



ESCUELA  
POLITÉCNICA  
NACIONAL



# LINGÜÍSTICA

e *Intercambios Culturales*



1 | The academic  
BOOK

one

## **INTRODUCTION TO THE ACADEMIC BOOK PART 1**

*The Academic Book Part 1* is a textbook intended for learners of English who are interested in polishing up their language skills. It focuses principally on academic English and is perfect for students who intend to study in an English-speaking university or who would like to perfect and practice their language use. The book is part one in a series of four parts, each integrating the communication skills – listening, speaking, reading, and writing – within a carefully planned and recently revised syllabus of functions, notions, and grammar. *The Academic Book Part 1* also helps students develop their vocabulary through authentic reading activities and exercises which incorporate new terms and expressions.

*The Academic Book Part 1* uses a learner-centered approach, attempting to involve students in all aspects of the lesson. It is not, however, a substitute for the teacher. It is the teacher's right to use any activity that seems to benefit the class, and activities and explanations can be discarded or reinvented as the teacher sees fit. Also, teachers are encouraged to employ their own warm ups, games, and conversation activities in order to complement those in the book.

This new edition features some new approaches to learning. Each grammar section is followed by a variety of exercises, which may be used as homework or in-class activities depending on the needs of the students. Each grammar exercise is clearly labeled, in order to quickly assess whether the activity is appropriate for that moment. Within the grammar explanations are two sections: **Grammar First Aid**, which gives students extra information or rules about the topic in question, and **Zoom**, which explores an aspect of the grammar topic in further detail.

Aside from each grammar section, listening and reading activities have been included, along with activities to test the students' comprehension, ability to understand the main idea, and ability to listen for specific details. Communication activities which promote speaking in the classroom are included, and may be used as warm ups to introduce the unit's topics and get students interested in what is coming up. In the new edition there are pronunciation activities which give students the opportunity to learn to speak like natives. Punctuation rules have also been added in order to help students with their writing. Writing activities are in each unit to develop written expression and increase vocabulary and can be used in class, worked on in groups, or sent home to be done individually. The newest addition to the book is an Internet section, which intends to give both teachers and students ways to integrate new technology with language-learning by offering ideas for activities which can be done on the Internet in class or at home as extra language reinforcement.

*The Academic Book Part 1* is divided into eight units. Each unit takes about ten hours to complete. On the next page is a chart which contains the icons used to represent each of the sections of the book.

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**APPENDIX..... A1**

 **KEY**

<b>ICON</b>	<b>REPRESENTATION</b>
	<b><u>CONVERSATION</u></b>
	<b><u>PRONUNCIATION</u></b>
	<b><u>GRAMMAR TOOLS</u></b>
	<b><u>LISTENING</u></b>
	<b><u>READING</u></b>
	<b><u>WRITING</u></b>
	<b><u>PUNCTUATION</u></b>
	<b><u>VOCABULARY</u></b>
	<b><u>APPENDIX</u></b>
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	<b><u>NOTE:</u></b>
	<b><u>GRAMMAR FIRST AID</u></b>
	<b><u>ROLE PLAY</u></b>
	<b><u>EXERCISE</u></b>
	<b><u>ACTIVITY</u></b>
	<b><u>INTERNET</u></b>



# INTRODUCTIONS



**Find out more about the ways your classmates communicate!  
Look at the questionnaire below. Ask your partner the questions,  
filling in the questionnaire with his/her information. When you  
finish, prepare a report for the class about your partner.**



## I: PERSONAL INFORMATION

Name:

City of origin:

Interests:

Family:



## 2: PAPER



A: Please state which written materials (newspapers, magazines, etc.) you read, along with how often and what kind.  
newspapers:

magazines:

books:

comics:

other:



B: What types of written documents do you write? How often?  
reports:

poetry:

short stories:

detective stories:

letters:

song lyrics:

other:

Time  
Off

**3: RADIO**

A: What radio stations do you listen to?

Music:

Documentaries:

News:

Other:

B: How often do you listen to the radio? \_\_\_\_\_

C: Do you have a favorite radio program? Please specify why or why not.

**4: TELEVISION**

A: What types of television programs do you enjoy watching? State your favorites.

News:

Music:

Films:

Comedies/Sitcoms:

Soap operas:

Action:

Documentaries:

Other:

B: How many hours a week do you watch television? \_\_\_\_\_

C: What time of the day, or which days of the week, do you usually spend watching TV? \_\_\_\_\_

**5: PERSON-TO-PERSON**

A: What is the form of communication you prefer when communicating with people?

by phone:

face-to-face:

by e-mail:

by fax:

other:

B: What types of information do you share with them?

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**6: COMPUTER**

A: How many hours a week do you spend on the computer?

B: How much time do you spend each week doing the following:

surfing the Web:

writing e-mail messages:

typing reports or schoolwork:

playing computer games:

compiling or organizing information:

other:

 **CLAUSES**

- Any sentence or sentence part that contains at least subject and verb.
- All sentences consist of one or more clauses.
- There are two types of clauses: **independent** and **dependent**.
- An **independent clause** is one that may stand alone and does not need the help of another sentence to be complete.

*We left for Arkansas on Monday.*

*He has lived in Florida for years.*

*She loves her dog.*

- A **dependent clause** is one which may not stand alone because it represents an incomplete idea. It needs the help of an independent clause in order to be complete.

*Because I like to learn new things*

*Before she leaves town*

*If you go to the store*

- It is possible that a sentence may not contain a dependent clause, but every sentence must contain at least ONE independent clause in order to be complete.

### **EXERCISE 1: IDENTIFYING CLAUSES**

Look at the sentences below and underline the independent clause.

1. Every morning she wakes up and her mother makes her scrambled eggs.
2. Nancy likes to go shopping because she has a lot of money.
3. Mary ordered beer with her pizza.
4. I like to take taxis, but I don't like to take the bus.
5. Daniel complained about his sore feet while he was on vacation.
6. Before he worked on the car, he had breakfast.
7. After Chris criticized Bob, she bought him lunch.
8. Matthew cries when his diaper is dirty.
9. If you see Amanda, please give her this note.
10. The ice cream sundae contained peanuts and hot fudge.

## EXERCISE 2: USING CLAUSES IN SENTENCES

In each of the sentences below, a dependent clause is given. Add an independent clause to each in order to complete the sentence.

1. \_\_\_\_\_ because I took English.
2. When I was a child \_\_\_\_\_.
3. \_\_\_\_\_ before it gets too late.
4. While she plays on the computer, \_\_\_\_\_.
5. If she takes piano lessons,  
\_\_\_\_\_.
6. \_\_\_\_\_ when the music started.
7. Before Sally calls,  
\_\_\_\_\_.
8. \_\_\_\_\_ because no one was home.

## PHRASES

- A phrase is a sentence fragment which may contain subject, verb, or neither, but never both at the same time.

### NOUN PHRASES

*Judy and her brothers*

*The teacher*

*An expensive sports car*

- A noun phrase may contain one or more nouns, adjectives that modify the nouns in the phrase, and/or any articles (i.e. *a, an, the*, etc.).

### VERB PHRASES

*have been looking into*

*did not know*

- A verb phrase consists of one or more verbs or auxiliaries, but never their corresponding subjects.



## PHRASES

### PREPOSITIONAL PHRASES

*in the hospital  
with many arrogant opinions  
before taking the test  
after hearing all of the evidence*

- A prepositional phrase must always begin with a preposition followed by a noun phrase.
- If a verb follows a preposition, it must be in its noun (gerund) form.

### EXERCISE 1: IDENTIFYING PHRASES

Underline examples of the phrases given in parentheses after each sentence below.

1. The band has played this song many times before tonight. (1 verb phrase)
2. This is not the first time that George makes that mistake at work. (1 prepositional phrase)
3. As time progresses, human beings understand more and more about their world. (2 noun phrases)
4. Ted had an enormous discovery to make about his marriage. (1 prepositional phrase)
5. This book continues to help us explore the nature of loving relationships. (1 noun phrase)
6. This author gently guides his readers through the painful process of self-discovery. (2 prepositional phrases)
7. Dr. Harold has devoted most of his life to the study of genetics. (1 verb phrase)
8. More than seven million copies of this movie have been distributed in the United States and Canada. (2 prepositional phrases)

## EXERCISE 2: CLAUSES AND PHRASES

Decide whether the underlined words in each sentence below is a clause or phrase. Write the correct answer on the line.

- \_\_\_\_\_ 1. We will be celebrating our twenty-fifth wedding anniversary next month at the Hilton.
- \_\_\_\_\_ 2. My mother is well-known among my friends for her spontaneous acts of generosity.
- \_\_\_\_\_ 3. Edward was educated at Harvard.
- \_\_\_\_\_ 4. Carrie needs to learn how to be more independent.
- \_\_\_\_\_ 5. The two best friends decided to go to the beach by themselves, although they didn't speak the language.
- \_\_\_\_\_ 6. Whenever she travels, she always packs too much.
- \_\_\_\_\_ 7. The Girl Scout troop started a fire which lasted all night.
- \_\_\_\_\_ 8. There were more people in my English class than I expected.
- \_\_\_\_\_ 9. Brian got married in October.
- \_\_\_\_\_ 10. Andrea was going to be the maid of honor at my wedding, but she got sick that week and couldn't attend.



## WEEKEND ACTIVITIES

What are some activities that are offered in your community on a regular basis? Who are they geared toward?

Listen to a radio station announce three weekend activities for the community. Complete the chart.

Name of Event	Price	Place	Time/Date	Special Attractions

## **COMPREHENSION QUESTIONS**

In groups, answer the following questions based on the listening activities.

1. What is a block party?
2. What activities are offered for the Sunny Summer Sunday Tours?
3. What kind of place is The Mermaid?
4. What kind of people is each activity geared towards?
5. Which event would you rather attend? Why?



## **TYPES OF SENTENCES**

### **SIMPLE SENTENCES**

*We went to the store for bread and milk.*

*Jeff called you at about noon yesterday.*

- A simple sentence consists of one independent clause.

### **COMPOUND SENTENCES**

*The lights went out, and everyone began to scream.*

(independent clause + independent clause)

*Joe is retired now, but he used to be a teacher.*

(independent clause + independent clause)

- A compound sentence consists of two (or more) independent clauses connected by a coordinating conjunction (i.e. *and*, *but*, *or*, etc.).

### **COMPLEX SENTENCES**

*If I didn't know any better, I would think that Mary is having marital problems.*

(dependent clause + independent clause)

*I didn't realize that Sam's mother was blind.*

(independent clause + dependent clause)

*Tim's office, which is on the fifth floor, has a view of the ocean.*

(independent clause + dependent clause)

- A complex sentence consists of at least one independent clause with at least one dependent clause.

## **EXERCISE 1: TYPES OF SENTENCES**

After each sentence, write whether it is a simple, compound, or complex sentence. Be prepared to give the reason for each answer.

1. Our family has decided to hold our annual vacation in Disneyworld this year. \_\_\_\_\_
2. Mary's husband worked for the government for many years, but now he is retired. \_\_\_\_\_
3. Audrey and her brother were late to school again even though they got up earlier. \_\_\_\_\_
4. I never told her to have the party, but she did anyway.  
\_\_\_\_\_
5. Jane was forced to fire two of her employees before the new year.  
\_\_\_\_\_
6. We couldn't understand everything the teacher said, and therefore we failed the test. \_\_\_\_\_
7. The movie was not very interesting, but we watched it until the end.  
\_\_\_\_\_
8. If she had more time, she would help out more at home.  
\_\_\_\_\_
9. Every time I listen to this music I am reminded of my sister.  
\_\_\_\_\_
10. Richard helped us with some of the words in the translation.  
\_\_\_\_\_

## **EXERCISE 2: CREATING SENTENCES**

In groups, write five examples each of noun phrases, verb phrases, and prepositional phrases on small pieces of paper. Mix the phrases up as a class, and hand out new ones to each group. Then, using the phrases given, along with any other phrases you may need, create examples of different types of sentences. (The phrases may be used more than once.)

1. complex  
\_\_\_\_\_
2. compound  
\_\_\_\_\_
3. simple  
\_\_\_\_\_
4. compound  
\_\_\_\_\_
5. simple  
\_\_\_\_\_
6. complex  
\_\_\_\_\_



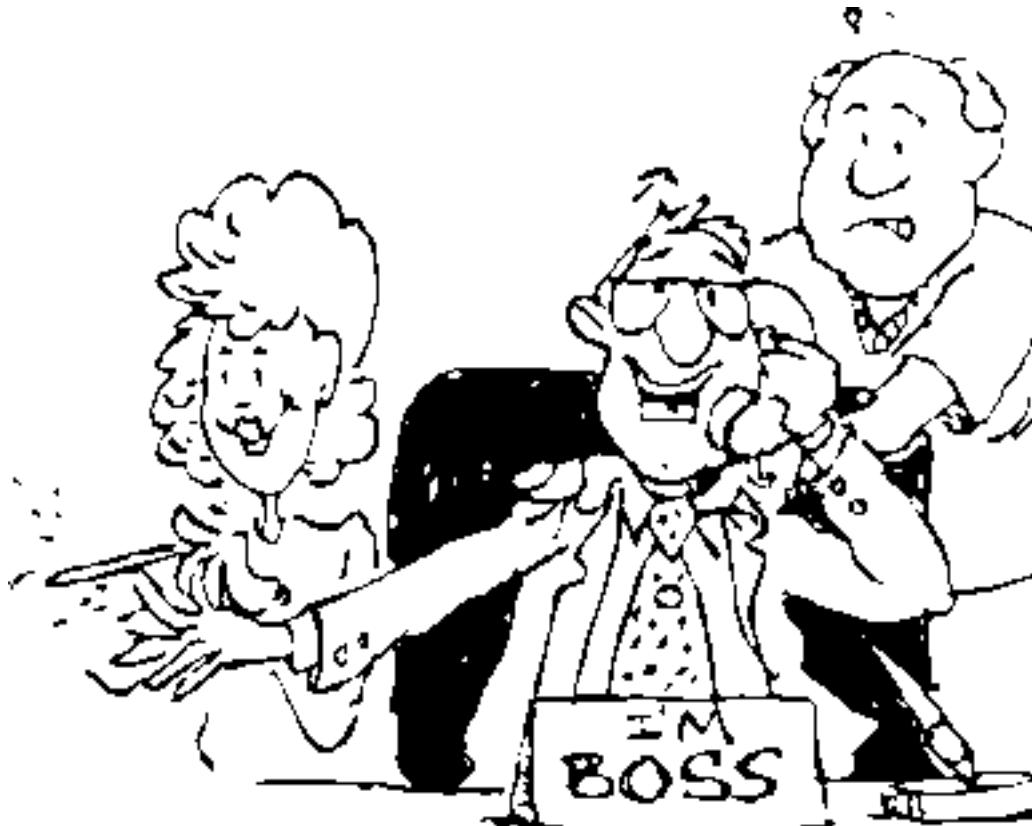
## THE ACADEMIC COMIC

Look at the following picture.

1. Add one thing to the picture.
2. Draw two balloons above the heads of each one of the players.
3. Write one phrase in each balloon.

Now work with a partner

1. Explain what is happening in your picture to your partner.
2. Discuss with your partner who is winning the match, and why you think so.
3. Discuss with your partner what is going happen after this match is over.





## THEMED WEEKEND TRIPS

**What do you like to do on vacation? Are you the adventurous type, a nature lover, or someone who likes to kick back and relax? What is your idea of a dream vacation?**

Girls' Night Out is soon to be a thing of the past. Forget going to overpriced restaurants and stuffing your face with greasy hors d'oevres and fattening desserts just to catch up on the latest gossip. Dell Lakes Travel Plans offers a whole new concept to tired-old Girls' Night. Introducing Themed Weekend Trips. Spend a weekend at any of our themed spas and enjoy a world far from your own with your favorite girlfriends.

Like the movie *Chicago*? Come to our *Chicago in Style* Camp and receive dance lessons, singing lessons, poolside gin and tonics, and clothing from that era, including fishnet stockings! Or how about our *Shop Till You Drop* Camp in Manhattan, where guests spend the weekend touring the biggest and most elegant stores of downtown Manhattan, receiving free makeup and fashion lessons and relaxing at some of New York's finest eateries. Need something slower? For those who look forward to serenity, try our *Sisterhood* package, sponsored by Albert's Day Spas. Receive a full body massage, use our saunas and steam rooms, get an invigorating mud bath, then catch up with your friends over a healthy vegetarian dinner prepared by Albert's world-class chefs. Nature lovers will be thrilled with our *No Horsing Around* package, complete with a 2-day trek through the Ozarks on horseback. Get in tune with Mother Nature and shed the stress of city life on this weekend adventure for two.

For more information on price and availability of tours, call Dell Lakes Travel Plans at 1-800-DEL-LAKE. Dell Lakes Travel Plans - offering you the chance to be someone else.

Write a summary of the article.



## CRAZY STORIES

### DIRECTIONS:

In order to play this activity you need to choose a partner. Decide who is going to be the READER and who is going to be the WRITER. The WRITER writes one word per category in the WRITER'S CHART (e.g. ADJECTIVE = BLUE). Once he/she is finished, the READER asks the WRITER to call out a word (an adjective or a verb or whatever the space calls for) and uses that word to fill in the spaces in the READER'S STORY. When the READER has filled in all of the blanks, he/she reads the CRAZY STORY aloud. Compare with other groups to see which story is the CRAZIEST of all.

### **WRITER'S CHART**

NOUN	_____
ADJECTIVE	_____
FAMOUS PERSON	_____
ANOTHER FAMOUS PERSON	_____
NOUN	_____
PLURAL NOUN	_____
EXCLAMATION	_____
NOUN	_____
ADJECTIVE	_____
PLURAL NOUN	_____
NOUN	_____
TYPE OF FOOD (PLURAL)	_____
TYPE OF LIQUID	_____
NOUN	_____
ADJECTIVE	_____
NUMBER	_____
ADVERB	_____

## **READER'S STORY**

### **THE CRAZY STORY** **OF AN INVENTION**

THE FIRST ELECTRIC \_\_\_\_\_ (NOUN) WAS INVENTED IN 1927 BY A/AN \_\_\_\_\_ (ADJECTIVE) YOUNG WOMAN NAMED \_\_\_\_\_ (FAMOUS PERSON). SHE AND HER COUSIN \_\_\_\_\_ (ANOTHER FAMOUS PERSON) HAD A TINY \_\_\_\_\_ (NOUN) STORE, AND IN THEIR FREE TIME THEY STUDIED \_\_\_\_\_ (PLURAL NOUN). WHEN THEY STARTED TO WORK ON THEIR CRAZY INVENTION, EVERYBODY SAID:"\_\_\_\_\_!(EXCLAMATION) YOU WILL NEVER INTRODUCE IT TO THE \_\_\_\_\_ (NOUN)." BUT THEY MADE A/AN \_\_\_\_\_ (ADJECTIVE) MODEL OUT OF OLD \_\_\_\_\_ (PLURAL NOUN) AND \_\_\_\_\_ (NOUN). THE MODEL WORKED LIKE A CHARM, AND IN FIFTEEN MINUTES IT COOKED 8 PIECES OF \_\_\_\_\_ (TYPE OF FOOD PLURAL). IT ALSO USED 4 LITERS OF \_\_\_\_\_ (TYPE OF LIQUID) AN HOUR, AND THE BOTTOM CONVERTED INTO A/AN \_\_\_\_\_ (NOUN). THEY SOLD THEIR INVENTION TO A/AN \_\_\_\_\_ (ADJECTIVE) MILLIONAIRE FOR \_\_\_\_\_ (NUMBER) DOLLAR(S) AND LIVED \_\_\_\_\_ (ADVERB) EVER AFTER.



## SUBJECT

*Richard asked the teacher a question.*

*The building collapsed after the fire had consumed the walls.*

*Love is what makes the world turn.*

- This is the part of the sentence that does the action.
- The subject may be a person, place, thing, or idea.
- In English, every sentence has a subject.
- Sometimes the subject is a PSEUDO SUBJECT since no particular person or thing is actually doing the action.

*It is raining very hard in Denver right now.*

*There is a hungry-looking cat on the doorstep.*

- Other times the subject is called an UNDERSTOOD SUBJECT, because a command is used which can only be conjugated in the second person (*you*). In these sentences the subject is not directly stated.

*Close the door.*

*Give me my hat.*

### **EXERCISE 1: SUBJECTS IN SENTENCES**

Circle the subject of each clause.

1. If you get this message today, tell Judy about the baby.
2. The class description was very vague, but Hannah thought it would be fun.
3. It was snowing when she arrived.
4. There were too many people in the elevator, and the teacher asked us to get out.
5. It is difficult to know what she wants, but please try.
6. You never told me what you thought about my boyfriend.



## PREDICATE

- The predicate is the part of the sentence that follows the subject.
- It consists of the verb phrase together with its complements (objects) and modifiers.
- The complement is the object (direct or indirect) that receives the action done by the subject.

*Amy's sister bought a new car.*

*I brought my mother and father a bouquet of flowers.*

- The modifier is the part of the sentence that answers the questions *when*, *where*, or *how*.
- It provides extra information about the action done by the subject.

**Time:** This type of modifier answers the question WHEN.

- It may consist of expressions of time: *everyday*, *today*, *yesterday*, etc.
- It may be a phrase that starts with a preposition of time: *in the afternoon*, *at seven-thirty*, etc.

**Place:** This modifier answers the question WHERE.

- It may consist of an expression of place: *here*, *there*, etc.
- It could be a phrase that starts with a preposition of place: *on the wall*, *under the tree*, etc.

**Manner:** This type of modifier answers the question HOW.

- It is often an adverb: *quickly*, *softly*, etc.

## EXERCISE 1: COMPLEMENTS

Underline the complement in each sentence.

1. I called my mother early yesterday morning.
2. She spoke to me after class.
3. Rachel bought her daughter a new bike.
4. We heard the news on the radio.
5. Mark hit his wife on the arm.

## ***EXERCISE 2: MODIFIERS***

Give three examples of each kind of modifier. Use each in a sentence on a separate piece of paper.

Time \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Manner \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***EXERCISE 3: IDENTIFYING PARTS OF A SENTENCE***

Read the following sentences. Underline each part of the sentence, and label it. Example: Mary loves to eat pizza.

Sub. verb phrase compl.

- a) Jeffrey and his cousin want to invite Angela to the party.
- b) My chemistry teacher asked me a difficult question.
- c) The policeman shot him in the foot.
- d) It was raining at 9:00.
- e) I saw you and Paul at the supermarket two days ago.
- f) Yesterday I ran around the lake very quickly.
- g) There has been a big crowd in front of the school all morning.
- h) The robbers entered the bank from the back.
- i) Add the chicken after five minutes.
- j) Margaret was driving very fast yesterday evening.

## **EXERCISE 4: COMPOSING SENTENCES**

Working with a partner, use the following agents in order to write your own sentences. You may change the order.

1. subject, verb, complement, modifier of time

---

2. noun phrase, verb, complement, two modifiers of place

---

3. noun phrase, verb phrase, modifier of manner

---

4. noun phrase, verb, modifiers of time, place, and manner

---

5. subject, verb phrase, two complements, modifier of manner, modifier of time

---

6. understood subject, verb phrase, modifier of place

---

7. subject, verb phrase, complement, modifier of place, modifier of time

---

8. pseudo subject, verb, complement, modifiers of place and manner

---

9. understood subject, verb, two modifiers of time

---

10. pseudo subject, verb phrase, complement



## VACATION DEPRIVATION

### **How many paid vacation days per year do you think are fair for workers?**

Couldn't we all use a vacation now and again? According to many U.S. companies and employers, apparently not. Americans are living with one of the least generous allotments of vacation time in the industrialized world — on average 8.1 days per year after one year on the job, and 10.2 days per year after three years on the job, according to the Bureau of Labor Statistics. Nowadays, about 13% of U.S. companies provide no paid vacation. Most Americans complain that because vacation time has been downsized they hardly have a chance to catch their breath or enjoy the fruits of their labor. Most would agree that more vacation time would make them better employees. Perhaps they do not dare voice these opinions aloud, but they are there, beneath the surface.

Besides the fact that we Americans receive less vacation than, say, Europeans (who receive 4-5 weeks by law) or the Japanese (who legally receive 2 weeks), we are also led to believe that by taking our vacation time we are burdening the company and provoking low productivity.

It's true. One out of five employees admit to feeling guilty for taking their vacation days. Labor cutbacks and a false sense of urgency created by our high-tech world contribute to our feelings of fear and guilt.

The truth of the matter is, however, that with almost 40% of us working more than fifty hours a week and doing the job of three employees, vacation time is becoming more important than ever. Vacations reduce the amount of absenteeism and the cost of medical expenses. With more vacation time, workers are sick less often and productivity could increase. Families could have more time to spend with one another. In fact, studies have shown that by increasing vacation time companies can increase productivity and lower costs paid out by medical insurance due to stress-related illnesses. One study from the 1920s showed that a person who works fifty hours a week for seven weeks in a row accomplishes no more than a person working forty hours a week for seven weeks in a row. Another study claims that an annual vacation cuts the risk of heart attack by 30% in men and 50% in women. And yet another study verifies that it takes two weeks of vacation to cure burnout. In other words, rested employees are healthier and more productive than work-driven zombies.

Vacations are our opportunity to reconnect with family and friends, to find other interests, to discover things through traveling and meeting new people. It is ironic that, in the "land of the free," time is so scarce. Let's recapture vacation, before it becomes a quaint remnant of better days.

How would you describe the tone of this article?

Why do you think the author wrote this article?

What are some of the arguments that the author gives for increasing the amount of vacation time given to Americans?

How does the amount of vacation time given to Americans compare with that of people from other nationalities? From people in your country?

How do you feel about vacation time? Do you agree or disagree with the point of view of this author? Why or why not?



## HOTEL MANAGEMENT

Imagine that you are on the management staff of a large resort hotel on a small island off of the coast of Ecuador. The hotel is in a secluded location which has a beautiful, serene beach. It is surrounded by low hills and bluffs. The building is modern and full of many luxuries, such as Cable TV and hot tubs in each room. It seems like the ideal hotel, but lately it has been having some problems. You must discuss these problems with the rest of the staff in order to come up with some solutions.

Choose from two of the problems below.

### **PROBLEMS**

- A) Guests are bored: the guests complain that there is little to do, no night life, few daytime activities like sports or events in nature, and little to see on the island itself.
- B) Theft: someone has been stealing clothes from guests' room, as well as money and valuables from the front desk and food from the kitchen.
- C) Few guests: advertisement is poor and few guests have been coming to the resort. Prices are also too expensive.
- D) Complaints about the food: the food tastes bad, is not fresh, is the same every night, and there are few choices for vegetarians or people with food allergies.
- E) Difficult to reach: there are no buses and few boats to get to the island, and once on the island the hotel is difficult to find. It is also too far from other cities and hotels.
- F) Broken things: the roof leaks in certain areas and some rooms have broken fans and TVs. Also, the cable goes out often and sometimes there is no electricity or water.

### **MANAGEMENT DISCUSSION:**

Problem:

Solutions suggested:

Final recommendation:

Problem:

Solutions suggested:

Final recommendation:



Now write a letter to the owner of the hotel in order to discuss the problems which were discussed and the decisions which were taken at the meeting. The letter is started for you.

Dear \_\_\_\_\_:

At the latest management meeting, we discussed the problems we are having at the hotel lately, along with possible solutions. I would like to give you our recommendations in this letter.



## END MARKS

A sentence is a set of words that makes complete sense alone. Every sentence must end with an end mark: a period, question mark, or exclamation point.

1. The period (.) should be used after statements, mildly imperative sentences, indirect questions, and after most abbreviations.

*Everyone should learn a second language.  
I wonder if you could help me with my homework.  
Don't put that in your mouth.  
Next year I will graduate as an R.N.\**

\* Note that when an abbreviation ends the sentence, only one period is used.

2. A question mark (?) is used after direct questions.

*Where did you go last night?  
Did Mark ask when the movie starts?*

3. An exclamation point (!) is used to express surprise, incredulity, or strong emotion.

*Shut up!  
Watch your step!  
I can't believe my eyes!*

## ACTIVITY 1: END MARKS

Write two sentences using each of the end marks seen above.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_



### RADIO AD

Create a radio ad for a community event. Be sure to include price and time, as well as any special attractions.

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Write a postcard to a friend about your last vacation.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
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## INTERNET

The next time you want to plan a trip, why don't you try doing so using the Internet? There are many web sites you can visit that will give you recent, updated information about flights, hotels, and things to do and see for many parts of the world. One such site is [www.expedia.com](http://www.expedia.com). Here you can check out different locations across the globe for prices and availability of hotel rooms, flights, restaurants, etc. You can even choose one of their "prepackaged" vacations, for example a romantic San Francisco wine tour where you can see how wine is made, attend wine tastings, and visit two wineries. Or perhaps you would rather spend time in nature, for example on a Tahitian beach in a first class hotel which offers classes in Tahitian basket-weaving, Polynesian dance and music, or diving and boating. Try Expedia or another comparable web site next time you go somewhere.

 Plan a three-day trip with one of the themes below. Use [www.expedia.com](http://www.expedia.com) to help you figure out prices of accommodations and flights as well as things to do and see.



## DOLLAR TRIVIA

**Match the facts in column A to those in column B**

<input type="checkbox"/> 1. The average lifespan of a \$100 bill	A. The U.S. first issued paper currency ____.
<input type="checkbox"/> 2. The average lifespan of a \$1 bill	B. ____ is 8.5 years.
<input type="checkbox"/> 3. 4,000 double folds	C. ____ is on the \$20 bill.
<input type="checkbox"/> 4. The largest dollar bill ever printed	D. ____ is 22 months.
<input type="checkbox"/> 5. 25% linen & 75% cotton	E. ____ is the cost to produce a bill.
<input type="checkbox"/> 6. 95% of the bills printed each year	F. The number of times you could bend a bill before it would tear: _____.
<input type="checkbox"/> 7. In 1862	G. ____ per pound.
<input type="checkbox"/> 8. 4.2 cents	H. ____ was worth \$100,000.
<input type="checkbox"/> 9. Andrew Jackson	I. The legend "In God We Trust" became part of the design of the currency ____.
<input type="checkbox"/> 10. There are 490 bills	J. Paper money is made of ____.
<input type="checkbox"/> 11. 3, 5, 10, 25, and 50 cents	K. ____ were the first bills ever printed in the U.S.
<input type="checkbox"/> 12. In 1957	L. ____ are used to replace bills already in circulation.

See page 50 for the answers.





## NOON PHRASE

- A group of words, usually the subject or complement of a sentence, which ends with a noun.
- May be composed of determiners (a, an, the, many, etc.), adverbs, or adjectives, but may not begin with a preposition.
- Never contains a verb.
- Examples: countable and uncountable nouns, irregular plurals, and determiners.



## COUNTABLE NOUNS

*a book - three books*

*a car - cars*

*a job - jobs*

*an idea - some ideas*

- A noun that is considered by the speakers of a language as a separate entity, and possible to count
- Can be used in the singular or plural
- Used with numbers or with *a/an* or *some/many*



## UNCOUNTABLE NOUNS

*sugar*

*work*

*flour*

*scenery*

*water*

- A noun considered by the speakers of a language as impossible to separate or count.
- Can never be used in the plural.
- Takes a singular verb, but cannot be considered as “singular,” or a single item.
- To make an uncountable noun countable, you must add a modifying phrase, such as *a cup of*, *a slice of*, *a piece of*, *a pinch of*.
- Some uncountable nouns, e.g. fields of study such as economics or geography, can not be made countable.



## **NOTE:**

Countable and uncountable nouns will vary from language to language. The following list includes some common uncountable nouns in English that differ from other languages.

*homework*  
*bread*  
*furniture*

*trouble*  
*advice*  
*permission*

*progress*  
*luggage*  
*ice cream*

- Some words may be considered both countable and uncountable, depending on their meaning. Look at the following examples.

### **paper**

*Did you buy a paper this morning?*  
(= a newspaper, countable)  
*There is some paper on my desk.*  
(=sheets of paper, uncountable)

### **food**

*This is one of the foods that I could not live without.*  
(= a particular kind of food, countable)  
*There was so much food at the family reunion  
that we had to eat leftovers for weeks.*  
(=any kind of food, uncountable)  
\* Remember that *food* does not mean the same as *meal*, which is countable.  
*Her meals are good examples of country cooking.*

### **experience**

*Many of my experiences as a teacher are wonderful.*  
(=things that happen to us, countable)  
*I chose the man with the most experience for the job.*  
(=knowledge or expertise in an area, uncountable)

### **crime**

*Last night in our neighborhood there were five  
crimes, three on just our block alone!* (=different crimes,  
countable)  
*Crime in Quito has increased sharply since the  
economic crisis began.* (crime in general, uncountable)

### **noise**

*Outside my window, there are so many noises  
that I cannot distinguish one from another.*  
(=different sounds, each considered separately, countable)  
*The protesters are making so much noise as they  
march down the street that I cannot hear what the  
speaker is saying.*  
(=a mass of sound considered as one entity, uncountable)

### **time**

*How many times did you see her last week?*  
(=occasion, countable)  
*He has a lot of time on his hands since he lost his job.*  
(=number of hours, days, years, etc., uncountable)

## **EXERCISE 1: UNCOUNTABLE NOUNS**

Choose one of the phrases below and use it with the uncountable noun in each sentence, in order to make it countable. Not all of the expressions will be used.

a bolt of  
a piece of  
a game of  
a can of  
a bit of

a stroke of  
a glass of  
a cup of  
a bottle of  
a slice of

a loaf of  
a grain of  
an article of  
a tube of

1. Would you like \_\_\_\_\_ cake?
2. We're going to play \_\_\_\_\_ chess. Want to join us?
3. I'll have \_\_\_\_\_ wine with my meal, if you don't mind.
4. \_\_\_\_\_ lightning hit our antenna and burnt out our TV!
5. At that stand over there they offer to write your name on \_\_\_\_\_ rice.
6. I need to buy \_\_\_\_\_ toothpaste at the store.
7. Please buy \_\_\_\_\_ bread for the party.
8. She had \_\_\_\_\_ luck at the casino last night. She won \$150!
9. There's not even \_\_\_\_\_ spaghetti sauce in the pantry. How can I make spaghetti?
10. Could I please have \_\_\_\_\_ milk? I'm so thirsty.
11. Do you have \_\_\_\_\_ aspirin? I have a headache.
12. With \_\_\_\_\_ advice, you could have avoided this problem.

## **EXERCISE 2: COUNTABLE AND UNCOUNTABLE NOUNS**

Decide if the noun being used is countable (singular or plural) or uncountable. For singular countable nouns, use *a/an*. Complete the sentences.

1. Would you please put some water in \_\_\_\_\_ (glass)?
2. These beads are made of \_\_\_\_\_ (glass).
3. I need \_\_\_\_\_ (advice). Should I wear the red tie or the blue one?
4. When I was young, I had \_\_\_\_\_ (chicken) as a pet.
5. Would you like \_\_\_\_\_ (chicken) or beef, sir?
6. \_\_\_\_\_ (time) flies when you're having fun.

7. We saw her seven \_\_\_\_\_ (time) yesterday.
8. He has \_\_\_\_\_ (experience) as a teacher.
9. It was \_\_\_\_\_ (experience) I will never forget.
10. I bought my \_\_\_\_\_ (furniture) at Sears.
11. Would the children like \_\_\_\_\_ (ice cream)?
12. Did you have \_\_\_\_\_ (trouble) finding our office?
13. My father gave me \_\_\_\_\_ (permission) to go to the party.
14. Every day the teacher sends us \_\_\_\_\_ (homework).
15. Do you have \_\_\_\_\_ (idea) for our project?

### ***EXERCISE 3: UNCOUNTABLE NOUNS***

Look at the clues below. Fill in the spaces with the letters of the correct uncountable noun for each clue. Then, unite the boxed letters to find the key word.

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

1. Result of the deterioration of social values
2. Benjamin Franklin did many experiments with this
3. Found in any computer store
4. Sound made by students in class
5. An American saying is that you should never discuss \_\_\_\_\_ or religion.
6. The staple of every sandwich
7. It keeps you clean.

THE KEY WORD IS \_\_\_\_\_, SOMETHING YOU HOPE YOU NEVER GET!

See answers on page 52.



## SCAMS

In small groups look at the following cases. Decide what you would do to the following people if you were a judge with unlimited power. Would you punish them monetarily or with a jail sentence? Would you give bail? How much? If you believe they should go to jail, then for how long? Be able to explain your reasons to the class.

- a)** Bob Anderson, a computer genius, hacked into the central computer of an international banking corporation and secretly transferred \$0.01 from each client's bank account to his own account in Bern. He made over \$1,500,000.
- b)** Gerry Hanson sued five bars and an electric company for \$25,000 for selling him alcohol after he was over the legal drinking limit. In his drunken stupor, Hanson climbed up a transformer and was shocked by 13,000 volts of electricity. Hanson claimed that the electric company did not secure its gates properly, and that the bars sold him "too much" alcohol when it was obvious that he could not handle more. Hanson was countersued by the electric company for trespassing.
- c)** Violeta Mallory, a married mother of three and guest on "The Oprah Winfrey Show," pleaded guilty to theft after her charity scam was uncovered by authorities. Claiming to be dying of cancer, Mallory accepted up to \$10,000 in gifts from charity, including property and money. She had even shaved her head and sliced her skin to mimic the effects of surgery and chemotherapy. But the worst part of the scam is that she had even convinced her own children that she was dying.



In small groups, invent your own example of similar scams or intrusions of computer "privacy." Read your examples to the class, and solicit their opinion of what should be done to the offenders.

### *The Perfect Scam*

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## COGNATES

**COGNATES** are words that have a similar origin in two languages, look similar, and have the same meaning. Examples of cognates in Spanish and English are:

communication	comunicación
doctor	doctor
bank	banco

television	televisión
hospital	hospital
triangle	triángulo

**FALSE COGNATES** are words between two languages that look as if they were cognates, since they are spelled similarly. However, false cognates can be troublesome, because these words often have completely different meanings. Look at the following examples:

college	colegio
sensible	sensible
exit	éxito
preservative	preservativo

sensitive	sensitivo
library	librería
success	suceso
cart	carta

### **EXERCISE 1: COGNATES AND FALSE COGNATES**

1. Write three more examples of cognates in English and Spanish:

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2. Think of three more examples of false cognates in English and Spanish.

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### **EXERCISE 2: FALSE COGNATES**

In the following sentences, some words are used incorrectly. Find these false cognates and change them for the correct word in English. Circle any cognates that you may find.

1. I asked the teacher to place my corrected homework in the carpet on my desk.
2. After she graduated from college she went to the University of Hawaii.
3. Martha is embarrassed and will have the baby in June.
4. Donald Trump has had a lot of exit in his life.
5. I plan to buy the biology book I need at the library.
6. My child is so sensible; his feelings get hurt very easily.



# QUANTIFIERS WITH COUNTABLE AND UNCOUNTABLE NOUNS

*There is enough sugar in my coffee.*

*On my way to work there is very little traffic.*

*Quito has fewer people than Mexico City.*

*I haven't received much news from her since she went to Canada.*

- **with countable nouns**

a, an, the, some, any  
this, that, these, those  
no, none, one, two, three...  
many, a lot of, plenty of  
a large/great number of  
few, fewer, a few  
more, enough

- **with uncountable nouns**

the, some, any  
this, that  
none, no  
much, a lot of, plenty of  
a large amount of  
little, less, a little  
more, enough

- Liquids are generally considered uncountable nouns, however you may sometimes hear them used in the plural. The container in which the liquid is found is sometimes omitted from the sentence, although it remains understood.

*Waitress, please bring us two coffees. (=two cups of coffee)*

## **EXERCISE 1: QUANTIFIERS WITH COUNTABLE AND UNCOUNTABLE NOUNS**

Finish each sentence with a countable or uncountable noun. Then share them with your partner.

- 1) In Quito there are too many \_\_\_\_\_.
- 2) In my house there aren't enough \_\_\_\_\_.
- 3) Don't put too much \_\_\_\_\_.

- 4) Yesterday I saw a \_\_\_\_\_.
- 5) There are few \_\_\_\_\_.
- 6) There is less \_\_\_\_\_ in Quito than in New York.
- 7) I have a little \_\_\_\_\_.
- 8) There is a lot of \_\_\_\_\_ in the world.
- 9) Our country doesn't need more \_\_\_\_\_.
- 10) Do you have any \_\_\_\_\_ for me?

## ***EXERCISE 2: QUANTIFIERS***

Fill in the sentence with the correct quantifier. More than one answer may be possible, and not all will be used.

<b>many</b>	<b>little</b>	<b>few</b>	<b>a few</b>	<b>a little</b>	<b>some</b>
<b>much</b>	<b>plenty of</b>	<b>enough</b>	<b>no</b>	<b>a/an</b>	<b>a lot of</b>

1. She really doesn't have \_\_\_\_\_ friends. Just you and I.
2. There is \_\_\_\_\_ honesty in our corrupt world.
3. Connie has \_\_\_\_\_ friends at this university.
4. Mr. Crary has \_\_\_\_\_ experience in this area. He's worked here for twenty-seven years.
5. You can never have too \_\_\_\_\_ love.
6. Does she have \_\_\_\_\_ material to finish the project?
7. How \_\_\_\_\_ tickets did you sell?
8. How \_\_\_\_\_ money did that shirt cost you?
9. Do you have \_\_\_\_\_ trouble with your mother-in-law?
10. \_\_\_\_\_ friend once told me that \_\_\_\_\_ days are better than others.

## ***EXERCISE 3: ERROR CORRECTION - QUANTIFIERS***

Correct the use of the quantifiers in the sentences below. Some sentences do not contain an error.

1. Wanda has plenty of information about the migratory patterns of birds.
2. Carl and his wife saw some beautiful candles in the store, and decided to buy these ones.

3. The thief stole a jewelry and a cell phone.
4. A great number of politician will do anything to get votes.
5. We need less violence and more policeman on the street.
6. How many time do you need in order to finish what you are doing?
7. How much times do I have to tell you? My name is Robert!
8. Last winter we had a lot of mice in our house.
9. I don't have too many problems with her, although I know she is difficult to get along with.
10. There is few people waiting in line.

### **(A) FEW VS. (A) LITTLE**

Choose the best meaning of each statement.

1. A) Not many could read.  
B) Some could read.
2. A) She doesn't have much money.  
B) She has enough money for now.
3. A) We thought Nathan smoked too much.  
B) We expected Nathan to smoke more.
4. A) Not many students passed the exam.  
B) Some students passed the exam.
5. A) She'd like some bread.  
B) She wouldn't like much bread.
6. A) Kristin has some time.  
B) Kristin doesn't have much time.
7. A) It was obvious that a bear had been there.  
B) It was not obvious that a bear had been there.
8. A) Some of my relatives are going.  
B) None of my relatives are going.



## SPENDING HABITS

Are you a careful spender or a spendthrift? Do you pride yourself on your generosity, or do your friends and family consider you stingy? Take our quiz and find out what kind of a spender you are! When you finish, add up the points at the end of each answer. Refer to the chart below to find out how frugal you are with your money.

1. When you go to the supermarket for a product,
  - a) you buy the first item that you find, regardless of price. (1)
  - b) you look for the cheapest brand there is. (2)
  - c) you refuse to buy something that isn't on sale. (3)
2. When you need a present for someone,
  - a) you recycle another present that someone gave you in the past. (3)
  - b) you buy presents ahead of time. (2)
  - c) you buy it at the last minute. (1)
3. If something is on sale,
  - a) you automatically buy it if it is on your list. (2)
  - b) you pick it up whether you need it or not. (3)
  - c) you do not even notice. (1)
4. If there is an expensive item that you would like to have,
  - a) you dream about it at night, but figure buying it is a luxury you can't afford. (3)
  - b) you set aside a certain amount of money each month until you have enough. (2)
  - c) you splurge and put it on a credit card. You can always pay it off later. (1)
5. At an outdoor farmer's market
  - a) you always try to bargain down the price by at least 50%. (3)
  - b) you always pay the first price asked. (1)
  - c) you try to get a bargain, but buy the product even if you don't. (2)
6. From your paycheck, you save
  - a) the same amount every month. (3)
  - b) nothing. (1)
  - c) the loose change. (2)
7. When you see something that you know your friend would love,
  - a) you tell him/her about it. (3)
  - b) you buy it and give it to him/her the next time you meet. (1)
  - c) you save it for a birthday or Christmas present. (2)

8. If a product you use regularly is 50% off,
  - a) you stock up and buy as much as you have money for. (1)
  - b) you buy one item; you don't need more than that in a month. (2)
  - c) you buy it and resell it later at full price. (3)
9. If you get a gift from a family member that you don't like,
  - a) you try to take it back to the store to get your money back. (3)
  - b) you say thank you and keep it, but criticize it. (1)
  - c) you give it to someone else as a gift. (2)
10. When it comes to your budget,
  - a) you plan out a detailed budget each month ahead of time. (3)
  - b) you expect your partner to worry about your budget. (2)
  - c) you don't have one, nor plan to. Money is to spend. (1)

#### **10-16 points**

You are a spendthrift: the kind of person who does not let money rule your life. You like to spend your money when you have some, and you are well-known by friends and family members for being so generous and giving. You tend to blow whole paychecks on an item you have wanted, or a weekend party or trip. You would much rather use money than save it, and therefore don't worry about how much something costs as long as you have enough to buy it now. As for saving for the future, however, you come up short. Someday you might find yourself wishing you had been a little more thrifty.

#### **17-23 points**

Your spending habits are middle of the road. You take money seriously, but also know how to have fun with it when the time comes. You enjoy your life, but also make plans for the future. You tend to be generous when it is within your budget to do so, but rarely spend money you don't have. There are times when you could be a little more careful with your money, but overall you have a very healthy attitude when it comes to your finances.

#### **24-30 points**

You are the ultimate Scrooge when it comes to money. You constantly think about how much something costs. It is rare for you to spend money on anything extravagant, and your gifts (when you give them) tend to be practical and down-to-earth. You budget your money carefully; wasting money is a cardinal sin in your opinion. To you, spending money is like pulling a tooth: painful. Being a little more generous would improve your self-image drastically – your friends and family members make jokes about how stingy you can be. You should lighten up a little and remember that money is made to be spent. Get out and have a little fun with your hard-earned cash!



## PLURAL COUNTABLE NOUNS

- Examples of irregular plurals (see appendix at back for more):

child – children  
wife – wives  
man – men  
woman – women

knife – knives  
life – lives  
mouse – mice  
person – people\*

\* *people* always takes a plural verb

- Some nouns are always found in the plural. They cannot be singular. These nouns receive a plural verb.

pants	slacks	congratulations	jeans	trousers
shorts	pajamas	arms (weapons)	glasses	pliers
tongs	tweezers	scissors	clothes	thanks
goods	cattle	earnings	goods	contents*

\*Occasionally found in the singular

*Scissors are so expensive.  
The pants I bought are too tight.*



## SINGULAR NOUNS ENDING IN “S”

*Gymnastics is my favorite sport to watch on TV.*

*The news is starting right now.*

- Some nouns end in the letter “s” but are not plural.

athletics      news      physics      gymnastics      economics

- Some nouns ending in the letter “s” may be singular or plural.

species      series

*That particular species of bird is very rare.*

*The species that we are studying are indigenous to the Galapagos Islands.*

## **EXERCISE 1: PLURAL OR SINGULAR?**

Next to each word, circle **S** if it is singular, and **P** if it is plural. If it is singular, write the plural. If it is plural, write the singular. If you are unable to make a singular or plural from the word, say so.

- |   |   |       |               |
|---|---|-------|---------------|
| S | P | _____ | 1. dice       |
| S | P | _____ | 2. teeth      |
| S | P | _____ | 3. data       |
| S | P | _____ | 4. geese      |
| S | P | _____ | 5. medium     |
| S | P | _____ | 6. ice cream  |
| S | P | _____ | 7. scissors   |
| S | P | _____ | 8. physics    |
| S | P | _____ | 9. news       |
| S | P | _____ | 10. economics |
| S | P | _____ | 11. homework  |
| S | P | _____ | 12. furniture |
| S | P | _____ | 13. matches   |
| S | P | _____ | 14. potatoes  |
| S | P | _____ | 15. person    |

## **EXERCISE 2: PLURALS - SPELLING**

Write the plurals of the nouns below.

- |       |              |       |            |
|-------|--------------|-------|------------|
| _____ | 1. way       | _____ | 2. reply   |
| _____ | 3. hero      | _____ | 4. toy     |
| _____ | 5. emergency | _____ | 6. fox     |
| _____ | 7. bus       | _____ | 8. peach   |
| _____ | 9. box       | _____ | 10. monkey |

Tick (✓) the correct spelling rules.

- 1. If the word ends in **consonant + y**, change -y to -i and add -es.
- 2. If the word ends with **vowel + y**, change the -y to -i and add -es.
- 3. If the word ends with **vowel + y**, make no change.
- 4. If the word ends with -x, -s, -ch, -sh, or -z, add -es.
- 5. If the word ends in -y, always change -y to -i and add -es.
- 6. If the word ends in -o, sometimes add -es.

### **EXERCISE 3: PLURALS**

Change the underlined nouns in each sentence to plural.

1. The baby's cry could be heard throughout the building.
2. I bought a pound of tomato at the supermarket this morning.
3. She has a lot of worry now that her husband has left her.
4. There are many church on this street.
5. You need to accept your loss and just go on.
6. The woman on the corner are waiting for the bus.
7. Some people say that cats have nine life.
8. The child in my neighborhood love to play hide-and-seek.
9. In the winter months it is common to see deer along this stretch of the highway.
10. This store specializes in tuning guitars and piano.



## DOLLAR QUIZ

Without looking at it, write down as many things that you can remember that are on the one dollar bill.

Listen to the information about U.S. currency. Then fill in the blanks with the words listed below. They may be used more than once. Some may not be used.

Andrew Jackson  
Grover Cleveland  
Benjamin Franklin  
the pyramid

George Washington  
Woodrow Wilson  
Alexander Hamilton  
the "All-Seeing Eye"

James Madison  
Abraham Lincoln  
Ulysses S. Grant  
Thomas Jefferson

1. "Old Hickory" was the name of \_\_\_\_\_, who is on the \$20 bill.
2. \_\_\_\_\_ and \_\_\_\_\_ are famous figures of the Civil War.
3. \_\_\_\_\_ signed both the Declaration of Independence and the Constitution.
4. \_\_\_\_\_ was assassinated.
5. \_\_\_\_\_ is on the \$2 bill.
6. \_\_\_\_\_ was a war hero at the beginning of the 19th century.
7. \_\_\_\_\_ represents the security and solidity of the U.S.
8. \_\_\_\_\_ is found on the front of the \$1 bill.
9. \_\_\_\_\_ is found on the back of the \$1 bill.
10. The first Secretary of the Treasury was \_\_\_\_\_, who is on the \$10 bill.
11. \_\_\_\_\_ is unfinished.
12. \_\_\_\_\_ stands for the importance of a force such as God in the making of a new nation.
13. \_\_\_\_\_ invented bifocals.
14. \_\_\_\_\_ was against a centralized government.
15. \_\_\_\_\_ was on the \$5000 bill, which has been taken out of circulation.



## ARTICLES: A, AN

*a house on the road      a university  
an hour ago      a teacher*

- Used with singular countable nouns.
- Cannot precede an uncountable noun.
- Used with general, nonspecific nouns.
- Used to say what job a person has, what something is used as, or what kind of thing something or somebody is.

*Katie is a medical assistant.*

*This device is a machine that can predict the weather.*

*She is a good dancer.*

- Used when a subject is being introduced to the listener for the first time.
- **A** is used before a consonant sound. **An** is used before a vowel sound.

*an eraser*

*a man*

*a white eraser*

*an ugly man*



### **NOTE:**

The first letter of the word does not always indicate the pronunciation. Be aware of problem words like:

an hour  
an heir  
an umbrella  
an uncle

a hospital  
a university  
a uniform  
a union

### **EXERCISE 1: A VS. AN**

*A or an?*

1. \_\_\_\_\_ elephant
2. \_\_\_\_\_ X-ray
3. \_\_\_\_\_ useful book
4. \_\_\_\_\_ unit
5. \_\_\_\_\_ specialty
6. \_\_\_\_\_ university
7. \_\_\_\_\_ one-hour class
8. \_\_\_\_\_ half-hour program
9. \_\_\_\_\_ schedule
10. \_\_\_\_\_ explanation
11. \_\_\_\_\_ European
12. \_\_\_\_\_ American
13. \_\_\_\_\_ honest woman
14. \_\_\_\_\_ school

## **EXERCISE 2: ARTICLES**

Add *a/an* to the sentence if needed.

1. When the child grows up, she wants to be electrical engineer, like her father.
2. Teacher is someone who you can look up to.
3. I never understood very well why some people prefer small class to larger one.
4. Both her sister and her brother married architects.
5. I found rock in my shoe.
6. Woman from the bank called while you were at the store.
7. There was man in the office looking for you yesterday while you were sick.
8. Just because she asked for raise doesn't mean that her manager will be able to give her one.
9. She has really terrible temper for being psychologist.
10. Martha has brother who is officer in the Army.
11. Jack has quiet voice and short black hair, and he has very nice smile.
12. Don't use your plate as ashtray, please.
13. DVD costs more than VHS cassette.
14. Giraffe has long neck.
15. If you see black cat cross in front of you, you'll have bad luck all year.



- Used when it is clear which item we are referring to, or when something is common knowledge.

*The movie that I saw last night was funny.  
The job Terry wants pays very well.*

*Would you turn on the light?  
The bathroom is down the hall.*

- For uncountable nouns, *the* is used when we are speaking in specific terms, but not in general.

*Can you please pass **the** salt?  
Salt can be added to any recipe if you like.*

- Used when there is only one of something.

*The tallest building in the world is being designed as we speak.  
The only game show I like is no longer on the air.*

- Can refer to something in general when it is followed by a singular countable noun. Do not use in this case with plurals.

*The daisy is my favorite flower.*      OR      *Daisies are my favorite flowers.*  
*The cheetah is a very fast animal.*      *Cheetahs are very fast.*

- Not used when a plural countable noun refers to everything within a specific class.

*Computers have become a necessity of life. (all computers)  
In my opinion, people that don't pay their taxes are stealing from  
the government. (all people)*

- Some words are usually referred to by the determiner *the*, even when not referring to a specific place/thing.

the doctor      the bank      the hospital      the radio

*When I went to the doctor I asked him to do some special tests.  
Hannah had already gone to the bank when you called.  
I was listening to the radio when I heard about the plane crash.*



- Be careful of the following words, which are not generally used with *the*.

*space (not “the space”)*      *breakfast, lunch, dinner*      *television*

- Use with musical instruments or types of machines / inventions.

*The telephone was invented by Alexander Graham Bell.*  
*Can you play the piano or the drums?*

- Use *the + adjective (without a noun)* to refer to a group of people. The meaning is always plural in this case.

*the handicapped*      *the rich*      *the poor*  
*the elderly*      *the famous*

*Some people believe that stealing from the rich is fine, as long as you give it to the poor.* (=all rich/poor people in general)  
*I am raising money for the homeless. Can I count on your contribution?* (=all the people who do not have a home)

- To refer to a group of people from the same country, you can sometimes use *the + nationality word*.

*the Japanese*      *the Swiss*      *the French*  
*the Chinese*      *the British*      *the Spanish*

For other nationalities, you have to use a plural noun ending in -s.

*the Americans*      *the Russians*      *the Italians*

- Many geographical regions or features, landmarks, streets, buildings, etc. vary in their use of the article *the*. Look at the chart on the next page.



## **GRAMMAR FIRST AID**

<b>Use THE</b>	<b>Do not use THE</b>
mountain ranges – <i>the Andes, the Himalayas</i>	mounts or peaks – <i>Mount Everest, Mount St. Helens</i>
deserts, jungles – <i>the Sahara Desert, the Amazon</i>	singular lakes – <i>Lake Superior, Lake Como</i>
rivers, oceans, seas, canals plural lakes, gulfs, bays – <i>the Great Lakes, the Gulf of Mexico, the Dead Sea</i>	singular islands – <i>Easter Island, Martinique</i>
regions – <i>the Midwest, the Far East</i>	most countries, states, provinces – <i>Florida, Japan, Texas</i>
plural islands – <i>the Virgin Islands, the Bahamas</i>	continents – <i>Asia, Europe, Africa</i>
countries including words like “republic, kingdom, states” – <i>The United States, the United Kingdom, the Republic of Ireland</i>	holidays – <i>Thanksgiving, Easter</i>
historical documents – <i>the Constitution</i>	
buildings, monuments, landmarks – <i>the White House, the Statue of Liberty</i>	



## **GRAMMAR FIRST AID**

Use THE	Do not use THE
ethnic groups – <i>the Incas, the Mayas</i>	abstract nouns, emotions – <i>violence, freedom, sadness</i>
wars (except world wars) – <i>the Korean War, the Vietnam War</i>	areas of subject matter – <i>mathematics, biology, anatomy</i>
ordinal numbers before nouns – <i>the Second World War, the fifth unit</i>	cardinal numbers after nouns – <i>World War Two, Unit five</i>
some hotels, theaters, museums – <i>the Hilton (Hotel), the Metropolitan Museum of Art</i>	banks – <i>Citibank, Lloyd's bank</i>
earth, moon – <i>the sun, the moon</i>	planets, constellation (except the Big Dipper) – <i>Venus, Mars, Orion</i>
schools, institutes, universities that do not begin with a proper noun – <i>the Medical Institute of Minne- sota, the University of Chicago</i>	schools, universities, institutes that begin with a proper noun – <i>Brown Institute, St. Paul Technical College</i>
titles (without proper nouns) – <i>the queen, the king</i>	titles (with proper nouns) – <i>Queen Elizabeth, King Lear</i>

## **EXERCISE 1: USE OF THE WITH SPECIAL EXPRESSIONS**

Write sentences using each of the words below.

1. Constitution

---

2. Presidential Palace

---

3. Mount Everest

---

4. Andes Mountains

---

5. Boston University

---

## **EXERCISE 2: THE**

Decide if *the* is necessary in each sentence. If not, mark the space with **X**.

1. In \_\_\_\_\_ U.S. Constitution, it says that \_\_\_\_\_ people have \_\_\_\_\_ right to carry guns.
2. \_\_\_\_\_ R/roses are my favorite flowers, but \_\_\_\_\_ petunias are easier to grow.
3. \_\_\_\_\_ P/people who climb \_\_\_\_\_ Mt. Everest with the help of \_\_\_\_\_ Sherpas owe \_\_\_\_\_ Sherpas a great deal.
4. In \_\_\_\_\_ U.S., we use \_\_\_\_\_ right side of \_\_\_\_\_ road, but in \_\_\_\_\_ Britain, they use \_\_\_\_\_ left.
5. \_\_\_\_\_ B/bread on \_\_\_\_\_ table is moldy. Please buy some more.
6. \_\_\_\_\_ U/unit Five has a lot of information about \_\_\_\_\_ English grammar.

7. You could see \_\_\_\_\_ moon clearly \_\_\_\_\_ last night, but \_\_\_\_\_ stars were faint.
8. I would like to say that everyone in \_\_\_\_\_ world has \_\_\_\_\_ freedom, but it would not be the truth.
9. I need to talk to \_\_\_\_\_ admissions director at \_\_\_\_\_ St. Mark's Technical College in order to register for \_\_\_\_\_ classes.
10. \_\_\_\_\_ W/woman whom I spoke to on \_\_\_\_\_ phone was very polite.
11. I was watching \_\_\_\_\_ TV when \_\_\_\_\_ phone rang.
12. I went to \_\_\_\_\_ bank in order to cash \_\_\_\_\_ check Jeannie gave me yesterday.
13. \_\_\_\_\_ Computers are a necessity for any company, but \_\_\_\_\_ computers in this room are too outdated.
14. There are many things that make a person happy: \_\_\_\_\_ love and \_\_\_\_\_ kindness are just two.
15. I believe that in \_\_\_\_\_ Asia \_\_\_\_\_ elderly are treated better than in \_\_\_\_\_ U.S.

### ***EXERCISE 3: ARTICLES***

Add *a*, *an*, or *the*, to each space. If none is necessary, write an **X**.

1. Are most of your friends \_\_\_\_\_ students at \_\_\_\_\_ University of Wisconsin?
2. I'm still looking for \_\_\_\_\_ job, because \_\_\_\_\_ job I wanted was already given to \_\_\_\_\_ woman I used to work with.
3. At work today, \_\_\_\_\_ man and \_\_\_\_\_ woman with \_\_\_\_\_ children approached me in \_\_\_\_\_ shoe section. \_\_\_\_\_ man looked American, but \_\_\_\_\_ woman was from \_\_\_\_\_ Russia.
4. My husband cleaned \_\_\_\_\_ car yesterday with \_\_\_\_\_ special detergent he bought at \_\_\_\_\_ auto shop.

5. What is \_\_\_\_ longest river in the world? -- I think it's \_\_\_\_ Nile River.
- And \_\_\_\_ largest fresh water lake? -- I'm not sure, but I believe it is \_\_\_\_ Lake Superior.
6. I often watch \_\_\_\_ television after \_\_\_\_ work, but last night I went to \_\_\_\_ movies instead.
7. \_\_\_\_ man who lives next door to me is collecting money for \_\_\_\_ homeless in \_\_\_\_ south of \_\_\_\_ United States.
8. \_\_\_\_ United Kingdom is in \_\_\_\_ Europe, but \_\_\_\_ Cairo, \_\_\_\_ capital of \_\_\_\_ Egypt, is in \_\_\_\_ Africa.
9. Jessie goes to \_\_\_\_ church to pick up his mother every Sunday, although he himself doesn't usually go to \_\_\_\_ church.
10. \_\_\_\_ life has changed a lot since I was young. There is more \_\_\_\_ violence. I believe that showing \_\_\_\_ love for others could help eliminate \_\_\_\_ effects of \_\_\_\_ increasing violence.



## FINANCIAL ADVICE

A friend of yours needs some financial advice. Look at each of the following situations he has found himself in. What advice would you give?

1. "I have lent a considerable amount of money to one of my close friends. Recently I have reminded her three times that she owes me money, and she has said she is going to pay me back, but as of yet I haven't seen a penny of the money she owes me. How can I remind her again about the loan I gave her without seeming pushy or untrusting?"
2. "I maxed out my credit card this Christmas season buying gifts for so many people. Now that I am in debt, what can I do to try and get out of it?"
3. "I received a substantial bonus at work this month. I am reluctant to put it in the bank because I don't trust the banks since I lost money in a banking scam a few years ago. Should I save it under a mattress at home, spend it on myself, or use it to pay off bills? Why?"



## OTHER/ANOTHER

### WITH COUNTABLE NOUNS

*Please give me another book. I've already read this one.  
I have three books. Two are on top of my desk. The other is on the table.*

#### • SINGULAR

**another** = one more of a set

another book = one more book

**the other** = the last of the set

the other book = the last book present

*This book is expensive. Other books do not cost so much.  
Some of the books I need are at home. The other books are at school.*

#### • PLURAL

**other** = more of the set

other books = some more books,  
different books

**the other** = the rest of the set

the other books = all the remaining books

### WITH UNCOUNTABLE NOUNS

*This store only sells Scandinavian furniture.  
Other furniture can be bought across the street.*

*I only had time to move my bedroom furniture.  
I will move the other furniture tomorrow.*

**other** = more of the set

other furniture = some more furniture,  
different furniture

**the other** = all the rest

the other furniture = the remaining furniture



### **NOTE:**

Be careful not to confuse *other* with *different*. They are not used in the same way.

*I have a completely different opinion from her.  
(not "...a completely other opinion.")*

## **EXERCISE 1: OTHER/ANOTHER**

Fill out with the correct form of **other**: *other, another, the other, others, the others*.

1. I don't like this pizza. Please give me \_\_\_\_\_. (sing.)
2. He doesn't need those paintbrushes.  
He needs \_\_\_\_\_. (all the remaining)
3. If you are still hungry, I'll make you \_\_\_\_\_ sandwich.
4. There are 20 students in this room. Ten are from Quito and \_\_\_\_\_  
are from \_\_\_\_\_ provinces.
5. This glass of milk is sour. \_\_\_\_\_ glass of milk is sour, too.
6. We viewed four houses today. The first two were too expensive, but  
\_\_\_\_\_ ones were reasonably priced.
7. Some people are very nice. \_\_\_\_\_ are rude and mean-spirited.
8. My sister has two cars. She's been driving the Ford because \_\_\_\_\_  
one is in the shop.
9. There are many reasons that I don't like reading. One is that I don't like  
to be inactive. \_\_\_\_\_ is that I don't have time.
10. \_\_\_\_\_ tests this semester were easier than this last one.
11. We rented two movies last night. One was a comedy; \_\_\_\_\_  
was a suspense film.

## **EXERCISE 2: OTHER/ANOTHER**

Circle the word that best completes each sentence.

1. Do you have (other/another) pen? This one ran out of ink.
2. These are the wrong papers. When (the others/the other) arrive, please  
call me.

3. We will hire (other/another) teacher from Canada next cycle.
4. The furniture in the front is on sale. (Another/The other) furniture is the marked price.
5. My father has a (other/different) opinion from mine about whether students should have three months of summer vacation or not.
6. All of (the other/the others) books have been checked out. This is the only one left.
7. (Another/The other) day I was walking down the street when I ran into Joan.
8. After a breakup, my mother used to tell me, “There are many (others/other) fish in the sea.” (Other/Another) thing she used to say was “Love is blind.”
9. This crate is much heavier than (the other one/the another one).
10. The shoes I have on are too tight, but (other/the other ones) I had on yesterday are too big!
11. Some magazines have a lot of useful information. (Others/The other) are mostly ads and fashion tips.
12. Three people were at the bus stop. One was reading the paper. (Other/Another) was sitting on the bench. The (others/other) was standing on the curb.
13. I just called Nancy, but I need to make (another/other) phone call before I go to work.
14. There are five windows in this room, but only one can be opened. All (the others/others) are stuck shut.
15. One thing I have always loved is to play golf. (Another/Other) thing I really enjoy is playing cards with my daughter.

### EXERCISE 3: ERROR CORRECTION - OTHER/ANOTHER

Correct the error with *other/another* in each sentence. Change the sentence so that it is correct. Put the correction above the bold-faced word.

1. That author is known for his mysteries and **another** novels of suspense.
2. A substitute teacher is a teacher who can replace **other** teacher in case of an emergency.
3. I wonder if there is life on **another**s planets.
4. This book is no good. Do you have **other one**?
5. He needs **other** piece of paper to take notes on.
6. Besides the problem with your driving, there are **another** things I need to discuss with you.
7. Are you still hungry? Have **other** sandwich.
8. There are **another** problems with the tests – the teachers don't know the answers!



### APPLIANCES

Look at the appliances below. Under each one, write a list of things that could go wrong with them. There is an example to get you started.

toaster  
doesn't heat up  
burns everything  
doesn't pop up on its own

<u>clothes dryer</u>	<u>laser printer</u>	<u>DVD player</u>	<u>bread machine</u>

You have bought one of the appliances listed above, and unfortunately your appliance displays one of the defects. You must write a letter of complaint to the company, explaining the problem with the item and asking for your money back (or a replacement).

After you have finished your letter of complaint, exchange it with a classmate. Write a response to the letter from the factory or company. Decide if or how you will refund the money and your reasons for doing so.

#### **Answers to Dollar Trivia:**

**1) b, 2) d, 3) f, 4) h, 5) j, 6) l, 7) a, 8) e, 9) c, 10) g, 11) k, 12) i**



## PRONUNCIATION

**A.** Make the plural or third person singular of the present tense for each of the words below. Practice saying each of the words.

verb	call	get	make	bowl
carry	close	expand	write	eye
glass	computer	coaster	reach	wish



Now listen to the pronunciation of the words. What differences did you hear?

**B.** There are three ways to pronounce *-s* endings.

- 1. In words that end with a hissing sound, such as the sounds produced by /s/, /sh/, /ch/, /z/, /zh/, and /j/, the *-s* ending is pronounced as an extra syllable. Listen.

*kiss* ----> *kisses*  
*office* ----> *offices*

*church* ----> *churches*  
*teach* ----> *teaches*

*judge* ----> *judges*  
*chance* ----> *chances*

- 2. In words ending in a **voiceless** sound, the *-s* ending is pronounced /s/, and does not produce an extra syllable. Voiceless sounds are those sounds that, when pronounced, do not produce any vibration in the vocal cords. Some examples of consonants that produce this sound are: /p/, /k/, /sh/, /s/, /f/. Listen.

*roof* ----> *roofs*  
*walk* ----> *walks*

*plate* ----> *plates*  
*fit* ----> *fits*

*work* ----> *works*  
*brick* ----> *bricks*

- 3. In words ending with a **voiced** sound, the *-s* ending is pronounced as /z/, but does not add an extra syllable. Voiced sounds are those sounds that, when pronounced, produce a vibration in the vocal cords. Some examples are: /g/, /b/, /r/, /n/, vowel sounds like /a/ and /o/. Listen.

*rain* ----> *rains*  
*Laura* ----> *Laura's*

*plan* ----> *plans*  
*read* ----> *reads*

*marry* ----> *marries*  
*drag* ----> *drags*

**C.** Place the words below into the correct category, based on the pronunciation of the *-s* ending for each verb.

clip	love	rule
library	challenge	cause
speech	keyboard	result
ski	text	host
match	notice	disk

Final voiced sound

---

---

---

---

Final voiceless sound

---

---

---

---

Extra syllable

---

---

---

---



Listen to the pronunciation of each word. Check your answers. Now pronounce the words with a partner.



## INTERNET

For more information about the dollar bill, go to [www.wheresgeorge.com](http://www.wheresgeorge.com). Look for fun facts about your money, such as the fact the Bureau of Engraving & Printing produces 37 million notes a day at a face value of \$696 million. Learn how money gets into circulation, or what time it is on the clock on the \$100 bill. Go to [www.uglymoney.com](http://www.uglymoney.com) to see real pictures of mutilated bills: bills that have been burned, stamped, painted, written on, or drawn on.



Use the web sites to prepare a poster for the public about how to spot counterfeit money.

**Answers to EXERCISE 3: UNCOUNTABLE NOUNS:**  
**crime, electricity, software, noise, politics, bread, soap**  
**(key word) MEASLES**



## THAT'S TRENDY!

Look at the following trends that are popular (or have been in the past). Then, in small groups, choose one of the activities listed with each trend and do it in small groups.

### THE HOKEY POKEY

"Put your right foot in, put your right foot out, put your right foot in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about!" These are a few lines from the popular wedding song and dance, the hokey pokey. During this dance, which newlyweds often like to have played at their wedding receptions, the guests gather together in a large circle. As the voice sings out orders, the guests follow along, putting different parts of their body in and out of the circle of people. Popular especially with small children, this dance is a sure crowd-pleaser and can get even the most reluctant dancers out on the dance floor.

A. Describe a typical or trendy dance that people do on special occasions in your country. If possible, bring an example of the music it is danced to and show the class the dance.

B. Create a dance that could become popular at weddings, such as the "Macarena." Choose the song that it would be danced to, and make up some basic dance steps that can be taught to the rest of the class.

### SHAWARMA SANDWICHES

Take a walk down basically any street in Quito and you will more than likely find a stand selling the popular shawarma. It is a sandwich-type food from the Middle East. Here in Quito the sandwich is made of chicken roasted on a special spit, then topped with a garlic sauce and served on bread similar to pita bread. In the last two years, these sandwiches have popped up on many street corners, selling from \$1 to \$2.50. If you haven't already, try one today. You won't be sorry. Just make sure to brush your teeth afterwards – your garlic breath could scare off more than just a vampire!

A. Imagine you are an aspiring restaurant entrepreneur. Think about a new food fad that you could introduce to the public. Make sure that its price is accessible, and that it is something that could be sold on street corners, at fairs or special celebrations.

B. Think about other food fads that you have seen in recent years. Discuss them with a partner, then share them with the class. Which have been the most popular? Are any still around? Have any virtually disappeared?



T  
r  
e  
n  
d  
s

### LEG WARMERS

In the 1980's, leg warmers became popular with the movie *Fame*, a movie about dancing. The trend caught on quickly; soon almost every girl wanted a pair of leg warmers to grace her calves. They came in many colors and designs, such as solids, stripes, and polka-dots. They were easy to use: simply pull the tube-like material over your feet. Some girls preferred to wear the leg warmers as socks, pulled all the way up to the knee. Others, however, wore the leg warmers slouched down at the ankle. Either way, most people nowadays would not be caught dead in this fashion craze from the eighties, which just goes to show how fast fashion can change.

A. Create a new fashion statement for a specific group of people, such as dancers, singers, cooks, etc. Design your article of clothing or accessory, explain why you chose what you chose, and tell the class about it.

B. Discuss a fashion craze from your childhood. Why did it become popular? For how long did people wear or use it? Do they still? What are your feelings about this fad now?

### REALITY TELEVISION

With the advent of the TV show, *Survivor*, reality TV took off full blast on U.S. television. Since that first season numerous shows have popped up on television sets across the world. From shows setting people up with each other such as *The Bachelor* and *The Bachelorette*, to series attempting to seek out talent, such as *American Idol*, reality TV has become a reality.

A. Write a list of reality television shows that you have heard of or seen. Which are your favorite, if any? Do you like to watch these kinds of shows? Why or why not? Why do you think reality TV has gotten so popular in the last few years? Discuss your ideas in groups.

B. With a partner, decide on the topic for a new reality television show. Write the premise for this show. Decide how many people need to participate, what the election process would consist of, and when the program would be finished. Share your ideas with the class.

### KISSING

A recent study coming out of Ruhr University in Germany found that most couples tilt to the right when they kiss. The study was performed by spying on smooching couples in public places in the U.S., Turkey, and Germany, such as airports, beaches, train stations, and parks, and concluded that 65% of the couples spied upon went to the right as they kissed, while only 35% went to the left. According to some psychologists, the habit is formed in the womb, where fetuses begin to tilt their heads, most of the time to the right. Due to this tendency, most of us begin to favor our right hand, foot, eye and ear.

A. Perform a study like the one performed in Germany. Start by watching couples in public for a couple of days. Note which side they go to as they kiss. Were your results the same?

B. Discuss kissing habits in your country. Who do you kiss on a regular basis? Is it appropriate to kiss family members and friends on the lips? On the cheek? On the hand? What are kissing taboos? Do you have any kissing pet peeves?



## SIMPLE PRESENT

*Every morning I wake up at 6:30.*

*My boyfriend is a very sincere person.*

*I usually hate anything made with onions, but this is delicious.*

- Indicates a habitual action or regularly occurring action in the present, sometimes referred to as the habitual present.
- Used in descriptions, or actions that are constant or do not change.
- Common phrases that are used with the simple present:

*usually                          every Monday, Tuesday, etc.                  always*

*regularly                          every day, year, etc.                          normally*

- May be used to indicate future time when referring to schedules, timetables, etc. (movies, public transportation).

*The tennis match starts at 9:00.*

*Alisha's plane arrives at 7:26 pm.*



### NOTE:

Remember to:

- correctly conjugate the third person singular by adding **-s** to the verb.  
*Jason speaks three languages: Japanese, Arabic, and English.*
- use the auxiliary *do/does* for most verbs in a negative sentence or question.  
*Do you have a list of the names?*  
*No, I don't have a list, but I can remember them.*

### EXERCISE 1: SIMPLE PRESENT

Put the verbs in the correct simple present form.

1. He \_\_\_\_\_ (wish) he had more time to go on vacation.
2. We \_\_\_\_\_ (take) vitamins every morning.
3. They \_\_\_\_\_ (live) by the ocean.

4. My car \_\_\_\_\_ (go) over one-hundred miles an hour.
5. She \_\_\_\_\_ (study) French at CEC.
6. Mark \_\_\_\_\_ (try) hard in class, but still \_\_\_\_\_ (get) bad grades.
7. Sharon's parents \_\_\_\_\_ (have) a cabin in the woods.
8. The job \_\_\_\_\_ (not sound) very interesting.
9. My car \_\_\_\_\_ (run) well in the summer months, but never \_\_\_\_\_ (start) in the winter.
10. My wife \_\_\_\_\_ (give) me a kiss each morning before I leave for work.
11. People \_\_\_\_\_ (like) to know that they have support from those they love.
12. Her sweater \_\_\_\_\_ (look) very soft and warm.
13. The child \_\_\_\_\_ (play) computer games every afternoon.
14. The book \_\_\_\_\_ (teach) us about manners.
15. Our meal \_\_\_\_\_ (taste) burnt.
16. Katherine \_\_\_\_\_ (miss) the bus three times a week!

Look at the spelling rules below. Tick (✓) the ones that apply to the third person of the simple present tense.

- 1. If the word ends in -y, change -y to -i and add -es.
- 2. If the word ends in **consonant + y**, change -y to -i and add -es.
- 3. If the word ends with a vowel, omit the final vowel before adding -s.
- 4. If the word ends in -e, drop the -e before adding -s.
- 5. Add -es if the word ends in -ch, -sh, -s, -x, or -z.
- 6. Add -es to verbs like **go** and **do**.

## **EXERCISE 2: SIMPLE PRESENT**

Describe an activity. Explain how to do one of the following things. Use the simple present tense.

- **tie your shoes**
- **wash a car**
- **sew a button**
- **change a diaper**



## TENDENCIES

Make a list of things that you do often. Use the ideas below, or create categories of your own. When you are finished, share some of your sentences with a partner. After you have heard your partner's sentences, write a small paragraph about your partner's personality and/or habits.

I often get up...  
I worry about...  
I surf the Internet \_\_\_\_ hrs. a week.  
When I am hungry/sad, I...  
I frequently call...  
I tend to be on time/late when...  
I tend to get angry when...  
When I have extra money, I...

### Answers to THE DOPE (INFO) ON TODAY'S SLANG

1. D; an attention-getter, *yo* can also be substituted for a name.
2. C; often used with "out," as in *Chill out, that grade isn't so bad.*
3. B; a house, apartment, or any other kind of residence
4. B; also spelled *homie*, this word probably comes from *homeboy*, a person from one's own neighborhood.
5. D; to dishonor or disrespect
6. B; can also be used as an adjective meaning *flashy*
7. A; cool, interesting
8. A; excellent, great
9. B; also *my fault*
10. B; unfair or unacceptable, also *wack*
11. A; also spelled *playa*
12. B; short for *whatever*, kids use it to mean "what will be, will be"
13. C; an old car that's in bad shape
14. A; another word for *hooptie*
15. A; willing, usually used with the verb *be*, e.g. *Are you down with that?*
16. C; to leave very quickly
17. C; goodbye, perhaps a combination of *Peace, man* and *Over and out*



## PRESENT PROGRESSIVE

**I'm thinking of buying a new car.**

**What are you talking about?**

**We are watching the game at my apartment.**

***be (am, is, are) + verb(ing)***

- **Indicates present time (now).**
- **Some phrases that indicate present progressive are: at the moment, now, right now.**
- **Can also be used to refer to an action in the future, usually for an action that is already decided upon or one that seems imminent.**

## **EXERCISE 1: PRESENT PROGRESSIVE**

Fill in the sentence with the correct form of the present progressive.

1. Unemployment \_\_\_\_\_ every day in the U.S. (increase)
2. Why \_\_\_\_\_ that boy \_\_\_\_\_ his brother? (hit)
3. Teenagers \_\_\_\_\_ more independent because of technology. (become)
4. We \_\_\_\_\_ English right now, so please come back later. (study)
5. The man who \_\_\_\_\_ whisky is my uncle. (drink)
6. - Where is Sally?  
- She \_\_\_\_\_ the dog. (wash)
7. We \_\_\_\_\_ to go to Asia for our next vacation. (plan)
8. Look! Your mother \_\_\_\_\_ the piano. (play)
9. Someday, when you \_\_\_\_\_ it, I will get you back. (not expect)
10. Veronica \_\_\_\_\_ a marathon next week. Wish her luck! (run)

Look at your answers above. Finish the spelling rules for the present progressive.

1. If a word ends in *-e*, drop the \_\_\_\_\_ before adding *-ing*.
2. If a word ends in **consonant + vowel + consonant**, double the final \_\_\_\_\_ before adding \_\_\_\_\_. This is especially true for one-syllable verbs.

## **EXERCISE 2: SIMPLE PRESENT VS. PRESENT PROGRESSIVE**

Choose the simple present tense or present progressive for each verb in ( ) to complete each sentence correctly.

1. My parents \_\_\_\_\_(live) in the U.S., but at the moment they \_\_\_\_\_(live) with my aunt in Canada.
2. You can use my books. I \_\_\_\_\_(read, not) them at the moment.
3. \_\_\_\_\_(use) the mirror? I \_\_\_\_\_(want) to use it after you \_\_\_\_\_(finish) brushing your hair.
4. We usually \_\_\_\_\_(go) to Florida for vacation, but this year we \_\_\_\_\_(take, not) a vacation because we \_\_\_\_\_(have, not) much money.
5. My mother \_\_\_\_\_(make) a cake for my birthday. It \_\_\_\_\_(smell) delicious.

6. I \_\_\_\_\_ (understand) what the teacher is talking about now.
7. \_\_\_\_\_ (snow, ever) in Georgia?
8. The presidential candidate \_\_\_\_\_ (belong, not) to any political party.
9. During the months of October and November in certain areas of the U.S., the leaves on the trees always \_\_\_\_\_ (fall).
10. Andrea's plane \_\_\_\_\_ (arrive) at eight o'clock tonight.
11. Consumers \_\_\_\_\_ (spend) billions of dollars a year on appliances designed to improve their lives.
12. The sun \_\_\_\_\_ (shine) on the computer screen, so I can't see the text very well.
13. Girls \_\_\_\_\_ (tend) to be better students than boys during elementary school.
14. Emily \_\_\_\_\_ (graduate) from Monroe High School this year. Her sister \_\_\_\_\_ (attend) the same school.
15. Every Sunday, without fail, we \_\_\_\_\_ (go) to the movies.



## **GRAMMAR FIRST AID**

### **STATIVE VERBS**

*Now I understand your point of view.  
I feel very sick right now.  
This food really tastes good.  
I see what you mean.*

- Stative verbs are verbs that are not used in the progressive form (-ing).
- Stative verbs use the simple present tense to indicate present time ("at this moment").

Emotions:

love	like/dislike
hate	respect

Appearance:

seem	be
appear	look
resemble	

Mental states:

believe (=have an opinion)	wish
agree/disagree	know
	understand

Possession:

have (=to possess)	own
possess	

Wants/preferences:

want	need
wish	

Senses:

see	hear
smell	taste
feel	

## **EXERCISE 1: STATIC VERBS**

Decide if each sentence is right or wrong. Underline the incorrect word(s) if the sentence is wrong, and change it so that it becomes correct.

Example: I am loving your dress.                   wrong  
                        love

1. I usually am understanding French class. \_\_\_\_\_
2. Look! Somebody is hitting that poor dog over there. \_\_\_\_\_
3. Economists are worried because the dollar is losing its value. \_\_\_\_\_
4. The Earth goes around the sun. \_\_\_\_\_
5. The coffee I am drinking is tasting very good right now. \_\_\_\_\_
6. What are you thinking about John's plans for vacation? \_\_\_\_\_

7. Jack studies every afternoon, but his grades stay the same. \_\_\_\_\_
8. Help! That man looks as if he's having a heart attack. \_\_\_\_\_
9. Watch out! That man tries to steal your purse. \_\_\_\_\_
10. Please be quiet. I study right now. \_\_\_\_\_
11. I am seeing that you are unhappy with the class. Is that true? \_\_\_\_\_
12. She's looking like her mother, but her sister looks just like her father. \_\_\_\_\_
13. I'm wanting to go to Europe next year for vacation. \_\_\_\_\_
14. Nancy, be quiet! The teacher is looking directly at you. \_\_\_\_\_
15. I think Barbara is having a car, so maybe she can give you a ride. \_\_\_\_\_



**ZOOM**

**She's always gossiping!**

**Use the structure *always (verb)+ing* to describe when someone does something often.**

### ***EXERCISE 1: SHE'S ALWAYS GOSSIPING***

Use the structure above to write sentences describing people you know who do the following things often.

Example: My sister is always gossiping about her so-called friends. She says the meanest things about them!

- worry about nothing
- complain about something (specify)
- forget things (specify)
- fall in love
- lose things (specify)
- borrow things (specify)



## THE DOPE (INFO) ON TODAY'S SLANG

A. Like fashion trends, language is constantly changing. New slang words and expressions seem to pop up daily, and are proliferated through trendy music and television. Take the word "cool." It has been around for many years, and means that something is great, fresh and interesting. Over the years, lots of different words and phrases have meant the same as "cool." Try to fill in the blanks to reveal these blasts from the past.

N - - t      R-d      A--s---      G---v-  
P--ch-      K--n      F-b      F-- o-t

B. Look at the conversation below and use the context to determine what the bold-faced words mean.

A: Yo, Nick! What's up?

B: Nothing, man. I'm just here **chilling**. Not much is going on today. Hey, I didn't see you last night at Kristin's party. We hung out at her **crib** until two in the morning.

A: I couldn't make it. My girlfriend was mad all night because she thought I called her fat in front of her **homeys**. I told her that there was no way I **disssed** her like that, but she wouldn't talk to me all night. I had to promise to buy her some **bling-bling** before she'd forgive me. How was the party?

B: It was **tight**. Everyone from class was there. I saw Jessica. She looked so good. We spent some time together. She's so **phat**. **My bad** is that I mentioned my ex in front of her. She freaked out and said that I was **wacked** to be talking about my ex when I'm trying to get with her. Now she thinks I'm a **player**. What do you think?

A: **Whatevs**. I'm not on anyone's side. You gotta do what you gotta do. Was Alvin at the party? I haven't seen him for ages.

B: That was the funniest part of the night. Not only did he come in some strange clothes, he also pulled up in a **hooptie**. It rattled all the way down the street.

A: Well, at least he's got some transportation. Not car-less like you, bro. By the way, when is your brother going to give you his old **beater**?

B: He said that by next month he'll have his new car and will give me his Ford then. When he does, what do you say to a trip to the beach?

A: Sounds great. I'm **down** with that. Well, I'd better **jet**. If I'm late to work one more time, the boss said he's going to fine me. See ya later.

B: Peace out.

### **EXERCISE 1: VOCABULARY**

1. yo (interj.): a) ouch, b) ugh, c) what a pain, d) hey
2. chill (v.): a) to be unfriendly, b) become angry, c) relax, d) worry
3. crib (n.): a) furniture, b) residence, c) vacation, d) city
4. homey (n.): a) rustic person, b) close friend, c) singer, d) house
5. dis (v.): a) to gossip, b) challenge, c) struggle, d) insult

6. bling-bling (n.): a) sparkling stars, b) expensive item, c) champagne cocktail, d) hand signal
7. tight (adj.): a) fantastic, b) uncomfortable, c) grumpy, d) cheap
8. phat (adj.): a) well put-together, b) flirtatious, c) not thin, d) energetic
9. my bad (n.): a) my bad self, b) my mistake, c) my problem, d) my friends
10. wacked (adj.): a) difficult, b) weird or strange, c) extremely tired, d) excited
11. player (n.): a person who a) dates many at once, b) follows trends, c) goes to clubs, d) enjoys sports
12. whatevs (interj.): a) don't worry, b) no comment, c) I see, d) who cares?
13. hooptie (n.): a) motorized vehicle, b) happiness, c) old car, d) bicycle
14. beater (n.): a) hooptie, b) homey, c) bling-bling, d) crib
15. down (adj.): a) in agreement with, b) type of warm jacket, c) furry, d) nice
16. jet (v.): a) to go skiing, b) use a Jet Ski, c) leave in a hurry, d) drive fast
17. peace out (salutation): a) happy holidays, b) greeting at a church service, c) see you later, d) check it out

Check page 57 for the answers.

## **EXERCISE 2: VOCABULARY**

In small groups, try your hand at using these words and phrases in a small conversation. If you like, perform your dialog as a small role play for the rest of the class.



### **SIMPLE PAST**

*I took many pictures on my trip to Tena.  
Did she crash her car yesterday?  
We went to the movies two weeks ago.  
Carrie worked for Central University for three years.  
Sebastian graduated from high school last July.*

**The simple past is:**

- Used to indicate an action begun and completed in the past.
- Often used with specific time references in the past.



## **NOTE:**

Remember that the auxiliary verb *did* is used for most verbs in the negative or interrogative.

*Did you see Rebecca's hair yesterday? She looked like a clown!*

*I didn't notice anything different about her.*

### **EXERCISE 1: SIMPLE PAST**

Fill in the blanks with the correct past tense form of each verb. Each verb will only be used once.

feel	sell	shake	keep	arrive	hurt
forget	be	spend	fall	think	win
choose	blow	turn	celebrate	attempt	buy
correct	bleed				

1. The teacher \_\_\_\_\_ papers all night long in order to have grades ready today.
2. Last night the wind \_\_\_\_\_ so hard it knocked down the cherry tree out front.
3. My father \_\_\_\_\_ a lot of money on the divorce.
4. The ground \_\_\_\_\_ for hours as the bulldozers ripped up the earth.
5. She \_\_\_\_\_ badly about the trouble she caused by being so negative.
6. The child \_\_\_\_\_ himself when he fell off of the tricycle.
7. I \_\_\_\_\_ in love with my wife while we were in college, and I have loved her ever since.
8. Jenny and Pat finally \_\_\_\_\_ their house, after months of trying.
9. The day of the test she \_\_\_\_\_ all of the vocabulary words!
10. The team \_\_\_\_\_ late, and had to forfeit the game.
11. Because it was her birthday, we \_\_\_\_\_ her the CD she wanted.
12. The man with the gunshot wound \_\_\_\_\_ to death on the street because no one would help him.
13. We \_\_\_\_\_ a journal of the time we spent at camp to share with our friends upon our return.
14. When asked which she preferred, the Volkswagen or the Fiat, she \_\_\_\_\_ the Volkswagen.
15. Alex and Karen \_\_\_\_\_ their thirtieth wedding anniversary by going to an expensive restaurant.
16. The suspicious car \_\_\_\_\_ around when the patrol car approached.
17. Charlotte \_\_\_\_\_ mortified by her brother's behavior at the dance.
18. They \_\_\_\_\_ to get all of the employees involved in the project, but few wanted to be a part of it.
19. She \_\_\_\_\_ the prize, but lost all of our respect in the process.
20. I \_\_\_\_\_ you were out of town still! When did you get back?

## **EXERCISE 2: PAST TENSE VERBS**

Word Game: In groups of four, vertically write the name of one person in your group. Using each letter of his/her name, try to find an irregular verb that begins with each letter. Write it in the past tense. Then do the same with the name of someone else in your group, this time using the past participle. If you cannot find an irregular verb beginning with the letter, than you may use a regular verb.

Example:

H eard

A rose

N oticed

K new

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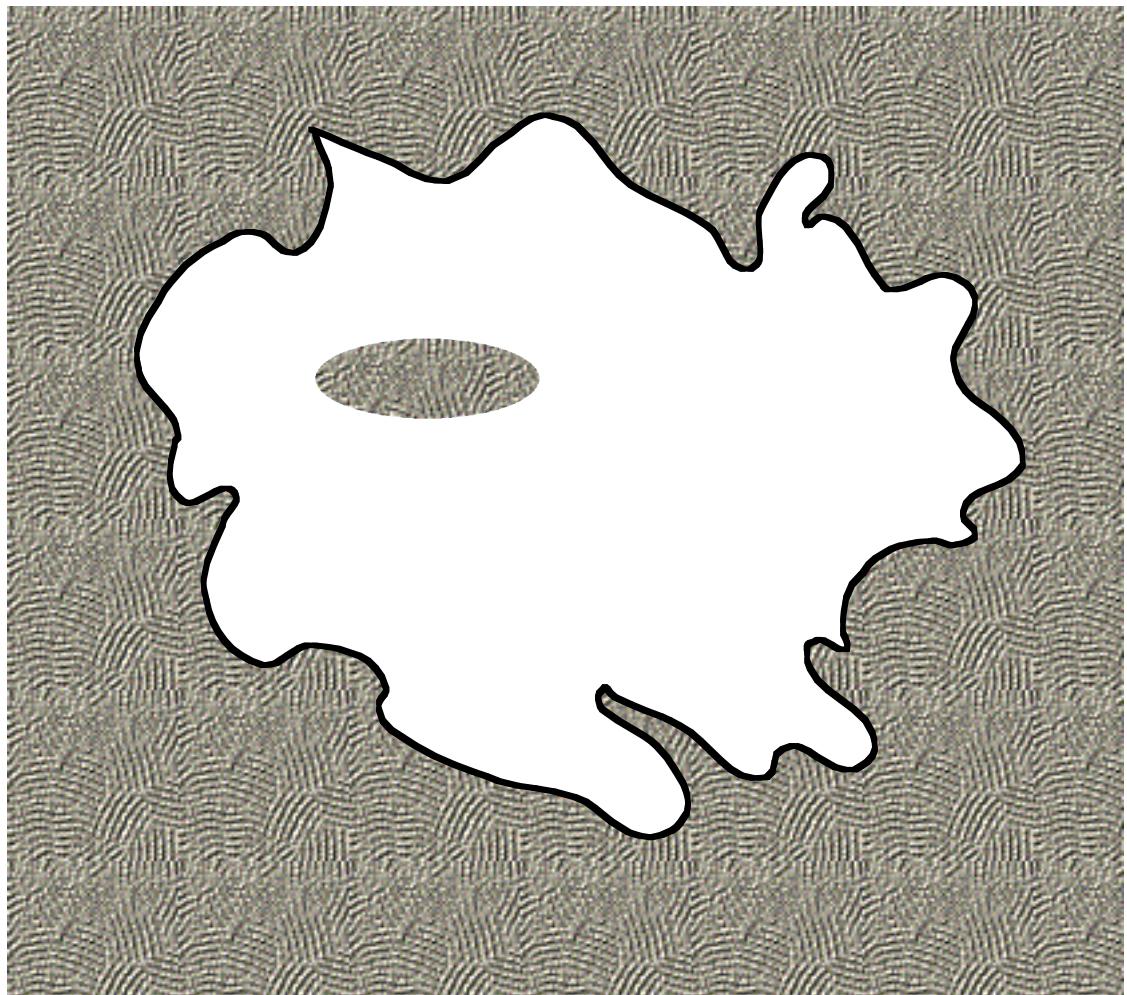
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## UNINHABITED ISLAND

Below is a map of an uninhabited island in the Pacific Ocean that you and a few friends have decided to buy. It is up to you as a group to decide how to design this island: where to put hotels, beaches, towns, and other tourist attractions. Think about things that are popular nowadays and try to incorporate them into your island. When you have filled in the map, write a small brochure inviting others to come to your island. Don't forget to give your island a name!





## PAST PROGRESSIVE

***be (was, were) + verb(ing)***

- An action begun but not necessarily finished yet. When this action is interrupted by another action in the past, the second action is in the simple past tense.

*I was eating breakfast when she called me.*

*When I saw the accident, I was going to work.*

*You were watching the soap opera when the lights went out.*



### **NOTE:**

When an action occurs after another action in the past, use the simple past. *I was studying last night when Judy came over. I invited her to dinner and we ate pizza.*

- Two actions occurring simultaneously in the past

*Sue was doing her homework while her boyfriend was sleeping.*

*Gail was watching TV while Mary was getting ready for work.*

- An action occurring at a specific time in the past.

*I was studying at 7:00 am.*

*Your mom was looking for you last night.*



### **NOTE:**

Remember the list of stative verbs, which are generally not used in any progressive tense.

### **EXERCISE 1: SIMPLE PAST VS. PAST PROGRESSIVE**

Choose between the simple past tense and the past progressive in order to complete each sentence.

1. I \_\_\_\_\_ (visit) Julie when I \_\_\_\_\_ (hear) about the explosion.
2. My mother \_\_\_\_\_ (cook) breakfast while my father \_\_\_\_\_ (read) the paper.

3. While we \_\_\_\_\_ (be) at school, it \_\_\_\_\_ (snow).
4. On her last day, Katie \_\_\_\_\_ (say) good-bye to all of her coworkers.
5. Olivia \_\_\_\_\_ (take) notes in class when her pen \_\_\_\_\_ (run) out of ink.
6. The child \_\_\_\_\_ (play) soccer when it \_\_\_\_\_ (begin) to rain.
7. The thief \_\_\_\_\_ (climb) the wall when the police \_\_\_\_\_ (shine) the light on him.
8. We \_\_\_\_\_ (be) busy yesterday. While I \_\_\_\_\_ (do) my homework, my brother \_\_\_\_\_ (mow) the lawn, and my father \_\_\_\_\_ (paint) the house.
9. He \_\_\_\_\_ (cough) all night. In the morning, he \_\_\_\_\_ (buy) some cough medicine.
10. The dentist \_\_\_\_\_ (check) her teeth and then \_\_\_\_\_ (tell) her to come back in six months.
11. Lilly \_\_\_\_\_ (jog) when suddenly she \_\_\_\_\_ (trip) on a rock and \_\_\_\_\_ (fall).
12. The sun \_\_\_\_\_ (rise) early this morning.
13. I \_\_\_\_\_ (mean) to tell you yesterday: we \_\_\_\_\_ (joke) when we \_\_\_\_\_ (say) that Adam liked you.
14. She \_\_\_\_\_ (quit) her job as a bank teller in order to write a novel.
15. The man \_\_\_\_\_ (undergo) surgery after the accident, and \_\_\_\_\_ (recuperate) quickly.

### **EXERCISE 2: SIMPLE PAST VS. PAST PROGRESSIVE**

Complete the sentences below using the simple past or past progressive.

1. I \_\_\_\_\_ while\_\_\_\_\_.
2. \_\_\_\_\_ last night.
3. She \_\_\_\_\_ when  
\_\_\_\_\_.
4. When \_\_\_\_\_, \_\_\_\_\_.
5. As we \_\_\_\_\_, he \_\_\_\_\_.

### **EXERCISE 3: PAST**

Write a paragraph about what you did last Sunday.

Example: Last Sunday I went up north with my family. We were going to originally go to Cayambe, but once we got there, we decided to continue on until we reached Ibarra. In Ibarra, we...



## **EXERCISE 4: SIMPLE PAST VS. PAST PROGRESSIVE**

Listen to the sentences. Choose the best meaning for each.

1. A) She finished the explanation.  
B) It is not clear if she finished the explanation.
2. A) The concert ended in April.  
B) It is not clear if the concert ended in April.
3. A) Sean finished his paper.  
B) It is not clear if he finished his paper.
4. A) The author finished the article.  
B) It is not clear if he finished the article.
5. A) I came into the room in the middle of the conversation.  
B) I came into the room and they began to talk.
6. A) He hurt himself during a tennis match.  
B) He hurt himself after a tennis match.
7. A) She started crying before I called.  
B) She began to cry when she heard my voice.
8. A) Dave didn't go to class yesterday.  
B) It is not clear if Dave went to class yesterday.
9. A) The photographer finished the photo shoot.  
B) It is not clear if the photographer finished the photo shoot.
10. A) He finished taking the pictures.  
B) It is not clear if he finished taking the pictures.



## **PRONUNCIATION**

### **PAST TENSE REGULAR VERBS**

1. For verbs that end with a **voiceless sound**, the final **-ed** is pronounced like a “t.” Voiceless sounds are those sounds that, when pronounced, do not produce any vibration in the vocal cords. Some examples of consonants that produce this sound are:

/p/              /k/              /sh/              /s/              /f/

Look at the following examples:

worked - /wɔrkɪd/

stopped - /stɒpt/

kissed - /kɪst/

wished - /wɪʃt/

Think of four more examples of these verbs. Practice their pronunciation.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

**2.** For regular verbs that end in a **voiced sound** the final **-ed** is pronounced like a “d.” Voiced sounds are those sounds that, when pronounced, produce a vibration in the vocal cords. Some examples are:

/g/    /b/    /r/    /n/    vowel sounds: /a/   /o/

Look at the following examples:

trained - /traineɪd/

mugged - /mʌgd/

robbed - /robɪd/

stayed - /steɪd/

borrowed - /borowd/

Think of four more verbs that follow this rule, then practice their correct pronunciation.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

**3. Exceptions:** Regular verbs that end in “t” or “d.” If the verb ends in the letters “t” or “d,” the ending **-ed** is pronounced like /ɪd/. Examples:

needed - /neɪdiɪd/      wanted - /wantɪd/



## PAST TENSE PRONUNCIATION

Listen to the pronunciation of the past tense verbs in the following sentences. Practice the sentences.

1. When Sarah looked out the window, she noticed that her father had already mowed the lawn.
2. After Jessie called her cousin, she turned on the TV and taped her favorite soap opera.
3. Due to a lack of space, my mother rented a room from a neighbor and hired a team to move her old furniture.
4. Jason recommended eating at a vegetarian restaurant, but his wife, Beth, suggested that they go to a sports bar.



## FUTURE

### 1. WILL

*He'll finish his homework this weekend. (prediction)  
Be careful! You'll burn yourself. (prediction)  
She'll probably regret her actions tomorrow. (uncertainty)  
Maybe I'll call you later if I have the time. (uncertainty)  
Ask the teacher. She'll help you. (willingness)  
Someone is knocking at the door. Don't worry, I'll get it.  
(willingness)*

*will + main verb (base form)*

- Shows a degree of **uncertainty**.
- Used to **predict** the future: to say what we think, guess, or calculate will happen.
- *Will + not = won't*
- Used to express **willingness** to do something.
- Commonly used with expressions such as  
*maybe      perhaps      probably*
- *Shall* may be used to express future with the pronouns *I* and *we*.  
(This is more common to hear in British English than in American English.)

*Shall I call you tonight, Tom?  
We shall be happy if you tell us your plans.*

### 2. BE GOING TO

*Be careful! You're going to burn yourself. (prediction)  
Tomorrow I'm definitely going to e-mail my mother. (certainty)  
I bought the wallpaper because I am going to redecorate the house. (certainty)  
I spoke to Anne last night. She told me she's going to come to the party. (certainty)*

*be (is, are, am) + going to + verb (base form)*

- May express a prediction.
- Predicts the future by using **present evidence**, (when we can see that a future event is on the way or beginning to occur).
- Indicates a prior plan or firm intention in the future.
- Used to demonstrate **certainty** in the future.

\* Notice that sometimes *will* and *be going to* are interchangeable.

**Situation 1:**

-What are you going to do on Saturday?

-Well, I'm not sure yet. (I'll go / I'm going to go) to Ambato, of course. Then (I'll probably visit / I'm going to visit) my relatives.

**Situation 2:**

-Do you have plans for tonight?

-Yes. I'm going to meet Bill at the Chinese restaurant on Main Street and then we're going to see a movie.

In the first situation, either *will* or *be going to* is possible, as the speaker is making a prediction about his/her plans. In the second situation, however, only *be going to* is possible, since a prior plan has already been established.

**EXERCISE 1 (ORAL): MAKING PREDICTIONS**

Look at each situation. What do you predict will happen? Think of at least three predictions for each.

1. Your son is lost in the Mall of America.
2. You took a wrong turn in the desert and ran out of gas.
3. You invented a new cookie recipe and Betty Crocker asked to buy it.
4. Your boss has just fired you.
5. Your spouse is selling drugs.
6. You stayed up all night dancing and partying.

**EXERCISE 2: WILL VS. GOING TO**

Choose between *will* and *be going to* to complete each sentence.

1. That woman is pregnant. She \_\_\_\_\_ have a baby.
2. I suppose that John \_\_\_\_\_ be late. He sometimes is on Mondays.
3. Gerald believes that inflation \_\_\_\_\_ go up next year.
4. You left the flower pot on the window sill, and it's really windy. It \_\_\_\_\_ fall off.
5. Look! The baby's turning red. He \_\_\_\_\_ start to cry.
6. I predict that tomorrow it \_\_\_\_\_ (not) rain.
7. You \_\_\_\_\_ (never) finish that book - you've been on chapter one for three months!
8. With some luck, Andrea's baby \_\_\_\_\_ have her father's curly hair.
9. It \_\_\_\_\_ rain - look at those clouds.
10. Here's the plumber's estimate. It \_\_\_\_\_ cost \$1000 to fix the plumbing in the kitchen.



### 3. SIMPLE PRESENT OR PRESENT PROGRESSIVE

*I'm meeting my Science teacher at noon.*

*Her plane arrives at seven.*

*The movie starts in an hour.*

*He's leaving for Alaska tomorrow night.*

*The bank opens at nine a.m.*

- The **present progressive** may be used to express **future arrangements, a planned event or definite intention**. (For example, the word *rain* cannot indicate future in the present progressive since it is not a planned event.)
- The **simple present** indicates future events that are on a **definite schedule or timetable**. It is common to hear with verbs such as *open, close, start, end, arrive, finish, leave, return, and come*.
  - ★ Notice that future time is established through the context of the sentence or through the use of future time words.

### EXERCISE 1: PRESENT PROGRESSIVE AS FUTURE

Look at Renee's agenda, where she has written her schedule for the next week. Say what she will be doing each day. Use the present progressive to talk about her fixed plans.

APRIL	
10 SUNDAY	<i>walking with Debbie – 10 a.m. visit Joseph – afternoon</i>
11 MONDAY	<i>work meeting – 8 a.m. lunch with Mr. Edwards – 1 p.m. soccer game – 8 p.m.</i>
12 TUESDAY	<i>Martin's father's funeral – 9 a.m. lawyer – 4 p.m.</i>
13 WEDNESDAY	
14 THURSDAY	<i>To Chicago 7:30 a.m. AA 704 Return 9:10 p.m. AA 1732</i>
15 FRIDAY	<i>dinner with Hartgens – 7 p.m.</i>
16 SATURDAY	<i>casino!</i>



## FUTURE PROGRESSIVE

*She'll be arriving at nine tonight.*

*Tomorrow at this time we'll be over the Atlantic.*

*I'll be watching my soap opera when you call.*

*I won't be home at seven, so don't come over. I'm going to be doing some grocery shopping.*

***will be + verb + -ing***

- Indicates an action in progress at a particular time in the future.
- Commonly used for planned or expected future events.
- Used for polite inquiries, when you are not trying to influence someone's decision. Example: *Will you be staying for supper this evening?* (The person is simply asking, not trying to suggest that the person must stay.)
- There is little or no difference between the future and future progressive.

### **EXERCISE 1: INQUIRIES WITH FUTURE PROGRESSIVE**

Make future progressive questions to politely ask the following.

*Example: what they plan to wear  
What will you be wearing tonight?*

1. what they plan to do this weekend
2. how soon intend to finish English classes
3. how intend to pay for something
4. how soon plan to go on vacation
5. what plan to do on vacation
6. where plan to study English next cycle
7. when intend to do something
8. how long intend to do something

## ***EXERCISE 2: FUTURE PROGRESSIVE***

(One student must close the book for this activity)

You are a reporter trying to get an interview with a famous movie star. Your partner is the movie star's agent, and the only person who has the star's schedule. Ask your partner questions to see when you can meet with the celebrity to interview him/her.

Example: Will \_\_\_\_\_ be able to meet at 6:30 a.m.?  
No, he/she will be having his/her makeup done.

TUESDAY, MAY 6

6 a.m.	makeup session
8 a.m.	breakfast with Steven Spielberg
9 a.m.	telephone interview with <i>Vogue</i>
9:30 a.m.	press conference
10:30 a.m.	tennis lesson with Venus Williams
noon	nap
1 p.m.	lunch with the cast of <i>Friends</i>
2:30 p.m.	audition for ABC's new series
6 p.m.	appointment with lawyers
8 p.m.	dinner party
10 p.m.	bed

## ***EXERCISE 3 (ORAL): WILL/GOING TO VS. FUTURE PROGRESSIVE***

Ask the oracle! One person in the class should volunteer to be the oracle. The rest of the class will write questions about the future that they would like to ask the oracle. Meanwhile, the person who is the oracle should copy the following phrases on small pieces of paper and put them in a container. Each time a student asks a question, the oracle draws an answer.

Yes, most definitely.  
It will happen.  
Don't count on it.  
Don't hold your breath.  
The chances are good.

Probably not.  
It is likely.  
It won't happen.  
It doesn't look very promising.  
There is a good chance.

## ***EXERCISE 4: DISTINGUISHING TENSES***

Indicate the meaning expressed – future, habitual, now – by the underlined verbs.

- \_\_\_\_\_ 1. I am taking five courses now.
- \_\_\_\_\_ 2. I am taking five courses next fall.
- \_\_\_\_\_ 3. She usually takes five courses a semester.
- \_\_\_\_\_ 4. I'll drop the package off at Mary's when I go to work.

- \_\_\_\_\_ 5. When I am in Guayaquil, I am going to visit some friends.
- \_\_\_\_\_ 6. When some students graduate, they go to college.
- \_\_\_\_\_ 7. The announcer is discussing the strike. Listen!
- \_\_\_\_\_ 8. When you finish your homework, do you want to play some cards?

#### **EXERCISE 5: DISTINGUISHING TENSES**

Fill in the blanks with the correct verb tense of the verb in parentheses.

1. A: What \_\_\_\_\_ (do) right now? Are you busy?  
B: No, not really. I \_\_\_\_\_ (get) ready for tomorrow's class. Why?  
A: I \_\_\_\_\_ (need) some help with this article. It's in German and I am having trouble understanding it. Can you help me?  
B: Sure, I \_\_\_\_\_ (translate) it for you.
2. A: This light is burnt out. Where \_\_\_\_\_ (keep) the light bulbs?  
B: I \_\_\_\_\_ (get) them for you.
3. A: I \_\_\_\_\_ (take) night classes next spring.  
B: Really? What classes \_\_\_\_\_ (sign up) for?  
A: I \_\_\_\_\_ (enroll) in a computer class and a writing class. I \_\_\_\_\_ (get) my degree, and then I probably \_\_\_\_\_ (look for) a job.
4. A: What \_\_\_\_\_ (do) this vacation?  
B: Oh, I \_\_\_\_\_ (go) out of town with my family, We \_\_\_\_\_ (spend, probably) some time at our cabin on the beach. We \_\_\_\_\_ (eat) ceviche and sunbathe, and \_\_\_\_\_ (be, probably) back by Thursday.
5. A: Why are you wearing that oven mitt?  
B: I \_\_\_\_\_ (make) brownies.
6. A: It's so cold in here.  
B: I \_\_\_\_\_ (make) you a cup of tea.
7. A: I couldn't come to class today. Did the teacher give any homework?  
B: No, but he said that tomorrow he \_\_\_\_\_ (explain) yesterday's homework.
8. A: Is it true that the earth \_\_\_\_\_ (destroy, probably) in the next two hundred years?  
B: What we do today \_\_\_\_\_ (affect) the future of this planet.

## EXERCISE 6: ERROR CORRECTION

Decide if the following sentences are correct or incorrect. If incorrect, change them so that they are correct.

1. I'll be having a lot of fun at Jonah's house when he turns ten.
  2. Tonight I've decided that I will go to sleep early.
  3. -Where are my books? -They are right here by my side. I'm going to give them to you.
  4. Would you please get off the phone? I'm going to wait for a long distance phone call.
  5. - What are you going to do after graduation? -When I graduate I look for a job.
  6. The museum will be opening soon. Do you have your ticket?



# WRITING

Think about a trend that has become popular in Ecuadorian society. It can be something occurring in politics, fashion, music and dance, etc. Describe the trend's attributes and how you feel about it. Share your paragraph with a partner.



# **LISTENING**

What are the latest trends in the following categories?  
health clothes  
food/restaurants music/dance

Listen to the blurbs on the CD about things that have become popular lately. Answer the questions about each one as you listen, using the information given by each speaker.

1. What are two reasons to buy a mini trampoline?

---

What are some of the health benefits of rebounding?

---

How much can you expect to pay for a mini trampoline? \_\_\_\_\_

---

2. Why are people interested in herbal supplements?

---

What is one complaint about health food store clerks?

---

When going to a health food store, what are two things you can do to make sure you get a reliable product?

---

3. According to the speaker, what is one reason for America's obesity problem?

---

Name two things that restaurants are doing in order to combat this dangerous trend and provide healthier selections for their clientele.

---

If you are looking for a meal under 475 calories, which restaurant would be your best bet?

---

4. Describe what each book is about:

*Lennon Legend*

---

*John Paul II: A Light to the World*

---

*Schott's Original Miscellany*

---

According to the speaker, name a reason why a person might like each of these books?      Lennon \_\_\_\_\_

                          John Paul II \_\_\_\_\_

                          Schott's \_\_\_\_\_

Which book looks more interesting to you? Why?

---

5. Why are houses being super-sized?

---

Since 1990, what has the trend been in self-storage facilities?

---

What kinds of things do people pay to have stored?

---



## **INTERNET**

What were some of the most important events of the past year? Where were some of the biggest natural disasters, such as volcanic eruptions and earthquakes? What songs were the most popular? Movies? Books? What kinds of trends have been developing over the years in terms of family and society? If you have ever wondered these things, then this is the web site for you. Go to [www.infoplease.com/spot/03yearinreview.html](http://www.infoplease.com/spot/03yearinreview.html) and find out the answers to these questions, as well as many more. For example, did you know that in the U.S., the median age at marriage has stayed almost the same for men over the last one hundred years? In 1890 it was 26.1, whereas in 2002 it had gone up to only 26.9.

- ☞ 1. Think of a trend that you are interested in knowing more about, such as the median age of women at marriage over the past one hundred years, or the percentage never married. Use this web site to find your answers.
  
- ☞ 2. Make a list of some of the most important events of the past year. Use the web site to compare your answers.



## THE THREE HATS

A riddle is a kind of question that is a puzzle. It tests one's ingenuity at answering difficult or interesting questions. For example, when is a door not a door? Answer: when it is ajar (*ajar* is another word for *open*). Are there any riddles that are famous in your culture? Read the riddle story below. See if you can figure out the answer.

### **The Riddle of the Three Hats**

There once were three men, Carl, Harry, and Mike. They lived in the Kingdom of Hatdom, where a mean and cruel king lived. One day, while the three men were taking a stroll through the forest on the outskirts of the kingdom, they ran across the king's army. The king had given the order that anyone found outside of the kingdom's borders should be taken prisoner. Carl, Harry, and Mike were sent to a dungeon in the king's castle.

The king, however, was not a completely unfair man. He decided to create a riddle for the men to solve. The king said, "I have four hats. Three are white and one is black. I am going to put a hat on each of your heads." The king blindfolded the three men and then put a hat on each man's head. After he had done so, he took the blindfolds off. "Now each of you is wearing a hat," he said. "You can see the color of the other two men's hats, but not that of your own. If any of you can tell me what color the hat is that **you** are wearing, all three of you will go free. If anyone makes a mistake, I will feed you all to the wolves."

The three men were silent. Minutes passed, and still no one had found the answer, until suddenly Carl spoke. "I know what color my hat is."

What color was Carl's hat? Were the three men saved? Why or why not?

**(Turn to page 102 to see the answer.)**



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## PRESENT PERFECT

*She has been to Greece before.  
We have never had any problems with that teacher.  
It has rained every day this week.*

***have/has + past participle (main verb)***

- Used to indicate an action in the past that has a connection with the present. Can announce a recent happening or new information. Often uses words like *just* and *already/yet*.

*I've lost my wallet.  
I've just finished talking to her.  
He's already taken the trash outside.*

- Can be used to show the first time that something has happened.

*She has never tried coleslaw before.  
This is the first time you've driven in the city.*

- Refers to an action that began in the past and continues up until the present, or has never occurred. Many times it is with *for* or *since*.

*since + beginning of time  
for + duration of time*

*I have worked at this university for three years.  
I have worked at this university since 1999.  
She has lived in Quito since 1978.  
She has lived in Quito for the last ten years.*

- Used for actions that occurred at an indefinite time in the past, when there is no mention of a specific time reference (like *yesterday*, *last week*, *in 1999*).

*I have been to Guayaquil before.  
You have seen that movie in the past.  
She has met my mom.*



### **NOTE:**

In informal speech, the preposition *before* will sometimes be added at the end of the sentence, e.g. “She has met my mom before.”



## PRESENT PERFECT

- Used for actions that have occurred more than once in the past.

*He has gone to the U.S. several times in the past.*

*There have been a number of accidents at this airport.*

- Ever* is used to ask if the action has occurred at any point or time in the past. If it hasn't, use the negative, *never*, in the answer. As *never* is already negative, use it with an affirmative verb.

*Have you ever taken a Biology class?*

*No, I have never had a science class.*

*Has he ever seen my dad before?*

*You have never suffered what she has.*

*We haven't ever discussed the family secrets between us.*

### **EXERCISE 1: WHEN TO USE PRESENT PERFECT**

Decide which rule of the present perfect applies to each sentence.

- She's been teaching here for five years.
- Evelyn has gone to Disneyworld with her children four times.
- Since 1998, our center has been under new rules and regulations.
- We haven't heard any news from her yet. I hope she arrived OK.
- This is the first time I have tried to call her today.
- She's just finished the test.
- It's so sunny out that our clothes have already dried.
- Susan has already finished her homework.
- I've seen this episode before.
- How many times have you asked her to be more careful when driving?

### **EXERCISE 2: SIMPLE PAST VS. PRESENT PERFECT**

Use either the present perfect or the simple past in the following sentences.

- Robert \_\_\_\_\_ (see) this movie before.
- Bob \_\_\_\_\_ (travel) around the world.
- Doris \_\_\_\_\_ (write) me a letter last night.
- We \_\_\_\_\_ (work) in the same place for ten years.
- Mrs. Hamm \_\_\_\_\_ (go) to the store at 4 p.m.
- You \_\_\_\_\_ (begin) to study for the lesson yet.
- I \_\_\_\_\_ (call) my wife yesterday.
- Warren \_\_\_\_\_ (save) a lot of money in the bank since 1950.
- William \_\_\_\_\_ (do) his errands yet.
- Dan \_\_\_\_\_ (get) a new station-wagon last year.

11. She \_\_\_\_\_ (study) Japanese when she \_\_\_\_\_ (be) in high school.
12. A long time ago my grandfather \_\_\_\_\_ (teach) me how to use a chainsaw.
13. Lately I \_\_\_\_\_ (have) little time to do anything but homework!
14. Today I \_\_\_\_\_ (have) lunch with Mary, who \_\_\_\_\_ (arrive) from Brazil.
15. On farms in the past, men, women, and even children \_\_\_\_\_ (work) from morning until night.
16. Gretchen \_\_\_\_\_ (grow) a lot since the last time I \_\_\_\_\_ (see) her.
17. Scientists \_\_\_\_\_ (use) rats in many experiments throughout the last century.
18. Country singers \_\_\_\_\_ (write) many songs about loss.
19. Agnes \_\_\_\_\_ (go) to Mexico in 1998.
20. They \_\_\_\_\_ (be) married for more than twenty years.



## ALREADY AND YET

*I have already finished my report.*

*Andrea has already read the entire story.*

*The President hasn't done anything yet.*

*Sam hasn't bought any presents for Christmas yet.*

- **Already** and **yet** indicate that an action has happened at an unspecified time in the past.  
*already* – affirmative statements  
*yet* – negative statements and questions
- **Already** suggests that something has occurred sooner than expected. It is generally used with an affirmative verb, and goes between the auxiliary and main verb.
- **Yet** shows that the speaker is waiting for the action to occur. It is usually with a negative verb and goes at the end of the statement.



### NOTE:

If *yet* is used with an affirmative verb, it should be placed after the auxiliary verb and should be followed by the infinitive of the main verb.

*We have yet to hear of her trip to Europe.*

*She has yet to tell me the truth about that night.*

## EXERCISE 1: **ALREADY VS. YET**

Decide if *already* or *yet* are used correctly in each of the sentences below. If used incorrectly, make the correction. Pay attention to verb usage and the position of *already* and *yet*.

1. She hasn't seen Spiderman yet.
2. Martha Stewart already hasn't gone to jail.
3. He yet has to learn how to ski.
4. I haven't read Hilary Clinton's book yet.
5. We already have eaten today.
6. Renee has already called you two times today.
7. Ben and his dad have not donated anything to this charity yet.
8. They have taken the test yet.
9. Penny and her friends haven't already performed the song for the school play.
10. Have you opened your present yet?



### **SKILLS**

Unscramble the words below. Each word is an example of a skill.

dogo vtoatienosnraclsi ----> *good conversationalist*  
icnotumancmio ----->  
eb eevxisesrp ----->  
atiigoamnin ----->  
yertvaitci ----->  
niashedns ----->  
epncaeit ----->  
itcrasti ----->  
a good (eseirntl) ----->

**Go to page 102 for the answers.**

What are the skills needed in order to do each of the following activities? Discuss in small groups.

- ◊ sew a dress for your daughter
- ◊ build a bookshelf
- ◊ create a reading circle
- ◊ write a song and its lyrics

Circle the skills from above that you feel you possess. For each skill you circled, give an example of something you have done in your life that shows you have that skill. There is an example to get you started.

*I am a good conversationalist. In high school I had many friends, whom I still see to this day. Now I am a radio talk show host, and must find interesting conversation topics to share with my guests. It is a fun job, but you must be quick on your toes and good with words, because it is up to you to keep the conversation and interview going at all times.*



# TALES

## **PART ONE**

Tales are connected narratives that are passed from generation to generation orally or in written form. Tales recount actual, legendary, or fictitious events. Fairy tales have an interesting effect on cultures and languages all over the world. Mention ten typical elements that a fairy tale has.

Example: a dragon, a princess, etc.

- |          |          |
|----------|----------|
| a) _____ | b) _____ |
| c) _____ | d) _____ |
| e) _____ | j) _____ |
| g) _____ | h) _____ |
| i) _____ | j) _____ |

## **PART TWO**

Now, get together with a partner and combine these elements. Write a fairy tale that would include at least 10 of these elements, in a short story of about 150 words.

---

Title

*Once Upon a Time* \_\_\_\_\_

---

---

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## AT THE FAIR

You are going to hear a conversation between two women who are at a state fair. What kinds of words do you think you might hear? Make a short list below.

Circle the things that the ladies see at the fair. (There are 4 answers.)

amusement park	quilts	animal barn
pies	jams	Cheddar cheese
needlework	farm equipment	their mothers sewing

Describe each of the things you circled.

- 1.
- 2.
- 3.
- 4.

Based on what you heard in this conversation, describe what a state fair is like.



## PRESENT PERFECT PROGRESSIVE

*John has been complaining about the test for an hour.*

*Liz has been living in Ecuador since 1990.*

*You have been driving the same car for the last decade.*

***have/has + been + verb(ing)***

- Used to refer to an action that began in the past and continues until the present.

## **EXERCISE 1: PRESENT PERFECT**

Decide if it is possible to substitute the present perfect with the present perfect progressive. If possible, make the switch.

1. Some scientists have predicted that in the future we will live on Mars.
2. Margaret has just found out that she has cancer.
3. Harold has had the same haircut since I met him.
4. People have played backgammon for thousands of years.
5. Matthew has seen this movie four times, but he still loves it.
6. You haven't told us the bad news yet.
7. I have worked as a teacher for ten years.
8. Since he was nineteen years old, he has studied languages.
9. I have never taken a chemistry class.
10. She has lived in Quito for twelve years.
11. I've played pool twice this week.
12. I have played a lot of pool recently.



## **EXERCISE 2: SIMPLE PAST VS. PRESENT PERFECT**

Listen to the statements. Choose the best meaning for each.

1. A) He arrived to Riobamba.  
B) He is still on his way to Riobamba.
2. A) He doesn't drive a stick shift any longer.  
B) He still drives a stick shift.
3. A) We know she isn't going to bake the turkey.  
B) We are expecting her to bake the turkey.
4. A) The keys are missing.  
B) She eventually found the keys.
5. A) He's worked here for eight months.  
B) He's worked here since August.
6. A) The boy is no longer on the corner.  
B) The boy is still on the corner.
7. A) The boy is no longer on the corner.  
B) The boy is still on the corner.
8. A) Rob no longer lives in Memphis.  
B) Rob still lives in Memphis.
9. A) Pete knows Korean.  
B) Pete is still learning Korean.
10. A) Boris no longer lives in Iceland.  
B) Boris still lives in Iceland.



## WHAT'S YOUR ALIBI?

A bank in the neighborhood has been robbed. Witnesses say that they saw the suspects run from the bank to the facilities of CEC. Three people in your class are suspects.

### SUSPECTS

Choose three people to be the suspects. They must leave the room in order to make an airtight alibi. They have five minutes to come up with (and agree upon) anything the police may want to know, e.g. where they were at the time of the crime, what they were doing, who they were with, etc.

### DETECTIVES

The rest of the students are the detectives. While the suspects are agreeing upon an alibi, the detectives should get into groups of three (one in each corner of the room) and start thinking of questions they are going to ask them. The questions should be general, as well as specific, such as where they were at a certain hour, who they were with, how long they have been in class, etc. Once the suspects come back into the room, each group of detectives will interview each one separately. Compare the answers of all three suspects. When you have found five discrepancies in their answers, you have found your bank robber!



## UNIQUE USES

Look at each of these everyday objects. Discuss the uses of each. Then, working with a partner, find new uses for them. There is an example to get you started.

spoon: to dig a hole, to relieve swollen eyes (a cold spoon), to play music

fork

tweezers

wine glass

photo frame

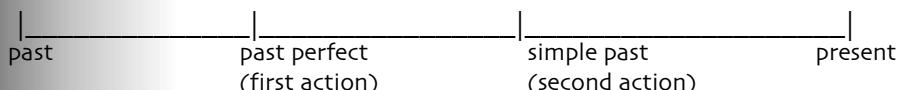


## PAST PERFECT

*She had already spent all her money when I talked to her.  
Hank and Jeremy had spoken to your mother before you came home.*

***had + past participle (main verb)***

- Used for an action that happened before another action in the past. The last action is usually in the simple past.

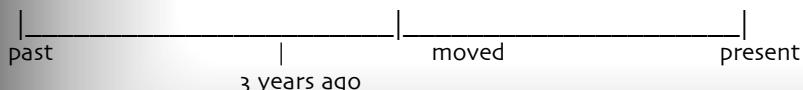


*I got home at eleven, but everyone had already gone asleep.  
The plane had left by the time I got to the terminal.*

- Often used with relative pronouns like *before*, *after*, and *when*.

*After Lynn had gone to the grocery store, she went to her mom's.  
Before Lynn went to her mom's, she had gone to the grocery store.  
When Lynn went to her mom's, she had already gone to the store.*

- Used for an action that began and continued in the past for a period of time, but stopped before the present.



*I had lived in Bogota for three years before I moved to Quito.*

### **EXERCISE 1: SIMPLE PAST VS. PAST PERFECT**

Fill in the blanks with the simple past tense or past perfect.

When I \_\_\_\_\_ (move) to Chicago last year, I \_\_\_\_\_ (not be) there for over ten years. I \_\_\_\_\_ (arrive) the afternoon before I had to start my new job, and \_\_\_\_\_ (decide) to spend some time walking around the city thinking about all of the good times I \_\_\_\_\_ (have) there when I was a student.

As I was strolling along the shore of Lake Michigan, I \_\_\_\_\_ (see) a woman in the crowd. I immediately \_\_\_\_\_ (recognize) her. It \_\_\_\_\_ (be) Kadija, a young woman I \_\_\_\_\_ (share) a dorm room with during my last year of college. I \_\_\_\_\_ (lose) her address years ago and had been unable to contact her. She \_\_\_\_\_ (continue) to walk by me, head down. I could tell she \_\_\_\_\_ (not see) me, so I \_\_\_\_\_ (call) her name and she \_\_\_\_\_ (look) up. As she \_\_\_\_\_ (raise) her head, I \_\_\_\_\_ (notice) that she had been crying. We quickly \_\_\_\_\_ (say) hello, and I \_\_\_\_\_ (ask) her what was wrong. She said that she \_\_\_\_\_ (got) in a fight with her husband, and he \_\_\_\_\_ (punch) her. She \_\_\_\_\_ (not be) embarrassed to tell me this. It felt as if we \_\_\_\_\_ (graduate) from college just last week, as if the years \_\_\_\_\_ (not pass).

I \_\_\_\_\_ (invite) her out for coffee. We \_\_\_\_\_ (talk) all afternoon. I \_\_\_\_\_ (learn) that Kadija \_\_\_\_\_ (marry) a man who later became an alcoholic. She \_\_\_\_\_ (feel) as if she had no escape from her marriage. After a long talk, learning about everything that \_\_\_\_\_ (happen) to her in the last ten years. I \_\_\_\_\_ (convince) her to leave her husband and come share an apartment with me. We \_\_\_\_\_ (become) roommates again, just as we \_\_\_\_\_ (be) during college!

### ***EXERCISE 2: PAST PERFECT WITH WHEN AND AFTER***

Use **when** or **after** and the past perfect to make a sentence for each situation.

1. I called my girlfriend. Then I wrote a letter to my mother.  
\_\_\_\_\_
2. I arrived home. Then I realized that I lost my keys.  
\_\_\_\_\_
3. I sent an e-mail to my friend, apologizing for my behavior. Then I felt better about the situation.  
\_\_\_\_\_
4. She walked in the room. We noticed that she had a bad day.  
\_\_\_\_\_
5. Everybody at the meeting had a chance to give an opinion. Then we took a vote.  
\_\_\_\_\_
6. He tried on three jackets. Then he decided which one was his favorite.  
\_\_\_\_\_
7. Irving looked for his slippers under all the beds in the house. Then he went to the store to buy new ones.  
\_\_\_\_\_
8. Helen finished making her husband's lunch. Then she watched her soap opera.  
\_\_\_\_\_



## PAST PERFECT PROGRESSIVE

*I had been living in Bogota for three years before I moved to Quito.*

*She had been writing in her diary for ten months.*

***had + been + verb(ing)***

- Can be used instead of the past perfect for an action that began and continued in the past, but stopped before the present.

### **EXERCISE 1: PAST PERFECT PROGRESSIVE**

Read the story below. Then answer the questions using the past perfect progressive.

Last weekend, everyone in my sorority was very busy. Patricia went jogging; Tammy painted her room dark green; Rebecca worked in the garden; Tricia fixed her car; Victoria went to the mall for school supplies; Alice repaired the shower; Jenny went to her swimming lessons; and I fell off of my bike and broke my leg!

1. Who was wearing a sweatshirt at lunch? Why?  
*Example: Patricia, because she had been jogging.*
2. Whose hair was all wet?
3. Who had dirty hands and knees?
4. Who came home with shopping bags?
5. Whose hair had green streaks in it?
6. Who had a cast on?
7. Who had grease all over her hands and face?
8. Who had a tool belt on?

### **EXERCISE 2: PAST PERFECT PROGRESSIVE**

In a bad neighborhood, police were investigating a car jacking. They asked a variety of suspects what they had been doing at midnight the night before. All of the suspects told lies. Look at the chart below and report on what the suspects said they were doing and what they had actually been doing.

*Example: Timmy said that he had been playing video games, but actually he had been spray-painting his neighbor's garage.*

Name	What told police they had been doing	The truth
Timmy	playing video games	spray-painting his neighbor's garage
Mr. Cooper	studying English	watching neighbors with binoculars
John "the Snake" Novak	watching a soap opera	mugging people on the street
Ms. Parmley	writing thank-you notes	forging hundred dollar bills
Ms. Minnick	polishing her silver	planting a bomb
Grandma Fry	sleeping	selling drugs
Miss Henry	doing her nails	buying drugs from Grandma Fry

### **EXERCISE 3: PAST TENSES**

Choose the correct form of the verb. (Use past perfect, past perfect progressive, or simple past.)

1. After Hans \_\_\_\_\_ (wash) his truck, he began to study.
2. Jane \_\_\_\_\_ (wait) for 30 minutes before the trolley came.
3. The police officer read the suspect his rights after she \_\_\_\_\_ (arrest) him.
4. Jean \_\_\_\_\_ (clean) the lab after she had completed the experiment.
5. The car \_\_\_\_\_ (flip) two times and then it blew up.
6. We checked our papers after we \_\_\_\_\_ (take) the quiz.
7. Marie \_\_\_\_\_ (enter) university after she had graduated from high school.
8. Vito had talked for hours before someone \_\_\_\_\_ (make) him shut up.
9. Kim sent a letter to her friend after she \_\_\_\_\_ (find) out the news.
10. Carol had broken up with her boyfriend before she \_\_\_\_\_ (start) to go out with me.
11. In the morning the schools were closed because it \_\_\_\_\_ (snow) all night long.
12. She crashed into a pile of rubble left by workers who \_\_\_\_\_ (repair) the road.
13. He worked for a company that I \_\_\_\_\_ (never hear) of.
14. Because he \_\_\_\_\_ (not change) the oil, his car \_\_\_\_\_ (break) down.
15. My sister \_\_\_\_\_ (got) divorced because her husband \_\_\_\_\_ (cheat) on her.



## USE YOUR IMAGINATION

Use your imagination to make something from the following objects:

1. a piece of string, an eraser, and a mug
2. a thumbtack, a candle, and a notebook
3. a mayonnaise jar, a keychain, and a button



## CRAFTS

Make a list of some typical crafts from your culture.

Below are two readings about different types of crafts from opposite parts of the world. Divide the class into two groups. The first group reads “*Komboloi*.” The second group reads “Dream Catchers.” After each group has finished reading and understanding its article, a member of Group 1 should pair with a member of Group 2. Without looking at the article, each student should explain to the other student what it was about. Afterwards, the groups should break up, and each student should try to answer the questions from the article he/she did not read, using the information that was given by his/her partner.



## **GRAFTS AROUND THE WORLD**

### **Group 1: *Komboloi***

If you have ever been to Greece, you may have seen a group of men sitting around a table in a storefront playing backgammon. Between moves, you may have caught a glimpse of flashing beads swirling amongst their hands. These are *komboloi*, or worry beads, and are swirled from finger to finger by many Greeks (although it is considered unladylike for a women to do so in public).

Worry beads are short strands of beads made from a variety of materials: from plastic to ceramic, bone to glass, amber to coral. Although amber is the traditional stone used for these rosary-like strands, there are many types. Some beads are squared-off like dice, for good luck in gambling and games of chance. Some are made of cobalt blue "eye" beads, which are believed to ward off the Evil Eye. Whatever the variety, worry beads can be found for sale on almost any street corner. Prices range from five Euros to over a thousand, depending on the quality and the material used. Sometimes they have a small medallion of a saint attached, often St. Christopher, patron saint of travelers. For tourists, a medal with an image from Greek culture, such as the Acropolis or a windmill, is often attached. These touristic trinkets rarely show up in a Greek hand, however.

The benefits of *komboloi*-swirling are many. The Greeks claim it can soothe tensions, reduce blood pressure, and even stimulate acupuncture points in the fingers! The gentle click-clack of the beads bumping against one another have a relaxing effect. It has even been said that by twirling the worry beads, one can quit smoking!

So break out those beads and seek serenity any time life throws you for a loop!

### **Group 2: Dream Catchers**

The dream catcher is a huge part of Sioux Indian culture. This indigenous tribe of North America uses the dream catcher as a "web of life." This icon of Sioux life is a circular hoop which is woven like a spider's web. Sometimes they carry beads and feathers, also. It is hung above their beds or some other place in the home in order to sift their dreams and visions. They believe that the good in their dreams is captured in the web of life on the dream catcher, and is carried with them for the remainder of their lives. The evil, however, escapes through the hole in the center of the web and is no longer a part of them. In other words, good stays with the person due to the dream catcher, while evil is thrown away.

The legend behind the creation of the dream catcher starts with a spiritual leader who was on a mountain and had a vision. In his vision, Iktomi, the famous trickster and teacher of wisdom, appeared to him in the form of a spider. Iktomi spoke to the man in a sacred language. As he spoke, he took the man's willow hoop and began to spin a web. He spoke of the cycles of life: how we began as infants, needing to be taken care of by others, and end as elders, needing to be taken care of as infants.

Iktomi warned the man of bad forces. "If you listen to the good forces in your life, they will steer you in the right direction. But if you listen to the bad forces, they will hurt you, and you will interfere with the harmony of nature."

When the spider Iktomi finished the web, he presented it to the spiritual man. "This web is a symbol for your people. With it, it will help your people reach their goals and dreams, and make good use of their visions. It is a perfect circle, except for the hole in the center. Through this hole the bad forces will escape."

To this day, the Sioux believe that the dream catcher holds the destiny of their future.

#### QUESTIONS FOR GROUP 2, BASED ON THE ARTICLE *KOMBOLOI*

1. What is another name for *komboloi*?
2. What is the purpose for using *komboloi*?
3. Who would you probably not see using *komboloi*?
4. If you were going on a trip, which type of *komboloi* would be good to have with you? Why?
5. What are some of the advantages to using *komboloi*?

#### QUESTIONS FOR GROUP 1, BASED ON THE ARTICLE *DREAM CATCHERS*

1. What thing in nature is the dream catcher based upon? Why?
2. How does a dream catcher work? Why is it important in Sioux culture?
3. Why is the dream catcher in the shape of a circle?
4. What was the role of Iktomi in the creation of the dream catcher?
5. Where would you probably find a dream catcher?

After the questions have been answered, groups can reunite and compare answers, or each group can read the other's article and check the answers together.



### FUTURE PERFECT

*By the time Mary graduates next June, she will have turned eighteen.  
I will have studied here for three years by the time the new gym is inaugurated.  
She will have answered his letter by the time he finally returns.*

***will + have+ past participle***

- Expresses an action that will be completed in the future before another action is completed.
- Often used with the expression *by the time*, which is usually followed by the simple present.
- It is not common to use contractions in this tense.

#### **EXERCISE 1: FUTURE PERFECT**

**(Note: Students will need a calculator for this exercise.)**

Look at each of the situations below. Then answer the questions.

**A.** Penny is a secretary. She works five days a week, three hours a day. She can type eighty words a minute. She has a big project coming up, in which she needs to type 300 pages. Each page is 250 words.

1. How many pages will she have typed after one day?
2. If she starts today, how soon will she have finished the project?
3. How long will she have been typing when she has typed 100,000 words?

- B.** Bob is a freelance writer. He writes six-page articles for a local magazine. He writes three pages a day and takes no holidays.
1. How many articles will he have written after one week? after one month?
  2. Bob needs to write a minimum of 100 articles a year in order to make ends meet. How many days will he have been working in order to meet this goal?
  3. How long will he have been writing when he finishes 75 articles?
  4. Bob is paid \$250 per article, and owes \$7500 on his new car. How many articles will he have written in order to pay off his car?
- C.** Donna is a caterer for weddings. She caters one wedding per week.
1. If it takes Donna one hour to make appetizers for thirty people (one appetizer per person), how long will she have worked to make appetizers for a wedding of 270 guests?
  2. How many appetizers will she have made after twenty hours of work?
  3. It takes Donna three hours to cook a main dish for thirty-five people. How long will she have been cooking if she cooks main dishes for a group of 245 people?
  4. Donna earns \$1,250 per event. How much money will she have earned by her 112th event? How many months will she have catered by then?

### ***EXERCISE 2: FUTURE PERFECT***

Make predictions about the future based on the information below.

1. extinction of animal species

---

2. transportation

---

3. medical breakthroughs

---

4. Ecuador

---

5. computers

---

6. sources of energy

---

7. space exploration



## **FUTURE PERFECT PROGRESSIVE**

*I will have been studying in this university for five years when the construction work is finished.*

*When Mrs. Smith retires next month, she will have been working here for twenty-five years.*

*Alana will have been cleaning the house for two hours when her husband comes home.*

***will have been + (verb + -ing)***

- The future perfect progressive emphasizes the duration of an event, or how long the future event will be in progress before another event in the future takes place.
- There is sometimes little or no difference between the future perfect and future perfect progressive.

### **EXERCISE 1: FUTURE PERFECT PROGRESSIVE**

Ask your partner questions using the future perfect progressive. Write the answers your partner gives you. Write your own questions for the last two.

1. By next December, how long will you have been studying at CEC?

---

2. By next year, how long will you have lived in this city?

---

3. By next month, how long will you have been married/divorced/single?

---

4. By April, how long will you have been working/studying?

---

5. By next week, how long will we have been studying English in this level?

## **EXERCISE 2: FUTURE PERFECT VS. FUTURE PROGRESSIVE**

Fill in the blank with the correct form of the verb in parentheses.

1. By the year 2050, most people \_\_\_\_\_ (have) their genome mapped out.
2. When her father quits, he \_\_\_\_\_ (work) for IBM for twenty years.
3. If your plane leaves at one a.m., I \_\_\_\_\_ (sleep) for three hours before your plane even takes off.
4. Jack \_\_\_\_\_ (turn) thirty by the time he gets married.
5. By June 26, they \_\_\_\_\_ (divorced) for seven years.
6. A hundred years from now, people \_\_\_\_\_ (replace) oil with solar energy.
7. If I get a good grade, I \_\_\_\_\_ (fulfill) my mother's expectations.
8. Tomorrow at this time, I \_\_\_\_\_ (finish) this book.
9. When you call, I \_\_\_\_\_ (fix) the roof.
10. Next week, I will hand in my composition. If all goes as planned, I \_\_\_\_\_ (receive) an "A" by Friday.

## **EXERCISE 3: FUTURE**

Finish the sentences below in your own words.

1. By next week I will have \_\_\_\_\_.
2. When Andrew calls, we \_\_\_\_\_.
3. We'll be studying when \_\_\_\_\_.
4. We will have been waiting for them for two hours \_\_\_\_\_.
5. By next year the university \_\_\_\_\_.
6. When Allison graduates, she \_\_\_\_\_.



### **A PIECE OF AMERICA - QUILTS**

Do women in your culture ever get together and do crafts? If so, what kinds of crafts do women usually do together? If not, what kinds of activities are popular for women in your country?

After listening to the talk about quilts, match the phrases in Column B to the sentence in Column A.

## Column A

1. Quilting is older than \_\_\_\_.
  2. A quilt is similar to \_\_\_\_.
  3. Reunions in which women would work on quilts were called \_\_\_\_.
  4. Inside a quilt is a layer of \_\_\_\_.
  5. Quilts were often used as \_\_\_\_.
  6. The final stitch on a quilt is called \_\_\_\_.
  7. In the past, women often quilted during \_\_\_\_.
  8. Nowadays some people quilt to \_\_\_\_.
  9. Quilts are made of pieces of fabric called \_\_\_\_.

## Column B

- a. quilting
  - b. patches
  - c. blizzards or prairie storms
  - d. a blanket
  - e. quilting bees
  - f. feathers or wool
  - g. earn money
  - h. the United States
  - i. currency



# THE APOSTROPHE

*John's books*  
*my friends' husbands*  
*Cris's pen (or Cris' pen)*

*everybody's friend  
the wives' houses  
my children's bedrooms*

1. Use an apostrophe to show ownership ('s).
    - For singular nouns that end in *s*, you may either add ('s) or only the apostrophe.
    - For plural nouns ending in *s*, it is necessary to add only the apostrophe.
    - For irregular plural nouns, add ('s).

*my brother-in-law's girlfriend*                            *som*  
*the Minister of Education's proposal*                *Ann*  
*Ann's and John's car (or Ann and John's car)*

- For compound nouns (e.g. *brother-in-law*), add the ('s) only to the last word.
  - To indicate individual ownership, add ('s) to each of the nouns. (In this case, the noun will be plural.)
  - When the noun belongs to both parties, you may add ('s) to each name (with a singular noun) or only to the last name mentioned.



## THE APOSTROPHE

2. Apostrophes are also used to indicate the omission of a letter in contractions or in mirror speech (speech which attempts to mimic the way people speak).

*don't                    won't                    can't* (contractions)  
“*S'pose he says he wants to come with us?*” *the mechanic said.*  
“*I can't be waitin' all night for his call.*” (mirror speech)

4. Use apostrophes in order to form the plural of single letters and abbreviations followed by periods.

*His t's are not crossed.*  
*All the Ph.D.'s we offer are four-year programs.*

### **EXERCISE 1: POSSESSIVES ('S)**

Locate the use of the possessive in the sentences below and rewrite them to include an apostrophe. The first one is done for you.

1. The compositions of the students were returned the next day.

*The students' compositions were returned the next day.*

2. We are planning to invite the children of Bob and Jane to the party.
- 

3. The telephone of Andrés was broken for over a week.
- 

4. The family of my mother-in-law is coming to visit next week.
- 

5. The ideas of the president were not well accepted by the general population.
- 

6. The clothes of teenagers look ridiculous nowadays.
- 

7. The sister of the friend of Barbara knitted this sweater.
- 

8. The paper of anybody else would be neat and well-written, but the paper of Bess is a mess!
- 

9. Daring to be different, the girl wore the earrings of her stepmother to the party.
- 

10. All of the first names of the wives of my cousins start with an A.
-

## EXERCISE 2: APOSTROPHE

Correctly punctuate the sentences below by putting the apostrophe in the correct position.

1. If you look under the Ms of the phone book, you will find our number.
2. "Im not going to be gettin on my knees and beggin her to like me," the little boy said without conviction
3. Cathys os and as look alike so its difficult to read her papers when they are handwritten, which is almost always.
4. "I think Ill call Hank bout this case an see if he can understand it," the farmers wife said.
5. The womens children were happily playing on the playground when it began to rain.
6. Although I may not have time, Ill try to call Scott and tell him about his sisters recital.
7. Ross and Ginas boat is big enough for the five of us.
8. Mr. Illescas vs sound like bs, so his verys are often mistaken for berrys.



## INTERNET

Have you ever worked on a project in the home by yourself? In the U.S. do-it-yourself projects are becoming more and more popular. Both men and women are becoming handymen at home. So popular is this pastime that Cable TV has created a channel specifically for do-it-yourselfers. The name of the channel is DIY (can you guess what the initials stand for?).

You can find the DIY channel on the Internet at [www.diynet.com](http://www.diynet.com). Here is a place to visit to see if you are ready to learn how to fix things up yourself. On this site you can find information about many things, such as how to change the oil in your car, how to build a doghouse, and how to repair a toilet. If you are into crafts, learn more about scrapbooking and decoupage. For those of you who have a green thumb, try your hand at some of the gardening ideas. Even recipes for entertaining at home, as well as ideas about how to decorate, are available.

 Find a project on the web site that you are interested in. If it is a recipe or craft, bring it to class when it is finished in order to share it with the others. You can explain to your classmates the steps involved in the project. If it is a larger project that is difficult or impossible to bring to class, prepare a report for your classmates about how the project turned out.

**Answers to Communication Activity: Skills**

communication, be expressive, imagination, creativity, handiness, patience, artistic, (a good) listener

**Answer to Reading: The Riddle of the Three Hats**

Carl's hat was white. Since none of the men knew the answer right away, Carl realized that all three men must be wearing the same color. He knew that if someone had seen a black hat, that person would have immediately known the answer. But since all three men only saw white hats, no one was sure at first what color he was wearing. Carl told his answer to the king, and the three men were set free.



## APATHY IN YOUNG VOTERS

Discuss the pros and cons of having a mandatory vote (such as in Ecuador). Do you think every country should implement this system? Why or why not?

### Apathy in Young Voters: a Disease with a Cure?

Some people say that the older one gets, the harder it gets to trust people. In general, most believe that young people are more trusting and willing to give others the benefit of the doubt. However, this common myth has not been true when it comes to the polls. In fact, since 1972, when people over 18 were first given the right to vote, the number of young voters casting ballots has steadily dropped.

Why don't young voters turn out to vote? Many feel that politicians cannot be trusted. Others feel that no one listens to them, and their vote is a waste of time.

But young voters are not the only ones who have stopped participating in this important rite. Since 1950, voter participation has steadily dropped, despite signs that it was on the rise. As more people attended college after high school, and as more women and ethnic groups voted, it was expected that higher rates of voters were inevitable. Ironically, however, from 1960-2000, the rates have been decreasing. In 1960 turnout was nearly 65% in the presidential election, compared to 51% in 2000 and 39% in the November election of 2002. It isn't just fewer voters, either, but a trend that is occurring at all levels of society. In 1960, 60% of the nation turned the TV to the October presidential debates. In 2000, this number had dropped to less than 30%.

### **Comprehension questions**

1. When were eighteen-year-olds first given the right to vote?
2. Why don't young voters go to the polls more often?
3. Why was it thought that around 1950 more people would begin to vote?
4. What has been the trend in voters of all ages in the U.S.? Why do you think this is happening?

### **Group Discussion questions**

1. Do you think it is important for all people to vote? Why or why not?
2. In the U.S., it is not mandatory to vote. How do you feel about this policy?
3. What are some things that could be done in order to get more young voters to the polls? What could be done for voters of all ages?
4. Do you think it is important for young people to vote? Why?



Uncle

Sam



## SUBJECT-VERB AGREEMENT

Those people in the back room are my parents.

plural

plural

The study of languages is very interesting.

sing.

sing.

The effects of drug addiction are horrible in our community.

plural

plural

The fear of violent crimes has caused migration to other cities.

sing.

sing.

Several points of view on this issue have been proposed.

plural

plural

- Every verb must agree with its subject.
- It is important to recognize the subject in every sentence.
- When subject and verb are separated by a prepositional phrase, the prepositional phrase has no effect on the verb.
- Expressions that do not influence the verb phrase:

**together with**

**along with**

**accompanied by**

**as well as**

*My parents, together with my aunt, are going to the game tonight.*

*Bati, accompanied by his friends, is singing at a bar.*

*Quito, along with other capitals of South America, is complaining about the resolution.*

*Jack, as well as two more students, is applying for his M.A.*

### **EXERCISE 1: SUBJECT-VERB AGREEMENT**

#### **SPECIAL EXPRESSIONS**

Write one sentence with each of the following phrases.

a) TOGETHER WITH

b) ACCOMPANIED BY

c) ALONG WITH

d) AS WELL AS

### **EXERCISE 2: ERROR CORRECTION - SUBJECT-VERB AGREEMENT**

Each sentence below has a mistake in the subject-verb agreement. Correct the mistake.

1. The president, together with the Congressmen, have to answer our questions.
2. Sebastian, accompanied by his girlfriend, like to go out for pizza every Tuesday night.
3. Angela, as well as her mother, are preparing Thanksgiving dinner.
4. The results of the test has been posted on the bulletin board.
5. The days of the week that she works is Monday, Wednesday, and Thursday.
6. The annual report of the universities are due in one month.
7. The girls on the bus goes to the same school.
8. The study of microbes are important for the advancement of the field of pathology.
9. The insects on the screen door has been buzzing for hours.
10. The populations of industrialized countries is increasing each year at an alarming rate.

### **EXERCISE 3: RECOGNIZING SUBJECTS**

Underline the subject in each sentence. Then finish each sentence with the correct form of the verb in parentheses.

1. Several arguments against this proposal \_\_\_\_\_ (be) voiced last week.
2. The threat of gangs \_\_\_\_\_ (be) stronger every day.
3. My cousins, as well as my husband, \_\_\_\_\_ (play) tennis every Saturday morning.
4. The house with the broken windows \_\_\_\_\_ (be) for sale.
5. Tom and Linda, along with Charles, \_\_\_\_\_ (be) going fishing next week.
6. The apartments in that brochure \_\_\_\_\_ (be) for sale.
7. Jessica, along with her best friend, \_\_\_\_\_ (like) to play chess once a week.
8. Deer \_\_\_\_\_ (be) frequently seen along this stretch of the highway.
9. The Siberian tiger, in addition to other animals, \_\_\_\_\_ (be) an endangered species.
10. The rooms on every floor \_\_\_\_\_ (have) Cable TV installed.



## WHO WAS UNCLE SAM?

**Think about famous U.S. symbols. Make a list of them below.**

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**Listen to the talk about an American icon, Uncle Sam.  
Afterwards, fill in the information.**

Uncle Sam's appearance:

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How Uncle Sam probably got his name:

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---

When Uncle Sam first appeared:

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---

**Draw what you believe Uncle Sam must look like, based on the information you have on him, or create your own Uncle Sam-like character for your country.**

A large, empty rectangular box intended for a child to draw their own version of Uncle Sam or another national character.



## LETTER TO THE CONGRESS

Write a letter to one of your Congressmen, regarding an issue you feel strongly about.

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## NO / NONE

*None of the money in Ecuador is safe.*

**none of the + uncountable noun + singular verb**

*None of the teachers have gotten their money yet.*

**none of the + plural countable noun+ plural verb**

*There is no person I would rather see than you.*

*There is no water in my house.*

**no + singular countable noun / uncountable noun + singular verb**

*No samples were given at the fair.*

**no + plural countable noun + plural verb**

- **None** and **no** may be conjugated by a singular or plural verb, depending on the noun that follows.

- **None** may never be used for singular countable nouns.

- **None** may be used alone, as in a response to a question.

*How much money do you need?*

*-None.*

## EXERCISE 1: NO VS. NONE

Fill in the blank with the correct form of the verb in parentheses.

1. No answers \_\_\_\_\_ (be) given at yesterday's press conference.
2. None of the water in the city \_\_\_\_\_ (be) fit to drink.
3. None of the workers \_\_\_\_\_ (have) been paid for the month of September.
4. None of the pens in this drawer \_\_\_\_\_ (work).
5. No municipal offices \_\_\_\_\_ (be) open on holidays.
6. No daughter of mine \_\_\_\_\_ (be) going to dress like that!
7. No news \_\_\_\_\_ (be) good news.
8. None of the information we get \_\_\_\_\_ (be) valid.



### EITHER // NEITHER

***Neither Karl nor Mark is going to class today.***  
**singular**

***Neither Joe nor his classmates have done the homework.***  
**plural**

***Either my mom or her friends are playing cards tomorrow.***  
**plural**

***Either your friends or my sister is going to take the test.***  
**singular**

- After **either...or** and **neither...nor**, conjugate the verb according to the last noun used.
- If the noun following **or/nor** is singular, use a singular verb.
- If the noun following **or/nor** is plural, use a plural verb.

## ***EXERCISE 1: NEITHER / NOR***

Write sentences about the following subjects using *neither/nor*.

William Shakespeare	your parents
your best friend	your coworkers
Guayaquil	your classmates
Quito	Ecuadorian presidents
George Washington	musical bands
Madonna	your siblings

*Example:*

*Neither my parents nor my best friend has Cable TV.*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

## ***EXERCISE 2: VERB AGREEMENT***

### ***EITHER/OR AND NEITHER/NOR***

Circle the correct verb in each sentence.

1. Either Lydia or her brother (have/has) the information.
2. Either the group of tourists or the tour guide (pay/pays) the fee.
3. Neither Jeffrey nor his cousins (want/wants) to work in another city.
4. Either the students or the teacher (choose/chooses) the movie on movie day.
5. Every Saturday afternoon either my husband or my children (make/makes) dinner.
6. Neither my children nor my husband (wash/washes) the dishes, however.
7. Neither the principal nor the secretaries (know/knows) where the original copy of the student list is.
8. Either Grandma or Grandpa (call/calls) me every Friday night.
9. Either my parents or my grandmother (send/sends) me a check for school supplies each semester.
10. Neither Florence nor her friends (know/knows) the answer.



## PNI ABOUT YOUR COUNTRY

Make a PNI (Positive, Negative and Interesting) list about your country. You may choose to focus on a particular subject, such as political structure, pop-culture, or any other topic that you like.

**POSITIVE****NEGATIVE****INTERESTING**

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## ELECTION DAY

Divide the class into two groups. Group 1 will be the politicians, group 2 the public. The public must write up a list of demands (working individually). The public presents its demands to the politicians, calling on them one at a time. Each politician must give his/her proposals of how he/she would meet the public's demands. After about twenty minutes of this activity, hold elections. Which politician won?



## WORDS THAT ARE ALWAYS SINGULAR

*Does anyone know the answer?  
There is nothing wrong on this test.  
No one helps anymore.*

- Some words always take a singular verb and pronoun.

<b>nobody</b>	<b>no one</b>	<b>nothing</b>	<b>each</b>	<b>either/neither*</b>
<b>any+sing. noun</b>	<b>every+sing. noun</b>			<b>some+sing. noun</b>
<b>anybody</b>	<b>everybody</b>			<b>somebody</b>
<b>anyone</b>	<b>everyone</b>			<b>someone</b>
<b>anything</b>	<b>everything</b>			<b>something</b>

\* For exceptions to this rule, see the explanation about either/neither above.

### **EXERCISE 1: SINGULAR PRONOUNS**

Fill in the blanks with the correct form of the verb in parentheses.

1. \_\_\_\_\_ (do) anyone have the answer to number five?
2. Somebody always \_\_\_\_\_ (write) in the book, although I tell them not to.
3. There \_\_\_\_\_ (be) something I need to tell you.
4. No one \_\_\_\_\_ (listen) to the teacher.
5. \_\_\_\_\_ (have) somebody told you when your first day on the job is?
6. Something \_\_\_\_\_ (have) been bothering her lately, but no one \_\_\_\_\_ (know) what it is.
7. Anyone \_\_\_\_\_ (can) take this class, but not everyone \_\_\_\_\_ (pass).
8. There \_\_\_\_\_ (be) nothing special about the way she treats you.
9. Each of the students \_\_\_\_\_ (have) the book.
10. Every French class \_\_\_\_\_ (be) on the eighth floor.



## COLLECTIVE NOUNS

*Congress has already passed the law.*

*Our class is very big this cycle.*

*The public booed when the singer came on stage.*

*The government always has its own version of every event.*

- Collective nouns refer to a group or set of people or things.
- Collective nouns take a singular verb.
- Common collective nouns in English:

herd (of cattle)

Congress

club

family

school (of fish)

team

class

jury

pack (of dogs)

public

government

army

pride (of lions)

group

committee

crowd

flock (of sheep, birds) majority\*



### **NOTE:**

Majority is used in the plural when with a plural noun. When alone, it is usually considered singular.

*The majority believes that we need a new president.*

*The majority of teachers are paid less than minimum wage.*

- Plural nouns used collectively (as one entity) are often used with a singular verb. This often happens with periods of time or amounts of money.

*Two hours is enough to finish the test.*

*Three weeks is long enough for a vacation.*

*Four miles is far to run.*

## **EXERCISE 1: ERROR CORRECTION**

### **PLURAL NOUNS VS. COLLECTIVE NOUNS**

Circle the errors in the following sentences. Make the corrections above them.

1. The scissors I bought is in the left-hand drawer.
2. Her team always lose in the final seconds of the game.
3. He wears glasses that is too big for his face.
4. Congress have passed a law regarding littering on the highways.
5. The majority agree that the law is a step in the right direction.
6. The majority of citizens agrees that the law is a step in the right direction.
7. The shorts she is wearing is too tight.
8. Economics are my favorite conversation topic.
9. All TV series has been approved by the Federal Communications Commission.
10. The news are on at 10 p.m. every day except on Saturdays.
11. Two hours are not enough time to finish this test.
12. Three days are enough time to finish this project.
13. Measles are a common childhood disease.
14. Fifty dollars are a lot of money to have stolen.
15. The public always laugh at his jokes.

## **EXERCISE 2: SINGULAR VS. PLURAL**

Make two columns listing six more words or phrases that mean singular but need to be conjugated as plural, and words that mean plural although they are conjugated as singular.

### SINGULAR

trousers

### PLURAL

herd of cattle

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## PRESIDENTIAL ELECTION

Make a list of common topics that are addressed by presidential candidates.

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If you had the chance to talk to a presidential candidate of the U.S., what two questions would you ask him/her?

a) \_\_\_\_\_ ?

b) \_\_\_\_\_ ?

Listen to the two presidential candidates discuss their views on certain topics. Fill in the chart below.

<b>Candidate 1's stand on:</b>	<b>Candidate 2's stand on:</b>
ABORTION	ABORTION
TAXES	TAXES
HEALTH CARE	HEALTH CARE
VIOLENCE	VIOLENCE



## MURDER BY MAIL

Less than a month after the terrorist attack on the Twin Towers in New York, another tragedy occurred. Anthrax was found in a few letters to some prominent people, creating another public scare.

The anthrax arrived in a powder sent in letters. One of those letters, addressed to NBC news anchor Tom Brokaw, read: "09-11-01 THIS IS NEXT. TAKE PENACILIN NOW. DEATH TO AMERICA. DEATH TO ISRAEL. ALLAH IS GREAT." Another, addressed to the then-Senate majority leader Tom Daschle, read: "09-11-01 YOU CAN NOT STOP US. WE HAVE THIS ANTHRAX. YOU DIE NOW. ARE YOU AFRAID? DEATH TO AMERICA. DEATH TO ISRAEL. ALLAH IS GREAT."

Immediately terrorist activity was suspected. But not long afterwards, experts quietly began to suspect that the anthrax scare had been an inside job, probably a U.S. scientist.

One of the clues that led experts to believe the anthrax was sent by a U.S. scientist started with the date on the letters. In most of the world, the day comes before the month. Here, however, was a direct reference to September 11th – written as an American probably would have. The person who had sent the letter, however, was clearly trying to make it seem that the offender was foreign and not fluent in English. Take the expressions "THIS ANTHRAX" and "YOU DIE NOW." By the misspelling of penicillin ("penacilin"), the sender wanted people to think that he was not well-educated, perhaps a non-English speaking foreign fanatic. Yet the anthrax was of professional quality. The envelopes had been well-sealed and carefully taped, as if not to contaminate anyone other than the recipient. Not exactly the workings of a crazed religious fanatic hoping to hurt many people.

Experts say that these facts, along with many others, do not correspond to typical terrorist activity. Now they suspect a U.S. scientist was involved, perhaps someone who has been working on an anthrax vaccine and needed to create a scare in order to support his argument that this vaccine is necessary. Only time will tell if those suspected are guilty.

This reading is just one recent example of the problems the U.S. has been confronted with. In your opinion, what are the two most significant problems the U.S. is suffering from right now? Explain why.

1

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2

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## A NUMBER OF / THE NUMBER OF

*A number of politicians are in jail.*

*A number of students are going to take the test next week.*

**A number of + plural countable noun + plural verb**

*The number of days in a week is seven.*

*The number of citizens applying for visas is increasing day after day.*

**The number of + plural countable noun + singular verb.**

- *A number of* refers to general information.
- *The number of* refers to specific information

### **EXERCISE 1: A NUMBER OF / THE NUMBER OF**

Choose the correct form of the verb in parentheses.

1. A number of tourists (is/are) going to climb the volcano tomorrow.
2. A number of us (is/are) going to the movies tonight. Do you want to come?
3. The number of classes we offer (has/have) been increasing each session.
4. The number of languages she knows (is/are) amazing.
5. A number of people (is/are) applying for the job.
6. The number of students in this room (is/are) greater than the number of seats.
7. A number of U.S. presidents (was/were) Masons.
8. The number of us with complaints (is/are) relatively small.



## VERBS AS SUBJECTS

*Eating pizza is what I enjoy doing most.*

*Teaching makes me happy.*

*Collecting coins is the most interesting hobby I've had.*

- Verbs acting as subjects are found in the gerund (-ing) form.
- Gerunds take singular verbs.

## ***EXERCISE 1: VERBS AS SUBJECTS***

Use the verbs below as subjects of the following sentences. You may use the verbs more than once.

<b>Collect comic books</b>	<b>Call friends</b>
<b>Drive</b>	<b>Make plans</b>
<b>Study</b>	<b>Go shopping</b>

1. \_\_\_\_\_ is a favorite hobby of mine.
2. \_\_\_\_\_ is difficult in a big city.
3. \_\_\_\_\_ can be expensive.
4. \_\_\_\_\_ is what I do on weekends.
5. \_\_\_\_\_ makes me feel content.
6. \_\_\_\_\_ is important to me.

## ***EXERCISE 2: VERBS AS SUBJECTS***

Use the verbs below as subjects in your own sentences.

<b>Write poems</b>	<b>Complain</b>
<b>Deposit money</b>	<b>Play (sport)</b>
<b>Have many friends</b>	<b>Sleep</b>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## THERE IS / THERE ARE

*There was no reply from her.*

*There were many accidents during the last holiday.*

*There have been several crimes in Quito.*

- With singular nouns

There is

There has been

There was

- With plural nouns

There are

There have been

There were

- After *there*, the verb *be* must agree with the noun that follows.

### **EXERCISE 1: THERE IS / THERE ARE**

Describe things that are in this room using *there is/there are*. Write ten sentences.

### **EXERCISE 2: THERE IS / THERE ARE**

Write sentences about things that you can/cannot find in your city.

beach

bars

shopping malls

lakes

80-story skyscrapers

restaurants

wild animals

hot springs

foreigners

gyms

rivers

waterfalls

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### ***EXERCISE 3: SUBJECT-VERB AGREEMENT - REVIEW***

Make sentences using the words provided.

1. Anyone / able to

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2. Neither Liga / Barcelona

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3. None / Representatives in the Congress

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4. A number / items in the market

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5. Either New York City / its suburbs

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### ***EXERCISE 4: SUBJECT-VERB AGREEMENT - REVIEW***

Choose the correct form of the verb.

1. Anything ( is / are ) better than going to a Barcelona game.
2. There (were / was ) too many people in the auditorium yesterday.
3. Mary's favorite baseball team ( is / are) the Minnesota Twins.
4. Everyone who ( hasn't / haven't ) paid for the course ( are / is ) out of the program.
5. The majority of the workers (want / wants ) to double their minimum wage.
6. My class ( studies / study ) on the fifth floor.
7. A number of presidents of Latin America ( are / is ) going to meet.
8. Those glasses ( is / are ) too big for your face.
9. The majority (think / thinks ) that the government ( is / are ) unfair.
10. There (is / are ) a big crowd in the theater today.



## **STRESS DIFFERENCES BETWEEN NOUNS AND VERBS**



Listen to the pronunciation of the bold-faced words in the following sentences. What is the difference in stress between the bold-faced words?

1. a) How did our company **project** its image in Japan?  
b) What **project** are you working on now?
2. a) What an **insult!** So she gave you back the present?  
b) When you **insult** someone you are showing bad manners.
3. a) When someone **progresses** to a new position, our boss throws a party.  
b) Our financial **progress** was impaired last year by the crisis.
4. a) What is that **object** on your desk?  
b) He didn't **object** to being the last person assisted.
5. a) They weren't going to **convict** the thief.  
b) The **convict** broke free sometime after midnight.

What general rule can you find for stress patterns between nouns and verbs?

**RULE:** When a two-syllable word is both noun or verb, the stress pattern may change. In nouns, the first syllable is stressed. In verbs, the stress is on the second syllable.

### **EXERCISE 1: HEARING STRESS DIFFERENCES**

Listen to the difference in pronunciation between the noun and the verb form of each word.

NOUNS	VERBS
convict	convict
permit	permit
survey	survey
suspect	suspect
conduct	conduct
project	project
present	present
upset	upset
recall	recall
discount	discount

Practice the words with a partner. Your partner will read one word from either column. Use this word in a sentence. Then switch roles.

## EXERCISE 2: IDENTIFYING WORDS

Listen to each word. Based only on the pronunciation, decide if the noun given is a verb or noun. Circle **V** or **N**. Put a tick above the syllable that receives the stress.

<b>V</b>	<b>N</b>	1. discount
<b>V</b>	<b>N</b>	2. conduct
<b>V</b>	<b>N</b>	3. recall
<b>V</b>	<b>N</b>	4. suspect
<b>V</b>	<b>N</b>	5. permit
<b>V</b>	<b>N</b>	6. upset
<b>V</b>	<b>N</b>	7. survey
<b>V</b>	<b>N</b>	8. project

Now listen again. This time you will hear the word used in a sentence. Check your answers.



## IS YOUR CITY FAMOUS?

Is there anything your city of origin is famous for? Are its people known for having certain qualities? Are there any foods that are typical of your hometown?

Morgan Quitno Press is a company that has performed some surveys about the fifty U.S. states. According to their information, the following states have been nominated for the categories below:

**Least intelligent state:** New Mexico

**Most livable state:** Minnesota (although one might wonder for whom? Polar bears? Also, how can this be said of the state where nine months of the year you start your day by scraping the ice off of your car for thirty minutes?)

**Safest state:** North Dakota (not hard for a state that has the population density of Mars)

The company also notes ridiculous state "things," which each state proudly claims it has. Some examples are:

Official State Cookie: New Mexico and Massachusetts

Official State Cooking Pot: Utah

Official State Flying Mammal: Texas (the Mexican free-tailed bat)

Other pieces of information on the states just go to prove that some states need to "get a life." Take for instance, the two states with the World's Largest Ball of Twine (each weighing in at more than 8 tons): Kansas and Minnesota.

## **EXERCISE 1:**

Think of 3-4 provinces or cities in Ecuador that are famous (or infamous) for something. Do they have any special attractions? Any strange anecdotes? Discuss your ideas in small groups.

Choose one and write a small travel brochure for it, inviting people to come to that province/city. Your invitation may be funny and sarcastic, or serious and practical – it's your call!

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## **INTERNET**

Learn more about the fifty U.S. states at [www.50states.com](http://www.50states.com). Here you can see state mottoes and nicknames, state trees, the origin of the names of the states, and other fun facts. Stun your family and friends with how much useless information you can accumulate about the U.S. states! For instance, in which state was Coca-cola invented? Which state is the Land of the Midnight Sun? Where was Scotch tape and masking tape invented? Where would you go if you wanted to see the roller-skating museum? Which state boasts the world's oldest rock? The world's largest cactus plantation?

 Make a questionnaire of your own, and share it with a friend.

(Answers to the questions above: Coca-cola was invented in Mississippi in 1894; Alaska is the Land of the Midnight Sun; Scotch and masking tape were invented at 3M, a Minnesota company; Nebraska has a roller-skating museum; the world's oldest rock, at 3.8 billion years of age, was found in the Minnesota river valley; the world's largest cactus plantation is in Mississippi.)



# IMMIGRATION

What are the most prevalent immigrant groups in your country/city?

## IMMIGRATION THROUGHOUT THE AGES

The United States is a nation of immigrants. Immigration to this continent, however, is not something recent. The Vikings arrived to North America in the year 1000, and as early as 1619 slaves were being shipped to its shores from Africa and the Caribbean.

Perhaps the debate about who got to the North American continent first is not important. What North Americans are most proud of is that their country has, until only recently, gladly opened its doors to those seeking refuge in its vast lands. Ellis Island was an arrival point to which many immigrants first set foot on American soil. Here anyone seeking political and religious freedom, the persecuted, fortune seekers, as well as adventurers and wanderers, were welcomed with open arms. The nation quickly became a kaleidoscope of ethnic and cultural groups.

The settling of America, or the idea that people can join together and agree to govern by making laws for the common good, is an important part of the history of the U.S. The Pilgrims, who arrived in 1620 on the ship the Mayflower, started the wave of European immigration. Shortly afterward, the Swedish government sent some citizens over to establish a colony in Delaware. During the colonial era, immigrants from Germany and Ireland came to the U.S. because of crop failures. But that was not all. People from all over Europe made the long journey over for many different, often personal, reasons. Immigrant groups formed with Spanish, Dutch, Scandinavian, and Eastern European peoples.

The citizens of the U.S. have always prided themselves on their immigrant roots. It is not uncommon to hear even third or fourth generation immigrants refer to themselves as Irish-American, African-American, Mexican-American or any other group their ancestors may have belonged to. Almost every schoolchild learns the creed at the base of the Statue of Liberty: "Give me your tired, your poor, your huddled masses yearning to breathe free." Yet this tradition has slowly begun to die. No longer does the U.S. government encourage all refugee seekers to cross its borders. Since 1990, when the law established an arrival limit for certain categories of immigrants, the "land of opportunities" for all has started to become the "land of opportunities" for some.



Pass

port

### COMPREHENSION QUESTIONS

Circle the best answer to fill in the blanks, based on the information above.

1. The Vikings arrived to the North American continent \_\_\_\_\_.
  - a) over nine centuries ago
  - b) with African slaves
  - c) three decades ago
  - d) in the times before Christ
2. Most of the immigrants entering the U.S. arrived \_\_\_\_\_.
  - a) in 1620
  - b) to find treasures
  - c) on the Mayflower
  - d) at Ellis Island
3. Many immigrants came over from Europe in order to \_\_\_\_\_.
  - a) ask for political asylum
  - b) practice their religion without persecution
  - c) get rich
  - d) all of the above
4. The largest immigrant groups to the U.S. were from \_\_\_\_\_.
  - a) Europe
  - b) Africa
  - c) the Caribbean
  - d) the Pilgrims
5. Nowadays Americans consider themselves \_\_\_\_\_.
  - a) descendants of the Vikings
  - b) whatever their ancestors were
  - c) a mixture of indigenous and European races
  - d) one single race
6. Recently the U.S. passed a law \_\_\_\_\_.
  - a) restricting the kinds of people who can enter as legal immigrants
  - b) limiting Latin American immigrants
  - c) allowing anyone seeking political and religious freedom to enter the country
  - d) asking immigrants to provide opportunities for other immigrants
7. The author believes that \_\_\_\_\_.
  - a) immigration will become more common in the future
  - b) an American tradition is disappearing
  - c) immigrants should not go to other countries
  - d) Americans should not remember their roots
8. The tone of this article is \_\_\_\_\_.
  - a) playful and humorous
  - b) sarcastic and cynical
  - c) serious and informative
  - d) poetic and lyrical

### DISCUSSION QUESTIONS

1. Discuss the benefits of a “nation of immigrants.”
2. Do you believe it is fair for a country to restrict the “categories of immigrants” that are allowed to enter its borders? Why or why not?



## OPINION ON IMMIGRATION

Get into small groups. Discuss the statement below.

### **PEOPLE SHOULD BE ALLOWED TO IMMIGRATE TO WHEREVER THEY PLEASE.**

Do you agree or disagree? Why or why not? Get together with someone who has a different viewpoint from yours. Try to convince your partner that your viewpoint is correct. (If everyone in the class agrees, divide the class in two and have them give disadvantages and advantages for each opinion.)



## CONVERSATION TOPICS

In small groups, discuss the questions below. When you have finished, try and come to some general conclusions about the opinions expressed.

- \* What do you like/dislike about your country?
- \* Do you think people in your country are mostly pessimists or optimists? Why?
- \* What is the most critical problem in your country or city?
- \* If you could change something, what would you change?
- \* How do you perceive the United States? Where do most of these perceptions come from?
- \* If you were to immigrate to the United States, what would you like to know first?
- \* If you could live anywhere, where would you like to go? Why?



## PRONOUNS

- A **pronoun** is a word that replaces a noun.
- There are four classes of English pronouns: subject pronouns, complement pronouns, possessive pronouns, and reflexive pronouns.

### SUBJECT PRONOUNS

*I need to buy some tomatoes, because I want to make tacos.*

*We parents are responsible for many of the disasters in our society.*

*You children had better behave while we are not here.*

*It was I on the phone.*

- Occur in the subject position of the sentence.
- Used after the verb *be*.
- Use a subject pronoun when a new clause is introduced.
- *We* or *you* followed by a noun may be used to put more emphasis on exactly who the pronoun refers to.

Singular	Plural
I	We
You	You
He	
She	They
It	



## OBJECT PRONOUNS

*I walked for three hours just to see her.*

*You couldn't meet him at the reunion.*

*She bought us students some subs for supper.*

*Just between you and me, Jerry is a hypocrite.*

- Found in the complement position of the sentence (after the verb phrase).
- *Us* followed by a noun may be used to put more emphasis on exactly who the pronoun refers to.
- Used after prepositions (unless the preposition is introducing a new clause).

*You can read it after he is finished.*

*You can read it after him.*

Singular	Plural
me	us
you	you
him	
her	them
it	

### **EXERCISE 1: SUBJECT OR OBJECT PRONOUNS?**

Choose the correct form of the pronoun in parentheses.

1. While (she/her) is very understanding, (they/them) are not.
2. (She/her) told (him/he) to go home early.
3. My boss asked (I/me) a question about the quarterly report.
4. (We/Us) teachers have the difficult job of making grammar look fun.
5. When Alice saw (they/them) on the street, (they/them) were wearing matching jackets.
6. As long as you understand, (I/me) will help you.
7. This book belongs to (me/I).
8. After Jack bought (us/we) dinner, (he/him) offered to take (we/us) to a movie.
9. Everybody except (me/I) was late to the meeting,
10. On the first day of class, the teacher warned (we/us) that three tardies was the same as one absence.

11. After you and (I/me), he is the next best student.
12. Just between you and (I/me), she is getting a divorce.
13. The U.S. government doesn't accept as many immigrants as (it/they) used to.
14. After the confusing speech, (we/us) decided to ask the speaker some questions.
15. My car won't start, so (I/me) am going to take it in to the shop.
16. We can look at the report after (they/them).
17. She gave the present to (he/him) and (I/me).
18. The article was written by Harold and (she/her).
19. Sally and (I/me) are going to Dave's party.
20. Joseph and (he/him) have enough work to do.



## POSSESSIVE PRONOUNS

*This is my notebook. This is mine. (=my notebook)*

*Your teacher is the same as hers. (=her teacher)*

*Their apartment is too small. Yours is too big. (=your apartment)*

- Replace nouns/pronouns.
- Show ownership.
- May never precede a noun.

<b>Examples:</b>	<b>mine = my + noun</b>	<b>It is (my book/mine).</b>
	<b>yours = your + noun</b>	<b>That is (your coat/yours).</b>
	<b>ours = our + noun</b>	<b>It is (our car/ours).</b>

<b>• Singular</b>	<b>Plural</b>
<b>mine</b>	<b>ours</b>
<b>yours</b>	<b>yours</b>
<b>his</b>	
<b>hers</b>	<b>theirs</b>
<b>its*</b>	

**► NOTE:** *It's = it is. Its is the possessive pronoun, as well as the possessive adjective.*



## POSSESSIVE ADJECTIVES

*I love your jacket.*

*You should brush your teeth.*

*I think her name is awful.*

*You should have helped him with his car.*

- A word that modifies a noun by showing ownership.
- Goes directly before the noun.
- Can never be used in the plural.
- In English, possessive adjectives are used to refer to body parts, also.

• **Singular      Plural**

my	our
your	your
his	
her	their
its	

☞ **NOTE:** *Its* and *his* are the same for both the possessive pronoun and possessive adjective.

### EXERCISE 1: POSSESSIVES

Choose the correct form of the possessive.

1. –“Whose papers are these?”  
–”They are (mine/mine papers).”
2. (Her/Hers) mother is a very kind person.
3. (Your/You’re) teeth are stained from drinking so much coffee.
4. (You’re/Your) answers are exactly the same as (her/hers).
5. (You/Your) car is the same color as (our/ours).
6. I think (hers/her) cooking is atrocious!
7. Do you like (your/yours) drink? (My/Mine) is delicious!
8. This animal is scary. (Its/It’s) head has enormous antlers.
9. My desk is too small. (Her/Hers) is too big.
10. I had (my/mine) fortune read last time I was here. Are you going to have (your/yours) read today?



## REFLEXIVE PRONOUNS

*I cut myself while I was cooking.*

*She served herself at the cafeteria.*

*They were talking among themselves.*

- Refers to a subject which is both doing and receiving the action of the sentence.
- Almost always follow the verb.
- In English, we do not usually use reflexive pronouns for verbs like *wash, shave, dress, feel, relax, meet*. We do say “dry oneself,” however. *I dry myself off after taking a shower.*

Singular	Plural
myself	ourselves
yourself	yourselves
himself	
herself	themselves
itself	

- *By + reflexive pronoun* means “alone.” *She worked by herself.*
- We may use reflexive pronouns after the subject to show emphasis. *I myself saw the accident.*

## EXERCISE 1: REFLEXIVE PRONOUNS

Write the correct form of the reflexive pronoun.

1. No one is going to help me, so I'll have to do it \_\_\_\_\_.
2. I went to the ATM, but the bank \_\_\_\_\_ was closed.
3. Rachel \_\_\_\_\_ is quite rude, but her sisters are very pleasant.
4. We have to remind \_\_\_\_\_ that she is going through a difficult time.
5. My mother doesn't trust us children to do the dishes. She always does them \_\_\_\_\_.
6. They treated \_\_\_\_\_ to a vacation in the Caribbean.
7. You can tell that Mom always cuts her hair \_\_\_\_\_. It's horrible.
8. When the baby starts to walk by \_\_\_\_\_, we will have to watch her more carefully.

## **EXERCISE 2: PRONOUN REVIEW**

Complete the following sentences with the appropriate word. Choose from subject, complement, or reflexive pronouns. You may also use possessive adjectives. If no directions are given to indicate whether to use plural or singular, male or female, then the blank refers to the subject of the sentence, which has already been given.

1. Rita and \_\_\_\_ (female sing.) boyfriend didn't come to \_\_\_\_ (1 person sing.) party.
2. \_\_\_\_ (male sing.) tone of voice changed after he heard \_\_\_\_ (1 person sing.).
3. Lynn is always messing up \_\_\_\_\_ (1 person sing.) computer files.
4. They gave Louis \_\_\_\_\_ (2 person sing.) message, but didn't give him  
\_\_\_\_\_ (1 person sing.).
5. \_\_\_\_\_ (2 person sing.) house is bigger than \_\_\_\_\_ (1 person plu.), but \_\_\_\_\_  
(1 person plu.) is more comfortable.
6. Come at 7 o'clock to take \_\_\_\_\_ (2 person sing.) test.
7. \_\_\_\_\_ (2 person plu.) books are in \_\_\_\_\_ (1 person sing.) drawer.
8. I couldn't find \_\_\_\_\_ (female plu.) papers, but I did find \_\_\_\_\_ (male sing.).
9. Glen \_\_\_\_\_ took the message before \_\_\_\_\_ left for work.
10. \_\_\_\_ (1 person sing.) hurt \_\_\_\_\_ playing tennis with \_\_\_\_\_ (male sing.).
11. While Doris was cooking, \_\_\_\_\_ (2 person plural) were talking to \_\_\_\_\_  
(1 person sing.).
12. Jeff couldn't call \_\_\_\_\_ (female sing.) because \_\_\_\_\_ (female sing.) was out of town.
13. \_\_\_\_\_ (1 per. plu.) waited for \_\_\_\_\_ (2 per. plu.) guys, but \_\_\_\_\_ (2 per. plu.) never showed up.
14. Veronica hit \_\_\_\_\_ on the table while \_\_\_\_\_ was mopping the floor.
15. \_\_\_\_\_ (male sing.) and Mary went to the Bahamas.
16. \_\_\_\_\_ (2 person sing.) and \_\_\_\_\_ (1 person sing.) bought this car just for  
\_\_\_\_\_.

## **EXERCISE 3: PRONOUN REVIEW**

Choose the correct pronoun.

- a) (He / him) walked along with (she / her) for a long time.
- b) I did a lot of thinking about (herself / her) and (I / me).
- c) She cut (herself / her) while (she / her) was lighting the bonfire.
- d) I wish (I / me) could talk to (you / yourself) about all of (mine / my) problems.
- e) Quito hasn't been able to find a solution for (it's / its) problems.
- f) Mr. Bauer loved working by (himself / hisself) in (his / him) garden.
- g) Bill took a trip with (him / his) wife and (her / hers) children.
- h) Is this (your / yours) book? No, that's not (mine / my).
- i) Go and tell (them / their) what (she / her) really thinks.
- j) (We / us) students should form a committee to talk to (our / us) teacher next week.

## ***EXERCISE 4: CORRECTING PRONOUN USE***

In the following reading find 9 mistakes and above them, write the correct English form.

The other day at school, Chuck was talking with him friend, Angela, who seemed to be annoyed with himself. I noticed that there was tension between their, and so I decided not to go near them. Myself avoided going by them since I am a big chicken when its comes to personal confrontations. I wish me would never have to see mine friends fighting, but somehow these disagreements make you realize how life has it weird ways of showing ours the beauty of being alive.

## ***EXERCISE 5: ERROR CORRECTION - PRONOUNS***

Each sentence contains one underlined error. Make the correction above it.

1. We finished the project by ourself.
2. You and your husband need to spend time by yoursself.
3. It is up to us to tell she when the meeting starts.
4. The child bit hissself on the arm.
5. My family has so many properties that I could never name it all.
6. He checked out several English books from the library so that he could read it during his vacation.
7. Spending time with theirs relatives is a way for them to relax.
8. It is easy for you to say nice things about she, but I don't know her that well.



## **EXERCISE 6: LISTENING - PRONOUNS**

Listen to the sentences. Choose the correct answer for each.

1. What does the pronoun IT refer to?  
a) the temperature      c) the liquid  
b) antifreeze      d) the freezing point
2. What does the pronoun ITS refer to?  
a) balsa wood      c) the texture  
b) oak      d) the carving
3. What does the pronoun THEMSELVES refer to?  
a) a few years ago      c) the mountains  
b) the climbers      d) the countries
4. What does the pronoun THEM refer to?  
a) the time      c) the questions  
b) pages 1 -3      d) the other students
5. What does the pronoun THEY refer to?  
a) the students      c) the students and Ben  
b) my classes      d) Ben and Erika
6. What does the pronoun IT refer to?  
a) the light      c) the skyline  
b) the city      d) the night
7. What does the pronoun IT refer to?  
a) the weather      c) the wind  
b) the sun      d) the speaker
8. What does the pronoun SHE refer to?  
a) the manager      c) Linda  
b) Mary      d) the company
9. What does the pronoun IT refer to?  
a) the movie      c) the theater  
b) I      d) the soundtrack
10. What does the pronoun THEM refer to?  
a) my mother      c) private lessons  
b) her students      d) other teachers



## CURRENT EVENTS SURVEY

Test your knowledge!

1. What is a GPS?

2. What do the initials "www" stand for?

3. List two types of trendy music in English.

4. What do the initials PG stand for in the movie industry?

5. How many senators are allotted to each state in the U.S. Senate?

6. What are the names of the President and Vice-president of the USA?

7. What is the importance in the U.S. of the day after Thanksgiving?

8. Which movie won the Oscar for best film?

9. What do the initials DWI stand for?

10. Mention two winners of the Nobel Prize in Literature in the last five years.

11. Complete this phrase:

The early bird...\_\_\_\_\_

12. What are dreadlocks?

13. Why do you think the corporation Nike would choose this name for their athletic products?

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14. What is a “prank call?”

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15. What do the initials “WWF” stand for?

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16. What is a Roomba?

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17. Write the politically correct name of two racial groups.

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18. List two kinds of homemade cookies popular in the U.S. (No name brands!)

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19. Who is the new NBA champion?

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20. What is MP3?

Give yourself 1 point for each correct answer.

Add up your points and see what category you belong to.

1 - 10 = Boy! You'd better ask your kids what's going on!

11 - 16 = You might wanna get out of the house more often!

17 - 20 = Pretty fly, for a student !

**(Check page 144 for the answers.)**



## WHEN IN ROME

“When in Rome do as the Romans” is a popular saying. In small groups discuss what you think it means.

Some people believe that when they move to another country, they should fit into that country by adopting the customs of the people. Others prefer to maintain their own customs and traditions. Which opinion do you agree with? Discuss in small groups.

Think about some things about your country that might make it difficult for an immigrant to fit in. Write a manual, including a list of “must-knows,” for a person who is planning to immigrate to your country. Include cultural information, such as what attire is appropriate, how to greet someone, what is considered rude/polite, how to act in certain public places (for example, a church or restaurant). Share your list with another group.



## CULTURE SHOCK

Choose a foreign culture that you are interested in learning more about. Research a few aspects of that culture’s customs, such as manners, language, respect towards elders, greetings, etc. Write a story pretending that you are on vacation with a friend from that country. After you have finished writing your story, exchange it with that of another classmate. Describe each person’s reactions to that country based on your own culture, customs, and habits.

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## COMMANDS

*Close the door, please.*

*Do not be late for school!*

*Take your brother with you to the store, please.*

*Please don't make a lot of noise during the service.*

- An imperative statement in which one person orders another to do something.
- Can be preceded or followed by *please* to make it more polite.
- The subject is always *you*. This subject is called an understood subject.
- Use the simple form of the verb.
- For the negative, add *not* before the main verb (keeping the auxiliary verb).

### **EXERCISE 1: DIRECT COMMANDS**

Write down 5 commands you use at home, and 5 you use at work or school. At least two of them should be negative commands.

AT HOME

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

AT WORK OR SCHOOL

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EXERCISE 2: MAKING COMMANDS

Look at the situations below. Follow the directions. If you like, role play one of the situations.

1. You have hired a maid to work in your house. You need to tell her what her duties are, and what she can and cannot do. Make a list of ten commands for her.
2. Your teenage son has begun to act rebelliously. Lay down the law by telling him ten things he needs to do (or not do) in order to earn his allowance.
3. Give some advice to a group of U.S. tourists who are visiting your country for the first time.



### WHY DID THEY IMMIGRATE?

What are some reasons people immigrate? Discuss in groups.

Listen to two immigrants, Fikademarian and Amina, tell their stories. Then decide who said what, and write her name on the blank provided.

- \_\_\_\_\_ 1. I want to become a U.S. citizen.
- \_\_\_\_\_ 2. I'd like to work at a pork-free restaurant.
- \_\_\_\_\_ 3. There is a lot of discrimination toward my people in my country.
- \_\_\_\_\_ 4. I am the only person in my family who is in the United States.
- \_\_\_\_\_ 5. Many people ask me about my culture.
- \_\_\_\_\_ 6. I did not have permission to be in the United States when I first came.
- \_\_\_\_\_ 7. I have lived in Kenya.
- \_\_\_\_\_ 8. I want to become literate.
- \_\_\_\_\_ 9. People stare at me because I dress differently.
- \_\_\_\_\_ 10. Before I came to the United States, I lived in a special place for refugees.



## THE GREAT AMERICAN MELTING POT

What are some of the challenges that face immigrants when they go to a new country? What are some of the challenges that citizens of that country face when immigration rates increase?

### **The Great American Melting Pot**

The fabled melting pot of America, the idea – or promise – that all immigrants can be transformed into Americans, forging a new identity and citizenship based on democracy, freedom, and civil responsibility, is being put to the test.

Coined after a play by Israel Zangwill, the idea of the melting pot has been central to the national identity of the U.S. It conjures images of placing people of every color, creed, and background in a large vat, turning up the heat and melting each individual down into a soupy mixture representing “one America.” This image, however, has begun to raise questions. To some, it is an ugly image of the majority erasing the very things that make each of us unique. To others, it is an image to be feared, one in which cultural supremacy blots out the very traditions and idiosyncrasies of immigrant families which contribute so much to the rich tapestry of the nation. Yet many still cherish this idea of one nation, indivisible.

The U.S. experienced a great wave of immigration at the beginning of the 1900s. Today a second wave is promising to change the demographics of communities across the country. The premise of the melting pot will be put to the test, as emphasis lately has been on preserving ethnic identity and defending and highlighting one’s cultural roots. Experts worry that this emphasis on roots may fracture communities into separate groups with no sense of shared purpose or that, at best, cultural groups will hold on to some core ideas about capitalism and citizenship but lack any real, meaningful interaction among them.

After reading the excerpt, answer the following questions.

1. Describe the idea of the melting pot.
2. What are some advantages to the idea of the “melting pot?” What are some disadvantages?
3. What will probably happen to the idea of the melting pot in the future?
4. Could your country be considered a “melting pot?” Why or why not?



## INDIRECT COMMANDS

*Larry told us to go without him.*

*Fred asked him to order the salmon.*

*Jason and Rita ordered their cousins to help them with the project.*

*I asked you to close the door.*

- Usually indicated by the presence of the verbs *order, ask, tell, or say*.
- Followed by the infinitive [to + verb] of the main verb.
- To make indirect commands negative, add *not* directly before the infinitive verb phrase.

*The police asked him not to make any noise.*

*She told them not to leave the premises yet.*

*The teacher asked us not to do the exercises on page eight.*

*Please tell James not to get so upset.*

### **EXERCISE 1: INDIRECT COMMANDS**

Change each direct command to an indirect command.

1. She said, “Leave the door open.”

2. “Take out the garbage,” the father ordered his daughter.

3. The detective asked him, “Could you please tell me the names of the suspects?”

4. Tricia told the teacher, “Please don’t be so hard on my son.”

5. “Don’t feed the animals,” the zookeeper told us.

6. The student asked the teacher, “Would you give me the answers?”

7. I told you, “Don’t breathe this gossip to another soul.”

8. The mother told the child, “Don’t sass back.”

9. Clay told his class, “Do the exercises on page nine.”

10. Belinda said, “Meet me by the fountain at 8 p.m.”

## **EXERCISE 2: ERROR CORRECTION - COMMANDS**

Correct the errors with commands in each sentence.

1. Not be so loud! The baby's sleeping.
2. Hannah told us go home early.
3. William asked us to don't turn off the light.
4. Doesn't close the window, please!
5. The customer asked the manager don't hire incompetent workers.

## **EXERCISE 3: DIRECT AND INDIRECT COMMANDS**

Tell your partner how to do one of the activities below.

- tie your shoe
- publish a novel
- paint a room
- make an omelet
- other \_\_\_\_\_

Report to a different classmate what your partner told you to do.



### **TREASURE HUNT**

See if you can find the following items in your classroom. The first person to gather them wins!

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. a hinge                     | 2. a nail                         |
| 3. something made of fabric    | 4. a hair barrette                |
| 5. something made of cardboard | 6. something related to music     |
| 7. something disposable        | 8. something breakable            |
| 9. something you can eat       | 10. something that cannot get wet |

Now try your hand at your own class treasure hunt. During the first hour of class, have individual students go outside of the classroom and hide a piece of candy somewhere in the building. After they have hidden the candy, each student should write a set of directions for another student to use in order to find the piece of candy. Students exchange their directions towards the end of the class and set out looking for the candy.

 **CAPITALS**

- Always capitalize proper names, even when used as abbreviations or as words derived from proper names. The pronoun *I* is always capitalized.

*Hamline University  
Department of Agriculture  
T.H. Skovholt  
Arabic  
America  
Ecuadorian  
United Kingdom*

- Capitalize titles before proper names. Do not capitalize them when following proper nouns.

*Governor Jessie Ventura  
Jessie Ventura, the governor  
Uncle John  
John, my uncle*

- Capitalize the first and last word and other key words in a title. Small words like articles, conjunctions, and short prepositions are generally not capitalized.

*The Way to a Woman's Heart  
The Joy Luck Club  
Crime and Punishment  
General Secretary of Defense*

- Capitalize the first word in a sentence and the first word of quoted speech (that which is in quotation marks).

*She said, "Where is my book?"  
We talked for hours. It was midnight when we hung up.*

## **EXERCISE 1: IDENTIFYING WORDS THAT NEED CAPITALS**

Circle all words that should be capitalized.

yesterday morning my lawyer called me to tell me that i had to go to the police department, since my face had appeared in a photo that the secret service took while the protests were taking place in front of central university. i didn't know what to do so first i went to civil court to find out about my rights. fortunately, by the time i got to the police station, another man who looked like me had turned himself in, and i didn't have to stay.

## **EXERCISE 2: USING CAPITALS IN A SENTENCE**

Use each word correctly in a sentence. Pay attention to the capitalization.

1. Captain

2. captain

3. South

4. south

5. Doctor

6. doctor

7. Senator

8. senator

9. President



## **INTERNET**

When people visit a foreign country for the first time, they often experience culture shock, a psychological condition in which the customs and habits of others create a sense of imbalance in the individual. Have you ever experienced culture shock? It is completely normal to have had hostile feelings or to exhibit frustration when encountering a new culture. One way to reduce the impact culture shock can have on the traveler is to get to know about as much of the culture as possible. For instance, if one were to visit China, it would be a good idea to learn a little bit about what is and isn't considered polite. Little things make the difference, such as knowing that while in the U.S. it is considered good manners to eat all of the food on one's plate, in China it is polite to leave a little behind. It is not impolite in China to talk with one's mouth full; in the U.S. it would be extremely rude. One might also want to learn more about the country's history and myths and legends. Before going to Norway, one should know what a troll is. To view more cultural facts about these three countries (the U.S., Norway, and China), go to <http://thinkquest.org/18802/gazette.htm>.

>Create a fact sheet for someone from your country to visit another country. Do a little research and find out such information as sports played, traditional recipes, how holidays are celebrated, famous poems, patriotic symbols, important philosophies towards life, etc. Compare this culture to your own. What differences do you find? Are there any similarities? Share your fact sheet with a classmate.

### **ANSWERS TO CURRENT EVENTS SURVEY:**

- 1) global positioning system, 2) world wide web, 3) answers may vary (hip-hop/alternative), 4) parental guidance, 5) 2, 6) George Bush/Dick Cheney, 7) first day of Christmas shopping, 8) answers will vary, 9) driving while intoxicated, 10) answers will vary, 11) ...catches the worm, 12) hair with long entwined curls, 13) Nike was the Greek goddess of victory, 14) a phone call that is a practical joke, 15) World Wildlife Fund, 16) self-propelled vacuum cleaner, 17) answers will vary (African-American, American Indian), 18) answers may vary (chocolate chip, peanut butter, oatmeal), 19) answers will vary, 20) compressing system for computer files.



# HOLIDAY



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**PART ONE:**

Select one holiday you really liked when you were little. Then describe the things you liked the most about it and why. Add one thing that bothered you about that holiday.

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What I liked about \_\_\_\_\_:

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What I disliked about \_\_\_\_\_:

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**PART TWO**

Write a paragraph about how you used to celebrate this specific holiday as a child.

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## THAT SPECIAL GIFT

People give gifts for many reasons: birthdays, christenings, Christmas. Sometimes finding an original gift is difficult. Get together in groups and try to think of creative, unique gifts for the following personality types. There is an example to get you started.

Example: loves to sleep – an expensive down pillow, an eye mask to block out light, a soft chenille throw

1. stressed out
2. caffeine fiend
3. likes to throw parties
4. dreamer
5. always on the go
6. works too much
7. has the blues
8. avid sports fan



## YES / NO QUESTIONS

*Are you upset about the new law that passed?*

*Is there any more milk left?*

*Does Anna know any of the answers?*

*Did you lock all of the windows before we left?*

*Have you ever tried Kung Pao chicken?*

*Will the Robinsons be there?*

***do/does/did***

***be/have***

***form***

***(auxilliary)***

***+ subject***

***+***

***verb in base***

- Questions answered completely by yes or no.
- The verb goes before the subject.

## **EXERCISE 1: YES / NO QUESTIONS**

Look at the answers below. From the answer, write an appropriate question.

1. \_\_\_\_\_  
Yes, she was there last night.
2. \_\_\_\_\_  
Of course we went to the concert! It was great.
3. \_\_\_\_\_  
Yes, Jack and Carl have thought about what you said, and they think it is a good idea.
4. \_\_\_\_\_  
Yes, there are three on the counter.
5. \_\_\_\_\_  
No, she wasn't very angry, but she was disappointed.
6. \_\_\_\_\_  
No, I forgot to turn in my homework.
7. \_\_\_\_\_  
Yes, Jason has a car.
8. \_\_\_\_\_  
Yes, she will call us when she arrives.
9. \_\_\_\_\_  
No, I wouldn't like to go to that movie.
10. \_\_\_\_\_  
No, Melanie was going to Cuenca, not Huigra.

## **EXERCISE 2 (ORAL): TWENTY QUESTIONS**

In this activity, you will practice making yes/no questions while playing the popular game Twenty Questions. One student should volunteer to leave the room. The rest of the class thinks of something from the categories listed below. When the volunteer enters the room, he/she must ask yes/no questions in order to determine what object or person the class is thinking of. The class can only answer yes or no. (As a variation, you may switch roles: have the volunteer student decide on the object and the rest of the class ask questions.)

### Categories

**PLACE IN YOUR CITY**  
**FAMOUS PERSON IN POLITICS**  
**SOMETHING YOU CAN FIND IN AN ENGLISH CLASS**  
**OCCUPATION**  
**FAMOUS LANDMARK**  
**OTHER** \_\_\_\_\_

*Example:* The class thinks of a famous landmark: the Golden Gate Bridge. The student enters and is told the category, then begins asking questions.

*Student: Is this landmark in Ecuador?*

*Class: No.*

*Student: Is this landmark in the U.S.?*

*Class: Yes.*

*Student: Is it a symbol of freedom?*

*Class: No.*



## THANKSGIVING DAY

What do you know about Thanksgiving Day? Brainstorm some ideas in groups. If you do not know anything, think about what the day *might* mean.

### **THANKSGIVING DAY**

#### **Part 1**

Turkey, mashed potatoes, Pilgrims, harvest, gourds – if you know something about U.S. culture, you probably already know what holiday is being described. Yes, it's Thanksgiving, a celebration of thanks which began as a feast in the early days of the American colonies almost four hundred years ago.

The Pilgrims arrived to the New World in 1620, on a boat called the Mayflower. They settled in the area which today is Massachusetts. They had left England after they had begun to question the beliefs of the Church of England. Hoping to separate from the church, they came to the New World. The first winter in the New World was extremely difficult. Because the group had landed too late to grow most crops, they spent most of the winter without fresh food. Half of the colony died from disease. In the spring that followed that first winter, the Iroquois Indians showed the colonists how to hunt and fish. They also taught them how to grow crops such as corn, which the Pilgrims had never tried before.

The following autumn was a time of bounty and thanks. The colonists harvested corn, barley, beans and pumpkins. They'd learned how to prepare cranberries and squash because of the Indians. They invited the local Indian chief and ninety other Iroquois to a feast of thanks. There they ate wild game the Indians had brought, including turkeys and deer. The Iroquois had even brought popcorn as a special treat!

The tradition continued. Once the U.S. gained independence in 1776, Congress suggested that this day become a yearly holiday. George Washington proclaimed November 26 as Thanksgiving Day. It was changed after the Civil War in 1863, when Abraham Lincoln set the date as the last Thursday in November. Seventy-six years later, President Franklin D. Roosevelt changed the date once more, making Thanksgiving one week earlier in order to help business by making the shopping period before Christmas longer. It has stayed this way since, always celebrated on the fourth Thursday in November.

### Part 1: Comprehension questions

1. Who were the Pilgrims? When did they arrive to the New World? Why?
2. What problems did the Pilgrims have in the New World?
3. How did the Indians help the Pilgrims?
4. In what year was the first Thanksgiving feast given?
5. What foods were served at the first Thanksgiving celebration?
6. When is Thanksgiving celebrated today?

### Part 2

Thanksgiving is truly an American holiday, perhaps one of the most revered and respected holidays of the year. Families gather to eat, talk, catch up on each other's lives, and eat some more.

There is never too much food on Thanksgiving. People eat turkey leftovers for weeks afterwards. It is common for families, even if they live far away, to get together and give thanks for all they have. Many people volunteer in soup kitchens in order to share their wealth with people who are less fortunate, for example the homeless.

Usually vacation is given on the Friday that follows Thanksgiving. It is the only federal holiday in which Americans receive a four-day weekend. That Friday is famous for being the biggest shopping day of the year. Most families go out to the malls in order to begin the shopping sprees which mark the Christmas season, and almost every store has special sales and promotions for the weekend.

Because Thanksgiving is a day of feast, most of the symbols of the holiday have to do with food. Turkey, corn, and pumpkins are the most well-known. Corn is probably the most important of these symbols, since it meant the survival of the colonists.

Cranberry sauce is also an important symbol of this day. The cranberry is a small, red, bitter berry which grows in muddy areas in the New England states, or East Coast of the U.S. The Indians used the berry to treat infections. To this day, doctors recommend cranberry juice in order to prevent urinary tract infections.

For most Americans now, it is important to remember the role the American Indians played in the first Thanksgiving. For many years, school children were led to believe that the Pilgrims made all of the food for the Indians. This is not true. The Indians contributed to the feast, which was meant as an offering of thanks to them for the help the Pilgrims received in the New World. The Indians fed the Pilgrims and taught them all they knew about survival. Without their help, the colonists may never have survived.

### Part 2: Comprehension questions

1. What do Americans do on Thanksgiving?
2. Why is the Friday after Thanksgiving Day an important time for businesses?
3. Name three symbols of Thanksgiving.
4. Medically speaking, what use is there for the cranberry?
5. What false assumptions about Thanksgiving are people trying to change nowadays?



## VOCABULARY

Under each holiday listed below, write the words from the list that are related to the way people celebrate them.

costume party	turkey	flags	baking cookies
Pilgrims	ornaments	reindeer	pumpkin pie
bobbing for apples	stuffing	hot dogs	November
December	evergreen	fireworks	grill
cranberries	red and green	orange and black	winter
candy	October	red, white, and blue	barbecue
picnic	jack-o'-lantern	trick or treat	Santa

Fourth of July      Christmas      Halloween      Thanksgiving

*flags*

*baking cookies*

costume party

turkey

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## ROLE PLAY

Get into small groups. Choose from one of the role plays below. Decide which part you want to play, and then individually work on preparing your part. When you have developed your own role, prepare the group by putting all the roles together. Then perform your role play for the class.



## HALLOWEEN PARTY

You have been invited to go to a Halloween party at a friend's house. It is a costume party, and everyone must dress up. Before you go, you must decide on a costume. Once you are at the party, everyone is sitting around the jack-o'-lantern telling ghost stories. Suddenly, from outside, there is a scream.



## VALENTINE'S DAY

You are single, and have been trying to meet new people. You have been chatting online with potential girl/boyfriends, and have finally met someone that you think will be a good catch. This Valentine's Day, both of you have decided to meet for the first time at a small bar in La Mariscal neighborhood.



## CHRISTMAS SHOPPING

Your family is visiting a new store in town, which is supposed to have the latest technology: the newest TVs, diskmans, laptops, video cameras, cell phones, fax machines, etc. Your family wants to do some Christmas shopping, although some members of the family would like extra information about the characteristics and features of these technological devices before they buy the product.



## INFORMATION QUESTIONS

***Who called you last night?  
Whom was the package for?  
What did you do yesterday?  
How long were you in Asia?***

- Ask for additional information instead of just yes or no.

### TYPES OF INFORMATION QUESTIONS

#### **SUBJECT QUESTIONS: UNKNOWN SUBJECT**

***Who turned off the light? (Margaret turned off the light.)  
What fell out of the window? (Something fell out of the window!)***

***who/what + verb + (complement) + (modifier...)***

- Use **who** or **what** in the subject position.
- Do not use auxiliary verbs.
- No change of position between the verb and subject.

## **COMPLEMENT QUESTIONS: UNKNOWN COMPLEMENT**

**Whom did George give the flowers to?**

**(George gave the flowers to his sister.)**

**What did they buy from that lady?**

**(They bought something from that lady.)**

***What/Whom + auxiliary, be, do/does/did + subject + verb...***

- Use ***what*** and ***whom***.
- Use auxiliary verbs when necessary.

## **QUESTIONS WITH HOW, WHY, WHEN, AND WHERE**

**Why did he throw the letter on the ground?**

**Where were you last night?**

**When did Mario arrive?**

**How do you usually get to work?**

***Where/How/Why/What\* + auxiliary (or be) + subject + verb ...***

- Same form as complement questions.
- These words can introduce phrases:

***what time***

***how long***

***how many/much***

***how often***

***whose+noun***

***what kind***

***How long will the show last?***

***What time did you get home yesterday?***

***How often do you and your friends get together?***

***What kind of TV programs do you like the most?***

***Whose car is parked in front of our garage?***

***How many apples do you have?***

***How much sugar does the recipe call for?***

## **EXERCISE 1: INFORMATION QUESTIONS**

Look at the answers below. From the answer, write an appropriate question. Use information words.

1. \_\_\_\_\_  
The play starts in ten minutes.
2. \_\_\_\_\_  
Sarah came home last night well after her curfew.
3. \_\_\_\_\_  
George's dog is on our porch.
4. \_\_\_\_\_  
By next March she will have been working here for over twenty years.
5. \_\_\_\_\_  
The woman on the corner is a student of mine.
6. \_\_\_\_\_  
My favorite kinds of pets are those that do not need a lot of special care, like goldfish.
7. \_\_\_\_\_  
I had pizza for lunch.
8. \_\_\_\_\_  
Frank gave the books to my sister.
9. \_\_\_\_\_  
We bought some beautiful carnations from the street vendor.
10. \_\_\_\_\_  
The test will last about one hour.
11. \_\_\_\_\_  
You can go home after this next activity.
12. \_\_\_\_\_  
I told Greta about the meeting.
13. \_\_\_\_\_  
Last week I was in Manta.
14. \_\_\_\_\_  
My mother will be arriving next week.
15. \_\_\_\_\_  
He hasn't studied English before because he has never had enough time.

## **EXERCISE 2 (ORAL): INFORMATION QUESTIONS**

Make questions using the prompts given. Then ask a partner the questions.

1. Why/ study
2. Who/favorite actor
3. When/get up
4. How often/eat out
5. What time/go to bed
6. Where/next vacation
7. How/get to class
8. What kind/movies/like

## **EXERCISE 3: CHALLENGE!**

Divide the class into groups of three. Read one sentence to the class. Each group has a determined amount of time (for example, three minutes) to write as many questions as possible based on the original sentence. The group with the most correct questions is the winning team. You may use the sentences below, or think of your own.

*Example: They've met many people at CEC.*

*Questions: How many people have they met? Did they meet older people or younger people? Where did they meet these people? etc.*

### SENTENCES

1. We ate too much.
2. They've had many problems.
3. I have made many good friends.
4. She works ten hours a day.
5. Dena's brother is outside.



## APRIL FOOL'S DAY

A prank is a playful trick or piece of mischief that somebody plays on another. What are some examples of pranks?

Listen to the talk about April Fool's Day, then answer the questions.

Comprehension questions

1. In what year did the new year change from April 1 to January 1?
2. How did the tradition of playing pranks on April 1 get started?
3. Give an example of a prank the speaker mentions.
4. What do people say after they've played a joke on you?



## LABOR DAY

What do you do in your country in order to honor the workers? What day do you celebrate?

### **LABOR DAY**

In many countries in the world, May 1 is a day set aside to celebrate the worker. Even though this event took place in Chicago, in the U.S. Labor Day is celebrated on the first Monday in September, halfway between Independence Day and Thanksgiving Day.

Living conditions in New York during the nineteenth century were not so good. Many immigrants were arriving to the city, and in order to make ends meet had to put their children to work. Up to six families often crowded into a one-family house. Working conditions were poor. Factories required workers to work ten to twelve hours a day, with little time to eat and no breaks. There were so many people waiting for jobs that if a worker was sick or tired and didn't show up for work one day, another worker would be available to take his/her place.

Around this time, a young adolescent named Peter McGuire got involved in classes and meetings pertaining to the social issues of the day. McGuire worked long hours for little pay, and, along with other workers, was interested in improving labor conditions. In 1872, McGuire, along with 100,000 other workers, went on strike, marching through the streets demanding fewer hours in the working day.

After the march, McGuire was convinced of the importance of the labor movement. He began to speak to crowds of workers and the unemployed. He lobbied the city government for jobs and relief money, to no avail. He was labeled a disturber of public peace and found it difficult to get a job.

McGuire, however, did not let any of these obstacles stop him. He continued to encourage workers to join unions. He organized carpenters in St. Louis and Chicago. The idea caught on. Other workers began organizing according to their trades, demanding their rights to an eight-hour workday, a secure job, and a future in their profession. To celebrate, Labor Day was born.

The first Labor Day parade was held in New York on September 5, 1882. Workers marched up Broadway holding banners that read, "Labor creates all wealth" and "Eight hours for work, eight hours for rest, eight hours for recreation." There were picnics and fireworks afterwards. In 1894, Congress voted it as a federal holiday, giving federal (and most other) workers the day as a paid holiday.

Nowadays Labor Day has become more of a day of rest. It marks the end of summer, as many schools start classes the Tuesday after Labor Day. Families go on vacations to the beach or the lake, or go camping in the woods, in order to enjoy the three-day weekend. Occasionally there are parades or community picnics, but most often the true meaning of the holiday is forgotten. Although perhaps Peter McGuire would beg to differ. In fact, if Labor Day is a day to honor the hard work of employees across the nation, what better way to do so than by spending a relaxing time with one's family, far from the pressures and stress of the workplace?

## EXERCISE 1

Put the events below in order, 1 for the first event, 8 for the last.

- \_\_\_\_\_ A parade celebrating workers' rights was held in New York.
- \_\_\_\_\_ Workers now have Labor Day off as a way to honor their work throughout the year.
- \_\_\_\_\_ Workers were beginning to speak of organizing themselves in labor unions in order to improve their working conditions.
- \_\_\_\_\_ McGuire obtained a bad reputation.
- \_\_\_\_\_ Because there was no job stability, people came to work whether they were sick or healthy.
- \_\_\_\_\_ Labor Day became a federal holiday.
- \_\_\_\_\_ Immigration put a strain on living conditions.
- \_\_\_\_\_ McGuire tried to raise government money in order to improve working conditions.



### MY OWN HOLIDAY

In small groups create your own holiday. Include information such as the history behind it, how and when it is celebrated, what special foods and traditions belong to it, etc. You may even choose to dedicate it to someone famous. Be sure to give it a name. Then share your holidays with the class. As a class, vote on the one holiday that the majority considers the best.

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## EMBEDDED QUESTIONS

*I don't remember when she bought her house.*

*Frank forgot what kind of bread he was supposed to buy.*

*The city officials cannot decide how to spend the money in the budget.*

*We cannot figure out who is sending us those threatening messages.*

**subject + verb (phrase) + question word + subject + verb**

- A question is included within a sentence or question.
- The word order is not the same as a normal question.
- Do NOT use the auxiliary verb between question word and subject.
- Do not change the order of the subject and verb.

*Could you tell me where the nearest train station is?*

*Do you know how long the interview will take?*

**Auxiliary + subject + verb + question word + subject + verb...  
embedded question**

- In an embedded question within a question, the clause which contains the embedded question has no change in word order and uses no auxiliary verb. (Many times these types of questions begin with phrases such as: *Do you know, Can you tell me, Could you tell me, etc.*)

### **EXERCISE 1: EMBEDDED QUESTIONS**

Complete the following sentences, making embedded questions from the first question.

Example: What's her name? Do you know what her name is?

a) Where are you going after school?

Can you tell me \_\_\_\_\_

b) How is the weather in Esmeraldas right now?

I can't imagine \_\_\_\_\_

c) Why did you come so late?

Would you tell me \_\_\_\_\_

d) What was the score during Ecuador's game?

I don't know \_\_\_\_\_

- e) When did Amy learn French?  
I have no idea \_\_\_\_\_
- f) Where's the party?  
Do you know \_\_\_\_\_
- g) How big is the new Dodge Ram?  
You can't imagine \_\_\_\_\_
- h) Who is knocking at the door?  
Can you see \_\_\_\_\_
- i) What did you eat for lunch?  
Nobody would guess \_\_\_\_\_
- j) Why are you getting a new stereo?  
I can't understand \_\_\_\_\_

### ***EXERCISE 2: EMBEDDED QUESTIONS***

Unscramble the words, turning them into an embedded question.

- a) I'm she not what wants sure  
\_\_\_\_\_
- b) found the haven't is to party be where supposed they out  
\_\_\_\_\_
- c) starting when are you know classes do ?  
\_\_\_\_\_
- d) was difficult imagine you how can't the test  
\_\_\_\_\_
- e) me you find house her why couldn't Lynn told  
\_\_\_\_\_

### ***EXERCISE 3: QUESTIONS - REVIEW***

Write the questions that have the following answers.

1. \_\_\_\_\_  
No, I haven't ever been to Guayaquil.
2. \_\_\_\_\_  
I love steak sandwiches.
3. \_\_\_\_\_  
I think the game starts at 8 pm.
4. \_\_\_\_\_  
Yes, I took a little break around noon.
5. \_\_\_\_\_  
No, I didn't mean to be rude to her.
6. \_\_\_\_\_  
The best place to have a malt is at Wendy's.
7. \_\_\_\_\_  
The test was so difficult, no one was able to finish it.

8. \_\_\_\_\_  
I don't know when she will tell us our grades.
9. \_\_\_\_\_  
The thief's crossing the street right now.
10. \_\_\_\_\_  
Hank's daughter is at the door.

#### ***EXERCISE 4: ERROR CORRECTIONS - QUESTIONS***

Underline the incorrect part in each question.

1. What family does spiders belong to?
2. Whose is bag on the table?
3. Where did you wanted to go for dinner tonight?
4. Is Daniel be here yet, or do we have to wait for him?
5. Do you know what flight is she arriving on?
6. How many days she will be in the hospital?
7. Does Fran has many friends in New York?
8. Do you be going to visit us anytime soon?
9. Will Sam be coming to the meeting, or he will skip it?
10. How often do I have to ask you if you understand why am I doing this?



#### **NEW YEAR'S RESOLUTIONS**

At the beginning of the new year, it is common for people to want to start things with a clean slate. They do this by creating resolutions, or small promises and/or goals that they make for the upcoming year. Common resolutions are losing weight or eating healthier. Imagine that it is the new year. Write resolutions for each of the categories listed. Share your resolutions as a class. What are the most common?

Travel
Love
Job/studies
English
Family
Health
Personal enrichment



## WRITING

Research the origins of a unique holiday. You may choose from the list below, or choose a holiday of your own.

- Guy Fawkes Day**
- Martin Luther King Day**
- Groundhog Day**
- Boxing Day**

Find out how and when this holiday is celebrated, how it became a holiday, and any other information you may need to know about it.



## TAG QUESTIONS

*We can try to go a little earlier than normal, can't we?*

*You broke two of these dishes, didn't you?*

*William won't be so happy to hear that, will he?*

- Small phrases at the end of a statement.
- Used to reaffirm or verify that the information in the statement is correct.
- Rules:
  - a) Separate the tag from the main clause by a comma. Place the tag at the end of the main clause.
  - b) Use the same auxiliary verb as the main clause. If no auxiliary verb is used, use *do/does*, or *did*. DO NOT CHANGE THE TENSE. (For *I* with *be* (in present), use *aren't I?*)  
*You have heard this song before, haven't you?*  
*Amy met your brother last night, didn't she?*  
*I am late again, aren't I?*
  - c) If the main clause is affirmative, the tag is negative. If the main clause is negative, the tag is affirmative.
  - d) In a negative tag, the tag is usually a contraction.

e) The subject of the tag must be the same as that of the main clause, but in its corresponding pronoun (i.e. *he/she/it*, etc.).

f) *There is* and *there are* are pseudo subjects, and therefore the tag will contain *there* as if it were the subject pronoun.

*There aren't so many people at the early mass, are there?*

g) In American English, when *have* is a main verb, it uses the auxiliary *do/does/did*.

*Greg has two dogs, doesn't he?*

In British English, it would be correct to say:

*Greg has two dogs, hasn't he?*



It is also possible to make tag questions from more complicated structures.

### **Imperatives**

When you invite someone to do something, use the tag *won't you?*

Examples: *Come take a program, won't you?*

*Have another cup of coffee, won't you?*

When you tell or ask someone to do something, use one of the following expressions in the tag: *will/would/can/can't/could you?*

Examples: *Close the window, will you?*

*Call me after work, could you?*

When the imperative is negative, use *will you?*

Examples: *Don't call her names, will you?*

*Don't come late to class, will you?*



### **Suggestions**

For the expression *Let's*, use the tag *shall we?*

Examples: *Let's go home early, shall we?*

*Let's take the train, shall we?*

## **EXERCISE 1: TAG QUESTIONS**

Complete these sentences adding a tag question. Make sure you use the correct form of the verb.

1. The Lakers made it to the playoffs, \_\_\_\_\_?
2. They found a vaccine for AIDS, \_\_\_\_\_?
3. You wouldn't say anything to her, \_\_\_\_\_?
4. There isn't any milk in the refrigerator, \_\_\_\_\_?
5. We've met before, \_\_\_\_\_?
6. She came to talk to me, \_\_\_\_\_?
7. Quito is the second highest capital in the world, \_\_\_\_\_?
8. You don't like pickles, \_\_\_\_\_?
9. He can't drive a stick shift, \_\_\_\_\_?
10. His favorite music is rap, \_\_\_\_\_?
11. He doesn't know how to change a lightbulb, \_\_\_\_\_?
12. There isn't much we can do about the problem now, \_\_\_\_\_?
13. They need help with the grammar, \_\_\_\_\_?
14. We've seen this episode before, \_\_\_\_\_?
15. These two actors have acted together in another movie, \_\_\_\_\_?
16. You broke the dishes on purpose, \_\_\_\_\_?
17. The teacher told us the answers to the test yesterday, \_\_\_\_\_?
18. Alex's car has a radio, \_\_\_\_\_?
19. The workers of Pepsi-Cola are on strike, \_\_\_\_\_?
20. We should get paid tomorrow, \_\_\_\_\_?

## **EXERCISE 2: CHALLENGE - TAG QUESTIONS**

Write the correct tags.

1. Pass me my bag, \_\_\_\_\_?
2. Leave the papers on my desk, \_\_\_\_\_?
3. Let's rent a movie tonight, \_\_\_\_\_?
4. Don't take this street, \_\_\_\_\_?
5. Please come to my house for dinner, \_\_\_\_\_?
6. Please don't drive so fast, \_\_\_\_\_?
7. Let's leave class a little early tonight, \_\_\_\_\_?
8. Have another bowl of soup, \_\_\_\_\_?
9. Take a seat, \_\_\_\_\_?
10. Help me carry these books, \_\_\_\_\_?



## INTONATION: TAG QUESTIONS

**Tag questions are used by English speakers for one of two reasons.**

- 1) Sometimes a person uses a tag in order to confirm something he/she is not sure about.
- 2) At other times, tags are used when the speaker is sure about the information and wants another person to agree with him/her. Listen to the examples below.

*Harold wasn't at the party, was he?*



Notice the falling intonation. It means that the speaker is asking for agreement. The speaker knows that Harold was not at the party.



*Harold wasn't at the party, was he?*

Notice the rising intonation. Rising intonation means that the speaker is not sure about the validity of his/her information, and is looking for confirmation. In this case, the speaker is not certain whether Harold attended the party or not. The speaker wants confirmation.



### EXERCISE 1: LISTENING - TAG QUESTIONS, INTONATION

Listen to the following sentences. Pay close attention to the intonation of the tags. Then circle what the speaker is looking for in each:

**A** (agreement), or **C** (confirmation).

1. **A** **C**
2. **A** **C**
3. **A** **C**
4. **A** **C**
5. **A** **C**
6. **A** **C**
7. **A** **C**
8. **A** **C**
9. **A** **C**
10. **A** **C**



## **INTERNET**

People around the world celebrate holidays in different ways. Each holiday has its own traditions and foods, even songs and poetry, that are related to it. For ideas of how to celebrate holidays, go to [www.spritzels.com/index.html](http://www.spritzels.com/index.html). Here you can find recipes to foods for different holidays, gift ideas, and party ideas. There are quotes and poems written about the holidays, and other interesting tidbits. For example, go here to find toasts for the New Year, or to learn about different holidays such as Groundhog day.

- ✎ Create a web site for a holiday celebrated in your country. Include fun facts about the day, recipes for the foods eaten at that time, poems common to hear at this time of the year, etc. Share your holiday with your classmates.



## THE FOOD SURVEY

Work with a partner to answer the following questions.

- 1. If you were a vegetable, what vegetable would you be? Why?**

Because \_\_\_\_\_

- 2. With whom would you like to get together?  
(another vegetable)**

Because \_\_\_\_\_

- 3. Would you like to be part of a cold or hot salad?**

Because \_\_\_\_\_

- 4. What dressing or spice would you take?**

Because \_\_\_\_\_

- 5. What sandwich would you taste best in?**

Because \_\_\_\_\_

- 6. In what restaurant would you like to be served?**

Because \_\_\_\_\_



## FOODS FROM AROUND THE WORLD

What are some of the customs you have that revolve around food? For example, are there foods that are served only at certain times of the year? Are there certain foods that are special in your family, or any secret recipes?

### FOODS FROM AROUND THE WORLD

Cultures have different habits and customs when it comes to food. In fact, the way a culture views food is an enormous aspect of how it works. For instance, some people will not eat pork products because of their religion. In some cultures it is considered a compliment to the chef to slurp one's food. If offered food in one culture, it may be polite to accept; in others, the invitation may be a mere formality and a serious breach of cultural norms if accepted. For people of some cultures, it may be considered extremely rude to accept the last piece of food from a tray, whereas in others it may not.

Create a culture and describe it from its culinary aspect. Think about your culture's food habits and traditions. Are certain foods prohibited? Should they be cooked in a particular way? How do people eat in your newly created culture? Who cooks? What are the table manners? What is the role of food in daily life and on special occasions? How are foods served? Create a list of do's and don'ts for travelers to your culture. Share this list with another classmate. Accept questions from your classmate about the culture you created. Ask your own questions about your classmate's culture. Compare the two. How are they the same? How are they different?



## VERBS AS COMPLEMENTS

- A complement receives the action of the verb of a sentence.
- Sometimes a verb can be followed by another verb; in this case, the second verb acts as the complement of the sentence.

### Verbs followed by the infinitive

*You agreed to go with me to the concert.*

*She wanted to open the can with a knife.*

*They refused to cooperate with me.*

*I hope to see you soon.*

- Common verbs that follow this pattern:

agree	deserve	prepare
afford	desire	pretend
appear	elect	proceed
arrange	endeavor	prove
ask	expect	refuse
be	fail	serve
be supposed	happen	seem
care	hesitate	struggle
choose	hope	swear
claim	intend	tend
come	learn	threaten
consent	manage	volunteer
decide	need	wait
demand	offer	want
deserve	plan	would like

### Verbs followed by the gerund

*She misses going to school everyday.*

*I regret telling her a lie.*

*Mr. Frank admitting eating the doughnut.*

*Has Amy ever suggested taking a cooking class?*

- Some verbs are followed by the gerund (-ing form) of the verb:

admit	detest	postpone
anticipate	discuss	recall
appreciate	enjoy	recommend
attempt	escape	regret
avoid	excuse	resent
be worth	finish	resist
can't help	imagine	risk
complete	involve	spend time
confess	mention	suggest
consider	mind	tolerate
defer	miss	understand
delay	practice	
deny	prevent	

## Verbs followed by either the infinitive or gerund

*I like to play board games on Saturday nights.*

*I like playing board games on Saturday nights.*

*I started to study at 2 p.m.*

*I started studying at 2 p.m.*

- Some verbs may be followed by either the infinitive or gerund, with no change in meaning.

attempt  
begin  
cannot bear  
can't stand  
continue

dread  
hate  
intend  
like  
love

neglect  
prefer  
start

- Some verbs may be followed by a gerund or infinitive, but undergo a considerable change in meaning depending on which form is used.
- When the gerund is used, the emphasis is on the first action. When the infinitive is used, the emphasis is on the second action.

### stop

*I stopped doing my homework.* (I am no longer doing my homework.)

*I stopped to do my homework.* (I stopped something to start my homework.)

### quit

*I quit working at Hanson's.* (I do not work there now.)

*I quit to work at Hanson's.* (I quit another job to start at Hanson's.)

### remember

*She remembered taking the picture.* (She remembers the day she took it.)

*She remembered to take the picture.* (She almost didn't take the picture.)

### try

*I tried ice-skating.* (I experienced ice-skating for the first time.)

*I tried to ice-skate.* (I made an effort to ice skate.)

### forget

*I've almost forgotten meeting him.* (I can barely remember when we met.)

*I almost forgot to meet him.* (I didn't remember to go see him.)

### mean

*This problem means not having money for Christmas presents.* (It signifies there is no money.)

*Did you mean to spend so much?* (Did you want/plan to spend so much?)



## **EXERCISE 1: LISTENING - SPECIAL VERBS**

Listen to the sentences. Choose the best meaning for each.

1. A) She doesn't watch her soap opera now.  
B) She finished what she was doing to watch her soap opera.
2. A) She has the memory of speaking with him.  
B) She reminded herself to speak with him.
3. A) They quit their job for a new job at the fair.  
B) They decided not to work at the fair.
4. A) You didn't remember that you bought milk.  
B) You didn't bring home milk.
5. A) It is a memory he will always have.  
B) He didn't remember the time he met Sinatra.
6. A) We didn't forget to talk to him.  
B) We have the memory of talking to him.
7. A) He finished what he was doing in order to watch the news.  
B) He turned off the news.
8. A) She took lessons.  
B) She wasn't able to take lessons.
9. A) She took lessons.  
B) She wasn't able to take lessons.
10. A) He stopped what he was doing in order to begin smoking.  
B) He didn't smoke.

## **EXERCISE 2: VERBS AS COMPLEMENTS**

Fill in the sentences with your own words, using either the infinitive or gerund of a verb.

1. They need \_\_\_\_\_.
2. I dread \_\_\_\_\_.
3. Will loves \_\_\_\_\_.
4. I cannot bear \_\_\_\_\_.
5. She intends \_\_\_\_\_.
6. Please try \_\_\_\_\_.
7. They expect \_\_\_\_\_.
8. We must decide \_\_\_\_\_.
9. The answers appear \_\_\_\_\_.
10. She recommends \_\_\_\_\_.

## EXERCISE 5: VERBS AS COMPLEMENTS

### PART ONE

Make two “word paths.” One path should use verbs that need to be followed by the gerund; the other should use verbs that need to be followed by the infinitive. Use the first or last letter of the previous word as the first letter of the next word. Write a minimum of 8 verbs in each path.

EXAMPLE:

DETEST

I

S

C

U

S

SHUN

E

E

D

### PART TWO

Write four sentences. Each sentence must have two verbs which appeared in your “word path.” (One of the verbs may be in the complement position, or both verbs may form part of a complex sentence.)

Example: I detest discussing problems at the dinner table.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

## **EXERCISE 4: VERBS AS COMPLEMENTS**

Fill in the blanks with the infinitive or gerund form of the verb in parentheses.

1. I can't imagine \_\_\_\_\_ (live) without you.
2. My boss offered \_\_\_\_\_ (give) me a raise in January.
3. Mindy can't stand \_\_\_\_\_ (listen) to country music.
4. With her answer she managed \_\_\_\_\_ (make) her mother so angry that she was immediately grounded.
5. When will Jane finish \_\_\_\_\_ (prune) the garden?
6. She deserves \_\_\_\_\_ (be) happy. I hope her boyfriend treats her well.
7. Doctors suggest \_\_\_\_\_ (drink) eight glasses of water a day.
8. Jessica tends \_\_\_\_\_ (call) me every time I sit down to eat. It's so annoying!
9. My family enjoys \_\_\_\_\_ (watch) late night television together.
10. How can we prevent \_\_\_\_\_ (contract) a fatal disease like polio?
11. I can count on my mother. She would never hesitate \_\_\_\_\_ (help) me out financially.
12. Quit \_\_\_\_\_ (make) those noises! You're driving me crazy.
13. He misses \_\_\_\_\_ (see) her at work every day.
14. How can I avoid \_\_\_\_\_ (fight) with my cousins on the holidays?
15. The patient consented \_\_\_\_\_ (get) a blood exam.
16. Will you please volunteer \_\_\_\_\_ (carry) these books to the library?

17. Pat will have to swear \_\_\_\_\_ (tell) the truth when he goes to court.
18. This project involves \_\_\_\_\_ (go) to Ambato each weekend.
19. Please don't forget \_\_\_\_\_ (buy) cheese and tortillas for the tacos!
20. The teacher begins \_\_\_\_\_ (speak) at 7:00 and doesn't stop until 9:00!



## RESTAURANT REVIEW

Think about a restaurant you have visited lately. Write a review for the restaurant, following the format given below.

Name:

Location:

Type of food:

Ambiance (circle): Romantic      Semiformal      Business      Casual

Best dish:

Worst dish:

Review (circle): ★★★★★ Excellent, highly recommended

★★★★ Good quality, worth the trip

★★★ Average, nothing to write home about

★★ Below average, don't bother

★ Poor, stay far away

Prices (circle): Very expensive    Expensive    Moderate  
Inexpensive

Very expensive: \$30 + per dish

Expensive: \$15-\$29 per dish

Moderate: \$5-\$14 per dish

Inexpensive: less than \$5 per dish

Comments:

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## RECIPES

### PART 1

Recipes are often written by using direct commands. Sometimes articles such as *the* are omitted, also. Look at the recipe for vegetable pizza below. Using the verbs listed, fill in the blanks within the recipe, using each verb once unless otherwise noted in parentheses.

BAKE	SPRINKLE (2)	PRE-BAKE	BEAT
SPREAD(2)	ROAST	BOIL	INCREASE
HEAT(3)	TOP	PUT	DIVIDE
DISSOLVE	TOSS	MAKE	STIR (3)
PAT	COOK	REMOVE	LET

### VEGETABLE PIZZA

Ingredients:	Topping;
Crust:	2 cups broccoli florets
1 package active dry yeast	2 cups cauliflower florets
1 c. warm water (105 to 115°)	1 yellow bell pepper, cut in 8 strips
2 cups flour	2 Tbs. olive oil
2 Tbs. vegetable oil	1/2 tsp. salt
1 tsp. each of sugar and salt	1/4 tsp. pepper
Sauce:	1 c. milk
2 Tbs. margarine or butter	3 Tbs. scallions
2 Tbs. flour	2 cups shredded cheese blend
1/4 tsp. salt	(mozzarella, Parmesan, Romano)
1/8 tsp. pepper	

1. \_\_\_\_\_ oven to 425° F. \_\_\_\_\_ vegetables, mushrooms, oil, salt and pepper in roasting pan. \_\_\_\_\_ to mix and coat. \_\_\_\_\_ in a single layer. \_\_\_\_\_, stirring once, for 25 minutes or until the veggies are lightly browned and tender.
2. Meanwhile, \_\_\_\_\_ the crust. \_\_\_\_\_ the yeast in warm water in a 2 1/2-quart bowl. \_\_\_\_\_ in remaining ingredients. \_\_\_\_\_ vigorously 20 strokes. \_\_\_\_\_ rest 5 minutes. \_\_\_\_\_ dough into two parts. \_\_\_\_\_ each half in a 12-inch pizza pan with floured fingers. \_\_\_\_\_ at 425°F until crust is golden brown, about 10-15 minutes.
3. To make the sauce, \_\_\_\_\_ the margarine in a 1 1/2-quart saucepan over low heat until melted. \_\_\_\_\_ in flour, salt, and pepper. \_\_\_\_\_ over low heat, stirring constantly, until mixture is smooth and bubbly. \_\_\_\_\_ from heat. \_\_\_\_\_ in milk. \_\_\_\_\_ to boiling, stirring constantly. \_\_\_\_\_ and stir one minute more.
4. \_\_\_\_\_ oven temperature to 450°F. \_\_\_\_\_ cooked pizza crust with white sauce, leaving a 1-inch rim. \_\_\_\_\_ with 1 cup shredded pizza cheese. \_\_\_\_\_ cheese with roasted vegetables. \_\_\_\_\_ with remaining cheese and scallions.
5. \_\_\_\_\_ 10-15 minutes, until cheese is melted and toppings are hot.



## MY VERY OWN SECRET RECIPE

In groups of two choose a dish you know how to prepare. In 8 steps describe how to make your recipe. Then share it with the rest of the class. Do not mention the name of your dish, so the class can guess what you are cooking.

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My Very Own Secret Recipe

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### **Ingredients:**

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---

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---

---

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---

---

### **Preparation:**

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_
- 6** \_\_\_\_\_
- 7** \_\_\_\_\_
- 8** \_\_\_\_\_



## PREPOSITIONS AND VERBS

- Certain verbs, nouns, and adjectives can be found in expressions with prepositions.
- When a verb follows a preposition, it MUST go in the gerund form.

### **Verb + preposition + gerund**

*She is always dreaming about getting a new husband.*

*I have planned on changing my job.*

*He should insist on obtaining that refund.*

advise against	depend on	put off
apologize for	dream of / about	rely on
approve of	feel like	succeed in
be better off	insist on	think of / about
believe in	plan on	worry about

### **Noun + preposition + gerund**

*There's the possibility of fixing your car sooner.*

*I have no intention of taking your mother's advice.*

*There's no excuse for coming late.*

choice of	intention of	possibility of
excuse for	method of / for	reason for

### **Adjective + preposition + gerund**

*She is afraid of telling him the truth.*

*I'm interested in buying your house.*

afraid of	fed up with	interested in
capable of	fond of	obsessed with
excited about	good / bad at	tired of

## Adjective + Infinitive

*Pleased to meet you.*

*We were sorry to hear about your loss.*

*Sally is always embarrassed to use her coupons at the grocery store.*

- Some adjectives must be followed by the infinitive form of the verb.

able	dangerous	lucky
afraid	eager	pleased
anxious	embarrassed	prepared
boring	encouraged	sorry
careful	hard	willing

- The preposition **to** generally introduces an infinitive verb, and is not followed by a gerund.
- There are a few expressions with adjectives, however, that include the preposition **to** as part of the expression. In this case, **to** should be followed by the gerund.

*I look forward to writing to you soon.*

*Peter confessed to stealing those papers from the office.*

accustomed to	look forward to	used to
confess to	object to	

### EXERCISE 5: INFINITIVE OR GERUND?

Fill in the blank with the correct form of the verb in parentheses.

1. I'm anxious \_\_\_\_\_ (finish) this course.
2. It's not usual \_\_\_\_\_ (see) hot air balloons in the sky.
3. It was difficult \_\_\_\_\_ (reach) Mahuad after he resigned.
4. She is accustomed to \_\_\_\_\_ (eat) twice a day.
5. Pat is afraid of \_\_\_\_\_ (move) away from his family.
6. I'm tired of \_\_\_\_\_ (see) how people steal from the government.
7. Liga had no choice but \_\_\_\_\_ (play) on Saturday morning.

8. There is no excuse for \_\_\_\_\_ (be) late for class.
9. He is worried about \_\_\_\_\_ (lose) his job.
10. I had to stop \_\_\_\_\_ (work) at SEK to work here.
11. It's good \_\_\_\_\_ (be) a teacher.
12. I began \_\_\_\_\_ (understand) why things are like that.
13. Aspiazu has denied \_\_\_\_\_ (rob) money from his clients.
14. You prefer \_\_\_\_\_ (talk) on the phone rather than in person.
15. I hate \_\_\_\_\_ (swim) in cold water.

#### **EXERCISE 4: VERBS AS COMPLEMENTS**

Look at the clues below. Fill in the spaces with the letters of the verbs suggested by each clue. Then check the verbs as: verbs followed by the gerund, and verbs followed by the infinitive. (Use the verbs listed in this unit.)

	CLUES
1 _____	1 To say “No” to something or someone
2 _____	2 When you imagine something is real
3 _____	3 If you doubt something
4 _____	4 To give up
5 _____	5 When you have a hard time doing something
6 _____	6 To crave something
7 _____	7 When you remember
8 _____	8 If you made mistakes on the test, you may ____ the course.
9 _____	9 To look alike
10 _____	10 You'd rather have something else
11 _____	11 When you don't like something from the past
12 _____	12 To care about something
13 _____	13 To get ready
14 _____	14 To make up your mind
15 _____	15 To refrain from doing something
16 _____	16 To keep on



# MENU

What is your favorite restaurant? What are your favorite dishes to order when you go out to eat?

## Part 1

Listen to the dialogue. Fill in the description of the salads and dinner entrees on the menu as you listen. Listen again to check your answers.

### GRANDMA'S GRILL AND BARBECUE

#### MENU

##### APPETIZERS

**Potato Skins** – Smothered with Cheddar cheese and crisp bacon, our famous potato skins will leave you breathless! Served with sour cream and chives and a side of salsa.  
Full order (12) \$5.99  
Half order (6) \$3.99

**Mozzarella Sticks** – Thick, breaded slices of fresh mozzarella cheese fried to golden perfection and served with marinara sauce. \$3.95

#### ON THE LIGHTER SIDE

##### SOUPS

**French onion** – Caramelized onions dipped in an exquisite beef broth and topped with a crouton and melted, smoked Provolone cheese. Cup \$2.59 Bowl \$3.49  
**Cream of broccoli and cheese** – Fresh broccoli simmered with a special blend of cheese. Spiced up with a splash of Tabasco sauce. Cup \$3.29 Bowl \$4.09  
**Soup du jour** – A different soup each day. Ask your server for details. Cup \$2.29 Bowl \$2.99

##### SALADS

For only \$1.99 add a cup of soup!

**Cobb salad** – A Grandma's favorite! Garden fresh \_\_\_\_\_, diced \_\_\_\_\_ and crisp bacon, crumbled cheese, hard-boiled \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, tomatoes \$4.99

**Grilled Tuna Salad** – Fresh, melt-in-your mouth grilled tuna fillet with mixed salad greens, black \_\_\_\_\_, green \_\_\_\_\_, \_\_\_\_\_ eggs, and \_\_\_\_\_ wedges. Served with Grandma's secret spicy \_\_\_\_\_ dressing. One taste of this salad and you will feel like you are on the sea! \$5.99

##### SANDWICHES

All sandwiches are served with chips and a pickle.

**Chicken Finger BLT** – Hand-battered crunchy Cajun chicken tenderloins on toasted sesame bread with melted Provolone cheese and crispy bacon, lettuce, tomato and homemade mayo. \$5.65

**Turkey Club** – Chargrilled mesquite-smoked turkey breast with creamy, melted American cheese, crispy bacon, and smoked ham. Served with our signature sweet-smoky mayo on toasted Italian bread. \$5.95

## FOR HEARTY EATERS

### DINNER ENTREES

All dinner entrees are served with your choice of potato (\_\_\_\_\_), scalloped or \_\_\_\_\_, grilled vegetables, and a dinner roll. For only \$1.49, add a garden salad or cup of soup.

**Spicy Beef Fajitas** – Chargrilled \_\_\_\_\_ on a bed of grilled \_\_\_\_\_ and sautéed green \_\_\_\_\_. Served with spicy black \_\_\_\_\_, Spanish \_\_\_\_\_, colby \_\_\_\_\_, \_\_\_\_\_, pico de gallo and \_\_\_\_\_. tortillas. \$9.95

**New York Steak** – Hand cut USDA choice aged \_\_\_\_\_ chargrilled to perfection and topped with our very own horseradish \_\_\_\_\_ and buttered \_\_\_\_\_. \$13.95

## ON THE SIDE

**House Side Salad** – Ripe tomato, cubes of Cheddar cheese, shredded carrot and radishes on a bed of fresh mixed greens. \$1.99

**Mashed potatoes** – Our hand-mashed potatoes loaded with butter. Mashed to perfection, with the skins left on, so you know that Grandma's serves only fresh products! \$1.29

**Garlic Bread Sticks** – For a taste of Italy, try our golden bread sticks. Dripping with butter and toasted to perfection, these sticks will satisfy even the pickiest garlic lover. Order of 6: \$2.99

## FOR THAT SWEET TOOTH

**Ice Cream Sundae** – Grandma's hand-churned French vanilla ice cream topped with your choice of creamy caramel sauce, hot fudge, or fresh strawberries. Complete with chopped nuts and a dollop of the finest whipped cream. Big enough for two! \$ 3.19

**Cherry Cheesecake** – What people come to Grandma's for! You must try a slice of our famous Cherry Cheesecake. Using only the finest ingredients, our cherries are fresh, right off the tree! \$2.39

**Scrumptious Strawberry Shortcake** – Grandma's homemade, fresh-baked poundcake smothered in fresh strawberries grown on Grandma's own farms. Topped with mounds of fresh whipped cream, this is sure to please the little ones. \$1.99

## THIRST-QUENCHERS

Fresh-squeezed lemonade 16 oz. \$1.99

Soft drinks \$1.49 (FREE REFILLS)

Cup of coffee \$1.09, Bottomless pot of coffee \$2.19

Beer (on tap) 12 oz. \$1.89 16 oz. \$2.29

**Part 2**

Look at the receipt below. The waiter has made a few mistakes on the bill. Fix the mistakes. Charge 8% for tax. What is the correct total? Add 20% for a tip. How much is the total bill, including tip?

GRANDMA'S GRILL AND BARBECUE	
Description	Price
1/2 order potato skins	\$5.99
Grilled tuna salad	\$5.99
New York Steak (baked potato)	\$14.95
Cup French onion	\$2.59
Chicken BLT (french fries)	\$4.65
Side Salad (Italian dressing)	\$1.59
Pot coffee	\$2.29
Lemonade	\$1.99
Diet	\$1.49
<i>Subtotal:</i>	
<i>Tax:</i>	
<i>Total:</i>	



## ORDERING AT RESTAURANTS

Choose three students from the class to be waiters. The rest of the class will be the customers. Divide the class into three groups, with one waiter in each group. Take ten minutes for each group to create a name for their restaurant along with a menu. When the groups have finished, put the three waiters (along with their menus) into separate parts of the room.

In this activity, the customers will go from restaurant to restaurant ordering food. Each time, both customer and waiter should choose at least one situation from their corresponding column.

**Customers' Column**

the food is cold  
the restaurant is hot and stuffy  
the restaurant is too cold  
there are no vegetarian dishes  
the restaurant is too smoky  
the people next to you are too loud  
the food is too salty  
there is a mistake on the bill  
the food is burnt/undercooked  
the food is greasy and unhealthy

**Waiters' Column**

you are in a grumpy mood  
you pick your nose and drop food  
you make a mistake on the order  
you are out of something on the menu  
you offer something not on the menu  
you are very shy  
you are hard of hearing  
you do not speak English well  
you are tired and your feet hurt  
you are sexist



If you were to move to another country, what food would you miss the most?

### **LEFSE: A NORWEGIAN TRADITION**

As the tortilla to the Mexican, lefse to the Norwegian-American. Any “good” Norwegian-American will tell you that! We looked forward to lefse at Grandma’s house on the holidays. We buy lefse by the pound and even try to make our own! We slather it with butter and sugar, roll it up and gobble it down.

This famous flatbread is made from potatoes. The potatoes are mashed and then mixed with flour, cream, salt, and a little oil. The resulting dough is then rolled very thin and fried on a piping hot griddle. It is traditionally served with lutefisk, or codfish, on the holidays.

But lefse is much more than just a delicious type of bread. It is tradition and history. It is community. In the past, women in Norway would travel from house to house for three to four days in order to make a year’s supply of lefse for their household. They would work over an open fire well into the evening. The lefse would be stored in barrels or sea chests. Very often, the shed where the lefse was prepared was also the same shed where the beer was made. Lefse-making is as much a family tradition as lefse-eating!

1. How does this author feel about lefse?
2. Describe lefse. How is it eaten? When?
3. How have the traditions surrounding lefse changed?
4. How would you describe the tone of this passage?
  - a) nostalgic
  - b) sarcastic
  - c) sad
  - d) incredulous



## PRONOUNS BEFORE THE INFINITIVE OR GERUND

### INFINITIVE FORMS

*I asked Mary to set the table.*

*You invited me to see that movie.*

*She wanted us to bring some chips for the meeting.*

**subject + verb + complement form of (pro)noun+ Infinitive verb...**

- When a pronoun/noun is part of the complement of a sentence along with the verbs below, use the infinitive form with the complement form of the pronoun.

allow	ask	beg	convince	expect	instruct
invite	order	permit	prepare	persuade	promise

### GERUND FORMS

*I hate your calling so late.*

*We understand your not being able to come earlier.*

*I am looking forward to their coming next summer.*

*You regret her leaving.*

**subject + verb + possessive adjective or noun +verb(ing)...**

- In order to use a pronoun or noun before a verb that should be in the gerund form, you must use the possessive form of the complement pronoun or noun.

## **A) EXERCISE 1: PRONOUNS BEFORE THE INFINITIVE AND GERUND**

Choose the correct pronoun.

1. I really like (you / your) writing to my mom.
2. I can't allow (him / his) to go out this late at night.
3. Remind (my / me) to get those packages.
4. You shouldn't rely on (her / hers) calling tonight.
5. I want (you / your) to find me an apartment.
6. She hates (our / us) having to tell our parents everything we do.
7. I appreciate (him / his) coming here to see me.

## **B) EXERCISE 2: ERROR CORRECTION**

The underlined part of each sentence is incorrect. Make its correction.

1. Cindy appeared be angry at her sister.
2. Do not offer taking me to the airport if you don't have the time.
3. I don't mind to spend my money on other people.
4. I'm not asking your to give up your job.
5. Let's discuss you to get a raise.
6. I will not risk to get a cold, so I take a vitamin C pill every morning.
7. Isaac recommends Tracy leaving early today.
8. Mandy tends being late on Mondays.
9. Can you please excuse my to interrupt your story?
10. We haven't spent any time to work on our project.
11. It is worth to call her to find out if Troy is all right.
12. You can expect hearing a lot of lies from that presidential candidate.



## TRADITIONAL FOODS

Make a list of traditional foods from your country/city. Can you find these foods someplace else?

Listen to three people talk about different kinds of food. Then fill in the chart below.

NAME OF FOOD	COUNTRY	INGREDIENTS	PREPARATION
1.			
2.			
3.			



## RUN-ON-SENTENCES

*The fund raiser was successful, it raised ten thousand dollars for disabled children.*

*She should be more polite, she might not have so many problems with her boss.*

- **Run-ons** are independent clauses that are incorrectly united by commas, without conjunctions or transition words to aid the connection.
- Every run-on should be separated into two or more independent sentences (separated by a period), or joined with the correct form of punctuation or transition word.

- 1.** Change the run-on sentence into two sentences.

*The fund raiser was successful. It raised ten thousand dollars for disabled children.*

- 2.** Make the run-on sentence into a compound sentence by adding words like *and*, *but*, *nor*, *for*, *or*, or *or* (or the correct punctuation like a semicolon).

*The fund raiser was successful, and it raised ten thousand dollars for disabled children.*

*The fund raiser was successful; it raised ten thousand dollars for disabled children.*

- 3.** Change the run-on into a complex sentence.

*If she were nicer, she wouldn't have so many problems with her boss.*

*The fund raiser was successful because it raised ten thousand dollars for disabled children.*

## **EXERCISE 1: RUN-ONS**

Decide if each sentence is a run-on or not. If so, correct it.

1. Jacob had a terrible day because he lost his keys, he had an accident, too.
2. There were three people at the table, I didn't know who they were.
3. Before you say *no*, listen to what I have to say.
4. George left for the Bahamas early this morning, and he arrives this afternoon.
5. Erica and her family have decided to stay in a hotel while the exterminators try to rid their house of termites.
6. Don't move, there is a bug on your shoulder, it is big.
7. Pay attention or else next time I will not help you.
8. Greta and Courtney were in Amy's wedding, even though they were both very nervous.



## FRAGMENTED SENTENCES

*After we had dinner  
Because she loves to read*

*That make you sneeze  
For five years or more*

- A fragment is not a complete sentence.
- Fragments occur when a sentence part, such as a phrase or dependent clause, is written as if it were a complete sentence.

### CORRECTED FRAGMENTS

*After we had dinner, we went shopping.  
Avoid perfumes that make you sneeze.  
She goes to the library because she loves to read.  
They have been best friends for five years or more.*

- Fragments may also occur when they are exclamations or answers to questions. However, most must be revised in formal writing.

### ACCEPTABLE FRAGMENTS

*How long have they been friends? For five years or more!  
Why? Because she loves to read.*

## **EXERCISE 1: FRAGMENTS**

Eliminate each fragment by making it into a complete sentence.

1. I worked for that company for many years. First as an accountant, later as a secretary.
2. Water is important for the skin. Which everyone needs to live.
3. He knew Italian. Before he learned English.
4. Harold guffawed loudly. Like a child at the circus.
5. Angela was nervous the first day of school. Trying hard to fit in.
6. I'll be there soon. In five minutes.



## INTERNET

Every culture and country has its own eating habits. Certain foods in one culture may be taboo or considered disgusting in another.

At [www.stuffucanuse.com/strange\\_food.htm](http://www.stuffucanuse.com/strange_food.htm) you can find a list of interesting foods from a variety of countries. For example, in China some people eat “drunken shrimp,” live shrimp swimming in a bowl of rice wine. In Greece, retsina is a popular drink made from pine resin which takes a little getting used to. And chewing gum makes the list for strange foods from the United States. Remember as you use the web site that due to cultural differences and perceptions, some of the foods listed may not seem at all strange to you. Note these foods as you look at the web site. Then make a list of foods that you consider strange. Compare your lists with other classmates. Do you agree?

✎ Make a list of some foods that your culture considers disgusting or strange that others may not. Write your ideas below.

✎ Now make a list of foods common in your culture that others may find strange.



# IRREGULAR VERBS



<b>Base Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	borne
beat	beat	beat / beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dove / dived	dived
do	did	done
draw	drew	drawn



<b>Base Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
dream	dreamt / dreamed	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fit	fit/fitted	fit/fitted
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade / forbad	forbidden / forbade
forget	forgot	forgotten
forgive	forgave	forgiven
forgo	forwent	forgone
freeze	froze	frozen
get	got	gotten / got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung / hanged	hung / hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled

**Base Form**

knit  
know  
lay  
lead  
leap  
leave  
lend  
let  
lie (down)  
light  
lose  
make  
mean  
meet  
pay  
prove  
put  
quit  
read  
ride  
ring  
rise  
run  
saw  
say  
see  
seek  
sell  
send  
set  
sew  
shake  
shave

**Simple Past**

knit / knitted  
knew  
laid  
led  
leapt / leaped  
left  
lent  
let  
lay  
lit / lighted  
lost  
made  
meant  
met  
paid  
proved  
put  
quit  
read  
rode  
rang  
rose  
ran  
sawed  
said  
saw  
sought  
sold  
sent  
set  
sewed  
shook  
shaved

**Past Participle**

knit / knitted  
known  
laid  
led  
leapt / leaped  
left  
lent  
let  
lain  
lit / lighted  
lost  
made  
meant  
met  
paid  
proved / proven  
put  
quit  
read  
ridden  
rung  
risen  
run  
sawed/sawn  
said  
seen  
sought  
sold  
sent  
set  
sewn / sewed  
shaken  
shaved / shaven

**Base Form****Simple Past****Past Participle**

shear	sheared	sheared / shorn
shine	shone / shined	shone / shined
shoot	shot	shot
show	Showed	shown / showed
shrink	shrank / shrunk	shrunk / shrunken
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sneak	sneaked / snuck	sneak / snuck
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilt / spilled	spilt / spilled
spin	spun	spun
spit	spat / spit	spat / spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strew	strewed	strewn
strike	struck	struck / stricken
strive	stroved / strived	striven / strived
swear	swores	sworn
sweep	swept	swept
swim	swam	swum

**Base Form****Simple Past****Past Participle**

swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived / threwe	thrived / thriven
throw	threw	thrown
undergo	underwent	undergone
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

**NOUNS THAT TAKE A PLURAL VERB**

pants	trousers
shorts	pliers
tongs	scissors
slacks	jeans
glasses	tweezers
pajamas	

## NOUNS THAT TAKE A SINGULAR VERB

physics	athletics
herd	flock
club	government
family	Congress
team	committee
crowd	public
group	jury
army	news



## IRREGULAR PLURALS

### **Singular form                          Plural form**

alumna	alumnae
amoeba	amoebas, amoebae
analysis	analyses
antenna	antenna, antennae
appendix	appendices, appendixes
axis	axes
basis	bases
businessman	businessmen
businesswoman	businesswomen
calf	calves
child	children
crisis	crises
criterion	criteria
datum	data
deer	deer
dwarf	dwarfs, dwarves
elf	elves
fireman	firemen
fish	fish

<b>Singular form</b>	<b>Plural form</b>
foot	feet
genus	genera
goose	geese
half	halves
knife	knives
leaf	leaves
life	lives
loaf	loaves
louse	lice
man	men
millennium	millenniums, millennia
moose	moose
mouse	mice
ox	oxen
person	people
phenomenon	phenomena
series	series
sheaf	sheaves
sheep	sheep
shelf	shelves
species	species
thesis	theses
tooth	teeth
wife	wives
woman	women

