans speak the same language as Australians do."

Key Rule: When the shared element involves an action or verb, "do" can be used to substitute the repeated verb.

Type 3: "My sister has the same personality as I have."

- **This comparison ends with :** "as I have"
- **Why?**
  - The comparison here is about **possession** (having a personality). Since the verb "have" expresses this, it is repeated for clarity.
  - Omitting "have" is possible in informal contexts: "My sister has the same personality as me." However, in formal grammar, the verb is often included to emphasize the shared possession.

Key Rule: When the shared element involves possession or a state of being, the verb is often repeated for clarity and formality.

Exercise 1.7:

Combine the following sentences into one sentence, using either *the same as* or *different from*. (Remember to use the negative verb to show differences.)

Examples:

My classroom and your classroom are the same. There is no difference.
My classroom is **the same as** your classroom.

My hat is size 7 and 1/4 and black. Your hat is size 8 and brown.
My hat is **different from** your hat.

1. My red pen and Roger's red pen are the same.

2. My library of English books is large. Your library of English books is small.

3. My book is red. Your book is blue.

4. My friend Ed has a red Fit for a car. My friend Doug has a red Fit for a car..

5. I am shy and quiet. Roger is outgoing and talkative.

6. My address is 9548 Phinney Ave. N. My sons' address is 9548 Phinney Ave. N.

7. My sister's house is one story and brown. My house is two stories and blue.

8. My work schedule is day shift. My friend's work schedule is night shift.

9. My sons are tall. I am short.

10. My sister loves comedies. I love comedies.

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8.1.4: Nouns and Corresponding Adjectives

Nouns and Corresponding Adjectives

Certain adjectives have corresponding nouns that are used in "same as" comparisons. Here is a list of some of these:

Size: big / small **Length**: long / short **Width**: wide / narrow **Height**: (people) tall / short **Height** (things): high /tall / low

Weight: heavy / light **Depth**: deep / shallow **Thickness**: thick / thin **Hardness**: hard / soft **Age** (people): old / young

Age (things) old / new **Speed**: fast / slow **Color**: light / dark **Health**: healthy / unhealthy **Price**: expensive / inexpensive, cheap

Distance: far from / near, close **Taste**: good / bad; sweet / sour; spicy / bland; hot / mild

Examples:

- My dog is the **same size as** my sister's dog--> My car is as big as her dog.
- This table is the **same length as** that table.--> This table is as long as that table.
- My sister and I have **the same height.** We are both 5'1" tall.--> I am as tall as my sister is.

Exercise 1.8:

Rewrite the following sentences using <u>as XXX as</u>.

1. My car is the same length as my friend's car.

My car is as long as my friend's car.

2. Most city streets are the same width as each other.

3. Each sheet of paper is the same thickness as the others.

4. The college is the same distance from my house as it is from my friend Sara's house.

5. One box of cookies is the same weight as the other box of cookies.

6. My son Alex is the same height as my son André.

7. My office is the same size as my friend Roger's office.

8. My friend Roger's hair is the same length as my friend Doug's hair.

9. Our swimming pool is the same depth as your swimming pool.

The expression <u>as XXX as</u> can also be used with quantity expressions such as *many, much, few, and little*.

Examples:

- I bought three books. My friend bought three books.-->I bought as many books as my friend did.
- I ate two cheeseburgers. My son ate two cheeseburgers.--> I ate as much food as my son did. I ate as many cheeseburgers as my son did.
- I have two pens. My friend has two pens.--> I have as many pens as my friend has.
- I only have two dollars. My sister only has two dollars.-->I have as little money as my sister.

Exercise 1.9:

Combine the following sentences using <u>as XXX as</u>.

1. My sister has five dogs. My friend has five dogs.

2. I drank a lot of water. My friend drank a lot of water.

3. The temperature was 45 degrees today. It was the same temperature yesterday.

4. My son Alex bought two shirts. My son André bought two shirts.

5. I have 30 students. Sara has 30 students.

6. I ate a dish of ice cream. My son ate a dish of ice cream.

7. I read 100 pages of a book over the weekend. My friend read 100 pages of the same book over the weekend.

8. You had a lot of homework. My other class had the same amount of homework.

Exercise 1.10:

Combine the following sentences using not as XXX as**.**

Examples:

I speak clearly. My son Alex doesn't speak clearly.
My son Alex doesn't speak as clearly as I do.

I sing well. My son André doesn't sing well.
My son André doesn't sing as well as I sing.

1. My wife walks slowly. I don't walk slowly.

2. Some students work carefully. Other students don't work carefully.

3. Athletes move gracefully. I move awkwardly.

4. My elder son eats very quickly. My younger son eats very slowly.

5. My sons swim very fast. I swim slowly.

6. Some students write legibly. Other students don't write legibly.

7. I can do mathematics quite accurately. My wife makes many mistakes in math.

8. My wife cooks very well. My younger son cooks very poorly.

Exercise 1.11:

Combine these sentences with either *the same XXX as, different from,* or *as XXX as*.

Examples:

My shoes are brown. Your shoes are brown.
Your shoes are the same color as mine.

The history of France is interesting. The history of Iran is interesting.
The history of France is as interesting as the history of Iran.

1. My sister speaks clearly. I speak clearly.

2. My shoes are size 8. My wife's shoes are size 7.

3. My son Alex cleans the house poorly. My son André cleans the house poorly.

4. Alex's age is 30. André's age is 28.

5. My dog is quite beautiful. My friend's dog is also quite beautiful.

6. My car cost $13,200. My friend's car cost $15,280.

7. My friend's garden is beautiful. My garden is beautiful.

8. This exercise is very difficult. The last exercise was very easy.

9. I am 5 feet 7 ½ inches tall. Ed is 5 feet 8 inches tall.

10. Vegetables are good for your health. Candy is not good for your health.

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8.2: Superlatives

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8.2.1: Superlative of Adjectives and Adverbs

The Superlative of Adjectives and Adverbs

The superlative is the form of an adjective or adverb that is used to show that someone or something has more of a particular quality than anyone or anything else.

Forming the Superlative

THE -EST
We use ***the*** before nouns that are unique, one of a kind. That is to say, it is clear which one we are talking about. One-syllable adjectives or adverbs are marked with the -est suffix. (See Most / -est).
He is **the best actor of all**. *(good - best)*
She is **the prettiest actress of all.** *(-est)*
This movie was **the saddest movie of all.** *(-est)*
THE MOST
The modifier **most** is placed before adjectives or adverbs of **more-than-one syllable.** ***Most*** expresses the greatest quantity, amount, or degree of something.
He is **the most skilled actor of all**.
She is **the most beautiful actress of all.** *(most)*
The movie was **the most tragic of all.** *(most)*

Comparative and Superlative Forms with Adjectives and Adverbs of One Syllable:

slow --> slower than--> the slowest
rich --> richer than--> the richest
kind--> kinder than--> the kindest
flat -->flatter than --> the flattest

Examples:

My son André is **the tallest** person in my family.
Elon Musk is **the richest** person in the United States.
My sister is **the kindest** person that I know.
My wife is **the fastest** cook of all the women I know.

With adjectives and adverbs that end in Y (only sometimes with LY):

busy--> busier than--> the busiest
lazy--> lazier than -->the laziest
heavy--> heavier than--> the heaviest
happy -->happier than--> the happiest

Examples:

My son Alex is **the heaviest** person in my family.
I wake up **the earliest** in my family.
I think that dogs are **the friendliest** animal of all the other animals.
Seattle is one of **the prettiest** cities in America when it isn't raining.

With adjectives and adverbs that have two or more syllables:

careful -->more careful than--> the most careful
carefully-->more carefully than-->the most carefully

successful--> more successful than--> the most successful
successfully--> more successfully than--> the most successfully

Examples:

Joan Baez sang **the most beautifully** of all the women singers I listened to as a young man.
I studied **the most diligently** of anyone else in my family as a young boy.
My friend Roger speaks French **the most fluently** of all my other American friends.

Note: In common usage, many people use the *est* form with short adverbs as well as with short adjectives. In formal grammar, however, it is better to use *the most* ----*ly* form.

*My father was **the most friendly** man that I have ever known.
*My father was **the friendliest** man that I have ever known.

Irregular Superlatives

far	further than/ farther than*	the furthest/ the farthest*
fast	faster than**	the fastest**
hard	harder than**	the hardest**
late	later than**	the latest**

(* Generally speaking, *the farthest* and *the furthest* have the same meaning.)

(**The words **fast, hard, and late** are both adjectives AND adverbs of manner. "**Fastly**" is not a word in English; **hardly** means almost none of something; and **lately** means recently or in the past few days.)

Exercise 2.1:

Give the comparative and the superlative of the following adjectives and adverbs.

Simple Form Comparative Form Superlative Form

1. rich _____ _____
2. simple _____ _____
3. carefully _____ _____
5. thoughtful _____ _____
7. ugly _____ _____
8. ambitious _____ _____
9. carelessly _____ _____
10. round _____ _____

Exercise 2.2:

Complete the following sentences by using superlative adjectives.

1. Rhode Island is (small) _____ state in the United States.
2. Alaska is (large)_____ state in the United States.
3. Seattle is (big) _____ city in Washington.
4. Fruit and vegetables are (healthy) _____ food to eat.
5. The Nile River is (long) _____ river in the world.
6. China is (populous) _____ country in the world.
7. My garden is (pretty) _____ garden in my neighborhood.

8. My grandmother is (good) _____ cook I have ever met.

9. My father was (patient) _____ person I have ever met. .

10. Lake Superior is (large) _____lake in the United States.

11. Mount Everest is (high)_____mountain in the world.

12. English is (important)_____ language in the world.

Exercise 2.3:

Complete the following sentences by using superlative adverbs.

1. The new student wrote (slowly) _____of all the students.

2. My friend ran (fast)_____ in the race and won a big prize.

3. My mother worked (hard) _____of all her brothers and sisters.

4. Teenage boys drive (dangerously) _____of all other drivers in the United States.

5. President Obama spoke (eloquently)_____ of any president since Kennedy.

6. The lazy student did his homework (carelessly) _____ of all the students.

7. The little girl was playing (quietly) _____ of all the children.

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8.2.2: The Comparative and Superlative with Quantity Expressions

The Comparative and Superlative with Quantity Expressions

Quantity expressions can also be used for the comparative and the superlative when speaking about adjectives, adverbs, and nouns. Note below:

much--> more -->the most

many--> more--> the most

a lot of--> more -->the most

lots of--> more--> the most

a little -->less--> the least

a few--> fewer--> the fewest

NOTE:

Much, **a little,** and **the least** are used with non-count nouns.

Many, a few, and **the fewest** are used with count nouns.

Examples:

- The first woman is organized. The second woman is more organized than the first woman. The third woman is the most organized of the three women.
- The first woman is not very organized. The second woman is less organized than the first woman. The third woman is the least organized of the three women.

These examples are normal comparative and superlative of an adjective (organized).

With nouns it is a little more difficult, however.

Examples:

- I have many friends. My sister has more friends than I have. My brother has the most friends.
- I have lots of energy. My older son has more energy than I do. My younger has the most energy. In fact, my younger son has much more energy than my older son has. Thus, I have the least energy of the three of us.
- I don't have much money. My sister has less money than I have. My brother has the least money in our family.
- I have some money. My boss has more money than I have. Elon Musk has the most money in America.
- I have a few problems in life. My friend Roger has fewer problems than I have. Our friend Doug has almost no problems. Doug has the fewest problems of the three of us.
- I have only a little hair. My nephew has less hair than I have. My Uncle Carl has the least hair in our family.

Exercise 2.4: Fill in the blanks with the appropriate quantity expression from the chart.

1. I have 200 books. Roger has 250. Roger has _____ than I have.

2. I spent three hours on my homework. André spent two hours on his homework. Alex spent one hour on his homework. Alex spent _____time on his homework.

3. Mike has $100. Roger has $40. I have $250. I have _____money of the three of us.

4. I drank a lot of water, but Roger drank _____ water than I did.

5. I have a lot of clothes. André has less clothes than I have. Alex has _____ clothes of the three of us.

6. I weigh 201 pounds. André weighs 178 pounds. Alex weighs 250 pounds. Who weighs the most? _____. Who weighs the least? _____

7. My husband _____ hair than either of my sons. (FYI: My husband is bald.)

8. There is lots of water in lakes. There is much _____ water in oceans.

9. Students in lower levels have trouble with grammar. Students in intermediate levels usually have _____ trouble with grammar _____ students in lower level. Students in the highest level usually have _____ trouble with grammar of all.

10. Beginning ESOL is _____advanced _____ intermediate ESOL. On the other hand, Advanced ESOL is _____difficult _____ level of ESOL.

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CHAPTER OVERVIEW

9: Phrasal Verbs and Prepositions

9.1: Prepositions

9.1.1: Preposition Use

9.2: Phrasal Verbs

9.2.1: Phrasal Verbs-More Practice

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9.1: Prepositions

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9.1.1: Preposition Use

Learning Objectives

1. Identify prepositions.
2. Learn how and when to use prepositions.

A preposition is a word that connects a noun or a pronoun to another word in a sentence. Most prepositions such as above, below, and behind usually indicate a location in the physical world, but some prepositions such as during, after, and until show location in time.

Prepositions of Time and Place

In, On, and At

The prepositions in, on, and at are used to indicate both location and time, but they are used in specific ways. Review the tables below to learn when to use each one.

Preposition	Time	Example	Place	Example
at	time	at five o'clock	addresses	at 1600 Pennsylvania Avenue
	with night	at night	locations	at Rooney's Grill

Preposition	Time	Example	Place	Example
on	day	on Monday	surfaces	on the table
	date	on May 23	streets	on Beamer Road
	specific days/dates	on my birthday	modes of transportation	on the bus

Preposition	Time	Example	Place	Example

in	year	in 1942	continent	in North America
	month	in August	country	in the United States
	season	in the summer	state	in Texas
	time of day (not with night)	in the afternoon	city	in Houston

Exercise 1.1:

Edit the following letter from a resident to her landlord by correcting errors with *in*, *on*, or *at*.

Dear Mrs. Salazar,

I am writing this letter to inform you that I will be vacating apartment 2A in 356 Maple Street at Wednesday, June 30, 2010. I will be cleaning the apartment at the Monday before I leave. I will return the keys to you on 5 p.m., sharp, at June 30. If you have any questions or specific instructions for me, please contact me in my office. I have enjoyed living at Austin, Texas, but I want to explore other parts of the country now.

Sincerely,

Milani Davis

Exercise 1.2: Fill in the blanks with *at*, *on* or *in*

1. Ahmed gave us a ride _____ his new car.
2. My husband is _____ home now.
3. Fatima's keys were not _____ her pocket.
4. Shelley is sitting_____ her desk.
5. Lina put all her books _____ one bag.
6. Abbas fell asleep _____ the armchair.
7. Roberto was _____ work when I called.
8. The students read the story _____ page 10.
9. Houshang's cell phone fell _____ the water.
10. Carolina lives _____ 1286 Campbell Avenue.
11. Victor, did you learn something _____ school?
12. Pablo was standing all by herself _____ the bus stop.
13. Faiza saw your photograph _____ the wall.
14. My brother lives _____ California.
15. Is your son still _____ bed?
16. My family was stuck _____ an awful traffic jam for hours!
17. Maryam was standing _____ the top of the stairs
18. The soccer team was happy to see no clouds _____ the sky.
19. All of my children are studying _____ the university.
20. Shahla looked _____ herself in the mirror.

Prepositions of Place-***ESL: Basic American English/ Civics 2*** **by is licensed CC BY-NC-SA 4.0**

Prepositions after Adjectives

Similar to prepositions after verbs, prepositions after adjectives create expressions with distinct meanings unique to English. Remember, like prepositional verbs, these expressions also cannot be separated.

Table 9.1.1.2:Adjectives and Prepositions

Adjective + Preposition	Example
angry at, about	I am angry about the oil spill in the ocean.
confused about	The students were confused about the concepts presented in the lecture.
disappointed in, with	We were disappointed in the quality of the furniture.
dressed in	My daughter was dressed in a pretty pink dress.
happy for	My parents were happy for me when I got the job.
interested in	We were interested in the new TV show.
jealous of	I am jealous of my rich uncle.
thankful for	Shawn was thankful for his generous friends.
tired of	I am tired of the neighbor's barking dog.
worried about	Mothers often worry about the decisions of their children.

? Exercise 1.3

Choose the best phrasal verb to complete each sentence.

1. Meera was deeply (interested in / thankful for) marine biology.
2. I was (jealous of / disappointed in) the season finale of my favorite show.
3. Jordan won the race, and I am (happy for / interested in) him.
4. The lawyer was (thankful for/ confused about) the details of the case.
5. Chloe was (worried about / tired of) her Final Exams.

? Exercise 1.4

Write the correct adjective+preposition combination in the blank.

1. I am so _____ your constant complaining.
2. You did a great job on your science project! I am _____ you!
3. My mother was _____me traveling alone in a war-torn country.
4. Joe was _____ his sister because she broke his new laptop.
5. Teresa became _____ ancient history after she visited Egypt and saw the great pyramids.
6. We should all be _____ what we have rather than being _____ what other people have.
7. Larry's mother was _____ his test scores, so she brought him to a math tutor.
8. I was so _____ my sister when she finally received her medical degree, and she was excited about her new career.
9. The driver was _____ the location of my house, and he ended up on a different street.
10. The job candidate was not taken seriously because he was _____ torn jeans and a dirty t-shirt.

Tip

The following adjectives are always followed by the preposition *at*:

- Good--_> She is really good at chess.
- Excellent--->Henry is excellent at drawing.
- Poor/Bad--->Mariana is poor at playing tennis.

Key Takeaways

- The prepositions in, at, and on are used to indicate both location and time, but they are used in specific ways.
- The preposition in is used when expressing the following: year, month, season, time of day (not with night), country, state, and city.
- The preposition on is used to express day, date, and specific days or dates and surfaces, streets, and transportation modes.
- The preposition at is used for expressions of time, with night, and with addresses and locations.
- Prepositions often follow adjectives to create expressions with distinct meanings that are unique to English.

Writing Application

Write about a happy childhood memory using as many prepositions followed by verbs and adjectives as you can. Use at least ten. When you are finished, exchange papers with a classmate and correct any preposition errors you find.

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9.2: Phrasal Verbs

Grammar Presentation-Phrasal Verbs

Phrasal verbs are verbs usually followed by a preposition to form one meaning. For example, the phrasal verb **put off** means to delay or postpone. Phrasal verbs can be categorized as separable or inseparable. Separable phrasal verbs can be kept together or separated by nouns or pronouns. Inseparable phrasal verbs cannot be separated by a noun or pronoun. Look at the examples.

1. I looked up the new word in the dictionary. (separable phrasal verb kept together)

2. I look the new word up in the dictionary. (separable phrasal verb separated)

3. I look up to my grandmother. (inseparable phrasal verb)

For more information on this topic, watch these videos: Phrasal Verbs (Structure)-Lesson 18-English Grammar and English Phrasal Verbs for Everyday Life

Separable Phrasal Verbs

Separable phrasal verbs can have a noun or pronoun between the verb and preposition. However, they can only have a noun, not a pronoun, after the preposition. Look at the examples.

1. Hyun-Ki **gave** smoking **up**.

2. Hyun-Ki **gave up** smoking.

3. Hyun-Ki **gave** it **up**.

4. Hyun-Ki **gave up** it. (incorrect)

The phrasal verb is separated by a noun (example 1) and pronoun (example 3). In example 2, the phrasal verb is kept together and followed by a noun. However, in example 4, the phrasal verb is kept together and incorrectly followed by a pronoun. While it is not common, some phrasal verbs *must be* separated. The table below has a list of separable phrasal verbs. Those that must be separated are marked with an asterisk (*).

Phrasal Verb	Meaning	Phrasal Verb	Meaning
ask over*	invite	blow up	explode
bring back	return	bring up	bring attention to
throw away	put in the trash	calm down	decrease emotions
drop off	leave someone or something at a place	figure out	understand or solve
fill in	complete	fill out	complete
fill up	fill completely	turn on/off	make something open or start/ stop or finish
find out	learn new information	figure out	find a solution

give up	quit	hand out	distribute
give back	return	hang up	end a phone call
help out	assist	leave out	exclude
pick up	give a ride / lift / get	put away	put in the correct place
put off	postpone	take off	remove

Table 23 Separable Phrasal Verbs

Video For more information on this topic, watch this video: An Introduction to Phrasal Verbs

? Exercise 2.1: Separable Phrasal Verbs

1. My sister _____ the birthday party at her house when she came down with the flu.

a. picked up b. carried out

c. called off d. fixed up

2. I promised to _____ the book that Patty gave me.

a. call back b. give out

c. give back d. fill up

3. I had to to _____ all of the pieces of the broken plate.

a. pick up b. put off

c. break down d. put away

4. Americans _____ too much food. It's very wasteful.

a. give up b. get across

c. throw away d. bring up

5. I don't want to _____ eating desserts! How else can I lose weight and be healthy?

a. give up b. calm down

c. put away d. put off

6. I checked my list twice because I didn't want to _____ any items.

a. fill in b. leave out

c. figure out d. turn off

7. Aaron will be late to the party because he had to _____ his sister across town.

a. call off b. get across

c. give back d. drop off

8. The teacher _____ the worksheets to the students,

a. handed out b. dropped off

c. threw out d. put off

9. Can you help me _____ this heavy box?

a. pick up b. hang up

c. leave out d. pick out

Exercise 2.2: Separable Phrasal Verbs

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

Exercise 5-Meaning Practice

Match the phrasal verb to its meaning.

a. learn new information	b. return	c. remove
d. bring attention to	e. help someone understand	f. disappoint
g. implement	h. leave	i. explains thoroughly
j. cancel	k. postpone	l. solve
m. exclude		

1. _____ drop off
2. _____ find out
3. _____ figure out
4. _____ get across
5. _____ give back
6. _____ let down
7. _____ take off
8. _____ leave out
9. _____ call off
10. _____ put off
11. _____ break down
12. _____ carry out
13. _____ bring up

Inseparable Phrasal Verbs

Inseparable phrasal verbs must be kept together. Transitive phrasal verbs (verbs that can have an object) can be followed by a noun or pronoun. Look at the examples.

1. The teacher is trying to **keep up with** grading the homework.

2. The teacher is trying to **keep up with** it.

It is a challenge determining whether a phrasal verb is separable or inseparable, but one strategy to help you is to remember that three-word phrasal verbs cannot be separated.

Phrasal Verb	Meaning	Phrasal Verb	Meaning
carry on	continue	cash in on	profit from
fall for	believe a trick	follow through with	complete
get off	leave	get on	board
get out of	leave	get over	recover
get through with	finish/endure	get to	access/upset
get together with	meet	go over	review
keep up with	maintain pace	look after	care for

look back on	remember	pick on	bully
put up with	tolerate	see about	consider
stand for	represent	take after	resemble
talk over	discuss	touch on	briefly mention
turn into	become	watch out for	be careful of

Table 24 Inseparable Phrasal Verbs

Exercise 2.3: Meaning Practice

Match the phrasal verb to its meaning.

a. tolerate	b. become	c. bully
d. recover	e. continue	f. leave
g. maintain pace	h. complete	i. care for
j. review	k. consider	l. resemble
m. discuss	n. represent	o. remember

1. _____ carry on
2. _____ take after
3. _____ stand for
4. _____ put up with
5. _____ get out of
6. _____ go over
7. _____ turn into
8. _____ follow through with
9. _____ get over
10. _____ keep up with
11. _____ look back on
12. _____ talk over
13. _____ look after
14. _____ pick on
15. _____ see about

Exercise 2.4: Pronoun Objects

Read the sentences that have a noun used with a phrasal verb. Rewrite the sentence using a pronoun. Use the example as a guide.

Example: Sadie always falls for her brother's tricks. = Sadie always falls for them.

1. The governor will follow through with his promise.
2. Rebecca couldn't wait to get over her cold and begin feeling better.
3. The teacher will not put up with plagiarism. Don't try it!
4. I did my best to keep up with my sister.

5. Watch out for black widow spiders.

6. Happy couples usually talk over their problems instead of squelching them

? Exercise 2.5: Inseparable Phrasal Verbs-Meaning-Practice in Context

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

1. The professor's lecture _____ the factor contributing to the genocide.

a. carried on

b. stood for

c. touched on

d. fell for

2. Penelope _____ her puppies.

a. takes after

b. looks after

c. goes over

d. follow through with

3. Daren _____ his dad.

a. takes after

b. looks back on

c. cashes in on

d. sees about

4. Let's _____ notes before the test.

a. get over

b. carry on

c. put up with

d. go over

5. The letters used in algebra _____ numbers.

a. carry on

b. stand for

c. get on

d. watch out for

6. Before a caterpillar _____ a butterfly, the caterpillar creates a cocoon.

a. turns into

b. takes after

c. stands for

d. looks after

7. His legs are too short to _____ his auntie.

a. look back on

b. fall for

c. turn into

d. keep up with

8. Sometimes the child that _____ other children needs the most help.

a. picks on

b. look back on

c. get out of

d. follow through with

9. The driver wanted Rosa Parks to _____ the bus, but she refused.

a. get together with

b. put up with

c. stand for

d. get off

10. Instead of punishing a child for doing something wrong, _____ the consequences.

a. see about

b. talk over

c. look after

d. watch out for

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9.2.1: Phrasal Verbs-More Practice

Exercise 2.6

Choose the correct phrasal verb to complete each sentence.

1. Can you _____ later? I need to answer another call.

   A) ask over B) call back

   C) bring back D) fill in

2. I need to _____ the gas tank before we leave for our road trip.

   A) fill up B) drop off

   C) carry out D) let down

3. She promised to _____ the book she borrowed from me by next week.

   A) give back B) throw away

   C) help out D) find out

4. Please _____ the application form with your personal details.

   A) pick up B) fill in

   C) build up D) ask over

5. We need to _____ our plans until the weather improves.

   A) put off B) give back

   C) throw away D) call back

6. Can you help me _____ with the heavy lifting? I can't do it alone.

   A) up B) out

   C) off D) over

7. I _____ my daughter at her friend's house this morning.

   A) carried out B) dropped off

   C) found out D) let down

8. Make sure to _____ the trash before it overflows.

   A) call back B) throw away

   C) help out D) bring back

9. My sister _____ her friend _____ for dinner.

   A) found / out B) carried / out

   C) asked / over D) brought / back

10. After you complete the form, please _____it _____ to this counter.

    A) fill / in B) bring / back

    C) drop / off D) help / out

11. We were all excited to _____ the new fashion styles.

    A) fill up B) carry out

    C) find out D) let down

12. Can you _____ some bread at the store on your way home?

A) find out B) pick up

C) carry out D) throw away

14. Don’t _____! You can succeed if you keep on trying.

A) give up B) throw away

C) let down D) drop off

15. He was able to _____ how the machine works after reading the manual.

A) fill out B) get across

C) turn on D) figure out

16. If you _____ the lights, the room will be darker and cooler.

A) break down B) turn off

C) call off D) hang up

17. Make sure not to _____ any important details when you’re summarizing the report.

A) calm down B) leave out

C) figure out D) give out

18.The professor will _____ the worksheet at the end of the lecture.

A) take off B) get across

C) hand out D) fix up

19. We should _____ the decorations once the party is over.

A) pass down B) put away

C) turn on D) break down

20. To ensure the room is bright, you need to _____ the lamp.

A) turn on B) hang up

C) pass down D) figure out

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CHAPTER OVERVIEW

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10.1: 100 Common Irregular Verbs
10.2: Spelling-Adding -s or-es (Plural Nouns and Simple Present Tense)
10.3: Spelling Rules for Adding -ing and -ed (Past Tense Ending)

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10.1: 100 Common Irregular Verbs

Appendix 1-Irregular Verbs

A Hundred of the Most Common Irregular Verbs in English--Corpus-Based-Arranged by Frequency

	Base Form	Past Tense	Past Participle		Base Form	Past Tense	Past Participle
1	say	said	said	26	mean	meant	meant
2	make	made	made	27	set	set	set
3	go	went	gone	28	meet	met	met
4	take	took	taken	29	run	ran	run
5	come	came	come	30	pay	paid	paid
6	see	saw	seen	31	sit	sat	sat
7	know	knew	known	32	speak	spoke	spoken
8	get	got	gotten	33	sweep	swept	swept
9	give	gave	given	34	lead	led	led
10	find	found	found	35	read	read	read
11	think	thought	thought	36	grow	grew	grown
12	tell	told	told	37	lose	lost	lost
13	become	became	become	38	fall	fell	fallen
14	show	showed	shown	39	send	sent	sent
15	leave	left	left	40	build	built	built
16	feel	felt	felt	41	understand	understood	understood
17	put	put	put	42	draw	drew	drawn
18	bring	brought	brought	43	break	broke	broken
19	begin	began	begun	44	spend	spent	spent
20	keep	kept	kept	45	cut	cut	cut
21	hold	held	held	46	rise	rose	risen
22	write	wrote	written	47	drive	drove	driven
23	stand	stood	stood	48	buy	bought	bought
24	hear	heard	heard	49	wear	wore	worn
25	let	let	let	50	choose	chose	chosen
	Base Form	Past Tense	Past Participle		Base Form	Past Tense	Past Participle
51	seek	sought	sought	76	cost	cost	cost
52	throw	threw	thrown	77	beat	beat	beaten
53	catch	caught	caught	78	light	lit	lit
54	win	won	won	79	bet	bet	bet
55	forget	forgot	forgotten	80	cast	cast	cast
56	lay	laid	laid	81	hide	hid	hidden
57	sell	sold	sold	82	deal	dealt	dealt
58	fight	fought	fought	83	blow	blew	blown
59	sew	sewed	sewn	84	swim	swam	swum
60	teach	taught	taught	85	bend	bent	bent
61	eat	ate	eaten	86	wake	woke	woken

62	sing	sang	sung	87	stick	stuck	stuck
63	strike	struck	struck	88	fit	fit	fit
64	hang	hung	hung	89	quit	quit	quit
65	shake	shook	shaken	90	shut	shut	shut
66	ride	rode	ridden	91	steal	stole	stolen
67	feed	fed	fed	92	tear	tore	torn
68	shoot	shot	shot	93	hurt	hurt	hurt
69	drink	drank	drunk	94	ring	rang	rung
70	hit	hit	hit	95	spin	spun	spun
71	swing	swung	swung	96	bite	bit	bitten
72	fly	flew	flown	97	overcome	overcame	overcome
73	dig	dug	dug	98	freeze	froze	frozen
74	sleep	slept	slept	99	slide	slid	slid
75	spring	sprang	sprung	100	lend	lent	lent

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10.2: Spelling-Adding -s or-es (Plural Nouns and Simple Present Tense)

Appendix 3

Spelling: Adding -s and -es

We add -s and -es for two reasons:

1. The word is a noun, and we make it plural.

Examples

table → tables

chair → chairs

2. The word is a verb, and it agrees with the subject (he, she, or it–3rd person singular)

Examples

I wait → she waits

they cook → he cooks

Rule 1:

If a word ends in /s/, /z/, /ch/, /sh/ or /x/ sound → add -es

Only add -es for the *he/she/it* form of the verb (third person singular).

Examples 10.2.1

watch → watches

wash → washes

kiss → kisses

I pass out papers. → She passes out papers.

I wash the dishes. → He washes the dishes.

Rule 2:

If a word ends in a consonant plus -y, change -y to i and add -es. If the word ends in a vowel plus -y, just add -s.

Examples

Consonant + -y

Change -y to i and add -es

cry → cries

study → studies

Vowel + -y

Add -s

pay → pays

buy → buys

Rule 3:

After the letter *o*. The spelling depends on the origin of the word.

Examples

We add the plural suffix *–es* to most words that end in *o*.

- tomato → tomatoes
- hero → heroes

We add the plural suffix *–s* to words of foreign origin (Latin, Greek, Spanish, etc.)

- piano → pianos
- photo → photos
- video → videos

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10.3: Spelling Rules for Adding -ing and -ed (Past Tense Ending)

Appendix 3

Spelling Rules for Adding -ing

Change	Rule	Examples
No Change	Most verbs: Add -ing	Read--reading Talk--talking Say--saying Want--wanting
No Change	Verbs that end in -y: Add -ing	Study--studying Carry-carrying Play--playing
Change	Verbs that end in -e: Drop the -e and add -ing	Wake--waking Make--making Tape--taping
Change	Verbs that end in -ie: Change the ie to y	Die--dying Lie--lying
Change	Verbs that end in CVC (consonant, vowel, consonant), one-syllable: Double the last letter	Stop-stopping Sit--sitting Ban-banning
Change	Verbs that end in CVC, two-syllable: If the stress is on the last syllable, double the last letter.	Begin--beginning Refer--referring OR Listen-listening Cancel--canceling

Table 4 -ing Spelling Rules

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Spelling Rules for Regular Past Tense Verbs

Base Form Ending	Rule	Example
-e	Add **-d**	dance → danced, like → liked
Consonant + y	Change **-y** to **-i** and add **-ed**	carry → carried, study → studied
Consonant	Add **-ed**	talk → talked, jump → jumped
Vowel + consonant (except y)	Add **-ed**	play → played, boil → boiled

Chart created in ChatGPT

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