

English

Selected Passages
FOR
NON - SPECIALIST STUDENTS



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I- An old Science

Man has always been careful to study language, his own language and the languages of other people. Thousands of years ago, the Ancient Egyptians invented a writing system of pictures for their language, the Hieroglyphic. The Greeks also invented an alphabet to write their language, the Greek language, about three thousand years ago. The Arabic alphabet (Al-Abjadiah) is very old. In inventing a writing system for a language, man had always studied the sounds of the language he wanted to write, in order to invent a picture, a sign or a letter for each sound. A system of letters which represent the sounds of a language is called "an alphabet". Inventing alphabet is one of the oldest linguistic activities.

The Greek philosophers, Plato and Aristotle, who lived in the fourth and fifth centuries B.C, left studies of certain linguistic questions. Priscian wrote a grammar of the Latin language, spoken in Ancient Rome, in the year 500 A.D. In ancient India, a linguist wrote a grammar of the Sanskrit language in which the old Sanskrit literature of India was written. The name of the linguist is Panini. His grammar is known as the "Eight Books", because it is divided into eight sections. The date of writing Panini's grammar of Sanskrit is uncertain. But it was probably written between 600 B.C and 300 B.C.

European linguistics has depended much on linguistic works from outside Europe. Among the linguistics, are the great works of the Arab linguists. During the later Middle Ages the Arabic language has been studied in Europe.

Arabic was studied, in the University of Paris, in the fourteenth century. Arabic linguistic studies were then very advanced.

Arabic linguistic studies are amongst the oldest in the world. They developed greatly with the rising of Islam. From the days of "Abul-Aswad" onwards, Arabic linguistics developed into famous linguistic schools such as the Kufa and Basra schools, not to mention other well known schools. Each school had its ideas and rules about language. We can talk about these schools much in the same way as talk about the linguistic school in Europe and America today. But we should remember that only Arabs had great linguistic schools from the first century of the Holy Hijrah onwards (the seventh century A.D.)

We must be proud that in any history of linguistics a place is given to

scholars such as Al-Khalil, his student Sibawayh and many other Arab linguists. It is enough in this short essay to mention that Sibawayh described the sounds of Arabic so well that a great European linguist, R.H. Robins, in his book "A Short History of Linguistics" said that Sibawayh's description of the sounds of Arabic "was ahead of any preceding contemporary western phonetic science" (p.98) Robins published his book in 1967.

Attempt the following

I- Question on the text:

- A- What has man always been careful to do?**
- B- What is meant by an "alphabet"?**
- C- What did the Greek philosophers do in the field of linguistics?**
- D- Why is Panini considered to be a great linguist?**

E- How important was Arabic, in the university of Paris, in the Middle Age?

**F- Why are we proud of Arab linguists?
Mention some of them.**

II- Notice the use of the word "during". It may replace "while" or "as" when you change a clause of time into a phrase.

Example:

Clause : While it was raining	}	I woke up
Phrase: During the rain		

Change the clauses in the follow sentences into phrases: (The clauses are underlined)

- 1- He went to sleep, as the show was going on.**
- 2- While we were playing, we felt very active.**
- 3- You should be very careful, while you are driving.**
- 4- As the old man was crossing the street, he felt down.**

Notice that you can use the sequence:

While + "-ing" form of the verb

Example:

Clause: While he was moving the rock, he cut his finger

Phrase: While moving the rock, he cut his finger.

III- Write an essay on the following:

The history of Arabic linguistics

IV- Complete the following sentences with reference to the text

1- Thousands of years ago, Ancient Egyptians

2- In inventing a writing system for a language, man

3- Certain Greek philosophers left

4- Among the sources of modern European linguistics

5- There are great Arabic schools of linguistics such as

V- A) Translate the following terms into Arabic:

1- Arab linguists

2- Contemporary western phonetic science.

3- Inventing an alphabet.

B) Translate the first two paragraphs into Arabic

2- The Curtain Raises

William Shakespeare is perhaps the most famous writer in the world. He became so famous by writing plays. Other writers who became famous the same way include Moliere, Chekhov, and George Bernard Shaw. These writers are called playwrights or dramatists, and plays belong to the genre of literature known as drama.

A play is dialogue which tells a story and which is written to be performed by actors on stage. In ancient Greece, in Europe, in India, in China, and in Japan, drama started as part of religious ceremonies, but later developed into an independent art. At the beginning, drama was written in verse, but dramatists began later to use prose, and today almost all plays are written in prose.

Drama is usually divided into comedy and tragedy, but sometimes the two types are mixed together. For this reason, some critics added a third type which is tragicomedy. Very few plays of today can be called tragedies, and most comedies include something tragic or disturbing.

Drama has several elements. The most important of these is the action, which is a series of events. Usually there is a conflict in the action between two persons or groups of persons, or some other kind of conflict. The arrangement of the action is called the plot.

Since the conflict is often between persons, plays are performed by persons. These persons who appear in a play are the characters. Sometimes the conflict is between a "good" character, known as the hero, and a "bad" character, known as the villain.

Dialogue is one of the most important elements of drama. Usually, the dramatist tries in his dialogue to imitate the speech of ordinary people in real life. Sometimes the writer wants one of his characters to reveal what he is thinking, without letting any other character know about it. For this reason the character is left on the stage alone to speak. Such a speech is called a soliloquy. Sometimes there is more than one character on the stage, but one of them speaks without being overheard by the others. This is an aside.

A play is divided in two parts. The basic part is the act. It is a series of events which happen usually in the same place without any interruption in time. There are plays which are not divided into parts, and modern plays of this kind are called one-act plays. But in most cases a play consists of five acts. An

sometimes divided into scenes. In some plays a scene indicates a change in time and place, but often a new scene begins when a main character enters or exists.

Generally, the action of a play has five parts, which may or may not agree with the division into acts and scenes. The first part is the exposition which presents the situation and the characters and shows how the characters are related to each other. The original situation becomes more and more complicated through series of events known as the rising action. The rising action moves in a certain direction, but at a time comes in the play when the direction changes. The point at which the change takes place is the climax or turning point. The fourth part of the action is the falling action, in which the problems of the rising action begin to be solved. The final part is the conclusion.

catastrophe. In this part the action reaches a final situation with which the play ends.

Since a play is written to be performed, two important elements of drama are the stage and the audience. Without them there can be no drama.

Attempt the following:

I- Question on the text:

A- What is a writer of plays called?

B- What is a play?

C- What are the main types of drama?

D- What is the arrangement of the action called?

E- Why is it hard to imagine a play without characters?

F- When is a soliloquy used?

G- When does a new scene usually begin?

H- What are the five parts of the action of a play?

II- Write a short essay on one of the following:

A- The elements of drama.

B- Drama in Arabic literature

III- Complete each of the following sentences with the most suitable phrase:

1- Today, nearly all plays are written

a- without dialogue.

b- in prose

c- in

verse

2- A villain is the

a- hero of a play

b- dramatist

c- "bad"

character

3- An aside is a speech made by one character

a- when this character is alone on the stage

b- in a one – act play

c- without being heard by the other characters on the stage

4- Most plays consist of

a- three to five acts

b- five scense

c- one act divided into five scenses

5- The point at which the direction of the action changes is the

a- conclusion

b- turning point or climax

c- falling action

IV- Use each of the following in a sentence of your own:

Genre , playwright, conflict, indicate, series of events

V- A)Translate into arabic:-

1- The first part of the action presents the situation and the characters.

**2- Without the stage and the audience,
there can be no drama.**

**3- Drama started as part of religious
ceremonies but later developed into an
independent art.**

**B) Translate the seventh paragraph of the
text into Arabic.**

3- What is an Epic

Literature is divided into genres in our day. It is common to divide it into fiction (novel and short story), drama, and poetry. Sometimes non-fiction prose is added. But both the novel and the short story are relatively recent genres. Moreover, in old days drama could not be separated from poetry; usually, plays were written in verse. This explains why literature in those days was divided into different genres.

main genres were generally considered to be drama (or tragedy), the lyric, and the epic.

An epic is a long narrative poem presenting characters of high rank (leaders, kings, heroes, etc) in a series of adventures. An epic has a central figure of a heroic nature. The development of the plot is very important to

history of a nation or a race. In Homer's great epic *The Iliad*, the main characters are the kings, leaders, and noble ladies of Greece and Troy, while the central character is Achilles, the most heroic figure in the narrative. Homer describes his epic as the story of "The Warth of Achilles". Since it is also the story of the war between Greece and Troy, it is clear that the development of events is important to both nations.

The old time, epics were not written down they belonged to the oral tradition. Homer's epics are an example. Such epics are called folk epics.

There is a second type; the epic written by a single person, who follows the example and traditions of folk epics. This type is known as the art epic, and the best examples are perhaps

Virgil's The Aeneid and John Milton's Paradise Lost.

Art epics share with folk epics the same characteristics. The hero has a heroic character of national or international importance. He has great historical or legendary significance. The action takes place in a vast setting, which covers several countries or the world as a whole. Sometimes; as in Dante's The Divine Comedy, it covers the universe. The action consists of deeds of great or superhuman magnitude. All this must be written in an elevated style which depends on grand simplicity. The poet tells about the deeds of his heroes objectively. Thus Homer does not take sides when he narrates the events of the war of Troy. His Greek and his Trojan heroes receive the same treatment.

Other characteristics include the statement of the theme at the beginning, the opening

action in the middle of things, and the lists, or catalogues of ships, men, armies, ect.

Among the most important folk epics are: Homer's The Iliad and The Odyssey, the oldEnglish epic Beowulf, the Idian Mahabharata, the French Song of Roland, the ancient Babylonian Gilgamesh, and others.

In the Middle Ages many works of literature were written which had many of the epic characterisrics. These poems are sometimes called epics, someti omances. The example of these is Spencer's The Faerie Queen. In modern literature, many works are influenced by the folk epics and have some of its characteristics. A good example is the novel The Grapes of Wrath by the American novelist John Steinbeck.

Attempt the following:

I- Question on the text:

A- What are the genres of literature nowadays?

B- What is an epic?

C- Which epic is described as the story of "the Wrath of Achilles"?

D- What is the difference between a folk epic and an art epic?

E- What kind of Character is an epic hero?

F- What does the action in an epic consist

G- Is Gilgamesh an art epic or a folk epic?

H- What is the Faerie Queen an example of?

II- Write a short essay on one of the following:

A- The characteristics of the epic.

B- Art epics and folk epics

III- Complete each of the following sentences with the suitable phrase

- 1- In old days the main genres of literature were considered to be**
- a- tragedy and comedy**
 - b- poetry, fiction and drama**
 - c- epic, lyric and drama**
- 2- The setting of an epic is**
- a- limited**
 - b- vast**
 - c- not important**
- 3- The Odyssey was**
- a- an art epic**
 - b- composed by Homer**
 - c- written by John Milton**
- 4- The Song of Roland is**
- a- Bablonian**
 - b- Indian**
 - c- French**
- 5- An example of modren novels that have some epic cha s is**

a- Paradise Lost

b- The Faerie queen by Spencer

c- Steinbeck's The Grapes of Wrath

IV- Use each of the following in a sentence of your own:

**elevated style, objectively, setting wrath,
tradition**

V- A) Translate into arabic:-

1- The development of events in an epic is important in the history of a nation or a race.

2- The poet tells about the deeds of his heroes objectively.

3- Many modern works of literature are influenced by folk epics

B) Translate the third paragraph of the text into Arabic.

I- A Language Has History

Evert living language has its own history. During its development with time, a language may change very much. Let us take the English Language as an example because it is the foreign language you are studying and to comapre it with Arabic, your mother tongue.

More than nine hundred years ago, in the year 1066, England was conquered by William of Normandy, called William the conqueror by historians. He was a h king and brou with him his French noblemen and soldiers. These people spoke French, while the common people, who were conquered spoke the Old English (often called Anglo- Saxon), which they spoke before. French was the language of the king and his noblemen for more than two hundred years. Du long time th

languages, French and Anglo-Saxon became a single language in which some of the words were from Anglo-Saxon (Old English) and some were from French. This new language was Middle English. The greatest writer in Middle English was the poet Chaucer who lived and wrote his poems between 1350 and 1400.

You could understand Middle English a bit better than you could understand Old English (Anglo- Saxon), but not much. Old English is very difficult to read and write. It is very different from the English you are studying. But Middle English is less difficult but, still, it is very different from Modern English which you study.

By the year 1500, the English in which books were written was so much like the English of today, that you would understand much of it. By 1600, the time of Shakespeare's plays, En

became easy for you to understand almost all of it with some help.

Still, there were some words you would find very strange to you. Some of these words we now call "obsolete". That means they are no longer used. For example, Shakespeare used the word "disme", meaning "a tenth". If you come across that word you would not know what it means, and that would make it hard for you to understand the sentence. Some other words used in Early Modern English that is about five hundred years ago, are now called "archaic". That means they are still understood but are so old-fashioned that they are very seldom used.

If you compare Modern English with Middle and Old English, you will find many differences. In Modern English, grammar has become much more simple. Modern English has many borrowed words from other languages.

borrowed many words from Arabic such as "algebra", "cipher" (zero), and guitar (a musical instrument).

You may ask the question: What about Arabic? The answer is very interesting. Arabic is the only language that has not changed for more than fourteen centuries. It has been kept from decay by the Holy Qur'an. Probably there are more changes in dialects of Colloquial Arabic where some words were borrowed from European words such as "macaroni" from Italian and "penalty" (a sport term) from English. But Classical Arabic ('Al-Fusha) is so living that you hardly find any borrowed term or style in it from a foreign language.

Attempt the following:

I- Question on the text:

A- What happens to a living language as time passes?

B- Which language did William of Normandy speak?

C- Which language did the common English people speak in 1066?

D- What happened to the two languages?

E- What are the changes of English?

F- What do you call a word that is no longer used?

G- What is an "archaic" word?

II- A language borrows from other languages. The words it borrows are called "loan words". In Colloquial Arabic and Classical Arabic there are many words, such as names:

A- Of towns and cities

Examples: London , Paris ; Rome (we pronounce it the Italian way, Roma) and so on.

B-

C-

D- Of types of planes and cars

Example: Boeing, Cadillac, ect.

E- Of diseases:

Example: Typhoid, Typhus, Diphtheria, ect

F- Of medicines:

Example: Penicillin, Sterptomycin, ect

G-Of means of communications:

Example: Telex, ect

Add as many words as you can to the above examples

III- Write an essay on each of the following:

1- The stages of development

2- A language ha

IV- Complete the following sentences with reference to the text:-

A- Every living language has

.....

B- French and Anglo-Saxon

C- You could understand Middle English

.....

D- There are English words which

.....

E- Arabic is the only

V- A) Translate into c:-

1- Most of the scientific are Latin and Greek origin.

2- An archaic word

3- A loan word

B) Translate the last two paragraphs of the text into Arabic.

2- The Old Masters

The word "classic" has several meanings. The major authors of ancient Greece and Rome, who are sometimes called "the old masters", are referred to as classics. The same word is used to refer to works of literature that are considered great in any period. However, the word also refers to works that belong to the school of classicism.

There were two distinct classical periods in the history of western literature. The first is the classical period of ancient Greece and Rome. In Greece, the classical period produced the great epics of Homer, the philosophical writings of Plato and Aristotle, the works of the great dramatists (Aeschylus, Sophocles, Euripides, and Aristophanes), and the writings of several historians. In Rome, the classical period covered the

century B.C. and the first century A.D. and included the writings of such major writers as Cicero, Horace, Virgil, Ovid and others.

The second period was the one called neo-classicism. Neo-classicism began at different times in different European countries, but it was generally a movement centered in France, and French literature dominated Europe during this period. The works of writers such as Corneille, Racine, Moliere, La Fontaine, and others influenced writers not only in France also in the rest of Europe.

We can sum up the characteristics of classicism by saying that it is social, formal, intellectual, and static. It is social because it is not interested in man as an individual, but in the qualities that are common to all people. Characters in classical drama are usually social types. On the other hand, classicism is formal

follows certain conventions both in form and content. The classical writer pays attention to every detail in his work, and follows a number of rules. He is usually interested in the permanent aspects of things, rather than in temporary moods and feelings. Thus, classicism is static.

Classicism believes that reason should have control over emotions. Emotion is present in classical writings, and it is not unimportant, but it is always controlled. Sometimes, it is controlled so much that the work seems to have no feeling at all. Likewise, when a character in a classical work allows himself to be controlled by his emotions, he always meets an unhappy ending.

The classical writers of ancient Greece and Rome followed those principles, but without being conscious of them and without

But neo-classical writers made a conscious effort to follow the example of the old masters. At its best, neo- classicism was not a mere imitation of classicism; it was a movement which had the same spirit of classicism. But in its later years, neo- classicism turned into a stubborn emphasis on rules and restrictions.

The restrictions led to the romantic rebellion, which opposed neo- classicism in everyway. Romanticism was individual, informal, emotional dynamic. But it important to understand that a work of literature does not have to be either classical or romantic; it can have elemnts of both schools at the same time. Moreover, the classical spirit has been present in many works of literature which did not belong to one of the two classical periods.

Attempt the following:

I- Question on the text:

- A- Who are "the old mastres"?**
- B- What was the first classical period in western literature?**
- C- To which period do the writings of Horace and virgil belong?**
- D- To which centuries does neo- classicism is social?**
- E- Is a classical writer intersted in temporary moods or in the anent aspects of li**
- F- What do we mean when we say that classicism is social?**
- G-What happens when a character in a classical work is controlled by his emotions?**
- H-What happened to neo- classicism in its later years?**
- I- What led to th ic rebellion?**

J- Is romanticism static or dynamic.

II- Write a short essay on one of the following:

A- Neo- classicism.

B- The characteristics of classical writings.

III- Complete each of the following sentences with the most suitable phrase:

1- Aeschylus and Euripides are

.....

a- Greek dramatists

b- Roman philosophers

c- Neo- classical writers

2- The classical period in Rome included the works of writers such as

a- Racine and Corneille

b- Plato and Aristotle

c- Cicero and Ovid

3- The centre of neo-classicism was in

- a- France**
- b- England**
- c- Greece and Rome**

4- Classicism follows certain conventions in form and content. This means that it is

- a- formal**
- b- dynamic**
- c- social**

5- In classical works, emotion is

- a- unimportant**
- b- not present at all**
- c- controlled by reason**

6- Neo- classicism was at its best

- a- movement with the same spirit as classicism**
- b- stubborn e n restrictions**

c- mere imitation of classical writings

IV- A semicolon (;) is used between two main clauses which are in the same sentence and which are not connected by a word or phrase. Find two examples of such sentences in the text, and then write two sentences of your own, using a semicolon in each.

Refer, ancient, historian, similar to, intellectual, classical or romantic, follow a number of rules.

V- Use each of the following in a sentence of your own:

Refer, ancient, historian, similar to, intellectual

VI- A) Translate into Arabic:-

1- In Greece, classicism produced Homer's great epics.

2- Classical writers pay attention to every detail in their works and follow a number of rules.

3- A work of literature does not have to be either classical or romantic

B) Translate the third paragraph of the text into Arabic.

3- The Hero Dies

Hamlet, Macbeth and Othello, the famous heroes of Shakespeare's plays, all die at the end of these plays. The hero often dies in a tragedy, and even when he does not die, something very terrible happens to him. In Oedipus the king by Sophocles, Oedipus does not meet his death at the end, but what happens to him is perhaps worse than death. He blinds himself with own hands, and after being a great king, he wanders from one place to another like a beggar.

That is how a tragedy is. The word tragedy comes from Old Greek, and it literally means "goat song". It has a Greek name because the oldest tragedies we know were written by Greek playwrights, such as Aeschylus, Sophocles, and Euripides.

A tragedy is a drama, written in verse or in prose, which tells an important series of events in the life of an important person: a king, a great leader, a hero, ect. These events reach an unhappy ending, a catastrophe. They are treated seriously, and a tragedy is written in a dignified style.

Aristotle, who was the first critic to describe tragedy, said that "reversal of fortune" is one of the main elements of tragedy. This reversal means usually he fall from good fortune to bad fortune. This fall, Aristotle added, should make the audience feel "pity and fear". They feel pity for the hero, that is they sympathize with him, because he is, in most cases, basically a good man, and he does not really deserve his bad fortune.

But often the hero has a "tragic flaw" a weakness or a fault which helps in leading

to his fall. Thus it is said Hamlet's flaw is his hesitation, Oedipus has too much confidence in himself and is reckless in his judgment of others, while Othello's flaw is said to be his jealousy. Because we know that we also have our own weaknesses and faults, we feel fear that we might come to an end which is unhappy as the hero's.

In most tragedies, however, the hero faces his fall with courage and dignity. He prefers fighting and struggling to the end rather than accepting his fate helplessly. Thus, although he meets physical defeat at the end, his courage and determination are considered a moral victory. With this moral victory, a tragedy is not just an unhappy play; it is a play which teaches a number of values; moral, religious, or national. These values are clear both in the hero's fall and in his heroic struggle.

Some of the world's greatest tragedies were written by the ancient Greek playwrights. The ancient Romans followed the Greeks in writing tragedies, but in modern European tragedy they did not start until the sixteenth century. The first English tragedy, *Gorboduc*, appeared in 1562. The Elizabethan Age (1558-1603) was a period in which tragedy and drama in general flourished. William Shakespeare was the greatest playwright of that period, but he was not the only one. As Kyd, Christopher Marlowe, and many others wrote excellent tragedies.

Today, a serious play is not usually about kings or great heroes, but rather about ordinary people. This makes some critics say that it is no longer possible for a tragedy to be written in our time. Others, however, believe that tragedy is still possible, but it is different from

tragedies of old time; hence, it is referred to as the "modern tragedy". Great writers of "modern tragedy" include Henrik Ibsen, Anton Chekhov, and Eugene O'Neil.

Attempt the following:

I- Question on the text:

A- What happens to the hero at the end of tragedy?

B- What does the word "tragedy" literally mean?

C- What kind of treatment and style is used in a tragedy?

D- What does the "reversal of fortune" usually mean?

E- Why do we feel pity for the hero of a tragedy?

F- Why do we feel fear?

G- How does a tragic hero face his fall?

H- What was the classical tragedy?

II- Write a short essay on one of the following:

A- The elements of tragedy.

B- The characteristics of a tragic hero.

III- Complete each of the following sentences with the most suitable phrase:

1- At the end of Oedipus the King , the hero

...

a- dies

b- blinds himself

c- becomes a gr g

2- The oldest tragedies which we know were written by

a- Sophocles and othe Greek playwrights

b- Aristotle

c- Roman playwrights

3- Heshaten is the tragic flaw of

.....

a- Hamlet

b- Oedipus

c- Othello

4- Usually, the tragic hero does not

.....

a- fight or struggle till the end

b- accept his fate helplessly

c- meet physical defeat

5- Thomas Kyd is a

a- Roman playwright

b- English playwright of the Elizabethan period

c- Writer of modern tragedies

6- One of the great playwrights who wrote modern tragedies is

a- Christopher Marlowe

b- William Shakespeare

c- Anton Chekhov

IV- Use each of the following in a sentence of your own:

**Beggar, literally, series of events, dignified,
reckless**

V- A) Translate into arabic:-

- 1- Aristotle was the first critic who described tragedy.**
- 2- The tragic hero is basically a good man and does not deserve his fall.**
- 3- Today, a serious play is usually about ordinary people**

B) Translate the sixth paragraph of the text into Arabic.

4- Life As It Is

Every literary movement is usually full of energy and life when it first begins, and in its early years, it produces its best work. In later years, however, the movement turns into the hands of imitators who fail to produce really good works. When this happens, there is usually a need for a change, for something new, a new movement. This is what happened when neo-classicism turned into a stubborn belief in rules and restriction, and the romantics rebelled.

Romanticism itself went too far in emphasizing emotion and in flying away to distant places and past periods. This was at a time of scientific progress which stressed facts. Thus, there was a need for literature which is based on facts and which shows the present life of real people, the "here and

literature which portrays life as it really is. This need gave birth to the realistic movement.

Realism, when it means faithfulness actual life, has always been present in literature. As a literary movement of the second half of the nineteenth century, realism believed that literature should depict life with complete honesty. This, the realists say, is the purpose of literature. Realism was centered in the novel, and it was dominant in France, England, and the U.S.A.

The realists believed in democracy, that is in the common man, the average man and in everyday situations. Like the romantic writers, they valued the individual very highly, but they were interested in his daily life. In the novel, characters were more important to them than the plot. They were greatly interested in the

effect of action upon their characters, and in the psychology of these characters.

Realist writers were also greatly interested in their audience. They wanted to be entirely truthful with their readers. Moreover, they were generally concerned with the effect of their work on the readers. They wanted their pictures of common life and average people to make their readers have more sympathy for the people. On the other hand, they did not want their writings to have any bad effect on the morality of young readers.

Generally, a realist is an optimistic writer. In the works of such writers there are usually no tragedies or tragic situations, but rather the common difficulties of ordinary people. Their tone was often comic or satiric.

Realism was a movement which came at the time of the rise of the novel and the r

the middle- class. It was, as already mentioned, a movemet that focused mainly on the novel, and also a movemt that wrote about middle-class characters to middle- class people.

The realists believed that art should imitate life, and while romantic writers leave the immediate and try to reach the ideal, realistic writers focus on the actual.

Among the major realist writers are Balzac, the Frenchman; George Eliot, the English; and Henry J the American. Th are many others, and the influence of realism appears in the works of a great number of authors who are not mainly realists.

Attempt the following:

I- Question on the text:

A- When does a literary movement produce its best works usually?

B- What kind of literature was needed when romanticism had gone too far in flying away from reality?

C- In which period was the literary movement of realism?

D- In which countries did realism dominate?

E- In what way were they interested in the effect of their works on their readers?

F- What was the tone often used by realist writers?

G- With which class did realism associate?

II- Write a short essay on one of the following:

A- Should the writer only write about the life "here and now"?

B- The things which interested the realist writers.

III- Complete each of the following sentences with the suitable phrase.

- 1- The movemet of realism was**
- a- a rebellion against neo- classicism**
 - b- at a time of scientific progress**
 - c- in the second half of the eighteenth century**
- 2- Realism believed that literature should**
- a- emphasize emotions**
 - b- be completely honest in depicting life**
 - c- be subject to rules and restrictions**
- 3- Realist wri were mo**
- a- novelists**
 - b- dramatists**
 - c- poets**
- 4- In the realistic novel,**
- a- the plot was less important than the characters**
 - b- the plot was more important than the characters**

c- the psychology of characters was not important

5- The realists were optimistic, and in their writings there was usually

a- no tragic situations

b- no comic or satiric tone

c- an emphasis on tragedy

6- Realist writers believed that

a- they should leave the immediate and look for the idea

b- they should focus on the actual

c- art should not be an imitation of life

IV- Use each of the following in a sentence of your own:

Imitator, scientific progress, based on, give birth, depict

V- A) Translate into arabic:-

1- Romanticism went too far in emphasizing emotions, realities, and past times

- 2- The realists believed in the average man and in everyday situations.**
- 3- The influence of realism appears in the works of many writers who are not mainly realists.**
- 4- The poet tells about the deeds of his heroes objectively.**
- 5- Many modern works of literature are influenced by folk epics**

B) Translate the fifth paragraph of the text into Arabic.

Chapter 1

Present and Past, Simple and Progressive

CONTENTS		
2-1 Simple present	2-8	Troublesome verbs: raise/hise, set/sit, lay/lie
2-2 Present progressive		
2-3 Stative verbs	2-9	Simple past
2-4 Am/is/are being + adjective	2-10	Past progressive
2-5 Regular and irregular verbs	2-11	Using progressive verbs with always complain
2-6 Regular verbs: pronunciation of -ed endings	2-12	Using expressions of place with progressive verbs
2-7 Irregular verbs: an alphabetical list		

Exercise 1: Preview: present and past verbs.
(Chapter 2; Appendix Charts B-1, B-2, and D-1)

1. Directions: Correct the errors.

2. I'm not knowing Sam's wife.

3. A: What you are talking about?

**B: I talking about the political situation in
my
country.**

**4. My roommate usually watch television,
listen to music, or going out in the evening.**

**5. When I turned ignition key, the
was starting.**


**6. This class is consisting of students who are
wanting to learn English.**

**7. The children drawed some pictures in
school this morning.**

**8. While Tom's reading in bed last night, his
phone ring. When he was answering it, the
caller hanged**

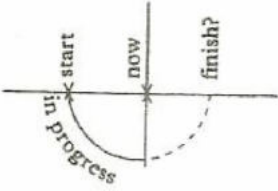
9. Right now Sally in the kitchen eating breakfast.

10. When the sun raises, it is appearing from below the horizon.

I-I Simple Present		
	<p>a. Water consists of hydrogen and oxygen.</p> <p>b. The average person breathes 21,600 times a day.</p> <p>c. The world is round.</p>	<p>The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths.</p>
	<p>d. I study for two hours every nig</p>	<p>The simple present is used to express hab</p>

	<p>e. I get up at seven every morning.</p> <p>f. He always eats a sandwich for lunch.</p>	or everyday activities.
--	-------------------------------------------------------------------------------------------	-------------------------

I-2 Present Progressive

	<p>g. John is sleeping right now.</p> <p>h. I need an 11a because it is raining.</p> <p>i. The students are sitting at their desks right now.</p>	<p>The present progressive expresses an activity that is in progress at the moment of speaking. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.</p>
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		future.
	j. I am taking five courses this semester.	Often the activity is of a general nature: something generally in progress this
	k. John is trying to improve his work habits.	week, this month, this year. Note (l):The sentence means that
	l. Susan is writing another book this year	writing a book is a general activity Susan is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in

		hand.
--	--	-------

Exercise 2. Simple present vs. present progressive. (Charts 2-1 and 2-2)

Directions: Use either the simple present or the present progressive of the verbs in parentheses.

- 1) Diane can't come to the phone because she (wash) her hair.
- 2) Diane (wash) her hair every other day or so.
- 3) Kathy (sit, usually)in the front during class, but today she (sit) in the last row.
- 4) Please be quiet. I (try) to concentrate.
- 5) (you, lock, always) the door to your apartment when you leave?

- 6) I wrote to my friend last week. She hasn't answered my letter yet. I (wait, still) for a reply.
- 7) After six days of rain, I'm glad that the sun (shine) again today.
- 8) Every morning, the sun (shine) in my bedroom window and (wake) me up.
- 9) A: Look! It (snow)
B: It's beautiful! This is the first time I've ever seen snow. It , not) my country.
- 10) A: Close your eyes. Now listen carefully. What (I, do)?
B: You (rub) the top of your desk with your hand.
A: Close, but not exactly right. Try again.
B: Aha! You (rub) your hands together
A: Right!

I-3 Stative Verbs	
<p>(a) Yum! This food tastes good. I like it very much.</p> <p>(b) INCORRECT: This food is tasting good. I am liking it very much.</p>	<p>Some English verbs have stative meanings. They describe states: conditions or situations that exist. When verbs have stative meanings, they are usually not used in progressive tenses.</p> <p>In (a): tastes and like have stative meanings.</p> <p>ch describes a state that exists.</p>
<p>(c) The chef is in his kitchen. He is tasting the sauce.</p> <p>(d) It tastes too salty.</p> <p>(e) He doesn't like it.</p>	<p>A verb such as taste has a stative meaning, but also a progressive meaning.</p> <p>In (c): tasting describes the action of the chef putting something in his mouth and actively g its fl</p>



The chef is tasting the sauce. It tastes too salty. He doesn't like it.

(progressive). In (d): tastes describes the person's awareness of the quality of the food (stative.)

A verb such as like has a stative meaning. It is rarely, if ever, used in progressive tenses.

In (e): It is incorrect to say He isn't liking it.

COMMON VERBS MEANINGS

HAVE STATE

Note: Verbs with an asterisk (*) are like the verb taste: they can have both stative and progressive meanings and uses.

(1) MENTAL STATE	know understand recognize	believe feel suppose think*	imagine doubt remember forget	need desire mean
------------------------	---------------------------------	--------------------------------------	----------------------------------------	------------------------

(2) EMOTIONAL STATE	love like appreciate please prefer	hate dislike fear envy	mind care	astonish amaze surprise
(3) POSSESSION	possess	have*	own	belong
(4) SENSE PERCEPTIONS	taste* smell*	hear feel*	see*	
5 OTHER EXISTING STATES	seem look* appear* sound resemble look like	cost* own toeigh * equal	be* exist marier	consist of contain hide *

EXERCISE 6. Verbs that have both stative and progressive meanings. (Chart 2-3)

Directions: Discuss the differences in meaning of the italicized verbs in each group of sentences.

1- a. These flowers *are* beautiful!



b. Hiroki is smelling the flowers.

2- a. I think Roberto is a kind man.

b. I am thinking about this grammar.

3- a. I see a butterfly. Do you see it too?

b- Jane is seeing a doctor about her headaches.

c- Jack and Ann are seeing each other. They go out

together every weekend.

4- a. Kathy looks cold. Fil lend her my coa.

b. Tina is looking e window. She se butterfly.

5- a. Sam appears to be asleep. Let's not disturb him.

b. My favorite actor is currently appearing at the Paramouht.

6- a. Sue is feeling the cat's fur.

b- The cat's fur feels soft.

c- I'm not feeling y.

d- I feel that it is important to respect other people's opinions.

7- a. Ann has a car.

b. I am having a hard time, but Olga is having a good time.

8- a. I remember my first teacher. Do you remember

yours?

b. Aunt Sara is looking through an old picture

album. She is remembering the wonderful

days

9- a. This piano is too heavy for me to lift. It weighs too much.

b. The grocer is weighing the

bananas.



I-4 AM I IS I ARE BEING + ADJECTIVE

(a) Ann is sick today. Alex is nervous about the exam. Tom is tall and handsome.	Be + an adjective usually expresses a state meaning, as in the examples in (a). (See Appendix Chart A-3S p. 44, for information about adjectives.)
(b) Jack doesn't feel well, but he refuses to see a doctor. He is being foolish.	Sometimes main verb be + an adjective is used in the progressive. It is used in the progressive when it describes
(c) Sue is being very quiet today. I wonder if anything is wrong.	temporary, in-progress b r. In (b): Jack's foolishness is temporary and probably imcharacteristic of him.
(d) incorrect: Mr. Smith is being old. correct: Mr. Smith is old.	In (d): Age does not describe a temporary behavior. Be + old cannot be used in the progressive. Examples of other adjectives that cannot- be used

with am/is/are being: angry,
 beautifulhandsome, happy,
 healthy, hungry, lucky,
 nervous, sick, tall, tkirsty,
 young.

**Adjectives that can be used with Am/ Is/ Are
 being**

bad behaved)	(ill-	good behaved)	(well-	loud	responsibl e
careful		illogical		nice	rude
cruel		impolite		noisy	serious
fair		irresponsi		patient	silly
foolish		kind		pleasan t	unfair
funny		lazy		polite	unkind
generous		logical		quiet	unpleasant

EXERCISE 7. AM / IS / ARE BEING + adjective. (Chart 2-4)

Directions: Mark the adjectives that can be used to complete each sentence.

- 1. Don't pay any attention to Johnny. He's just being.....**

~~tired~~ ✓ funny
✓ foolish ✓ silly

- 2. A: You shouldn't act like that, Tommy. You're not being.....**

B: Okay, Dad. I' y.

careful kind
healthy responsible

- 3. A: There's something different about Tom today.**

B: What do you mean?

A: He's being so today.

handsome quiet
polite

4. I don't approve of Ann's behavior. She is being

angry unfair
cruel unpleasant

5. The children are being awfully today.

good noisy
hungry sick

EXERCISE 8. Simple present vs. present progressive. (Charts 2-4)

Directions: Use either the simple present or the present progressive of the verbs in parentheses.

1) I can't afford that ring. It (cost) *_Costs* too much.

2) Look. It (begin) to rain.
Unfortunately, I (have, not) my umbrella with me. Tom is lucky. He (wear) a raincoat.

- 3) I (own, not) an umbrella. I (wear) a waterproof hat on rainy days.
- 4) As a rule, I (sleep) until 6 o'clock in the morning, and then I (get) up and (study) for my classes.
- 5) Shhh. Grandpa (take) a nap in the living room. We (want, not) to wake him up. He (need) his rest.
- 6) Right now I (..... at Janet. (look) angry. I wonder what's the matter. She (have) a frown on her face. She certainly (have, not) any fun right now.
- 7) Right now I (look).....around the classroom .Yoko (write) in her book. Carlos (bite) his head. Ahmed (stare) ... out the wi (seem)

daydreaming, but perhaps he (think)
 hard about verb tenses. What (you,
 think) Ahmed (do)
?



8) I (want) t e out the meanin
 this saying: "The pen is mightier than the
 sword." I (know) that
 "mightier" (mean) "more
 powerful," but what's a "sword"? What
 ("sword," mean)
?

9) Right now Martha is in the science

building. The

chemistry experiment

she (do) is

dangerous, so she

(be)..... very careful. She (want, not)

..... to spill any of the acid. She (be,

always) careful when she does a

chemistry experiment.



EXERCISE 9. Activity: using present verbs in writing. (Charts 2-1 2

Directions: Go to a place where there are many people (such as a zoo, a hotel lobby, a street corner) or imagine yourself to be there. Describe what you see. Let your reader "see" what you see by drawing a picture in words. Use present tenses. Begin with a description of what you are doing: / am sitting on a bench at the zoo.

I-5 REGULAR AND IRREGULAR VERBS

regular verbs: The simple past and past participle end in -ed				English verbs have four principal parts: (1) simple form
simple form	simple past	past participle	present participle	(2) simple past
hope	hoped	hoped	hoping	(3) past participle
stop	stopped	stopped	stopping	(4) present participle
listen	listened	listened	listening	
study	studied	studied	studying	
start	started	started	starting	

irregular verbs: The simple past and past participle do not end in -ed				Some verbs are irregular past forms.
simple form	simple past	past participle	present participle	Most of the irregular verbs in English are given in the alphabetical list in Chart 2-7, p. 22.
break	broke	broken	breaking	
come	came	come	coming	
find	found	found	finding	
hit	hit	hit	hitting	
swim	swam	swum	swimming	

I-6 REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS

Final -ed has three different pronunciations: /t/d/ and /əd/.

(a) looked → look/t/	Final -ed is pronounced /t/
clapped → clap /t/	after voiceless sounds.
missed → miss/t/	Voiceless sounds are made
watched → watch/t/	by pushing air through
finished → finish/t/	your mouth; no sound
laughed → laugh/t	from your throat.
	Examples of voiceless
	sounds: "k," "p," "s"
	"ch," "sh," "f."
(b) smell → smell/d/	final -ed is pronounced /d/
saved → save /d/	after voiced sounds.
cleaned → clean/d/	Voiced sounds come from
robbed → rob/d/	your throat. If you touch your
played → play/d/	when you make a

(c) decided

→ **decide/ed/**

needed → need

/ed/ wanted →

want/ed/

invited →

invite/ed/

sound, you can feel your voice box vibrate. Examples of voiced sounds: "i," "v," "n," "b," and all vowel sounds.

Final -ed is pronounced /ad/ after "t" and "d" sounds. The sound /ad/ adds a whole syllable to a word.

compare: looked = one syllable → look/t/

d = one syllable →

smell/d/

needed = two syllables →

need/ed/

toanted = two syllables →

want/ad/

EXERCISE 10. Pronunciation of -ED endings. (Chart 2-6)

**Directions: Practice pronouncing the words.
Write the pronunciation of the -ed ending after
each word.**

- | | |
|------------------------------------|--------------------|
| 1- talked ... <i>talk</i> /t/..... | 13- roamed |
| 2- sobbed | 14- kissed |
| 3- garded | 15- halted |
| 4- asked | 16- laughed |
| 5- helped | 17- dried |
| 6- watched | 18- believed |
| 7- filled | 19- judged |
| 8- defended | - counted |
| 9- poured | 21- added |
| 10- waited | 22- boxed |
| 11- enjoyed | 23- rested |
| 12- loaded | 24- pushed |

**EXERCISE 11. Pronunciation of -ED endings.
(Chart 2-6)**

Directions: Practice the sentences aloud. Write the pronunciation of the -ed endings.

- 1) Jane blinked and yawned.
- 2) We hoped for the best.
- 3) She mopped the kitchen floor, vacuumed the carpet, and dusted the furniture.
- 4) The concert lasted for two hours.
- 5) She tapped the top of her desk.
- 6) He described his e.
- 7) They demanded to know the answer.
- 8) Alice pushed and I pulled.
- 9) He handed me his dictionary.
- 10) Jack tooted his horn.
- 11) They asked us to help them.
- 12) With the coming of spring, the river .



13) The airplane departed at six and landed at eight.

14) My friend jumped up and down and shouted when she got the news.

EXERCISE 12. Activity: pronunciation of-ED endings. (Chart 2-6)

Directions: On a separate sheet of paper draw three vertical columns. At the top of the columns, write /t/, /d/, and /ad/. Using words of their own choosing, your classmates in turn will say a word that has a final -ed. Write that word in the appropriate column according to how the ending is pronounced.

Example:

speaker A: Number one. wanted

speaker B: Number two. reached

speaker C: Number three. licked

speaker D: Number four, spilled

Etc.

	/t/	/d/	/ed/
1			wanted
2	reached		
3	licked		
4		spilled	
5			
Etc.			

I-8 TROUBLESOME VERBS: RAISE / RISE , SET / SIT, LAY / LIE

TRANSITIVE	INTRANSITIVE	
(a) raise, raised, raised Tom raised his hand	(b) rise, rose, risen The sun rises in the east.	<p>Raise, set, and lay are transitive verbs; they are followed by an object. Rise, sit, and lie are intransitive; i.e., they are NOT followed by an object</p> <p>In (a): raised is followed by the object</p> <p>In (b): rise is not followed by an object.</p> <p>Note: Lay and lie are troublesome for native speakers too and are frequently misused.</p>
(c) set, set, set I will set the book on the desk.	(d) sit, sat, sat I sit in the front row	
(e) lay, laid, laid I am laying the book on the desk.	(f) lie, lay, lain He is lying on his bed.	

EXERCISE 17. Troublesome verbs. (Chart 2-8)

Directions: Choose the correct word in parentheses.

- 1) The student (raised, rose) his hand in class.**
- 2) Hot air (raises, rises).**
- 3) Ann (set, sat) in a chair because she was tired.**
- 4) I (set, sat) your dictionary on the table a few minutes ago.**
- 5) Hens (lay, lie) eggs.**
- 6) Sara is (laying,) on the grass in park right now.**
- 7) Jan (laid, lay) the comb on top of the dresser a few minutes ago.**
- 8) If you are tired, you should (lay, lie) down and take a nap.**
- 9) San Francisco (lay, lies) to the north of Los Angeles.**

- 10) Mr. Faust (raises, rises) many different kinds of flowers in his garden.
- 11) The student (raised, rose) from her seat and walked to the front of the auditorium to receive her diploma.
- 12) Hiroki is a very methodical person. Every night before going to bed, he (lays, lies) his clothes for the next day on his chair.
- 13) Where are my keys? I (lay, laid) them here on the table five minutes ago.
- 14) Fred (set, sat) the table for dinner.
- 15) Fred (set, sat) at the table for dinner.
- 16) The fulfillment of all your dreams (lies, lays) within you—if you just

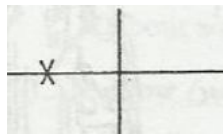
EXERCISE 18. Troublesome verbs. (Chart 2-8)

Directions: Follow the directions.

- 1) Name things that rise.

- 2) Lift something above your head. Use raised or rose in a sentence to describe that action.**
- 3) Put something on your desktop. Use set or sat in a sentence to describe this action. Then use laid or lay to describe this action.**
- 4) Look at the object on your desktop. What is it doing? Describe its "activity in progress" by using setting or sitting in a sentence. Then use laying or lying in a similar sentence describe this object.**
- 5) Describe the geographical location of your country by naming at least two countries or bodies of water that border it on the north, south, east, or west. Use lies or lays. For example, Canada (lies/lays?) to the north of the United States.**

I-9 Simple Past



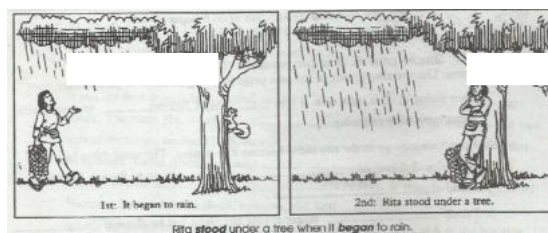
- (a) I walked to school yesterday.
- (b) John lived in Paris for ten years, but now he lives in Rome.
- (c) I bought a new car three days ago.

The simple past indicates that an activity or situation began and ended at a particular time in the past.

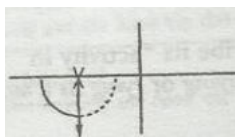
- (d) Rita stood under a tree when it began to rain.
- (e) When she heard a strange noise, she got up to investigate.
- (f) When I dropped my cup, the coffee spilled on my lap.

If a sentence contains when and has the simple past both clauses, the action in the when clause happens first.

In (d): 1st The rain began.
2nd: She stood under a tree.



I-IO Past Progressive



(g) I was walking down the street when it began to rain.

(h) While I was walking down the street, it began to rain.

(i) Rita was standing under a tree when it began to rain.

(j) At eight o'clock last night, I was studying.

(k) Last this time, I was attending school.

In (g): 1st: I was walking down the street. 2nd: It began to rain. Both actions

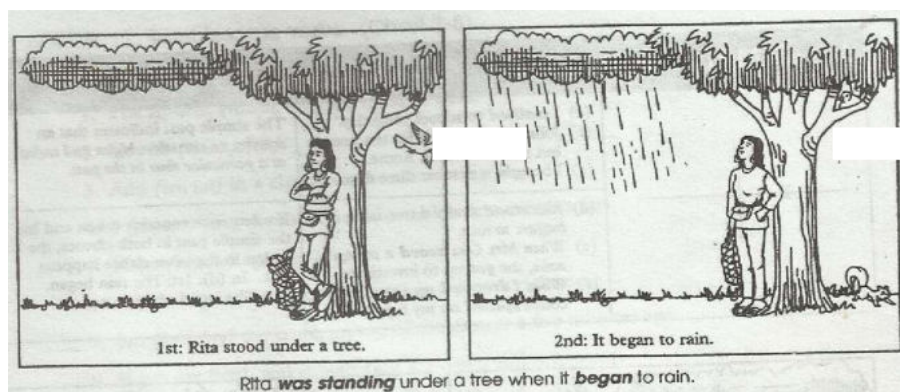
occurred at the same time, but one action

began earlier and was in progress when

the other action occurred.

In (j): My studying began before 8:00, was in progress at that time, and probably continued.

	<p>(i) While I was studying in one room of our apartment, my roommate was having a party in the other room.</p>	<p>Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.</p>
--	-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------



EXERCISE 19. Simple past vs. past progressive.

(Charts 2-9 and 2-10)

Directions: Use the simple past or the past progressive of the verbs in parentheses.

in class at this

- 1- I am sitting in class right now. I (sit) ...*was sitting* ... in class at this exact same time yesterday.
- 2- I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (want, not) to go to the zoo because it (rain)
- 3- I (call) Roger at nine last night, but he (be, not) at home. He (study) at the library.
- 4- I (hear, not) the thunder during the storm last night because I (sleep)
- 5- It was beautiful yesterday when we went for a walk in the park. The sun (shine) A cool breeze (blow) The birds (sing)

6- My brother and sister (argue)
about something when I (walk)
into the room.

7- I got a package in the mail. When I
(open)..... it, I (find) a
surprise.

8- While Mrs. Emerson (read) the
little boy a story, he (fall) asleep, so she
(close) the book and quietly (tiptoe)
..... out of the room.

9- A: Why weren't you at the meeting?

B: I (wait)

10- A: (you, hear) what she just
said?

B: No, I (listen, not) I (think)
about something else.

11- A: How (you, break) your arm?



**B: I (slip) on the ice while I (cross)
the street in
front of the dorm.**

**12- A: I'm sure you met Carol Jones at the
party last night.**

**B: I don't remember her. What (she, wear)
.....?**

**13- It was my first day of class. I (find, finally)
..... room. The room (be, already)
full of students. On one side of the room,
students (talk, bus to each othe
Spanish. Other students (speak)
Japanese, and some (converse) in
Arabie. It sounded like the United Nations.
Some of the students, however, (sit,just)
..... quietly by themselves. I (choose)
..... an empty seat in the last row
and (sit) down. In a few minutes, the
teacher (walk) ... into the roo**

all the multilingual conversation (stop)

.....

14- I really enjoyed my vacation last January.

While it (snow) in Toronto, the sun

(shine) in Florida. While you (shovel)

..... snow in Iowa, I (lie) on the

beach in Florida.

I-II USING PROGRESSIVE VERBS WITH ALWAYS TO COMPLAIN

- | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) Mary ahoqys leaves for school at 7:45. | In sentences referring to present time, usually the simple present is used with ahvays to describe habitual or everyday activities, as in (a). |
| (b) Mary is ahvays leaving her dirty socks on the floor for me to pick up! Who does she think I am? Her maid? | In special circumstances, a speaker may use the present progressive with ahxxrys to complain, i.e., to express annoyance or anger, as in (b).* |
| (c) I am ahvays/forever/ constantly picking up Mary's dirty socks! | In addition to always, the words forever and constantly are also used with the present progressive to express |

e.

<p>(d) I didn't like having Sam for my roommate last year. He always leaving his dirty clothes on the floor.</p>	<p>Always, forever, and constantly can also be used with the past progressive to express annoyance or anger.</p>
------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

EXERCISE 23. Using progressive verbs with ALWAYS. (Chart 2-11)

Directions: Your roommate, Jack, has many bad habits. These bad habits annoy you! Pretend you are speaking to a friend and complaining about Jack. Use the present progressive of a verb in Column A and complete the sentence with a phrase from Column B. Use always, constantly, or forever in each sentence. Say your sentence aloud with annoyance, impatience, or anger in your voice.

Example: He's always messing up the kitchen!

COLUMN A

COLUMN B

<p>mess up leave</p>	<p>a. about himself ✓ b. the</p>
--------------------------	--------------------------------------

borrow	c. my clothes without asking me
brag	d. to give me my phone messages
try	e. his dirty dishes on the table
crack	f. to show me he's smarter than me
forget	g. his knuckles while I'm trying
to study	

8. Complétez the following with your own words.

A: I really don't know if I can stand to have Sue for a roommate one more day. She's driving me crazy.

B: Oh? What's wrong?

A: Well, for one thing she's always !

B: Really?

A: And not only that. She's forever !

B: That must be very inconvenient for you.

A: It is. And what's more, she's constantly !

Can you believe that? And she's always !

B: I think you're right. You need to find a new roommate.

I-12 USING EXPRESSIONS OF PLACE WITH PROGRESSIVE VERBS	
<p>a) What is Kay doing? She's studying in her room.</p>	<p>An expression of place can sometimes come between the auxiliary be and the -ing verb in a progressive tense, as in (b) and (d):</p>
<p>b) Where's Kay? She's in her room studying.</p>	<p>is + in her room + studying</p>
<p>c) What was Jack doing when you arrived? He was reading a book in bed.</p>	<p>was + in bed + reading</p>
<p>d) Where was Jack when you arrived? He was in bed reading a book.</p>	<p>In (a): The focus of both the question and the answer is on Kay's activity in progress, i.e., on what he is doing. ~ In</p>

The focus of both the question and the answer is on Kay's location, i.e., on where Kay is.

EXERCISE 24. Using expressions of place with progressive verbs. (Chart2-12)

PART I. Use the given verbs and expressions of place to complete the dialogues. Use usual word' order if the focus is activity in progr
Use inverted word order if the focus is on the person's location.

1. Listen to music \ in her room

A: Where's Sally?

B: She's..... *in her room listening to music*.....

2. Listen to music \ in the living room

A: What's Surasuk doing?

B: He's ... *listenin in the living roo*

3. Watch TV\in his bedroom

A: Where was Jack when you got home?

B: He was

4. Watch TV \ in his bedroom

A: What was Jack doing when you got home?

B: He was

5. Take a nap \ on the couch in the living room

A: What's Roy doing?

B: He's

6. Take a nap \ on the couch in the living room

A: Where's Roy?

B: He's

7. Attend a conference \ in Singapore

A: Where's Ms. Chang this week?

B: She's

part II- Answer the questions, using the present progressive or the past progressive. Use the expression of place in parentheses and add your own words.

8. A: Where's Joan? (at the library)

B: *She's at the library studying for a test.....*

9. A: Is Mark here? (upstairs)

B: Yes.

10. A: Have you seen Professor Marx? (in her office)

B: Yes.

11. A: 'Where's your mother, Jimmy? (in the kitchen)

B:

**12. A: Ahmed was absent yesterday.
Where was he? (at home)**

B:!

**13. A: Was Mr. Rivera out of town last week?
(in New York)**

B: Yes.

PART III. Add expressions of place between *be* and the *-ing* verb.

14. My sister is visiting some relatives.

- My sister is in Chicago visiting some relatives.

15. I'm back to work now, but a month ago I was lying in the sun.

16. We are studying English grammar.

17. No one could see the thief because he was hiding from the police.

18. When I saw Diana, she was trying to find out what she was supposed to do.

Chapter 2

Perfect and Perfect Progressive Tenses

CONTENTS	
2-1 Present perfect	2-3 Past perfect
2-2 Present perfect progressive	2-4 Past perfect progressive

EXERCISE 1. Review of Irregular past participles. (Charts 2-5 and 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask a question that begins with "Have you ever . . . Speaker B: Your book is closed. Answer the question, beginning with "No, I haven't. I've never . . .

Example: see that movie

SPEAKER A (book open): Have you ever seen that movie? SPEAKER B (book closed): No, I haven't. I've never seen that movie.

1- buy an airplane

12- feed a lion

- 2- break a window 13- build a house
3- hide from the police 14- forget your name
4- teach English 15- understand quantum
physics
5- make an apple pie 16- eat an ostrich egg
6- win a lorrery
7- fly an airplane
8- speak to (name of a local person)

Switch roles.

- 9- steal anything
10- fall off a mountai
11- hold a snake



EXERCISE 2. Review: regular and irregular past participles. (Charts 2-5 and 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask a question that begins with "Have you ever ... ?"

Speaker B: Your book is closed. Answer the question.

Example: break your arm

speaker A (book open): Have you ever broken your arm?

speaker B (book closed): Yes, I have. or No, I haven't.

- | | |
|---------------------------------|---------------------------------------------------|
| 1- climb a mountain | 14- go to (a particular place in this city) |
| 2- write a book | 15- walk on the moon |
| 3- be to (a particular country) | 16- watch (a particular TV show) |
| 4- tell a lie | 17- take a course in
stry |
| 5- smoke a cigar | 18- drive (a particular kind of car)Switch roles. |
| 6- ride a motorcycle | 19- fall asleep during class |
| 7- teach (a particular subject) | 20- have (a particular kind of food) |
| 8- see (title of a movie) | 21- drive a truck |
| 9- meet (. ..)'s | 22- read (name of a book) |

parents

- | | |
|-------------------------------------|---------------------------------------|
| 10- give a speech in English | 23- draw a picture of yourself |
| 11- eat (Thai) food | 24- ride a horse |
| 12- studybiology | 25- catch a butterfly |
| 13- play a violin | 26- sleep in a tent |



- 27- write a letter to (a famous person)**
- 28- lose your wallet**
- 29- have a car accident**
- 30- bring a friend to class**
- 31- wear a kimono**
- 32- drink Turkish coffee**
- 33- leave your umbrella at a restaurant**
- 34- dig a hole to plant a tree**
- 35- shake (..)'s hand**
- 36- sing in public**

2-1 Present perfect

	<p>(a) They have moved into a new apartment.</p> <p>(b) Have you ever visited Mexico?</p> <p>(c) I have never seen snow.</p> <p>(d) I have already seen that movie.</p> <p>(e) Jack hasn't seen it yet</p> <p>(f) Ann started a letter to her parents last week, but she still hasn't finished it.</p> <p>(g) Alex feels bad. He has just , heard some bad news.</p>	<p>The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past The exact time it happened is not important.</p> <p>If there is a specific mention of time, the simple past is used: They moved. into a new apartment last month. Notice in the examples: the adverbs ever, never, already, yet, still and Just are frequent</p>
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		used with the present perfect.
	<p>(h) We have had four tests so far ! this semester.</p> <p>(i) I have written my wife a letter every other day for the last two weeks.</p> <p>(j) I have met many people since I came here in June. (k) I have flown on an airplane many times.</p>	<p>The present perfect also expresses the repetition of an activity before nota.</p> <p>The exact time of each repetition is not important.</p> <p>Notice in (h): so far is frequently used with the present perfect.</p>
	<p>(l) I have been here since seven o'clock.</p> <p>(m) We h</p>	<p>The present perfect, when used with for or since,,also expresses a situ</p>

	<p>here/or two weeks.</p> <p>(n) I have had this same pair of shoes for three years.</p> <p>(o) I have liked cowboy movies ever since I was a child.</p> <p>(P) I have known him for many years.</p>	<p>that began in the past and continues to the present.</p> <p>In the examples, notice the difference between since and for: since + a particular time for + a duration of time</p>
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EXERCISE 3. Present perfect to express a situation that began in the past and still exists are typically verbs with a 2nd-3rd, p. 15).

progressive, rather than the present perfect, is used with action verbs to express an *activity* that continues to the present (see Chart 3-2, p. 42):

- 1. Alex is an artist. He (draw)!
many beautifules in his life**

Last week he (draw) a beautiful mountain scene.

- 2. Jack really needs to get in touch with you. Since this morning, he (call)here four times trying to reach you. He (call) at 9:10, 10:25, 12:15, and 1:45.**
- 3. Janet (wear) her new blue dress only once since she bought it. She (wear) it to her brother's wedding last month.**
- 4. The night has ended it's daylight now. The Sun (rise) It (rise)at 6:08.**
- 5. Last January, I (see) snow for the first time in my life. Fatima (see, never) snow in her entire lifetime.**
- 6. I (know) Greg Adams for ten years.**

7. A: Is Ahmed here yet?

B: Yes. He (arrive, just)

8. A: I (be, not) able to reach Mr. Chang yet. So far he (respond, not)to any of my attempts to reach him.

B: Oh?

9. A: I (start) trying to reach him three days ago. Since then, I (fax) him twice. I (phone)him four times. And I (send) at le e-mails.

B: I guess modem communications don't mean much if there's no one at the other end.

EXERCISE 4. Present perfect. (Chart3-1)

Directions: Complete the sentences with any appropriate time expressions.

1. Today is *the 14th of June* I bought this book *weeks*

I have had this book since*the first of June*

.....

I have had this book for *two weeks*

.....

- 2. I have a pen. I bought it
ago.**

I have had this pen for.....

I have had this pen since

- 3. Today is**

I moved to this city

I have been in this nce.....

I have been here for

- 4. It is the year**

I started going to school in the year

.....

I have been a student for

I have been a student since

5. I first met our teacher

I have known her/him for

.....

I have known her/him since

EXERCISE 5. Present perfect. (Chart3-1)

Directions: The person who gives the cues has an open book. (This person can be the teacher or the leader of a small group.) Everyone else's books are closed. Answer the questions in complete sentences, first using *for* and then using *since*.

Example:

To SPEAKER A: When did you come to (this city / country)?

—I came here on June 2nd.

To SPEAKER B: How long has (Speaker A) been here?

—He/She has been here for two weeks.

Or, using *since*

—He/She has been here since June 2nd.

**1. To A: When did you arrive (in this city
country)?**

To B: How long has (...) been here?

2. To A: When did you get to class today?

To B: How long has (...) been in class?

**3. To A: What time did you get up this
morning?**

To B: How long has (.....) been up?

4. To A: How long has (...) had a car /bicycle?

To B: How long ha) had a car / bicyc

**5. To A: Who is wearing a watch? When did
you buy it?**

**To B: How long has (.....) had his / her
watch?**

**6. To A: Who is married? When did you get
married?**

To B: How long has (.....) been married?

7. To A: Do you know (.....)? When did you meet him / her?

To B: How long has (.....) known (.....)?

8. To A: Is that your pen / notebook / pencil sharpener? When did you buy it?

To B: How long has (....) had his / her pen / notebook / pencil sharpener?

9. To A: Is that your? When did you get it?

To B: How long has (.....) had?

EXERCISE 6. Present (Chart 3-1)

Directions: Have and has (when used as auxiliary verbs, not as main verbs) are usually contracted with Personal pronouns in both speaking and informal writing. Have and has are often contracted with nouns and other words in informal speaking, but not usually in writing. (See Appendix Chart C, p. 17.)

Practice pronouncing contracted have and has in the sentences.

- 1. You've been there. They've been there. She's been there. We've ail been there.**
- 2. Mary has never been there. "Mary's" never been there.**
- 3. The weather has been nice lately.**
- 4. My neighbors have asked me over for dinner.**
- 5. The teacher has never eaten hotVietnamese food.**
- 6. The teacher has a r g. (No contraction has is the main verb.)**
- 7. My parents have lived in the same house for over thirty years.**
- 8. My parents have a house.**
- 9. Where have you been?**
- 10. What have you done with my books?**

EXERCISE 7. Present perfect vs. simple past.
(Charte 2-9 and 3-1)

Directions: Use the simple past or the present perfect.

1. What (you, learn) *have been learned*
since you (come) here? And how
many new friends (you, make)?
2. Since classes began, I (have, not)
much free time. I (have) several big
tests to study for.
3. Last night my friend I (have)
some free time, so we (go) to a
show.
4. I admit that I (get) older since I
last (see) you, but with any luck at
all, I (get, also) wiser.
5. The science of medicine (advance)
a great deal in the 19th century.

- 6. In the last fifty years, medical scientists
(make) many important discoveries.**
- 7. Libraries today are différent from those in
the 1800s. For example, the contents of
libraries (change) greatly through
the years. In the 1800s, libraries (be)
..... simply collections of books.
However, today most libraries (become)
..... multimédia centers that contain
tapes, computers, disks, films, magazines,
music, and paintin e rôle of the libra
in Society (change, also) In the
1800s, libraries (be) open only to
certain people, such as scholars or the
wealthy. Today libraries serve everyone**
- 8. A: Are you taking Chemistry 101 this
semester?**

B: No, I (take, already) it. I (take) it last semester. This semester I'm in 102.

9. A: Hi, Judy. Welcome to the party. (you, meet, ever) my cousin?

B: No, I

10. A: Do you like lobster?

B: I don't know. I (eat, never) it.

11. A: (you, eat) yet?

B: No, You?

A: Yeah. I (eat, already) I (finish, just)

12. A: Do you do much traveling?

B: Yes, I like to travel.

A: What countries (you, visit).....

B: Well, I (be) to India, Turkey, Afghanistan, and Nepal, among others.

A: I (be, never) to any of those countries. When (you, be) v in India?

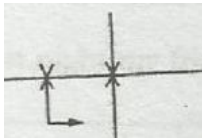
B: Two years ago. I (visit, also)many of the countries in Central America. I (take) a tour of Central America about six years ago.

A: Which countries (you , visit)?

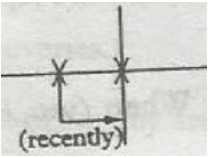
B: Guatemala, El Salvador, Honduras, and Nicaragua.

A: I (want, always) to travel to other countries, but I (have, not) the opportunity to travel extensively (go) to England six years ago, but I (go , not) anywhere since then.

2-2 Present perfect progressive

	<p>Right now I am sitting at my desk.</p> <p>(a) I have been sitting here since seven o'clock.</p> <p>(b) I have been sitting here for two hours.</p> <p>(c) You have been studying for five straight hours. Why don't you take a break?</p> <p>(d) It has been raining all day. It is still raining right now.</p> <p>(e) I ha</p>	<p>This tense is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words, such as for, since, all morning, all day, week.</p> <p>Reminder: ver</p>
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	<p>Alex since he was a child.</p> <p>(f)</p> <p>INCORRECT: I have been knowing Alex since he was a child.</p>	<p>with stative meanings are not used in the progressive. (See Chart 2-3, p. 15.)</p> <p>The present perfect, not the present perfect progressive, is used with stative verbs to describe the duration of a state (rather than an activity) that began in the past and continues to the present.</p>
	<p>(g) I have been thinking about changing my major.</p> <p>(h) All of the</p>	<p>When the tense is used without any specific mention of time, it expresses a general activity in</p>

	<p>students have been studying hard. Final exams start next week.</p> <p>(i) My back hurts, so I have been sleeping on the floor lately. The bed is too soft.</p>	<p>progress recentfy, lately.</p>
	<p>(j) I have lived here since 1995. I have been tiving here since 1995.</p> <p>(k) He has ivorked at the same store for ten yea</p>	<p>With certain verbs (most notabiy tive, toork, teach), there is littie or no différence in meaning between the two tenses when since or for is u</p>

	<p>been working at the same store for ten years.</p>	
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EXERCISE 8. Error analysis: present perfect progressive. (Chart 3-2)

Directions: Which verbs in these sentences should be present perfect progressive? Correct the errors in verb tense usage.

- 1. The boys are playing soccer right now. They are playing for almost two hours. They must be getting tired.**
- 2. Alex is talking on the phone. He talked on the phone for more than half an hour. He should hang up soon. Long distance is expensive.**
- 3. I'm trying to study. I try to study for the last hour, but something always seems to**

interrupt me. I think I'd better go to the library.

- 4. Mr. Ford is waiting in the dentist's office. He was waiting there for the last twenty minutes. He hopes the dentist can see him soon because he has a bad toothache.**



EXERCISE 9. Pre perfect vs. present perfect progressive. (Charts 3-1 and 3-2)

for two hours and probably won't

Directions: Use the present perfect or the present perfect progressive. In some sentences, either tense may be used with little or no change in meaning.

- 1. It (snow) all day. I wonder when it will stop.**

2. We (have) three major snowstorms so far this winter. I wonder how many more we will have.
3. It's ten P.M. I (study) for two hours and probably won't finish until midnight.
4. I (write) them three times, but I still haven't received a reply.
5. The telephone (ring) four times in the last hour, and each time it has been for my office mate.
6. The telephone (ri for almost a minute. Why doesn't someone answer it?
7. A: (you, be) able to reach Bob on the phone yet?
B: Not yet, I (try) for the last twenty minutes, but all I get is a busy signal.
8. A: Hi, Jenny. I (see, not) you for weeks. What (you, do) lately?
B: Studying.

9. A: What are you going to order for dinner?

B: Well, I (have, never) vegetarian pizza, so I think I'll order that.

10. A: What's the matter? Your eyes are red and puffy. (you, cry) ?

B: No. I just finished peeling some onions.

11. A: Dr. Jones is a good teacher. How long (he, be) at the university?

B: He (teach) here for twenty-five years.

12. The little girl is y from head to foot because she (play)..... in the mud.



EXERCISE 10. Present perfect and present perfect progressive with SINCE and FOR. (Charts 3-1 and 3-2)

Directions: Compl  t   the sentences with your own words.

1. ... since eight o'clock this morning.

→ have been sitting in class since eight o'clock this morning.

→ I have had three classes since eight o'clock this morning.

**2- ... since I came to 7- ... since the beginning
..... of this century.**

3- since (year). .. since


4- since (month). .. for (;number qfyears).

5- since (*day*). .. for a long time.

6- since for several months.

**o'clock this morning / . . for the last ten
afternoon / evening. tes.**

2-3 Past perfect

	<p>(a) Sam had already left by the time Ann got there.</p> <p>(b) The thief simply walked in. Someone had forgotten to lock the door.</p>	<p>The past perfect expresses an activity that was completed before another activity or time in the past.</p>
	<p>(c) Sam had already left when Ann got there.</p>	<p>In (c): First; Sam left. Second: Ann got there.</p>
	<p>(d) Sam had left before Ann got there.</p> <p>(e) Sam left before Ann got there.</p>	<p>If either before or after is used in the sentence, the past perfect is often not necessary because the time relation is clear.</p>

	<p>(f) After the guests had left, I went to bed.</p> <p>(g) After the guests left, I went to bed.</p>	<p>is already clear. The simple past may be used, as in (e) and (g). Note: (d) and (e) have the same meaning; (f) and (g) have the same meaning.</p>
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EXERCISE 11. Contracting HAD. (Appendix Chart C)

Directions: The auxiliary verb *had* (but not the main verb *had*) is usually contracted with Personal pronouns in both speaking and informal writing. *Had* is also often contracted with nouns and other words in informal speaking, but not in writing. (See Appendix Chart C, p. A17.) Practice pronouncing contracted *had* in these sentences.

1. We'd never seen it before. He'd never seen it. They'd never seen it.
2. I'd never seen it before. I'd like to see it again.*
3. We got home late: The children had already fallen asleep.
4. My roommates had finished dinner by the time I got home.
5. My roommate had gone to bed earlier than I had. He'd never been there before.

6. We couldn't cross the river. The flood had washed away the bridge.
7. You were at Jim's at eight. Where had you been before that?
8. Who had been there before you?

EXERCISE 12. Simple past vs. past perfect.
(Charts 2-9 and 3-3)

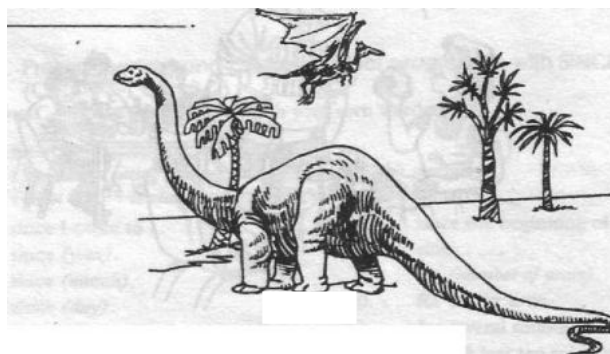
Directions: Use the. simple past or the

1. Sam (be). _past perfect to complete the sentences.

- Are there blanks where eit
tense is possible?
- 1- Sam (be) a newspaper reporter
before he (become) a businessman.
 - 2- I (feel) a little better after I (take)
..... the medicine.
 - 3- I was late. The teacher (give, already)
..... a quiz when I (get) to
class.

4- It was raining hard, but by the time class (be)
..... over, the rain (stop)

5- Millions of years ago, dinosaurs (roam)
..... the earth, but they (become)
..... extinct by the time humankind
first (appear)



6- I (see, never) any of Picasso's
paintings before I (visit)the art
muséum.

7- Yesterday at a restaurant, I (see)
Pam Donnelly, an old friend of mine. I (see,
not) her in years. At first, I

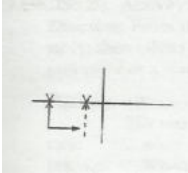
(recognize, not) her because she
(lose) a great deal of weight.

8- In 1980, my parents (emigrate) to
the United States from China. They (travel,
never) outside of China and were,
of course, excited by the challenge of
relocating in a foreign iountry. Eventually,
they (settle) in California. My
sister and I were born there and (grow)
..... up there. Last year, I (go)
..... to Chin he first time to st
at Beijing University. I (want, akoqys)
..... to visit China and learn more
about my own family background. My dream
was finally realized.

EXERCISE 13. Past perfect. (Chart3-3)

Directions: Complete the sentences with your
own words.

- 1- I had never.....before I
 2- By the time he had already
 3- I had neveruntil I
 4- My..... after I had already
 5- The movie had by the time we
 6- In (year), I Prior to that time, I had
 7- When I..... someone else had already.....
 8- Last (month), I Before that, I had never ...

2-4 Past perfect progressive		ve
	(a) The police had been looking for the criminal for two years before they caught him.	The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past
	(b) Eric finally came at	

	<p>o'clock. I had been waiting for him since four-thirty.</p>	
	<p>(c) When Judy got home, her hair was still wet because she had been swimming.</p> <p>(d) I went to Jane's house after the funeral. Her eyes were red because she had been crying.</p>	<p>This tense also may express an activity in progress close in time to another activity or time in the past</p>

EXERCISE 17. Present perfect progressive and past perfect progressive. (Charts 3-2 and 3-4)

Directions: Use the present perfect progressive or the past perfect progressive to complete the sentences.

1. We (wait)*have been waiting* for Nancy for the last two hours, but ~~been~~ she still hasn't arrived.
2. We (wait)*have been waiting* for Nancy for over three hours before she finally arrived yesterday.
3. It is midnight. I (study)
for five straight s. No wonder I
getting tired.
4. Jack suddenly realized that the teacher was asking him a question. He couldn't answer because he (daydream)
for the last ten minutes.
5. Wake up! You (sleep)
long enough. It's time to get up.

EXERCISE 19. Error analysis: present and past verbs. (Chapters 1

Directions: Correct the errors.

1. Since I came to this country, I am learning a lot about the way of life here.
2. Before I came here, I never was buying anything from a vending machine.
3. I arrived here only a short time ago. I am here only since last Friday.
4. When I arrived here, I hadn't known much about the United States. I saw many movies about America, but that wasn't enough.
5. My understanding of this country changed a lot since I arrived.
6. When I was in my country, I had coached a children's soccer team. When I came here, I had wanted to do the same thing. Now I am coaching a soccer team at a

elementary school. I am coaching this team for the last two months.

- 7. My grandfather had lived in a small village in Italy when he was a child. At nineteen, he had moved to Rome, where he had met and had married my grandmother in 1947. My father had been born in Rome in 1950. I am born in Rome in 1979.**
- 8. I'm living in my cousin's apartment since I have arrived he not able to find own apartment yet. I look at several places for rent, but I don't find one that I can afford.**
- 9. How long you beeri living here? I been here for almost two year.**
- 10. Why you no have been in class the last couple of days?**

Chapter 3

Future Time

CONTENTS	
3-1 Simple future: will and be going to	3-5 Future progressive
3-2 Will vs. be going to	3-6 Future perfect
3-3 Expressing the future in time clauses	3-7 Future perfect progressive
3-4 Using the present progressive and the simple present to express future time	

3-1 SIMPLE FUTURE: WILL AND BE GOING TO		
	<p>(a) Jack will finish his work tomorrow.</p> <p>(b) Jack is going to finish his work tomorrow.</p> <p>(c) Anna will not be here t</p>	<p>Will or be going to is used to express future time.* In speech, going to is often pronounced "gonna."</p> <p>In (d): The contracted fo</p>

	(d) Anna won't fee here tomorrow.	to will+ not is won't.
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EXERCISE 1. Simple future. (Chart 4-1)

Directions: Will is usually contracted with personal pronouns in both speaking and informal writing. Will is often contracted with nouns and with other s in speaking, but in writing. Practice pronouncing contracted will in these sentences contracted will in these sentences.

1. I'll come. He'll come. You'll come.
2. She'll help us. They'll help us too.
9. The children will be home at 3:00.
10. Who will be at the meeting?

- | | |
|----------------------------------------|--------------------------------------------|
| 3. I'm sure we'll do well on the test. | 11. Where will you be around five? |
| 4. ItH probably rain tomorrow. | 12. How long will Tom be here? |
| 5. Bob will ("Bob'U") be here soon. | 13. Nobody will recognize you in that wig. |
| 6. The weather will be hot in August. | 14. That will be a lot of fun. |
| 7. Mary will come tomorrow. | 15. What will you do? |
| 8. Bill will be here too. | |

3-2 WILL vs. BE GOING TO	
To express a PREDICTION: Use either <i>WILL</i> or <i>BE GOING TO</i> .	
<p>(a) According to the weather report, it <i>will be</i> cloudy tomorrow.</p> <p>(b) According to the weather report, it <i>is going to be</i> cloudy</p>	<p>When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in future), either <i>w</i></p>

<p>tomorrow.</p> <p>(c) Be careful! You'll <i>hurt</i> yourself!</p> <p>(d) Watch out! You're <i>going to hurt</i> yourself!</p>	<p><i>be going to</i> is possible.</p> <p>There is no difference in meaning between (a) and (b). There is no difference in meaning between (c) and (d).</p>
<p>To express a PRIOR PLAN: Use only <i>BE GOING TO</i>.</p>	
<p>(e) A: Why did you buy this paint?</p> <p>B: I'm going to paint my bedroom tomorrow.</p> <p>(f) I talked to Bob yesterday. He is tired of taking the bus to work. He's going to buy a car. That's what he told me.</p>	<p>When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only <i>be going to</i> is used.</p> <p>In (e): Speaker B has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it tomorrow.</p> <p>In (f): The speaker knows</p>

	<p>Bob intends to buy a car.</p> <p>Bob made the decision in the past, and he plans to act on this decision in the future. Will is not appropriate in (e) and (f).</p>
<p>To express WILLINGNESS: Use only WILL.</p>	
<p>(g) A: The phone's ringing.</p> <p>B: I'll get it</p> <p>(h) A: I don't understand this problem.</p> <p>B: Ask your teacher about it. She'll help you.</p>	<p>In (g): Speaker B is saying "I am willing; I am happy to get the phone." He is not making a prediction.</p> <p>has made no prior</p> <p>to answer the phone. He is, instead, volunteering to answer the phone and uses will to show his willingness.</p> <p>In (h): Speaker B feels sure about the teacher's willingness to help. Be</p> <p>to is not appro</p>

	in (g) and (h).
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**EXERCISE 2. WILL vs. BE GOING TO.
(Chart 4-2)**

PART I. EXPRESSING PREDICTIONS

Use will and/or be going to with the verb in parentheses.

1. Sue (graduate) will *will graduate / is going to graduate* in June. After that, she (begin) *will begin / is going to begin* work at an electronics firm.
2. Fred (be) at the meeting tomorrow. I think Jane (come) too.
3. A: Can you give age for me?

**B: Sure. I (see , probably) him
at the meeting this evening.**

**4. A: Mr. Swan (be, not) here next
term. He has resigned . Who (be)
the new teacher? Do you know?**

**B: Yes. Ms. Mary Jefferson. Ms. Jefferson
(teach) the same courses Mr. Swan
taught: English, algebra, and geometry. I (be)
..... in her algebra class.**

**5. In what ways (the damage we do to our
environment today ct)
quality of life for future generation?**

PART II. EXPRESSING PRIOR PLAN VS. WMJNGNESS

**Use be going to if you think the speaker is
expressing a prior plan. If you think she/he has
no prior plan, use will**

**6. A: This letter is in French, and I don't speak
French. Can you**

**B: Sure. I (translate) *will translate*
for you.**

**7. A: Do you want to go shopping with me? I
(go) am going to go to the
shopping mall downtown.**

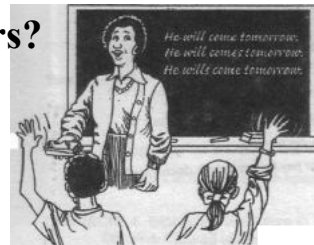
B: Sure. What time do you want to leave?

8. A: Who wants to erase the board?

Are there any volunteers?

B: I (do) it!

C: I (do) it!



9. A: Why does he have an eraser in his hand?

B: He (erase) the board.



**10. A: How about getting together for dinner
after work? B: Sounds good. Where?**

A: How about Alice's Restaurant or the Gateway Cafe? You decide.

B: Alice's Restaurant. I (meet) you there around six.

A: Great.

11. A: Do you have plans for dinner?

B: Yes. I (meet) a co-worker for dinner at Alice's Restaurant.

Want to join us?

12. A: This light doesn't work. The bulb is probably burned o we have any light bulbs?

B: I (get) one for you.

A: Thanks.

13. A: I (enroll)in the comflnimity college next spring.

B: Oh?. I didn't know you wanted to go back to school.

A: I need to sharpen my skills so I can get a better job. I (take)..... a course in word processing.

14. A: Uh, oh! I've spilled coffee on my shirt!

B: Just a minute. I (*get*); a damp cloth for you.

15. A: Janice, do you want to come with us?

B: I can't. I have to study.

A: Oh, c'mon! You can't study all day and all night.

B: All right, I (go) with you. I gue can finish this stuff tomorrow.

16. A: I (sell) my bicycle. I have to.

B: What? Why? You need your bicycle to get to work.

A: I know. But I need money right now to pay for my baby's doctor and medicine. I can walk to work.

17. A: How do you spell "accustomed"?

B: I'm not sure. I it up for

A: Thanks.

. B: Here it is. It has two "c"s but only one "m."

3-3 EXPRESSING THE FUTURE IN TIME CLAUSES

<p>(a) Bob will come soon. When Bob comes, we will see him.-</p> <p>(b) Linda is going to leave soon. Before she leaves, she is going to finish her work.</p> <p>(c) I will get home at 5:30. After I get home, I will dinner.</p> <p>(d) The taxi will arrive soon. As soon as it arrives, we'll be able to leave for the airport.</p> <p>(e) They are going to come soon. Ill wait here until they come</p>	<p>In (a): When Bob comes is a time clause. when + subject + verb = a time clause WtH or be going to is NOT used in a time clause. The meaning of the clause is future, but the simple present tense is used.</p>
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	<p>A time clause begins with such words as when, before, after, as soon as, until, while and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence:</p> <p>When he comes, we'll see him. OR</p> <p>We'll see him when he comes.</p>
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<p>(f) While J am traveling in Europe next year, I'm going to save money by staying in youth hostels.</p>	<p>Sometimes the present progressive is used in a time clause to express an activity that will be in progress in the future, as in (f).</p>
<p>(g) I will go to bed after I finish my work. (h) I will go to bed after I have finished my work.</p>	<p>Occasionally, the present perfect is used in a time clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of the act before the other act occurs in the future.</p>

EXERCISE 3. Expressing the future in time clauses. (Chart 4-3)

Directions: Find the time clause in each sentence. Draw brackets [...] around it and underline the verb in the time clause. Identify and discuss the use of verb tenses.

1. We'll be here [when you arrive tomorrow.]
2. After the rain stops, I'm going to sweep the front porch.
3. I'm going to start making dinner before my wife gets home from work today.
4. I'm going to wait right here until Jessica comes.
5. As soon as the war is over, there will be great joy throughout the land.
6. Right now the tide is low, but when the tide comes in, the ship will leave the harbor.
7. While I'm driving to work tomorrow, I'm going to listen to the language tape.

EXERCISE 4. Expressing the future In time clauses. (Chart 4-3)

Directions: Use *will* / *be going to* or the simple present. (In this exercise, both *will* and *be going to* are possible when a future tense is necessary, with little or no difference in meaning.)

1. Peter is going to leave in half an hour. He
(finish) *will finish / is going to finish*
..... all of his work before he (leave)
leaves
2. I'm going to eat lunch at 12:30. After I (
....., I (take, probably) a
nap.
3. I'll get home around six. When I (get)
home, I (call) Sharon.
4. I'm going to watch a TV program at nine, but
before I (watch) the program, I
(write) a letter to my parents.

5. Gary will come soon. I (wait)
here until he (come)
6. I'm sure it will stop raining soon. As soon as
the rain (stop), I (walk)
..... to the store to get some film.
7. I'm a junior in college this year. After I
(graduate) with a B.A next year, I
(intend) to enter graduate school
and work for an M.A. Perhaps I (go)
..... on for a ph. D. after I (get)
..... my Mast egree.
8. I (listen) to English
language tapes while I
(sleep)..... tonight. Do you
think it will help me learn
English faster?
9. A: How long (you, stay) in this
country?



B: I (return) home and (get) a job. How about you?

A: I (be) here for at least two more years before I (return) home and (get) a job.

EXERCISE 5. Expressing the future in time clauses. (Chart 4-3)

Directions: Complete the sentences with your own words.

1. When I... later this afternoon, I.. ..

→ When I go down later this aftern

I'm going to go to the bank and the post office.

2. After I tomorrow morning, I.....

3. Tomorrow, I before I

4. I when next year.

5. As soon as class, I'm going to

6. I'm not going to until my friend
.....

7. When I tomorrow, I

8. While I'm visiting next week, I
.....

**3-4 USING THE PRESENT PROGRESSIVE AND
THE SIMPLE PRESENT TO EXPRESS
FUTURE TIME**

<p>present progressive</p> <p>(a) My wife has an appointment with a doctor. She is seeing Dr. North next Tuesday.</p> <p>(b) Sam has already made his plans. He is leaving at noon tomorrow.</p> <p>(c) A: What are you going to do this afternoon? B: After lunch I am</p>	<p>The present progressive may be used to express future time when the idea of the sentence concerns a planned event or definite intention. (COMPARE: A verb such as rain is not used in the present progressive to indicate future time because rain is not a planned event.) A future meaning for the present progressive is</p>
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meeting a friend of mine. We are going shopping. Would you like to come along?	indicated either by future time words in the sentence or by the context.
SIMPLE PRESENT (d) The museum opens at ten tomorrow morning. (e) Classes begin next week. (f) John's plane arrives at 6:05 P.M. next Monday.	The simple present can also be used to express future time in a sentence concerning events that are on a definite schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: e.g., open, close, begin, end, start, finish, arrive, leave, come, return.

EXERCISE 6. Using the present progressive and the simple present to express future time. (Chart 4-4)

Directions: Indicate the meaning expressed by the italicized verbs by writing in the future, *novo*, or habitually in the blanks.

1) I am taking four courses next semester.

..... *In the future*

2) I am taking four courses this semester.

..... *now*

3) Students usually take four courses every semester.

..... *habitually*

4) I'll mail this letter _____ e corner when I tell Susan home.

5) My brother's birthday is next week. I am giving him a sweater.

6) Shhh. The broadcaster is giving the latest news about the crisis in England. I want to hear what she's saying.

7) When I graduate, I'm going to return home.

8) When students graduate, they receive diplomas.

9) I'm tired. I am going to bed early tonight.

10) When I am in New York, I'm going to visit the Museum of Modern Art.

11) When I am home alone in the evening, I like to read or watch television.

12) A: Are you busy? B: Not really.



A: What are you doing?

B: I'm writing a letter to my folks.

A: When you finish your letter, do you want to play a game of chess?

13) A: What are you doing after work today?

B: I'm playing tennis with Brown at the health club. And you?

A: I'm meeting Smith for a round of golf.

14) Tony will arrive at eight tomorrow evening.

15) Tony is going to arrive at eight tomorrow night.

16) Tony is arriving at eight tomorrow evening.

17) Tony arrives at eight tomorrow evening.

18) When Tony arrives, we'll have a party.

EXERCISE 7. Using the present progressive to express future time. (Chart 4-4)

Directions: Use the present progressive to complete the sentences. Use any verb to make sense.

1) A: How about going across the street for a cup of coffee?

B: I can't. I am meeting..... Jennifer at the library at 5:00.

1. A: Why are you in such a hurry?

B: I have to be at the airport in an hour.

I..... the 4 o'clock plane to New York. I have an importa there tomorr

2) A: We got an invitation in the mail from Ron and Maureen. Theya dinner party next Saturday evening. Do you want to go? I'd like to.

B: Sure. I always enjoy spending time with them. Let's call and tell them we.....

3) A: Your cough sounds terrible! You should see a doctor.

B: I know. It just won't go away. I Dr. Murray later this afternoon.

4) A: Have you seen e?

B: She just left. She has some shopping to do, and then she..... to the health club for her yoga class. She should be back around 4:30.

5) A: Where are you and your family going for your vacation this summer?

B: Ontario.

A: Are you planning to fly?

B: No, we so we can take our time and enjoy the scenery.

6) A: We're going to a soccer match next week.

B: Who?

A: A team from Brazil and a team from Argentina. It ought to be a really exciting game.

7) A: I see you're smoking. I thought you stopped last month.

B: I did. I don't know why I started again. I again tomorrow and this time I'm doing it.

EXERCISE 8. Using the present progressive to express future time. (Chart 4-4)

Directions: Answer the questions, practice using the present progressive to express future time.

- 1. What are your plans for the rest of today?**
- 2. What are your plans for tomorrow?**

3. Do you have any travel plans? What are they?

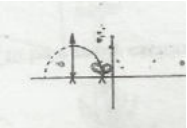
4. Think of someone you know. Does this person have any plans that you are aware of?

EXERCISE 9. Using the present progressive and the simple present to express future time. (Chart 4-4)

Directions: Pretend that you are going to take your ideal vacation next week. All of your plans are made,, and your itinerary is in front of you. Write your travel plans. Use present tenses where appropriate.

Example: This coming Saturday I am beginning my "vacation of a lifetime." The first place I'm going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I'm staying at the Nusa Dua Beach Hotel. I leave Bali on the twentieth and tra

the Philippines. While I'm there, I'm staying with some friends. Etc.

3-5 Past perfect progressive		
	<p>(a) I will begin to study at seven. You will come at eight. I will be studying when you come.</p>	<p>The future progressive expresses an activity that will be in progress at a time in the future.</p>
	<p>(b) Right now? I am sitting in class. At this same tomorrow, I will be sitting in class.</p>	
	<p>Don't call me at nine because I won't become. I am going to be studying at the library.</p>	<p>The progressive form of be going to: be going to + be + -ing</p>
	<p>(d) Don't get</p>	<p>Sometjpes there</p>

	<p>impatient. She will be coming soon.</p> <p>(e) Don't get impatient. She will come soon</p>	<p>is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future, as in (d) and (e).</p>
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**EXERCISE 10. Using the future progressive.
(Chart 4-5)**

Directions: Use the future progressive or the simple present.

- 1. Right now I am attending class. Yesterday at this time, I was attending class.**

**Tomorrow at this time, I (attend)
..... class.**

**2. Tomorrow I'm going to leave for home.
When I (arrive) at the airport,
my whole family (wait) for
me.**

**3. When I (get) up tomorrow morning,
the sun (shine), the birds (sing)
....., and my roommate (he, still)
..... in bed fast asleep.**

4. A: When do you l or Florida?

B: Tomorrow. Just think!

**Two days from now I (lie)
..... On the beach in
the sun.**



**A: Sounds great ! I (think) about
you**

**5. A:How can I get in touch with you while
you're out of to**

**B: I (stay) at the Pilgrim Hotel.
You can reach me there.**

**6. Next year at this time, I (do)
exactly what I am doing now. I (attend)
..... School and (study) Hard
next year.**

**7. Look at those dark clouds. When class (be)
.....over, it (rain, probably)**

**8. A: Are you going to be in town next
Saturday?**

**B: No, I (visit, in) Chicago)
aunt.**

9. A: Where are you going to be this evening?

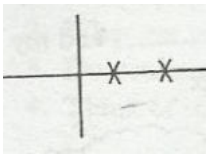
**B: I (work, at the library) on my
research paper.**

**10. A: Do you think life will be very different
100 years from now?**

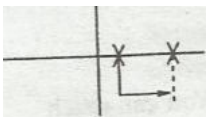
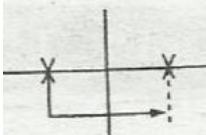
**B: Of course. I can picture it in my mind.
People (live) In mo**

mobile residential units that they can take them if they have to move, and they (drive) air cars that can go at tremendous speeds.

A: That sounds pretty far – fetched to me. Why would people want to take their houses with them when they move?

4-6 FUTURE PERFECT		
	<p>(a) I will graduate in June. I will see you in July. By the time I see you, I w'll have graduated.</p>	<p>The future perfect expresses an activity that will be completed before another time or event in the future. (Note: by the time introduces a time clause; the simple present is used in a time clause.)</p>
	<p>(b) I will have finished my homework by the time I go out on a date tonight.</p>	

4-7 FUTURE PERE	RESSIVE
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	<p>(c) I will go to bed at ten p.m. Ed will get home at midnight.</p> <p>At midnight I will be sleeping. I will have been sleeping for two hours by the time Ed gets home.</p>	<p>The future progressive expresses an activity that will be in progress at a time in the future.</p>
	<p>(d) When Professor Jones retires next month, he will have taught for 45 years.</p> <p>(e) When Professor Jones retires next month, he will have been teaching for 45 years.</p>	<p>Sometimes the future perfect and the future perfect progressive have the same meaning, as in (d) and (e). Also, notice that the activity expressed by either of these two tenses may begin in the past.</p>

EXERCISE 11. Perfect and perfect progressive tenses. (Chapter 3; Charts 4-6 and 4-7)

Directions: Use any appropriate tense.

- 1. Ann and Andy got married on June 1st.**

**Today is June 14th. They (be)
married for two weeks.**

**By June 7th, they (be) married for
one week.**

**By June 28th, the married
four weeks.**

- 2. This traffic is terrible. We're going to be
late. By the time we (get) to the
airport, Bob's plane (arrive, already)
....., and he'll be wondering where we
are.**

3. The traffic was very heavy. By the time we
(get) to the airport, Bob's
plane (arrive, already)
4. This morning I came to class at 9:00. Right
now it is 10:00, and I am still in class. I (sit)
..... at this desk for an hour. By 9:30, I
(sit) here for a half an hour. By
11:00, I (sit) here for two hours.
5. I'm getting tired of sitting in the car. Do you
realize that by the time we arrive in Phoenix,
we (drive) for twenty strai
hours?
6. Margaret was born in 1975. By 1995, she
(live) on this earth for 20 years. By
the year 2025, she (live) on this earth
for 50 years.
7. Go ahead and leave on your vacation. Don't
worry about this work. By the time you (get)

..... back, we (take) care of everything.

8. I don't understand how those marathon runners do it! The race began more than an hour ago. By the time they reach the finish line, they (run) steadily for more than two hours. I don't think I can run more than two minutes!

9. What? He got married again? At this rate, he (have) a dozen wives by the time he (die)

10. We have been married for a long time. By our next anniversary, we (be) married for 43 years.

EXERCISE 12. Review: future time. (Charts 4-1 - 4-7)

Directions: These sentences describe typical events in a day in t a man named

The sentences are in the past, but all of these things will happen in Bill's life tomorrow. Change all of the sentences to the future.

1. When Bill got up yesterday morning, the sun was shining. And tomorrow?

→ When Bill gets up tomorrow morning, the sun will be shining.

2. He shaved and showered, and then made a light breakfast. And tomorrow?

3. After he ate breakfast yesterday, he got ready to go to work. And tomorrow?

4. By the time he got to work yesterday, he had drunk three cups of coffee. And tomorrow?

5. Between 8:00 and 9:00, Bill answered his e-mail and planned his day. And tomorrow?



- 6. By 10:00 yesterday, he had called new clients. And tomorrow?**
- 7. At 11:00 yesterday, he was attending a staff meeting. And tomorrow?**
- 8. He went to lunch at noon and had a sandwich and a bowl of soup. And tomorrow?**
- 9. After he finished eating, he took a short walk in the park before he returned to the office. And tomorrow?**
- 10. He worked a desk until he went to another meeting in the middle of the afternoon. And tomorrow?**
- 11. By the time he left the office, he had attended three meetings. And tomorrow?**
- 12. When Bill got home, his children were playing in the yard. And tomorrow?**

13. They had been playing since 3:00 in the afternoon. And tomorrow?
14. As soon as he finished dinner, he took the children for a walk to a nearby playground. And tomorrow?
15. Afterward, the whole family sat in the living room and discussed their day. And tomorrow?
16. They watched television for a while, and then he and his wife put the kids to bed. And tomorrow?
17. By the time Bill went to bed yesterday, he had had a full day and was ready for sleep. And tomorrow?



Chapter 4

Adverb Clauses of Time and Review of verb Tenses

CONTENTS
4-1 Adverb clauses of time: form
4-2 Using adverb clauses to show time relationships

EXERCISE 1. Error analysis: review of verb tenses. (Chapters 1 → 4)

Directions: Correct the errors.

have been

1. I'm studying he e last January.
2. By the time I return to my country, I am
away from home for more than three
years.
3. As soon as I will graduate, I going to
return to my hometown.
4. By the end of the 21st century, scientists
will had discovered the cure for the
common cold.

5. I want to get married, but I don't meet the right person yet.
6. I have been seeing that movie three times, and now I am wanting to see it again.
7. Last night, I have had dinner with two friend. I knew both of them for a long time.
8. I am not like my job at the restaurant. My brother wants me to change it. I am thinking he is right.
9. So far this week teachers are givin a lot of homework every day.
10. There are more than forty presidents of the United States since it became a country. George Washington had been the first president. He was become the president in 1789.

11. While I will be studying tonight, I'm going to listen to Beethoven's Seventh Symphony.
12. We washed the dishes and clean up the kitchen after our dinner guests were leaving.
13. My neighbors are Mr. and Mrs. Jones. I know them ever since I am a child.
14. It's raining tomorrow morning.
15. Many scientists believe there is a major earthqua alifornia in the few
16. When I got home to my apartment last night, I use my key to open the door as usual. But the door didn't open. I trying my key again| and again with no luck. So I am knocking on the door for



my wife to let me in. Finally the door opens, but I don't saw my wife on the other side. I saw a stranger. I had been try to get into the wrong apartment! I quickly apologizing and am went to my own apartment.

EXERCISE 2. Review of verb tenses.

(Chapters 1 - 4)

Directions: Discuss the differences (if any) in meaning in these groups of sentences, of the sentences need to be leted to make t meanings clear.

1) a. He watches television.

b. He is watching television.

2) a. I am sitting in class

b. I was sitting in class

3) a. I have finished my homework.

b. I had finished my homework

c. I will have fini omework

- 4) a. The students had left before the teacher arrived.
b. The students left before the teacher arrived.
c. The students had left when the teacher arrived.
d. The students left when the teacher arrived.
e. The students were leaving when the teacher arrived.
- 5) a. I have been waiting for her for two hours.
b. I had been waiti her for two hour
c. I will have been waiting for her for two hours
- 6) a. Ali has been studying Chapter Five.
b. He has studied Chapter Two.
c. He studied Chapter Two
- 7) a. She has been doing a lot of research on that project.

b. She has done a lot of research on that project.

8) a. I will study when you come.

b. I am going to study when you come.

c. I will be studying when you come.

d. I am going to be studying when you come.

e. I will have studied by the time you come.

f. I will have been studying for two hours by the time you come.

9) a. He worked for that company for two years.

**b. He has been wo for that company
two years.**

10) a. The train will leave at 10:00 tomorrow morning.

b. The train is going to leave at 10:00 tomorrow morning.

c. The train leaves at 10:00 tomorrow morning.

d. The train is leaving at 10:00 tomorrow morning.

EXERCISE 3. Review of verb tenses.

(Chapters 1 → 4)

Directions: In order to practice verb tenses, answer the questions in complete sentences. The questioner's book is open. The answerer's book is closed. Work in pairs, in groups, or as a class. If you use this exercise in pair-work, switch roles after Item 9.

- 1) What have we been _____ ing? What is one tense we have studied since the beginning of the term? When, to the best of your recollection, did we study it?**
- 2) What else will we have studied in this class by the time the term ends?**
- 3) This class began on (date). Had you studied verb tenses before that?**

- 4) We're going to finish studying Chapter 5 on
(day or date). How long will we have been
studying Chapter 5 by that time?
- 5) What were you doing at this time yesterday?
What did you do after that?
- 6) What are you doing right now? How long
have you been doing that? -
- 7) What are you going to be doing at this time
tomorrow?
- 8) What will you be doing tonight at midnight?
What were you doing last night at midnight?
- 9) Where will you be living three years from
now? Where were you living three years ago?
Can you name one specific thing you did
three years ago? Can you name one specific
thing you will do three years from now?
- 10) What places have you been to since you
came to (this city)?

11) Make some generalizations about things you do.

12) What are some things you have done many times since you came to (this city)?

13) , 13. What are some of the things you have done in your lifetime? When did you do them?

14) What have you done that no one else in this class (or in the world) has ever done?

15) What is the exact place you are sitting right now?

How long have you been sitting there today?

How long will you have been sitting there by the time class is over?

How often do you sit there during class?

How many times have you sat there?

Before today, when did you last sit there?

Had you sat there before that?

**Where were you sitting at this time
yesterday?**

**Where are you going to be sitting at this
time tomorrow?**

**EXERCISE 4. Review of verb tenses. (Chapters
1→4)**

**Direction: Use any appropriate tense of the
verbs in parentheses**

- 1. John is in my English class. He (study)
..... English this semester. He (take, also)
..... His class egin) at
every day.**
- 2. Yesterday John ate breakfast at 8.00. He
(eat, already) breakfast before he
(go) to class. Tomorrow before he
(go) v to class, he (eat) breakfast.**
- 3. John is in class every morning from 9:00 to
12:00. Two days ago, I (call)..... him at**

11:30, but I could not reach him because he (attend) class at that time.

4. Don't try to call John at 11:30 tomorrow morning because he (attend) class at that time.

5. Yesterday John took a nap from 1:00 to 2:00. I arrived at 1:45. When I (get) there, John (sleep) He (sleep) for 45 minutes by the time I got there.

6. Right now John (take) a nap. He (fall) asleep hour ago. He (sleep) for an hour.

7. Three days ago, John (start) to read A Farewell to Arms, a novel by Ernest Hemingway. It is a long novel. He (finish, not) reading it yet. He (read) it because his English teacher assigned it.

8. Since the beginning of the semester, John (read) els. Right now

(read) A Farewell to Arms. He
 (read) that novel for the past three
 days. He (intend) to finish it next
 week. In his lifetime, he (read)
 many novels, but this is the first
 Hemingway novel he (read, ever)

9. Tomorrow, after he (eat) dinner,
 John (go) to a movie. In other
 words, he (eat) dinner by the time
 he (go) to the movie.

4-I ADVERB CLAUSE	TIME: FORM
(a) When the phone rang, the baby woke up.	In (a): When the phone rang is an adverb clause of time. An adverb clause is one kind of dependent clause. A dependent clause must be attached to an independent, or main, clause/ In (a): the baby up is the main c

<p>(b) incorrect: When the phone rang. The baby woke up.</p> <p>(c) The phone rang. The baby woke up.</p>	<p>Example (b) is incorrect because the adverb clause is not connected to the main clause.</p> <p>Example (c) is correct because there is no adverb clause. The two main clauses are both independent sentences.</p>
<p>(d) When the phone rang, the baby woke up.</p> <p>(e) The baby woke up when the phone rang.</p>	<p>Examples (d) and (e) have the same meaning. An adverb clause can come in front of a main clause, as in (d), or follow the main clause, as in (e). Notice that a comma is used to separate the two clauses when the adverb clause comes first.</p>

EXERCISE 6. Adverb clauses of time. (Chart 5-1)

DIRECTIONS: Add necessary punctuation and capitalization. Identify adverb clauses and main clauses. Do not add or delete any words.

Example: when Sam was in New York he stayed with his cousins

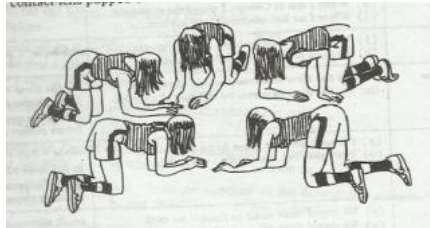
→ When Sam was in New York, he stayed with his cousins.

- 1. we went inside when it began to rain**
- 2. it began to rain we went inside**
- 3. when it began to we went inside**
- 4. when the mail comes my assistant opens it**
- 5. my assistant opens the mail when it comes**
- 6. the mail comes around ten o'clock every morning my assistant opens it .**

EXERCISE 7. Preview of Chart 5-2.

Directions: Complete the sentences with your own words. Then, put brackets around the adverb clause in each sentence.

1. I will call you [before I *come over*]
2. Last night I went to bed after I my homework.
3. Tonight I will go to bed after I my homework.
4. Ever since I was a child, I afraid of dogs.
5. Jan's contact ha popped out while she basketball.



6. Be sure to reread your composition for errors before you it in to the teacher tomorrow.

7. By the time I left my apartment this morning, the mail carrier the mail.
8. I have known Jim Bates since he ten years old.
9. A black cat ran across the road as I my car to work this morning.
10. By the time I leave this city, I here for four months.
11. Whenever Mark angry, his nose gets red.
12. I to ach whenever the weather was nice, but now I don't have time to do that because I have to study.
13. We will have a big party when
14. The next time I to Hawaii, I'm going to visit Maun a Loa, the world's largest active volcano.

15. I had fried chicken the last time I
 at that restaurant.

4-2 USING ADVERB CLAUSES TO SHOW TIME RELATIONSHIPS

after	(a) After she graduates, she will get a job.	A present tense, NOT a future tense, is used in an adverb clause of time, as in examples (a) and (c). (See Chart 4-3, p. 55, for the usage in future time clauses.)
	(b) After she (had) graduated, she got a job.	
before	(c) I will leave before es.	when = at that time Notice the different time relationships expressed by the tenses.
	(d) I (had) left before he came.	
when	(e) When I arrived, he was talking on the phone.	
	(f) When I got there, he had already	

	(g) When it began to rain, I stood under a tree,	
	(h) When I was in Chicago, I visited the museums.	
	(i) When I see him tomorrow, I will ask him.	
while as	(j) While J was walking home, it began to rain,	while, =at during that time
	(k) As I walking home, it began to rain.	
by the time	(1) By the time he arrived, we had already left.	by the time — one event is completed before
	(m) By the time he comes, we will have already left	another event Notice the use of the past perfect

		and future perfect in the main clause.
since-	(n) I haven't seen him since he left this morning. (o) I've known her ever since I was a child.	since = from that time to the present In (o): ever adds emphasis. Note: The present perfect is used in the main clause.
until till	(p) We stayed there u finished our work. (q) We stayed there till we finished our work.	until, till = to that time and then no longer (Till is used more in speaking than in writing; it is generally not used in formal English.)
as soon as	(r) As soon as it	as soon as, once

once	stops raining, we will leave. (s) Once it stops raining, we will leave.	= when one event happens, another event happens soon afterward
as long as so long as	(t) I will never speak to him again as long as I live. (u) I will never speak to him again so long as I live.	as long as, so long as — during all that time, from beginning to end
whenever every time	(v) Whenever I see her, ello, (w) Every time I see her, I say hello.	whenever = every time
the first time the last time the next time	(x) The first time (that) I went to New York, I went to an opera. (y) I saw two plays the last time (that) I went to	Adverb clauses can be introduced by the following:

New York.

(z) The next time
(that) I go to New
York, I'm going to
see a ballet.

{ first
second
third,
ect
last
next
ect. }

EXERCISE 7: Using adverb clauses to show time relationships. (Chapters 1 4; Charts 5-1 and 5-2)

Directions: Combine each pair of sentences. Use the given time word ey are possible appropriate to the meaning. Cross out inappropriate ones.

In the new sentences, omit unnecessary words, make any necessary changes (paying special attention to verb forms), and punctuate carefully.

- 1. The other passengers will get on the bus soon. Then we'll leave.**

**a- while b- as soon as c- the last
time**

**→ As soon as the other passengers get on the
bus, we'll leave.**

**2. I turned off the lights. After that, I left the
room.**

a. before b. by the time c. after

→ I turned off the lights before I left the room.

**→ By the time I left the room, I had turned off
the lights.**

→ After I turned off ghts, I left the ro

**3. Susan sometimes feels nervous. Then she
chews her nails.**

a. whenever b. before c. every time

**4. The frying pan caught on fire. I was
making dinner at that time.**

**a. by the time b. while c. as soon
as**

5. We were sitting down to eat. Someone knocked on the door at that moment.
a. just as b. just after c. just before
6. The singer finished her song. The audience immediately burst into applause.
a. as long as b. as soon as
c. immediately after
7. We have to wait here. Nancy will come.
a. as soon as b. after c. until
8. Nancy will come. We can leave for the theater.
a. after b. as soon as c. when
9. My roommate walked into the room yesterday. I immediately knew that something was wrong.
a. just as soon as b. when c. whenever
10. I stood up to give my speech, immediately before that, I got butterflies in my stomach

a. until b. while c. just before

**11. I saw the great pyramids of Egypt in
the moonlight. I was speechless.**

a. until b. the first time c. before

**12. Jane has gotten three promotions in
the last six months. She started working at
this company six months ago.**

a. before b. since c. when

13. I had gone to bed. The phone rang.

**a. shortly after b. not long after
c. a short time a**

**14. The weather will get warmer soon.
Then we can start playing tennis again.**

a. while b. when c. once

**15. Shakespeare died in 1616. He had
written more than 37 plays before then.**

a. while b. once c. by the time

**16. Sam will go to the movies again.
He'll rememb his glasses th**

- a. the next time b. as long as
c. by the time

17. I will not forget Mr.Tanaka. I will
 live for a long time.

- a. as b. as long as c. so long as

18. Mohammad had never heard about
 Halloween. Then came to the U.S

- a. before b. until c. since



EXERCISE 8. Verb tenses in adverb clauses of time. (Chart 5-2)

Directions: Choose the best completion. Give yourself seven minutes to complete this exercise.

1. As soon as Martina saw the fire, she
the fire department.
A. was telephoning B. telephoned
C. had telephoned D. has telephoned
2. Before Jennifer won the lottery, she
any kind of contest.
A. hasn't entered B. doesn't enter
C. wasn't entering D. hadn't entered
3. Every time Prakash sees a movie made in
India, he homesick.
A. will have felt B. felt
C. feels D. is feeling
4. Since I left Venezuela six years ago, I
to visit friends and family several times.
A. return B. will have returned

C. am returning D. have returned

5. While he was washing his new car, Mr. De Rosa c a small dent in the rear fender.

A. has discovered B. was discovering

C. is discovering D. discovered

6. Yesterday while I was attending a sales meeting, Matthew on the company's annual report.

A. was working B. had been working

C. has worked D. works

7. Tony to have children until his little daughter was born. After she won his heart, he decided he wanted a big family.

A. doesn't want B. hadn't wanted

C. wasn't wanting D. hasn't wanted

8. After the horse threw her to the ground for the third t ifer picked h

up and said, "I on another horse as long as I live."

- A. never ride B. have never ridden
C. will never ride D. don't rid

9. The next time Paul to New York, he will visit the Metropolitan Museum's famous collection of international musical instruments.

- A. will fly B. flies
C. has flown D. will have flown

10. Ever since rice arrived, he .. quietly in the corner. Is something wrong?

- A. sat B. has been sitting
C. had been sitting D. will have sat

11. After Nancy for twenty minutes, she began to feel tired.

- A. jogging B. had been jogging
C. has been jogging D. has jogged

12. Peter, since you got home from football practice?
- A. have you eaten B. will you eat
C. are you eating D. do you eat
13. By the time the young birds..... the nest for good, they will have learned how to fly.
- A. will leave B. will have left
C. are leaving D. leave
14. The last time I in Athens, the weather was hot and humid
- A. had been B. was
C. am D. will have been

EXERCISE 9. Using adverb clauses to show time relationships. (Chart 5-2)

Directions: Create a sentence from the given words. Do not change the order of the words.

Use any appropriate verb forms and punctuate correctly.

Examples: as soon as + I + finish + I

→ As soon as I finish my report, I'll call you and we'll go out to dinner.

I + after + I + climb

→ I was exhausted after I climbed the stairs to the eighth floor.

**1- whenever + I + go + 6- I + when + I + be ,
I**

**2- by the time + I + g the first time +
+ I see + I**

3- I + since + I + leave 8- I + until + I + be

4- just as + I + open + I 9- while + I + look + I

**5- I + as soon as + I + 10- I + before + I +
eat drive**

**EXERCISE 11. Review of verb tenses.
(Chapters 1 - 5)**

Directions: Use any appropriate tense for the verbs in parentheses. In some instances, more than one tense is possible.

1. A: There is something I have to tell you.

B: Go ahead. I (listen)

2. A: Hi, Ann. (you, meet)

B: No, I (have, never)

A: Then let me introduce you.

3. A: Stop! What (you, do)

B: I (try) to get this piece of toast out of the toaster.

It's stuck.

A: Well, don't use a knife. You (electrocute)

..... yourself!

B: What do you suggest I do?

A: Unplug it first.

4. A: There's Jack.

B: Where?



A: He (lie) on the grass under that tree over there.

B: Oh, yes. I (see) him. He (look, certainly) comfortable. Let's go talk to him.

5. A: I (go) to a play last night.

B: (it , be) any good?

A: I thought so. I (enjoy) it a lot.

B: What (you , see)?

A: Arsenic and Lace. I (see) it before.

B: Oh, I (see) that play too. I (see) it a couple of years ago. It (be) good, (be , not) to there before.

6. A: I was in your hometown last month. It looked like a nice town. I (be, never) there

B: What (you, do) in that part of the country?

A: My wife and I (drive); to Washington, D.C., to visit her family.

7. A: (you, take) Econ 120 this semester?

B: No, I

A: (you, take, ever) it?

B: Yes, I

A: When (you, it?

B: Last semester.

A: Who (be) your professor?

B: Dr. Lee.

A: Oh, I have the same professor. What (he, be) like?

B: He (be) very good.

8. A: May I borrow some money? My check (be) s o arrive yeste

but I still (receive, not) it. I need to
buy a book for one of my classes, but I
(have, not) any money.

B: Sure. I'd be happy to lend you some.
How much (you, need)

A: How about five dollars? Thanks. I
(pay) you back as soon as I (get)
..... my check.

9. A: Hello?

B: Hello. May I speak to Sue?

A: She (be, not) in right n
May I take a message?

B: Yes. This is Art O'Brien. Would you
please ask her to meet me at the library
this afternoon? I (sit) at one of the
study booths on the second floor.

10. A: Alex, (you, know) where
Ms. Rodriguez is? I (look) for her
for the past h

B: She (see) Mr. Frost at the moment about the shipment of parts which we (receive) earlier today. Some of the parts are missing.

A: Uh, oh. That (sound) like trouble. Please tell Ms. Rodriguez to phone me when she (have) some free time. I (work) in my office all afternoon.

**EXERCISE 12. Review of verb tenses.
(Chapters!**

Directions: Use any appropriate tense.

Jose: Hi, my name is Jose.

Ali: Hi, my name is Ali.

1. Jose: (you, study) at this university?

2. Ali: Yes, I (be) And you?

3. Jose: Yes, I (be) here since last September. Before that I (study) English at another school.
4. Ali: What (you, take) this term?
5. Jose: I (take) chemistry, math, psychology, and American history. What (you, take)?
6. Ali: I (study) English. I (need) to improve my English before I (take) regular academic courses next semester.
7. Jose: How long (you, be) here?
8. Ali: I (be) here since the beginning of this semester. Actually, I (arrive) in the United States six months ago, but I (study) English at this university only since January. Before that I (live) with my brother in Washington

9. Jose: You (speak) English very well,
(you, study) a lot of English before
you (come) to the United States?
10. Ali: Yes, I (study) English
for ten years in my own country. And
also, I (spend) some time in
Canda a couple of years ago. I (pick)
..... up a lot of English while I (live)
..... there.
11. Jose: You (be) luckily.
When I (com) to the Uni
States, I (study, never) any
English at all. So I had to spend a whole
year studying nothing but Englsih before I
(start) school.
12. Ali: How long (you, plan) to
be in the United States?
13. Jose: I (be, not) sure.
Probably by I (return) ...

home, I (be) here for at least five years. How about you?

14. Ali: I (hope) to be finished with all my work in two and a half years.

EXERCISE 13. Review of verb tenses.
(Chapters 1 — 5)

Directions: Use any appropriate tense.

Dear Ann.

I (receive) your letter about two weeks ago and (try)to find time write you back ever since. I (be)very busy lately. In the past two weeks, I (have) four tests, and I have another one next week. In addition, a friend (stay) with me since last Thursday. She wanted to see the city, so we (spend) a lot of time visiting some of the interesting places here. We (be) , the art mus

and the botanical gardens. Yesterday we (go)
..... to the park and (watch) a
balloon race. Between showing her the city and
studying for my exams, I (have. barely)
..... enough time to breathe.

Right now it (be) 3:00 A.m. and I (sit)
..... at my desk. I (sit) here five
hours doing my studying. My friend's plane
(leave) at 6:05, so I (decide)
not to go to bed. That's why I (write)
..... to you at n early hour in
day. I (get) a little sleepy, but I would
rather stay up. I (take) a nap after I
(get) back from taking her to the
airport.

How (you, get) along? How
(your classes, go) ? Please write soon.

Yours,
J

EXERCISE 14. Writing. (Chapters 1 - 5)

Directions: Write a letter to a friend or family member. Discuss your activities, thoughts, feelings, and adventures in the present, past, and future. The purpose of this exercise is for you to use every possible tense.

Write about what you do, are doing, have done, have been doing, did, were doing, had done, had been doing, will do, are going to do, will be doing, will have done, and will have been doing.

Include appropriate expressions: to every day, right now, already, so far, since, next week, etc.

Use the verb tenses in any order you wish and as many times- as necessary. Try to write a natural-sounding letter.

EXERCISE 15. Review of verb tenses. (Chapters 1 - 5)

Directions: Complete the sentences with the words in parentheses. Use any appropriate tense.

- 1. Almost every part of the world (experience) an earthquake**
- 2. in recent years, and almost every part of the world (experience)**
- 3. earthquakes in the years to come. Since the ancient Chinese (begin)to keep**
- 4. records several thousand years ago. more than 13 milli arthquakes (occ
.....**
- 5. worldwide by some estimates. What (cause)**
- 6. earthquakes? Throughout time, different cultures (develop) myths to explain these violent earth movements.**

**According to a dapanese myth, a playful
catfish lives in the mud under the earth.
Whenever it**

- 7. feels like playing, it (wave) its fat
tail around in the mud. The result?**
- 8. Earthquakes. From India comes the story
of six strong elephants who (hold)
..... up**
- 9. the earth on their heads. Whenever one
elephant (move) its head, the
earth trembles.**
- 10. Nowadays, although scientists
(know) more about the causes of
earthquakes, they still cannot prevent the
terrible damage. One at the strongest
quakes in the**
- 11. 20th century (happen)..... in
Anchorage, Alaska on March 24,1964, at**

12. about six o'clock in the evening.
When the earthquake (strike)
that
13. evening, many families (sit)
.....down to eat dinner. People in the
city
14. (find, suddenly) themselves
In the dark because most of the lights in
the city went out when the earthquake
occurred. Many people (die)
15. instantly n tall buildi
(collapse) and (send)
16. tons of brick and concrete crashing
into the streets.
17. When (the next earthquake, occur)
.....? No one really knows for sure.
18. Interestingly enough, throughout
history animals (help, often)

19. people predict earthquakes shortly before they happen. At present, some scientists (study) catfish because catfish swim excitedly Just before an earthquake.
20. According to some studies, snakes, monkeys, and rodents (appear, also)
21. to be sensitive to the approach of violent movement in the earth's
22. surface. animals (seto know a great deal more than humans about when an earthquake will occur."
23. In recent years, scientists (develop)many extremely
24. sensitive instruments. Perhaps someday the nts (be)

able to give us a sufficiently early warning
so that we can be waiting calmly in a safe
place when the

25. next earthquake (strike)

EXERCISE 16. Activity: review of verb tenses.
(Chapters 1-5)

Directions: Before you come to class, think of
an interesting, dangerous, or amusing
experience you have had. You will then tell
the story to a classmate, who will report that
experience in a composition.

EXERCISE 17. Activity: review of verb tenses.
(Chapters 1 - 5)

Directions: In a short speech (two or three
minutes), summarize an article in a recent
newspaper. You may speak from notes if
necessary, but your notes should contain no
more than fifteen words. Use your notes

only for a very brief outline of important information.

Present your speech to a small group or to the class. listeners can write one- or two-sentence summaries of each speech.

**EXERCISE 18. Activity: review of verb tenses.
(Chapters 1- 5)**

Directions: Form a small group. Discuss the past, present, and future of one (or more) of the topics. As a group, write a summary of the discussion.

Topics:

- 1. means of transportation**
- 2. clothes**
- 3. agriculture**
- 4. medical science**
- 5. means of communication**

**EXERCISE 19. Error analysis: general review.
(Chapters 1 - 5)**

Directions: The following sentences are adapted from student writing and contain typical errors of different kinds. See how many of these errors you can find and correct.

- 1. I am living at 3371 grand avenue since last September.**
- 2. I have been in New York city two week ago.**
- 3. My country have change its capital city five time.**
- 4. Dormitory life is not quiet. Everyone shouted and make a lot of noise in the halls.**
- 5. My friends will meet me when I will arrive at the airport.**

- 6. Hasn't anyone ever tell you to knock on the door before you enter someone else's room? Didn't your parents taught you that?**
- 7. When I was a child, I viewed thing from a much lower height. Many physical objects around me appear very large. When I want to move something such as a chair, I need help.**
- 8. I will intend to go back home when I will finish my educ**
- 9. The phone rung while I doing the dishes. I dry my hands and answer it. When I am hear my husband voice, I very happy.**
- 10. I am in the United States for the last four months. During this time, I had done many thing and saw many place.**

11. When the old man started to walk back to his cave, the sun has already hided itself behind the mountain.
12. While I am writing my composition last night, someone knocks on the door.
13. I'm studing English at an English conversation school two time a week.
14. Getting accustomed to a different cultures are not easy.
15. I'm really glad you to visit my hometown this year.
16. While I w sitting my cousin Los Angeles. We went to a restaurant and eat Thai food.
17. We ate dinner. We watched TV after.
18. When I was in my country, I am afraid to come to the United States. I thought I co lk outside at

because of the terrible crime. But now I am having a different opinion. I live in this small town for three month and learn that there is very little crime here.

- 19. Before I came to the United State. I pictured the U.S. as an exciting place with honesty, hard-working, well-mannered peoples. After I came to United State since four month ago this picture had changed. The manners of the students while they are in the cafet hey are really ba am also thinking that office workers here lazy People in my country works a lot harder.**

Chapter 5

Subject-Verb Agreement

CONTENTS	
5-1 Final -s/-es: use, pronunciation, and spelling	5-4 Subject-verb agreement: using there + be
5-2 Basic subject-verb agreement	5-5 Subject-verb agreement: some irregularities
5-3 Subject-verb agreement: using expressions of quantity	

EXERCISE 1. Preview: using -S/-ES. (Charts 2-1, 6-1, 6-2, and 7-4)

DIRECTIONS: In the following sentences, add final -s/-es. Do not change or omit any other words. Discuss spelling and pronunciation. Discuss why you need to add -s/-es. All of the sentences are simple present.

- 1. I have two pe a plural noun**

- 2. Tom work hard every day.**
- 3. Our solar system consist of nine planet.**
- 4. The earth rotate around the sun.**
- 5. All animal need water.**
- 6. A dog need fresh water every day.**
- 7. Student take test.**
- 8. A swallow is a small, graceful bird with a
long tail and powerful wing.**
- 9. Swallow are joyful creature.**
- 10. Butterfly are beautiful.**
- 11. Hawaii h utiful sunset.**
- 12. A library contain a lot of book.**
- 13. Encyclopedia contain information
about many thing.**
- 14. Martha watch TV every evening.**
- 15. Alex almost never change his mind.**

5-1 FINAL -S/-ES: USE, PRONUNCIATION, AND SPELLING

<p>(a) noun + -S: Friends are important.</p> <p>noun + -ES: I like my classes.</p>	<p>A final -s or -es is added to a noun to make the noun plural.</p> <p>FRIEND = a singular noun</p> <p>FRIENDS = a plural noun</p>
<p>(b) verb + -S: Mary works at the bank.</p> <p>verb + -ES: John watches birds.</p>	<p>A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., Mary, my father, machine) or third person singular pronoun (she, he, it).</p> <p>Mary works = singular She works = singular The students work = plural They work - plural</p>
<p>PRONUNCIATION OF -S/-ES</p>	

<p>(c) seats → seat/s/ ropes → rope/s/ backs → back/s/</p>	<p>Final -s is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*</p>
<p>(d) seeds → seed/z/ robes → robe/z/ bags → bag/z/ sees → see/z/</p>	<p>Final -s is pronounced /z/ after voiced sounds, as in (h): "d," "b," "g," and "ee" are examples of voiced sounds.</p>
<p>(e) dishes → dish/əz/ catches → catch/əz/ kisses → kiss/əz/ mixes → mix/əz/ prizes → prize/əz/ edges → edge/əz/</p>	<p>Final -s and -es are pronounced /əz/ after "-sh," "-ch," "-s," and "-ge"/"-dge" sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables, compare: All of the words in (c) and (d) are pronounced with one syllable.</p>

SPELLING: FINAL -S vs. -ES	
(F) sing → sings song → songs	For most words (whether a verb or a noun), simply a final -s is added to spell the word correctly.
(g) wash → washes watch → watches class → classes buzz → buzzes box → boxes	Final -es is added to words that end in -sh, -ch, -s, -z, and -x.
(h) toy → toys buy → buys (i) baby → babies cry → cries	For words that end in -y: In (h): If ~y is preceded by a vowel, only -s is added. In (i): If -y is preceded by a consonant, the -y is changed to -i and -es is added.

EXERCISE 2. Pronunciation of final -S/-ES.

(Chart 6-1)

Directions: Practice pronouncing the following words. Say the final nds loudly an

clearly. Then write the pronunciation of final -
sl-es after each word. Work in pairs, in groups,
or as a class.

GROUP A

- | | |
|-----------------|-------------------|
| 1- cats | 7- trips |
| 2- feeds | 8- bgrabs |
| 3- hates | 9- wishes |
| 4- lids | 10- matches |
| 5- sleeps | 11- Guesses |
| 6- robs | |

GROUP B

- | | |
|------------------|-------------------|
| 12- books | 18- unlocks |
| 13- homes | 19- fills |
| 14- occurs | 20- ashes |
| 15- fixes | 21- snifis |
| 16- sizes | 23- miles |
| 17- pages | 23- rugs |

GROUP C

- | | |
|--------------------|-------------------|
| 24- arranges | 30- pies |
| 25- itches | 31- agrees |
| 26- relaxes | 32- faces |
| 27- rises | 33- quizzes |
| 28- laughs | 34- judges |
| 29- days | 35- asks |

**EXERCISE 3. Pronunciation of final -S/-ES.
(Chart 6-1)**

Directions: Practice pronouncing the following words. Say the final -s/-es sounds loudly and clearly. Then write the pronunciation of final -s/-es after each word. Work in pairs, in groups, or as a class.

- | | |
|--------------------|------------------|
| 1- passenger | 10- touch |
| 2- tax | 11- cough |
| 3- talk | 12- press |
| 4- blush | 13- method |
| 5- discover | 14- mix |
| 6- develop | 15- marry |

- | | |
|-----------------|-----------------|
| 7- season | 16- tray |
| 8- flash | 17- enemy |
| 9- hall | 18- guy |

EXERCISE 4. Pronunciation and spelling of final -S/-ES. (Chart 6-1)

Directions: On a separate sheet of paper, draw three vertical columns. Write /s/ at the top of the first column, /az/ at the top of the second, and /az/ at the top of the third. Using words of their own choosing, your teacher and/or your classmates in turn will word that has a final -s/-es. Write that word in the appropriate column according to how the ending is pronounced.

Example:

- speaker A: Number one. windows
speaker B: Number two. reaches
speaker C: Number three. students
speaker D: Num asses

Etc.

	/s/	/z/	/ez/
1		windows	
2			reaches
3	students		
4			passes
5			
Etc.			

EXERCISE 5. Pronunciation of final -S/-ES.

(Chart 6-1)

Directions: Practice the pronunciation of final -s/-es by reading these sentences aloud.

- 1) The teacher encourages the students to speak freely.**
- 2) Chickens, ducks, and turkeys lay eggs.**
- 3) He possesses many fine qualities.**
- 4) My wages are low, but my taxes are high-**
- 5) The cafeteria serves good sandwiches.**
- 6) He coughs, sneezes, and wheezes.**
- 7) People come in shapes and sizes.**

8) He practices pronunciation by reading sentences aloud.

9) She bought some shirts, shoes, socks, dresses, slacks, blouses, earrings, and necklace.



10) She scratches her chin when it itches.

EXERCISE 6. Use of final-S/-ES. (Chart 6-1)

Directions: What do the following people or things do? Follow the pattern in the example.

Say final -s/-es sounds y and clearly. Wo in pairs, in groups, or as a class.

Example: a birdwatcher

speaker a (book open): What does a

birdwatcher do? speaker b (book closed): A

birdwatcher watches birds.

1- a stamp collector

7- a ticket taker

2- an animal trainer

8- a fire extinguisher

- | | |
|---------------------|-------------------|
| 3- a bank robber | 9- a mind reader |
| 4- a dog catcher | 10- a bullfighter |
| 5- a book publisher | 11- a wage earner |
| 6- a tax collector | 12- a storyteller |

EXERCISE 7. Use of final-S/-ES. (Chart 6-1)

Directions: What do these people, animals, and things do? Respond in complete sentences. Say the final -s/-es sounds loudly and clearly.

Example: a bird

speaker a (book Open at does a bird do?

speaker b (book closed): A bird flies /sings
/builds nests /etc.

- | | | |
|----------------|------------|--------------------|
| 1- a baby | 6- a ball | 11- a clock |
| 2- a telephone | 7- a heart | 12- an airplane |
| 3- a star | 8- a river | 13- a doctor |
| 4- a dog | 9- a cat | 14- a teacher |
| 5- a duck | 10- a door | 15- a psychologist |

□ **EXERCISE 8. Preview: subject-verb agreement. (Charts 6-2 -> 6-5)**

Directions: Choose the correct answer in parentheses.

- 1. The results of Dr. Noll's experiment (was,(were)) published in a scientific journal.**
- 2. The weather in the southern states (gets, get) very hot during the summer.**
- 3. A woman and her child (is, are) waiting to see Dr. Chang.**
- 4. Every man, woman, and child (is, are) protected under the law.**
- 5. Washing the dishes (is, are) the children's job.**
- 6. A lot of the students (is, are) already here.**
- 7. Some of the furniture in our apartment (is, are) secondhand.**

- 8. Some of the desks in the classroom (is, are) broken.**
- 9. At least three-quarters of that book on famous Americans (is, are) about people who lived in the nineteenth century.**
- 10. One of the countries I would like to visit (is, are) Italy.**
- 11. Some of the cities I would like to visit (is, are) Rome and Venice.**
- 12. Each student in the class (has, have) to have a book.**
- 13. Each of the students (has, have) a notebook.**
- 14. None of the students (was, were) late today.**
- 15. The number of students in this room right now (is, are) twenty.**
- 16. A number of students in the class (speaks, speak very well.**

17. There (is, are) some interesting
 pictures in today's paper.
18. There (is, are) an incorrect statement
 in that newspaper article.
19. The United States (is, are) .located in
 North America.
20. Economics (is, are) Dan's favorite
 subject.
21. Ten minutes (is, are) more than
 enough time to complete this exercise.
22. Most peop es, like) to go to th
 zoo.
23. The police (is, are) coming. I've
 already called them.
24. Japanese (is, are) very difficult for
 English speakers to learn.
25. The Japanese (has, have) a long and
 interesting history.

26. The elderly in my country (is, are) cared for by their children and grand
27. My cousin, along with my aunt and uncle, (iwrks, workin my grandpa's hav
28. Cattle (is, are) considered sacred in India.
29. Anna, as well as her two older sisters, (is, are) in college.
30. This exercise on singular-plural agreement of subjects and verbs (is, are) easy.

5-2 BASIC SUBJECT-VERB AGREEMENT		
SINGULAR VERB	PLURAL VERB	
a) My friend lives in Boston.	(b) My friends live in Boston.	verb + -s/-es = third in the tense noun + -s/-es = plural

	<p>(c) My brother and sister live in Boston.</p> <p>(d) My brother, sister, and cousin live in Boston.</p>	<p>Two or more subjects connected and require a plural verb.</p>
<p>(e) Every man, woman, and child needs love.</p> <p>(f) Each book and magazine is listed in the card catalog.</p>		<p>EXCEPTION:</p> <p>Every and always followed imm: singular nouns. (See ' p. 128.) In this case, e are two (or more) nouna by and, the verb is singular</p>
<p>(g) That book on political parties is interesting.</p> <p>(i) My dog, as well as my cats,</p>	<p>(h) The ideas in that book are interesting,</p> <p>(j) My dogs, as well</p>	<p>Sometimes a phrase or a subject from its verb-interruptin</p>

<p>likes cat food,</p> <p>(k) The book that I got from my parents was very interesting.</p>	<p>like</p> <p>cat food.</p> <p>(1) The books I bought at the bookstore were expensive.</p>	<p>structures basic agreement. For the interrupting phrase on political parties the fact that the verb is with the subject book. The subject and verb are an adjective clause.</p>
<p>(m) Growing flowers is her hobby.</p>		<p>A gerund used as the subject of the sentence requires a singular verb (See Chart 14-11, p.</p>

EXERCISE 9. Subject-verb agreement. (Chart 6-2)

Directions: Choose the correct answer in parentheses.

1. The extent of Jane's knowledge on various complex subjects (astounds, astound) me.
2. The subjects you will be studying in this course (is, are) listed in the syllabus.
3. Lettuce (is, are) good for you.
4. Oranges, tomatoes, fresh strawberries, cabbage, and let is, are) rich in vitamin C.
5. The professor and the student (agrees, agree) on that point.
6. Almost every professor and student at the university (approves, approve) of the choice of Dr. Brown as the new president.
7. Each girl and boy in the sixth-grade class (has, have) to ce project.

- 8. Making pies and cakes (is, are) Mrs. Reed's specialty.**
- 9. Q. Getting to know students from all over the world (is, are) one of the best parts of my job.**
- 10. Annie had a hard time when she was coming home from the store because the bag of groceries (was, were) too heavy for her to carry.**
- 11. Where (does, do) your parents live?**
- 12. Why (was, Susan and Alex I for the meeting?**
- 13. (Is, Are) having the responsibility for taking care of pets good for young children?**
- 14. Alex, as well as his two older brothers, (has, have) a good full-time job.**

5-3 SUBJECT-VERB AGREEMENT: USING EXPRESSIONS OF QUANTITY		
SINGULAR VERB	PLURAL VERB	
<p>(a) Some of the book is good.</p> <p>(c) A lot of the equipment is new.</p> <p>(e) Two-thirds of the money is mine.</p>	<p>(b) Some of the books are good.</p> <p>(d) A lot of my friends are here.</p> <p>(f) Two-thirds of the pennies are mine.</p>	<p>In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows of. For example:</p> <p>In (a): Some of singular noun = singular verb.</p> <p>In (b): Some of + plural noun = plural verb.</p>
<p>(g) One of my friends is here.</p> <p>(h) Each of my friends is here.</p>	<p>(c) My brother and sister live in Boston.</p> <p>(d)</p>	<p>Exceptions: One of each of and every one of take singular verb</p>

(i) Every one of my friends is here.	brother, sister, and cousin live in Boston.	(one of – each of – every one of) + plural noun = singular verb
(j) None of the boys is here.		Subjects with none of are considered singular in very formal English, but plural verbs are often used in informal speech writing.
(l) The number of students in the class is fifteen.	(h) The ideas in that book are interesting, (j) My dogs, as well as my cat, like cat	compare: In (1): The number is the subject. In (m): A number of is an expression of quantity meaning "a l

	(1) The books I bought at the bookstore voere expensive.	of." It is followed by a plural noun and a plural verb.
--	-------------------------------------------------------------	---------------------------------------------------------

EXERCISE 10. Using expressions of quantity.

(Chart 6-3)

Directions: Choose the correct answer in parentheses.

- 1. Some of the fruit in this bowl (is, are) rotten.**
- 2. Some of the app that bowl (is, are) rotten.**
- 3. Half of the students in the class (is, are) from Arabic-speaking countries.**
- 4. Half of this money (IS, ARE) yours.**
- 5. A lot of the students in the class (IS, ARE) from Southeast Asia.**

- 6. A lot of clothing in those stores (IS, ARE) on sale this week.**
- 7. One of my best friends (is, are) coming to visit me next month.**
- 8. Each boy in the class (has, have) his own notebook.**
- 9. Each of the boys in the class (has, have) his own notebook.**
- 10. Evrey one of the students (is, are) required to take the final test.**
- 11. None of th als at the zoo (is, are) free to roam. All of them (is, are) in enclosures**
- 12. A number of students (is, are) absent today.**
- 13. The number of employees in my company (is, are) approximately ten thousand.**

14. One of the chief materials in bones and teeth (is, are) calcium.
15. (Does, Do) all of the children have their books?
16. (Does, Do) all of this homework have to be finished by tomorrow?
17. Why (was, were) some of the students excused from the examination?
18. Why (was, were) one of the students excused from the examination?
19. What percentage of the people in world (is, are) illiterate?
20. What percentage of the earth's surface (is, are) covered by water?
21. (Does, Do) any of you know the answer to that question?

5-4 SUBJECT-VERB AGREEMENT: USING THERE + BE		
<p>(a) There are twenty students in my class.</p> <p>(b) There's a fly in the room.</p>		<p>In the structure there + be, there is called an "expletive." It has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place.</p> <p>Pattern: there + be + subject + expression of place</p>
<p>(c) There are seven continents.</p>		<p>Sometimes the expression of place is omitted when the meaning is clear. In (c): the implied expression of place is clearly in the world.</p>
SINGULAR VERB	PLURAL VERB	

(d) There ts a book on the shelf.	(e) There are some books on the shelf.	The subject follows be when there is used. In (d): The subject is book. In (e): The'subject is books.
(f) informal: There's some books on the shelf.		In very informal spoken English, some native spea) use a singular verb even when the subject is phira as in (f)- The use of this form is fairly frequent bu not generally considered to be matically com

EXERCISE 11. Using THERE and BE. (Chart 6-4)

**Directions: Choose the correct answer in
parentheses.**

- 1. There (isn't, aren't) any letters in the mail
for you today.**

2. **There (isn't, aren't) any mail for you today.**
3. **There (is, are) a lot of problems in the world.**
4. **There (is, are) a hole in his sock.**



5. **There (is, are) o 0,000 kinds of insects in the world.**
6. **How many kinds of birds (is, are) there in the world?**
7. **Why (isn't, aren't) there a hospital close to those villages?**
8. **There (was, were) a terrible earthquake in Iran last year.**

9. Why (is, are) there a shortage of available apartments for rent in this city at present?
10. There (is, are) more women than men in my office.
11. There (has been, have been) a line in front of that theater every night for the past two weeks.
12. How many wars do you suppose there (has been, have been) in the history of the world since the dawn of civilization?

EXERCISE 12. Using RE and BE. (Chapter 6-4)

Directions: Using there and be, name some things that exist:

1. in this room
2. in this city
3. in this country
4. in the world
5. in the universe

5-5 SUBJECT-VERB AGREEMENT: SOME IRREGULARITIES	
SINGULAR VERB	
<p>(a) The United States is big.</p> <p>(b) The Philippines consists of more than 7,000 islands. (c) The United Nations has its headquarters in New York City, (d) Sears is a department store.</p>	<p>Sometimes a proper noun that ends in -s is singular. In the examples, if the noun is changed to a pronoun, singular pronoun it is used (not the plural pronoun they) because the noun is singular. In (a): The United States = it (not they).</p>
(e) The news is interesting.	News is singular.
(f) Mathematics is easy for her. Physics is easy for her too.	Fields of study that end in -ics require singular verbs
(g) Diabetes is an illness.	Diseases ; illnesses that end in -s are singular: diabetes, measles, mumps, rabies, s, shingles.

(h) Eight hours of sleep is enough. (i) Ten dollars is too much to pay. (j) Five thousand miles is too far to travel.		Expressions of time, money, and distance usually red a singular verb.
(k) Two and two is four. Two and two equals four. Two plus two is/equals four. (1) Five times five is twenty-five.		Arithmetic expressions require singular verbs.
PLURAL VERB		
(m) Those people are from Canada, (n) The police have been called, (o) Cattle are domestic animals.		People, police, and cattle do not end in -s. bo plural nouns and require plural verbs.
SINGULAR VERB	PLURAL VERB	
(p) English is spoken	(q) The English	In (p): English = language. The Enghs peo

in many countries. (r) Chinese is his native language.	drink tea. (s) The Chinese have an interesting history.	from England. Some nouns of nationals? end in -sh, - ese, and -ch can mean either lar-gi or people, e.g., English, Spanish, Chinese, Japanem Vietnamese, Portuguese, French.
	(t) The poor have many problems, (u) The rich get richer.	A few adjectives can be preceded by the and m plural noun (without final - s) to refer to peoptts have quality. Other examples: the young, tie l the living, the dead, the blind, the deaf, the disabled

□ **EXERCISE 13. Irregularities in subject-verb agreement. (Chart 6-5)**

Directions: Choose the correct answer in parentheses.

1. The United States (has, have) a population of around 250 million.
2. The news about Mr. Hogan (is, are) surprising.
3. Massachusetts (is, are) a state in the northeastern part of the United States.
4. Physics (seeks, s understand the mysteries of the physical world.
5. Statistics (is, are) a branch of mathematics.
6. The statistics in that report on oil production (is, are) incorrect.
7. Fifty minutes (is, are) the maximum length of time allowed for the exam.
8. Twenty dollars (is, are) an unreasonable price for the n

- 9. Six and seven (is, are) thirteen.**
- 10. Many people in the world (does, do) not have enough to eat.**
- 11. The police (is, are) prepared in case there is a riot.**
- 12. Rabies (is, are) an infectious and often fatal disease.**
- 13. The English (is, are) proud, independent people.**
- 14. English (is, are) not my native language.**
- 15. Many Japanese (commutes, commute) to their places of work.**
- 16. Portuguese (is, are) somewhat similar to Spanish, (isn't, aren't) it?**
- 17. The poor (is, are) helped by government programs.**

18. The effect of a honeybee's sting on a human being (depends, depend) on that person's susceptibility to the bee's venom. Most people (is, are) not in danger if they are stung, but there (has, have) been instances of allergic deaths from a single honeybee sting.

□ EXERCISE 14. Review: subject-verb agreement. (Charts 6-2

Directions: Work in pairs, in groups, or as a class. Speaker A: You is open. Read the cue. Speaker B: Your book is closed. Respond with is or are.

Examples:

speaker a (book open): Some of my classmates

.... speaker b (book closed): are

speaker a (book open): Some of that information

.... speaker b (book closed): is

1- His idea	10- French
2- His ideas	11- The Vietnamese
3- People	12- Two-thirds of the food
4- Each of the students	13- The number of students
5- Most of the fruit	14- Some of the people
6- Most of the students	15- Ninety-three million people . . .
7- The United States	16- The story about his ventures
8- The news in this morning's paper	17- A lot of the chairs
9- One of the girls	18- A lot of the furniture
19- Everyone in the English classes	27- Over half of the s by that auth

-
- 20- The clothes in that store
- 21- Most of the information in those books
- 22- The news from home
- 23- Fifty percent of the people in the world
- 24- . Fifty percent of the world's population
- 25- The clothing in those stores
- 26- Her husband's relatives
- 28- A million dollars
- 29- The rich
- 30- His method of doing things
- 31- A number of people
- Most of the stor in this city
- 33- Mathematics
- 34- The police
- 35- Everybody in the le world

EXERCISE 15. Error analysis: subject-verb agreement. (Charts 6-2/ 6-5)

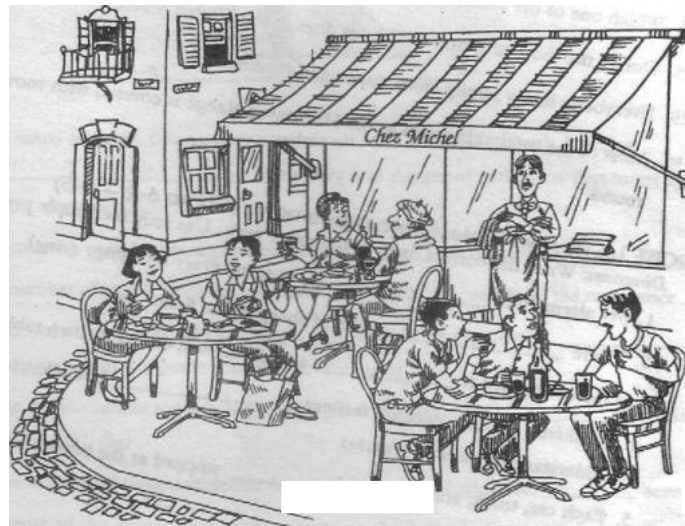
Directions: Correct the errors in subject-verb agreement. Some sentences contain no errors.

we

- 1. The books in my office is very valuable to me.**
- 2. All of the windows in our house were broken in the earthquake, (no errors)**
- 3. All of the employees in that company is required to be present in a second language.**
- 4. A lot of the people in my class works during the day and attends class in the evening.**
- 5. Listening to very loud music at rock concerts have caused hearing loss in some teenagers.**

- 6. Many of the satellites orbiting the earth is used for communications.**
- 7. The news about the long-range effects of air pollution on the development of children's lungs is disturbing.**
- 8. Chinese have more than fifty thousand written characters.**
- 9. About two-thirds of the Vietnamese works in agriculture.**
- 10. A number of planes were delayed due to the snows in Denver.**
- 11. The number of passengers affected by the delays was great.**
- 12. More men than women are left-handed.**
- 13. Every girl and boy are required to have certain immunizations before enrolling in public school.**

14. **Seventy-five percent of the people in New York City lives in upstairs apartments, not on the ground floor.**
15. **Unless there are a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.**
16. **While I was in Paris, some of the best food I found were not at the well-known eating places, but in small out-of-the-way cafes.**



17. Where's my gloves? Have you seen
 them anywhere? I can't find them.
18. Where's Kenya? Can you find it for
 me on the map?
19. Approximately 80 percent of all the
 data in computers around the world is in
 English.
20. Why are the police here?
21. Studying a foreign language often
 lead students to learn about the culture of
 the countries wh is spoken.
22. Two hours is too long to wait, don't
 you think?
23. Some of the movie about the
 gangsters were surprisingly funny.
24. Some of the movies these days
 contain too much violence.

25. How many people is there in Canada?
26. What is the population of Canada?
27. Which one of the continents in the world are uninhabited?
28. One of the most common names for dogs in the United States are "Rover."
29. Everybody in my family enjoy music and reading.
30. Most of the mountain peaks in the Himalayan Ran overed with snow year round.

EXERCISE 16. Review: subject-verb agreement. (Charts 6-2 6-5)

Directions: Write the correct form of the given verb. Use only the simple present.

1. My alarm clock *rings*at seven every morning, (ring)

2. There a lot of sheep in the field, (be)
3. One of my friends a goldfish bowl on her kitchen table, (keep)
4. Sensitivity to other people's feelings him a kind and understanding person, (make)
5. Each car, truck, and motorcycle stopped at the border by customs officials, (be)
6. My driver's lice in my walle (be)
7. John's uncle live in the suburbs? (do)
8. most of the students live in the dormitories? (do)
9. An orange and black bird sitting in that tree, (be)

10. An orange bird and a black
bird..... sitting in that tree, (be)
11. The insurance rates on our car
..... high because we live in a city, (be)
12. January and February the
coldest months of the year in the North
Hemisphere? (be)
13. Almost two-thirds of the land in the
southwestern areas of the country
unsuitable for farming, (be)
14. A hummingbird's heart
600 times a minute, (beat)
15. Four hours of skiing plenty
of exercise, (provide)
16. In many respects, this magazine
article on wild animals in North America
..... the very real danger of extinction
that many species

17. A car with poor brakes and no brake lights dangerous, (be)
18. A number of people from the company to attend the conference, (plan)
19. Most of the news on the front pages of both daily newspapers the progress of the peace conference, (concern)
20. The northernmost town in the forty-eight contiguous states
Angle Inlet, Min , (be)
21. The number of human skeletons found at the archaeological site
seven, (be)
22. Almost all the information in those texts on the Aztec Indians and their civilization to be well researched, (appear)

23. Every day there more than
a dozen traffic accidents in the city, (be)
24. No news good news, (be)
25. Every member of this class
English very well, (speak)

**EXERCISE 17. Review: subject-verb
agreement. (Charts 6-2 6-5)**

**Directions: Complete the following sentences
with your own words. Use only PRESENT
tenses. Work in pairs, ups, or as a class.**

Examples:

SPEAKER A (book open): One of my. ...

**SPEAKER B (book closed): One of my teachers
knows Chinese.**

SPEAKER A (book open): Some of my....

**SPEAKER B (book closed): Some of my friends
are coming to visit me.**

- | | |
|-------------------------------------|-------------------------------------------------|
| 1- All of the rooms
in..... | 11- English |
| 2- In my country, there
..... | 12- Most of the food
..... |
| 3- A lot of..... | 13- Most of my
classmates |
| 4- The people in my
country..... | 14- Linguistics |
| 5- The number of
students..... | 15- One of my |
| 6- A number of
students | 16- linguists |
| 7- Each of | 17- The news about
..... |
| 8- The United States
..... | 18- There are |
| 9- The English
language | 19- Greece, as well as
Italy and Spain |
| 10- The English | ish |

Chapter 6

Subject-Verb Agreement

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EXERCISE 1. Preview: plural nouns

Directions: Write the plural form of the following nouns.

- | | |
|-----------------------------------------|----------------------|
| 1- Child ... <i>children</i> ... | 12. leaf |
| 2. zero | 13. self |
| 3. mouse | 14. echo |
| 4. monkey | 15. photo |
| 5. industry | 16. analysis |
| 6. woman | 17. hypothesis |
| 7. fox | 18. curriculum |
| 8. goose | 19. phenomenon |
| 9. sheep | 20. stimulus |
| 10. series | 21. offspring |
| 11. belief | 22. bacterium |

7-1 REGULAR AND IRREGULAR PLURAL NOUNS

(a) song-songs	The plural of most nouns is formed by adding final -s*
(b) box-boxes	Final -es is added to nouns that end in -sh, -ch, -s, -z, and -x.*
(c) baby-babies	The plural of words that end in a consonant + -y is spelled -ies*
(d) man-men ox-oxen tooth-teeth woman- women fool-feet mouse- mice child-children goose-geese louse-lice	The nouns in (d) have irregular plural forms that do not end in -s.
(e) echo-echoes potato- potatoes hero—he	Some nouns that end in -o add -es to

tomato-tomatoes	the plural.
(f) auto—autos photo- photos studio-studios ghetto—ghettos piano—pianos taioo— tatoos kangaroo- kangaroos radio— radios video—videos kilo-kilos solo—solos zoo-zoos memo— memos soprano— sopranos	Some nouns that end in -o add only -s to form the plural.
(g) memento- mementoes/mementos •volcano- volcanoes!voleanos mosquito— mosquitoes/mosquitos	Some nouns that end in -o add either -es or - s to form the plural (with -es being the more usual plural form).

zero-zeroes !zeros tornado-tornadoes /tornados	
(h) calf-calves life-lives thief-thieves half-halves loaf-loaves wolf-wolves knife-knives self-selves scarf-scarves /scarfs leaf-leaves shelf-shelves	Some nouns that end in -for -ft are changed to -ves to form the plural.
(i) belief-beliefs cliff-cliffs chief-chiefs ro-roofs	Some nouns that end in -/simph add -s form the plural.
(j) one deer-two deer one series—two series one fish-two fish** one sheep-two sheep one means-two means one shrimp-two shrimp***	Some nouns have the same singular and plural form: e.g., One deer is Tivo deer are

one offspring-two offspring one species- two species	
(k) criterion-criteria (o) analysis-analyses phenomenon— phenomena basis— bases ,, N .crisis—crises (I) cactus- cacti!cactuses , . , , , hypothesis- hypotheses fungus— fungi . , r . oasis-oases nucleus- nuclei , . _ , . parenthesis- parentheses stimulus-	Some nouns that English has borrowed from other languages have foreign plurals.

stimuli thesis theses syUabus- syUabi/syllabuses , N . , tr r (p) bacterium-bacteria (m) formula- formulae(formulas . , . , , . curriculum-curricula vertebra-vertebrae , , . datum—data (n) appendix— appendices/appendixes medium-media index—indices /indexes memorandum- memoranda -	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

EXERCISE 2. Plural nouns. (Chart 7-1)

Directions: Write the correct form of the nouns in parentheses .

1. I met some interesting at the meeting last night, (man)
2. I need some to light the fire, (match)
3. The baby got two new (tooth)
4. The farmer loaded his cart with of fresh vegetables to take to market. His cart was pulled by t (box , ox)
5. Alex saw somerunning across the floor, (mouse)
6. The north side of the island has no
There are only steep..... .No one can climb these steep walls of rock, (beach, cliff)



7. If a houseplant is given too much water, its lower turn yellow. (leaf)
8. Before Marie signed the contract, she talked to two (attorney)
9. New scientific..... are made every day in.....throughout the world, (discovery, laboratory)
10. I caught several in the lake. (fish)
11. On our trip in the mountainous countryside, we me....., , and wild (wolf, fox, deer, sheep)
12. When we spoke in the cave, we could hearof our voices. (echo)
13. The music building at the university has 27Students need to sign up for practice times, (piano)

14. Thunder and lightning areof nature. (phenomenon)

15. People get most of their news about the world through the mass....., that is, through radio, television, the Internet, newspapers, and magazines. (medium)

EXERCISE 3. Plural nouns. (Chart 7-1)

Directions: Make the nouns plural where necessary. Do not change any other words.

1. Bacterium are the smallest living thing.

They are simple ism that consist o one cell.

2. Bacterium exist almost everywhere. They are in the air, water, and soil, as well-as in the body of all living creature.

3. There are thousand of kind of bacterium.

Most of them are harmless to human beings, but some cause diseases such as tuberculosis a onia.

- 4. Virus are also microscopic organism, but virus live in the cell of other living thing. By themselves, they are lifeless particle that cannot reproduce, but inside a living cell they become active and can multiply hundred of time.**
- 5. Virus cause many disease. They infect human being with such Illness as influenza, the common cold, measles, and AIDS (Acquired ImmunoDeficiency Syndrome).**
- 6. Virus are tiny. The virus that causes AIDS is so small that 230 million of them could fit on the period at the end of this sentence.**
- 7. Today health official are expressing great concern about our health* in the future. They feel that today there is an epidemic of infectious condition that are difficult or impossible to t as AIDS.**

- 8. In addition to this concern about new life-threatening viral infections, health officials have discovered that bacterial infections that were once easily handled by antibiotics now pose a serious threat to our health. Many common bacteria have developed resistance to antibiotics and are evolving into forms that are unaffected by all known medications.**
- 9. In a world where antibiotics don't work, the simplest infections are capable of escalating into fatal illnesses. Every year more people are dying of infections that resist every drug doctors try. The potential ineffectiveness of antibiotics is a frightening prospect.**

7-2 possessive nouns		
singular noun	possessive form the	<p>To show possession, add an apostrophe (') and -s to a singular noun: The girl's book is on the table.</p>
(a) the girl	girl's	
(b) Tom	Tom's my	
(c) my wife	wife's a	
(d) a lady	lady's	
(e) Thomas	Thomas's	<p>If a singular noun ends in there are two possible forms:</p> <ol style="list-style-type: none"> 1. Add an apostrophe and -s: Thomas's book. 2. Add only an apostrophe: Thomas' book.
(f) plural noun	possessive form the	
(g) the girls	girls' their wives'	<p>Add only an apostrophe to a plural noun that ends in -s: The girls'</p>

(h) their	ladies' the	books are on the table.
wives	men's my	Add an apostrophe and
(i) the ladies	children's	-a to plural nouns that
(j) the men		do not end in -s: The
(k) my		men's books are on the
children		table.

EXERCISE 4. Possessive nouns. (Chart 7-2)

Directions: Complete the sentences with the possessive form of the nouns in parentheses.

- 1) (Mrs Smith) husband often gives her flowers.
- 2) (boy) The hat is red.
- 3) (boys) The hats are red.
- 4) (children) The toys are all over the floor.
- 5) (child) I fixed the bicycle.
- 6) (baby) The toys are in the crib.
- 7) (babies) The toys are in

- cribs.
- 8) (wives) Tom and Rnh are married.
Their names are
Cindy and Judy, respectively.
- 9) (wife) That is my coat.
- 10) (Sally) last name is White.
- 11) (Phyllis) last name is Young.
- 12) (boss) That's myoffice
- 13) (bosses) Those are myoffices
- 14) (woman) This is a purse.
- 15) (women) That store sells clothes.
- 16) (sister) Do y ow my
hasband?
- 17) (sisters) Do you know my
hasbands?
- 18) (yesterday) Did you read
newspaper?
- 19) (today) There are many prob;ems in
..... world
- 20) (month) It t me a s

to buy that redrigerator.

EXERCISE 5. Possessive nouns. (Chart 7-2)

Directions: Correct the mistakes in the use of possessive nouns by adding apostrophes and final -s/-es as necessary.

- 1) I enjoy visiting friend houses.**
- 2) When I was in Chicago, I stayed at a friend house.**
- 3) My uncle is my father brother.**
- 4) I have four aunts. y aunt homes ar within walking distance of my mother apartment.**
- 5) Mike's aunt oldest son is a violinist.**
- 6) Five astronauts were aboard the space shuttle. The astronaut safe return to earth was a welcome sight to millions of television viewers.**

- 7) The children favorite part of the circus was the trapeze act.
- 8) When the child toy broke, I fixed it.
- 9) I borrowed the secretary pen to fill out the application form.
- 10) It is the people right to know what the city is going to do about the housing problem.
- 11) Bill wife is a factory worker.
- 12) Bess husband is a housepainter.
- 13) Quite a few diplomats are assigned to our city. Almost all of t lomat children attend a special school.
- 14) A diplomat work invariably involves numerous meetings.

EXERCISE 6. Using apostrophes. (Chart 7-2; Appendix Chart C)

Directions: Add apostrophes as necessary to mark a possessive noun or a contraction.

- 1) I borrowed my sister's car. It's old but reliable.**
- 2) A polar bear's sense of smell is keen. Its ability to smell prey over a mile away is important to its survival in the vast expanses of snow and ice where it lives.**
- 3) Texas is a leading producer of petroleum and natural gas. It's one of the world's largest storage areas for petroleum.**
- 4) Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an individual's personal characteristics, such as friendliness or trustworthiness.**
- 5) Many mythological stories tell of heroes' encounters with giants or dangerous animals. In one story, the hero's encounter with a dragon saves a village from destruction.**

6) Childrens play is an important part of their lives. It teaches them about their environment while theyre having fun. For instance, they can learn that boats float and. can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults toys are usually much more expensive than childrens toys.

6-3 USING NOUNS A

MODIFIERS

<p>The soup has vegetables in it.</p> <p>1) It is vegetable soup.</p> <p>The building has offices in it.</p> <p>2) It is an office building.</p>	<p>When a noun is used as a modifier, it is in its singular form.* In (a): vegetable modifies soup.</p> <p>In (b): office modifies building.</p>
<p>The test lasted two hours.</p>	<p>When a noun used as a modifier is combined</p>

3) It was a two-hour test. Her son is five years old.	number expression, the noun is singular and a hyphen (-) is used. INCORRECT. She has a five years old son.
4) She has a five-year-old son.	

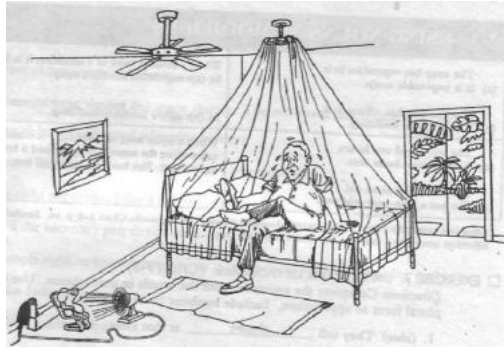
EXERCISE 7. Using nouns as modifiers. (Chart 7-3)

Directions: Complete the sentences with the words in parentheses. Use the singular or plural form as appropriate. Use hyphens (-) as necessary.

- 1) (shoe) They sell..... at that store. It is astore.
- 2) (flower) My garden has..... in it. It is a garden.
- 3) (bean) This soup is made from black It is black..... sou

- 4) (baby) People can buy special food in small jars for It is called food.
- 5) (child) Dr. Adams is trained as a psychologist for She is a psychologist.
- 6) (salad) At a formal dinner, there are usually two forks on the table. The smaller fork is for..... It is a fork.
- 7) (fax) In our office we have a machine that sends and receives It is called a machine.
- 8) (can) A kitchen tool opens..... is called a opener. (potato) A tool that peels is called a..... peeler.
- 9) (airplane) Seats on are uncomfortable. seats should be made more comfortable and convenient for the passengers.
- 10) (mosquito) In tropical climates, sometimes it is necessary to have a bed to

protect the sleeper from..... It is called
a..... net.



- 11) (two + hour) The plane was late. We had a
..... Wait. We had to wait for
- 12) (ten + year + old) rother is broth
..... I have a Brother.
- 13) (ten + speed) Joe can shift his bicycle into
..... Different He has a bike.
- 14) (six + game) The basketball team has won
..... in a row (i.e., they haven't lost one of
their last six games). They have a
winning streak.

15) (three + letter) "Arm" and "dog" are
words. Each word has

EXERCISE 8. Using nouns as modifiers. (Chart 7-3)

Directions: Think of common expressions in which the given nouns are used to modify other nouns. Work in pairs, in groups, or as a class.

Example: flower → a flower vase, a flower garden, a flower shop, etc

1- cotton	6-telephone	11- kitchen	16-skill
2- grammar	7- mountain	12- morning	17-baby
3- birthday	8- government	13-street	18-hotel
4- chicken	9- newspaper	14- football	19- office
5- airplane	10-bedroom	15- getable	20- bic

6-4 COUNT AND NONCOUNT NOUNS

<p>I bought a chair. Sam bought three chairs.</p> <p>We bought some furniture. incorrect We bought some furnitures. incorrect We bought a furniture.</p>			<p>Chair is a count noun; chairs are items that can be counted. Furniture is a noncount noun. In grammar, furniture cannot be counted.</p>
	SINGULAR	PLURAL	
COUNT NOUN	<p>a chair</p> <p>one chair</p>	<p>chairs two chairs some chairs chairs many chairs</p>	<p>A count noun:</p> <p>(1) may be preceded by a/the singular.</p> <p>(2) takes a final -s/-es in the plural.</p>
NONCOUNT NOUN	<p>0 furniture</p> <p>* some furniture</p> <p>a lot of furniture</p> <p>much furniture</p>		<p>A noncount noun:</p> <p>(1) is not immediately preceded by a/an.</p> <p>(2) has no plural form, so do take a final -s/-es.</p>

EXERCISE 9. Count and noncount nouns.

(Chart 7-4)

Directions: Look at the italicized nouns in the sentences. Write "C" above the count nouns and "NC" above the noncount nouns.

1. I bought some chairs, tables, and desks. In other words, I bought some furniture.
2. Ann likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.
3. We saw beautiful mountains, fields, and lakes on our trip. In other words, we saw beautiful scenery.
4. Gold and iron are metals.
5. I used an iron to press my wrinkled shirt.
6. In the United States, baseball is called the national pastime. To play it, you need a baseball and a bat.

6-5 NONCOUNT NOUNS

<p>(a) I bought some chairs, tables, and desks. In other words, I bought some furniture.</p> <p>(b) I put some sugar in my coffee.</p>	<p>Many noncount nouns refer to a "whole" that is made up of different parts.</p> <p>In (a): furniture represents a whole group of things that is made up of similar but separate items. In (b): sugar and coffee represent whole masses made up of individual particles or elements.*</p>
<p>(c) I wish you luck.</p>	<p>any noncount noun abstractions. In (c): luck is an abstract concept, an abstract "whole." It has no physical form; you can't touch it. You can't count it.</p>
<p>(d) Sunshine is warm and cheerful.</p>	<p>A phenomenon of nature, such as sunshine, is frequently used as a</p>

	noncount noun, as in (d).
<p>(e) NONCOUNT: Ann has brown hair.</p> <p>COUNT: Tom has a hair on his jacket.</p> <p>(f) NONCOUNT: I opened the curtains to let in some light.</p> <p>COUNT: Don't forget to turn off the light before you go to bed.</p>	<p>Many nouns can be used as either noncount or count nouns, but the meaning is different; e.g., hair in (e) and light in (f).</p> <p>(Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usages of nouns.)</p>

6-6 SOME COMMON NONCOUNT NOUNS

This list is a sample of nouns that are commonly used as noncount nouns. Many other nouns can also be used as noncount nouns.
<p>WHOLE GROUPS MADE UP OF SIMILAR ITEMS:</p> <p>baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, luggage,</p>

<p>machinerymail, makeup, money!cash!change, postage, scenery, traffic, etc.</p>
<p>FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, blood, etc.</p> <p>SOLIDS: ice, bread, butter, cheese, meal, gold, iron, silver, glass, paper, wood, cotton, wool, etc.</p> <p>GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.</p> <p>PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc</p>

ABSTRACTIONS:

—beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc. —advice, information, news, evidence, proof, etc. —time, space, energy, etc. —homework, work, etc. —grammar, slang, vocabulary, etc.

LANGUAGES: Arabic, Chinese, English, Spanish, etc.

FIELDS OF STUDY: chemistry, engineering, history, literature, mathematics, psychology, etc. . (i)

RECREATION: baseball, basketball, tennis, chess, bridge, poker, etc.

(j) **ACTIVITIES:** driving, studying, swimming, traveling,* walking, etc. (and other gerunds)

(k) **NATURAL PHENOMENA:** weather, dew, fog, had, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.

EXERCISE 10. Count and noncount nouns.

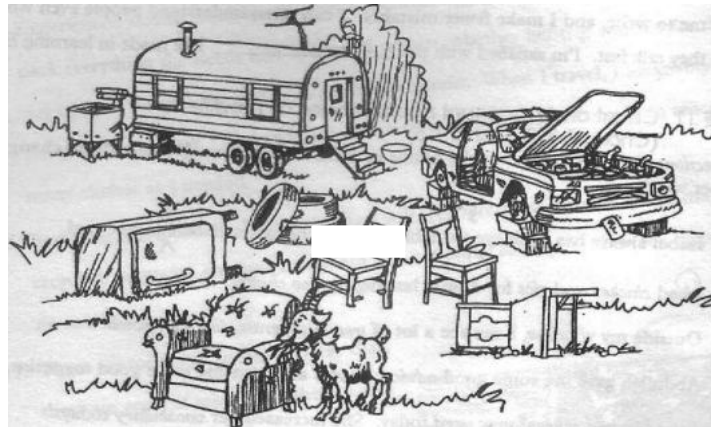
(Charts 7-5 and 7-6)

Directions: Complete the sentences with the given nouns, adding final -s if necessary. Use each noun only once.

advice	homework	music	stuff-
change	information	progress	thunder
garbage	junk	river	traffic
hardware	luggage/baggage	screwdriver	

- 1) I have some coins in my pocket. In other words, I have some in my pocket.
- 2) The Mississippi, the Amazon, and the Nile are well-known
- 3) I like to listen to operas, symphonies, and folk songs. I enjoy
- 4) The street is full of cars, trucks, and buses. It is full of

- 5) I put some banana peels, empty juice cartons, and broken bottles in the waste can. The can is full of
- 6) They have a rusty car without an engine, broken chairs, and an old refrigerator in their front yard. Their yard is full of.....



- 7) Paul has books, pens, papers, notebooks, a clock, scissors, a tape recorder, and some other things on his desk. He has a lot of..... on his desk.

- 8) The children got scared when they
heard..... during the storm.
- 9) Tools that are used for turning screws are
called
- 10) I went to the store to get some nails,
hammers, and screws. In other words, I
bought some.....
- 11) Tonight I have to read 20 pages in my
history book, do 30 algebra problems, and
write a composition. In other words, I have
a lot of do tonight.
- 12) Ann took three suitcases, a shoulder bag,
and a cosmetics case. In other words, she
took a lot of on her trip.
- 13) Toronto is 365 ft/109 m. above sea level.
The average annual precipitation in
Toronto is 32 in./81 cm. The population of
the metropolitan area is over 3,000,000. I

**found (THIS, THESE) in the
encyclopedia.**

**14) I didn't feel good. Ann said, "You should
see a doctor." Nick said, "You should go
home and go to bed." Martha said, "You
should drink fruit juice and rest." I got
..... from three people.**

**15) My English is slowly getting better. My
vocabulary is increasing. It's getting easier
for me to write, and I make fewer
mistakes. I can understand people
even when they talk fast. I'm satisfied with
the..... I've made in learning English.**

**EXERCISE 11. Count and noncount nouns;
nouns as modifiers. (Charts 7-3, 7-5, and 7-6)
Directions: Add final -s/-es to the nouns in italics
if necessary. Do not add or change any other
words.**

- 1) Isabel always has fresh egg available
because she raises chicken in her yard.
- 2) I had chicken and rice for dinner last
night, (no change)
- 3) Outside my window, I can see a lot of tree,
bush, grass, dirt, and flower.
- 4) Abdullah gave me some good advice.
Nadia also gave me some good suggestion.
- 5) Yoko learned several new word today. She
increased her vocabulary today.
- 6) I drank two glas ater.
- 7) Window are made of glass.
- 8) Mr. Chu wears glass because he has poor
eyesight.
- 9) It took me a lot of time to finish my
homework. 'I had a lot of assignment.
- 10) I have been in Mexico three time. I've
spent a lot of time there.

- 11) There are typewriter, copier, telephone, and stapler in a typical business office. A business office needs a lot of equipment.**
- 12) The air is full of smoke, dust, carbon monoxide, and many other harmful substance. We must seek to reduce air pollution.**
- 13) I like to read good literature. I especially like to read novel, poetry, and essay. My favorite poet are Longfellow and Wor t worth. I have al iked their poem.**
- 14) I like to experience different season. I like both hot and cold weather.**
- 15) Being a parent has brought me a lot of happiness. Parenting requires a lot of patience, but it provides many reward.**
- 16) You can find a lot of time-saving machine in a modern factory. Modern factory need modern machi**

17) Experienced traveler learn to travel with minimal luggage. My globe-trotting aunt can pack everything she needs into two small suitcase, whether her trip will last for three day or three month. I'm not an experienced traveler. When I travel, I 'invariably take along too much stuff. Last month I took a three-day trip to Chicago with twice as many clothes as I needed.

18) Recycling is important. Regular garbage will typically co any things that be recycled: magazine, envelope, cardboard box, old phone book, glass bottle, jar, copper, brass, tin can, etc.

19) There are more star in the universe than there are grain of sand on all the beaches on earth.



EXERCISE 14. Count and noncount nouns.

(Charts 7-4 -+ 7-7)

Directions: A favorite game for adults and children alike is called "My Grandfather's Store." It is played with a group of people. Each person begins his/her turn by saying "I went to my grandfather's store and bought. . . ." The first person names something that begins with the letter "A." The second person repeats what the first person said, and then names something that begins with the letter "B." The game continues to the letter "Z," the end of the alphabet. The people in the group have to listen carefully and remember all the items previously named.

Example:

1st person: I went to my grandfather's store and bought an apple. 2nd person: I went to my grandfather's store and bought an apple and some bread. 3rd person: I went to my grandfather's store and bought an apple, some bread, and a camel. 4th person: I went to my grandfather's store and bought an apple, some bread, a camel, and some dark socks. 5TH PERSON: Etc.

Assume that "grandfather's store" sells just about anything anyone could ever think of. Pay special attention to the use of a, an, and some.

Alternative beginnings:

Tomorrow I'm going to (name of a place). In my suitcase, I will pack If I lived on a deserted island I would need....

6-6 GENERAL GUIDELINES FOR ARTICLE USAGE

<p>(a) The sun is bright today. Please hand this book to the teacher. Please open the door. Omar is in the kitchen.</p>	<p>GUIDELINE: Use the when you know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.</p>
<p>(b) Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran into a hole. The hole was very small.</p>	<p>GUIDELINE: Use the for the second mention of an indefinite noun.* In (b): first mention = some cat, a mouse, a hole; second mention - the dogs, the cat, the mouse, the hole.</p>
<p>CORRECT: Apples are my favorite fruit. INCORRECT: The apples are my favorite fruit. CORRECT: Gold is a</p>	<p>GUIDELINE: Do NOT use the with a plural count noun (e.g., apples) or a noncount noun (e.g., gold) when you are making a</p>

metal. INCORRECT: The gold is a metal.	generalization.
(e) CORRECT: (1) I drove a car. I drove the car. I drove that car. I drove Jim's car. INCORRECT: I drove car.	GUIDELINE: A singular count noun (e.g., car) is preceded by a marker: (1) a or an (or another singular marker such as one, each, or every)-, (2) the-, (3) this or that, (4) a possessive.(e.g., my, Jim's)

EXERCISE 15. Article e. (Charts 7-7 and 8)

Directions: In these dialogues, decide whether the speakers would probably use **a** or **the**.

1. **A:** I have idea. Let's go on.....picnic Saturday.
B: Okay.
2. **A:** Did you have fun at picnic yesterday?

B: Sure did. And you?

3. A: You'd better have..... good reason for being late!

B: I do.

4. A: Did you think..... reason Mike gave for being late was believable?

B: Not really.

5. A: Where's my blue shirt?

B: It's in..... washing machine.

A: That's okay. I can wear..... different shirt.

6. A: I wish we had..... washing machine.

B: So do I. It would make it a lot easier to do our laundry.

7. A: Can you repair my car for me?

B: What's wrong with it?

A: radiator has..... leak, and one of..... windshield wipers doesn't work.

B: Can you show e leak

**8. A: What happened to your bicycle?
front wheel is bent.**

**B: I ran into parked car when I swerved to
avoid..... big pothole in the street.**

A: Did you damage..... car?

B: A little. A: What did you do?

B: I left..... note for owner of..... car.

A: What did you write on..... note?

**B: My name and address. I also
wrote.....apology.**

A: Have you seen ots?

**B: They're in..... closet in front
hallway.**

**EXERCISE 16. Article usage. (Charts 7-7 and 7-
8)**

**Directions: Complete the sentences with a/an,
the, or 0. Capitalize as appropriate. , B ,**

1. heef is a kind of..... meat.

2. The beef we had for dinner last night was excellent.
3. Jim is wearing..... straw hat today.
4. Jim likes to wear..... hats.
5. hat is article of clothing. .
6. hats are..... articles of clothing.
7. brown hat on that hook over there belongs to Mark.
8. Everyone has..... problems in life.
9. My grandfather long life.
10. That book is about..... life of Helen Keller.
11. Tommy wants to be..... engineer when he grows up.
12. The Brooklyn Bridge was designed by..... engineer.
13. John Roebling is name of..... engineer who *he* Brooklyn

**14. Bridge. He died in 1869 from.....
infection before..... bridge was
completed.**

**15. people wear..... jewelry
to make themselves more attractive.
..... jewelry Diana is wearing today is
beautiful.**

**□ EXERCISE 17. Article usage. (Charts 7-7 and
7-8)**

**Directions: Complete the sentences with a/an,
the, or 0.**

- 1. We need to get..... new phone.**
- 2. Alex, would you please answer.....
phone?**
- 3. people use..... plants in.....
many different ways. Plants supply us with
oxygen. They are a source of.....
lifesaving medicines. We use plant**

products to build..... houses and to
make..... paper and textiles.

4. When you look at..... sandy shore, it
might seem practically empty of
animals. This appearance is deceptive,
however. Beneath..... surface, the sand
is full of..... life. It is teeming
with..... crabs, shrimp,
worms, snails, and other kinds of
..... marine animals.
5. Our children en going to the beac
yesterday. When they dug in..... sand,
they found various kinds of
animals. Susie found..... crab, and so
did Johnny. crab Johnny found
pinched him, which made him cry. But he
had good time at..... beach
anyway.



6. The biggest bird in the world is the ostrich.
It eats just about anything it can reach,
..... includingstones,
glass, and..... keys. It can kill
person with one
7. Do you ever gaze into space and
wonder if..... other life forms exist
in..... universe?
8. most mirrors are made
from..... glass to which..... thin
layer of..... silver or..... aluminum
has been applied.

- 9. In..... recent newspaper article, I read about..... Australian swimjner who was saved from..... shark by..... group of dolphins. When..... shark attacked..... swimmer, dolphins chased it away. They saved..... swimmer's life.**
- 10. I heard on the radio that there is..... evidence that..... dolphins suffer in captivity. Dolphins that are free in..... nature live arou years. Captive dolphins live..... average of 12 years. It is believed that some captive dolphins commit..... suicide.**
- 11. phonograph records have become old-fashioned. They have been supplanted by..... compact discs, which are commonly referred to as CDs.**

**12. Look. There's..... fly walking
on.....ceiling. It's upside down. Do you
suppose fly was flying rightside up
and flipped over at the last second, or was
it flying upside down when it landed
on.....ceiling?.**

**□ EXERCISE 18. Preview: expressions of
quantity. (Chart 7-9)**

**Directions: Before you look at the next chart, try
this exercise. Draw a line through the .
expressions that CANNOT be used to complete
sentence correctly.**

Example: I bought..... furniture.

- 1. some**
- 2. a couple of & several**
- 3. too much**
- 4. too many**

1. I received..... letters. 2. I received..... mail.

- | | |
|---------------------------|---------------------------|
| a. two | a. two |
| b. a couple of | b. a couple of |
| c. both | c. both |
| d. several | d. several |
| e. some | e. some |
| f. a lot of | f. a lot of |
| g. plenty of | g. plenty of |
| h. too many | h. too many |
| i. too much | i. too much |
| j. a few | j. a few |
| k. a little | k. a little |
| l. a number of | l. a number of |
| m. a great deal of | m. a great deal of |
| n. hardly any | n. hardly any |
| o. no | o. no |



Model (1)

Number of questions (50) objective questions:

I-Read the following sentences and write (true) or (false): (50M)

1	In most tragedies, the hero avoids his fall with courage and dignity.
	In a tragedy the hero always dies.
	Today almost all plays are written in prose.
	In the realistic novel, the plot was more important than the characters.
	The tragic hero is basically a good man and deserves his fall.
	a serious play is usually about kings and great heroes.
	A tragedy is written in a comic style.
	Plato was the first critic who described tragedy.
	The hero prefers fighting and struggling till the end.
	It is said that Hamlet's flaw is his meditation.
	Literature should depict life with complete honesty.
	The most important element a is the action.
13	_____ plays are called one-act plays.
14	The writer of plays is called the novelist.
15	Without the stage and the audience there can be drama.
16	At the beginning, drama was written in prose.
17	In old days, drama could be separated from poetry.

18	An epic is a long narrative poem presenting characters of low rank.
19	The Iliad is a good example of art epic.
20	In an epic, the poet tells about the deeds of his heroes subjectively.
21	The word tragedy comes from old English.
22	A tragedy is a play which teaches a number of values.
23	Great writers of modern tragedy include Shakespeare and Marlowe.
24	At the end of Oedipus the king, the hero dies.
25	Realist writers believed that art should be an imitation of life

II-Read the following sentences and choose the right answer a,b or c: (50M)

1	Most plays consist of: a- one act divided into five scenes b- three to five acts c- five scenes
2	A villain is the a- bad character b- hero of a _____ dramatist
3	Today nearly all plays are written: a- in prose b- in verse c- without dialogue
4	The point at which the direction of the action changes is the : a- conclusion b- falling action c- climax
5	Hesitation is the tragic flaw of a- Othello b- Oedipus c- Hamlet

Tanta University
Faculty of Arts
English Language Examination
Total marks: 100



2 nd Year
Time: 2 hrs.
June ,2021
Geography Department

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Tanta University		2 nd Year
Faculty of Arts		Time: 2 hrs.
English Language Examination		June ,2021
Total marks: 100		Geography Department

Model (2)

Number of questions (50) objective questions:

I-Read the following sentences and write (true) or (false): (50M)

1	Great writers of modern tragedy include Shakespeare and Marlowe.
	In a tragedy the hero always dies.
	In an epic, the poet tells about the deeds of his heroes subjectively.
	In the realistic novel, the plot was more important than the characters.
	The tragic hero is basically a good man and deserves his f
	Today a serious play is usually about kings and great heroes.
	A tragedy is written in a comic style.
	An epic is a long narrative poem presenting characters of low rank.
	The hero prefers fighting and struggling till the end.
	It is said that Hamlet's flaw is his meditation.
	Plato was the first critic who d tragedy.
12	st important element in drama is the action.
13	Modern plays are called one-act plays.
14	Literature should depict life with complete honesty.
15	Without the stage and the audience there can be drama.
16	Realist writers believed that art should be an imitation of life

17	In old days, drama could be separated from poetry.
18	In most tragedies, the hero avoids his fall with courage and dignity.
19	The Iliad is a good example of art epic.
20	The writer of plays is called the novelist.
21	The word tragedy comes from old English.
22	A tragedy is a play which teaches a number of values.
23	Today almost all plays are written in prose.
24	At the end of Oedipus the king, the hero dies.
25	At the beginning, drama was written in prose.

II-Read the following sentences and choose the right answer a,b or c: (50M)

1	Realism believed that literature should a- be subject to rules and restrictions. b- emphasize emotions c- be completely honest in depicting life
2	The realists were optimistic, and in their writings there was usually a- an emphasis on tragedy b- no tragic situations c- no comic or satiric tone
3	The greatest playwright during the Elizabethan age was a- Aristotle b- Shakespeare c- Sophocles
4	A tragedy is not just a/an a- poor play b- rich play c- unhappy play

	the tragic fla
	a- Othello c- Hamlet
6	At the end of Oedipus the king, the hero a- blinds himself b- dies c- becomes a great king
7	In old days the main genres of literature were considered to be a- poetry, fiction and drama b- epic, lyric and drama c- tragedy, comedy and tragicomedy
8	Realist writers believed that a- art should not be an imitation of life b- they should leave the immediate and look for the ideal c- they should focus on the actual.
	Today nearly all plays are written: a- in prose b- in verse c- without dialogue
	The movement of realism was a- in the second half of the nineteenth century b- a rebellion against neo-ism c- at a time of scientific progress
	In a tragedy the hero dies a- usually b- always c- often
	The audience feel pity for the hero because he is a a- villain b- good man c- bad man
	Great writers of modern tragedy include a- Ibsen b- Marlowe c- Shakespeare
	In most tragedies, the hero ith courage and dignit s b- faces c- avoids
15	The point at which the direction of the action changes is the : a- conclusion b- falling action c- climax
16	The Odyssey was a- written by John Milton b- an art epic c- composed by Homer

	ost pl
	a- one act divided into five scenes b- three to five acts c- five scenes
18	The reversal of fortune means the fall from a- good to bad b- bad to good c- a & b
19	The hero's fall should make the audience feel a- happy and sad b- happy and pity c- pity and fear
20	The word tragedy comes from old a- Roman b- English c- Greek
21	The setting of an epic is a- not important b- limited c- vast
22	A villain is the a- bad character b- hero of a play c- dramatist
23	The song of Roland is a- Indian b- French c- Babylonian
4	An example of rn novels that have some characteristics is a- the Faerie Queen by Spenser b- Steinbeck's the Grapes of Wrath c- Paradise lost
25	Usually, the tragic hero does not: a- accept his fate helplessly b- meet physical defeat c- fight or struggle till the end

End Of Questions

aminer: Dr. K

hamrawi

Good Luck

برنامج اللغة الإنجليزية وأدابها

الرؤية:

تحقيق التميز والريادة في تعليم وتعلم مهارات اللغة الإنجليزية من خلال تقديم طرق ديناميكية ومبتكرة .

التعريف بالحضارة الغربية في جميع المجالات الثقافية واللغوية والأدبية طبقاً لأحدث أساليب التعليم والبحث العلمي .

تخريج منتج فعال يسهم في رفعة الوطن وخدمته في مختلف مجالات التعليم والترجمة والسياحة وإدارة الأعمال والإعلام ، والخدمات المصرفية والدبلوماسية وغيرها من المجالات ذات الصلة .

الرسالة:

إعداد كوادر بشرية مؤهلة علمياً ومهنياً في مجال اللغة الإنجليزية والترجمة قادرة على المنافسة في سوق العمل المحلي والعالمي ومجال البحث العلمي من خلال

برنامج عالية الجودة وفقاً لأفضل الممارسات العالمية مع الالتزام بالجودة والتميز من خلال تعزيز بيئة التعلم المبتكر . ويبحث علمي يهدف الي تنمية التفكير الناقد للطلاب تنمية مهارات الاتصال

راتهم علي التعبير والتحليل والنقد .

الأهداف :

• إعداد خريج مؤهل علمياً ومهنياً وتقنياً في مجال اللغة الانجليزية وأدابها .
يشجع البرنامج الدراسه التي تسهم في إثراء الواقع الثقافي في مصر والعالم العربي ومنها الدراسات اللغويه والمقارنه والادب المقارن .

• يعمل البرنامج علي تكوين دارسين وباحثين ونقاد ومترجمين قادرين علي عقد الصله بين لغتهم الأم وبين لغة التخصص ؛ مستهدفين إثراء الثقافة العربية لا بالنقل التابع بل بالتفاعل الحر البناء .

• تتجاوز أهداف البرنامج مجرد تقديم خريج يعمل في مجال التدريس في المدارس أو في مجال السياحة أو السكرتارية معتمدا في ذلك علي المهارات اللغوية لشمول أهدافه إثراء الثقافة الإنسانية عموماً والثقافة العربية تحديداً بفكر نقدي وإبداع أدبي مؤسس علي معرفه لغتين وثقافتين وحضاريتين يراود لهما التحارب والصراع ونريد لهما التهاور والتكامل .



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