

INTERMEDIATE ENGLISH GRAMMAR FOR ESL STUDENTS

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Welcome!

Get ready to develop your understanding and use of grammar, so that you can create better sentences without mistakes. We will cover:

- Many different verb tenses and the details about when to use each one
- Lots of prepositions and linking words to connect your ideas
- Adjectives, adverbs, and conditional sentences
- Correct sentence structure for different types of sentences, questions, reported speech, and passive voice.

Many of the lessons include quizzes so that you can practice and review what you learned. Make sure to do these so that you can test your knowledge.

I hope these lessons will help you gain a deeper understanding of grammar – so that you can use it well in your own English.

Now go ahead and start Lesson 1!

Shayna Oliveira – Espresso English Teacher

P.S. If you want to join one of my courses on speaking, vocabulary, phrasal verbs, business English, and more – you can use coupon code **SAVE20** to **save \$20!**

[See all courses here](#)



Subject-Verb Agreement

Subject-verb agreement is one of the first things you learn in English class:

- “My **friend** **is** Japanese.” (singular)
- “My **friends** **are** Japanese.” (plural)

In this English lesson, you’re going to learn a few more advanced cases of subject-verb agreement that confuse many learners.

Everybody, Anybody, Somebody, Nobody, Everyone, Anyone, Someone, No One

These subjects are all **singular**!

- ~~“Everyone **have** problems.”~~
- “Everyone **has** problems.”
- ~~“Everybody **are** happy.”~~
- “Everybody **is** happy.”
- “I don’t know if anybody **is** in the office right now.”
- “How do you react if someone **gives** you a compliment?”
- “Nobody **like** **likes** the new English teacher.”

Club, team, family, army

These subjects are also **singular**, even though they are talking about a group of people.

- “My family **is** visiting me for the holidays.”
- “The basketball team **has** a new coach.”

Note: In British English “family” and “team” are often plural.

Police

Usually, “police” is **plural**:

- “The police **are** investigating the murder.”
- “Police **have** arrested three suspects.”

To talk about an individual member of the police, we can say **policeman** or **policewoman** – or the gender-neutral term **police officer**.

People, children, men, women, mice, feet

These words are **irregular plural nouns** (nouns that are not formed by adding -s) and they take the **plural** form of the verb:

- “Our children **are** very well-behaved.”
- “The people **like** the new president.”
- “Men **don’t** usually enjoy shopping for clothes.”
- “My feet **are** cold.”

Both of, a few of, many, several

These words always take the **plural** form of the verb:

- “Both of my brothers **are** older than me.”

- “A few of these products **have** defects.”
- “Many of the houses in this neighborhood **don’t** have garages.”
- “Several of the students **aren’t** going to pass.”

Half of, a third of, 40% of, some, most

These words can be **singular OR plural** depending on what follows them!

- “Half of the students **are** from another country.”
- “Half of the class **is** from another country.”
- “Some of these facts **are** incorrect.”
- “Some of this information **is** incorrect.”
- “40% of the people **don’t** support the new law.”
- “40% of the country **doesn’t** support the new law.”

Data

There is a debate about the word “data”! *Technically*, data is **plural** (the singular form is “datum”). However, in common usage, people often treat “data” like “information” – as an uncountable noun, which takes the singular form.

So both forms are correct: “The data **is** accurate” and “The data **are** accurate.”

You can read more about the “data debate” [here](#) and [here](#).

Quiz: Subject-Verb Agreement

1. Do / Does anyone has / have a pencil I could borrow?
2. No one has / have finished reading the book yet.
3. Hurry up! Everyone are / is waiting for you to get here.
4. No, my family doesn't / don't live nearby.
5. Our swimming club is / are going to compete on Saturday.
6. The police officer is / are talking to the parents of the missing child.
7. The police hasn't / haven't released any information about the case.
8. Most women love / loves getting flowers.
9. Some of the people waiting in line is / are getting impatient.
10. Both of you know / knows the rules.
11. Several of my teeth has / have cavities.
12. Most of this software is / are outdated.
13. Some of the children don't / doesn't have cell phones.
14. Almost all of the water is / are contaminated.

Quiz Answers – Subject-Verb Agreement

1. Does / have
2. has
3. is
4. doesn't
5. is
6. is
7. haven't
8. love
9. are
10. know
11. have
12. is
13. don't
14. is

Present Continuous for Future Use

Many students use only **will** or **going to** in order to talk about the future.

However, it's very common to use the **present continuous** to talk about the future, in the case of **arrangements that are planned**:

- + **I'm having** dinner with friends tonight.
- + **She's meeting** David at the train station tomorrow.
- He **isn't coming** to the party on Sunday.
- We **aren't seeing** our family this weekend.
- ? What **are** you **doing** on Saturday?
- ? **Is** Mary **arriving** at 7:00 or 8:00 tomorrow morning?

You can use the **present continuous for future plans** with these words:

- tonight, tomorrow, this weekend
- next week/month/year
- this summer/fall/winter/spring
- on Monday/Tuesday/Wednesday/etc.
- next Monday/Tuesday/Wednesday/etc.

Using these “future words” in the sentence shows that we are talking about a future time and not a current situation:

- I'm having dinner with my friends. (right now)
- I'm having dinner with my friends next Friday. (future)

Practice: Present Continuous for Future Use

Write complete sentences talking about future plans/arrangements using the present continuous, answering these questions:

- What are you doing tonight?
Ex. I'm seeing a movie with friends tonight.
- What are you doing tomorrow?
- What are you doing this weekend?
- What is your friend/husband/wife doing next week?
- What are your parents/kids doing in the near future?

Future Tenses: Seven Situations

There are a lot of different ways we can talk about the future in English – will, going to, present continuous, future continuous, future perfect, etc. Now let's look at examples of practical situations when we'd use the various future tenses.

Situation #1 – Predictions: WILL / WON'T / GOING TO

Predictions, projections, and other ways of guessing or imagining the future can all use WILL/WON'T or GOING TO (with no difference):

- The economy **will recover** quickly.
- = The economy **is going to recover** quickly.
- That team **won't win** the game.
- = That team's **not going to win** the game.

Situation #2 – Intentions: GOING TO

What's an "intention"? It's when you **want** to do something, but you have not yet taken any definite action.

You can use **going to** or other phrases for New Year's resolutions (I hope to, I'd like to, I'm planning to, I might, I'm thinking of):

- **I'm going to** join a gym.
- **I'm going to** read more books.
- **I'm not going to** procrastinate so much.
- **I'm not going to** spend more than I make.

Situation #3 – Plans & arrangements – 3 options

“Plans and arrangements” means you have already taken some definite action to **make this plan a reality** in the future.

Here’s the difference:

- **Intention:** I’d like to meet with Barbara tomorrow.
(but Barbara and I haven’t decided on a time yet)
- **Plan / Arrangement:**
I’m **meeting** with Barbara tomorrow.
I’m **going to meet** with Barbara tomorrow.
I’ll **be meeting** with Barbara tomorrow.
(Barbara and I have scheduled a time to meet, so the meeting will definitely happen)

As you can see from the example above, there are **3 verb tenses** that are commonly used:

- **Going to:** We’re going to visit him next week.
going to + base form of the verb
- **Present Continuous:** We’re visiting him next week.
am/is/are + verb-ING
- **Future Continuous:** We’ll be visiting him next week.
will/won’t + be + verb-ING

When talking about plans and arrangements, these tenses are essentially the same. However, when using the present continuous for future use, we usually

include the specific time in the future (to avoid confusion with “actions happening at the moment”):

- **I’m taking an intensive English course.**
(right now, at this moment; the course is currently in progress)
- **I’m taking an intensive English course next month.**
(in the future)

Situation #4 – Decisions in the moment, promises, offers – WILL / WON’T



“Would you like coffee or tea?” – “I’ll have coffee.”

One of the most common decisions made in the moment is **when ordering at a restaurant**:

- **I’ll have** the salmon with a side order of vegetables.
- **I’ll have** the chicken salad.
- **I’ll have** a slice of apple pie with ice cream.

Also use WILL when you are offering to help someone, or making a promise:

- **I'll** help you with your homework.
= I am offering to help you with your homework.
- **We'll** give you a ride to the train station.
= We are offering to take you to the train station.
- **I'll** call you at 5:00.
= I promise to call you at 5:00.
- **I won't** stay up too late.
= I promise not to stay up too late.

Situation #5 – Scheduled events – PRESENT SIMPLE

“Scheduled events” are things like:

- **Transportation schedules (flights, trains, etc.)**
*Our flight **leaves** at 8:00.*
- **Conferences and events (meetings, lectures, classes)**
*The conference **starts** next Thursday.*
- **Things that operate on a regular schedule (bank or store opening / closing)**
*The supermarket **closes** in 15 minutes.*

These are different from “plans and arrangements” because in general, they are things we have no control over.

Situation #6 – Things that will be in progress at a specific time in the future: FUTURE CONTINUOUS

"I'll be having dinner at 7 PM."



Use the future continuous when you will be **in the middle of doing something** at a point in the future.

- Don't call me at 6, because **I'll be driving** home from work.
- At 10:30 tomorrow morning, **we'll be giving** a presentation in English class.
- **He'll be watching** the football game tonight at 8.

Time expressions with "at" are often used with the future continuous.

Situation #7 – Actions that will be completed before a specific time in the future – FUTURE PERFECT

Here's an example:

- Imagine that right now it is 12:00 PM.
- I will leave work at 5:00 PM.

Before I leave work, I am definitely going to finish a project. So I can say:

- **"By 5:00 PM, I will have finished the project."**

- Or: “**By the time** I leave work, I **will have finished** the project.”



*The future perfect is typically used with **by**, **before**, and **by the time**.*

Form the future perfect by using **will + have + past participle of the verb**:

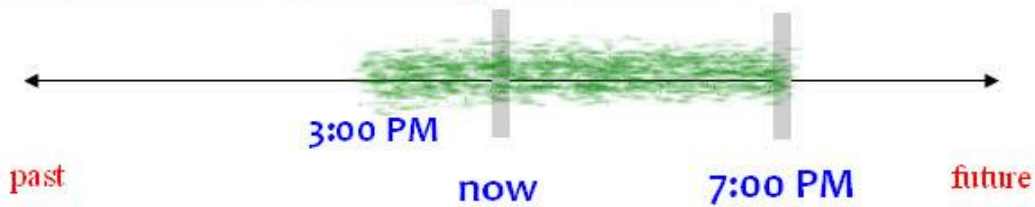
- I **will have finished** the project.
- I **will have cleaned** my house.
- I **will have gotten** a promotion.

You might notice that there's one tense we didn't talk about – the future perfect continuous. When do we use that?

This is really not a very common tense in everyday use – in fact, it's even hard to create examples for it! – but I'll explain it briefly.

Use the future perfect continuous with **actions that will continue up to a future point**.

"By the time her plane arrives at 7 PM,
I will have been waiting for 4 hours."



- By the time she graduates, she **will have been studying** for 7 years.
- By 7 PM, I **will have been working** on this project for eight hours straight.
- By this time next year, they **will have been living** in Japan for two decades.

BY and BY THE TIME are commonly used with the future perfect continuous.

Again, this is not a very common verb tense, so don't worry too much about it!

Practice: Future Tenses: Seven Situations

- Write or say 3 sentences (with **WILL / WON'T** or **GOING TO**) predicting what is going to happen in the world during the next 10 years.
- Write or say 1 thing you are **going to** do and 1 thing you are **NOT going to** do this year.
- Write or say 3 sentences about plans or arrangements you have for the upcoming months, using the **present continuous**.
- Imagine that your best friend is very sick and can't leave the house. Write or say a few things that you can do to help her (using "I'll...")
- What **will you be doing** tomorrow at 8 AM, 2 PM, and 7 PM?
- What's one thing you **will have done** by this date next year? (Use the future perfect: "By this time next year, I will have written a book," for example)

Past Continuous

We use the past continuous to talk about things that were **in progress in the past**.

To form the past continuous positive, use **subject + was/were + verb + -ing**

I, he, she, it	was	studying
you, we, they	were	studying

Examples:

- “What **were you doing** when I called you?”
- “I **was studying**.”
- She **was playing** guitar at the party.
- At 5:30 last night, we **were driving** home.
- They saw a starfish while they **were walking** on the beach.

The past continuous negative is: **subject + was not / were not + verb + -ing**

I, he, she, it	was not (wasn't)	studying
you, we, they	were not (weren't)	studying

Examples:

- I **wasn't listening** when the teacher gave the instructions.
- She **wasn't wearing** jeans. She was wearing a dress.
- We **weren't driving** very fast because the road was wet.
- They **weren't sleeping** at 10 PM last night; they were watching a movie.

To form past continuous questions, use: **Was/Were + subject + verb + -ing**

Was	I, he, she, it	sleeping?
Were	you, we, they	sleeping?

Examples:

- **Were you sleeping** when I called you?
- What **was she thinking** about last night? She looked worried.
- **Was it raining** when you left the bar?
- What music **were they listening to**?

Note: You can also put a **question word** at the beginning:

- **Who** were you talking to on the phone last night?
I was talking to my cousin.
- **What** was John doing at the library?
He was looking for a book.
- **Why** were they drinking champagne yesterday?
Because it was their anniversary.

In questions, avoid the common error of putting was/were after the subject. It should go *before* the subject in questions:

- ~~Who you were talking to on the phone?~~
- Who **were you talking** to on the phone?
- ~~What John was doing at the library?~~
- What **was John doing** at the library?

Some verbs are never used in the past continuous: like, want, need, believe.

- ~~I was needing to find a job.~~
- I **needed** to find a job.
- ~~She was believing that he loved her.~~
- She **believed** that he loved her.

The **past continuous** is often used together with the **simple past** to show that one thing happened while another thing was in progress:

- I **was talking** on the phone when my sister **arrived**.
- He **was drinking** beer when he suddenly **felt** sick.
- She **took** a photo as we **were getting** out of the bus.
- We **were waiting** for the bus when we **saw** a car accident.

**We were waiting for the bus
when we saw a car accident.**



past continuous: were waiting

simple past: saw

Practice: Past Continuous

Write complete sentences using the past continuous:

- What were you doing today at 8 AM?

Ex. I was brushing my teeth.

- What were you doing yesterday?
- What were you doing last weekend?
- What were you doing at this time last year?
- What were you doing 5 years ago?
- What were you doing 10 years ago?

Quiz: Simple Past and Past Continuous

1. I _____ in line when they _____ that the tickets for the movie had sold out.

- A. stood / were announcing
- B. was standing / announced

2. Tina _____ while she _____ for her son to come home from the party.

- A. fell asleep / was waiting
- B. was falling asleep / waited

3. I _____ to my friends when he _____ our conversation.

- A. talked / was interrupting
- B. was talking / interrupted

4. We _____ research for a school project when the internet _____ down.

- A. did / was going
- B. were doing / went

5. As she _____ to work, she suddenly _____ that she had forgotten to lock the front door of her house.

- A. drove / was remembering
- B. was driving / remembered

6. The salesperson _____ them while they _____ dinner.
- A. called / were eating
 - B. was calling / ate
7. What _____ when you _____ about 9/11?
- A. did you do / were hearing
 - B. were you doing / heard
8. He _____ his wrist while he _____ to do a handstand.
- A. broke / was trying
 - B. was breaking / tried
9. Bob _____ his girlfriend when he _____ in France.
- A. met / was living
 - B. was meeting / lived
10. When I _____ at XYZ company, I _____ to do overtime almost every day.
- A. was working / had
 - B. worked / was having

Quiz Answers: Simple Past and Past Continuous

1. B
2. A
3. B
4. B
5. B
6. A
7. B
8. A
9. A
- 10.A

Two Forms of “Used to”

Many English learners confuse the two forms of **used to**. Read this lesson and take the quiz to test your understanding!

used to = accustomed to

The first meaning of **used to** is “accustomed to” – when something was strange or different for you in the past, but now you think it’s normal:

- When I first moved to Korea, I didn’t like the food – but now **I’m used to it**.
- **We’re used to waking** up early – we do it every day.
- My 4-year-old son cried on the first day of school; he **wasn’t used to being** away from his mother the whole day.
- It took me a long time to **get used to driving** on the left side of the road after I moved from New York to London.
- So, you’ve lived in Finland for 5 years – **are you used to the cold weather** yet?

Before this form of **used to**, we use the verbs **BE** and **GET** – “be” to describe the state of being accustomed to something, and “get” to describe the process of becoming accustomed to something.

After this form of **used to**, we use a **noun** or the **-ing form**.

- I’m used to the cold **weather**. (noun)
- I’m used to **driving** on the right side of the road. (verb)

used to / didn't use to = something you did repeatedly in the past, but not now

The second meaning of **used to** is to describe actions you did repeatedly in the past, but that you don't do now:

- When I was a child, I **used to go** to the beach with my grandparents.
- He **used to play** tennis, but he stopped a few years ago.
- She **didn't use to like** vegetables, but now she eats them frequently.
- They **didn't use to come** to church, but now they're among the most dedicated members.
- **Did you use to drink** a lot in your college years?

After this form of **used to**, we use the **infinitive** of the verb:

- I used to **go** to the beach.
- She didn't use to **like** vegetables.

When talking about the past, note the difference between the positive form (**I used to**) and the negative form (**I didn't use to**) – without “D.”

When talking about being accustomed to something, then the positive form is **I'm used to** and the negative form is **I'm not used to**.

Quiz: Two Forms of “Used To”

1. Before the invention of e-mail, people _____ wait days or weeks for a reply to a letter.
 - A. used to
 - B. were used to
 - C. got used to

2. My brother and I _____ a lot when we were younger, but now we get along fine.
 - A. are used to fighting
 - B. didn't use to fight
 - C. used to fight

3. Has she taken voice lessons? She _____ so well before, and now she's amazing.
 - A. didn't use to sing
 - B. isn't used to singing
 - C. got used to singing

4. Carla _____ her entire salary on new clothes and shoes, but now she's more disciplined with her money.
 - A. didn't use to spend
 - B. is used to spending
 - C. used to spend

5. Now my father is bald, but he _____ black hair.
- A. is used to having
 - B. used to have
 - C. was used to have
6. I just moved from a house to a tiny apartment and I _____ so little space.
- A. am used to have
 - B. didn't use to have
 - C. 'm not used to having
7. After getting married and moving in together, you need to _____ all the annoying habits of your husband or wife.
- A. be used to
 - B. come used to
 - C. get used to
8. After changing diapers for six children over the course of twelve years, she's _____ by now!
- A. not used to it
 - B. get used to it
 - C. used to it
9. I had just _____ the database program at work when they changed it. Now I'll have to learn a completely new system.
- A. being used to
 - B. gotten used to

C. used to

10. I _____ business meetings being so formal - in my country, we're a little more laid-back (=relaxed).

A. didn't get used to

B. don't used to

C. 'm not used to

Quiz Answers: Two Forms of “Used To”

1. A
2. C
3. A
4. C
5. B
6. C
7. C
8. C
9. B
- 10.C

3 Ways to Talk about the Past

You've learned various ways to talk about the past in English. In today's lesson I'll explain the differences, with examples of situations in which we'd use them.

You can use the simple past to talk about...

1. A state or status which is not true anymore:

- Last night we **were** very tired.
- When I **was** a child, I **lived** in Boston.
- He **wasn't** happy when he found out about the problem.
- Why **weren't** you at work yesterday? **Were** you sick?

2. A single action:

- Last night we **watched** a movie.
- My family **moved** to New York in 1998.
- Yesterday I **bought** a new jacket.
- She **didn't go** to the party last week.
- **Did** you **study** for the test?

For single actions, you **MUST** use the simple past. You can't use "used to" or "would."

3. A repeated action:

- I **studied** every day when I was in high school.
- Back when we were rich, we **ate** at nice restaurants pretty frequently.

Although it's possible to use the simple past for repeated actions, it's more common to use "used to" or "would" in these cases.

You can use "used to + verb" to talk about...

1. A state or status which is not true anymore.

- I **used to be** an engineer, but now I'm a teacher.
- I **used to like** rock music, but now I prefer jazz.
- We **used to have** a car, but we sold it when we moved to the city.
- He has lost a lot of weight in the past few years. He **used to be** obese.

Or something that wasn't true in the past, but is true now:

- She **didn't use to be** very religious, but now she's a devoted Catholic.
- I **didn't use to care** about politics, but I've been getting more interested in it lately.

2. A repeated action in the past (which you do not do anymore):

- I **used to play** basketball every weekend. Now I don't have time for it, though.
- My dad **used to smoke** a lot. Fortunately, he quit smoking last year.

Or something that you didn't have the habit of doing in the past, but you do now:

- We **didn't use to watch** much TV, but now we have a lot of favorite shows.
- I **didn't use to drink** coffee, but nowadays I can't survive without my morning cup!

You can use “would” to talk about only...

1. A repeated action in the past (which you do not do anymore)

- When I was younger, I **would play** basketball every weekend.
- When I was in college, my mother **would call** me every day to find out how my classes went.
- Back when I lived with my brother, we **would stay up** late playing video games.

These sentences can also be expressed with “used to” or the simple past – there is no difference:

- When I was younger, I **would play / used to play / played** basketball every weekend.
- = When I was younger, I **used to play** basketball every weekend.
- = When I was younger, I **played** basketball every weekend.

Don’t make the mistake of saying “would to play.” The word “would” is NEVER followed by “to.”

Keep in mind that we do not typically use the negative form (wouldn’t) to talk about the absence of past habits – in this case we tend to use “didn’t use to”:

- ~~I **wouldn’t** drink coffee.~~
- I **didn’t use to** drink coffee.

We do NOT use “would” to talk about past *states*. It is only used for *actions*.

- ~~I **would be** angry earlier, but now I'm okay.~~
- I **was** angry earlier, but now I'm okay.
- ~~I **would like** rock music, but now I prefer jazz.~~
- I **used to like** rock music, but now I prefer jazz.

Practice: 3 ways to talk about the past

Write complete sentences that are true for you:

- What are three things you did last week? (use the **simple past**)
- What are three things you did regularly when you were a teenager? (use the **simple past**)
- Write about three things that have changed in your life (use **used to / didn't use to**)
- Write three things you would often do when you were a child (use **would**)

Present Perfect + Ever / Never

First let's quickly review the present perfect. We form it by using **have/has + verb (past participle)**, like this:

- I **have gotten** a haircut.
= I've **gotten** a haircut.
- She **has bought** a car recently.
= She's **bought** a car recently.

We use the present perfect both to talk about things that have happened at an unspecified time in the past as well, as things that started in the past and continue to the present:

- I've **seen** that movie before. – at an unspecified time in the past
- We've **lived** here for a long time. – started in the past, continues to the present

Use the **present perfect + ever** to *ask questions* about experiences in someone's life.

- “**Have** you **ever taken** dance classes?”
“Yes, I have. I took 6 weeks of lessons before my wedding!”
- “**Has** your brother **ever been** to India?”
“No, he hasn't.”
- “**Have** your friends **ever helped** you move to a new apartment?”
“Yes – twice!”

Don't use "ever" in the answer. If you want, you can use **before** in the answer:

• ~~Yes, I've **ever** taken dance classes.~~

- Yes, I've taken dance classes **before**.

(or simply "Yes, I have.")

We can use the **present perfect + ever** together with a **superlative adjective** to talk about the most extreme things we've experienced in our lives:

- This is **the best** movie **I've ever seen**.
- That was **the worst** meal **we've ever eaten**.
- This is **the longest** trip **he's ever taken**.
- Their boat is **the most expensive** thing **they've ever bought**.

Use the **present perfect + never** to talk about things you have NOT done at any time in your life.

- I've **never** failed a test. I've always gotten 80% or more.
- He's **never** heard of Michael Jackson. I can't believe he doesn't know the King of Pop!
- Samantha has **never** been surfing. She's afraid of the ocean.
- They've **never** told a lie. I know we can trust them.
- We've **never** studied Italian. We studied French and Spanish in school, but Italian wasn't available.

Many conversations begin with a question in the present perfect, and then continue with more specific questions about the experience in the simple past:

- **"Have you ever taken dance classes?"**

- “Yes, I **have**. I **took** 6 weeks of lessons before my wedding last year.”
- “Wow! So **did** you **dance** well on the big day?”
- “No, I **didn’t** – I **forgot** everything I’d learned in the classes, and I **stepped** on my wife’s feet many times!”
- “Oh no! **Was** she angry?”
- “No – she **said** she still loved me!”

Quiz: Present Perfect + Ever / Never

1. "Have you ever _____ a bone?"
 - A. broke
 - B. broked
 - C. broken

2. "Have you ever _____ your anniversary?"
 - A. forgot
 - B. forgotten
 - C. forgetting

3. "Have you ever _____ during a movie?"
 - A. cried
 - B. cryed
 - C. cry

4. "Have you ever _____ asleep in class?"
 - A. fallen
 - B. fell
 - C. felt

5. "Have you ever _____ an e-mail to the wrong person?"
 - A. send
 - B. sended
 - C. sent

6. "Have you ever _____ in front of a large audience?"
- A. speaked
 - B. spoken
 - C. speak
7. "Have you ever _____ your cell phone?"
- A. lose
 - B. lost
 - C. losen
8. "Have you ever _____ about starting your own business?"
- A. think
 - B. though
 - C. thought
9. "Has he ever _____ a competition?"
- A. win
 - B. won
 - C. worn
10. "Have Anna and Paula ever _____ to Australia?"
- A. been
 - B. went
 - C. go

11. "Has your mother ever _____ you do your homework before you could watch TV?"

- A. made
- B. make
- C. maken

12. "Has Jared ever _____ abroad?"

- A. work
- B. worked
- C. worken

Quiz Answers: Present Perfect + Ever / Never

1. C
2. B
3. A
4. A
5. C
6. B
7. B
8. C
9. B
- 10.A
- 11.A
- 12.B

Present Perfect + Already, Recently, Lately, Just

The words already, yet, recently, lately, and just all refer to **a recent and non-specific time**. (A specific time would be “yesterday” or “three hours ago” or last Friday,” and in these cases we would use the simple past).

Already and yet

Already can be used in positive statements and questions.

- “I’ve **already** read today’s newspaper.”
- “Have you **already** paid the electric bill?”
- “She’s finished the test **already**.”

Note: *Already can go in between “have/has” and the past participle (as in the first two examples) or at the end of the sentence.*

Yet can be used in negative statements and questions.

- “We haven’t cleaned the house **yet**.”
- “Has he told you the good news **yet**?”
- “Have they booked their tickets **yet**?”

Note: *Yet usually goes at the end of the sentence or phrase.*

So we can use **already** in positive sentences, **yet** in negative sentences, and both in questions:

- (+) I've **already** eaten breakfast.
- (-) I haven't eaten breakfast **yet**.
- Have you **already** eaten breakfast?
- Have you eaten breakfast **yet**?

We can use either question if we simply want to know whether or not the person has eaten breakfast. But sometimes, we want to give a bit of extra meaning when we want to imply that the action happened earlier or later than expected.

In this case, we'd use **already** for expressing surprise that the action happened earlier than expected, and **yet** for expressing that the action is happening later than expected.

- If my daughter has a lot of homework, but she finishes it in just 30 minutes, I'd ask, "Have you **already** finished your homework?" because I'm surprised that she completed it so fast.
- If my son is procrastinating and delaying his homework, and now it's 9PM and he wants to watch a movie, I'd ask, "Have you finished your homework **yet**?" because I'm wondering if he finally finished it later than expected.

Recently, lately, and just

Recently and **lately** can be used in positive statements, negative statements, or questions:

Recently

- "He's **recently** lost some weight."
- "I haven't seen her **recently**."

- “Have you spoken to Beth **recently**?”

Lately

- “I’ve gotten a lot of spam e-mails **lately**.”
- “Adam and Jessica haven’t been to church **lately**.”
- “Have you seen any good movies **lately**?”

As you can see, **lately** always goes at the end of the phrase. **Recently** goes at the end of negative statements and questions, but in a positive statement it can go either at the end or between “have/has” and the verb:

- “He’s **recently** lost some weight.”
- “He’s lost some weight **recently**.”

Just (usually means *very* recent) is typically only used in positive statements and sometimes questions:

- “Don’t touch the walls. I’ve **just** painted them; they’re still wet.”
- “What book have you **just** finished reading?”

Spoken American English often uses the **simple past** with already, yet, and just:

- “**Did** you **book** the tickets yet?”
(instead of “Have you booked...”)
- “I already **replied** to the e-mail.”
(instead of “I’ve already replied...”)
- “We just **got** back from the gym.”
(instead of “We’ve just gotten...”)

Quiz: Present Perfect + Already, Recently, Lately, Just

1. Have you eaten lunch _____?

- A. ever
- B. just
- C. yet

2. She's _____ taken two weeks of vacation this year.

- A. already
- B. ever
- C. lately

3. My husband's sick, so he hasn't been able to help me with the housework _____.

- A. just
- B. lately
- C. never

4. Sorry, Mr. Greene isn't available at the moment. He's _____ stepped out for lunch.

- A. just
- B. lately
- C. yet

5. They've _____ bought a house - the sale was finalized last week.

- A. ever
- B. never
- C. recently

6. Has anyone _____ told you that you have lovely eyes?

- A. ever
- B. lately
- C. never

7. He quit because he's _____ gotten any type of recognition for his hard work at the company.

- A. already
- B. never
- C. recently

Quiz Answers: Present Perfect + Already, Recently, Lately, Just

1. C
2. A
3. B
4. A
5. C
6. A
7. B

Present Perfect + For / Since

The present perfect is also used with **for** and **since** to talk about actions that **began in the past and continue to the present**.

- “I’ve lived here **since** 2004.”
- “I’ve lived here **for** 8 years.”

Since is used with a **point in time**, and means “from that point in time until the present.”

Use **since** with dates (2011, January, Tuesday, etc.), times (6:15, noon, this morning, etc.), and past events (I was a child, he graduated from college, etc.)

Since is always used with the present perfect, and not the simple past:

- “**I’ve gone** to the beach every year **since** I was a child.”
(repeated action that continues until today)
- “**I went** to the beach every year **when** I was a child.”
(I don’t go to the beach nowadays)

Again, **since** is used to refer back to a point in time, and **for** is used with a **time period**.

Use **for** with times of any length (five seconds, eight hours, two days, six weeks, nine months, ten years, a decade, centuries, etc.)

- I’ve been waiting here **for** 30 minutes.
- They’ve been married **for** three years.
- The library has been closed **for** a week.

Be careful with **for**, because using the present perfect or the simple past can change the meaning:

- “**We’ve lived** in Berlin for 6 months.” (and we live in Berlin now)
- “**We lived** in Berlin for 6 months.” (and we don’t live in Berlin now)

Quiz: Present Perfect + For / Since

1. He's played the piano for / since he was 12.
2. We haven't been camping for / since many years.
3. I haven't worn high heels for / since my wedding.
4. You've been watching TV for / since over three hours.
5. They've owned their car for / since a long time.
6. Jill hasn't dated for / since her husband left her in July.
7. She's been promoted twice for / since 2007.
8. My internet connection hasn't been working for / since the past half hour.
9. We've been waiting for you for / since 7:00!
10. Jim's been thinking about the problem for / since hours.

Quiz Answers: Present Perfect + For / Since

1. since
2. for
3. since
4. for
5. for
6. since
7. since
8. for
9. since
10. for

Present Perfect Simple & Present Perfect Continuous

Let's learn how to form the present perfect continuous (I have been working) and how it's similar to and different from the present perfect simple (I have worked).

Here's how to form the present perfect continuous in positive and negative statements:

SUBJECT	AUXILIARY VERB	BEEN	-ING FORM
I	have	been	working here since 1992.
He	hasn't	been	sleeping well lately.

And here's how to form questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	BEEN	-ING FORM
How long	have	you	been	studying English?
How long	has	she	been	playing tennis?

In some cases, either the present perfect simple or the present perfect continuous can be used, with the same meaning. We often do this with the verbs “work” and “live”:

- **“I’ve worked** here since 1992.”
- = **“I’ve been working** here since 1992.”

However, we often use the present perfect continuous to emphasize the **action**, and the present perfect simple to emphasize the **result**:

- **“I’ve been working** on this report for three weeks.”
(emphasizes the action of working)
- **“I’ve finished** the project.”
(emphasizes that the project is done)
- **“We’ve been cleaning** the house all afternoon.”
(emphasizes the action of cleaning)
- **“We’ve cleaned** the bathroom and the kitchen.”
(emphasizes the fact that the bathroom and kitchen are done)

Remember that “state” verbs are never used in the present perfect continuous:

- ~~**“I’ve been knowing** my best friend since elementary school.”~~
- **“I’ve known** my best friend since elementary school.”
- ~~**“She hasn’t been understanding** anything in the advanced class so far.”~~
- **“She hasn’t understood** anything in the advanced class so far.”

In spoken English, we often use the **present perfect continuous** to talk about ways you have spent your time recently:

- “Hi, Joanna! What have you been up to lately?”
- “**I’ve been training** for a karate competition.”
- “Wow – good luck! And how is your son?”
- “He’s good. **He’s been studying** a lot lately because finals are coming up next week.”

Quiz: Present Perfect Simple & Present Perfect Continuous

Mark each sentence **correct** or **incorrect**, and try to change the incorrect ones to be correct.

1. Sally's phoned five times this morning - it must be urgent.
2. I've always been wanting a cat, but my father is allergic.
3. We've agreed to sell our business for 2.5 million dollars.
4. Have you ever been thinking about getting a master's degree?
5. Jack hasn't gotten home yet.
6. How long has she been teaching at this school?
7. My daughter has never been believing in Santa Claus.
8. I've been tried to start my car for the past 45 minutes.
9. Have you been working out lately? You look stronger.
10. We've took all the groceries into the house.
11. Who's been eaten all the snacks?!
12. Chris and I have been thinking about moving to Colorado.

Quiz Answers: Present Perfect Simple & Present Perfect Continuous

1. Correct
2. Incorrect - I've always wanted
3. Correct
4. Incorrect - Have you ever thought
5. Correct
6. Correct
7. Incorrect - My daughter has never believed
8. Incorrect - I've been trying
9. Correct
10. Incorrect - We've taken
11. Incorrect - Who's eaten / Who's been eating
12. Correct

Past Perfect

The **past perfect** is sometimes called “the past before the past” because you can use it to talk about an event that happened before another event in the past. The past perfect is formed with:

had + past participle

- I **had studied** English for several years before I traveled to the U.S.
- I **hadn't studied** English before I traveled to the U.S.
- **Had** you **studied** English before you traveled to the U.S.?

Past Perfect Example 1

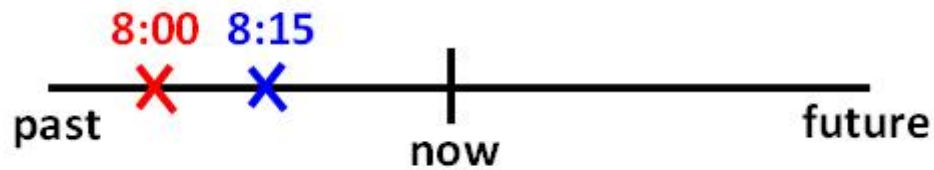
Imagine you are late for work on the day of an important meeting.

- The meeting started at 8:00
- You arrived at 8:15

You can use the past perfect to say:

- “The meeting **had** already **started** by the time I arrived.”

The meeting had already started
by the time I arrived.



Past Perfect Example 2

Imagine that there is a husband and wife who got divorced last year. Before the divorce, they were married for 3 years:

- They were married from 2008-2011.
- They got divorced in 2011.

You can use the past perfect to say:

- “They **had been** married for 3 years when they divorced.”

They had been married for 3 years
when they divorced.



It's common to use the short form 'd:

- They'd **been** married 3 years when they divorced.
- When I checked my cell phone, I saw that she'd **called** me twice.
- By the end of the day, I'd **written** two hundred e-mails.

“Had had”?

With the **past perfect**, it's possible to have the structure “**had had**” and “**hadn't had**” in a sentence, when “had” is both the auxiliary verb and the main verb. In these cases, it's very common to use the short form: **'d had**.

- I **had had** five different jobs by the time I was 30 years old.
- I'd **had** five different jobs by the time I was 30 years old.
- When I saw him, I could tell that he **had had** too much to drink.
- When I saw him, I could tell that he'd **had** too much to drink.
- I told my boss that I **hadn't had** enough time to finish the project.
- We **had never had** an argument until last week.
- We'd **never had** an argument until last week.

Signal Words for the Past Perfect

In general, these words (only when used about a situation **in the past**) signal the use of the past perfect in the sentence:

- **By the time**

I'd **finished** all the work **by the time** you called.

- **When**

When we arrived at the airport, our flight **had already left**.

- **Before**

Before we sold our car, we **had owned** it for 12 years.

- **Until**

He'd **never met** a native English speaker **until** he visited London.

- **Said**

She said that she'd **lost** her wallet.

Note: The simple past and the past perfect are often in the same sentence, but **not necessarily**. It's possible for the first sentence to establish the "context" of the past, and for following sentences to be in the past perfect:

- I first **met** John in 2001. He **had been** looking for work for the past two years. Although he **had gone** for interviews in several big companies, nobody **had hired** him.

Quiz: Past Perfect

1. By the time the ambulance _____, it was too late - the patient _____.
- A. arrived / had already died
 - B. had arrived / already died
2. The flowers _____ because it _____ all spring.
- A. hadn't grown / didn't rain
 - B. didn't grow / hadn't rained
3. I _____ sure I _____ her before.
- A. had been / met
 - B. was / had met
4. On the day of my presentation, I _____ that _____ to bring my notes.
- A. realized / I'd forgotten
 - B. 'd realized / I forgot
5. He _____ me if _____ a jacket.
- A. 'd asked / I brought
 - B. asked / I'd brought
6. My kids _____ late this morning because _____ to bed late the night before.
- A. slept / they'd gone

B. had slept / they went

7. By the time my daughter _____ twelve, she _____ three gymnastics championships.

A. turned / had already won

B. had turned / won

8. I _____ if I could borrow her textbook, but she _____ it to another student.

A. asked / had already lent

B. had asked / already lent

9. We _____ sushi before we _____ to Japan.

A. didn't try / 'd gone

B. had never tried / went

10. They _____ for over an hour when I finally _____.

A. had been waiting / arrived

B. waited / had arrived

Quiz Answers: Past Perfect

1. A
2. B
3. B
4. A
5. B
6. A
7. A
8. A
9. B
- 10.A

Present Perfect or Past Perfect?

Both present perfect and past perfect talk about something that happened before a point in time (reference point).

- In the **present perfect**, our reference point is the **present**.
- In the **past perfect**, our reference point is in the **past**.

Present perfect

An action that started in the past and **continues to the present**.

- I **have lived** in this city for six months.

An action that happened **before now** (unspecified time)

- I **have been** to Japan twice.

How to form the present perfect:

- HAVE / HAS + past participle

Examples of the present perfect:

- My mother **has** just **gone** to the store.
- Janet **has lived** abroad for five years.
- I **haven't seen** the new movie yet.
- **Have** you **finished** your homework?

It's very common to use the contractions **'ve** and **'s** in the present perfect:

- I **'ve** been to Japan three times.

- My mother's just gone to the store.
- Janet's lived abroad for five years.

Past perfect

An action that happened **before a time in the past**:

- “When I arrived at the office this morning, I discovered that I **had left** my computer on the night before.”

How to form the past perfect:

- HAD + past participle

Examples of the past perfect:

- Past events: I went to Japan in 1988 and 1991. I turned 10 years old in 1994.
- Past perfect sentence: I had been to Japan twice by the time I was 10 years old.
- Past events: My husband ate breakfast at 6:00 AM. I woke up at 7:00 AM
- Past perfect sentence: When I woke up this morning, my husband had already eaten breakfast.

It's very common to use the contraction 'd in the past perfect:

- I'd traveled to five different countries by the time I was 20 years old.

Quiz: Present Perfect or Past Perfect?

1. _____ Brazilian food.
A. I'd never had
B. I've never had
2. She failed the test because she _____.
A. hadn't studied
B. hasn't studied
3. We _____ the new English teacher yet.
A. hadn't met
B. haven't met
4. _____ Brazilian food until my trip to Rio last month.
A. I'd never had
B. I've never had
5. They couldn't drive home because _____ their keys in the car.
A. they'd locked
B. they've locked
6. By the end of the night, John _____ with everyone at the party.
A. had talked
B. has talked

7. Don't get the floor dirty - my mother _____ the house.

A. had just cleaned

B. has just cleaned

8. You're working late again?! _____ overtime every day this week!

A. You'd worked

B. You've worked

9. When I opened the refrigerator, I discovered that someone _____ the last piece of cake.

A. had eaten

B. has eaten

10. I had a great time on my date with Henry last week, but he _____ me since.

A. hadn't called

B. hasn't called

Quiz Answers: Present Perfect or Past Perfect?

1. B
2. A
3. B
4. A
5. A
6. A
7. B
8. B
9. A
- 10.B

Have Had & Had Had

Are you confused about how to use HAVE HAD and HAD HAD in English? Today's lesson will help you!

First, we need to understand the **present perfect tense** and **past perfect tense**. Both of these tenses are formed by using a helping verb + main verb:

PRESENT PERFECT = HAVE / HAS + MAIN VERB (PAST PARTICIPLE)

Examples:

- I **have finished** all my homework.
- She **has gone** to the store.
- We **have lived** here for three years.

The **present perfect** is used when an action starts in the past and continues to the present (example #3) or when talking about past actions WITHOUT saying when they happened (examples #1 and #2).

PAST PERFECT = HAD + MAIN VERB (PAST PARTICIPLE)

Examples:

- My husband **had finished** all the housework by the time I got home from work.
- When I called Laura last night, her husband told me she **had gone** out.
- I **had lived** in 5 different cities before I turned 10 years old.

The **past perfect** is used when one past action happens before another past action/event.

WHEN TO USE “HAVE HAD” & “HAD HAD”

In the present perfect, the **helping verb** is *always* **have** (for I, you, we, they) or **has** (for he, she, it).

In the past perfect, the **helping verb** is *always* **had**.

We use **have had** in the present perfect when the **main verb** is *also* “have”:

- I’m not feeling well. I **have had** a headache all day.
- She **has had** three children in the past five years.
- We **have had** some problems with our computer systems recently.
- He **has had** two surgeries on his back.

We use **had had** in the past perfect when the **main verb** is *also* “have”:

- Last weekend I just wanted to relax because I **had had** a busy week.
- The director told me he **had had** a meeting with the president.
- We **had had** some trouble with our washing machine, so we called a repairman.
- She woke up screaming because she **had had** a bad dream.

Important: In spoken English, we almost always use the “short form”:

- I’m not feeling well. I’ve **had** a headache all day.
- She’s **had** three children in the past five years.
- We’ve **had** some problems with our computer systems recently.

- He's **had** two surgeries on his back.
- Last weekend I just wanted to relax because I'd **had** a busy week.
- The director told me he'd **had** a meeting with the president.
- We'd **had** some trouble with our washing machine, so we called a repairman.
- She woke up screaming because she'd **had** a bad dream.

It's also common to have another word in the middle:

- We've **recently had** some problems with our computer systems.
- He's **just had** two surgeries on his back.
- The director said he'd **already had** a meeting with the president.
- By the time I was 30 I'd **only had** one serious boyfriend.

There's no quiz today, but be sure to take some time to review the last few lessons on the perfect tenses before we move on to another topic!

Tips for Learning Irregular Verbs

Did you know that about 70% of the time when we use a verb in English, it is an irregular one? That means that learning and using irregular verbs is essential for learning English!

The English language has so many irregular verbs that it can make you go crazy... but **even irregular verbs follow some patterns**. In this lesson, you'll learn "groups" of irregular verbs that can make it easier to memorize them.

Don't just *study* this list – try to create your own sentences and *use* all the verbs you know! This will help you remember them much better.

Ready? Let's go!

Verbs with all 3 forms identical

Let's begin with the easiest group of irregular verbs. These verbs are the same in the present, the past, and the past participle. They include:

bet, burst, cast, cost, cut, fit,* hit, hurt, let, put, quit, set, shut, split, spread

** When talking about clothes being the correct size*

- I always **put** my keys on the kitchen table.
- Yesterday I **put** my keys on the counter.
- I've never **put** my keys in the drawer.

Verbs with identical present and past participle

These verbs are the same in the present and the past participle. Only the simple past form is different:

Present	Past	Past Participle
come	came	come
become	became	become
run	ran	run

- I **run** a few miles every morning.
- Yesterday I **ran** only one mile.
- I've recently **run** a marathon.

Verbs with –N in the past participle

These verbs are a little more complicated, as they have –n in the past participle form. There are a few different groups of verbs:

With “o” in the past and past participle

Present	Past	Past Participle
break	broke	broken

choose	chose	chosen
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
speak	spoke	spoken
steal	stole	stolen
tear	tore	torn
wake	woke	woken
wear	wore	worn

With “o” in the past only

Present	Past	Past Participle
drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written

Past with -ew, past participle with -own

Present	Past	Past Participle
blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown

Other irregular verbs with past participle ending in –n

Present	Past	Past Participle
bite	bit	bitten
hide	hid	hidden
eat	ate	eaten
fall	fell	fallen
forbid	forbade	forbidden
forgive	forgave	forgiven

give	gave	given
see	saw	seen
shake	shook	shaken
take	took	taken

Verbs with vowel changes

Long “e” changes to short “e”

Present	Past	Past Participle
keep	kept	kept
sleep	slept	slept
feel	felt	felt
bleed	bled	bled
feed	fed	fed
meet	met	met
lead	led	led

“ea” is pronounced differently

Present	Past	Past Participle
deal	dealt	dealt
dream	dreamt	dreamt
mean	meant	meant
read	read	read
hear	heard	heard

Long “i” changes to “ou”

Present	Past	Past Participle
bind	bound	bound
find	found	found
grind	ground	ground
wind	wound	wound

Short “i” changes to “u”

Present	Past	Past Participle
dig	dug	dug
stick	stuck	stuck
spin	spun	spun
sting	stung	stung
swing	swung	swung

-ell changes to -old

Present	Past	Past Participle
sell	sold	sold
tell	told	told

-ought and –aught endings

Present	Past	Past Participle
bring	brought	brought
buy	bought	bought

catch	caught	caught
fight	fought	fought
seek	sought	sought
teach	taught	taught
think	thought	thought

Verbs with 3 different vowels!

Are you ready for a challenge? These irregular verbs have different vowels in each form. Fortunately, they do follow a pattern.

Vowel changes from “i” to “a” to “u”

Present	Past	Past Participle
begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk
sing	sang	sung

sink	sank	sunk
spring	sprang	sprung
swim	swam	swum

The REALLY irregular verbs

Well, these are the completely irregular verbs – the ones that don't fit into any of the categories above.

They are also some of the most commonly used verbs in the English language, so make sure to memorize them in all their crazy irregular forms!

Present	Past	Past Participle
be	was / were	been
do	did	done
go	went	gone
have	had	had
make	made	made

Quiz: Learning Irregular Verbs

Complete each sentence with the **simple past** form of the verb:

1. About ten people _____ (come) to the party.
2. He _____ (make) a delicious omelet for breakfast.
3. He fell off his bike and _____ (hurt) his leg.
4. I _____ (quit) my job last month and I'm currently unemployed.
5. I accidentally _____ (throw) out an important document.
6. I think we _____ (choose) the best candidate for the job.
7. It _____ (take) several hours to repair the car.
8. My parents _____ (teach) me a lot about business.
9. She _____ (speak) to the manager about the problem.
10. Sorry for the confusion - that's not what I _____ (mean) to say.
11. The dog _____ (dig) a hole to bury its bone.
12. The festival _____ (begin) on Sunday morning.
13. The little boy _____ (hide) under the bed because he was afraid.
14. The phone _____ (ring) and woke me up this morning.
15. They _____ (meet) each other when they were in college.
16. We _____ (drive) all night to reach our destination.

Now complete each sentence with the **past participle** form of the verb:

17. Everyone has _____ (eat) a piece of birthday cake.
18. Has anyone _____ (tell) you that you have beautiful eyes?
19. Have you _____ (hear) the news?
20. Have you ever _____ (break) a bone?

21. He has _____ (become) more open-minded over the years.
22. He's _____ (see) a lot of movies lately.
23. I'm so happy that I've _____ (find) the book I was looking for.
24. I'm so sorry - I've _____ (forget) your name!
25. I've always _____ (feel) uncomfortable with public speaking.
26. I've often _____ (think) it would be exciting to live abroad.
27. I've never _____ (ride) a horse.
28. My kids have _____ (grow) up in this house.
29. Police have finally _____ (catch) the thieves.
30. She's _____ (lead) a rather solitary life.
31. She's _____ (write) a number of books.
32. The disease has _____ (spread) throughout the country.
33. They've _____ (drink) all the beer we had in the fridge.
34. This is such a mess! What have you _____ (do)?
35. We've _____ (know) each other for many years.
36. We've already _____ (set) a time for the meeting.

Quiz Answers: Learning Irregular Verbs

1. came
2. made
3. hurt
4. quit
5. threw
6. chose
7. took
8. taught
9. spoke
10. meant
11. dug
12. began
13. hid
14. rang
15. met
16. drove
17. eaten
18. told
19. heard
20. broken
21. become
22. seen
23. found

24.forgotten

25.felt

26.thought

27.ridden

28.grown

29.caught

30.led

31.written

32.spread

33.drunk

34.done

35.known

36.set

5 Types of Verb + Verb Combinations

Many students get confused when there are two consecutive verbs in a sentence – what form does the second verb take? This lesson will show you five types of verb + verb combinations with example sentences.

If you want to practice more, try creating your own example sentence for each verb in the tables!

#1 – VERBS + -ING FORM

avoid	deny	finish	regret
be/get used to	dislike	imagine	risk
can't help	don't mind	look forward to	spend time
can't stand	enjoy	practice	stop
consider	feel like	recommend	suggest

EXAMPLE SENTENCES:

- ~~I **avoid eat** after 10 PM.~~
- ~~I **avoid to eat** after 10 PM.~~
- I **avoid eating** after 10 PM.
- She **considered studying** Spanish, but chose to study French instead.
- I **don't mind giving** you a ride to the airport.

- We **look forward to hearing** from you.
- He **regrets losing** his temper at the meeting.
- I **recommend visiting** Central Park.

#2 – VERBS + INFINITIVE (WITH TO)

agree	expect	manage	pretend	threaten
attempt	fail	need	promise	try
claim	hesitate	offer	refuse	want
decide	hope	plan	seem	would like
deserve	learn	prepare	tend	

EXAMPLE SENTENCES:

- He **agreed to help** me with my homework.
- ~~He agreed helping me~~
- ~~He agreed help me~~
- We **decided to buy** a new car.
- I **hope to speak** English fluently someday.
- You **need to do** more exercise.
- They **promised to call** me back.
- Bob **refused to cooperate** with the police.

#3 – VERBS + OBJECT + INFINITIVE (WITH TO)

advise	convince	inform	require
allow	encourage	instruct	teach
authorize	force	permit	tell
cause	get	persuade	urge
challenge	hire	remind	warn

EXAMPLE SENTENCES:

- I don't **allow** my kids **to watch** violent movies.
- The defect **caused** the machinery **to malfunction**.
- My friend **convinced** me **to get** a tattoo.
- He **reminded** her **to take** out the trash in the morning.
- The boss **requires** all employees **to arrive** on time.
- Jennifer **told** us **to bring** a jacket.

#4 – VERBS + INFINITIVE (WITH TO) OR -ING FORM

begin	prefer
-------	--------

continue	remember*
hate*	start
like	try
love	

EXAMPLE SENTENCES:

- The little girl **started crying**.
- = The little girl **started to cry**.
- I like **reading**.
- = I like **to read**.

Use **remember + infinitive** to give a reminder, and **remember + -ING** to talk about a memory:

- **Remember to go** to the bank after work. (reminder)
- I **remember going** to the beach every summer as a child. (memory)

Use **hate + -ING** for something you hate always / in general, and **hate + infinitive** for something you are going to do (but you don't want to):

- I **hate waiting** in line. (in general)
- I **hate to ask** you for money yet again... but could you lend me \$10?
(expressing regret for something you are going to do)

#5 – VERBS + OBJECT + BASE FORM (WITHOUT TO)

let
make
help
have

EXAMPLE SENTENCES:

- The teacher doesn't **let us use** cell phones during class.
(not "let us to use")
- I **made my son clean** his room.
(not "made my son to clean")
- Could you **help me carry** these boxes?
(you could say "help me to carry," but it's not common)
- The teacher **had each student give** a presentation.
(not "had each student to give")

We will learn more about this last type of verb in the next lesson.

Quiz: 5 Types of Verb + Verb Combinations

Complete each sentence with the correct form of the verb:

1. He deserves _____ (win) the competition.
2. I attempted _____ (fix) the computer myself, but I couldn't do it.
3. I need to practice _____ (give) my presentation.
4. I'd encourage you _____ (apply) for the scholarship.
5. I'd prefer _____ (leave) early in the morning.
6. If you want to make friends, I suggest _____ (join) a club.
7. I'll have my assistant _____ (schedule) a meeting next week.
8. My boss made me _____ (work) late all week.
9. My mother taught me _____ (play) the piano.
10. My parents love _____ (make) friends.
11. Please remember _____ (wash) the dishes when you're done eating.
12. She often hesitates _____ (try) new things.
13. She warned us not _____ (touch) the poisonous plant.
14. The country doesn't let anyone _____ (enter) without a visa.
15. We finished _____ (paint) the house yesterday.
16. We hired him _____ (do) the marketing for the company.
17. Wear a helmet - you don't want to risk _____ (get) injured.
18. We're preparing _____ (sell) our home.

Quiz Answers: 5 Types of Verb + Verb Combinations

1. to win
2. to fix
3. giving
4. to apply
5. leaving / to leave
6. joining
7. schedule
8. work
9. to play
10. making / to make
11. to wash
12. to try
13. to touch
14. enter
15. painting
16. to do
17. getting
18. to sell

Causative Verbs

The English verbs **let**, **make**, **have**, **get**, and **help** are called **causative verbs** because they cause something else to happen.

Here are some specific examples of how **causative verbs** work in English sentences.

LET = PERMIT SOMETHING TO HAPPEN

Grammatical structure:

- **LET + PERSON/THING + VERB (base form)**

Examples:

- I don't **let** my kids **watch** violent movies.
- Mary's father won't **let** her **adopt** a puppy because he's allergic to dogs.
- Our boss doesn't **let** us **eat** lunch at our desks; we have to eat in the cafeteria.
- Oops! I wasn't paying attention while cooking, and I **let** the food **burn**.
- Don't **let** the advertising expenses **surpass** \$1000.

Remember: The past tense of **let** is also **let**; there is no change!

The verbs **allow** and **permit** are more formal ways to say "let." However, with **allow** and **permit**, we must use **to + verb**:

- I don't **allow** my kids **to watch** violent movies.
- Our boss doesn't **permit** us **to eat** lunch at our desks.

MAKE = FORCE OR REQUIRE SOMEONE TO TAKE AN ACTION

Grammatical structure:

- **MAKE + PERSON + VERB (base form)**

Examples:

- After Billy broke the neighbor's window, his parents **made** him **pay** for it.
- My ex-boyfriend loved sci-fi and **made** me **watch** every episode of his favorite show.
- The teacher **made** all the students **rewrite** their papers, because the first drafts were not acceptable.

Note: When using the verbs **force** and **require**, we must use **to + verb**.

- The school **requires** the students **to wear** uniforms.
"Require" often implies that there is a rule.
- The hijacker **forced** the pilots **to take** the plane in a different direction.
"Force" often implies violence, threats, or extremely strong pressure

HAVE = GIVE SOMEONE ELSE THE RESPONSIBILITY TO DO SOMETHING

Grammatical structure:

- **HAVE + PERSON + VERB (BASE FORM)**
- **HAVE + THING + PAST PARTICIPLE OF VERB**

Examples of grammatical structure #1:

- I'll **have** my assistant **call** you to reschedule the appointment.
- The businessman **had** his secretary **make** copies of the report.

Examples of grammatical structure #2:

- I'm going to **have** my hair **cut** tomorrow.
- We're **having** our house **painted** this weekend.
- Bob **had** his teeth **whitened**; his smile looks great!
- My washing machine is broken; I need to **have** it **repaired**.

Note: In informal speech, we often use **get** in these cases:

- I'm going to **get** my hair **cut** tomorrow.
- We're **getting** our house **painted** this weekend.
- Bob **got** his teeth **whitened**; his smile looks great!
- My washing machine is broken; I need to **get** it **repaired**.

GET = CONVINCE/ENCOURAGE SOMEONE TO DO SOMETHING

Grammatical structure:

- **GET + PERSON + TO + VERB**

Examples:

- How can we **get** all the employees **to arrive** on time?
- My husband hates housework; I can never **get** him **to wash** the dishes!
- I was nervous about eating sushi, but my brother **got** me **to try** it at a Japanese restaurant.
- The non-profit **got** a professional photographer **to take** photos at the event for free.

HELP = ASSIST SOMEONE IN DOING SOMETHING

Grammatical structure:

- **HELP + PERSON + VERB (base form)**
- **HELP + PERSON + TO + VERB**

After “help,” you can use “to” or not – both ways are correct. In general, the form *without* “to” is more common:

- He **helped** me **carry** the boxes.
- He **helped** me **to carry** the boxes.
- Reading before bed **helps** me **relax**.
- Reading before bed **helps** me **to relax**.

Practice: Causative Verbs

Write complete sentences answering these questions, using causative verbs:

- What are some things your parents **let** you do / **didn't let** you do when you were a child?
- What are some things your boss/teacher has **made** you do at work/school?
- When was the last time you **had** your hair cut or **had** something in your house fixed?
- Write about a situation when someone **got** you to do something, and a time when you **got** someone else to do something.
- Write about a time you **helped** someone do something, and a time when someone else helped you do something.

State Verbs and Action Verbs

Action verbs (or **dynamic verbs**) are verbs that describe actions. We can use them in the simple or continuous forms. Here are a few examples of action verbs:

WALK

- Every day I **walk** home from class.
- I'm **walking** to the store right now.

READ

- I **read** mostly historical fiction.
- I've **been reading** a novel that takes place during colonial times.

HELP

- My sister **helps** me with my homework.
- My father **is helping** me learn how to drive.

WATCH

- Bob **watches** four hours of TV every night.
- Last night, he got angry at me because I changed the channel while he **was watching** his favorite show.

Stative verbs (or **state verbs**) describe a *status or quality* of something... NOT an action. Verbs of perception, opinion, the senses, emotion, possession, and state of being are often state verbs. We typically do NOT use state verbs in continuous forms:

Here are some examples:

STATE VERBS OF OPINION / PERCEPTION:

know, believe, understand, recognize, prefer, agree/disagree, approve/disapprove, suppose, suspect

- I've **known** my best friend since childhood.
~~I've been knowing my best friend since childhood.~~
- We **agree** with you.
~~We're agreeing with you.~~
- He **doesn't understand** the article.
~~He's not understanding the article.~~

STATE VERBS OF POSSESSION:

have, own, belong, possess, include, owe

- I **have** a bicycle.
~~I'm having a bicycle.~~
- This book **belongs** to the teacher.
~~This book is belonging to the teacher.~~
- Our tour **included** a visit to the Modern Art Museum.
~~Our tour was including a visit to the Modern Art Museum.~~

STATE VERBS OF THE SENSES:

hear, smell, see, feel, appear, seem, resemble

- I **hear** some music playing.

~~I'm hearing some music playing.~~

- This perfume **smells** like roses.

~~This perfume is smelling like roses.~~

- He **seemed** upset last night.

~~He was seeming upset last night.~~

STATE VERBS OF EMOTION:

love, hate, like, want, need, desire, wish

- I **love** ice cream.

~~I'm loving ice cream.~~

- She has always **hated** jazz.

~~She has always been hating jazz.~~

- They **need** some help.

~~They're needing some help.~~

STATE VERBS OF STATUS/QUALITIES:

weigh, contain, consist, measure, cost, exist, depend, deserve, involve, matter

- This piece of meat **weighs** two pounds.

~~This piece of meat is weighing two pounds.~~

- The box **contained** a pair of earrings.

~~The box was containing a pair of earrings.~~

- Success **depends** on how much effort you make.

~~Success is depending on how much effort you make.~~

- This class will **involve** lots of research.

- ~~This class will be **involving** lots of research.~~

Note that we don't use state verbs in continuous forms when they are the MAIN verbs in the sentence. However, it is possible to use the -ING form of state verbs in *other* grammatical structures (when the state verb is not the main verb in the sentence):

- Subject of a sentence:
 - **Having** a car is essential in this city.
- After a preposition:
 - I'm proud of you for **recognizing** your mistake.
- As part of a phrase describing something:
 - A box **containing** diamonds was found in the basement.
 - The whole group, **including** both adults and children, enjoyed the movie.

VERBS THAT CAN BE BOTH ACTION AND STATE VERBS

Some verbs can function as BOTH action verbs and state verbs!

Here are some examples:

BE

- **State:** *He **is** immature. (he is always immature)*
- **Action:** *He is **being** immature. (he is temporarily acting immature)*

HAVE

- **State:** possession - *I **have** a car. He **has** a dog.*
- **Action:** expressions with “have”
 - *I’m **having** breakfast (eating breakfast).*
 - *He’s **having** fun (experiencing fun).*

SEE

- **State:** perception with your eyes; understanding
 - *I **see** some birds.*
 - *I **see** what you mean.*
- **Action:** meet; have a relationship with
 - *I’ll be **seeing** the doctor tomorrow.*
 - *They’ve been **seeing** each other for a month.*

LOOK

- **State:** appearance
 - *That cake **looks** delicious!*
- **Action:** directing your eyes to something; phrasal verbs
 - *He’s **looking** at the computer screen.*
 - *She’s **looking for** (= seeking) a job.*
 - *They’re **looking after** (= taking care of) my dog for the weekend.*

SMELL / TASTE

- **State:** the quality of smell or taste possessed by something
 - *The bar **smells** of smoke.*
 - *This meat **tastes** like chicken.*
- **Action:** when a person uses their nose or mouth to test something

- He's **smelling** the cookies.
- She's **tasting** the soup to see if it needs more salt.

THINK / FEEL

- **State:** when talking about your opinion
 - I **think** that's a great idea!
 - I **feel** that this is not the best use of our time.
- **Action:** when using your mind, or experiencing emotions or health issues
 - We're **thinking** about moving to another city.
 - I've been **feeling** unusually tired lately.

WEIGH / MEASURE

- **State:** when talking about the quality possessed by something
 - The suitcase **weighs** 20 pounds.
 - The surfboard **measures** 2 meters by 55 centimeters.
- **Action:** when a person performs the action of weighing/measuring something
 - The butcher is **weighing** the meat on the scale.
 - The architects were **measuring** the distance between the pillars.

Quiz: State Verbs and Action Verbs

Mark each sentence as correct or incorrect (and try to fix the mistakes):

1. He called me because he was wanting to apologize.
2. I need a new computer because technical problems are taking up too much of my time.
3. I'm not going to work because I'm not feeling well today.
4. I'm really enjoying the book I'm reading.
5. I've been paying off the loan in installments.
6. My manager was disapproving of my work on that project.
7. My sister is showing me how to use the coffee machine.
8. Right now, I'm preferring to exercise in the mornings.
9. The team is consisting of six engineers and three designers.
10. They're currently owing a lot of money to the bank.
11. They've been thinking about getting a pet.
12. This item is appearing to be defective.

Quiz Answers: State Verbs and Action Verbs

1. Incorrect. He called me because he wanted to apologize.
2. Correct
3. Correct
4. Correct
5. Correct
6. Incorrect. My manager disapproved of my work on that project.
7. Correct
8. Incorrect. Right now, I prefer to exercise in the mornings.
9. Incorrect. The team consists of six engineers and three designers.
10. Incorrect. They currently owe a lot of money to the bank.
11. Correct.
12. Incorrect. This item appears to be defective.

Gerunds in English

A gerund is a word that looks like a verb, but functions as a noun in the sentence.

Gerunds are formed by using the -ING form of the verb: reading, swimming, studying, etc. However, when it comes to grammar, they act as nouns.

Here are some common ways to use gerunds in English:

AS THE SUBJECT OF A SENTENCE:

- **Swimming** is a great workout.
- **Reading** books can help you learn new vocabulary.
- **Eating** junk food can cause weight gain.

AS THE OBJECT OF THE VERB "TO BE":

- My favorite activity is **hiking**.
- One of your duties is **taking** notes in meetings.
- His biggest mistake was **trusting** the salesperson.

AFTER POSSESSIVES:

- He doesn't enjoy **my singing**.
- **Her cooking** is simple but tasty.
- **The baby's crying** woke me up.

AFTER PREPOSITIONS:

- They left **without saying** goodbye.
- I went to the gym **after finishing** my work.

- You can improve your English **by taking** a course.
- This knife is great **for chopping** vegetables.

AFTER SOME PHRASAL VERBS:

- I **put off starting** the project until the last minute.
 - (*put off = delayed*)
- She **keeps on bothering** me when I'm trying to concentrate.
 - (*keeps on = continues, does repeatedly*)
- We **ended up cancelling** the picnic due to bad weather.
 - (*ended up = finally took the action*)
- I **look forward to meeting** you next week.
 - (*look forward to = anticipate, be excited about*)

Practice: Gerunds

Complete each of these sentences with a **gerund** (a verb/action in the -ING form) and then you can add more words if necessary.

- When I was a child, my favorite activity was _____.
*Ex. When I was a child, my favorite activity was **playing with blocks**.*
- _____ makes me happy.
- _____ is difficult for me.
- You can improve your life by _____.
- I'm currently looking forward to _____.

Nouns that can be both countable and uncountable

Did you know that some nouns in English can be both countable AND uncountable, depending on the situation? It's true!

For these words, the uncountable form usually refers to the **general idea**, and the countable form usually refers to a **specific item**.

Here are some examples of words that can be both countable AND uncountable:

CHICKEN

- **Countable:** The animal
 - We have ten cows and fifteen **chickens** on our farm.
- **Uncountable:** The food
 - Would you like some **chicken**?

PAPER

- **Countable:** Individual documents
 - I showed my **papers** to the immigration agent.
- **Uncountable:** Paper in general
 - I need to buy some **paper** – our printer is all out.

TIME

- **Countable:** Specific events, moments in time

- We've been to Tokyo three **times**.
- **Uncountable:** The general concept of time
 - I didn't have enough **time** to finish reading the book.

HAIR

- **Countable:** Individual strands of hair
 - The last time I was at that restaurant, I found two **hairs** in my food!
- **Uncountable:** Hair in general
 - My sister has blonde **hair**.

ROOM

- **Countable:** The specific places in a house, apartment, hotel, etc.
 - Our house has five **rooms**: the kitchen, bedroom, bathroom, living room, and family room.
- **Uncountable:** "Room" meaning "space" in general
 - I'll make some **room** for these new books in the bookshelf.

MEMORY

- **Countable:** Specific memories of past events
 - I have fond **memories** of the volleyball games my friends and I used to play in college.
- **Uncountable:** The ability to remember (in general)
 - I have a terrible **memory**. I always forget people's names!

COFFEE / WATER / BEER / TEA / SODA

- **Countable:** When asking for a specific number of these drinks
 - Could you bring us three **coffees** with milk, and two herbal **teas**?
- **Uncountable:** When talking about the drink in general
 - I drink a lot of **coffee**, but I don't drink very much **beer**.

There's no quiz today, but I suggest you spend some time reviewing this [list of uncountable nouns](#), which includes some nouns that can be both countable and uncountable.

Avoiding Common Errors with A, AN, THE

A, an, and the are small but essential words! Sometimes English learners make mistakes with them – and in today’s lesson you’ll learn how to avoid the most common errors with these articles.

#1 – DO NOT USE A/AN WITH PLURAL OR UNCOUNTABLE NOUNS

- a fact = OK (singular)
- a facts = **INCORRECT** (plural)
- an information = **INCORRECT** (uncountable)
- an advice = **INCORRECT** (uncountable)
- a piece of advice = OK (“piece” is countable)
- a pants / a glasses / a scissors = **INCORRECT** (plural)
- a pair of pants/glasses/scissors = OK (“pair” is singular and countable)
- a rice = **INCORRECT** (uncountable)
- a grain/bowl/box of rice = OK (“grain/bowl/box” are countable)
- a work = **INCORRECT** (uncountable)
- a job / a task / a project = OK (countable)

[Click here to review countable and uncountable nouns](#)

#2 – A/AN FOLLOWS THE SOUND, NOT THE LETTER

- **a university**
 - (pronounced like you – ni – ver – si – ty)
- **an umbrella**
 - (pronounced like um – brel – la)
- **a hat**
 - (*h is not silent*)
- **an hour**
 - (*h is silent*)
- **an X-ray**
 - (pronounced like ex – ray)
- **an NGO**
 - (pronounced like en – gee – oh)
- **a non-governmental organization**
 - (*when we say the full words, they start with the N sound*)

#3 – DO NOT USE A/AN *WITHOUT* A NOUN FOLLOWING IT

- **I am a Japanese. = INCORRECT**
 - (*“Japanese” is an adjective, not a noun*)
- **I am Japanese. = OK**
- **He is an intelligent. = INCORRECT**
 - (*“intelligent” is an adjective, not a noun*)
- **He is intelligent. = OK**
- **He is an intelligent man. = OK**

- (now it's OK because we have the noun "man" after "an intelligent")

#4 – DO NOT USE "THE" WHEN TALKING ABOUT SOMETHING GENERAL. IT'S ONLY FOR SOMETHING SPECIFIC

● ~~I love the pasta.~~

- I love **pasta**.
 - (general)
- I love **the pasta at that restaurant**.
 - (specific)
- That store sells **furniture**.
 - (general)
- **The furniture in my living room** is all new.
 - (specific)
- **Vegetables** are good for you.
 - (general)
- **The vegetables at the market** are always fresh.
 - (specific)
- I need **advice**.
 - (general)
- **The advice you gave me** was very helpful.
 - (specific)

#5 – DO NOT USE “THE” FOR PROPER NOUNS:

Names of continents, countries,* states, cities, streets:

- We’re traveling around **Asia** for three months.
- I’d like to visit **Russia**.
- **Paris** is my favorite city in **Europe**.
- Have you ever been to **California**?
- They live on **Rosewood Avenue**.

**Exceptions: the United States (the U.S.), the United Kingdom (the U.K.), the Philippines, the Czech Republic, the Central African Republic, the Marshall Islands*

Companies & universities:

- My uncle works at **Samsung**.
- **Microsoft** reported high profits this quarter.
- She graduated from **Harvard**.
- **New York University** is very large.

**Exceptions: If the university’s name BEGINS with “university,” then use “the”:*

the University of Pennsylvania, the University of Miami

Languages and holidays:

- I’m studying **Spanish**.
- He speaks **Italian**.
- My whole family gets together at **Christmas**.
- The office will be closed on **New Year’s Day**.

#6 – WITH OTHER PLACES, “THE” IS SOMETIMES USED:

Do not use “the” with individual lakes or mountains:

- **Mount Everest** is the highest mountain the world.
- We went sailing on **Lake Ontario**.

Use “the” with oceans, rivers, valleys, deserts, mountain ranges, points on the globe:

- **the** Pacific Ocean
- **the** Amazon River
- **the** San Fernando Valley
- **the** Sahara Desert
- **the** Swiss Alps, **the** Rocky Mountains
- **the** North/South Pole, **the** Equator

Do not use “the” with these places:

- I’m going **home**.
- She’s at **work**.
- He’s in **jail**.
- We attend **church**.
- My kids went to **bed**.
- My brother’s in **high school**.
- My sister’s in **college**.

Use “the” with these places:

- I went to **the bank**.
- Let’s go to **the movies**.
- He gets home from **the office** around 7.
- My grandfather’s in **the hospital**.
- I’ll stop by **the post office** after lunch.
- I caught a taxi to **the airport**.
- I’ll pick you up at **the train station**.
- We’re waiting at **the bus stop**.
- We took my son to **the doctor**.
- I’m going to **the dentist** this afternoon.

(in this case, “the doctor” and “the dentist” are short for “the doctor’s office” and “the dentist’s office”)

Quiz: Avoiding Common Errors with A, AN, THE

Mark each sentence as correct or incorrect, and try to fix any mistakes:

1. As an employee, you're required to wear an uniform.
2. Can you give me a ride to the airport?
3. I really enjoy the sports.
4. I recently heard a bad news.
5. I suppressed an urge to laugh.
6. My boss is an experienced manager.
7. This is a really big problem.
8. My mom sent me an interesting article she had read.
9. That was an unfortunate error on my part.
- 10.The lawyer showed an evidence to the judge.
- 11.There was a minor damage to my car after it was in an accident.
- 12.My brother is a honest man.
- 13.They work at the McDonald's.
- 14.This cruise ship will cross the Atlantic Ocean.
- 15.This is an useful book.
- 16.My grandmother is a religious.
- 17.We'll be traveling around the South America.
- 18.Wow, that guy is an idiot.

Quiz Answers: Avoiding Common Errors with A, AN, THE

1. Incorrect. As an employee, you're required to wear a uniform.
2. Correct
3. Incorrect. I really enjoy sports.
4. Incorrect. I recently heard some bad news.
5. Correct
6. Correct
7. Correct
8. Correct
9. Correct
10. Incorrect. The lawyer showed some evidence / a piece of evidence to the judge.
11. Incorrect. There was minor damage / some minor damage to my car after it was in an accident.
12. Incorrect. My brother is an honest man.
13. Incorrect. They work at McDonald's.
14. Correct
15. Incorrect. This is a useful book.
16. Incorrect. My grandmother is religious / My grandmother is a religious person/woman.
17. Incorrect. We'll be traveling around South America.
18. Correct

Possessives with 's

Let's talk about **possessives** with 's. Remember that in English, we normally use 's and not OF for possessives involving people:

- my **friend's** house
- ~~the house of my friend~~
- my **sister's** dog
- ~~the dog of my sister~~
- the **teacher's** car
- ~~the car of my teacher~~
- **Paul's wife's** dress
- ~~the dress of Paul's wife~~

What about possessives NOT involving people – should we say “Brazil's beaches” or “the beaches of Brazil”? Both are possible and correct!

What about when the noun is plural – like if you want to talk about two boys and their bicycles? To make the possessive of a plural ending in “s,” we just put an apostrophe after the final “s.”

- the **boy's** bicycle (one boy)
- the **boys'** bicycles (two or more boys)
- the **fox's** tail (one fox)
- the **foxes'** tails (two or more foxes)

The two are pronounced exactly the same, but the position of the apostrophe is different.

Most plural nouns are formed by adding -S or -ES, but some plural nouns are irregular. In this case, we do add 's to irregular plural nouns that don't end in S.

- the **child's** toy (singular)
- the **children's** toys (plural)
- one **person's** name (singular)
- many **people's** names (plural)

What about nouns like "boss" or "congress" that already end in "S"? In these cases we simply add 's and pronounce the extra syllable:

- my **boss's** job
- **congress's** decision

For the plural – like multiple bosses – we would add just an apostrophe:

- my **bosses'** jobs

Here's the most complicated case – proper names ending in S, like "Jesus" or "Charles." There's some disagreement on this even among native English speakers – and the official grammar books disagree!

Some say that you should just add an apostrophe at the end, so you would write "**Jesus' words**" and "**Charles' apartment.**"

Other books say that you should follow the same rules as any other name or any other noun, and add apostrophe + s, so you would write "**Jesus's words**" and "**Charles's apartment.**"

If you're writing informally/casually and you come across this situation, you can write it either way. If you're writing something for publication – like an article that's going to be published in a journal – then ask the editor/publisher which way they prefer or which way is standard in their publication.

Finally, what about when we have two people – should we say **Ken and Sandy's children** or **Ken's and Sandy's children**?

- If the two people are a “unit” and share possession of the thing, then we would do it the first way: **Ken and Sandy's children** if they are married and share the children.
- If the two people are “separate” and have separate possessions, then we would do it the second way: **Ken's and Sandy's children** if Ken has some children and Sandy has some children, but they are not in a relationship (they each have their own children)

Quiz – Possessives with 's

Create the possessives for each situation:

Ex) The hair belonging to that man → that man's hair

1. The abilities of women
2. The backpack belonging to Alexis
3. The castle of the princess
4. The glasses belonging to Anna
5. The handles of those knives
6. The wedding of the cousin of my father
7. The kitchen of my parents
8. The apartment of Dennis and Bob (they share one apartment)
9. The laws of three states
10. The leaves of the trees
11. The lights of the taxi
12. The beliefs of most people
13. The shirt belonging to Lucas
14. The author of the memo
15. The son of Andrew
16. The tail of the cat

Quiz Answers – Possessives with 's

1. women's abilities
2. Alexis' backpack OR Alexis's backpack
3. the princess's castle
4. Anna's glasses
5. those knives' handles
6. my father's cousin's wedding
7. my parents' kitchen
8. Dennis and Bob's apartment
9. three states' laws
- 10.the trees' leaves
- 11.the taxi's lights
- 12.most people's beliefs
- 13.Lucas' shirt OR Lucas's shirt
- 14.the memo's author
- 15.Andrew's son
- 16.the cat's tail

Common Mistakes with “It”

These mistakes are ones that I often see in my students’ homework. Although they are small, they can make it obvious you’re not a native English speaker – so today I’ll help you understand how to avoid these errors!

#1 – FORGETTING TO USE “IT” WHEN THE PHRASE NEEDS A SUBJECT

Don’t say: “I just bought a new computer. **Was on sale.**”

Every sentence and independent clause in English needs a subject. In the second sentence, we need to say “**It was on sale**” – the word “it” functions as the subject, referring to the new computer.

We also use “it” as the subject with **weather** and **time**:

- ~~“Is raining.”~~
- “It’s raining.”
- ~~“Is cold today.”~~
- “It’s cold today.”
- ~~“Is five o’clock.”~~
- “It’s five o’clock.”

#2 – FORGETTING TO USE “IT” WHEN THE VERB NEEDS AN OBJECT

- “What did you do with the document?”
- “I sent to your secretary.”
- “Where’s my jacket?”
- “I put in the closet.”

In these sentences, the main verbs – **sent** and **put** – need a direct object:

- “I sent **it** to your secretary.”
- “I put **it** in the closet.”

Again, we need to use the word “it” in place of the specific name of the object (the document / the jacket).

Verbs that need objects are called “transitive verbs.” Some commonly-used ones include bring, borrow, buy, carry, clean, discuss, get, give, hit, make, need, offer, pass, promise, read, take, tell, and want. You can find [lists of transitive verbs](#) online.

These must be followed by an object – either the name of the object itself, or “it”:

- I’m going to **buy** that bicycle.
- I really like that bicycle. I’m going to **buy** it.
- She **made** an apple pie.
- This pie is delicious. Who **made** it?

#3 – USING “IT” IMMEDIATELY AFTER THE SUBJECT THAT’S ALREADY IN THE CLAUSE

- This food **it's** not very good.
- The best part about English class **it's** that we play a lot of games.

The subjects of the sentences (“food” and “part”) are already mentioned specifically, so we don’t need to include “it.” Many students make this mistake when the subject is a long phrase (“the best part about English class”) rather than just one word.

We could use “it” if we added a second clause to the sentence:

- This food is not very good, but I’ll eat **it** anyway.
- I love my English class because **it's** fun.

Practice: Common Mistakes with "It"

Answer these questions with full sentences, watching out for mistakes with "it":

- What was the last thing you bought? Say one thing about it.

*Ex. I bought a new backpack. **It's** very light.*

- What's your favorite book? Why do you like it?
- What time is it right now?
- How's the temperature and weather today?
- What's a very useful item you have in your house? How often do you use it, and what do you use it for?

*Ex. I have a dishwasher, and I use **it** every day. **It** cleans all the plates and saves me a lot of time.*

- What's your favorite thing about your city/country?

*Ex. My favorite thing about my city **is** the large number of parks.*

All, Whole, Every

These words might seem equivalent, but there are some differences in the way we use them grammatically. Today I'll explain with examples:

Use **every** with singular, countable nouns:

- I exercise **every day**.
- **Every student** in the class has a computer.
- **Every necklace** in this store costs more than \$1,000.

You can't use **every** with plural nouns or uncountable nouns:

- ~~I read **every information** in the document.~~
- I read **all the information** in the document.
- ~~I read **every words** in the document.~~
- I read **every word** in the document.

Use **all** with uncountable nouns OR with plural countable nouns to mean 100% of many things:

- **All** of this **equipment** is new. = many pieces of equipment
- **All** the **students** in the class have computers.
- **All** the **necklaces** in this store are expensive.

We don't typically use "all" with singular countable nouns:

- ~~I invited **all the class**.~~
- I invited **all the students**.

- I invited **the whole class**.
- ~~We need to clean **all the house**.~~
- We need to clean **the whole house**.

Use **whole** or **entire** with *singular* countable nouns to mean 100% of one thing:

- I ate the **whole** pizza.
 - = 100% of one pizza.
- I finished reading the **entire** book in three days.
 - = 100% of one book.

We don't use **whole/entire** with *plural* countable nouns or with uncountable nouns:

- ~~I ate the **whole cookies**.~~
- I ate **all the cookies**.
- I ate **the whole box** of cookies.
- ~~The **entire furniture** in the house is new.~~
- **All the furniture** in the house is new.

Here are more examples that show the difference between **all** and **whole**:

- I ate the **whole** cake. = 100% of one cake.
- I ate **all** the cakes. = 100% of many cakes
- The **whole** apple is rotten. = 100% of one apple.
- **All** the fruit is rotten. = 100% of many apples, bananas, grapes, etc.

Quiz: All, Whole, Every

Mark each sentence correct or incorrect, and try to fix any mistakes.

1. All the building was filled with smoke.
2. We finished all of the homework.
3. Every pants I tried on was too small.
4. I used a whole butter in the recipe.
5. My entire family came to my graduation.
6. Thank you for all your help.
7. I followed every advice you gave me.
8. The earthquake damaged the whole area.
9. This new law will benefit all the population.
10. We give personal attention to every customer.
11. All the eggs in the carton were broken.
12. The computer crash made us lose our entire progress on the project.

Quiz Answers: All, Whole, Every

1. Incorrect. The **whole/entire building** was filled with smoke.
2. Correct.
3. Incorrect. **All the pants** I tried on **were** too small. / **Every pair of pants** I tried on **was** too small.
4. Incorrect. I used **all the butter** in the recipe (if I used all the butter available) or I used **a whole stick of butter** in the recipe (if talking about one complete stick of butter)
5. Correct
6. Correct
7. Incorrect. I followed **all the advice** you gave me.
8. Correct
9. Incorrect. This new law will benefit **the whole/entire population**.
10. Correct.
11. Correct.
12. Incorrect. The computer crash made us lose **all our progress** on the project.

Other, Others, Another

Use **another** to mean a/an + other + (singular object):

- ~~I need to buy **other** bottle of water.~~
- I need to buy **another** bottle of water.

We only use **another** for singular COUNTABLE nouns, not uncountable nouns or plural nouns:

- ~~Can you give me **another** information?~~
- Can you give me **another** suggestion?
- Can you give me **some more** information?
- ~~I saw **another** birds.~~
- I saw **some more** birds.

Always use **other** (not **others**) before both singular and plural nouns:

- ~~The **others** things are in the car.~~
- The **other** things are in the car. (*plural*)
- The **other** house we saw was bigger than this one. (*singular countable*)
- Your advice is different from the **other** advice I've gotten. (*singular uncountable*)

Use **others** when there is no noun after it – and we understand from the context what it refers to.

- Let's finish painting these two walls today and leave **the others** for tomorrow. (*the others = the other walls*)

Remember, don't say “the others walls” – that’s not correct. Say either “the other walls” or “the others” (without walls)

A couple more examples:

- I invited some of my coworkers to the party, but not **others**. (*other coworkers*)
- Some of these bananas are ripe and **others** are still green. (*other bananas*)
- She doesn’t care what **others** think of her. (*other people*)

Again, I use the word “others” with no noun after it, and we understand what it refers to from the context.

The word “others” can only refer back to a plural, countable noun. If we have an uncountable noun, then we have to say things a little differently:

- ~~I fixed some of the furniture, but not **others**.~~
- I fixed some of the furniture, but not **all of it**.
- Some of this information is correct, and **some** is incorrect.
- She heard a bit of the music, but didn’t listen to **the rest**.

Quiz: Other, Others, Another

Mark each sentence as correct or incorrect, and try to fix any mistakes.

1. Do you want to listen to another music?
2. Glad you could come! Let me bring another chair over to our table.
3. He's very insecure and desperate for the approval of others.
4. I brought some of the bags inside - can you get the others?
5. This is my specialty, although I've done some other research as well.
6. Let me change into another shorts that's more comfortable.
7. Many other jobs don't offer much vacation time, but mine does.
8. These dresses are ugly; I like those others ones better.
9. This item is defective; I'd like to exchange it for other one.
10. We saw another great movie last weekend.
11. I need other person to help me move this furniture.
12. Let's stop here for coffee before we go to the others shops.

Quiz Answers: Other, Others, Another

1. Incorrect. Do you want to listen to **some more music?** / **another song?**
2. Correct
3. Correct
4. Correct
5. Correct
6. Incorrect. Let me change into **another pair of shorts** that's more comfortable.
7. Correct.
8. Incorrect. These dresses are ugly; I like those **other ones** better / I like those **others** better.
9. Incorrect. This item is defective; I'd like to exchange it for **another one**.
10. Correct
11. Incorrect. I need **another person** to help me move this furniture.
12. Incorrect. Let's stop here for coffee before we go to the **other shops**.

Prepositions of Time

after / later

Use **after** + phrase, and use **later** alone (at the end of a sentence or phrase).

- ~~I'll call you after.~~
- I'll call you **later**.
- I'll call you **after work**.
- I'll call you **after I get home**.
- First he bought a new car. Two weeks **later**, he bought a new motorcycle.
- He bought a new motorcycle two weeks **after he bought a car**.

You can say "**later + time period**" to refer to an unspecified time in the future, for example:

- I'll finish the project **later this week**.
- We'll go on vacation **later this year**.

Don't end a sentence with "after." Instead, you can use "afterwards" or "after that."

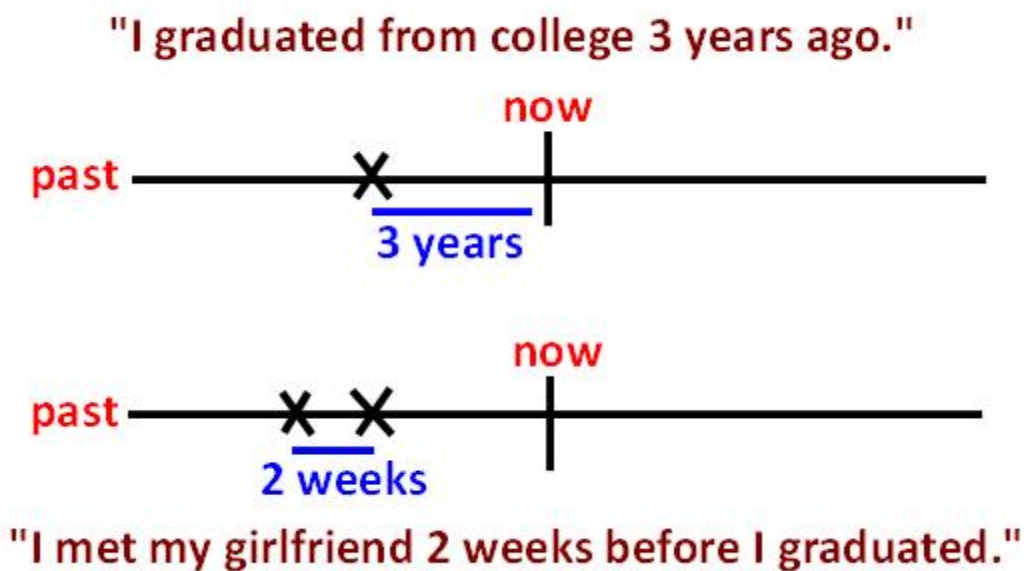
- "Did you go straight home after the baseball game?"
- ~~"No, we went out for drinks after."~~
- "No, we went out for drinks **afterwards / after that**."

ago / before

Use **ago** to talk about past times in reference to the current moment.

Use **before** to talk about past times in reference to another moment in the past.

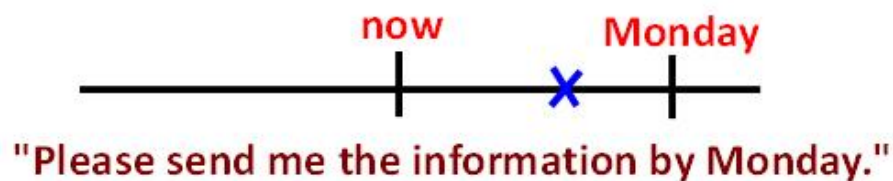
- I graduated from college 3 years **ago**. (3 years in the past from today)
- I met my girlfriend 2 weeks **before** I graduated. (2 weeks in the past from another past point)



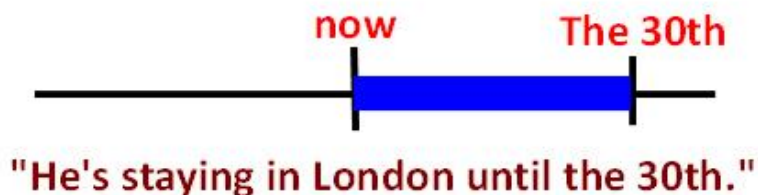
by / until

Use **by** for one specific event that will happen before a certain time in the future. Use **until** for a continuous event that will continue and then stop at a certain time in the future.

- Please send me the information **by** Monday.
- He's staying in London **until** the 30th.



by = single event | until = continuous



during / while

Both **during** and **while** mean that something happens at the same time as something else.

Use **during** + noun.

- She cried **during the movie**.

Use **while** + subject + verb, or **while** + gerund.

- She cried **while she was watching** the movie.
- She cried **while watching** the movie.

from... to / till / until

We use **from** + **to** / **till** / **until** to define the beginning and end of a time period.

- The museum is open **from** 8 AM **to** 4 PM.
- Jack will be on vacation **from** tomorrow **until** next Friday.
- I studied English **from** 2001 **till** 2004.

on / in / at

Use **in** for centuries, decades, years, seasons, and months:

- **In** the 18th century
- **In** the 1960s
- **In** 2001
- **In** the summer
- **In** October

Use **on** for days:

- **On** Friday
- **On** March 15th
- **On** my birthday
- **On** the weekend

Use **at** for times:

- **At** 3:30.
- **At** noon.
- **At** quarter past four.

Be careful with morning, afternoon, evening, and night!

- **In** the morning
- **In** the afternoon
- **In** the evening
- **At** night

past / to

We can use these prepositions with **minutes** in relation to the **hour**:

- 3:50 = Ten **to** four
- 6:15 = Quarter **past** six

for / since

For is used for a period of time, and **since** is used to reference a specific point in time.

For a period of time:

- I've been waiting **for three hours**.
- We've lived here **for four years**.
- She's been working there **for six months**.

Since a point in time:

- We've lived here **since 2008**.
- I've been waiting **since ten o'clock**.

- She's been working there **since she graduated from college**.

as soon as / as long as

As soon as means "immediately after another event."

- We'll call you **as soon as** we arrive.

(if we arrive at 8:00, we'll call you at 8:05)

As long as means "for the period of time" or "on the condition that":

- I stayed awake for **as long as** I could. (period of time)
- I'll take the job **as long as** I have the freedom to work from home a few days a week. (condition)

Quiz: Prepositions of Time

1. I took a shower _____ I finished my workout at the gym.
 - A. after
 - B. later
 - C. past

2. I started doing yoga a few months _____ my second child was born.
 - A. ago
 - B. back
 - C. before

3. I'll be in the office _____ 5 PM. After that, you can reach me on my cell phone.
 - A. for
 - B. during
 - C. until

4. She quit her job in January and started her own company two months _____.
 - A. after
 - B. later
 - C. since

5. I had a great idea _____ I was taking a shower this morning.
 - A. as long as
 - B. during

C. while

6. We need to know how many people are coming to the party _____ tomorrow morning.

A. by

B. until

C. in

7. The meeting ran from 9:00 _____ 10:30.

A. by

B. at

C. to

8. Please, no talking _____ the test.

A. during

B. while

C. for

9. _____ I saw her face, I knew something was wrong.

A. While

B. As long as

C. As soon as

10. I bought my first car _____ 1995.

A. on

B. in

C. since

11. He got home _____ midnight.

A. at

B. on

C. in

12. I've been interested in science _____ I was a child.

A. before

B. for

C. since

13. The conference begins _____ June 25th.

A. in

B. on

C. to

14. My grandparents have been married _____ over 50 years.

A. for

B. since

C. after

15. The doctors worked to keep the patient alive for _____ possible.

A. as long as

B. until

C. during

16. I just talked to Henry five minutes _____.

- A. after
- B. ago
- C. before

Quiz Answers: Prepositions of Time

- 1. A
- 2. C
- 3. C
- 4. B
- 5. C
- 6. A
- 7. C
- 8. A
- 9. C
- 10. B
- 11. A
- 12. C
- 13. B
- 14. A
- 15. A
- 16. B

Prepositions of Place

above / on top of / on

Use **above** when the two objects are not touching.

Use **on** or **on top of** when the two objects are touching.

The pictures are **above** the couch. The pillows are **on** the couch.



Generally, we use “on” when it is a **normal** place to put something:

- The keys are **on** the table.

And we use “on top of” when it is an **unusual** place to put something:

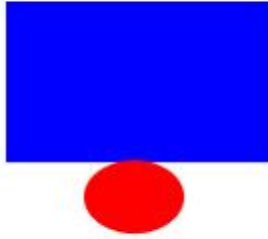
- The keys are **on top of** the refrigerator.

under / below / underneath / beneath

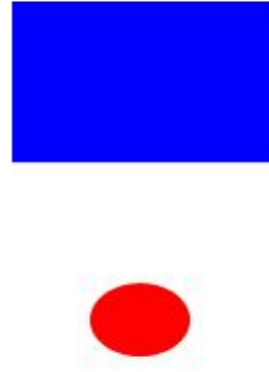
Use **under** when one object is covered by another.

Use **below** when one object is in a lower position than the other.

The ball is
under the box



The ball is
below the box



Underneath and **beneath** are more formal words for “under” and “below.”

behind / in front of

Use **behind** when object A is farther away from you than object B, and **in front of** when object A is closer to you than object B.

The girl is hiding **behind** the tree.

She's holding her bear **in front of** her body.



We can also say something is **behind you** if it is located in the direction of your back (you are facing away from it).

What about “in back of”?

Some people say “in back of” for “behind” (informally). Note that it’s always “in back of” and never just “back of.”

We can also say “in **the** back of” to describe the back part of a space:

- Jonas and Gabriel like to sit **in the back of** the classroom so that the teacher can’t see them.

between / beside / next to

Beside and **next to** are the same, but **beside** is a little more formal. In everyday English we usually say “next to.” In the picture, she sat on the bench **next to** / **beside** her friend.



Between means that the object is in the middle of two other objects. When we make a sandwich, we put meat, cheese, and other fillings **between** two slices of bread.



near / close to / by

These words all mean the same thing – that the distance between the two objects is small. “**Close to**” is the only one that uses the word “to.”

• ~~The ball is **near to** the hole.~~

- The ball is **close to** the hole.
- The ball is **near** the hole.
- The ball is **by** the hole.



Nearby is used without a direct object. It is generally used at the end of a sentence or phrase.

• ~~The ball is **nearby** the hole.~~

- There's a hole with a ball **nearby**.

The opposite, when the distance between two objects is large, is **far from** or **far away from**.

- The airport is **far away from** my house – it takes two hours to get there.

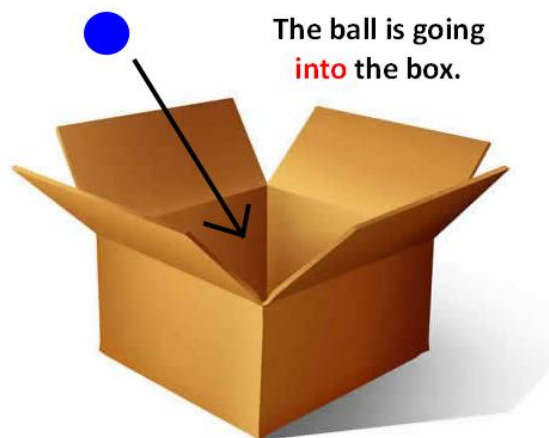
in / inside / within / into

In and **inside** mean the same thing in most cases:

- The cat is **in** the box.
- = The cat is **inside** the box.



The word **“into”** is actually a preposition of movement, not location. It means something is moving into a space:



The word “**within**” means “inside a limit.” The limit can be in place, time, or some other scale.

- There are five malls **within ten miles** of here. (limit of place)
- She’s written three books **within the last year**. (limit of time)
- The law didn’t pass because of disagreements **within the government**.
(limit of area / class of people)

out / outside / out of

When talking about location, we can use **outside** or **out of**:

- The dog is **outside** the doghouse.
- The dog is **out of** the doghouse.
- ~~The dog is **out** the doghouse.~~



Out and **out of** usually suggest movement, not just location. “**Out of**” must always be followed by a noun.

- She ran **out of** the room.
- I’m bored. Let’s go **out**.

Practice: Prepositions of Place

Write complete sentences using the prepositions of place from this lesson.

- What are some things that are currently on your table/desk?
- What is currently behind you?
- What is in front of your house?
- What is next to your bed?
- Name a few things that are near / close to your house.
- What do you usually keep in/inside your bag, wallet, or backpack?
- What's your favorite thing to do outside? (outside your home or any buildings)

Prepositions of Movement

across / through

Across is going from one side of an area, surface, or line to the other side.



*I drew a line **ACROSS** the paper.*

Through is movement from one side of an enclosed space to the other side.



*The baseball went **THROUGH** the window.*

Sometimes, either ACROSS or THROUGH can be used for areas:

- We walked **across** the park.
- = We walked **through** the park.
- They drove **across** the city.
- = They drove **through** the city.

along / around

Along is to follow a line.

Around is to go in a circular direction around some obstacle.



into / out of

Into is to go from outside a space to inside a space.

Out of is to go from inside a space to outside a space.



The cat went into the box.



The cat jumped out of the box.

onto / off

Onto and **off** refer to **surfaces**, differently from **into / out of** (which refer to enclosed spaces):

- The dog jumped **onto** the table.
- ~~The dog jumped **into** the table.~~
- I took the picture **off** the wall.
- ~~I took the picture **out of** the wall.~~

up / down



Going up the stairs / Going down the stairs

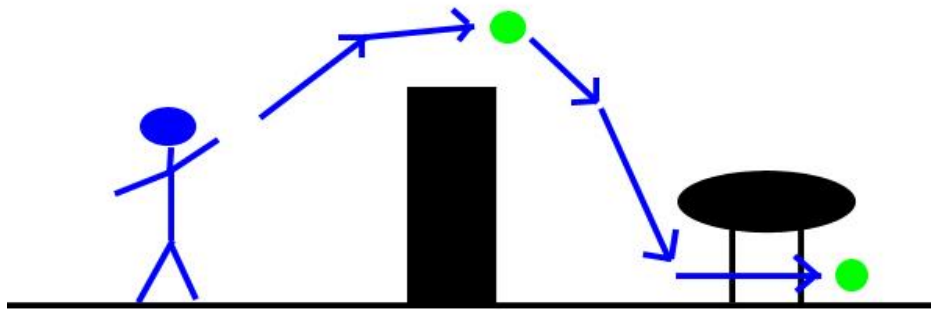
In addition to physical movement, **go up** and **go down** can also be used for “**increase**” and “**decrease**.”

- The price of food has **gone up** in the past two years.
- The number of children per family has **gone down**.

over / under

To go **over** is to pass above something.

To go **under** is to pass below something.



The ball went over the wall and then under the table.

towards / away from

If you go **towards** something, you get closer to it.

If you go **away from** something, you get farther away from it.



*The dog is running **towards** me.*



*The boy is running **away from** me.*

back to

“**Back to**” is movement of return to a place you have been before:

- He went **to** Italy.
(maybe for the first time)
- He went **back to** Italy.
(it is the second time, or he is originally from Italy)
- ~~He went **back** Italy.~~

Practice: Prepositions of Movement

Write complete sentences using the prepositions of movement from this lesson.

- When was the last time you **went across town** (to the other side of your town/city) and where were you going?
- What were the last three buildings you **went into**?
- Where do you like to go when you just want to **get out of your house**?
- When was the last time you **ran towards something** or **ran away from something**?
- What is one place you would like to **go back to**?

When NOT to use a preposition

Prepositions like **in**, **of**, **at**, **from**, and **to** are used very frequently in English!

However, there are some cases in which you shouldn't use one – and in today's lesson, you'll learn 5 times you should not use a preposition.

CASE #1

After movement verbs like **come** and **go**, we usually use **to + place**:

- I'm going **to** the mall.
- We went **to** Paris last year.
- She always comes **to** class late.

But there are some exceptions. Do not use "to" with these:

- I'm going ~~to~~ **home**.
- We went **downtown** last night.
- Are you going **outside**?
- Come **inside**, everyone.
- Can you come **here** for a minute?
- I've always wanted to go **there**.
- Let's go **upstairs/downstairs**.
- I'm planning to go **abroad/overseas** soon.
- I wish I could travel **somewhere** warm.

CASE #2

We usually use **on + a day** and **in + a month**:

- I have a meeting **on Friday**.
- We'll call you **on March 1st**.
- The concert is **in June**.

Do NOT use in/on with **yesterday, tomorrow, this, last, next**

- I have a meeting **tomorrow**.
- We'll call you **next Friday**.
- The concert is **this June**.

But we CAN use in/on with "THE first/last/past/next":

- We meet **on the first** Monday of every month.
- I've been really busy **in the past** week.
- I have several tests **in the next** few days.

CASE #3

We usually use **into** for movement from outside to inside:

- She came **into** my room.
- Let's go **into** the house.

Exception: **enter**

- She **entered** my room.

- Let's **enter** the house.

Enter into is only used for starting agreements, negotiations, discussions, etc.

- The two companies **entered into** a financial agreement.
- Spain and France will **enter into** trade negotiations next month.

CASE #4

When **attend** means to go or to be present, we don't use **to** after it:

- Nine students **attended** the lecture.
- I regularly **attend** yoga classes.

You could use **go to** instead of **attend**:

- Nine students **went to** the lecture.
- I regularly **go to** yoga classes.

Attend to means to pay attention to or handle something:

- Doctors **attended to** the people who were injured in the accident.
- We'll **attend to** that problem later.

CASE #5

Do not use **of** when **lack** is used as a **verb**:

- I sometimes **lack** confidence.

- Last night's dinner **lacked** salt.

We use **of** when **lack** is used as a **noun**:

- I'm trying to overcome my **lack of** confidence.
- The **lack of** salt made the food tasteless.

Quiz: When NOT to use a preposition

Mark these sentences correct or incorrect, and try to fix any mistakes.

1. About 300 people will attend to the event.
2. Everyone went to outside when the fire alarm sounded.
3. He was rejected because he lacked the necessary qualifications for the job.
4. Are you planning on attending the concert?
5. I asked the new employee to come into my office.
6. We started our trip late, and it was dark by the time we got to there.
7. I visited my parents in last December.
8. Let's take a taxi to the hotel.
9. My doctor's appointment is on next Monday.
10. School starts in September.
11. The hockey players entered into the ice rink.
12. There's a serious lack of parking spaces in the city center.
13. Unfortunately, this report lacks of important details.
14. We get paid on the last day of the month.
15. My husband attended to the kids while I cooked dinner.
16. I invited them to my house for dinner.

Quiz Answers: When NOT to use a preposition

1. Incorrect. About 300 people will **attend** the event.
2. Incorrect. Everyone **went outside** when the fire alarm sounded.
3. Correct
4. Correct
5. Correct
6. Incorrect. We started our trip late, and it was dark by the time **we got there**.
7. Incorrect. I visited my parents **last** December.
8. Correct
9. Incorrect. My doctor's appointment is **next** Monday.
10. Correct
11. Incorrect. The hockey players **entered** the ice rink / **went into** the ice rink.
12. Correct
13. Incorrect. Unfortunately, this report **lacks** important details.
14. Correct
15. Correct
16. Correct

Linking Words: Reasons and Results

Linking words help you connect the ideas in a sentence. In this lesson, you'll learn some common **linking words** to express **reasons** and **results**.

Because / Because of

The difference between these two words is that **because** is followed by a **subject + verb**, and **because of** is followed by a noun:

- The game was canceled **because** it was raining.
- The game was canceled **because of** the rain.

In spoken English, many people say '**cause** as a short form of "because."

Due to / Owing to

Due to and **owing to** are also followed by a noun. These words are a little more formal.

- There's a lot of traffic today **due to** the upcoming holiday. (holiday = noun)
- The after-school program was canceled **owing to** lack of interest from the students. (lack = noun)

If you want to follow these with a subject + verb, you'll need to use the expressions **due to the fact that / owing to the fact that**. Again, these phrases are more formal; in everyday English we simply say "because."

- Many people are still unemployed **due to the fact that** the economic recovery has been slower than anticipated.

- The publisher rejected the author's latest work **owing to the fact that** the manuscript was full of errors.

Since / As

Since and **as** are more informal, and they are followed by a **subject + verb**.

- I'm going to bed at 10 PM **since** I need to get up early tomorrow.
- I didn't go to the gym today, **as** I had a lot of homework to do.

Therefore / Consequently / As a result

These words introduce a result. They are more formal, and are more commonly used in **written English**. These often introduce a phrase and are followed by a comma.

- Our company's profits have increased 150% in the past year. **Therefore**, we're going to invest in new equipment and training programs.
- The tennis player had knee surgery mid-October; **consequently**, she took the rest of the season off.
- There have been heavy rains throughout the interior of the state. **As a result**, several areas have experienced flooding.

So

"So" also introduces a result or a logical next action, and it's followed by a subject + verb. It is more informal, and more commonly used in **spoken English**.

- We were hungry, **so** we stopped at a cafe for a snack.

- My car is dirty, **so** I'll clean it this weekend.
- We'll give you the keys **so** you can get into the apartment.

Quiz: Linking Words: Reasons and Results

1. We can't make copies _____ the machine is broken.
 - A. because
 - B. because of
 - C. due to
2. The entire region lost power _____ the thunderstorm.
 - A. due to
 - B. owing to the fact that
 - C. therefore
3. Let's stop off at the library _____ I can return these books.
 - A. as
 - B. so
 - C. therefore
4. I'll pay for your coffee _____ you paid for mine the last time we went out.
 - A. therefore
 - B. due to
 - C. since
5. The company president and vice-president could not attend the meeting.
_____, we decided to postpone it until the following week.

- A. Because
- B. Owing to
- C. Therefore

6. Airports are increasing their security measures _____ there have been several bomb threats in the past few weeks.

- A. consequently
- B. due to the fact that
- C. owing to

7. She thought nobody had enjoyed the article she wrote in the magazine. _____, she was quite surprised when she received her first piece of fan e-mail.

- A. Since
- B. Consequently
- C. Due to the fact that

8. I couldn't play in the soccer game _____ my knee injury.

- A. since
- B. because of
- C. as a result

9. Fifty people lost their jobs _____ of budget cuts in the marketing department.

- A. as a result
- B. since

C. owing to

10. Kevin wasn't feeling well yesterday afternoon, _____ I'm not sure if he'll come into the office today.

A. as

B. so

C. because

Quiz Answers: Linking Words: Reasons and Results

1. A
2. A
3. B
4. C
5. C
6. B
7. B
8. B
9. A
10. B

Linking Words: Adding, Organizing, Summarizing

for example / for instance

Use these words to give one example of the idea you are talking about. Both of these expressions can go at the beginning or the end of a sentence.

- There are many problems in this school. **For example**, a lot of the classrooms don't have audiovisual equipment.
- She has a lot of good ideas for our business – opening an online store, **for instance**.

Written English: i.e. and e.g

In written English, we can use **i.e.** to give **further explanation** or **clarification**; it means “that is” or “in other words.”

- Our last marketing campaign failed (**i.e.** we spent \$50,000 and didn't make many sales).

We can use **e.g.** to give examples; it means “**for example**”

- I enjoy radical sports (**e.g.** rock climbing, hang gliding, and windsurfing).

In formal writing, these expressions always appear inside parentheses.

namely / such as / like

Namely and **such as** also introduce examples, but there's a difference between them.

Namely is followed by **ALL** of the examples you referred to, but **such as** gives only **one** or **some** of the examples, not all of them.

- A few of the students – **namely** Brian, Thomas, and Jack – failed the course.
- A few of the students, **such as** Brian, failed the course.

Informally, we can use **like** to introduce an example:

- I enjoy fantasy books **like** the *Lord of the Rings* series.

also / too

Also and **too** are used to add things. **Also** can go in the middle of a sentence, whereas **too** is typically used at the end.

- We did a lot of sightseeing on our vacation. We **also** bought a number of souvenirs.
- We did a lot of sightseeing on our vacation. We bought a number of souvenirs, **too**.

as well / as well as

As well goes at the end of the sentence (similarly to **too**).

As well as must be followed by another word.

- She's not only extremely successful, she's beautiful **as well**.
- She's beautiful **as well as** extremely successful.

in addition / moreover / furthermore

These more formal linking words are usually used at the beginning of a sentence to add another idea or further develop the previous point.

- People who exercise regularly have more energy during the day and sleep better at night. **In addition**, they tend to live longer.
- Construction on the new subway has been delayed for months due to budget shortfalls. **Moreover**, the workers are threatening to go on strike.
- Our sales are expected to rise 30% in the next year. **Furthermore**, purchase of new equipment will help cut manufacturing costs and increase profits.

In less formal English, we usually use the expressions **plus**, **besides**, **what's more**, and **not only... but also** to add additional information:

- He's really disorganized and is always late – **plus** he talks too much.
- I'm too tired to go for a walk. **Besides**, it's raining.
- I got a promotion and a raise! **What's more**, I get an extra week of vacation time.
- **Not only** did I get a promotion and a raise, **but I also** get an extra week of vacation time.

Firstly / Secondly / Lastly / Finally

When you are going to make a series of points, you can use **first/firstly/first of all** and **second/secondly** for the initial two points.

After that, you can use "The third point," "The fourth point," etc. or "in addition."

For your final point, you can begin the sentence with **lastly** or **finally**. These words show your audience that you are almost finished.

the former / the latter

You can use these words to refer back to two examples previously mentioned:

- Our company has two factories: one in Detroit and one in Atlanta. **The former** is operating at 95% capacity and **the latter** at 65%.

In this case, “the former” = the factory in Detroit, and “the latter” = the factory in Atlanta.

Here are some English phrases you can use to give a summary of the information you have already said or written. In general, these phrases go at the beginning of the sentence and are followed by a comma.

- **In short,**
- **In summary,**
- **To summarize,**
- **In conclusion,**
- **In a nutshell, (*more informal*)**

Practice: Linking Words: Adding, Organizing, Summarizing

Write complete sentences using the linking words from this lesson.

- Mention an ongoing problem you've observed, then give an example using **for example / for instance**.
- What type of books/movies/shows do you enjoy? Then give an example using **such as / like**.
- What are some things you did on your last trip? Use **also / too** to add activities.
- What are two qualities you admire in your friend? Use **as well / as well as** to write the sentence.
- Make some suggestions to improve something at your work/school, using **in addition / moreover / furthermore** to add information.

- What are some good things about where you live? Use **plus / besides / what's more / not only... but also** to add information.
- Imagine you're in a job interview talking about your skills and qualifications. Use **first of all / second / finally/lastly** to describe three reasons you're a great worker.
- Use **in short / in summary / in a nutshell** to briefly describe something you've learned a lot about recently.

Linking Words: Contrasting Ideas

But / However

But is more informal than **however**. You can use **however** at the beginning of a sentence, but you can't use **but** at the beginning of a sentence (in written English).

- I tried to lift the box, **but** it was too heavy for me.
- I tried to lift the box. **However**, it was too heavy for me.

Although / Even though / Though

These linking words all introduce a contrasting element, and they are followed by a **subject + verb**. "Though" is typically used at the end of a sentence. "Even though" is more common than "although" in casual spoken English.

- **Although** I exercise every day, I can't seem to lose any weight.
- She still loves him, **even though** he treated her very badly.
- I'd like to buy that bicycle. It's pretty expensive, **though**.

Despite / In spite of

These words are the same, and they are followed by a **noun** or a **gerund** (-ing form of the verb, which can function as a noun).

Never say "**despite of**" – that's not correct!

- Our plane arrived on time **in spite of** the delay during takeoff.
(*the delay = noun*)
- We won the game **despite** having two fewer players.
(*having = gerund*)

Also, we cannot have a subject + verb immediately after **despite / in spite of**:

- ~~We arrived on time **despite** we left late.~~
- We arrived on time **despite** leaving late. (*gerund*)
- We arrived on time **despite** our late departure. (*noun phrase*)

If you want to have a subject + verb afterwards, then it would be best to use **although** or **even though** instead:

- They arrived on time **even though** they left an hour late.
- We won the game **although** we had two fewer players.

While / Whereas / Unlike

These linking words are used to make contrasts. **While** and **whereas** are usually used between two complete phrases. **Unlike** is typically used with only a subject.

- I like tennis, **while** my brother prefers bowling.
- This cell phone plan costs \$0.05 per minute, **whereas** that one gives you up to 800 minutes per month for a fixed price.
- His boss allows him to work from home, **unlike** mine.
- She's very friendly, **unlike** her sister.

Quiz: Linking Words: Contrasting Ideas

1. We called her five times, _____ she didn't pick up the phone.
 - A. unlike
 - B. despite
 - C. but

2. I really liked the movie _____ it got bad reviews.
 - A. even though
 - B. however
 - C. while

3. He followed his dream of being an actor _____ his parents wanted him to be an engineer.
 - A. despite the fact that
 - B. unlike
 - C. in spite of

4. The disease is spreading _____ efforts to control it.
 - A. but
 - B. in spite of
 - C. whereas

5. New York City has a lot of interesting cultural events, _____ my hometown.
 - A. while
 - B. whereas

C. unlike

6. An intensive course is a great way to learn English fast, _____ it can be very tiring at times.

A. although

B. despite

C. unlike

7. You need only one year of training to be a technician, _____ you need more than 7 years of study to be a doctor.

A. even though

B. whereas

C. in spite of

8. _____ I understand your point of view, I still don't agree with you.

A. While

B. However

C. In spite of

Quiz Answers: Linking Words: Contrasting Ideas

1. C
2. A
3. A
4. B
5. C
6. A
7. B
8. A

Relative Clauses



A **relative clause** is a phrase that adds information to a sentence. All relative clauses describe a noun, and they begin with one of these **relative pronouns** or **relative adverbs**.

Relative Pronouns

- **who** (to describe people – subject)
 - The woman **who** works in the bank is my neighbor.
- **whom** (to describe people – object)
 - My uncle, **whom** I admire, runs his own business.
- **whose** (to describe possession)
 - The man **whose** car was stolen went to the police station.
- **that** (to describe things – defining relative clauses)
 - I'm selling the computer **that** I bought in the U.S.
- **which** (to describe things – non-defining relative clauses)

- I'm selling this computer, **which** has a 250-GB hard drive, for \$500.

Relative Adverbs

- **when** (to describe times)
 - My favorite season is fall, **when** all the leaves change color.
- **where** (to describe places)
 - I visited the neighborhood **where** I grew up.
- **why** (to give a reason)
 - I have no idea **why** the machine isn't working.

Relative clauses help you make better sentences in English.

Here is an example of some English sentences without relative clauses:

- Yesterday I met a man. He works in the circus.
- I bought a cell phone. It has internet access.
- There's the restaurant. I ate at that restaurant last night.

These sentences are correct, but they are very short and simple. You can use **relative clauses** to make your sentences in English sound more fluent and natural:

- Yesterday I met a man **who works in the circus.**
- I bought a cell phone **that has internet access.**
- There's the restaurant **where I ate last night.**

Defining and Non-Defining Relative Clauses

Non-defining relative clauses add **EXTRA** information to the sentence.

Defining relative clauses add **ESSENTIAL** information to the sentence.

You can see if a relative clause is defining or non-defining by **removing it from the sentence**.

If you remove a non-defining relative clause, the sentence still has the same meaning. If you remove a defining relative clause, the sentence has a different meaning or is incomplete.

Example of a sentence with a **NON-DEFINING** relative clause:

- My brother, **who lives in California**, is an engineer.

If you remove “who lives in California,” the sentence still has the same meaning:

- My brother is an engineer.

The relative clause “who lives in California” is **extra** information.

Example of a sentence with a **DEFINING** relative clause:

- That’s the student **who failed English class three times**.

If you remove “who failed English class three times,” the sentence is incomplete:

- That’s the student.

Therefore, the relative clause “who failed English class three times” is **essential** information, because it defines which student, specifically, we are talking about.

Always use a comma before and after **non-defining** relative clauses.

Which or That?

Use **which** for **non-defining relative clauses**, and use a comma before it.

Use **that** for **defining relative clauses**, and don't use a comma before it.

- The bananas **that** I bought on Monday are rotten.
- The bananas, **which** I bought on Monday, are rotten.

In the first case, it's possible that we have **two types of bananas** in the house:

- Older bananas that I bought on Monday
- Newer bananas that I bought on Wednesday

...and that only the first bananas are rotten, but the second bananas are not.

In the second case, all the bananas in the house were bought on Monday, and they are ALL rotten.

Quiz: Relative Clauses

1. We spent two days in Berlin, _____ we took a walking tour of the city.

A. where
B. which
C. that

2. Edgar Allan Poe, _____ wrote the famous poem "The Raven," was born in Boston in 1809.

A. who
B. whose
C. whom

3. He has climbed Mount McKinley, _____ is the highest mountain in the United States.

A. that
B. where
C. which

4. I met a woman _____ husband works for the government.

A. that
B. whom
C. whose

5. I bought the toy _____ my son wanted for Christmas.

A. that

B. when

C. who

6. I talked to my manager last Monday, _____ she got back from her business trip.

A. where

B. when

C. whose

7. The employee _____ won the award has been promoted.

A. which

B. when

C. who

8. This is the book _____ helped me understand English grammar.

A. that

B. where

C. why

9. I've begun a career as a freelance writer, _____ allows me to work from home.

A. where

B. which

C. who

10. I'm looking for a store _____ I can buy organic vegetables.

- A. that
- B. where
- C. why

Quiz Answers: Relative Clauses

- 1. A
- 2. A
- 3. C
- 4. C
- 5. A
- 6. B
- 7. C
- 8. A
- 9. B
- 10. B

Order Of Adjectives

One of the easiest ways to identify a non-native English speaker is by the incorrect order of adjectives in a sentence.

For example:

- A red big ball – **INCORRECT**
- A big red ball – **CORRECT**
- A velvet new comfortable dress – **INCORRECT**
- A comfortable new velvet dress – **CORRECT**
- An old ceramic lovely coffee mug – **INCORRECT**
- A lovely old ceramic coffee mug – **CORRECT**

If you can master the correct adjective order, your English will sound more natural!

In general, the correct order of adjectives in English is:

1	2	3	4	5	6	7	8
					Nationality		
Opinion	Size	Shape	Age	Color	or Origin	Material	Purpose

Note: *Not everyone agrees on this order, and there may be exceptions*

It's rare to use more than 3 adjectives. But the adjectives you do use should follow this order:

- A big (size) red (color) ball
- A comfortable (opinion) new (age) velvet (material) dress
- A lovely (opinion) old (age) ceramic (material) coffee (purpose) mug

Here are some examples of each type of adjective:

OPINION ADJECTIVES

- good / bad / great / terrible
- beautiful / pretty / sexy / comfortable
- ugly / awful / strange / uncomfortable
- delicious / disgusting / tasty / nasty
- important / excellent / wonderful / brilliant
- funny / interesting / boring

GENERAL SIZE ADJECTIVES

- big / huge / tall / long / enormous / gigantic
- small / little / tiny / short / minuscule

SHAPE ADJECTIVES

- round / square / triangular / rectangular / flat

AGE ADJECTIVES

- old / ancient
- new / young

COLOR ADJECTIVES

- Red, blue, yellow, etc.

NATIONALITY/ORIGIN ADJECTIVES

- Italian, Japanese, Thai, German, French, etc.

MATERIAL ADJECTIVES

- gold, silver, copper
- cotton, leather, polyester, wool, silk, velvet, nylon
- wooden, stone, diamond, plastic

PURPOSE ADJECTIVES

“Purpose adjectives” are almost like part of the noun. They describe what the object is used for:

- running shoes
- a sleeping bag
- a flower vase
- a frying pan
- a tennis racket

OTHER ADJECTIVES

There are other adjectives that don't fall into the categories above. For these, the essential rule to remember is that **opinion adjectives** always come before **fact adjectives** (appearance and other "descriptive" adjectives):

- delicious (**opinion**) organic (**fact**) food
- crazy (**opinion**) religious (**fact**) people
- interesting (**opinion**) cultural (**fact**) traditions
- confusing (**opinion**) financial (**fact**) data

Although studying the order of adjectives in English can help... there reaches a point where you'll learn them best simply by seeing and hearing them in action.

Most native English speakers don't know the rules of adjective order at all – we just know that it "sounds right" to say "the big red ball" and "sounds wrong" to say "the red big ball."

As you read and listen to more English, you'll eventually begin to order the adjectives naturally. But for now, you can try this quiz to practice!

Quiz: Order of Adjectives

1. That restaurant has _____.
 - A. overpriced Italian food
 - B. Italian overpriced food

2. She's wearing a _____.
 - A. red tiny bikini
 - B. tiny red bikini

3. I signed my son up for a _____ after school.
 - A. new wonderful sports program
 - B. wonderful new sports program

4. That city has _____.
 - A. charming cobblestone streets
 - B. cobblestone charming streets

5. I met an _____.
 - A. Australian important politician
 - B. important Australian politician

6. It's a _____.
 - A. round, purple, small fruit
 - B. small, round, purple fruit

7. These _____ regulations aren't very effective.

A. new environmental ridiculous

B. ridiculous new environmental

8. He bought me a _____ souvenir.

A. blue plastic tacky

B. tacky blue plastic

9. They live in an _____ mansion.

A. enormous old

B. old enormous

10. This is a _____ book.

A. fascinating little

B. little fascinating

Quiz Answers: Order of Adjectives

1. A
2. B
3. B
4. A
5. B
6. B
7. A
8. B
9. A
- 10.A

Comparatives and Superlatives

Let's quickly review comparative and superlative adjectives, then practice distinguishing when to use them.

We use **comparative adjectives** to compare 2 things:



- The boy is **taller** than the girl.
- The girl is **shorter** than the boy.
- The boy is **older** than the girl.
- The girl has **longer** hair than the boy.

Here's how we form them:

ADJECTIVE	COMPARATIVE
Short words: fast, rich, large, hard, fat	End in -ER: faster, richer, larger, harder, fatter

2-syllable words ending in -Y: silly, lonely, friendly, pretty, risky	End in -IER: sillier, lonelier, friendlier, prettier, riskier
Other 2-or-more syllable words: modern, tired, difficult, interesting	Add more (or less): more modern, more tired, more difficult, more interesting
Irregular ones: good, bad, far	Remember these: better, worse, farther

There's another comparative structure that you can use for describing something that is LESS than: **not as (adjective) as**. For example:

- Running is **not as fast as** biking.
 - = Biking is faster than running.
- Canada is **not as hot as** Ecuador.
 - = Ecuador is hotter than Canada.
- Helen is **not as friendly as** her husband.
 - = Helen's husband is friendlier than she is.
- Movies are **not as interesting as** books.
 - = Books are more interesting than movies.
- Playing video games is **not as good as** exercising.
 - = Exercising is better than playing video games

In this structure, we DON'T use -ER or "more" with the adjective.

- ~~This shirt isn't **as prettier as** that blouse.~~
- This shirt isn't **as pretty as** that blouse.
- ~~Last week's test wasn't **as worse as** the previous one.~~
- Last week's test wasn't **as bad as** the previous one.

We use **superlative adjectives** to compare 3 or more things, or to compare one thing to all other things.



- The brush on the left is the **biggest**.
- The brush on the right is the **smallest**.

Here's how we form them:

ADJECTIVE	SUPERLATIVE
Short words: fast, rich, large, hard, fat	End in -EST: the fastest, the richest, the largest, the hardest, the fattest

2-syllable words ending in -Y: silly, lonely, friendly, pretty, risky	End in -IEST: the silliest, the loneliest, the prettiest, the riskiest
Other 2-or-more syllable words: modern, tired, difficult, interesting	Add the most / the least: the most modern, the most tired, the most difficult, the most interesting
Irregular ones: good, bad, far	Remember these: the best, the worst, the farthest

Always remember to use “the” with superlatives:

- ~~She is **smartest** student in the class.~~
- She is **the smartest** student in the class.
- ~~It was **most amazing** movie I've ever seen.~~
- It was **the most amazing** movie I've ever seen.

Quiz: Comparatives and Superlatives

1. My wife is _____ than I am.
 - A. more patient
 - B. most patient
 - C. patienter
 - D. patientest

2. February is _____ month of the year.
 - A. less short
 - B. shorter
 - C. the least short
 - D. the shortest

3. After he finished the test, he felt _____.
 - A. least relaxed
 - B. more relaxed
 - C. most relaxed
 - D. relaxeder

4. This is _____ book I've ever read. It doesn't help at all.
 - A. the least useful
 - B. the less useful
 - C. the more useful
 - D. the most useful

5. Yesterday was a slow day at my company, but today was _____.
- A. busier
 - B. busiest
 - C. more busy
 - D. most busy
6. This is the city's _____ bar.
- A. less popular
 - B. more popular
 - C. most popular
 - D. popularest
7. Let's go to the restaurant across the street. It looks _____ than this one.
- A. least crowded
 - B. less crowded
 - C. not crowded
 - D. uncrowded
8. The scandal involving the President is _____ issue in the news today.
- A. as controversial as
 - B. more controversial
 - C. the most controversial
 - D. very controversial
9. This job is pretty bad, but my last job was even _____.

- A. badder
- B. more bad
- C. worse
- D. worst

10. That book wasn't _____ I thought it'd be.

- A. as interesting as
- B. more interesting
- C. the most interesting
- D. much interesting

11. What's _____ mountain in the world?

- A. higher
- B. the most high
- C. the highest
- D. as high as

12. I canceled my cell phone contract. I'm looking for a provider with _____ customer service.

- A. better
- B. best
- C. more good
- D. as good as

13. Playing games on Facebook is not _____ use of your time.

- A. as good

- B. the good
- C. the better
- D. the best

14. Which is _____: gold or silver?

- A. as expensive
- B. expensiver
- C. expensivest
- D. more expensive

15. What's _____ you've ever traveled?

- A. as far as
- B. farther than
- C. the most far
- D. the farthest

16. My son is getting _____ every year.

- A. more tall
- B. taller
- C. tallest
- D. the most tall

17. _____ thing I've ever had to do was to tell my daughter that her puppy had died.

- A. The hardest
- B. The more hard

C. The worst hard

D. The most hard

18. The problems weren't _____ I'd imagined.

A. as bad as

B. as worse as

C. the worst

D. more bad

19. I'm _____ man on the planet!

A. luckier

B. the luckiest

C. the most luckiest

D. the more lucky

20. Running a marathon is _____ than doing a triathlon.

A. least difficult

B. less difficult

C. not as difficult

D. the most difficult

Quiz Answers: Comparatives and Superlatives

1. A
2. D
3. B
4. A
5. A
6. C
7. B
8. C
9. C
- 10.A
- 11.C
- 12.A
- 13.D
- 14.D
- 15.D
- 16.B
- 17.A
- 18.A
- 19.B
- 20.B

Quiz: Comparatives: Not as _____ as

1. Jack is taller than Carl.

Carl _____ Jack.

- A. is as tall as
- B. isn't as tall as
- C. isn't taller as

2. Computer games are more popular than trading cards.

Trading cards _____ computer games.

- A. aren't as popular as
- B. aren't popularer as
- C. isn't as popular as

3. This exercise is harder than the last one.

The last exercise _____ this one.

- A. was harder than
- B. wasn't harder as
- C. wasn't as hard as

4. Her hair is longer than mine.

My hair _____ hers.

- A. is longer than
- B. isn't as long as
- C. isn't more long as

5. The bar is noisier than the library.

The library _____ the bar.

- A. isn't as noisy as
- B. isn't noisy as
- C. isn't as quiet as

6. I thought the original movie was better than the remake.

I thought the remake _____ the original movie.

- A. wasn't as good as
- B. wasn't as well as
- C. wasn't as better as

7. Skydiving is more exciting than surfing.

Surfing _____ skydiving.

- A. isn't exciting than
- B. isn't as exciting as
- C. isn't more exciting as

8. My life 5 years ago was worse than it is today.

My life today _____ it was 5 years ago.

- A. isn't as bad as
- B. isn't as worse as
- C. isn't as good as

Quiz Answers: Comparatives: Not as _____ as

1. B
2. A
3. C
4. B
5. A
6. A
7. B
8. A

Quantifiers for Comparative Adjectives

Comparative adjectives are used to compare two things, and quantifiers show if the difference is big or small.

We add these quantifiers BEFORE the comparative adjective, for example:

- This bedroom is **a little bigger** than the other one.
(a little = quantifier, bigger = comparative adjective)
- Joanna is **far more popular** than Margaret.
(far = quantifier, more popular = comparative adjective)

Quantifiers showing a BIG difference:	Quantifiers showing a SMALL difference:
a lot (informal)	a little
a great deal	a bit (informal)
far	slightly
much	marginally
significantly	a shade / a hair / a tad (informal)
considerably	
way (informal)	

These quantifiers can be used both to show a “more” difference and a “less” difference:

- This car is a **bit more expensive** than this motorcycle.
- This motorcycle is a **bit less expensive** than this car.
- This year’s sales are **significantly higher** than last year’s.
- This year’s sales are **significantly lower** than last year’s.
- This house is **way bigger** than that apartment.
- That apartment is **way smaller** than this house.

We never say “more better”; that’s incorrect – but we CAN say “much better” to say something is a LOT better than the other thing:

- Last test I got a 70 and this time my grade was **much better** – I got a 95.

With long adjectives like “expensive,” the comparative form is “more expensive” and then “much” can be added in front of that:

- ~~Gold is **much expensive** than silver.~~
- Gold is **much more expensive** than silver.

These quantifiers **CANNOT** be used with the **not as _____ as** structure:

- ~~My brother is much **not as old as** me.~~
- My brother is much **younger** than me.
- ~~Jill is a little **not as tall as** Kim.~~
- Jill is a little **shorter** than Kim.

Practice: Quantifiers for Comparative Adjectives

Write sentences comparing these things, using comparative adjectives with quantifiers.

- Yourself now vs. yourself as a teenager

*Ex) I was **much less confident** as a teenager.*

*I was **a bit more athletic** when I was a teenager.*

- Where you live now vs. where you grew up
- Your current job vs. your last job
- Your country today vs. your country 20 years ago
- Your personality vs. your best friend's or spouse's personality

Extreme and Absolute Adjectives

Some adjectives in English are **gradable** – that means you can have different degrees or levels of that quality. For example, the weather can be a little cold, rather cold, very cold, or extremely cold.

Extreme adjectives or **non-gradable adjectives** are words that mean “extremely + adjective” – for example, “freezing” means “extremely cold.”

The weather can’t be “a little bit freezing” or “very freezing” – because the word “freezing” itself automatically means “extremely cold.”

Here are some examples of regular adjectives and their corresponding extreme adjectives:

Regular Adjective	Extreme Adjective
angry	furious
bad	awful, terrible, horrible
big	huge, gigantic, giant
clean	spotless
cold	freezing
crowded	packed
dirty	filthy

funny	hilarious
good	wonderful, fantastic, excellent
hot	boiling
hungry	starving
interesting	fascinating
old	ancient
pretty	gorgeous
scary	terrifying
small	tiny
surprising	astounding
tired	exhausted
ugly	hideous

We have some special grammar rules for extreme adjectives:

1) AVOID COMPARATIVES/SUPERLATIVES

With regular adjectives, we can use comparatives and superlatives to compare two or more things:

- My house is **big**.

- My neighbor's house is **bigger** than mine. (comparative)
- My parents' house is **the biggest** house on the street. (superlative)

With extreme adjectives, we don't typically use comparatives and superlatives:

- My parents' house is **enormous**.
- ~~My parents' house is more enormous / the most enormous.~~

2) USE DIFFERENT ADVERBS WITH EXTREME ADJECTIVES

With regular adjectives, we can use these adverbs:

- a little, a bit, slightly, fairly, rather
- very, extremely, immensely, intensely, hugely

Examples:

- I'm **rather** hungry. / I'm **very** hungry.
- This room is **a bit** dirty. / This room is **extremely** dirty.
- We're **a little** tired. / We're **immensely** tired.

With extreme adjectives, we CANNOT use these adverbs:

- ~~I'm rather starving. / I'm extremely starving.~~

However, there are other adverbs we can use to give additional emphasis to the extreme adjective:

- absolutely
- completely
- totally

- utterly (*less common*)

Examples:

- I'm **absolutely** furious.
- We're **completely** exhausted.
- The movie was **utterly** terrifying.

The informal words **pretty** and **really** can be used with both regular and extreme adjectives:

- This room is **pretty** dirty. (regular)
- This room is **pretty** filthy. (extreme)
- The party is **really** crowded. (regular)
- The party is **really** packed. (extreme)

Another type of extreme adjective is called an “absolute” adjective.

These are words that are either “yes or no.” For example, **dead** – you can’t be “a little bit dead” or “very dead” – either YES, you are dead, or NO, you’re not dead.

Here are some absolute adjectives and their opposites (this list is not complete; it only shows some examples):

Absolute Adjective	Opposite
complete	incomplete
equal	unequal
essential	non-essential; extraneous

dead	alive
fatal	not fatal
first	last / final
full	empty
ideal	not ideal
impossible	possible
infinite	finite
married	single / divorced / separated / widowed
perfect	imperfect
pregnant	not pregnant
unique	not unique
universal	not universal
unknown	known
true	false

The rules with absolute adjectives are a little complicated – with some of them we can use comparatives and superlatives, but with others we can't:

- This is the **most essential** fact in the document.
- ~~This is the **most ideal** solution to the problem.~~

- This is the **best** solution to the problem.
- My wine glass is **fuller** than his.
- ~~He is **more married** than I am.~~
- He's been **married longer** than I have.

With some of them, we can use words like “a little, rather, very” but with others, we don't:

- This diamond is **rather imperfect**.
- ~~This disease is **rather fatal**.~~
- Your prediction is **very possible**.
- ~~Your plan is **very perfect**.~~

With many of them, we can use words like “nearly” and “almost” to say that something is very close to the absolute.

- He was **nearly dead** when the rescue team found him.
- Your application is **almost complete** – there's just one more question to answer.

We can use “completely / absolutely / totally / utterly” with many of them:

- Salaries for men and women should be **completely equal**.
- That part of the galaxy is **totally unknown**.
- His performance was **absolutely perfect**.
- What you're asking me to do is **utterly impossible**.

Now you can take the quizzes to test your knowledge of extreme adjectives.

Quiz: Extreme and Absolute Adjectives

1. The comedian was _____! I laughed so hard I was almost crying.
 - A. astounding
 - B. fascinating
 - C. hilarious
2. The kitchen was _____ by the time she finished cleaning it.
 - A. furious
 - B. hideous
 - C. spotless
3. These _____ ruins were built by the Mayans thousands of years ago.
 - A. ancient
 - B. filthy
 - C. packed
4. In my evaluation, the teacher said I was a _____ student and a joy to have in class.
 - A. horrible
 - B. gorgeous
 - C. wonderful
5. My brother was _____ when I broke his brand-new cell phone.
 - A. awful
 - B. furious

C. starving

6. The first time I had to speak at a big conference, I was _____ - my hands were actually shaking!

A. exhausted

B. terrified

C. terrible

7. This hearing aid is so _____ you can barely see it.

A. astounding

B. filthy

C. tiny

8. That dress is _____ - I can't believe it's considered "fashionable"!

A. hideous

B. freezing

C. spotless

9. My kids fell asleep on the car ride home from the zoo - they were _____ from running around all day.

A. exhausted

B. furious

C. terrifying

10. I'm not really into politics, but I find science _____.

A. gigantic

B. fascinating

C. starving

Quiz Answers: Extreme and Absolute Adjectives

1. C
2. C
3. A
4. C
5. B
6. B
7. C
8. A
9. A
- 10.B

Quiz: Adverbs + Extreme and Absolute Adjectives

Mark each sentence **correct** or **incorrect**.

1. That painting is **very gorgeous** - the artist has real talent.
2. These books are **fairly ancient** - they were written two hundred years ago.
3. The classroom was **almost empty** during the week before Christmas; everyone had gone on vacation.
4. He became a multi-millionaire by the time he was 25 years old. His success is **absolutely astounding**.
5. It's **a bit hot** in here; could you open the window?
6. This project is **rather gigantic** - it's far too much work for just one person.
7. He lost his job and his car was stolen in the same week? Wow, that's **really awful**.
8. It's **extremely essential** that you bring all the necessary documents to your visa interview.
9. Your essay was **nearly perfect** - there was only one small punctuation error.
10. My new apartment is **slightly tiny**; there isn't enough room for all my furniture.

Quiz Answers: Adverbs + Extreme and Absolute Adjectives

1. Incorrect
2. Incorrect - "Ancient" is an extreme adjective, and it usually means THOUSANDS of years, not hundreds of years - so a better choice would be "fairly old" or "pretty old"
3. Correct - You can use adverbs like "almost" and "nearly" with absolute adjectives, to show that the situation is close to the limit.
4. Correct
5. Correct
6. Incorrect - You could say "rather large" (this would be a less strong statement) or "pretty gigantic" (this would be a stronger statement).
7. Correct
8. Incorrect - You could say "absolutely essential" or "really essential" (more informal)
9. Correct
10. Incorrect - You could say "slightly small" (if it is only a little bit small) or "tiny" or "really/pretty tiny" (if it is VERY small)

Confusing Adjectives and Adverbs

Adjectives are words that describe nouns.

Adverbs are words that describe verbs or adjectives.

Unfortunately, it's easy to confuse them!

Here's an example with **easy (adjective)** and **easily (adverb)**:

- The English test was **easy**.
- I **easily** finished the English test in 45 minutes.

You can see that **easy** describes the **test (n.)** whereas **easily** describes the action of **finishing (v.)** the test.

A lot of adjectives and adverbs have the same meaning – for example, **easily** means “an action done in an **easy** way.”

However, there are exceptions – let's learn some of them!

LATE / LATELY

Late can be an adjective or an adverb that means **after the correct time**.

- I'm not hungry because I had a **late lunch**. (adjective)
- He **slept late** and missed his first class. (adverb)

Lately is an adverb that means the same as **recently**.

- I haven't studied a lot **lately**. Work has been busy for the past couple weeks.

HARD / HARDLY

Hard can be an adjective or an adverb – and the adjective form has two meanings!

- This **book** is too **hard** for me. I can't read it. (hard = adjective = difficult)
- This **mattress** is quite **hard**. It's uncomfortable. (hard = adjective = opposite of "soft")
- She's **working hard** to finish the project by tomorrow. (hard = adverb = intensely)

Hardly has a completely different meaning. It means "almost not."

- We have a bad connection – I can **hardly hear** you. (= I almost can't hear you)

MOST / MOST OF / MOSTLY

Most or **most of** (adjective) means "the majority, the greater part."

- **Most people** like the country's president. (= more than 50% of the people)
- **Most of the students** in the class are nice. (= more than 50% of the students)

Most as an adverb means "to the greatest degree" – it is used to form the superlative:

- She's the **most popular** girl in school. (= more popular than EVERYONE else)
- This is the **most confusing** chapter in the book. (= more confusing than ALL the other chapters)

Mostly (adverb) can mean “mainly, generally, usually” when modifying a verb, or something like “the majority of” when modifying an adjective.

- We **mostly go** to dance clubs, but sometimes we go to a café. (= we usually go to dance clubs)
- I’ve **mostly dated** athletes; I love women who play sports. (= I’ve mainly dated athletes)
- My cat is **mostly black** with a few white spots. (= the majority of my cat’s fur is black).

Quiz: Confusing Adjectives and Adverbs

Choose the correct word to complete each sentence:

1. Have you seen Jim late / lately? I've been wondering how he's doing.
2. Her parents were abusive, and she was homeless for a while - she's led a hard / hardly life.
3. I most / mostly read non-fiction these days; I don't really enjoy fiction.
4. I'm not going to let him stay at my house for a week; I hard / hardly know him!
5. It's very hard / hardly to work and watch young children at the same time.
6. Most / mostly stores run sales around the holidays.
7. Sorry for the late / lately reply; I was away from my e-mail for a few days.
8. The most / mostly important thing to remember is that safety always comes first.
9. The work is most / mostly finished but there are still a couple small things to do.
10. We got stuck in traffic and arrived late / lately.

Quiz Answers: Confusing Adjectives and Adverbs

1. lately
2. hard
3. mostly
4. hardly
5. hard
6. Most
7. late
8. most
9. mostly
10. late

Position of Adverbs

Adverbs are words that describe verbs, adjectives, other adverbs, or clauses.

Adverbs often answer the questions “How?” and “In what way?” For example:

- She sings **beautifully**.
 - *In what way does she sing? Beautifully.*
- He runs **very fast**.
 - *How fast does he run? Very fast.*
- I **occasionally** practice speaking English.
 - *How frequently do I practice? Occasionally.*

The position of adverbs in the sentence depends on what type of adverb it is.

Here are some general guidelines for the position of adverbs:

#1 – Do Not Place An Adverb Between A Verb And Its Object.

In the following sentence, **painted** is the verb, and **the house** is the object.

Carefully is the adverb.

- I **carefully** painted the house. = Correct
- I painted the house **carefully**. = Correct
- I painted **carefully** the house. = Incorrect

Here's another example. In this sentence, **read** is the verb, **a book** is the object, and **sometimes** is the adverb.

- I **sometimes** read a book before bed. = Correct
- **Sometimes** I read a book before bed. = Correct

- I read a book before bed **sometimes**. = OK, but informal
- ~~I read **sometimes** a book before bed.~~ = Incorrect

#2 – There Are Three Normal Positions For Adverbs.

FRONT POSITION: AT THE BEGINNING OF A CLAUSE

- **Suddenly** the phone rang.
- **Fortunately**, nobody was injured.
- **Maybe** I'll go for a walk.

MID-POSITION: NEXT TO THE MAIN VERB

- I **always** exercise before work.
- They have **completely** forgotten about our appointment.
- He was **probably** late for the interview.
- She **slowly** began to recover from her illness.

END-POSITION: AT THE END OF A CLAUSE

- You speak English **well**.
- Please sit **there**.
- They ate dinner **quietly**.

#3 – The Position Of Adverbs Depends On Their Type.

Some Adverbs Can Go In Various Positions.

ADVERBS OF MANNER

Ex) quickly, slowly, easily, happily, well,* badly, seriously

Mid-position gives *less* emphasis to the adverb:

- He **quickly** corrected his mistake.
- She **easily** passed the test.
- We **happily** accepted the invitation.

End-position gives *more* emphasis to the adverb:

- He corrected his mistake **quickly**.
- She passed the test **easily**.
- We accepted the invitation **happily**.

* Adverbs of manner not ending in -ly (like well, hard, and fast) can **ONLY** appear right after the verb, not before it:

- They dance **well**.
- He's working **hard**.
- She runs **fast**.

ADVERBS OF TIME & FREQUENCY

Definite frequency: Ex) daily,* weekly,* every year, last week

Front-position or end-position (more common).

- I study English **every day**.
- **Every day**, I study English.

- We went to Australia **last year**.
- **Last year** we went to Australia.

The single-word adverbs of frequency CANNOT go in the front-position:

- I speak with my mother **daily**.
- ~~**Daily** I speak with my mother.~~
- Let's meet **weekly** to share updates on the project.

Indefinite frequency: Ex) often, usually, frequently, occasionally, sometimes, rarely, always, never, finally, eventually, soon

Always and **never** go in the mid-position, before the verb:

- I **always** wake up early.
- We **never** imagined this would be so hard.

The others can go in various positions:

- **Usually** I take the bus to work.
- I **usually** take the bus to work.
- **Soon** you'll be finished with school.
- You'll **soon** be finished with school.
- You'll be finished with school **soon**.
- We **occasionally** drink wine.
- **Occasionally** we drink wine.
- We drink wine **occasionally**.
- ~~We drink **occasionally** wine. = Incorrect!~~

Remember never to put an adverb in between the verb and its object.

ADVERBS OF PLACE/DIRECTION

Ex) downstairs, outside, nearby, south/southward, towards, backwards, everywhere

Usually go in **end-position** or **mid-position** immediately after the verb:

- The children are playing **outside**.
- The glass shattered and the pieces flew **everywhere**.
- They drove **south/southward** on the highway.
- He walked **towards** the police station.

CONNECTING & COMMENTING ADVERBS

Connecting adverbs show the relationship between events or ideas: Ex) however, anyway, then, next, similarly, additionally, furthermore, otherwise

Commenting adverbs show us the speaker's attitude or opinion about the sentence: Ex) fortunately, surprisingly, stupidly, personally, honestly

Both of these usually go in the front-position...

- First I went to the bank. **Then** I went to the post office.
- The test will be difficult. **However**, the students are well prepared.
- He doesn't have a job. **Furthermore**, he's not interested in finding one.
- I dropped my wallet on the street. **Surprisingly**, an honest person found it and gave it back to me.
- They showed me all the products available. **Honestly**, I didn't like any of them.

...although for some of them other positions are possible:

- They showed me all the products available. I didn't like any of them, **honestly**.
- They showed me all the products available. I **honestly** didn't like any of them.

ADVERBS OF CERTAINTY

Ex) definitely, certainly, clearly, obviously, probably, maybe, perhaps

Maybe and **perhaps** usually go in the front-position:

- **Maybe** we'll go out to eat tonight.
- **Perhaps** I should explain further.

Other adverbs of certainty usually go in the **mid-position**:

- We'll **probably** go out to eat tonight.
- I should **definitely** explain further.
- He **clearly** made a mistake.
- That's **certainly** not the case.

EMPHASIZING ADVERBS

Ex) very, really, extremely, terribly, quite, pretty, almost

These words usually go in the **mid-position**, immediately before the word that they emphasize.

- We're **very** tired.
- Their new house is **really** impressive.

- He plays the piano **extremely** badly.
- This lesson is **pretty** easy to understand.
- The employees are **terribly** underpaid.
- It's **quite** generous of you to let me stay at your house.
- We **almost** got lost in the city.

Quiz: Position of Adverbs

Mark each sentence as correct or incorrect, and try to fix any mistakes:

1. He brought quickly the first aid kit to the injured child.
2. Did you finish completely the assignment?
3. He performed well in the interview.
4. I definitely don't want to offend anyone.
5. The children came downstairs when they woke up.
6. I take every day the bus to work.
7. I'll find out the answer and get back to you soon.
8. It's extremely easy to make spelling mistakes in English.
9. Never ride your bike without a helmet; it's dangerous.
10. She maybe can help you with that problem.
11. They slowly walked along the beach.
12. Weekly I went to physical therapy after my surgery.
13. You should lock your car always in that city.
14. I lost my balance and fell almost.
15. He fixed finally the computer that had been broken for weeks.

Quiz Answers: Position of Adverbs

1. Incorrect. He **quickly** brought the first aid kit to the injured child. (keep verb and object together)
2. Incorrect. Did you **completely** finish the assignment? / Did you finish the assignment completely? (keep verb and object together)
3. Correct
4. Correct
5. Correct
6. Incorrect. I take the bus to work **every day**. / **Every day**, I take the bus to work. (keep verb and object together)
7. Correct
8. Correct
9. Correct
10. Incorrect. **Maybe** she can help you with that problem ("maybe" goes in the front position)
11. Correct
12. Incorrect. I went to physical therapy **weekly** after my surgery. ("weekly" never goes in the front position)
13. Incorrect. You should **always** lock your car in that city. ("always" goes before the main verb)
14. Incorrect. I lost my balance and **almost** fell. ("almost" goes before the main verb)
15. Incorrect. He **finally** fixed the computer that had been broken for weeks. (keep verb and object together)

First Conditional



Use the **First Conditional** to talk about future possibilities:

- If it's sunny tomorrow, I'll go to the beach.
- If it rains tomorrow, I'll stay home.

There are two parts to a **first conditional** sentence: the **condition** and the **result**.

CONDITION	RESULT
If you study this weekend,	you'll pass the test on Monday.
If you don't study,	you'll fail.
If John goes on a trip next month,	he won't have time to finish the project.
If we don't save money this year,	we won't be able to buy Christmas presents.

It is possible to reverse the condition and the result:

- If you don't study, you'll fail.
- = You'll fail if you don't study.

How to form the first conditional:

- **CONDITION:** if + subject + present simple
 - If it is sunny
 - If you study / If you don't study
 - If John goes
 - If we don't save money
- **RESULT:** subject + future (will/won't, going to)
 - I'll go to the beach
 - you'll pass the test / you'll fail
 - he won't have time
 - we won't be able to buy presents

Remember, we use the **simple present** for the condition, even though we're talking about a future situation:

- ~~If it **will rain** tomorrow, I'll stay home.~~
- If it **rains** tomorrow, I'll stay home.

It is possible to use other words instead of **if** in first conditional sentences:

ALTERNATIVE TO "IF"	WHY USE IT?	EXAMPLE
When	When the "condition"	When I die, I'll leave all my money to

	will definitely happen.	charity.
As soon as	To emphasize immediacy	This situation is very urgent. I'll call you as soon as I have more information.
Unless	In place of "if not"	You'll fail the test unless you study. = You'll fail the test if you don't study.

Let's study each case separately.

When: When the "condition" will definitely happen in the future.

Look at the difference between these two sentences:

- **If** I see Sam, I'll give him your message.
 - (I'm not sure if I will see him or not)
- **When** I see Sam, I'll give him your message.
 - (I will **definitely** see Sam)

As soon as: To emphasize immediacy.

- My feet hurt! **As soon as** I get home, I'm going to take off these shoes.
- I'll respond to your e-mail **as soon as** I can.
- **As soon as** we have enough money saved, we'll take a vacation to Costa Rica. We can't wait!

Unless: Substitute for “if not.”

- You won't lose any weight **unless** you start eating healthier food.
 - = You won't lose any weight **if** you **don't** start eating healthier food.
- I'm not going to dance **unless** somebody invites me.
 - = I'm not going to dance **if** somebody **doesn't** invite me.
- **Unless** there's an emergency at work, I'll be home on time.
 - = **If** there's **not** an emergency at work, I'll be home on time.

Quiz: First Conditional

1. If we _____ now, we _____ catch the 8 o'clock train.

- A. don't leave / won't
- B. won't leave / don't
- C. 'll leave / are going to

2. Question 2

If you _____ the teacher, she _____ you.

- A. ask / 'll tell
- B. 'll ask / 'll tell
- C. ask / is telling

3. If Tim _____ more carefully, he _____ an accident.

- A. drives / 'll have
- B. doesn't drive / 'll have
- C. isn't driving / won't have

4. I don't want to talk to Sheila. If she _____ me, I _____ her I'm too busy to talk.

- A. calls / 'm going to tell
- B. will call / tell
- C. calls / won't tell

5. If I _____ extra courses this semester, I _____ as much free time.

A. don't take / don't have

B. will take / will have

C. take / won't have

6. _____ English faster if you _____ every day.

A. You learn / won't study

B. You'll learn / study

C. You won't learn / 'll study

7. _____ you call me if you _____ any news?

A. Do / 'll hear

B. Will / hear

C. Won't / aren't hearing

8. We don't have very much money, so we _____ the car only if
_____ more than \$8,000.

A. 'll buy / it doesn't cost

B. won't buy / it won't cost

C. buy / it'll cost

9. My wife _____ angry if I _____ our anniversary again!

A. is / 'll forget

B. will be / don't forget

C. is going to be / forget

10. He _____ any progress if he _____ procrastinating.

- A. is going to make / won't keep
- B. doesn't make / 'll keep
- C. won't make / keeps

Quiz Answers: First Conditional

1. A
2. A
3. B
4. A
5. C
6. B
7. B
8. A
9. C
- 10.C

Second Conditional

Use the **second conditional** to talk about impossible, imaginary, or unlikely situations:

- If I were an animal, I'd be a tiger. (impossible)
- What would you do if you had a billion dollars? (imaginary)
- If Americans ate less fast food, they'd be healthier. (unlikely)

There are two parts to a **second conditional** sentence: the **condition** and the **result**:

CONDITION	RESULT
if + subject + simple past	subject + would/might/could + verb
If he exercised more,	he'd be thinner.
If I were taller,	I could be a professional basketball player.
If the teacher spoke more slowly,	we'd understand her better.
If your company went bankrupt,	what would you do?

It is possible to reverse the condition and the result:

- If he exercised more, he'd be thinner.
- = He'd be thinner if he exercised more.

How to form the second conditional:

- **CONDITION:** if + subject + simple past

- If he exercised more,
- If I were taller,
- If the teacher spoke more slowly,
- If your company went bankrupt,

- **RESULT:** subject + would/might/could + verb

*With **would**, it's common to use the contractions: I'd, you'd, he'd, she'd, we'd, they'd*

- he'd be thinner.
- I could be a professional basketball player.
- we'd understand her better.
- what would you do?

What's the difference between would, might, and could?

- **would** – the result is more definite or certain

- If Peter asked Karen to marry him, she **would** say yes.
- (In this case, we know that Karen loves Peter very much)

- **might** - the result may or may not happen

- If Peter asked Karen to marry him, she **might** say yes... but she **might** say no.
- (In this case, we aren't sure if Karen loves Peter or not)

- **could** - to talk about possible results

- If I had a million dollars, I **could** do anything! I **could** buy a new car every month, I **could** have my own helicopter, I **could** live in a mansion, I **could** eat expensive gourmet food, I **could** quit my job...
- (“could” emphasizes the opening of possibilities)

Quiz: Second Conditional

1. If I were you, _____ a new girlfriend.
 - A. I found
 - B. I'd find
 - C. I've found

2. I'd help you if I _____ more about computers.
 - A. knew
 - B. known
 - C. would know

3. _____ happier if he stopped worrying about everything.
 - A. He was
 - B. He's
 - C. He'd be

4. If we _____ so much, we'd have time to take guitar lessons.
 - A. couldn't work
 - B. didn't work
 - C. wouldn't work

5. If you _____ one thing about your appearance, what would you change?
 - A. changed
 - B. could change

C. will change

6. My manager _____ so stressed if he took more time off.

A. isn't

B. wasn't

C. wouldn't be

7. You _____ more things done if you didn't spend so much time online!

A. could get

B. got

C. don't get

8. What _____ if you didn't have to go to work tomorrow?

A. do you do

B. did you do

C. would you do

9. If _____ a car accident happen, I'd call an ambulance.

A. I could see

B. I'd see

C. I saw

10. If I met Brad Pitt, _____ him for an autograph!

A. I asked

B. I'd ask

C. I didn't ask

Quiz Answers: Second Conditional

1. B
2. A
3. C
4. B
5. B
6. C
7. A
8. C
9. C
10. B

Should Have, Could Have, Would Have

Should have, could have, and would have are sometimes called “modals of lost opportunity” because they describe situations when we are imagining that the past was different.

Before we study those terms in the past, let’s review the difference between **should**, **could**, and **would**. The general rule is:

- **Should** for recommendation / advice
 - *“If you want to lose weight, you **should** eat healthy food.”*
- **Could** for possibilities
 - *“I have the day off tomorrow.”*
 - *“Great! We **could** spend the day at the beach. Or we **could** go shopping.”*
- **Would** for imagining results
 - *“If I were rich, I would buy a boat.”*

The same general rule applies when using **should have**, **could have**, and **would have** for imaginary past situations.

SHOULD HAVE

Use **should have** to say that a different action was recommended in the past.

If you arrive late to English class, you can say:

- “I **should have** left my house earlier.”

If you regret an argument, you can say:

- “I **shouldn’t have** yelled at you yesterday. I’m sorry.”

You can also use **should have / shouldn’t have** to tell other people that a different action in the past was better than what actually happened. If your son fails a test, you can say:

- “You **should have** studied. You **shouldn’t have** played video games all weekend.”

COULD HAVE

Use **could have** to talk about possibilities in the past (that didn’t happen).

For example, someone who didn’t go to college can say:

- “If I had gone to college, I **could have** gotten a better job.”

When talking about a gymnast who didn’t win a competition, you can say:

- “She **could have** won the gold medal if she hadn’t fallen three times.”

Could have is often used with “if + had + past participle” (If I had gone / if she hadn’t fallen) – these “if” phrases express the imaginary past situation.

However, in some cases you can use **could have** without the “if” phrase. Imagine you’re driving with a person who makes a dangerous maneuver on the road. You can say:

- “Are you crazy? We **could have** gotten into an accident.”

Again, you are saying an accident was *possible* in the past (but didn’t actually happen).

We can also use **could have** to make gentler suggestions for what someone had the possibility of doing differently in the past.

- You **should have** told your manager about the problem. (*more forceful suggestion*)
- You **could have** told your manager about the problem. (*gentler suggestion of a possible past action*)

Couldn’t have means that something was impossible in the past:

- He **couldn’t have** stolen the money because he never had access to it.

We also use **could have** when we are making guesses about what happened in the past, thinking about possibilities that we don’t know if they are true or not.

- I’m not sure why she hasn’t arrived yet. She **could have** gotten lost on the way, or she **could have** decided not to come after all.

WOULD HAVE

Use **would have** to imagine a *result* if something had been different in the past:

If you arrive late at the airport and miss your flight, you can say:

- “If we had arrived earlier, we **would have** caught our flight.”

If you forget your umbrella, and it starts to rain, and you get wet, you can say:

- “If I had brought my umbrella, I **wouldn’t have** gotten wet in the rain.”

Would have expresses more certainty about the result than **could have**:

- “If I had worked harder, I **could have** gotten a promotion.”
 - *(maybe I’d get a promotion... but maybe not)*
- On a test where you need 70% to pass: “I got a 68 on the test. If I had gotten two more points, I **would have** passed.”
 - *(with the two points, passing the test is CERTAIN)*

Note: in spoken English, many people say **should’ve**, **could’ve**, and **would’ve**.

Practice: Should Have, Could Have, Would Have

Write complete sentences using **should have / could have / would have**.

Remember that they are followed by the past participle of the verb (should have **gone**, could have **taken**, would have **finished**, etc.)

- Think about some things you regret, mistakes you have made, etc. and write what you **should have / shouldn't have** done in that situation.
- Think about something that another person has done, which you think was not the best action, and give gentle suggestions of alternative actions that person **could have** done.
- Now think about situations where you are MORE certain of the result if something had been different in the past, and imagine the logical result using **would have / wouldn't have**.

Ex) If I had left my car parked illegally, I would have gotten a parking ticket.

Word Order: Asking Questions

Forming questions in English can be confusing.

Don't worry – I'm going to teach you a simple formula that works for asking questions in almost ALL the verb tenses!

This formula is called QUASM:

- **QU**estion word
- **A**uxiliary verb
- **S**ubject
- **M**ain verb

Look how QUASM works for forming questions in these verb tenses:

Simple Present Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
Where	do	you	work?	
What	does	Martha	think	about the project?
How	do	you	like	your new apartment?
How many kids	does	Bob	have?	

Simple Past Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
How	did	they	learn	English so fast?
When	did	you	get home	from work yesterday?
What	did	the manager	think	about your idea?
Where	did	you	buy	that T-shirt?

Present Continuous Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
What	are	you	doing	at the moment?
Why	is	he	ignoring	me?
What time	are	we	meeting up	for dinner?
Who	is	she	dating	now?

Past Continuous Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
Who	were	you	talking	to on the phone?
What	was	Jim	doing	when you called?
Why	were	the children	eating	candy before dinner?
How	was	he	feeling	after the surgery?

Present Perfect Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
How much money	have	you	spent	on clothes this month?
How long	has	your teacher	worked	at this school?
What	have	they	been doing	all day?
How long	has	the client	been waiting	for their order?

Future Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
Who	will	you	invite	to the party?
What	will	your parents	think	about your plan?
When	are	you	going	to clean your room?
Why	is	she	going	to quit her job?

Modal Questions:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
What	would	you	do	if you had a million dollars?
How	could	we	improve	our English?
Where	should	I	go	on my next vacation?

Exceptions:

Yes/No questions do not use a question word...

...but they still follow **ASM** (Auxiliary verb – Subject – Main verb)

- **Do you like** bananas?
- **Did you enjoy** the movie?
- **Are you studying** English?
- **Were you sleeping** when I called you last night?
- **Have you finished** your homework?
- **Will you call** me when you get home?
- **Are you going** to accept the job offer?
- **Should we take** the early morning flight?

Questions with the main verb “be” also don’t follow the full QUASM pattern, but the important thing to remember is that in questions, the word “be” comes before the subject:

- **Are** you thirsty?
- **Is** she a teacher?
- **Were** your parents angry when you failed the test?
- **Was** her ex-boyfriend a basketball player?

Quiz: Word Order: Asking Questions

1. "_____ exercise?"

"About three times a week."

- A. How often you
- B. How often do you
- C. How often you do

2. "_____ quit your job?"

"I wanted to look for some better career opportunities elsewhere."

- A. Why did you
- B. Why you did
- C. Why you

3. "_____ working on?"

"It looks like they're preparing a presentation."

- A. What are Shirley and Dana
- B. What Shirley and Dana is
- C. What do Shirley and Dana

4. "_____ making? It smelled delicious?"

"Her famous chicken soup! You're welcome to join us for dinner later tonight."

- A. What were your mother
- B. What your mother was

C. What was your mother

5. "_____ been to?"

"Four - Mexico, Argentina, Uruguay, and Chile."

A. How much countries you

B. How many countries have you

C. What countries you have

6. "_____ send me the file?"

"By tomorrow afternoon at the latest."

A. When are you

B. When you will

C. When will you

7. "_____ going to put all these books? There's no space in the office."

"Let's see if we can store them in the basement for now."

A. Where are we

B. Where we

C. Where will we

8. "_____ want to pay \$1000 for a watch?!"

"Maybe because it's a status symbol."

A. Why anyone

B. Why would anyone

C. Why anyone does

Quiz Answers: Word Order: Asking Questions

1. B
2. A
3. A
4. C
5. B
6. C
7. A
8. B

Direct and Indirect Questions

Direct questions are the “normal” questions that we can ask to friends, family members, and people who we know well. You can form direct questions using the QUASM model that we learned in the last lesson.

Example of a direct question:

- “Where’s the bathroom?”

Indirect questions are a little more formal and polite. We use them when talking to a person we don’t know very well, or in professional situations, and their form is a little different.

Example of an indirect question:

- “Could you tell me where the bathroom is?”

Phrases for Indirect Questions

- Could you tell me...
- Do you know...
- I was wondering...
- Do you have any idea...
- I’d like to know...
- Would it be possible...
- Is there any chance...

Examples of Direct and Indirect Questions

- **Direct:** Where is Market Street?
- **Indirect:** Could you tell me where Market Street is?

In indirect questions with **is/are**, the verb (is) comes **after** the subject (Market Street).

- **Direct:** What time does the bank open?
- **Indirect:** Do you know what time the bank opens?

In indirect questions, we don't use the auxiliary verbs **do/does/did**. Also, you can see that the verb is "open" in the direct question, and "opens" in the indirect question.

- **Direct:** Why did you move to Europe?
- **Indirect:** I was wondering why you moved to Europe.

Again, there is no auxiliary verb **did** in the indirect question. In fact, this indirect question isn't even a question – it's more of a statement that invites the other person to give more information.

- **Direct:** How has he managed to get in shape so quickly?
- **Indirect:** Do you have any idea how he's managed to get in shape so quickly?

The auxiliary verbs **have** and **has** can be used in both the direct and indirect questions – but in the direct question, "has" comes **before** the subject (he), and in the indirect question, "has" comes **after** the subject.

- **Direct:** How much does this motorcycle cost?
- **Indirect:** I'd like to know how much this motorcycle costs.

To form the indirect question, remove **does** and change “cost” to “costs.”

- **Direct:** Can she finish the project by tomorrow?
- **Indirect:** Would it be possible for her to finish the project by tomorrow?

For direct questions with **can**, we can use the phrase “would it be possible...” to make it indirect. Note that “she” in the direct question changes to “her” in the indirect question, after “possible for” – and in the structure of the indirect question, we use “to finish” and not just “finish.”

- **Direct:** Could we change the meeting to Thursday?
- **Indirect:** Is there any chance we could change the meeting to Thursday?

“Is there any chance...” is another option for forming indirect questions with **can**. Note that the word order changes: “Could we change” in the direct question becomes “we could change” in the indirect question.

Yes/No Direct Questions → “If” in Indirect Questions

If the direct question is a “yes or no” question (it has no question word such as what, who, when, where, why, or how), then the indirect question will have **if**.

Direct: Does Tom like Italian food?

Indirect: Do you know **if** Tom likes Italian food?

Direct: Are your parents joining us for dinner?

Indirect: Could you tell me **if** your parents are joining us for dinner?

Direct: Do they speak English?

Indirect: I was wondering **if** they speak English.

Direct: Has Barbara ever studied abroad?

Indirect: Do you have any idea **if** Barbara's ever studied abroad?

Direct: Do you plan on traveling this summer?

Indirect: I'd like to know **if** you plan on traveling this summer.

You could also use "whether" in place of "if" in the indirect questions:

- Do you know **whether** Tom likes Italian food?
- I was wondering **whether** they speak English.

Quiz: Direct and Indirect Questions

Change these direct questions to indirect questions. It's fine to refer back to the lesson to check on the correct structure, if you need to do so!

1. What was the problem?

Could you tell me _____?

2. What time did they get home?

Do you know _____?

3. How do you like your new apartment?

I was wondering _____.

4. Where has she been?

Do you have any idea _____?

5. When does the semester end?

I'd like to know _____.

6. Can we leave early today?

Would it be possible for _____?

7. Could you give me a ride?

Is there any chance _____?

Yes/no questions that need "if":

8. Does she have any experience in this type of work?

Do you know _____?

9. Do you know the answer?

I was wondering _____?

10. Did they pass the test?

I'd like to know _____.

11. Will the store be open tomorrow?

Do you have any idea _____?

12. Have the products been shipped yet?

Could you tell me _____?

Quiz Answers: Direct and Indirect Questions

1. Could you tell me what the problem was?
2. Do you know what time they got home?
3. I was wondering how you like your new apartment.
4. Do you have any idea where she's been?
5. I'd like to know when the semester ends.
6. Would it be possible for us to leave early today?
7. Is there any chance you could give me a ride?
8. Do you know if she has any experience in this type of work?
9. I was wondering if you know the answer.
10. I'd like to know if they passed the test.
11. Do you have any idea if the store will be open tomorrow?
12. Could you tell me if the products have been shipped yet?

Subject and Object Questions

First, let's review the difference between a **subject** and an **object**.

The subject of a sentence is the person or thing that **performs the action**:

- **We** want some fruit juice.
- **Karen** likes Fred.
- **Smoking** causes cancer.
- **Daniel** made a sandwich.
- **The earthquake** damaged my house.
- **Jennifer** lied to Sam.

The object of a sentence is the person or thing that **is acted upon, or receives the action**:

- We want **some fruit juice**.
- Karen likes **Fred**.
- Smoking causes **cancer**.
- Daniel made **a sandwich**.
- The earthquake damaged **my house**.
- Jennifer lied to **Sam**.

Most questions in English are **object questions** – we want to know about the object or receiver of the action. These questions follow the QUASM formula:

Question word – **A**uxiliary verb – **S**ubject – **M**ain verb.

For questions in the simple present, the auxiliary verbs are **do** and **does**:

- **What do** you want to drink?
 - We want **some fruit juice**.
- **Who does** Karen like?
 - Karen likes **Fred**.
- **What does** smoking cause?
 - Smoking causes **cancer**.

For questions in the simple past, the auxiliary verb is **did**:

- **What did** Daniel make?
 - Daniel made **a sandwich**.
- **What did** the earthquake damage?
 - The earthquake damaged **my house**.
- **Who did** Jennifer lie to?
 - Jennifer lied to **Sam**.

However, sometimes we want to ask about the **subject**. We *don't know* the person or thing who performed the action, and we want to find out.

This type of question is called a **subject question**, and subject questions do NOT use the auxiliary verbs **do**, **does**, and **did**.

How to form subject questions:

Who / What + verb in simple present or simple past + object ?

Examples of subject questions in the simple present:

- **Who** wants some fruit juice?

- **We** want some fruit juice.
- **Who** likes Fred?
 - **Karen** likes Fred.
- **What** causes cancer?
 - **Smoking** causes cancer.

Examples of subject questions in the simple past:

- **Who** made a sandwich?
 - **Daniel** made a sandwich.
- **What** damaged your house?
 - **The earthquake** damaged my house.
- **Who** lied to Sam?
 - **Jennifer** lied to Sam.

In other verb tenses – present continuous, present perfect, etc. – the auxiliary verbs are forms of the verbs **be** and **have**. In these verb tenses, we still use the verbs **be** and **have** in both subject and object questions:

Present continuous:

- Subject Q: **Who** is washing the car?
- Object Q: **What** is Paul washing?
- Answer: **Paul** is washing **the car**.

Past continuous:

- Subject Q: **Who** was talking about the problem?
- Object Q: **What** was the manager talking about?

- Answer: **The manager** was talking about **the problem**.

Present perfect:

- Subject Q: **Who** has given you a gift?
- Object Q: **What** have your parents given you?
- Answer: **My parents** have given me **a gift**.

Present perfect continuous:

- Subject Q: **Who** has been working on this project?
- Object Q: **What** have you been working on?
- Answer: **I** have been working on **this project**.

Future with WILL:

- Subject Q: **What** will help the students?
- Object Q: **Who** will this book help?
- Answer: **This textbook** will help **the students**.

Future with GOING TO:

- Subject Q: **Who** is going to order dessert?
- Object Q: **What** are you going to order?
- Answer: **We** are going to order **dessert**.

When you are going to ask a question in the **simple present** or **simple past** using **who** or **what**, ask yourself,

- “Am I asking about the **doer** of the action or the **receiver/object** of the action?”

If you're *asking* about the **doer/subject**, then DON'T use do/does/did:

- ~~Who **does** want fruit juice?~~
- Who wants fruit juice?
- ~~What **did** damage your house?~~
- What damaged your house?

If you're asking about the **receiver/object**, then YES – use do/does/did:

- What **do** you want to drink?
- What **did** the earthquake damage?

Quiz: Subject and Object Questions

1. My sister enjoyed the movie.
 - A. Who did enjoy the movie?
 - B. Who enjoyed the movie?
2. Teresa visits Germany every summer.
 - A. What country does Teresa visit every summer?
 - B. What country Teresa visits every summer?
3. The dog broke the TV.
 - A. What did the dog break?
 - B. What the dog broke?
4. I left my keys at the office.
 - A. Who did leave their keys at the office?
 - B. Who left their keys at the office?
5. Nathan gave me a bottle of wine.
 - A. What did Nathan give you?
 - B. What Nathan gave you?
6. The repairman fixed my roof.
 - A. Who did fix your roof?
 - B. Who fixed your roof?

7. The traffic made me late for work.

A. What did make you late for work?

B. What made you late for work?

8. Insurance costs \$100 per month.

A. How much does insurance cost?

B. How much insurance costs?

9. Alyssa hired Joe for the job.

A. Who did Alyssa hire for the job?

B. Who Alyssa hired for the job?

10. The beautiful beach draws tourists to this area.

A. What does draw tourists to this area?

B. What draws tourists to this area?

11. Peter warned Ralph about the danger.

A. Who did warn Ralph about the danger?

B. Who warned Ralph about the danger?

12. We invite everyone to our parties.

A. Who do you invite to your parties?

B. Who you invite to your parties?

13. My friend helped me move to a new apartment.

A. Who did help you move to a new apartment?

B. Who helped you move to a new apartment?

14. Henry plays the trumpet.

A. What musical instrument does Henry play?

B. What musical instrument Henry plays?

15. I want you to lead this project.

A. Who do you want to lead this project?

B. Who you want to lead this project?

Quiz Answers: Subject and Object Questions

1. B
2. A
3. A
4. B
5. A
6. B
7. B
8. A
9. A
- 10.B
- 11.B
- 12.A
- 13.B
- 14.A
- 15.A

Passive Voice: Present / Past

In the active voice, the subject of the sentence **DOES** the action:

John painted the **house** last week.

Subject / **verb** / **object**

In the passive voice, the subject of the sentence **RECEIVES** the action.

The **house** was painted last week.

Subject / **verb**

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence, and we don't say who did the action.

The passive voice is used when:

- **We do not know who did the action**
 - Example: The documents were stolen.
(we don't know who stole the documents)
- **The receiver of the action is more important**
 - Example: The pyramids were built nearly 5,000 years ago by the ancient Egyptians. (we want to emphasize "pyramids" more than "ancient Egyptians")

To change an active voice sentence to a passive voice sentence:

1. Make the **object** of the active sentence into the **subject** of the passive sentence.

2. Use the verb **“to be” in the same tense** as the main verb of the active sentence.
3. Use the **past participle** of the main verb of the active sentence.

Here are some active and passive voice examples to help!

- **Active:** People drink champagne on New Year’s Eve.
- **Passive:** Champagne **is drunk** on New Year’s Eve.
- **Active:** Chefs use these machines to mix the ingredients.
- **Passive:** These machines **are used** to mix the ingredients.
- **Active:** They renovated the restaurant in 2004.
- **Passive:** The restaurant **was renovated** in 2004.
- **Active:** The teachers informed the students that the class had been cancelled.
- **Passive:** The students **were informed** that the class had been cancelled.

Passive Voice: Present

In the present, the passive voice uses the verbs **is** and **are** + past participle of the main verb. The passive voice present is often used to describe:

- **Processes**
 - First the apples **are picked**, then they **are cleaned**, and finally they’re **packed and shipped** to the market.
- **General thoughts, opinions, and beliefs**
 - New York **is considered** the most diverse city in the U.S.

- **It is believed** that Amelia Earhart's plane crashed in the Pacific Ocean.
- Hungarian **is seen** as one of the world's most difficult languages to learn.
- Skin cancers **are thought** to be caused by excessive exposure to the sun.

Passive Voice: Past

In the past, the passive voice uses the verbs **was** and **were** + past participle of the main verb.

The passive voice past is often used to describe:

- **Events in history**
 - George Washington **was elected** president in 1788.
- **Crimes / Accidents**
 - Two people **were killed** in a drive-by shooting on Friday night.
 - Ten children **were injured** when part of the school roof collapsed.

...as well as in many other situations when the person who did the action is unknown or unimportant.

Quiz: Passive Voice: Present / Past

1. **Active:** People speak Portuguese in Brazil.

Passive: Portuguese _____ in Brazil.

- A. is speak
- B. is spoke
- C. is spoken

2. **Active:** The staff cleans all the hotel rooms daily.

Passive: The hotel rooms _____ daily.

- A. are clean
- B. are cleaned
- C. is cleaned

3. **Active:** We update the company website frequently.

Passive: The company website _____ frequently.

- A. are updated
- B. is updated
- C. was updated

4. **Active:** People see this beach as the most beautiful in the country.

Passive: This beach _____ as the most beautiful in the country.

- A. is seen
- B. is saw

C. is see

5. **Active:** Somebody ships the products via express mail.

Passive: The products _____ via express mail.

A. are shipped

B. is shipped

C. were shipped

6. **Active:** A friend gave me this sweater.

Passive: This sweater _____ to me by a friend.

A. is given

B. was gave

C. was given

7. **Active:** A famous author wrote these letters.

Passive: These letters _____ by a famous author.

A. were wrote

B. was written

C. were written

8. **Active:** The teachers chose her to receive the award.

Passive: She _____ by the teachers to receive the award.

A. was chosen

B. was chose

C. were chosen

9. **Active:** A knock at the door woke us all up.

Passive: We _____ by a knock at the door.

A. was all woke up

B. were all woken up

C. were all waked up

10. **Active:** Over 300,000 students took the college entrance exam.

Passive: The college entrance exam _____ by over 300,000 students.

A. was taken

B. was took

C. was token

Quiz Answers: Passive Voice: Present / Past

1. C
2. B
3. B
4. A
5. A
6. C
7. C
8. A
9. B
- 10.A

Reported Speech: Statements



“Reported speech” is when we talk about what somebody else said:

- **Direct Speech:** “I’ve been to London three times.”
- **Reported Speech:** She said she’d been to London three times.

We often use “reported speech” when talking about a conversation that happened in the past.

There are some changes to the verbs with reported speech; read the table to find out how each verb tense changes:

DIRECT SPEECH	REPORTED SPEECH
Simple present “I want to go home.”	Simple past She said she wanted to go home.
Present continuous	Past continuous

<p>"I'm reading a good book."</p>	<p>She said she was reading a good book.</p>
<p>Simple past</p> <p>"I ate pasta for dinner last night."</p>	<p>Past perfect</p> <p>She said she'd eaten pasta for dinner last night.</p>
<p>Present perfect</p> <p>"I've just finished cleaning my room."</p> <p>"My mother has never been to Japan."</p>	<p>Past perfect</p> <p>She said she'd just finished cleaning her room.</p> <p>She said her mother had never been to Japan.</p>
<p>Can / can't</p> <p>"I can meet with you next Monday."</p> <p>"Sorry, I can't talk now. I'm at work."</p>	<p>Could / couldn't</p> <p>She said she could meet with me next Monday.</p> <p>She said she couldn't talk at the moment because she was at work.</p>
<p>Will / won't</p> <p>"I'll pick him up at the airport."</p> <p>"I won't tell anybody your secret."</p>	<p>Would / wouldn't</p> <p>She said she would (she'd) pick him up at the airport.</p> <p>She said she wouldn't tell anybody my secret.</p>

Be careful: “said” and “told” have a small difference. After “told,” we need to include a person, but after “said” we don’t include a person:

• ~~She **told** that she wanted to go home.~~

- She **told me/John/everyone** that she wanted to go home.
- She **said** that she wanted to go home.

• ~~She **said me** that she wanted to go home.~~

- She **told me** that she wanted to go home.
- She **said** that she wanted to go home.

Quiz: Reported Speech: Statements

1. Maria: "I saw them leave the meeting early."

- A. Maria said she sees them leave the meeting early.
- B. Maria said she was seeing them leave the meeting early.
- C. Maria said she'd seen them leave the meeting early.

2. Lisa: "I've forgotten your name."

- A. Lisa said she'd forgotten my name.
- B. Lisa said she wouldn't forget my name.
- C. Lisa said she's forgetting my name.

3. Kevin: "I'm not hungry."

- A. He said me he wasn't hungry.
- B. He told me he wasn't hungry.
- C. He told me he hasn't been hungry.

4. Bill (yesterday): "I won't work late today."

- A. Bill said he shouldn't work late yesterday.
- B. Bill said he couldn't work late yesterday.
- C. Bill said he wouldn't work late yesterday.

5. Sharon: "I can give you a ride."

- A. Sharon said she could give me a ride.
- B. Sharon said she has given me a ride.
- C. Sharon said she is giving me a ride.

6. James: "My sister is coming over this afternoon."
- A. James said his sister had come over in the afternoon.
 - B. James said his sister was coming over in the afternoon.
 - C. James said his sister came over in the afternoon.
7. Tom: "I'm thinking about buying a new computer."
- A. Tom told me he was thinking about buying a new computer.
 - B. Tom told he was thinking about buying a new computer.
 - C. Tom said he had thought about buying a new computer.
8. Pat: "Joe has already left."
- A. Pat said that Joe had already left.
 - B. Pat told Joe that I had already left.
 - C. Pat told me that Joe was already leaving.
9. Jerry, "I'll help you!"
- A. Jerry said I would help him.
 - B. Jerry said he won't help me.
 - C. Jerry said he would help me.
10. Susan: "I'm not taking any English classes this semester."
- A. Susan said she wouldn't take any English classes this semester.
 - B. Susan said she wasn't taking any English classes this semester.
 - C. Susan said she hasn't taken any English classes this semester.

Quiz Answers: Reported Speech: Statements

1. C
2. A
3. B
4. C
5. A
6. B
7. A
8. A
9. C
- 10.B

Reported Speech: Requests, Orders, Questions

In the last lesson, we learned how to form statements in reported speech – but what about when we want to ask a question, make a request, or give a command? That’s what we’ll learn today.

DIRECT SPEECH	REPORTED SPEECH
Requests/orders “Please make 10 copies of this report.” “Go to the bank.”	Asked (me/him/her) to... Told (me/him/her) to... She asked me to make 10 copies of the report. He told me to go to the bank.
Yes/no questions “Are you coming to the party?” “Has John seen the new movie?”	Asked if... / Wanted to know if... He asked if I was coming to the party. She wanted to know if John had seen the new movie.
Other questions “When was the company founded?”	Asked... / Wanted to know... She asked when the company was founded.

“What kind of car do you drive?”	He wanted to know what kind of car I drive.
----------------------------------	--

1. Requests/orders

- “**Asked me to**” is used for requests.
- “**Told me to**” is stronger; it is used for orders/commands.

The main verb stays in the infinitive – and don’t forget the word “to”!

~~• She asked me make copies.~~

- She asked me **to make** copies.
- He told me **to go** to the bank.

2. Yes/no questions

“**Asked if**” and “**wanted to know if**” are equal.

The main verb changes according to the [rules for reported statements](#):

- “**Did you turn off** the TV?” (past simple)
- She asked if I **had turned off** the TV (past perfect)
- “**Are you busy?**” (simple present)
- He wanted to know if I **was** busy. (simple past)

We don’t use the auxiliary verbs “do/does” in the reported question. Also, when asking about something that is generally true or probably still true, we typically keep the verb in the present:

- “**Do** you **like** pizza?”
- They asked if I **like** pizza.
- ~~They asked if I **do like** pizza.~~
- “**Does** she **have** any children?”
- He wanted to know if she **has** any children.
- ~~He wanted to know if she **does have** any children.~~

3. Other questions

“Asked” and “wanted to know” are equal.

Again, we don’t use the auxiliary verb “do” or “does” in the reported question:

- “Where **does** he work?”
- She wanted to know **where he works**.

In questions with the verb “to be,” the **word order** changes in the reported question:

- “Where **were you** born?” (Question word + [to be] + subject)
- He asked where I **was** born (Question word + subject + [to be])
- ~~He asked where **was I** born.~~

Quiz: Reported Speech: Requests, Orders, Questions

1. "Where does your family usually go on vacation?"
 - A. He asked if my family usually goes on vacation.
 - B. He asked where does my family usually go on vacation.
 - C. He asked where my family usually goes on vacation.
2. "Have you met my sister?"
 - A. She wanted to know if I'd met her sister.
 - B. She wanted to know if I will meet her sister.
 - C. She told me to meet her sister.
3. "Look up these words in the dictionary."
 - A. The teacher asked us if we'd looked up the words in the dictionary.
 - B. The teacher told us to look up the words in the dictionary.
 - C. The teacher wanted to know how to look up the words in the dictionary.
4. How much does it cost to rent a car?"
 - A. He told me he wanted to rent a car.
 - B. He wanted to know how much it costs to rent a car.
 - C. He asked if it costs money to rent a car.
5. "Will you help me?"
 - A. She asked if I would help her.

- B. She asked if she would help me.
- C. She asked if you would help her.

6. "Please don't walk on the grass."

- A. He asked us not to walk on the grass.
- B. He asked us if we'd walked on the grass.
- C. He asked if he could walk on the grass.

7. "What time is it?"

- A. My friend told me what time it was.
- B. My friend wanted to know what time is it.
- C. My friend asked me what time it was.

8. "Can you swim?"

- A. He asked me if I'd swim.
- B. He asked me to swim.
- C. He asked if I could swim.

9. "Finish the report by tomorrow, or else you're fired."

- A. My boss told me he'd finished the report for the next day, or else I was fired.
- B. My boss told me to finish the report by the next day, or else I'd be fired.
- C. My boss told me to finish the report by the next day, or else you are fired.

10. "What's her last name?"

- A. He asked what her last name was.

- B. He asked what was her last name.
- C. He asked if she had a last name.

Quiz Answers: Reported Speech: Requests, Orders, Questions

1. C
2. A
3. B
4. B
5. A
6. A
7. C
8. C
9. B
- 10.A

Sentence Structure

Today we're going to learn about forming four types of sentences – simple sentences, compound sentences, complex sentences, and compound-complex sentences.

SIMPLE SENTENCE

A **simple sentence** contains one independent clause.

What's an "independent clause"? It's one **subject** followed by one **verb or verb phrase**. It expresses a single idea.

Examples of simple sentences:

- **I'm happy.**
- **Robert doesn't eat meat.**
- **My brother and I went to the mall last night.**
- **This new laptop computer has already crashed twice.**

Notice that a "simple sentence" isn't necessarily short. The subject can be a single word like "I" or "Robert," or it can be a double subject like "my brother and I," or it can be multiple words describing a single person/object, like "This new laptop computer."

COMPOUND SENTENCE

A **compound sentence** has two independent clauses joined by a linking word (and, but, or, so, yet, however).

Each independent clause could be a sentence by itself, but we connect them with a **linking word**:

- I'm happy, **but** my kids are always complaining.
- Robert doesn't eat meat, **so** Barbara made a special vegetarian dish for him.
- My brother and I went to the mall last night, **but** we didn't buy anything.
- This new laptop computer has already crashed twice, **and** I have no idea why.

Note that each sentence has TWO subjects and TWO verb phrases.

COMPLEX SENTENCE

A complex sentence has one **independent clause** and one or more **dependent clauses**. A dependent clause CANNOT be a complete sentence by itself.

- I'm happy, **even though I don't make much money**.
- Robert, **a friend I've known since high school**, doesn't eat meat.
- **After getting home from work**, my brother and I went to the mall last night.
- This new laptop computer, **which I bought yesterday**, has already crashed twice.

COMPOUND-COMPLEX SENTENCE

A **compound-complex sentence** contains 3 or more clauses: 2 independent and at least 1 dependent clause.

I'm happy, even though I don't make much money, but my kids are always complaining since we can't afford to buy the newest toys.

- *Independent clauses: "I'm happy" and "my kids are always complaining"*
- *Dependent clauses: "even though I don't make much money" and "since we can't afford to buy the newest toys"*
- *Linking word: "but"*

Robert, a friend I've known since high school, doesn't eat meat – so Barbara made a special vegetarian dish for him.

- *Independent clauses: "Robert doesn't eat meat" and "Barbara made a special vegetarian dish for him"*
- *Dependent clause: "a friend I've known since high school"*
- *Linking word: "so"*

After getting home from work last night, my brother and I went to the mall, while my sister stayed home and studied.

- *Independent clauses: "My brother and I went to the mall" and "my sister stayed home and studied"*
- *Dependent clause: "After getting home from work last night"*

- *Linking word: “while”*

This new laptop computer, which I bought yesterday, has already crashed twice; however, I have no idea why.

- *Independent clauses: “This new laptop computer has already crashed twice” and “I have no idea why”*
- *Dependent clause: “which I bought yesterday”*
- *Linking word: “however”*

How to use grammar when speaking

Today I want to answer a question that is important for everyone who is studying English. Many of my students say, “I study grammar a lot and I understand it in theory. I can even complete the exercises, but when it comes to speaking, I just can’t think of the grammar in the moment and it all goes out of my head, or it takes too long to think about the grammar when I’m speaking. So how can I actually use grammar correctly when speaking English?”

This is a great question! It’s true that when you’re speaking, there’s really no time to think about grammar rules and to analyze the sentence by thinking, “OK I need to put this in the past participle” or “let me think of the correct preposition here.” There’s no time when you’re in the middle of a conversation; you can’t pause and wait and do all that thinking before speaking, so you need to use your grammar pretty quickly.

But what if the grammar just doesn’t come to mind? What tends to happen is that you either freeze or pause a lot. I hear a lot of students with these long pauses in the middle of their sentences as they’re thinking carefully about their grammar.

Another thing that can happen is you might lose your confidence and become afraid to speak at all because you’re worried about making a grammar mistake.

I don’t want that to happen to you – I want you to be able to speak more easily and comfortably. So how can you put grammar into practice when you’re speaking?

The first step is to **consciously and deliberately practice the grammar.**

A lot of students just study and study and read and read lots of lessons on the present perfect tense, for example, but they never try to make their own examples. So they might understand the present perfect tense in theory, or recognize the present perfect when they read it, but they haven't practiced creating or producing the present perfect.

Instead, every time you study grammar, don't just passively read or passively watch. After you've finished, after you've learned something about grammar, then actively put that grammar into practice. For example, try to write ten sentences using that structure you've just learned.

I did this when I learned my second language, which is Portuguese. Portuguese has a lot of irregular verbs, and they were hard to remember. So what I did is I took each verb and I wrote it on the top of a page in my notebook, and then I just wrote lots of sentences, each one trying to use that verb in a different way over and over. This type of active practice helped me remember the forms of the irregular verbs much better, because I was actually using them.

When I went through English teacher training, we would have our students do this frequently. We had something called "structured practice" where we'd ask our students to create their own sentences using the grammar from the lesson.

Later, we'd have free speaking practice. When the students used the grammar deliberately in the structured practice, then those grammar structures or verb tenses would come to their minds much more easily during the spontaneous speaking. The structured practice creates a pattern in your mind so that the grammar comes naturally when you're talking.

Think about your native language – in your native language, you don't have to think about the grammar rules; you just know them. It's because of all that practice you had over the years, not only hearing other people use the grammar, but also using it yourself and getting corrected on it as a child. You have years and years of that experience and practice in your native language, and that's why you don't have to think about grammar rules.

The same thing is possible for you in English – you just need to do the conscious and deliberate practice in order to get those patterns into your mind, and then it'll come out naturally in English, too!

If you're doubting me that it will come out naturally in English, just think about phrases that you already know really well in English, like "My name is" and then your name. You've probably said this thousands of times, and you don't have to think about whether to use "is" or "are" or "my" or "mine" – it just comes out naturally because of how many times you've said it.

Or when someone says "thank you" and you automatically say "you're welcome" – again, you don't have to stop and think about what tense the verb is in, or whether to use welcome or welcoming or welcomed; you just say "you're welcome" – it has become automatic because you've practiced it enough.

With enough time and practice, I promise that even these more complicated structures and grammar rules will become more natural to you as well. I know because I've seen it in my advanced students. It's hard, especially when you're at the intermediate or pre-intermediate level, it feels like it's never going to get better – but keep going, because it *will* get better.

Finally, I want to remind you that spoken English does not perfectly follow grammar rules a lot of the time – especially sentence structure. The sentence structure of spoken English is often quite fluid; we speak in run-on sentences (that means sentences that are too long if we were to write them down) or sentence fragments, which would be too short in written English. We start sentences with the word “but” and end them with a preposition – these are things you’re not supposed to do in more formal written English, but again, speaking is more flexible.

A lot of students put pressure on themselves to make their spoken English grammatically perfect, and it doesn’t necessarily have to be perfect. The goal of spoken English is to communicate, and you can communicate successfully even if it’s not perfect to the last detail.

So don’t let that obsession with making your grammar perfect stop you from speaking. You should just speak – and if there’s a misunderstanding, then try to clarify it and try to find out from the other person what the correct phrase is, but don’t let it stop you from speaking.

I really hope that you keep deliberately practicing your grammar like I mentioned, and it will come out more naturally with time. If you want to get help in doing this deliberate practice and having a teacher correct your mistakes, come check out our [Advanced English Grammar Course](#), where you have the option of doing writing tasks with teacher feedback.

Thanks for watching and I hope this was helpful!

Congratulations & Next Steps

Congratulations on finishing the Intermediate English Grammar lessons!

If you'd like to continue focusing on grammar, you can proceed to our [Advanced English Grammar Course](#).

Don't forget to work on all the other areas of the language, too - so that you can become a balanced and well-rounded English speaker.

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