

Finding out about Grammar

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Introduction

Welcome to **Finding Out about Grammar**. In this course you will take a look at grammar in an easy way. Now that you have a good comprehension level, it will be "A piece of cake" to go through grammar.

You must take in mind the following points:

- 1. If you have decided to take this course you must have presented unit 16.
- 2. You must sign up for one of the grammar courses in the branch that you are attending, in the schedule that the branch offers that is most comfortable to you.
- **3.** Like any other follow up session, before attending to these grammar sessions you must prepare the units specified for each day. You will know which topics the session will be about because in your grammar book says what you will review each session from day 1 to day 13.

Important Note: This grammar course has been designed to be taken after finishing unit 16 from the book "Moving on" and it will end when you reach unit 28 from the book "Moving on".

The grammar course is divided like this:

_	Día	Número de horas	Programación	Unidad del libro Moving on que el usuario debe haber presentado
nmar	0	1 hora	"Introducción a gramática"	Unit 16
Finding Out About Grammar 1	1	2 horas	Unit 1. "Looking Over Pronouns" Unit 2. "Glancing at Nouns"	Unit 17
g Out Ab	2	2 horas	Unit 3. "Looking into Verbs and Verb Tenses"	Unit 18
Finding	3	2 horas	Unit 4. "Checking Out Adjectives" Unit 5. "Running into Adverbs"	Unit 19
	4	2 horas	Unit 6. "Passing by articles" Unit 7. "Going through Conjunctions"	Unit 20
	5	2 horas	Unit 8. Dropping by Prepositions"	Unit 21

	Día	Número de horas	Programación	Unidad del libro Moving on que el usuario debe haber presentado
	6	2 horas	Unit 9. "Coming Across Modal Auxiliary Verbs"	Unit 22
Finding Out About Grammar 2	7	2 horas	Unit 10. "Back to Glancing at Adjectives - Comparing and Connecting"	Unit 23
About G	8	2 horas	Unit 11. "Reviewing Conjunctions" Unit 12. "Looking into Verb Tenses 2"	Unit 24
y Out	9	2 horas	Unit 13. "Figuring Out Passive Voice"	Unit 25
Finding	10	2 horas	Unit 14. "Getting Across Conditionals"	Unit 26
	11	2 horas	Unit 15. "Bumping into Quoted and Reported Speech"	Unit 27
	12	2 horas	Unit 16. "Showing Off How to write an Opinion Letter"	Unit 28
	13	2 horas	Entrevista	Unit 29

If you follow this time table, you will have no problem during this course because as you can see to enter from "Finding Out about grammar 1" to "Finding Out about Grammar 2" you must have presented Unit 21 and to enter to the interview you must have presented Unit 28.

This is an important part of the process not only to present the units but to prepare them correctly. Once more, we remind you that the most important part of this program is following the 5 steps at home!

We invite you to follow the process ... We are happy to guide you!

^{*}The grammar course is an optional course, if you decide not to take it, you can use the book as reference for any doubt.

Finding out about Grammar

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Looking over Pronouns Unit 1

1.1 Do you know what a pronoun is?

Pronouns are words that replace nouns. A nouns is a person, a place, an animal, a thing or an idea, as simple as that. Look at this example.

Example

I read the book. It was good.
(The pronoun "it" refers to "book".)

Mary said, "I drink tea".
(The pronoun "I" refers to the speaker, whose name is Mary.)

The words that were replaced are "book" and "Mary". They also have a name, they are called Antecedent.

Exercise 1

Let's see if you got it. Identify the pronoun and the antecedent.

Example

Jack has a part-time job. **He** works at a fast-food restaurant.

Pronoun = **He** Antecedent = **Jack**

1. Many monke	eys don't like water,	but they can swim	well when they	have to.
Pronoun:				
Antecedent:				

2. The teacher graded the students' papers last night. She returned them during class the next day.

Pronoun:_____Antecedent: _____

3. The cormorant is a diving bird. It can stay under water for a long time. In some countries, it is used by fishermen to catch fish for them.

Pronoun:______Antecedent: _____

4. Tom took an apple with him to school. He ate it at lunch time.

Pronoun:______Antecedent: _____

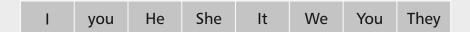
1.2 Types of pronouns

There are many types of pronouns. Let's start with subject pronouns.

1.2.1 Subject Pronouns

A **Subject Pronoun** indicates that the pronoun is acting as the subject of the sentence.

The subject pronouns are:



Subject Pronouns replace the subject of the sentence, like in this example:

Mary likes to swim. = She likes to swim.

The noun Mary was replaced by she (Subject pronoun).

1.2.2 Object Pronouns

An **Object Pronoun** indicates that the pronoun is acting as an object. These are:



Mary likes **Thomas**. = Mary likes **him**.

The pronoun **him** is replacing **Thomas**, the object of the sentence.

Exercise 2

Practice a little to get the idea. Replace the nouns using Subject and Object Pronouns.

Example:

- 1. Mary loves **Tom**. She loves **him**.
- **2.** Susana bathes the baby. bathes .
- **3.** Silvia calls my brother. calls _____.

Looking over Pronouns Unit 1

pays	
5. Paul writes a letterwrites	
6. My mother cooks vegetablescooks	
7. Tina has the pencilhas	
8. The dog eats the boneeats	
9. You and I do the homeworkdo	
10 . The police officer works all dayworks all day with	
Exercise 3	
Try doing this exercise. Correct the follow that must be used.	ving sentences and identify the pronoun
Example Them go to school everyday	
Them go to school everyday. Them =incorrect. They = Subject Pronoun is correct.	
Them =incorrect.	6. Her eats Chinese food with she.
Them =incorrect. They = Subject Pronoun is correct.	6. Her eats Chinese food with she.7. She and Tom buy many things.
Them =incorrect. They = Subject Pronoun is correct. 1. Them go to the park on Sundays.	
Them =incorrect. They = Subject Pronoun is correct. 1. Them go to the park on Sundays. 2. Him and her have 5 children.	7. She and Tom buy many things.
Them =incorrect. They = Subject Pronoun is correct. 1. Them go to the park on Sundays. 2. Him and her have 5 children. 3. They walk with she.	7. She and Tom buy many things.8. Us drink milk for breakfast.

1.2.3 Reflexive Pronouns

These pronouns are very easy to understand. You can use a **Reflexive Pronoun** to refer back to the subject of a sentence. The reflexive pronouns are:

Myself	Yourself	Himself	Herself
Itself	Ourselves	Yourselves	Themselves

Example

- a. He looked at himself in the mirror.
- **b.** He **himself** answered the phone, not his secretary.
- c. He answered the phone himself.
- d. She lives by herself.

A **Reflexive Pronoun** usually refers to the subject in a sentence; in (a) **he** and **himself** refer to the same person. Sometimes, Reflexive Pronouns are used for emphasis, as in (b) and (c). In the expression **by** + **Reflexive Pronoun** usually means "alone".

Exercise 4

See for yourself how easy **Reflexive Pronouns** are. Complete the following sentences by using the appropriate Reflexive Pronoun.

1.	Jane did not join the rest of us. She sat in the back of the roor	m by
2.	You may think Stan is telling the truth, but I	don't believe him
3.	It is important for all of us to be honest with	
4.	Now that their children are grown, Mr. and Mrs. Grayson live	by
5.	You yourself have to make that decision, Ann. No one can ma	ke it for you.
	I don't know what to tell you, Sue and Jack. You will have to t problem	ake care or that
	When everybody else forgot his birthday, Ralph decided to givbirthday present. He bought a new shirt for	/e
	Entitional presents the bought a new similar	•*

Exercise 5

Agreement of pronouns. Complete the sentences with pronouns. In some of the blanks there is more than one possibility. Use the pronoun that sounds best to you.

Example

1. Students should always hand in their work on time.

Looking over Pronouns Unit 1

 Teachers determine student's course of study. Each student is expected to learn lesson on time. If anyone calls, please ask to leave a message. Somebody left raincoat in the classroom. The people in the flight on our long plane trip were very attentive efforts to make us feel comfortable were greatly appreciated. My family is wonderful have always helped in anyway could. The crowd enjoyed the game got excited whenever the home team scored. The people at the last concert were very happy with the presentation were singing along with the rock band. The children ate breakfast this morning never do, but this time they
were very hungry.
1.2.4 Non-specific Object Pronouns
A Non-specific Object Pronoun is a word that replaces nouns when they are placed as the object of a sentence. Look at these cases and pay attention because each one is a different case.
First of all, you must know that there are two types of nouns that we are going to see in these cases. These are Countable Nouns and Non-countable Nouns . Countable Nouns are items that can be counted. Non-countable Nouns are items that can't be counted. They are words that express a whole made up of different parts. Got it? You will see these in detail in the next unit.
Another important thing that you must know is when a noun is specific or non-specific. A noun is specific when it is preceded by a word that defines it. The words that make nouns specific are the, my, your, his, her, our, their, that, these, this, or those.
The words that show that a noun is nonspecific are a , an , many , some , any , one , a lot of and many others, that give a general idea of what the person is talking about.
The last important point to understand these rules is to know when a sentences is affirmative or negative.
Example Affirmative: <i>I like pizza.</i> Negative: <i>I don't like pizza.</i>

Fantastic! Now let's go through the rules.

The use of **Non-specific Object Pronouns** with:

Non-specific Plural Countable Noun: When we replace Non-specific Plural Countable Nouns, we use some for affirmative sentences and any for negative sentences. Like in these examples.

I need **some** blank tapes.

Some: Nonspecific blank tapes = Plural Countable Noun.

Negative: I don't have any. Affirmative: Jack has some.

Specific Plural Countable Noun: When we replace **Specific Plural Countable Nouns**, we use **them** for affirmative and negative sentences. Look at these examples.

Where are **the** blank tapes that were here?

The: Specific; blank tapes = Plural Countable Noun.

Affirmative: I have them. Negative: I don't have them.

Nonspecific Singular Countable Nouns: When we replace **Nonspecific Singular Countable Nouns**, we use **one** for affirmative and negative sentences. Look at these examples.

Can you give me a blank tape?

A: Nonspecific blank tape = Singular Countable Noun

Negative: I can't because I don't have one.

Affirmative: Sarah has one.

Specific Singular Countable Nouns: When we replace specific **Singular Countable Nouns**, we use **it**, **them**, **him**, **her** for affirmative and negative sentences, depending on the object of the sentence. Look at these examples.

Did you see the tape that I left on the table?

The: Nonspecific; tape = Singular Countable Noun

Negative: No, I didn't see it. Affirmative: Yes, I took it.

If we are speaking about a woman we use her, and if we are talking about a man we use him.

Non-specific Non-countable Nouns: When we replace Non-specific Non-Countable Nouns, we use some for affirmative sentences and questions, and any for negative sentences. Like in these examples.

Looking over Pronouns Unit 1

Would you like **some** coffee?

Some: Nonspecific coffee = Non-countable Noun

Negative: *No thanks, I don't want any.* **Affirmative**: *Sure, I'll have some.*

Specific Non-countable Nouns: When we replace **Specific Non-countable Nouns**, we use **it** for affirmative and negative sentences. Like in these examples.

Your cup is empty. What happened to **your** coffee? **Your**: Specific; coffee = Non-Countable Noun.

Affirmative: I drank it.

Negative: I didn't drink it yet...I don't know.

Exercise 6

Your turn! Answer the following questions using the correct **Non-specific Object Pronoun**. Look at the example.

Example:

Did the neighbor ask for permission to use our hose? (Specific Countable Noun) Affirmative: Yes, he asked me if he could use it.

Negative: No, he didn't ask to use it!

Affirmative: I saw ______in the cafeteria.

3. Does John have a car? ______.

Affirmative: I think he has _____.

Negative: No, he doesn't have enough money to buy _____.

4. Where did she put the flour that I bought for the cake? ______ in the cupboard.

Negative: I don't know where she put ______.

5. I think I lost my keys! ______.

Affirmative: Don't you remember where you left _____.

Negative: I think that I saw in the front desk.

^{*}Extra activity 1.

2.1 The Meaning of Nouns

A **Noun** is a person, a place, a thing or an idea.

Person: *mother, Thomas, etc.*

Place: house, Charlie's Restaurant etc.

Thing: box, book, car, etc.

Idea: I think we should go out tonight. (idea)

Do you like the idea?

Yes, I love it! (It refers to the whole idea of going out tonight)

2.1.1 How to Make a Noun Plural

The plural forms of **Nouns** can be created in the following ways:

1. Add an s to form the plural of most words.

```
elephant - elephants
stereo - stereos
```

2. For words that end in s, z, x, ch, sh, add an es to form the plural.

```
box - boxes.
church - churches.
```

3. If the word ends in a **vowel** plus **y** (**ay**, **ey**, **iy**, **oy**, **uy**), add an **s** to the word.

```
tray - trays
key - keys
```

4. If the word ends in a **consonant** plus **y**, change the **y** into **ie** and add an **s** to form the plural.

```
enemy - enemies
baby - babies
```

5. For words that end in -is, change the -is to -es to make the plural form.

```
synopsis - synopses
thesis - theses
```

6. Some words that end in **-f** or **-fe** have plurals that end in **ves**.

```
knife - knives
self - selves
```

7. The plurals of words ending in -o are formed by either adding -s or by adding -es. To determine whether a particular word ends in -s or -es (or if the word can be spelled either way). Check your dictionary or the list below. There are two helpful rules:

a. All words that end in a vowel plus **-o** (ao, eo, io, oo, uo) have plurals that end in just **-s**:

Stereo	Stereos
Studio	Studios
Duo	Duos

b. All musical terms ending in **-o** have plurals ending in just **-s**.

Piano	Pianos
Cello	Cellos
Solo	Solos

c. Plural forms of words ending in **-o**:

-os	-oes	-os or -oes
albinos armadillos autos bravos broncos casinos combos kimonos logos ponchos sombreros tacos torsos tobaccos typos	echoes embargoes heroes potatoes tomatoes torpedoes	avocados/oes buffaloes/os cargoes/os dominoes/os ghettos/oes mosquitoes/os palmettos/oes tornadoes/os volcanoes/os zeros/oes

Other forms:

Ending -in	Change -us to -i	cactus - cacti nucleus - nuclei focus - foci
Ending in -is	Change -is to -es	analysis - analyses crisis - crises thesis - theses
Ending in -on	Change -on to -a	phenomenon - phenomena criterion - criteria
Irregular	Change the word	man - men foot - feet child - children person - people tooth - teeth mouse - mice

Exercise 1

Now it's your turn. Change the following nouns into their plural form.

1. Box:	16. Analysis:
2. Shelf:	17. Buffalo:
3. Enemy:	18. Child:
4. Key:	19. Woman:
5: Day:	20. Deer:
6. City:	21. Phenomenon:
7. Church:	22. Stimulus:
8. Show:	23: Bus:
9. Fly:	24: Calf:
10 . Book	25. Thesis:
11. Arch:	26. Foot:
12 . Fire:	27 . Wolf:
13 . Clock:	28. Echo:
14. Burger:	29. Fish:
15. Thief:	30. Octopus:

Glacing at Nouns Unit 2

2.2 Different Types of Nouns

We are going over two different types of nouns: **Countable and Non-countable**. As a first example, we are going to use "money". Do you think it is countable or non-countable? If you said countable you are very...WRONG!

The word **money** is a non-countable noun because it is a word that refers to many different nouns, like "coins", "bills", "checks" or even "credit cards". These are countable. Tricky right? Let's see each type of noun separately.

2.2.1 Countable Nouns

Countable Nouns are items that can be counted. These nouns may be preceded by **an/a** in the singular and they need a final **-s** or **-es** for the plural.

Examples:

I bought <u>a chair</u>. Sam bought three <u>chairs</u>. Singular Plural

2.2.2 Non-countable Nouns

Non-countable Nouns refer to a "whole" that is made up of different parts. They are not immediately preceded by **a/an** and have no plural form. They do not need a final **-s** or **-es**.

Examples:

I like to buy modern furniture. I put some sugar in my coffee. I wish you luck. Sunshine is warm and cheerful.

In the first example, **furniture** represents whole groups of things that are made up of similar but separate items. In the second example **sugar** and **coffee** represent whole masses made up of individual particles or elements. In the third example **luck** is an abstract concept, an abstract "whole". It has no physical form; you cannot touch it. In the fourth example phenomena of nature, such as **sunshine**, are frequently used as Non-countable Nouns.

Some Common Non–countable Nouns: The following are typical of nouns that are commonly used as Noncountable Nouns. Many others nouns can be used as Non–Countable Nouns. This list serves only as a sample.

1. Whole groups made up of similar items: Baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, make up, money, cash, change, postage, scenery, traffic.

Glacing at Nouns

- 2. Fluids: Water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
- **3. Solids:** Ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
- 4. Gases: Steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
- **5. Particles:** Rice, chalk, corn, dirt, dust, flour, glass, hair, pepper, salt, sand, sugar, wheat, etc.
- **6. Abstractions:** Beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, sleep, knowledge, laughter, truth, luck, music, patience, peace, pride, progress, recreation, significance, violence, wealth, advice, information, news, evidence, proof, time, space, energy, homework, work, grammar, slang, vocabulary, etc.
- 7. Languages: Arabic, Chinese, English, Spanish, Italian, Japanese, etc.
- **8. Fields of study:** Chemistry, Engineering, History, Literature, Mathematics, Psychology, etc.
- 9. Recreation: Baseball, soccer, tennis, chess, bridge, poker, etc.
- **10. General activities:** Driving, studying, swimming, traveling, walking and other gerunds.
- **11. Natural phenomena:** Weather, dew, fog, hail, humidity, heat, lightning rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity.

Exercise 2

Look at the italicized nouns in the following sentences. Mark with **C** the **Countable Nouns** and with **NC** the **Non–countable Nouns**. Piece of cake!

Example

I bought some <u>chairs</u>, <u>tables</u> and <u>desks</u>. In other words, I bought some <u>furniture</u>.

C C NC

- **1.** I have some pennies, nickels, and dimes in my pocket. In other words, I have some money in my pocket.
- **2.** Ann likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.

Glacing at Nouns Unit 2

- **3.** We saw beautiful mountains, fields, and lakes on our trip. In other words, we saw beautiful scenery.
- **4.** Would you like some food? How about a sandwich and an apple?
- 5. We had meat, rice, bread, butter, cheese, fruit, vegetables, and tea for dinner.
- 6. Gold and iron are metals.
- **7**. I used an iron to press my shirt because it was wrinkled.
- 8. I wish you happiness, health, and luck in your life.
- 9. Tom is studying Chemistry, History, and English.
- **10.** In the United States, baseball is called the national pastime. To play it, you need a baseball and a bat.
- **11.** My hometown has rain, thunder, fog, and snow in the winter months. In other words, it has bad weather.
- 12. Tom has black hair and brown eyes.

Exercise 3

Complete the sentences with the given nouns. Add final **-s** or **-es** if necessary. Use each noun once.

change	advice	city
garbage	hardware	homework
information	junk	luggage / baggage
music	progress	river
screwdriver	stuff	thunder
traffic	traveling	trip

Example

I have some **coins** in my pocket. In other words, I have some **change** in my pocket.

- 1. The Mississippi, the Amazon, and the Nile are well known _____in the world.
- 2. I like to listen to operas, symphonies and folk songs. I enjoy .

Glacing at Nouns

I want to visit otherbefore I return to my country.
4. The street is full of cars, trucks and busses. This street always has heavy, especially during rush hour.
5. In the last couple of years, I've gone to France, India, and the Soviet Union. I like to take In other words is one of my favorite activities.
6. I put some banana peels, rotten food, and broken bottles in the waste can. The can is full of
7. They have a rusty car without an engine, broken chairs and an old refrigerator in their front yard. Their yard is full of
8. Paul has books, pens, papers, notebooks, a clock, scissors, a tape recorder and some other things on his desk. He has a lot ofon his desk.
9. The children got scared when they heardduring the storm.
10. Tools that are used to fasten screws into wood are called
11. I went to the store to get some nails, hammers, and screws. In other words, I bought some
12. Tonight I have to read 20 pages in my history book, do 30 algebra problems, and write a composition for my English teacher. In other words, I have a lot ofto do tonight.
13. Ann took three suitcases, a shoulder bag, and a cosmetic case. In other words, she took a lot ofon her trip.
14. Toronto is 356 ft./109m 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.
15. I didn't feel good. Ann said, "you should see a doctor". Tom said, "you should go home and go to bed". Martha said, "you should drink fruit juice and rest". I gotfrom three people.
16. My English is slowly getting better. My vocabulary is increasing. It's getting easier from me to write and I make fewer mistakes. I can often understand people even when they talk fast. I'm satisfied with theI have made in learning English.

Glacing at Nouns Unit 2

Exercise 4

Add final -s or -es to the nouns in italics if necessary. Do not add or change any other words.

Example

- a) Mary always has fresh <u>egg</u> available because she raises <u>chicken</u> in her yard. <u>eggs</u> <u>chickens</u>
- **b)** I had **chicken** and **rice** for dinner last night. (It does not change)
- 1. Outside my window, I can see a lot of tree, bush, grass, dirt, and flower.
- 2. Tom gave me some advice. Millie also gave me some good suggestion.
- **3.** Yoko learned several new word today. She increased her vocabulary today.
- 4. I drank two glass of water.
- **5.** Window are made of glass.
- **6.** Jack wears glass because he has poor eyesight.

Many nouns can be used as either Non-Countable or Countable Nouns, but the meaning is different. Look at these examples.

Hair:

-Non-countable: Ann has brown hair.

Here we are talking about hair in general.

-Countable: Tom has a hair on his jacket.

Here we are talking about one hair that fell off his head and landed on his jacket.

Light:

- -Non-countable: I opened the curtains to let in some **light**.

 We are talking about light in general, the one that shines.
- -Countable: Do not forget to turn off the lights before you go to bed.

 Here we are talking about the light bulbs in the house.

2.2.3 The Use of Unit Expressions

Unit expressions are words that come before a noun to specify an amount.

Examples:

A spoonful of sugar

A cup of coffee

A quart of milk

A loaf of bread

A grain of rice

A bowl of soup

A bag of flour

A pound of meat

A piece of furniture

A sheet of paper

A piece of jewelry

2.2.4 The Use of Quantity Expressions

An expression of quantity may precede a noun. Some expressions of quantity are used only with **Countable Nouns**, some only with **Non-countable Nouns**; some with both, **Countable** and **Non-countable Nouns**. Take a look at this chart.

Used with Countable Nouns	Used with Non Countable Nouns	Used with both
one each every two both a couple of three, etc. a few several many a number of	a little much a great deal of	not any no some a lot of lots of plenty of most all

Glacing at Nouns Unit 2

Examples:

Correct: I have several pens.

Incorrect: I have a great deal of pens.

Correct: *I have much rice in my cupboard.* **Incorrect:** *I have many rice in my cupboard.*

You could also use a unit expression in the last case.

I have many bags of rice in my cupboard.

The quantity expression many refers to **bags** which is a countable noun. The unit expression **bags of** refers to rice, which is non-countable.

Exercise 5

Check yourself. Draw a line through the expressions that can't be used to complete the sentence correctly.

Example: I bought _____ furniture.

some
a couple of
several
too much

too many four

1. Isabel has _____assignments.

three several some a lot of too many too much a few a little hardly any no 2. Jake has homework.

three
several
a lot of
too much
too many
a few
a little
a number of
a great deal of
hardly any
no

some

Glacing at Nouns

3. Sue is wearing jewelry. **4.** Sue is wearing three three several several some some a lot of a lot of too much too much too many too many a few a few a little a little hardly any hardly any

Exercise 6

no

Change the plural form of the following nouns and use much or many with these words.

no

furniture desk equipment machinery machine branch woman piece mouse advice prize goose music tooth progress knowledge race marriage information luck hypothesis office slang mail human being roof shelf thief white

2.2.5 Noun as a Subject and as an Object

We could have two nouns in one sentence, playing different roles like **subject** or **object**. Almost all English sentences contain a **Subject** (S) and a **Verb** (V). The verb may or not may be followed by an **Object** (O). Look at these examples.

Birds fly.

Noun = birds = Subject

Verb = fly

In this case, there is no **Object** but it is a complete sentence.

The baby cried.

Noun = baby = Subject

Verb = cried

In this case, there is no **Object** but it is a complete sentence.

Glacing at Nouns

The student needs a pen.

Noun = student = Subject

Verb = needs

Noun = pen = Object

In this case, there is a Subject and an Object.

My friends enjoyed the party.

Noun = friends = Subject

Noun = friends = Subject Verb = enjoyed Noun = party = Object

In this case, there is a **Subject** and an **Object**.

The subjects and objects of verbs are nouns or pronouns.

Exercise 7

Find the Subject and Object.

- 1. The politician supported new taxes. (______)=S (_____)=O
- 2. The mechanic repaired the engine. (______)=S (_____)=O
- 3. Those boxes contained old photographs. (______)=S (_____)=O

Exercise 8

Find the **Subject** and the **Object** of the following sentences. Then make a question using the correct structure. (Yes–No questions).

Example

I love you.(I) is the Subject. (You) is the Object Do I love you?

Jack put the letter.

(Jack) is the Subject. (Letter) is the Object

Did Jack put the letter?

1. The	e receptionist a	answered	the phone.
(_)=S	(_)=O

Glacing at Nouns

2. The doctor examined the patient.

(______) = S (______) = O

3. Leidy bought a present.

(_____) = S (_____) = O

4. The dog ate the bone.

(______) = S (_____) = O

5. The children wanted to eat cookies.

(_____) = S (____) = O

6. The students like to do their homework.

(_____) = S (____) = O

7. Clark and Patricia will have a baby.

(______) = S (______) = O

8. The playground will be remodeled.

(_____) = S (____) = O

9. The neighbor made a big party.

(_____) = S (_____) = O

10. The waiter is serving dinner.

(______) = S (______) = O

*Extra activity 2

Looking Into Verbs and Verb Tenses Unit 3

3.1 What is a verb?

A **Verb** expresses an action, occurrence, or state of being. Here are some examples:

Run, speak, become, be, etc.

3.2 The difference between Progressive Verbs and Non-Progressive Verbs

3.2.1 Progressive Verbs

These verbs are making reference to an activity in progress. For these cases we need to use the verb **to be**.

Examples:

Kim is reading about this grammar. (is reading = activity in progress). Marie is running in the park. (is running = activity in progress).

The verb **being** + **an adjective** is used in the progressive to describe a temporary characteristic. Very few adjectives are used with **be** in the progressive; some examples of adjectives are **careful**, **rude**, **polite**, **nice**, **selfish**.

Examples:

Bob is foolish. Foolishness is one of Bob's usual characteristics.

Bob is being foolish. Right now, at the moment of speaking, Bob is doing something that the speaker considers foolish.

3.2.2 Non Progressive Verbs

The name says it all. They are not used in any of the progressive tenses. These verbs describe states and conditions that exist. They do not describe activities that are in progress.

Example

Ali knows grammar.

In this sentence, **know** describes a mental state that exists.

Here are more sentences for you to analyze.

Know I know how to speak English.
Realize Now, I realize the consequences.

Understand I **understand** grammar.

Recognize Do you recognize that woman?

Believe We believe in her.

Looking Into Verbs and Verb Tenses

Feel I feel really happy.

Suppose I **suppose** that what you say is true.

Think I **think** that he is right.

Want The child wants to eat candy.

Need We **need** someone to take care of our pet.

Prefer I prefer the blue coat.

Mean We don't mean wrong.

Mental State

Imagine I imagine that he will come tonight.Doubt I really doubt that he will pay you back.

Seem You seem a little tired.

You look a little tired.

Appear You appear a little tired.

This house costs too much.

Owe He owes you a lot of money.

Weigh This box weighs too much.

Be He is an extraordinary man.

Exist Do aliens exist?

Consist Your homework **consists** of math problems.

Contain That cake **contains** eggs.

Include Please **include** the tip in the bill.

The following sentences are examples of common **Non–progressive Verbs** which are sometimes commonly used as Progressive Verbs also. Observe how the meaning changes.

Non-Progressive = (Existing State). Progressive = (Activity in Progress).

Think: Progressive. *I am thinking* about this grammar.

Non-Progressive. I think he is a kind man.

Have: Non–Progressive. *He has a car.*

Progressive. I am having trouble.

Taste: Non–Progressive. *This food tastes good.*

Progressive. The chef is tasting the sauce.

Smell: Non–Progressive. *These flowers smell good.*

Progressive. Don is smelling the roses.

See: Non–Progressive. *I see a butterfly. Do you see it?*

Progressive. The doctor is seeing a patient.

Looking Into Verbs and Verb Tenses Unit 3

Non–Progressive. *The cat's fur feels soft.* Progressive. *Sue is feeling* the cat's fur.

Feel:

Look: Non-Progressive. She **looks** cold. I'll lend her my coat. Progressive. I'm looking out the window. Non-Progressive. He appears to be asleep. Appear: Progressive. The actor is appearing on the stage. Weigh: Non-Progressive. A piano is heavy. It weighs a lot. Progressive. The grocer is weighing the bananas. Be: Non-Progressive. I am hungry. Progressive. Tom is being foolish. **Exercise 1** Use either the simple present or the present progressive of the verbs in parentheses. 1. Look! It (begin) _____ to rain. Unfortunately, I (have, not) umbrella with me. Tom is lucky. He (wear) a rain coat. 2. I (own, not) _____ an umbrella. I (wear) ____ a waterproof hat on rainy days. 3. Right now I (look) _____ around the classroom. Yoko (write) ____ her book. Carlos (bite) ____ his pencil. Andrew (scratch) ____ head. John (stare) ____ out the window. He (seem) ____ to be daydreaming. **4.** There's a book on my desk, but it (belong, not) to me. 5. Dennis (fix) the roof of his house today, and he (need) some help. Can you help him? 6. This box (weigh) _____ a lot. It's too heavy for me to lift. 7. I (do) this practice at the moment. It (consist) of some Mathematics problems. 8. Mrs. Edward's is at the market. Right now. She (look) at the apples. They (look) fresh. 9. My sister (sing) _____ at the church chorus. She (go) ____ on Saturdays.

3.3 Regular Vs. Irregular Verbs

English verbs have four principal parts:

	Regular Verb	Irregular Verb
Simple Form Simple Past Past Participle Present Participle	work worked working	fly flew flown flying

3.3.1 Regular Verbs

As the name indicates, they have a regular form. To form the **Simple Past** and the **Past Participle**, these verbs must end in **-ed**. Look at the chart.

Simple Form	Simple Past	Past Participle	Present Participle
Hope	Hoped	Hoped	Hoping Stopping Listening Studying Starting
Stop	Stopped	Stopped	
Listen	Listened	Listened	
Study	Studied	Studied	
Start	Started	Started	

Pronounce Regular Verbs Correctly!

The sound of "Regular Verbs" may vary when they are in past form. The three cases are shown in the following charts, take a look at them and practice the pronunciation.

Group A: Final -ed is pronounced /t/ after: k, p, gh (/f/), sh, ch, s, ss, x.

Group B: Final **-ed** is pronounced **/ed/** after **d** and **t**.

-ed = /ed/ Needed
 Waited
 Defended
 Rested
 Added
 Counted
 Loaded
 Halted

Group C: Final **-ed** is pronounced /d/ after the rest of the consonants in the alphabet:

-ed = /d/ Sobbed
Roamed
Believed
Called
Filled
Enjoyed
Poured
Dried

A short list that will help you: The following is a list in Simple Present Tense of many Regular Verbs. To form the Past Tense, you just add -ed or -d.

a				
accept	add	admire	admit	advise
afford	agree	alert	allow	amuse
analyze	announce	annoy	answer	apologize
appear	applaud	appreciate	approve	argue
arrange	arrest	arrive	ask	attach
attack	attempt	attend	attract	avoid

b				
back bare beg blind boil borrow brake bubble	bake	balance	ban	bang
	bat	bathe	battle	beam
	behave	belong	bleach	bless
	blink	blot	blush	boast
	bolt	bomb	book	bore
	bounce	bow	box	brake
	branch	breathe	bruise	brush
	bump	burn	bury	buzz

C				
calculate carve chase choke clear collect compare concern consist cough crawl curl	call cause cheat chop clip color compete confess contain count cross curve	camp challenge check claim close comb complain confuse continue cover crush cycle	care change cheer clap coach command complete connect copy crack cry	carry charge chew clean coil communicate concentrate consider correct crash cure
d				
dam deceive deliver destroy disapprove double dress dry	damage decide depend detect disarm doubt drip dust	dance decorate describe develop discover drag drop	dare delay desert disagree dislike drain drown	decay delight deserve disappear divide dream drum
е				
earn encourage escape exist extend	educate end examine expand	embarrass enjoy excite expect	employ enter excuse explain	empty entertain exercise explode
f				
face fax fill flap flower form	fade fear film flash fold found	fail fence fire float follow frame	fancy fetch fit flood fool frighten	fasten file fix flow force fry

Looking Into Verbs and Verb Tenses

g				
gather grate groan	gaze grease guarantee	glow greet guard	glue grin guess	grab grip guide
h				
hammer harass heal hop hunt	hand harm heap hope hurry	handle hate heat hover	hang haunt help hug	happen head hook hum
i				
identify include injure interrupt itch	ignore increase instruct introduce	imagine influence intend invent	impress inform interest invite	improve inject interfere irritate
_				
j				
jail judge	jam juggle	jog jump	join	joke
k				
kick knock	kill knot	kiss	kneel	knit
I				
	land	last	laugh	launch

Looking Into Verbs and Verb Tenses

m				
man match melt mine mourn murder	manage mate memorize miss move	march matter mend mix muddle	mark measure mess moan mug	marry meddle milk moor multiply
n				
nail note	name notice	need number	nest	nod
0				
obey offend owe	object offer own	observe open	obtain order	occur overflow
р				
pack pass pedal phone plan point post precede press produce pull push	paddle paste peel pick plant poke pour prefer pretend program pump	paint pat peep pinch play polish practice prepare prevent promise punch	park pause perform pine please pop pray present prick protect puncture	part peck permit place plug possess preach preserve print provide punish
q				
question	queue			

r				
race realize reflect rejoice remember replace rescue risk rub	radiate receive refuse relax remind reply retire rob ruin	rain recognize regret release remove report return rock rule	raise record reign rely repair reproduce rhyme roll rush	reach reduce reject remain repeat request rinse rot

S				
sack scare scratch seal shade shock signal slap smile snore spare spoil squeak stare stir strengthen subtract suit surround	sail scatter scream search share shop sin slip smoke snow spark spot squeal start stitch stretch succeed supply suspect	satisfy scold screw separate shave shrug sip slow snatch soak sparkle spray squeeze stay stop strip suck support suspend	save scorch scribble serve shelter sigh ski smash sneeze soothe spell sprout stain steer store stroke suffer suppose switch	saw scrape scrub settle shiver sign skip smell sniff sound spill squash stamp step strap stuff suggest surprise
33.1.7 33.110	343634	36365116	3111011	

t				
talk telephone thaw tip trace travel trot tumble	tame tempt tick tire trade treat trouble turn	tap terrify tickle touch train tremble trust	taste test tie tour transport trick try type	tease thank time tow trap trip tug

Looking Into Verbs and Verb Tenses

u				
undress untidy	unfasten use	unite	unlock	unpack
V				
vanish	visit			
W				
wail warm water whip wipe worry	wait warn wave whirl wish wrap	walk wash weigh whisper wobble wreck	wander waste welcome whistle wonder wrestle	want watch whine wink work wriggle
X				
x–ray				
У				
yawn	yell			
Z				
zip	zoom			

Looking Into Verbs and Verb Tenses Unit 3

Exercise 2

Use the list above as reference. Choose 10 verbs, change them to **Past Form** and put them in the correct group depending on their pronunciation. Then, read them using the correct pronunciation.

/t/ Sound	/ d / Sound	/ed/ Sound
1 2	1 2	1 2
3. 4.	3. 4.	3. 4.
5.	5.	5
6	6	6
7	7	7
8	8	8
9.	9.	9.
10.	10.	10.

3.3.2 Irregular Verbs

As the name indicates, these verbs have irregular **Past** and **Past Participles** forms, (They do not end in **-ed** or **-d**). Here are some examples:

Simple Form	Simple Past	Past Participle	Present Participle
break	broke	broken	breaking
come	came	come	coming
find	found	found	finding
hit	hit	hit	hitting
swim	swam	swum	swimming

Simple Form	Simple Past	Past Participle	Translation
a			
arise	arose	arisen	levantarse, surgir
b			
be (am, is, are) bear beat become begin behold bend bet	was, were bear beat became began beheld bent bet	been borne beaten become begun beheld bent bet	ser o estar soportar vencer/derrotar llegar a ser/ hacerse empezar contemplar inclinar/torcer apostar

Simple Form	Simple Past	Past Participle	Translation
bid bind bite bleed blow break breed bring build burn burst buy	bade bound bit bled blew broke bred brought built burnt burst bought	bidden bound bitten bled blown broken bred brought built burnt burst bought	mandar/ordenar atar/liar morder sangrar/desangrar soplar romper criar (animales) traer edificar, construir quemar reventar, romper comprar
С			
cast catch choose cling come cost creep cut	cast caught chose clung came cost crept cut	cast caught chosen clung come cost crept cut	echar, arrojar coger, atrapar elegir, seleccionar agarrarse a venir costar trepar, arrastrase cortar
d			
dare deal dig dive do drag draw dream drink drive drown dwell	durst dealt dug dived did dragged drew dreamt drank drove drowned dwelt	dared dealt dug dived done dragged drawn dreamt drunk driven drowned dwelt	desafiar, atreverse repartir cavar bucear hacer arrastrar dibujar soñar beber conducir, manejar ahogarse morar, habitar
е			
eat fall feed	fell fed	eaten fallen fed	comer caer alimentar
feel	felt	felt	sentir

Simple Form	Simple Past	Past Participle	Translation
fight find fit flee fling fly forbid foretell forget forgive forsake freeze	fought found fitted fled flung flew forbade foretold forgot forgave forsook froze	fought found fitted fled flung flown forbidden foretold forgotten forgiven forsaken frozen	pelear, reñir, luchar encontrar, hallar ajustar, encajar abandonar, huir de arrojar volar prohibir preceder, pronosticar olvidar perdonar abandonar, renunciar congelar, helar
g			
get give go grind grow	got gave went ground grew	gotten given gone ground grown	conseguir dar, conceder ir, andar moler cultivar, crecer
h			
hang have/has hear hide hit hold hurt keep kneel knit know	hung had heard hid hit held hurt kept knelt knit knew	hung had heard hidden hit held hurt kept knelt knit known	colgar, suspender tener, haber escuchar, oir esconder, ocultar golpear sujetar, sostener hacer daño, lastimar mantenerse, guardar arrodillarse tejer conocer, saber
1			
lay lead lean leap learn leave lend let lie	laid led lent leapt learnt left lent let lay	laid led lent leapt learnt left lent let lain	poner, colocar llevar, dirigir apoyar algo saltar aprender salir prestar dejar, permitir reposar encender, prender

Looking Into Verbs and Verb Tenses

Simple Form	Simple Past	Past Participle	Translation
lose	lost	lost	perder
m			
make mean meet mislead mistake mow	made meant met misled mistook mowed	made meant met misled mistaken mown	hacer, fabricar significar, querer decir reunir engañar errar cortar
o			
outdo overhear overtake	outdid overhear overtook	outdone overhear overtaken	superar oir por casualidad sobrepasar
р			
pay prove put	paid prove put	paid proven put	pagar comprobar poner
q			
quit	quit	quit	renunciar, desistir
r			
read rend ride ring rise run	read rent rode rang rose ran	read rent ridden rung risen run	leer entregar montar, pasear sonar, tocar levantarse, subir correr
s			
saw say see seek sell send set shake shed shine shoot shred	sawed said saw sought sold sent set shook shed shone shot shred	sawn said seen sought sold sent set shaken shed shone shot shred	aserrar decir ver buscar, solicitar vender enviar poner, colocar sacudir, agitar, batir mudar (de piel) brillar disparar hacer trizas

Simple Form	Simple Past	Past Participle	Translation
shrink	shrank	shrunk	encogerse, reducirse
shut	shut	shut	cerrar
sing	sang	sung	cantar
sink	sank	sunk	hundir
sit	sat	sat	sentarse
slay	slew	slain	matar
sleep	slept	slept	dormir
slide	slid	slid	resbalar, deslizar
slit	slit	slit	rajar, cortar
smell	smell	smell	oler
speak	spoke	spoken	hablar
speed	sped	sped	acelerarse
spell	spelt	spelt	deletrear
spend	spent	spent	gastar, pasar tiempo
spill	spilt	spilt	derramar
spin	spun	spun	girar, dar vueltas
spit	spat	spit	escupir
split	split	split	dividir, separar
spread	spread	spread	esparcir, propagar
spring	sprang	sprung	saltar, brincar
stand	stood	stood	estar de pie
steal	stole	stolen	robar
stick	stuck	stuck	pegarse, meter, poner
sting	stung	stung	picar (de insecto)
stink	stank	stunk	apestar
stride	strode	stridden	dar zancadas
strike	struck	struck	golpear, pegar
string	strung	strung	ensartar
strive	strove	striven	luchar por hacer algo
swear	swore	sworn	jurar
sweat	sweat	sweat	sudar
sweep	swept	swept	barrer
swell	swelled	swollen	inflamarse
swim	swam	swum	nadar
swing	swung	swung	mecer, columpiar
t			
take	took	taken	tomar, llevar
teach	taught	taught	enseñar
tear	tore	torn	rasgar, romper
tell	told	told	decir, narrar
think	thought	thought	pensar
thrive	throve	thriven	•
			prosperar
throw	threw	thrown	lanzar, tirar, arrojar

Looking Into Verbs and Verb Tenses

Simple Form	Simple Past	Past Participle	Translation
u			
understand undertake uphold	understood undertook upheld	understood undertaken upheld	entender emprender sostener
w			
wake wear weave wed weep wet win wind withdraw wring write	woke wore wove wed wept wet won wound withdrew wrung wrote	woken worn woven wed wept wet won wound withdrawn wrung written	despertar usar tejer casarse llorar mojar ganar dar cuerda, olvidar retirar, sacar exprimir, torcer escribir

3.4 Spelling Rules for Verbs

There are some spelling rules that have to be taken into account when using the -ing (progressive form) and the -ed (past of regular forms). These will help you a lot!

3.4.1 One Syllable Verbs that End in -e

Verb	Progressive	Past
hope	hoping	hoped
date	dating	dated
injure	injuring	injured

Rule: -ing form: If the word ends in -e, cancel the -e and add -ing. -ed form: If the word ends in -e, just add -d.

3.4.2 One Syllable Verbs that End in Consonant-Vowel-Consonant

Verb	Progressive	Past
stop	stopping	stopped
rob	robbing	robbed
beg	begging	begged

Rule: -ing form: Double the last consonant and add -ing.
-ed form: Double the last consonant and add -ed.

3.4.3 One Syllable Verbs that End with a Consonant-Vowel and Consonant y, w and z

Verb	Progressive	Past
play	playing	played
show	showing	showed
mix	mixing	mixed

Rule: -ing form: Do not double the last consonant and add -ing.
-ed form: Do not double the last consonant and add -ed.

3.4.4 Two Syllable Verbs that End with Consonant-Vowel-Consonant (Two Cases)

Verb	Progressive	Past
listen	listening	listened
offer	offering	offered
open	opening	opened

Verb	Progressive	Past
begin	beginning	began (irregular)
prefer	preferring	preferred
control	controlling	controlled

Rule: When the stress is in the *first syllable*, only add -ed or -ing.

When the stress is in the *second syllable*, double the last consonant and add -ed or -ing.

3.4.5 Verbs that End with Vowel-Vowel-Consonant

Verb	Progressive	Past
rain	raining	rained
fool	fooling	fooled
dream	dreaming	dreamed

Rule: -ing form: add -ing. -ed form: add -ed.

3.4.6 Verbs that End in Consonant-Consonant

Verb	Progressive	Past
start	starting	started
fold	folding	folded
demand	demanding	demanded

Rule: -ing form: add -ing. -ed form: add -ed.

3.4.7 Verbs that End in -y (Two Cases)

Verb	Progressive	Past
enjoy	enjoying	enjoyed
pray	praying	prayed
buy	buying	bought (irregular)

Verb	Progressive	Past
study	studying	studied
try	trying	tried
reply	replying	replied

Rule: -ing form: If the -y is preceded by a vowel and a consonant, keep the -y and add -ing.

-ed form: If the -y is proceeded by a consonant, change the -y into -i and add -ed (1st case), if not keep the -y and add -ed (2nd case).

3.4.8 Verbs that End in -ie.

Verb	Progressive	Past
die	dying	died
lie	lying	lied
tie	tying	tied

Rule: -ing form: If the word ends in -ie, change the -ie into -y and add -ing. -ed form: only add -d.

3.5 Verb Tenses

We are going to take a look at the simple tenses and progressive tenses.

3.5.1 Simple Tenses

The simple tenses are: Simple Present, Simple Past and Simple Future.

Simple Present Tense:

Subject + verb in the present + complement.

The **Simple Present Tense** expresses events or situations that exist always, presently, usually, habitually; you must remember to use add an **-s** to the verb when the subject of the sentence is a third person **(she, he, it)**:

Examples:

It **snows** in Alaska.

I **watch** television everyday.

The **Simple Present Tense** is used for general statements of fact:

Examples:

Water consists of hydrogen and oxygen.

Most **animals** kill for food.

The world is round.

The **Simple Present Tense** is also used to express habitual or everyday activities:

Examples:

I **study** for two hours every night.

My class **begins** at nine o'clock.

He always eats a sandwich for lunch.

The student understands the lesson.

I go to the park every morning.

Mammals are warm blooded.

Exercise 3

Complete the following sentences with the correct form of the Simple Present Verb.

1. Lisa	(study) English in United States.
2. The Seamstres	ss (sew) dresses.
3. Firefighters	(extinguish) fires.
4. The ozone lay	er (have) a hole.
5. Koalas	(eat) eucalyptus leaves.
6. We	(celebrate) Christmas in December.
7. Internet	(Be) very useful nowadays.
8. The car	need) gasoline to move.
9. Receptionists	(give) information.
10 . People	(decorate) Christmas trees with many ornaments.

Looking Into Verbs and Verb Tenses Unit 3

Exercise 4

Now that you have finished Exercise 1, you must write the question form of the sentences using the correct auxiliary verb and structure. Remember to remove the -s from the verb when using does.

Example

1. Lisa studies Englis	h in New York	
Does Lisa study Er	nglish in New York?	
2		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10		

Simple Past Tense

Subject + verb in the past +Complement

In general, the "Simple Past Tense" expresses events or situations that happened at one particular time in the past. It began and ended in the past. Look at these examples.

Example

It **snowed** yesterday.

I **watched** television last night.

These situations started and finished in the past.

Using "When": If the sentence contains **when** and has the **Simple Past Tenses** in both parts of the sentence, the action in the **when clause** happened first. (A cause is a group of words that contain a subject and a verb).

Example

- a) She got up to investigate when she heard the noise. = First she heard the noise, then she got up.
- **b)** The coffee **spilled** on my lap when I **dropped** my cup. = First he dropped the cup, then the coffee spilled.

Looking Into Verbs and Verb Tenses

Exercise 5
Fill in the blanks with the past form of the verbs and write what happened first.
1. When the phone (ring), I (answer) it.
2. I (answer) the phone when it (ring)
3. She (cry) when she (find) out that her daughter was getting married.
4. The veterinarian (clap) when he (see) how well the puppy was doing.
5. The astronaut (get) excited when he heard that they (choose him to go into space.
Exercise 6
Complete the following sentences with the correct form of the "Simple Past Verb" and make the questions. 1. Lisa (study) English in Australia last year.
2. The Seamstress (sew) many dresses for the wedding last Friday.
3. The Firefighters extinguished (extinguish) the fire in the hotel.
4. The ozone layer (have) a smaller hole 10 years ago.
5. The Koalas (eat) all of the eucalyptus leaves that we gave them.
6. We (celebrate) Christmas in my grandmother's house last year.
7. Internet was (Be) very useful to us when we made our final project.
8. The car (need) more gasoline.
9. The Receptionists (give) information to that man.
10. People (decorate) Christmas trees with many ornaments in New Yorl last time that I went.

Looking Into Verbs and Verb Tenses Unit 3

Simple Future Tense:

Subject + will +verb +Complement.

The **Simple Future Tense** expresses that at one particular time in the future the action will happen.

Examples:

It **will snow** tomorrow.

I **will watch** television tonight.

When using the **Future Tense**, **will** is the auxiliary verb that expresses future. **Will** must be followed by the verb in the **Simple Form**.

Incorrect: She **will goes** to my house. **Correct**: She **will go** to my house.

To make a question the auxiliary verb is will also.

Example:

Will she go to your house tomorrow?

3.5.2 Progressive Tenses

The **Progressive Tenses** give the idea that an action is in progress during a particular time.

Present Progressive/Continuous Tense:

Subject + to be in the present + verb + "ing" + Complement.

The **Present Progressive Tense** expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.

Examples:

I need an umbrella because it **is raining**. John and Mary **are talking** on the phone.

Often the activity is of a general nature; something generally in progress this week, this month or this year.

Examples:

I **am taking** five courses this semester.

John **is trying** to improve his work habits. (In general)

She **is writing** another book this year.

Looking Into Verbs and Verb Tenses

Writing a book is the general activity she is engaged in, but it does not mean that at the moment of speaking she is sitting and writing with pen in hand.

Exercise 7

Write the correct form of To Be in the following exercises and then make the questions using the correct structure.
1. I learning English.
2. They playing with the new game.
3. We working hard to buy a new house.
4. The babysitter watching after the children right now.
5. We driving to the country.
6. The boy helping his mother to clean the house.
7. They learning how to raise a child.
8. Martha and Carolina dancing in the discotheque.
Past Progressive/Continuous Tense: Subject + to be in the past +verb "ing" + Complement.
The Past Progressive Tense refers to two situations that occur in the past. It describes a situation that was in progress when another situation started.
Evample:

He was sleeping when I arrived. I was reading a book when they came in. We were eating breakfast when he called.

In example 1, his sleep began before and was in progress at a particular time in the past. It probably continued.

The **Past Progressive Tense** also makes reference to projects or plans that were not done.

Examples:

I was trying to get in touch with you, but I couldn't. We were planning to leave earlier, but there was a lot of work to do. Looking Into Verbs and Verb Tenses Unit 3

Exercise 8

LACICISE 0
Write the correct forms of to be in the blank spaces then make the questions.
 When they arrived I making a phone call. Was I making a phone call when they arrived? When the phone rang I taking a shower.
3. They jumping on the bed when I arrived.
4. The girls gossiping about Tomas when he went into the room.
5. The doctor talking on the phone when the receptionist picked up the intercom.
6. The old lady choosing the fruit when they announced that they were going to close the supermarket.
7. Carlos ridding the horse when he received the phone call.
8. Peter and Pamela trying to speak when the phone line died.
Future Progressive/Continuous Tense Subject + will be +verb "ing"+ Complement.
The Future Progressive Tense gives the idea that an action will begin at a particular time, and continue to be in progress.
Example He will be sleeping when we arrive. We will be finishing our homework by the time you come.
Exercise 9
Write the correct structures using the verbs in parenthesis
 They (travel) on the airplane by the time you call. He (finish) high school by next September. We (start) the course when he is ten years old. The doctor (operate) the patient when his family arrives. The children (sleep) when Santa Claus comes through the chimney.

Exercise 10	
Identify the tenses of the following sentences.	
 I worked in an office last year. I will play golf tomorrow at 10:00. I sing sad songs. I'm studying for my test. 	
5. I was sitting in an armchair when you came in	
6. I will be practicing the guitar tomorrow at four7. She was listening to music when you called	
8. They were playing in the back yard when we heard that loud noise	
 Tom was writing a letter when you dropped the tray. Sheila and Sharon were sleeping when the phone rang. 	
11. Carla read the book last night.	_
12. They will go to the movies tomorrow.	
13. We are writing a story for school	
14. We play cards	
15. We played cards 16. We will play cards	
17. We are playing cards	
18. We were playing cards when John came in.	
19. We will be playing cards when you call.	
20. Paul is writing a letter.	
21. He was drinking coffee when they called.	
22. They will be playing soccer while you eat .	
23. When the glass fell I was opening the refrigerator.	
24. It is snowing 25. We were reading a book when you called	
26. I ate on apple	
27. I was eating pizza yesterday.	
28. She drank beer.	
29. We are planning a party	
30. They walk fast	
31. They walked fast.	
32. They are walking fact	
33. They are walking fast 34. They were walking fast when I yelled	
35. They will be walking fast when I yell	
36. He went to John's party.	
37. He goes to John's parties.	
38. He will go to John's party.	
39 . He is going to John's party	
40. He was going to John's party, but his man got sick	
41. He will be going to John's party at seven when you get here	

Looking Into Verbs and Verb Tenses Unit 3

	roga lessons every morning. Whe	
	: (get) in, so tomorrow r her not to (wait) out:	
	(hide) when Tina (wait) out	
	(open) the door. We _	
birthday Tina"		· , , ,
	(get) off the train, I $_$	(wait) at the
entrance of the termi		1
	ass, I (go) to the beach	
	ts are studying English. The day a (study) English too.	arter tomorrow at this
	(3tddy) 211911311 too.	
Exercise 12		
Fill in the blank with the	Simple Present Tense or the Pro	esent Progressive Ten
of the verb in parenthes	is.	
4.5		
	o the phone because she (wash)	her hair.
2. Diana (wash)	her hair every other day.	her hair.
 Diana (wash) Please be quiet. I (try) 	her hair every other day. to concentrate.	
 Diana (wash) Please be quiet. I (try) 	her hair every other day to concentrate. n (shine) through my	
 Diana (wash) Please be quiet. I (try) Every morning, the su (wake) me 	her hair every other day to concentrate. n (shine) through my	bedroom window and
 Diana (wash) Please be quiet. I (try) Every morning, the su (wake) me 	her hair every other day. to concentrate. n (shine) through my e up.	bedroom window and
 Diana (wash)	her hair every other day. to concentrate. the (shine) through my e up. the glad that the sun (shine)	bedroom window and again today.
 Diana (wash)	her hair every other day. to concentrate. n (shine) through my e up.	bedroom window and again today.
 2. Diana (wash) 3. Please be quiet. I (try) 4. Every morning, the su (wake) me 5. After three days of ra Exercise 13 Fill in the blank with the 	her hair every other day. to concentrate. In (shine) through my up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P	bedroom window and again today. Progressive Tense.
 Diana (wash)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) _ together when the figh	bedroom window and again today. Progressive Tense last night? ht (start)
 Diana (wash)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) _ together when the figh	bedroom window and again today. Progressive Tense last night? ht (start)
 Diana (wash)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) together when the fight do) last night when the fight when the sun (shine) 1	bedroom window and again today. Progressive Tense last night? ht (start) ne light (go)
 Diana (wash)	her hair every other day. to concentrate. In (shine) through my up. In, I'm glad that the sun (shine) _ Simple Past Tense or the Past P in your house when I (call) _	bedroom window and again today. Progressive Tense last night? ht (start) he light (go) worse.
 Diana (wash)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) together when the fight do) last night when the fight when the get of the past p the situation (get) the situation (get) my wife (make)	bedroom window and again today. Progressive Tense last night? ht (start) he light (go) worse tea.
2. Diana (wash) 3. Please be quiet. I (try) 4. Every morning, the su (wake) me 5. After three days of ra Exercise 13 Fill in the blank with the 1. What (happen) 2. The two men (drink) 3. What you out? 4. When the police (arrive) 6. Someone (talk)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) together when the fight do) last night when the fight do) the situation (get) my wife (make) in the room next to mine a fight when the room next to mi	bedroom window and again today. Progressive Tense last night? ht (start) he light (go) worse tea.
2. Diana (wash) 3. Please be quiet. I (try) 4. Every morning, the su (wake) me 5. After three days of ra Exercise 13 Fill in the blank with the 1. What (happen) 2. The two men (drink) 3. What you (arrive) 4. When the police (arrive) 5. When they (arrive) 6. Someone (talk) 7. They (play)	her hair every other day to concentrate. In (shine) through my It up. In, I'm glad that the sun (shine) Simple Past Tense or the Past P in your house when I (call) together when the fight do) last night when the fight do) the situation (get) my wife (make) in the room next to mine a fight when the room next to mi	bedroom window and again today. Progressive Tense. last night? ht (start) he light (go) worse tea. few minutes ago.

4.1 What Is an Adjective?

Adjectives describe nouns. In grammar we say that adjectives "modify" nouns. The words modify means "change a little". Adjectives give a little different meaning to a noun.

Examples:

Intelligent student.

Lazy student.

Good student.

An Adjective is neither singular nor plural.

A final -s is not added to an Adjective.

Examples:

Correct: I saw some **beautiful** pictures. Incorrect: I saw some **beautifuls** pictures.

They don't have gender.

Examples:

The **tall** boy is my brother. The **tall** girl is my sister.

Adjectives go before the noun or after the verb To Be.

Examples:

The <u>tall boy</u> plays basketball.

Adj + Noun

The **boy is** tall.

To Be + Adj.

4.2 Adjective Classification

4.2.1 Possessive Adjectives

My	Your	His	Her	Its	Our	Your	Their	

Unit 4 Checking Out Adjectives

Examples: *My* farm is far away from the city.

Their hobby is ping pong.
Exercise 1
Fill in the blank with the correct Possessive Adjective.
 I lost book last night in the bus. The old man will buy daughter a new house. puppy only eats balanced food. George says that mother is the most stubborn person that he knows. English is favorite language.
4.2.2 Ordinal Numbers
Ordinal Numbers and Cardinal Numbers are different. The cardinal are normal numbers (one, two, three, etc) are not considered adjectives.
The Ordinal Numbers are considered adjectives because they describe the order of something.
First (1st) Second (2nd) Third (3rd) Fourth (4th) Twenty–first (21st) Thirty second (32nd) Forty third (43rd) Fifty fourth (54th)
Examples The first (1st) round was really boring. This is the fourth (4th) time that I go to that restaurant.
Exercise 2
Fill in the blank with the correct Ordinal Number .
 The time that I went to a circus, I was amazed. I have bought my children four school uniforms in 1 year. I have to buy another one, it will be the uniform. The color of the Colombian flag is Red. The month of the year is April. The day of the week is Saturday, my favorite!

4.2.3 Descriptive Adjectives

Descriptive Adjectives are words that state the different characteristic that a noun can have.

Examples

The London Bridge is a **wide** bridge. The dress you bought is **ugly**.

shinny short high light straight narrow new noisy easy	dull long low loose crooked thick old hot difficult	smooth rich fat tight poor thin young cold neat	rough big skinny fast curly dark sharp soft messy	tall small heavy slow wide open quiet hard clean
easy	difficult	neat	messy	clean
dirty handsome	bad ugly	good pretty	married empty	single closed
wet fancy	dry plain	full	expensive	cheap

Exercise 3

Fill in the blank with the correct **Descriptive Adjective**.

1. The kid is	He behaves	and listens to his pa	rents.	
2 . Her husband is very _	H	e stays out until late	on weekends and arrives	
home drunk.				
3. The witch is				
4 . The thief e	scaped the	cops.		
5. Most nurses wear a _	u	niform to work more	comfortably.	
4.2.4 Physical States a	nd Emotio	ns		
These adjectives desc at these examples.	ribe the wa	y a person feels phys	ically or emotionally. Lool	<
hungry	sad	exhausted	excited	

Checking Out Adjectives Unit 4

Examples:

The baby is **hungry**.

The parrot yells when it is excited.

tired	sleepy	exhausted	hot	cold
hungry	thirsty	full	sick	happy
sad	miserable	upset	frustrated	angry
furious	disgusted	surprised	shocked	nervous
worried	scared	bored	proud	embarrassed
	_	•		

Exercise 4

Fill in the blank with the correct adjective.

1 . I am	because I learnt English.
2. The woman fee	els She hasn't slept in 2 days.
3. The teacher is v	very to see the results of the students.
4. Many artists are	e when they have to perform in public
5. He is	because his son has not arrived since yesterday.

4.2.5 Demonstrative Adjectives

These adjectives come before nouns to specify which noun or nouns the person is talking about.

This –These That–Those

Examples

That house is falling apart.

Those computers are updated.

Exercise 5

Fill in the blank with the correct **Demonstrative Adjective**.

1	woman is staring	g at me.
2.	women are starir	ng at me.
3. I have _	same shirt	
4	English institute	is the best!
5. I want	to get sho	oes. They are cheap and comfortable.

Checking Out Adjectives

These adjectives end in **-ing** or **-ed**. Be careful with these adjectives because you can confuse them with verbs.

The adjectives that end in **-ing** describe the cause of a feeling, while the adjectives that end in **-ed** describe the receiver of the feeling. Look at these examples.

Examples

The situation is **embarrassing**.

I am **embarrassed** because of the situation.

Cause of Feeling		Receiver of Feeling		
alarming amusing boring concerning confusing embarrassing encouraging entertaining exciting exhausting frightening	frustrating interesting overwhelming pleasing relaxing satisfying shocking surprising terrifying tiring	alarmed amused bored concerned confused embarrassed encouraged entertained excited exhausted frightened	frustrated interested overwhelmed pleased relaxed satisfied shocked surprised terrified tired	

Exercise 6

Use the following words to complete the sentences.

	relaxed	frustrating	exciting	boring
	relaxing	frustrated	excited	bored
1. N	/Ir. Smith's class is v	/ery		
2. T	hat math problem	is		
3. T	he boy was	to ride in the roll	er coaster.	
4. 0	Going to that spa is	aexperie	nce.	
5 . T	he child thought t	hat the roller coaster	ride was	
6. S	he was	when she went to th	e spa.	
7 . T	hat man felt	after trying to d	lo the math pro	blem and not getting
t	he correct answer.			
8. V	Ve are ir	Mr. Smith's class.		

___ Unit 4

Checking Out Adjectives

4.2.7 Colors

white black yellow green blue red orange pink gray

4.3 The Order of Adjectives

Sometimes we can use many adjectives to describe one noun. Here we are going to take a look at the order in which you use the adjectives.

Opinion: What you think about something.

Examples

Ugly, pretty, easy, difficult, etc.

Size: It tells how big or small is something.

Examples

Giant, small, tiny, little, huge, etc.

Age: It tells how old, new or young someone or something is.

Examples

Ancient, recent, young, old, new, elderly, etc.

Shape: It describes the shape of something.

Examples

Round, square, oval, flat, rectangular, etc.

Color: It describes the color of something.

Examples

Reddish, blue green, orange etc.

Checking Out Adjectives

Origin: It describes where something comes from.

Examples

Colombian, American, Chinese, eastern, northern etc.

Material: It describes what the object is made of.

Examples:

Wooden, metal, plastic, cotton, wool, glass, etc.

Purpose: It describes what something is used for. (These adjectives often end in–ing).

Examples:

Sleeping bag, roasting tin, sewing machine etc.

Example of adjective order in sentences:

Opinion	Size	Age	Shape	Color	Origin	Material Purpose	Noun
cute	tall				american		boy
	small			red			car
			square			wooden	hairbrush

Normally you will not have all the types of adjectives in the same sentence. Let's say, you have "size"(big) and "material" (plastic) in the sentence, the order would be: The big plastic jar = "big" goes before "plastic" because that is the order. Now it is your turn.

Exercise 7

Check the correct sentence.

1. The beautiful ivory box. The ivory beautiful box.

2. The rectangular huge wooden closet. The huge rectangular wooden closet.

3. The pretty round black marbles. The black pretty round marbles.

4. The small 2 year old French poodle. The 2–year–old French small poodle.

5. The brown fat cat. The fat brown cat.

Exercise 8

Write the sentences using the adjectives in the following order. Use the chart as a reference.

Opinion	Size	Age	Shape	Color	Origin	Material Purpose	Noun
2. Shape 3. Size, <i>A</i>	on, Color , Origin, Age, Sha , Origin, on, Size, ial, Purp Color, Or	Purpose: pe: Material: Origin: ose igin:		tty, black,	silk dress		

4.4 Tricky Possessives

Pay attention to these "Tricky Possessives", you might confuse them.

4.4.1 Possessive Pronouns

A **Possessive Pronoun** indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. Note that **Possessive Personal Pronouns** are very similar to **Possessive Adjectives** like **my**, **her**, and **their**.

These possessives are not followed immediately by a noun; they stand alone. The **Possessive Pronouns** are:



Example:

That book is **mine**. Those over there are **yours**.

4.4.2 Possessive Adjectives

Possessive Adjectives are followed immediately by a noun; they do not stand alone. These are:

Му	Your	His	Her	Its	Our	Your	Their	
•								

Example:

My book is here. Your books are over there.

Possessive Nouns require apostrophes.

Example:

That book is **Mary's** or That is **Mary's** book.

Possessive Pronouns or **Possessive Adjectives** do not take apostrophes.

Example:

Correct: That book is **hers**, or that is **her** book. Incorrect: That book is her's or that is her's book.

Exercise 9

Replace the following **Possessive Nouns** with **Possessive Adjectives** or **Possessive Pronouns**.

Examples

He writes in Mary's book and she writes in Pedro's. He writes in her book and she writes in his.

Example

I have Tom's pencil and he has Patricia's.

I have his pencil and he has hers.

- 1. We ate with Marco's sister and Tina's Daughter.
- 2. Mario washed the dog's collar.
- **3.** Patricia's brother will go with Tammy.
- 4. Tina's husband said "Good Morning".
- **5.** The man's children scream all day.
- **6**. We invited the neighbor's friends.

Exercise 10

Choose the correct word in parentheses.

- 1. This is (my, mine) umbrella. (Your, Yours) umbrella is over there.
- 2. This umbrella is (my, mine). The other one is (your, yours).
- **3.** Mary and Bob have (theirs, their) book. In other words, Mary has (her, hers) and Bob has his.

Checking Out Adjectives Unit 4

- 4. A honeybee has two wings on each side of (its, it's) body.
- **5.** (its, it's) true that a homing pigeon will find (its, it's) way home even though it begins (its, it's) trip in unfamiliar territory.
- 6. I have a pet. (Its, It's) name is Squeak. (Its, It's) a turtle.

*Extra Activity 4.

Running Into Adverbs

5.1 What Is an Adverb?

Adverbs are words that modify verbs. They often answer **how**.

Examples:

How did he run? How did she open the door?
He ran quickly. She opened the door quietly.

Adverbs are often formed by adding -ly to an adjective, look.

Adjective: Quick Adverb: Quickly

Adverbs are also used to modify adjectives, to give information about adjectives.

Example:

How do you feel? I feel extremely happy.

How sad was she? She was **terribly** sad.

Exercise 1

Underline the correct word, either the adjective or adverb fit in the sentences.

- 1. George is a (careless/carelessly) writer. He writes (careless/carelessly).
- 2. Frank asked me an (easy/easily) question. I answered it (easy/easily).
- 3. Sally speaks (soft/softly). She has a (soft/softly) voice.
- **4.** I entered the classroom (quiet/quietly) because I was late.
- **5.** Alice speaks English very (good/well). She has a very (good/well) pronunciation.

The word well can be either an adverb or an adjective.

Examples:

Donald writes well. (Adverb, means in a good manner). Mary was sick but now she is well. (Adjective, means healthy, not sick).

5.2 Types of Adverbs

5.2.1 Adverbs of Manner

They tell us how something happens. Adverbs of manner modify or give more information about verbs by indicating in what manner an action is done.

Running Into Adverbs

quickly fast angrily slowly happily sharply	loudly beautifully
---	-----------------------

Example:

They walked **slowly** and talked **quietly** because the baby was sleeping.

5.2.2 Adverbs of time

They tell us when an action happened.

yesterday	now	last
night	currently	next
tomorrow	today	morning
recently	tonight	

Examples:

My uncle is **currently** working.

It's starting to rain **now**.

The children finished their homework this morning.

My grandparents will come to visit us tomorrow.

Exercise 2

ACI CISC 2
. I have to go to the supermarket I have a meeting. I am working on my project. I went to the dentist then I arrived home at 12:00 to prepare lunch. I will watch that movie
Some more Adverbs of Time are ago , already , anymore , just , yet , still . These adverbs give additional information about when something happens or happened. Let's check them out.
Ago: Ago means in the past.
Examples: I started to work in this company 5 years ago . She had her baby 5 months ago .
Already:

Already is used when something happens before it is expected.

Running Into Adverbs

Examples:

The man is only 25, but he is **already** tired of life.

Did you do your exercises? Yes, I **already** finished them.

I **already** graduated from school and I am only 14 years old.

Anymore:

Anymore is used when something is different from what it was before.

Examples:

I bought this computer last month but I don't like it **anymore** because it is too slow. (It was fast before but not now)

I lived in Texas but I don't anymore.

I don't love my husband anymore. (I loved him before but not now.)

Just:

Just is used for something that happened very recently.

Examples:

I **just** ran into Joshua.

They **just** arrived from school.

You can also use just about for something that will happen very soon.

Examples:

Did you finish the essay that the teacher asked you to make? No, but I'm **just about** to finish.

I have been calling you all morning. Sorry, I just walked in.

Still:

Still is used when something happens for longer than expected.

Examples:

You haven't graduated! No, I am still in school.

The mail was supposed to arrive this morning but I am **still** waiting!

Still is also used to confirm that an activity or situation is continuing and that nothing has changed.

Example:

Are you **still** living in your mother's house? Yes, I am **still** there.

Still in negative sentences and questions often shows impatience or that something is unexpected.

Running Into Adverbs

Unit 5

Yet:

Yet is used when something that is expected hasn't happened. It is used negative sentences and questions.

Examples:

Have you graduated? No, I haven't graduated **yet**. Has Thomas arrived **yet**? No, He is not here **yet**.

Still can be used with a similar meaning as yet.

Examples:

My husband hasn't arrived yet. My husband still hasn't arrived.

Notice that **yet** is usually at the end of the sentence and **still** comes before the negative form.

Exercise 3

Use ago, already, anymore, just, yet, still:
 I am ______in the hair saloon. I have been here since 10:00.
 I haven't left the hair saloon _____.
 I arrived at the hair saloon 3 hours _____.
 I ______arrived to the hair saloon. I think that I will be here for about 3 hours.
 I ______spoke to George and told him that I just arrived to the saloon.
 I don't want to be here ______I am bored!

5.2.3 Adverbs of Frequency

They indicate approximately how many times something happens. Adverbs of frequency modify or give more information about verbs by informing the times an action happens.

Frequently Seldom Rarely Hardly Never	Ever Generally Usually Finally Probably	Always Not ever Sometimes Often
---	---	--

Examples:

She takes the boat to the mainland **every day**. She **often** goes by herself.

Running Into Adverbs

Some adverbs may occur in the middle of a sentence. **Mid-sentence adverbs** as they are called, have usual positions. Adverbs come in front of simple present and simple past verbs (except be).

Example:

Ann always arrives on time.

Adverbs follow (or are after) the verb to be (simple present and simple past).

Examples:

Ann is **always** on time. Ann was **always** on time before.

Adverbs can be between a helping verb and a main verb.

Examples:

Ann has **always** come on time. Maria has **just** left the building.

In a question, a mid-sentence adverb comes directly after the subject.

Examples:

Does she **always** come on time? Do they **usually** eat dinner late?

These adverbs can go at the end of the sentence or clause.

Ever:

The basic meaning of **ever** is "at any time". It is used in questions or negative statements. It is often used with the present perfect with this meaning and with imaginary statements about the future.

Examples:

Have you **ever** been to Canada?
I don't think he has **ever** been to Canada.
Nobody **ever** visits that lady.
I hardly **ever** go out with my friends.
I don't want to **ever** see you again.

But it is not used in affirmative statements:

Incorrect: I have been there **ever**.

Before "Since": She has been like that ever since her boyfriend left her.

Running Into Adverbs Unit 5

In affirmative clauses with superlatives or expressions like 'the only", or "the first", ever is used (especially followed by to + infinitive verb) to emphasize the uniqueness of something or someone:

Examples:

Neil Armstrong was the first man **ever** to walk on the moon. This is the best joke I've **ever** heard

Use	Example
Present question	Do you ever eat?
Future	I wonder if he will ever change.
Negative	I don't want to speak to you ever again. (I never want to speak to you) Negative + ever=never.
Question	Have you ever seen snow?
Before since With to infinitive	I have known him ever since I remember. Yuri Gagarin was the first man ever to travel in space.

Ever means "at any time" and never means "at no time."

Example:

Have you ever (at any time) seen a sloth? No, I have never (at no time/not at any time) seen a sloth.

Exercise 4

Use ever in each ca	ase you have above.
Present question:	
Future:	
Negative:	
Question:	
Before since:	
With to+infinitive:	

Exercise 5

Use an **Adverb of Frequency** to complete the following sentences.

1.	brush my teeth.
2 . We	arrive early to grammar class.
3. Tina	drinks a beer before sleeping
4 . She _	calls me on my birthday.
5. l	visit my grandmother.

Running Into Adverbs

	hails in April.
Exercise 6	
Write someth	ing you do next to the adverbs.
Example:	
Frequently:	<u>I frequently help clean the house</u> .
Seldom:	
Just:	
Always:	
Generally:	
Rarely:	
Already:	
Usually: Sometimes:	
Finally:	
Often:	
Occasionally:	
Never:	
Probably:	
Exercise 7	
Write an adve	erb on the blank spaces.
1. We	go hunting on Saturdays at 2:45.
 2. They	take a shower on Fridays at 6.40.
3 . He	watches television every day at 3:10.
4. We	do our homework from 4:50 to 5:30.
5. The doctor	goes to work at 1:15.
6. The childre	n have breakfast at 6:20.
	s arrive home at 7:55. eats at 1:25.
	Edis di 1.25.
	goes to the supermarket on Saturdays at 12:05.

Running Into Adverbs Unit 5

5.2.4 Adverbs of Place

"Adverbs of Place" tell us where an incident happens or takes place. They are usually placed after the main verb or after the object.

southwards anywhere northwards downstairs nowhere home there here elsewhere upstairs

Adverbs of Place can also be placed at the beginning, middle, and at the final position of a clause.

Examples:

You get off the bus and walk southwards. The nanny is upstairs.
They could be anywhere!
Everywhere I look. I see you.

Most common Adverbs of Place also function as prepositions:

across up next around aside	over off by about beside	under in behind along through	
aside	beside	through	
up			

Exercise 8

Southwards

Use the adverb that sounds best to you.

	home	there	here	elsewhere
1.	Goto ¡	olay that game	. You are botheri	ng me.
2.	Turn like going _	before	the entrance of	the bridge.
3.	My mother is no	t downstairs. S	he is	
4.	I don't want to g	o,yo	u come	
5.	I don't want to g	0		

anywhere northwards

downstairs

nowhere upstairs

5.2.5 Adverbs of Degree

Adverbs of Degree tell us about the intensity or the degree of a quality (adjectives), or even an adverb itself, normally adverbs of manner.

very quite almost spectacularly so just enough too extremely really

Unlike other adverbs, **Adverbs of Degree** are usually placed before the adjective or the adverb they are modifying, after the auxiliary verb, before the main verb or between the auxiliary verb and the main verb.

Examples:

My son is a really good boy. (before the adjective)
They almost crashed. (before main verb)
He doesn't really care. (between auxiliary verb and main verb)
She is just a little too excited about the trip. (after the auxiliary verb)

Enough as an adverb of degree (which means to the necessary degree) comes after adjectives or adverbs.

Examples:

She is tall **enough** to be a fashion model. (after adjectives) They didn't run hard **enough** to win the race. (after adverb)

Exercise 9

verv

Use the adverb that sounds best to you:

auite

just	enough	too	extremely	really	
1. That pie tas	ites	good that I	will buy a whole on	e.	
2. I am	happy to	see you.			
3. That gold ri	ng is	expensive, I	can't afford it.		
4. I have had	of y	our misbeha	vior! Go to your roo	om!	
5. I don't	mind if	you come lat	te but make sure yo	u have a key.	

spectacularly

almost

5.2.6 Adverbs of Purpose

They give more information about the why the action is done.

Running Into Adverbs Unit 5

Example:

She drives her boat slowly to avoid hitting the rocks. She shops in several stores to get the best buys.

Exercise 10

Complete the following sentences using these incomplete sentences:

Buy the vegetables fresh.

Watch his favorite program on TV.

Catch the first bus and arrive early to work.

Keep in healthy shape.

Be the best students in class.

1. They sleep 8 hours, eat a lot of fruit and exercise	
2. He gets up early	
3. They study everyday	
4. He arrives early from work	
5. The vegetables arrive to the market on Fridays. The woman always goes to	the
market on Fridays to	

5.3 Indefinite Pronouns and Adverbs

Anything (Pr)	Something(Pr)	Nothing (Pr)	Everything (Pr)
Cualquier cosa	Alguna cosa, algo	Nada	Todo
Anywhere (Adv)	Somewhere (Adv)	Nowhere (Adv)	Everywhere (Adv)
En cualquier parte	En alguna parte	En ninguna parte	Por, a todas partes
Anyone (Pr)	Someone (Pr)	No one (Pr)	Everyone (Pr)
Cualquiera	Alguien	Nadie, ninguno	Todas las personas
Anybody (Pr)	Somebody (Pr)	Nobody (Pr)	Everybody (Pr)
Cualquiera	Alguien	Nadie, ninguno	Todas las personas
Anyhow (Adv)	Somehow (Adv)	_	·
De todos modos	De algún modo		
de cualquier modo	de alguna manera		

The compounds of **some** and **any** behave in the same way as **some** and **any**, that is to say, **some** in affirmative sentences and **any** in negatives and questions, although we use **some** in the interrogative to offer something. In that case it is used as a quantity expression as seen before.

Example:

Would you like **some** coffee? Do you have **some** change?

Running Into Adverbs

When using these words that start in "any" or "no" you must keep in mind that you must not have a negative auxiliary verb.

Examples:

I didn't meet anybody there. (Negative+aux-use any). I met nobody there. (No+affirmative verb).

I don't want **anything**. I want **nothing**.

I don't have **anywhere** to go I have **nowhere** to go.

Somebody took my towel. **Nobody** came to session today.

Was **anybody** in the car?

She wants to buy **something**.

Please say **something**... anything!

That teenager cares about **nothing**.

Do you want **something** to write with?

Is there **anything** in the box?

I want to go **somewhere** tonight

She didn't go **anywhere** last night.

Exercise 11

Fill in the gaps with somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere or nowhere.

emember now omson Avenue
omson Avenue
omson Avenue
At least
_with this
nd told me this
etter behave.
1

Running Into Adverbs Unit 5

Exercise 12

Complete the following story. Using the indefinite pronoun or adverb that sounds best to you. I had already eaten lunch when my sister arrived from the gym. She generally arrives after 2:30 but that day se came home early. Rita: Tony, did you see my pink scarf, I can't find it **Tony:** I have not seen ______that belongs to you today. Rita: Your friends came last night. must know about it. Please call and ask if they took it. Tony: Rita, Did you look for it _____ because ____ knows that you frequently leave your things around" Rita: Yes, I told you that I looked for it _____ and it is ____ in this house. You must help me. Please, do _____ about it because I need it to dance tonight at the theater. I have a presentation! **Tony:** OK. I will try to do _____about it but you should ask somebody else to help you, not only me. Ask mother and father, they usually know where is in this house when we don't know. It was 5:00 and the scarf wasn't Rita was angry with her brother because even though she asked him to help her, he didn't. He was watching television and had not called _______to see if they had taken it. She was also angry with her family because ______had helped her. Rita: in this family is selfish. You always think about yourselves and never help _____ if it will not benefit you. Can't you see that I have to leave in an hour to my presentation and that I can find my scarf ! You are so mean Tony, you seldom want to help me, I usually help you when you need help in ! Time passed and it was time for her to leave. She had decided to forget about the scarf and do her dance presentation without the scarf. Ding -dong!! She was already ready when the doorbell rang. It was her friend who had gone to pick her up.

Unit 5

Running Into Adverbs

Rita: Hi Tina.
Tina: Hi Rita, Look you left this in my house today when you went to practice.
Rita: Oh thank you, I thought that had taken it.
*Extra Activity 5 *Extra Activity 6

Passing by Articles Unit 6

6.1 What Is an Article?

An **Article** is a word that comes before a noun or and adjective. An **Article** makes the noun definite or indefinite. Pay attention to the following.

6.1.1 Basic Article Usage

Generic Nouns

A speaker uses **Generic Nouns** to make generalizations. A **Generic Noun** represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group.

Examples:

Singular Countable Noun: A banana is yellow.

Plural Countable Noun: Bananas are yellow.

In these two examples, the speaker is talking about any banana, all bananas, and bananas in general.

Example:

Non Countable Noun: Coffee contains caffeine.

The speaker is talking about all coffee, coffee in general.

Notice that no article is used to make generalizations with Plural Countable Nouns and Non Countable Nouns.

Indefinite Nouns

Indefinite Nouns are actual things (not symbols), but they are not specifically identified.

Examples:

Singular Countable Noun: I ate a banana.

The speaker is not referring to "this banana" or "that banana" or "that banana you gave me"; the speaker is simply saying that he/she ate one banana. The listener doesn't know or need to know which banana was eaten; it was simply one/a banana out of the whole group of things called bananas.

Example:

Plural Countable Noun: I ate some bananas.

Non Countable Noun: I drank some coffee.

Passing by Articles

In these two examples, we see that **some** is often used with Indefinite Plural Countable Nouns and Indefinite Non-countable Nouns. In addition to some, a speaker might use two, a few, several, a lot of, etc. with Non-countable Nouns.

Definite Nouns

A noun is definite when both, the speaker and the listener are thinking about the same specific thing.

Examples:

Singular Countable Noun: Thank you for the banana.

In this example, the speaker uses the because the listener knows which specific banana the speaker is talking about; the particular banana that the listener gave to the speaker.

Examples:

Plural Countable Noun: Thank you for the bananas. Non Countable Noun: Thank you for the coffee.

Notice that **the** is used with both Singular and Plural Countable Nouns and with Non-countable Nouns.

6.2 General Guidelines for Article Usage

6.2.1 The use of "The"

Use **The** when you know or assume that your listener is familiar with the noun and is thinking about the same specific thing or person you are talking about.

Examples:

The sun is bright today.

Please give this book to **the teacher**.

Please open **the door**.

Jack is in **the kitchen**.

Use **The** in the second mention of an Indefinite Noun.

Examples:

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.

Passing by Articles Unit 6

First Mention: some dogs, a cat, a mouse, a hole.

Second Mention: the dogs, the cat, the mouse, the hole.

The is not used for the second mention of a Generic Noun.

Examples:

Generic Noun:

What color is a banana? A banana (Generic Noun) is yellow.

Indefinite Noun:

Tom offered me a banana (Indefinite Noun) or an apple.

Definite Noun:

I chose the banana (Definite Noun).

Do not use **the** with a **Plural Countable Noun** (for axample: apples) or a **Non-countable Noun** (for example: gold) when you are making a generalization.

Example:

Correct: *Apples are my favorite fruit.* **Incorrect:** *The apples are my favorite fruit.*

Correct: Gold A yeAllow.
Incorrect: The gold is yellow.

Do not use a **Singular Countable Noun** (for example: car) without; an article, a, an, the or this, that or a **Possessive Pronoun**.

Examples:

Incorrect: I drove car.

Correct: I drove a car.

I drove the car.

I drove that car.

I drove her car.

6.2.2 A and An

Use **A** with nouns starting with a consonant (letters that are not vowels).

Examples: a boy a car a mouse

Passing by Articles

Use **An** with nouns starting with a vowel (a, e, i, o, u) **Examples**: An apple An orange An opera **Exceptions:** A before a mute h: An hour An honor A before **u** and **e** when they sound like you: A European A university A unit **Exercise 1** In the following sentences, try to decide whether the speaker would probably use A, An or The. 1. Did you have fun at _____picnic yesterday? 2. You'd better have _____good reason for being late!
3. Did you think _____reason Jack gave for being late was believable? **4.** Your blue shirt is on washing machine. You will have to wear ____ different shirt. **5.** I wish we had ______washing machine. 6. What happened to your bicycle? _____ front wheel is bent. 7. I ran into _____parked car.8. I wrote ____apology letter for Mary. 9. _____radiator has _____leak, and one of _____car's windshield wipers doesn't work. 10. Can you show me where leak is? **11.** Beef is kind of meat. Exercise 2 Complete the story using the correct article. Yesterday I went to _____friends house. My friend loves animals so she has many pets. She even has _____snake. We went to her room to see snake. She keeps snake in _____ glass box. ____snake looked friendly so, she said that

Passing by Articles Unit 6

I could touch it. I grabbedsnake by the head and pressed gently. Suddenly dog started to barkdog was protectingsnake.
dog probably thought that I was going to hurt it. I got very nervous and so didsnake. It bit me!
My friend took me tohospital to get a check up. Fortunatelyhospital was not very far. There we explained what had happened tonursenurse was very nice. The only thing that I didn't like abouthospital was that it wasn't very hygienicwalls looked dirty,floor hadn't been swept. I was grossed out!
Finallydoctor arrived and saw the bitedoctor told me that it wasn't serious because snake was not poisonous. I was relieved and so was my friend. Of course that she knew that snake wasn't poisonous but you never know what infection one might get funny thing about story is that the snake died one week after it had bitten me!

7.1 What Is a Conjunction?

One use of a conjunction is to connect words or phrases that have the same grammatical structure in a sentence. This use of conjunctions is called **Parallel Structure**. The conjunctions used in this pattern are **and**, **but**, **or**, **nor** (more specifically called **Coordinating Conjunctions**).

Examples:

Noun + and + Noun

Steve and his friend are coming to dinner.

Verb + and + Verb

Susan raised her hand and snapped her fingers.

He is waving his arms and (is) shouting at us.

In this case, the second auxiliary may be omitted if it is the same as the first.

Adjective + but + Adjective

These shoes are old **but** comfortable.

Infinitive + or + Infinitive

He wants to watch TV or (to) listen to some music.

In this case the second to may be omitted.

A parallel structure may contain more than two parts. In this case, commas are used to separate each unit. The final comma that precedes the conjunction is optional but is customarily used. No commas are used if there are only two parts to a parallel structure.

Examples:

Steve, Joe, **and** Alice are coming to dinner.

Susan raised her hand, snapped her fingers **and** asked a question.

The colors in that fabric are red, gold, black **and** green.

Parallel structures make repeating the same words unnecessary.

Exercise 1

Combine the given sentences into one concise sentence that contains a parallel structure.

Examples:

Mary opened the door. Mary greeted her guests. Mary opened the door and greeted her guests. Going Through Conjunctions Unit 7

- 1. Mary is opening the door. Mary is greeting her guests.
- 2. Mary will open the door. Mary will greet her guests.
- 3. Alice is kind. Alice is generous. Alice is trustworthy.
- 4. Please try to speak more loudly. Please try to speak more clearly.
- **5.** He gave her flowers on Sunday. He gave her candles on Monday. He gave her a ring on Tuesday.
- **6.** While we were in NY, we attended an opera; while we were in NY we ate at marvelous restaurants. While we were in NY we visited some friends.
- **7.** He decided to quit school. He decided to go to California. He decided to find a job.
- 8. I am looking forward to going to Italy. I am looking forward to eating wonderful spaghetti everyday.
- **9.** I should have finished my homework. I should have cleaned up my room.
- **10.** The boy was old enough to work. The boy was old enough to earn some money.
- **11.** He preferred to play baseball. He preferred to spend his time on the streets with other boys instead of studying.
- 12. I like coffee. I do not like tea.
- 13. I have met his mother. I have not met his father.
- 14. Jake would like to live in Puerto Rico. He would not like to live in Iceland.

7.1.1 Auxiliary Verbs after "But" and "And"

When you use **But** or **And** you must follow some rules. Take a look at the different cases and remember the difference between affirmative and negative sentences.

Cases:

When you join two affirmative sentences follow this rule.

(+) He likes coffee. (+) She likes coffee.

Going Through Conjunctions

Use **and** to join + the subject + auxiliary verb depending on the tense + too at the end. Like this:

He likes coffee and she does too.

Another option is: and + so + auxiliary verb depending on the tense + subject. Like this:

He likes coffee and so does she.

When you join two negative sentences follow this rule.

(-)He doesn't like coffee. (-) She doesn't like coffee.

Use **and** + the auxiliary verb in negative, depending on the tense + subject + either at the end. Like this:

He doesn't like coffee and she doesn't either.

Another option is: and + neither + auxiliary verb in affirmative, depending on the tense + subject. Like this:

He doesn't like coffee and neither does she.

When you join an affirmative sentence and a negative sentence follow this rule.

(+) He likes coffee. (-) She doesn't like coffee.

Use **but** + the auxiliary verb in negative, depending on the tense + subject. Like this:

He likes coffee but she doesn't.

When you join an affirmative sentence and a negative sentence follow this rule.

(-) He doesn't like coffee. (+) She likes coffee.

Use **but** + subject + the auxiliary verb in affirmative, depending on the tense. Like this:

He doesn't like coffee but she does.

You can not contract a subject and an auxiliary verb at the end of a sentence. Only in the negative form.

Going Through Conjunctions Unit 7

Examples:

Correct: He isn't here, but she is. Incorrect: He isn't here, but she's.

Exercise 2

Rephrase the following sentences. Watch out for the different tenses in each.

1. He takes his daughter to school everyday; Tina takes her daughter to school

everyday.
(+)(+)
(+)(+)
(-)(-)
(-)(-)
(+)(-)
(-)(+)
2. They watched that program. We watched that program.
(+)(+)
(+)(+)
(-)(-)
(-)(-)
(+)(-)
(-)(+)
3. He is driving a racecar. Tomas is driving a racecar.
(+)(+)
(+)(+)
(-)(-)

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(-)(-)	
4. Her cousin v	vas choosing a dress when her boyfriend called. Mary was choosing n her boyfriend called.
(+)(+)	
(+)(+)	
(-)(-)	
(-)(-)	
(-)(+)	
	es will go to the country. I will go to the country.
(+)(+)	
(+)(+)	
(-)(-)	
(-)(-)	
(-)(+)	
	be cleaning the house tomorrow all afternoon. My aunt will be house tomorrow all afternoon.
(+)(+)	
(+)(+)	
(-)(-)	
(-)(-)	

Going Through Conjunctions Unit 7

(-)(+)	
7. I have	gone to the theatre. They have gone to the theatre.
(+)(+)_	
(+)(+)_	
(-)(-)	
(+)(-)	
	
Exercise	3
	e 5 people. Describe what each will eat using and, but .
There are	e 5 people. Describe what each will eat using and, but .
There are	
There are What will Sarah wi	e 5 people. Describe what each will eat using and, but .
There are What will Sarah wi	e 5 people. Describe what each will eat using and, but . ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one t
There are What will Sarah wi	e 5 people. Describe what each will eat using and, but . ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one t
There are What will Sarah wi	e 5 people. Describe what each will eat using and, but . ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one t
There are What will Sarah wi Jason do	e 5 people. Describe what each will eat using and, but . ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one t
There are What win Sarah wi Jason do	e 5 people. Describe what each will eat using and, but. ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one to be
There are What win Sarah wi Jason do What did Sara: ap Tom: bai	e 5 people. Describe what each will eat using and, but. Ill they eat? Ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one to be son't want a sandwich and Frank doesn't either. They will eat spaghet and they buy? In ple nana
There are What win Sarah wi Jason do What did Sara: ap Tom: bai Tina: bai	e 5 people. Describe what each will eat using and, but. ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one to be son't want a sandwich and Frank doesn't either. They will eat spaghet at they buy? In the prefers a hamburger, Tina will eat one to be son't want a sandwich and Frank doesn't either. They will eat spaghet at they buy? In the prefers a hamburger, Tina will eat one to be son't either. They will eat spaghet a sandwich and Frank doesn't either. They will eat spaghet a sandwich and Frank doesn't either.
There are What win Sarah wi Jason do What did Sara: ap Tom: bai Tina: bai Jason: a	e 5 people. Describe what each will eat using and, but. ill they eat? ill eat soup but Tom won't, he prefers a hamburger, Tina will eat one to be son't want a sandwich and Frank doesn't either. They will eat spaghet at they buy? In the prefers a hamburger, Tina will eat one to be son't want a sandwich and Frank doesn't either. They will eat spaghet at they buy? In the prefers a hamburger, Tina will eat one to be son't either. They will eat spaghet a sandwich and Frank doesn't either. They will eat spaghet a sandwich and Frank doesn't either.

Going Through Conjunctions

What do they do every Friday? Sarah: goes shopping Tom: plays golf Tina: watches TV Jason: plays golf Frank: bakes cookies	
Sarah: goes shopping Tom: plays golf Tina: watches TV Jason: plays golf	
Tom: plays golf Tina: watches TV Jason: plays golf	
Tom: plays golf Tina: watches TV Jason: plays golf	
Tina : watches TV Jason: plays golf	
Frank: bakes cookies	
What are their styles like?	
Sarah: is modern	
Tom: is modern	
Tina: is old fashion	
Jason: is wild	
Frank: old fashion	
What can they do?	
Sarah: fly a plane	
Tom: jump high	
Tina: fly a plane	
Jason: jog fast	
Frank: fly a plane	

Going Through Conjunctions Unit 7

Exercise 4
Complete the sentences using the correct structures of auxiliary verbs after but and and . Use the word in parenthesis. Look.
Example: (Brian) Alex doesn't have a mustache and neither does Brian. Alex doesn't have a mustache and Brian doesn't either.
1. (I) Sara was at home last night, Sara was at home last night and
2. (Oregon) California is on the West Coast, and California is on the West coast, and
3. (Jean) I went to a movie yesterday, and so I went to a movie yesterday and
4. (Jason) I didn't study last night, and neither I didn't study last night, and
5. (Dick) Jim can't speak Arabic, and neither Jim can't speak Arabic, andeither.
6. (Laura) I like to go to science fiction movies, and I like to go to science fiction movies, andtoo.
7. (Alice) I don't like horror movies, andAlice. I don't like horror movies, andeither.
8. (Porpoises) Whales are mammals, and Whales are mammals, andtoo.

Going Through Conjunctions

7.1.2 Connecting Ideas with Even Though, Although and Because

Even Though, Although express an unexpected or opposite result. (The two words mean exactly the same).

Examples:

Even though I was hungry, I did not eat. I did not eat even though I was hungry. Although I was hungry, I did not eat. I did not eat although I was hungry.

Because expresses an expected result

Examples:

Because I was hungry, I ate. I ate **because** I was hungry.

Exercise 5

Combine each pair of sentences in two different orders. Use Because .
1. The children were hungry. There was no food in the house.
2. The bridge is closed. We can't drive to the other side of the river.
3. My car did not start. The battery was dead.
4. Debbie woke up in the morning with a soar throat. She had cheered loudly at the basketball game.

Going Through Conjunctions Unit 7

Exercise 6

Use the correct connector.

Example:

Even though the weather is cold, Rick isn't sick.

1.	the weather is cold, Ben is wea	aring a coat.
2.	Tim is fairly tall, he can't reach	the ceiling.
3.	Matt is very tall, he can reach	the ceiling.
4. 🛚	Dan isn't as tall as Matt, he car	n't reach the ceiling.
5. ⁻	Nick isn't tall, he can reach the	ceiling using a chair.

8.1 What Is a Preposition?

A preposition links nouns, pronouns, and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the **Object of the Preposition**.

A preposition describes a relationship between other words in a sentence. In itself, a word like **in** or **after** is meaningless and hard to define in mere words. For instance, when you do try to define a preposition like **in** or **between** or **on**, you invariably use your hands to show how something is situated in relationship to something else. Prepositions are nearly always combined with other words in structures called **prepositional phrases**. **Prepositional phrases** can be made up of a million different words, but they tend to be built the same: A preposition followed by a determiner and an adjective or two, followed by a pronoun or noun (called the object of the preposition). This whole phrase, in turn, takes on a modifying role, acting as an adjective or an adverb, locating something in time and space, modifying a noun, or telling when or where or under what conditions something happened.

A preposition usually indicates the temporal, spatial, or logical relationship of its object to the rest of the sentence.

Examples:

The book is **on** the table.
The book is **beneath** the table.
The book is leaning **against** the table.
The book is **beside** the table.
She held the book **over** the table.
She read the book **during** class.

In each of the preceding sentences, a preposition locates the noun **book** in space or in time.

8.1.1 List of Prepositions

There are more than 100 prepositions in English. This is a very small number when you think of the thousands of other words (nouns, verbs etc). Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions "of", "to" and "in", are among the ten most frequent words in English. Here is a short list of the more common one—word prepositions. Many of these prepositions have more than one meaning. Please refer to a dictionary for precise meaning and usage.

Unit 8

Dropping by Prepositions

About It our first Tim aboard this ship.
She will be here about six.

Above He thinks he is above everybody else
Across The Theater is across the street.

After She called after you left.

Against Don't lean against that wall, it has just been painted!
Along They used to walk along the seashore during sunset.

Amid It was the only white caw amid the others.

Among He felt weird being the only man **among** twenty women.

Around Stop walking around the table!
As She is as tall as her father.

At Everybody is sitting at the table, hurry up!

Before Do you think you will finish before midnight?

Behind Have you looked for the remote behind the sofa?

Below The temperature is **below** zero degrees.

Beneath Could you give me the book **beneath** those papers?

Beside I parked my car beside yours.

Besides Do you eat anything **besides** hamburgers?

Between I had to choose between the blue and the white car.

Beyond His theory is beyond my understanding.

By This book was written by Garcia Marquez

Did you read the article **concerning** the debate? Concerning Considering I thought he was guilty, **considering** the evidence. **Despite** How can he smile despite the circumstances? **Down** Could you please bring the volume down a little? During I saw you sleeping during Mr. Smith's lecture. I will take all the items **except** those two. **Except** I will take all the items **excepting** those two. **Excepting** I will write a note **excluding** you from this class! **Excluding** Did you listen to the concert **following** the speech? **Following**

For Is that gift for me?

From Could you pick the sofa from the store, please?

In Check if my watch is **in** the drawer.

Inside Put the milk back **inside** the refrigerator!

Into I saw my sister running into her room, what's wrong?

Like I think he rather looks more **like** his father.

Near The cinema is near the stadium.

Of Have you ever heard of that actor?

Off Don't you take your jacket off, it's very cold.
On I saw a pen like that on the boss' desk.

Onto He jumped **onto** the train.

Opposite His speech is clearly **opposite** to my ideas.

Outside I'll wait for you **outside** the store.

Over Did you see that plane that just flew **over** us?

Past It is two blocks past that park.

Dropping by Prepositions

Per How much did you pay per kilo?

Regarding
She is alright, regarding what happened.
Round
He is saving money to go round the world
Save
I liked the movie, save that last scene.
I have been living in California since 1984.

Than He is taller **than** his brother.

Through That man is crazy, he just jumped **through** the window!

To I am traveling **to** Hawaii this vacation.

Toward The girl is walking toward me.
Towards The girl is walking towards me
Under Is the cat still under the car?

Underneath Some people put the fallen teeth **underneath** the pillow.

Unlike His behavior is strange; it is **unlike** him to do that.

Until Can you please wait until I come out?

Up Could you please come up here?

Upon I depend upon by parents for money.

Versus The fight tonight is Tyson versus Foreman

With Did you go to the movies with your boyfriend?

Within I can help you if the solution is within my capability.

Without Don't cross a street without looking at both sides.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. Take a look.

Example:

The children climbed the mountain without fear.

In this sentence, the preposition **without** introduces the noun fear. The prepositional phrase without fear functions as an adverb describing how the children climbed.

Example:

There was rejoicing **throughout** the land when the government was defeated.

Here, the preposition **throughout** introduces the noun phrase the land. The prepositional phrase acts as an adverb describing the location of the rejoicing.

Example:

The spider crawled slowly along the banister.

The preposition **along** introduces the noun phrase the banister and the prepositional phrase along the banister acts as an adverb, describing where the spider crawled.

Dropping by Prepositions Unit 8

Example:

The dog is hiding **under** the porch because it knows it will be punished for chewing up a new pair of shoes.

Here the preposition **under** introduces the prepositional phrase under the porch, which acts as an adverb modifying the compound verb is hiding.

Example:

The screenwriter searched for the manuscript. He was certain was somewhere **in** his office.

Similarly in this sentence, the preposition **in** introduces a prepositional phrase in his office, which acts as an adverb describing the location of the missing papers.

8.2 Different Uses for Prepositions

8.2.1 Prepositions of Time (at, on, in)

At: We use at to designate specific times.

Example:

The train is due at 12:15 p.m.

On: We use on to designate days and dates.

Examples:

My brother is coming **on** Monday. We're having a party **on** the Fourth of July.

In: We use in for nonspecific times during a day, a month, a season, or a year.

Examples:

She likes to jog **in** the morning. It's too cold **in** winter to run outside. He started the job **in** 1971. He's going to quit **in** August.

8.2.2 Prepositions of Place (at, on, in)

At: We use at for specific addresses, areas, intersections or target.

Examples:

Mrs. Harriet lives at 55 Boretz Road in Durham. Meet me at the corner

Dropping by Prepositions

Meet me **at** the theater.

Look at John.

Throw the ball **at** the wall.

On: We use on to designate names of streets, avenues, etc, or when something is in contact with something or can be found along a said reference.

Examples:

Her house is **on** Boretz Road.

I live **on** this street.

The boat is floating **on** the river.

The fly is **on** the wall.

In: Is used for the names of land–areas (towns, counties, states, countries, and continents), and when the object of the preposition is enclosed in some place.

Examples:

The man is **in** the room.

She lives in Durham.

Durham is **in** Windham County.

Windham County is in Connecticut.

8.2.3 Prepositions of Location (at, on, in) and "no preposition"

in	at	on	no preposition
(The) bed	Class	The bed	Downstairs
The bedroom	Home	The ceiling	Downtown
The car	The library	The floor	Inside
(The) class	The office	The horse	Outside
The library	School	The plane	Upstairs
School	Work	The train	Uptown

You may sometimes use different prepositions for these locations.

8.2.4 Other Uses of at, on, in.

There are some other uses for these prepositions.

On: We use **on** when we refer to information or communications.

Dropping by Prepositions Unit 8

Examples:

My sister is talking **on** the phone. I bought a book **on** American history. I heard the news **on** TV.

In: is used when referring to a language.

Example:

That book was originally written in Spanish.

At: is used when you talk about an area of expertise or temperature degrees.

Examples:

She is very good **at** dancing. Water boils **at** 100 degrees.

8.2.5 Prepositions of Movement "to" and "no preposition"

We use **to** in order to express movement toward a place.

Examples:

They were driving **to** work together. She's going **to** the dentist's office this morning.

Toward and **Towards** are also helpful prepositions to express movement. These are simply variant spellings of the same word; use whichever sounds better to you.

Examples:

We're moving **toward** the light.
This is a big step **towards** the project's completion.

With the words home, downtown, uptown, inside, outside, downstairs, upstairs, we use no preposition.

Examples:

Grandma went upstairs Grandpa went home. They both went outside.

8.2.6 Prepositions of Time "for" and "since"

We use **for** when we measure time (seconds, minutes, hours, days, months, years).

Dropping by Prepositions

Examples:

He held his breath **for** seven minutes.

She's lived there **for** seven years.

The British and Irish have been quarreling **for** seven centuries.

We use **since** with a specific date or time.

Examples:

He's worked here **since** 1970. She's been sitting in the waiting room **since** 2:30.

8.3 Phrasal Verbs

A combination of verb and preposition is called a **Phrasal Verb**. The word that is joined to the verb is then called a **particle**. Some of these phrasal verbs can be separated so that a noun or a pronoun can be inserted, and others have to be used together.

Act up (no object): Misbehave (for people); not work properly (for machines).

Examples:

The baby-sitter had a difficult time. The children **acted up** all evening. I guess I'd better take my car to the garage. It's been **acting up** lately.

Act like (inseparable): Behave in a way that's like.

Note: This phrasal verb is very informal.

Examples:

What's wrong with Bob? He's acting like an idiot.

Add up (1. no object): logically fit together.

Note: This phrasal verb is often negative.

Examples:

His theory is hard to believe, but his research **adds up**. His theory seems, at first, to be plausible, but the facts in his research don't **add up**.

Add up (2. separable): find the total.

Example:

What's the total of those bills? Could you add them up and see?

Add up to (inseparable): to total.

Example:

The bills **add up** to \$734.96. That's more than I expected!

Dropping by Prepositions Unit 8

Ask out (separable): ask for a date.

Example:

Nancy has a new boy friend. Joe asked her out last night.

Back down (no object): not follow a threat.

Example:

Tom was going to call the police when I told him I'd wrecked his car, but he **backed down** when I said I'd pay for the damages.

Back off (no object): not follow a threat.

Example:

Tom was ready to call the police when I told him I'd wrecked his car, but he **backed off** when I said I'd pay for the damages.

Back up (1. no object): move backward; move in reverse.

Examples:

You missed the lines in the parking space. You'll have to **back up** and try again.

The people waiting in line are too close to the door. We won't be able to open it unless they **back up**.

Back up (2. separable): drive a vehicle backwards (in reverse).

Examples:

You're too close! **Back** your car **up** so I can open the garage door. My computer crashed, I lost many of my files. It's a good thing I **backed** them **up**.

Beg off (no object): decline an invitation; ask to be excused from doing something.

Example:

At first Lily said she would be at the party. Later she **begged off**.

Blow up (1. separable): inflate.

Example:

We need lots of balloons for the party. Will you blow them up?

Dropping by Prepositions

Blow up (2. separable): explode; destroy by exploding.

Example:

A: That old building really came down quickly!

B: That's because the construction company used dynamite to **blow** it **up**.

Blow up (3. no object): suddenly become very angry.

Example:

When I told Jerry that I'd had an accident with his car, he blew up.

Bone up on (inseparable): review or study thoroughly for a short time.

Example:

If you're going to travel to Peru, you'd better **bone up** on your Spanish.

Break down (1. separable): separate something into component parts.

Example:

We spent a lot of money at the supermarket. When we **broke** the total cost **down**, we spent more on cleaning supplies than food.

Break down (2. no object): stop working / functioning.

Example:

Sharon will be late for work today. Her car **broke down** on the freeway.

Break in (1. often no object; with an object, *break into*-inseparable): enter by using force (and breaking a lock, window, etc.)

Example:

Jane's apartment was burglarized last night. Someone **broke in** while Jane was at the movies.

Somebody **broke into** Jane's apartment while she was at the movies.

Break in (2. separable): wear something new until it's / they're comfortable.

Example:

These are nice shoes, but they're too stiff. I hope it doesn't take too long to **break** them **in**.

Break in (3. separable): train; get someone / something accustomed to a new routine.

Dropping by Prepositions Unit 8

Example:

I hope I can learn my new job quickly. The manager hasn't scheduled much time for **breaking** me **in**.

Break up (1. no object): disperse; scatter.

Example:

What time did the party break up last night?

Break up (2. usually no object; with an object, break up with (inseparable)): end a personal relationship.

Example:

Tim and Julie aren't going steady any more. They got really angry with each other and **broke up**.

Have you heard the news? Julie broke up with Tim!

I'm sorry to hear that their marriage **broke up**. I'm sure the divorce will be difficult for the children.

Bring / take back (separable): return something.

Example:

Yes, you can borrow my pen; don't forget to **bring** it **back** to me when you're finished.

This book is due tomorrow. I guess I should take it back to the library.

Bring off (separable): accomplish something difficult; accomplish something people had considered impossible or unlikely.

Example:

No one thought Chuck could get an A in that course, but he **brought** it **off**.

Bring out (separable): Publish or emphasize on a certain matter or subject.

Example:

She **brought** the matter **out** to the president.

Bring up (1. separable): mention (as a topic of discussion).

Example:

We planned to discuss overtime pay in the meeting. Why didn't someone **bring** that topic **up**?

Dropping by Prepositions

Bring up (2. separable): raise; rear.

Example:

Lucy's parents died when she was a baby. Her grandparents brought her up.

Brush up on (inseparable): review / study thoroughly for a short time.

Example:

If you're going to travel to Peru, you'd better **brush up** on your Spanish.

Burn down (no object): become destroyed / consumed by fire.

Note: For upright things—trees, buildings, etc.—only.

Example:

Lightning struck Mr. Kennedy's barn last night. It **burned down** before the fire fighters arrived.

Burn up (1. no object): become destroyed / consumed by fire.

Note: For people and non-upright things only.

Example:

All of Mr. Kennedy's hay burned up when his barn burned down.

Burn up (2. separable): cause someone to become very angry.

Example:

Did you hear how rudely Fred talked to me? That really burned me up!

Butt in (no object): impolitely interrupt (a conversation, an action).

Example:

Hey, you! Don't butt in! Wait for your turn!

Butter up (separable): praise someone excessively with the hope of getting some benefit.

Example:

I guess Marty really wants to be promoted. He's been **buttering** his boss **up** all week.

Call off (separable): cancel something that has been scheduled.

Example:

We don't have school. The mayor called classes off because of the snow.

Dropping by Prepositions Unit 8

Call on (inseparable): ask someone for an answer in class.

Example:

I don't know why the teacher never **calls on** you. You always know the answer.

Calm down (with or without an object; with an object, separable): become calm, less agitated or upset; help someone become calm, less agitated or upset.

Example:

Why are you so upset? Suzie didn't intend to spill orange juice on you. Calm down!

I know Ralph is upset, but can you **calm** him **down**? He's making so much noise that he's irritating everyone in the office.

(Not) care for (1. inseparable): like; want.

Note: This phrasal verb is usually negative, though it may be used affirmatively in questions.

Example:

A: Would you care for something to drink? We have coffee, tea, or orange juice.

B: Could I have water, please? I don't care for coffee, tea, or juice.

Care for (2. inseparable): take care of; supply care to; attend / watch.

Example:

Amy's father got out of the hospital last week. The family is caring for him at home.

Catch on (no object): develop understanding or knowledge of something.

Example:

Bill had never used a computer until he took this class, but he **caught on** very quickly and is now one of the best students.

Catch up (with) (often without an object; with an object, inseparable): stop being behind.

Example:

Terry stopped to rest for a few minutes. He'll catch up / catch up with us later.

Dropping by Prepositions

Check in (to) (inseparable): register for / at a hotel, conference, etc.; let someone know officially that you have arrived.

Example:

My plane will arrive around 5:00 PM. I should be able to **check into** the hotel by 6:00 or 6:30.

When you arrive at the hotel, be sure to **check in** at the registration desk.

Check off (separable): make a mark to indicate that something on a list has been completed.

Example:

Here are the things you need to do. Please **check** each one **off** when you've finished it.

Check out (of) (1. inseparable): follow procedures for leaving (a hotel, etc.)

Example:

Don't forget to take your key to the front desk when you **check out**.

Check out (2. separable): follow procedures for borrowing something (usually for a limited period of time).

Example:

I'm sorry, but you can't take that encyclopedia home. The library won't allow you to **check** reference books **out**.

Cheer up (separable): help someone feel less worried / depressed / sad.

Example:

Suzie's brother was depressed about not getting a promotion, so she sent him a funny card to **cheer** him **up**.

Chew out (separable): scold someone severely; berate.

Example:

Tom's father was really angry when Tom didn't come home until 3:00 AM. He **chewed** Tom **out** and then said Tom had to stay at home for two weeks.

Chicken out (no object): lose the courage or confidence to do something, often at the last minute.

Example:

Sam said he was going to ask Lulu for a date, but he **chickened out**.

Chip in (inseparable): contribute / donate (often money) to something done by a group.

Example:

We're going to buy a birthday cake for our boss and I'm collecting donations. Do you want to **chip in**?

Clam up (inseparable): suddenly become quiet / refuse to talk about something.

Example:

Lila wouldn't talk about the accident. When I asked her what happened, she clammed up.

Come across (inseparable): find (unexpectedly).

Example:

I've lost my extra car keys. If you **come across** them while you're cleaning the room, please put them in a safe place.

Come down with (inseparable): become ill with.

Example:

George won't be at the office today. He **came down** with the flu over the weekend.

Come to (1. inseparable): total.

Example:

Your charges **come to** \$124.38. Will you pay by check, in cash, or with a credit card?

Come to (2. no object): regain consciousness.

Example:

When I told Gina that she'd won a million dollars, she fainted. When she came to, I told her it was a joke and she almost hit me!

Count on (inseparable): depend on; trust that something will happen or that someone will do as expected.

Example:

I'm **counting on** you to wake me up tomorrow. I know I won't hear the alarm.

Cross out (separable): show that something written is wrong or unnecessary by making an X across it.

Example:

We can't afford to buy everything on your shopping list, so I've **crossed** all the unnecessary things **out**.

Cut back (on) (often without an object; with an object, cut back on [inseparable]): use less of something.

Example:

You drink too much coffee. You should **cut back**. You should **cut back on** the amount of coffee that you drink.

Do in (1. separable): cause to become very tired.

Example:

Those three games of tennis yesterday afternoon really **did** me **in**. I slept for ten hours after I got home.

Do in (2. separable): to kill; to murder.

Example:

The said that the murdered man was **done** in between 10 and 11 o'clock last night.

Do over (separable): do something again.

Example:

Oh, no! I forgot to save my report before I turned the computer off! Now I'll have to **do** it **over**!

Drag on (no object): last much longer than expected or is necessary.

Example:

I thought the meeting would be a short one, but it **dragged on** for more than three hours.

Draw up (separable): create a formal document.

Example:

The Ajax and Tip-Top Banks have decided to merge. Their lawyers will draw all the official documents up sometime this month.

Drop off (separable): deliver something; deliver someone (by giving someone a ride).

Example:

Yes, I can take those letters to the post office. I'll **drop** them **off** as I go home from work.

You don't have to take a taxi. You live fairly close to me, so I'll be happy to **drop** you **off**.

Drop in (on) (inseparable): visit informally (and usually without scheduling a specific time).

Example:

If you're in town next month, we'd love to see you. Please try to drop in.

Drop by (inseparable): visit informally (usually without scheduling a specific time).

Example:

If you're in town next month, we'd love to see you. Please try to **drop by** the house.

Drop out (of) (inseparable): stop attending / leave school or an organization.

Example:

No, Paul isn't at the university. He **dropped out**. He **dropped out of** school.

Draw out (separable): prolong something (usually far beyond the normal limits).

Example:

I thought that speech would never end. The speaker could have said everything important in about five minutes, but he **drew** the speech **out** for over an hour!

Eat out (no object): have a meal in a restaurant.

Example:

I'm too tired to cook tonight. Why don't we **eat out**?

Egg on (separable): urge / encourage greatly toward doing something (usually something negative).

Example:

At first Bob and Chuck were just having a mild argument, but Bob's friends **egged** them **on** until they started fighting.

End up (1. no object): finally arrive at; arrive at an unexpected place.

Example:

We got lost last night and **ended up** in the next town.

End up (2. no object): arrive somewhere as a result or consequence.

Example:

You're working too hard. If you don't take it easy, you'll end up in the hospital!

Face up to (inseparable): admit to; take responsibility for.

Example:

You can't pretend that you're doing OK in this course, Joe. Sooner or later, you'll have to **face up to** the fact that you're failing it.

Fall through (no object): not happen. (Note: describes something that was planned but didn't happen).

Example:

We had originally intended to go to Mexico for our vacation, but our trip fell through when I got sick.

Feel up to (inseparable): feel strong enough or comfortable enough to do something.

Example:

I know the accident was a terrible shock. Do you **feel up to** talking about it?

Figure out (1. separable): logically find the answer to a problem; solve a problem by thinking about it carefully.

Example:

For a long time I couldn't understand the last problem, but I finally **figured** it **out**.

Figure out (2. separable): understand why someone behaves the way she/he does.

Example:

I can't **figure** Margie **out**. Sometimes she's very warm and friendly and sometimes she acts as if she doesn't know me.

Fill in (1. separable): add information to a form.

Example:

The office needs to know your home address and phone number. Could you **fill** them **in** on this form?

Fill in (on) (2. separable): supply information that someone doesn't know.

Example:

I wasn't able to attend the meeting yesterday, but I understand that it was important. Could you **fill** me **in**? Could you **fill** me **in** on what was discussed?

Fill in for (inseparable): temporarily do someone else's work; temporarily substitute for another person.

Example:

Professor Newton is in the hospital and won't be able to teach for the rest of the term. Do you know who's going to **fill in** for her?

Fill out (1. separable): complete a form by adding required information.

Example:

Of course I completed my application! I **filled** it **out** and mailed it over three weeks ago!

Fill out (2. no object): become less thin; gain weight.

Example:

Jerry used to be really skinny, but in the last year he's begun to **fill out**.

Find out (about) (inseparable): learn / get information (about).

Example:

I'm sorry that you didn't know the meeting had been canceled. I didn't find out (find out about it) myself until just a few minutes ago.

Get across (separable): make something understood; communicate something understandably.

Example:

Alan is really intelligent but sometimes he has problems **getting** his ideas **across**.

Get along (with) (inseparable): have a friendly relationship (with); be friendly.

Example:

Why can't you and your sister get along? Everyone else **gets along with** her just fine!

Get around (1. inseparable): avoid having to do something.

Example:

Teresa **got around** the required math classes by doing well on a math proficiency test.

Get around (2. no object): move from place to place.

EXAMPLE

She doesn't have a car. She gets around by bicycle, bus, or taxi.

Get around to (inseparable): do something eventually.

Example:

I really should wash the dishes, but I don't feel like it. Maybe I'll **get** around to them tomorrow morning.

Get by (no object): survive, financially, in a difficult situation.

Example:

It's going to be hard to pay the rent now that you've lost your job, but somehow we'll **get by**.

Get in (1. inseparable): enter a small, closed vehicle.

Example:

I don't know where Carole was going. She just **got** in her car and drove away.

Get in (2. no object): arrive.

Example:

Do you know what time Fred's plane gets in?

Get on (inseparable): enter a large, closed vehicle.

Example:

I'm sorry, but you're too late to say good—bye to Angela. She **got on** the plane about 20 minutes ago.

Get off (1. inseparable): leave a large, closed vehicle.

Example:

When you **get off** the bus, cross the street, turn right on Oak Street, and keep going until you're at the corner of Oak and Lincoln Boulevard.

Get off (2. separable): be excused (for a period of time) from work, class, or other regularly scheduled activities.

Example:

Some schools **got** President's Day **off** but ours didn't. We had classes as usual.

Get off (3. separable): make it possible for someone to avoid punishment.

Example:

Everyone knew he was guilty, but his lawyer was clever and got him off.

Get out of (1. inseparable): leave a small, closed vehicle.

Example:

There's something wrong with the garage door opener. You'll have to **get out of** the car and open it by hand.

Get out of (2. inseparable): escape having to do something.

Example:

Lisa had a terrible headache and **got out of** giving her speech today.

Get over (1. no object): finish.

Note: for individual activities, not ones that happen again and again.

Example:

What time do your classes **get over**?

Get over (2. inseparable): recover from an illness or painful experience.

Example:

Katy was really upset when she failed the test. She thought she would never **get over** feeling so stupid.

Get rid of (1. inseparable): dispose of; give away or throw away.

Example:

That shirt is really ugly. Why don't you **get rid of** it?

Get rid of (2. inseparable): dismiss someone; fire someone from a job; cause someone to leave.

Example:

The treasurer of the XYZ Company was spending too much money so the company president **got** rid of him.

Get up (usually no object; with an object, separable): leave bed after sleeping and begin your daily activities.

Example:

You'll have to **get up** much earlier than usual tomorrow. We have to leave by no later than 6:00 AM.

I know I won't hear the alarm tomorrow. Can you **get** me **up** at 6:00 AM?

Give up (1. separable): stop doing something (usually a habit).

Example:

He knows smoking isn't good for his health, but he can't **give** it **up**.

Go out with (inseparable): have a date with.

Example:

You went out with Sharon last night, didn't you?

Go with (1. no object): look pleasing together. (Note: for clothes, furniture, etc.).

Example:

You should buy that shirt. It will go well with your dark brown suit.

Go with (2. no object): date regularly and steadily.

Example:

Is Gina going with Jim? I see them together all the time.

Goof off (no object): be lazy; do nothing in particular.

Example:

A: Do you have any special plans for your vacation?

B: No, I'm just going to stay home and goof off.

Grow up (1. no object): spend the years between being a child and an adult.

Example:

Did you know that Frank grew up in Malaysia?

Grow up (2. no object): behave responsibly; behave as an adult, not a child.

Example:

A: Lee really irritates me sometimes. He's really silly and childish.

B: I agree. I wish he would grow up.

Hand in (separable): submit homework, an assignment, etc.

Example:

You'd better get started on your report. You know that you have to **hand** it **in** at 8:30 tomorrow morning!

Hand out (separable): distribute.

Example:

Why don't you have a course description and list of assignments? The teacher **handed** them **out** on the first day of class.

Hang up (no object): end a phone conversation by replacing the receiver.

Example:

I'd like to talk longer, but I'd better **hang up**. My sister needs the phone.

Have to do with (inseparable): be about.

Example:

This class has to do with the behavior of people in groups.

Hold up (1. separable): raise; lift to a higher–than–normal position.

Example:

The winner of the race proudly **held** his trophy **up** for all to see.

Hold up (2. separable): delay.

Example:

I'm sorry I'm late. There was an accident on the freeway and traffic **held** me **up**.

Hold up (3. separable): rob; threaten someone with harm unless he/she gives her/his money or other valuable things.

Example:

Sarah is very upset. When she was walking home last night, two men held her up and took her purse and jewelry.

Iron out (separable): mutually reach an agreement; mutually resolve difficulties.

Example:

I know we disagree on lots of things, Susan, but we can **iron** them **out**.

Jack up (1. separable): raise / life by using a jack.

Example:

We'll have to jack the back of the car up before we can change the tire.

Jack up (2. separable): raise (used for prices).

Example:

The car dealer bought my old Ford for \$750 and **jacked** the price **up** to \$1,500 when they sold it.

Jump all over (inseparable): severely scold someone; berate someone.

Example:

Arthur is really upset. His boss **jumped all over** him because he's been late for work three times this week.

Keep on (1. inseparable—followed by an -ing verb): continue.

Example:

I'm not ready to stop yet. I think I'll **keep on** working for a while.

Keep on (someone) (2. inseparable): continue to remind someone to do something until he/she does it (even if this irritates her/him).

Example:

Bill's very forgetful. You'll have to **keep on him** or he'll never do all the things you want him to do.

Kick out (separable): expel; force someone to leave because of his/her poor performance or unacceptable behavior.

Example:

Jim was kicked out because he didn't pay his dues or come to meetings.

Knock out (separable): make unconscious.

Example:

The boxing match ended when one boxer **knocked** the other one **out**. That medicine really **knocked** me **out**. I slept for 14 hours straight!

Knock oneself out (separable): work much harder than normal or than what is expected.

Example:

We completed the project on time because of Chuck. He **knocked himself out** to be sure we didn't miss the deadline.

Lay off (separable): dismiss someone from a job because of lack of work or money (not because of poor performance).

Example:

I feel really sorry Sally's family. Her father was laid off yesterday.

Leave out (separable): forget; omit.

Example:

Oh, no! When I made the list of those who attended the meeting, I left your name out!

Let down (separable): disappoint.

Example:

I know I let you down when I didn't do what I promised. I'm really sorry.

Let up (no object): become less intense or slower.

Example:

It's been raining hard for a long time. Will it ever **let up**?

Look back on (inseparable): remember; reflect on / consider something in the past.

Example:

When they **looked back on** their many years together, they realized that their marriage had been a very happy one.

Look down on (inseparable): hold in contempt; regard as inferior.

Example:

It's not surprising that Fred has few friends. He seems to look down on anyone who doesn't like the same things that he does.

Look forward to (inseparable): anticipate pleasantly; think about a pleasant thing before it happens.

Example:

I'm really looking forward to vacation. I can't wait for it to begin!

Look in on (inseparable): visit in order to check something's / someone's condition.

Example:

My father just came home from the hospital. I plan to **look in on** him today after I finish work.

Look into (inseparable): investigate / get more details about something.

Example:

Someone said there was a meeting at 9:30 but I haven't heard anything about it. Shall I **look into** it?

Look like (inseparable): resemble (in appearance).

Example:

Does he look like his father or his mother?

Look over (separable): check; review.

Example:

I think I may have some typos in this report. Could you **look** it **over**?

Look up (1. separable): find something in a reference work.

Example:

I'm sorry, but I don't know what that word means. I'll have to look it up.

Look up (2. separable): find where someone lives or works and visit him/her.

Example:

Thanks for giving me your brother's address. When I'm in Chicago next month, I'll be sure to **look** him **up**.

Look up to (inseparable): respect.

Example:

Everyone **looks up to** Joyce because she always makes time to help others.

Luck out (no object): be unexpectedly lucky.

Example:

Gloria was worried because she wasn't prepared to give a report at the meeting, but she **lucked out** because the meeting was postponed.

Make fun of (inseparable): make jokes about (usually unkindly).

Example:

I agree that Bob looks ridiculous since he shaved his head, but don't make fun of him. You'll hurt his feelings.

Make up (1. separable): invent / create (imaginary) information.

Example:

Judy's story is hard to believe. I'm sure she made it up.

Make up (2. separable): compensate for something missed or not done by doing extra or equivalent work.

Example:

I'm sorry I missed the test. May I make it up?

Make up (with) (3. inseparable): reestablish a friendly relationship by admitting quilt.

EXAMPLE

Jack and his girlfriend were very angry with each other, but last night they finally **made up**.

Jack and his girlfriend were very angry with each other, but last night they finally **made up with** each other.

Make out (separable): see / hear something well enough to understand what it means. **Note**: often negative.

Example:

Ruth's writing is very small. I almost need a magnifying glass to **make** it **out**.

What were the last two examples he gave? I couldn't make them **out**.

Make for (1. inseparable): go to or toward.

Example:

Her teenaged children are always hungry. As soon as they arrive home from school, they **make for** the refrigerator.

Make for (2. inseparable): result in; cause.

EXAMPLE

Many hands make for light work. (If many people work together, there's less work for everyone).

Mark up (separable): increase the price (for resale).

Example:

Mrs. White's import shop is profitable because she buys things inexpensively and then **marks** them **up**.

Mark down (separable): reduce the price (as an incentive to buy).

Example:

These shoes were a bargain! The store marked them down by 40%!

Mix up (separable): cause to become confused.

Example:

I didn't complete the assignment because I didn't know how. The directions **mixed** me **up**.

Nod off (no object): fall sleep (usually unintentionally).

Example:

The speech was so boring that several people in the audience **nodded off** before it was finished.

Pan out (no object): succeed; happen as expected (for plans).

Note: almost always negative when in statements.

Example:

I'll be here next week after all. My trip to Chicago didn't pan out.

Pass away (no object): die.

Example:

I was very sorry to hear that your grandfather **passed away**.

Pass out (1. no object): faint; lose consciousness.

Example:

When Ella heard that she'd won a million dollars, she was so shocked that she **passed out**.

Pass out (2. separable): distribute.

Example:

Everyone in the room needs one of these information sheets. Who will help me pass them out?

Pick out (separable): choose; select.

Example:

Billy's grandmother especially liked her birthday card because Billy had **picked** it **out** himself.

Pick up (1. separable): lift; take up.

Example:

Those books don't belong on the floor. Will you help me **pick** them **up**?

Pick up (2. separable): arrange to meet someone and give her/him a ride.

Example:

Of course we can go there together. What time should I pick you up?

Pick up (3. separable): get; buy.

Example:

The children just drank the last of the milk. Could you **pick** some more **up** on your way home this evening?

Pick up (4. separable): refresh; revitalize.

Example:

He was feeling a little tired, so he drank a glass of orange juice. It **picked** him **up** enough to finish his work.

Pick on (inseparable): bully; intentionally try to make someone upset.

Example:

You should be ashamed of teasing your little brother, Bob! **Pick on** someone your own size!

Pitch in (no object): help; join together to accomplish something.

Example:

We'll be finished soon if everyone pitches in.

Pull over (no object): drive a vehicle to the side of the rode.

Example:

When the policeman indicated that I should **pull over**, I knew he was going to give me a ticket.

Put away (separable): return something to the proper place.

Example:

I just took these clothes out of the dryer. Will you help me **put** them **away**?

Put off (1. separable): postpone; delay; avoid.

Example:

I can't **put** this work **off** any longer. If I don't do it soon, it'll be impossible to finish it in time.

When will Mr. Smith agree to a meeting? I keep asking for an appointment, but he keeps **putting** me **off**.

Put on (1. separable): begin to wear.

Example:

It's a little bit chilly outside. You'd better put a sweater on.

Put on (2. separable): try to make someone believe something that is ridiculous or untrue.

Example:

Don't believe a word of what Jim was saying. He was just **putting** us **on**.

Put (someone) out (separable): inconvenience someone.

Example:

I hate to **put you out**, but I need a ride to the train station and hope you can take me.

Put up (1. separable): return something to the proper place.

Example:

Your toys are all over the floor, Timmy. Please put them up.

Put up (2. separable): provide someone with a place to sleep.

Example:

There's no need for you to check into a hotel. I'll be happy to put you up.

Put up with (inseparable): tolerate.

Example:

It's really important to come to work on time. The boss won't **put up** with tardiness.

Put back (separable): return something to the proper place.

Example:

I've finished with these books. Do you want me to **put** them **back** on the shelves?

Rip off (separable): cheat; take advantage of; charge too much.

Example:

Don't even think about buying a car there. They'll rip you off.

Round off (separable): change from a fraction to the nearest whole number.

Example:

Round all prices off to the closest whole–dollar amounts. For example, round \$33.73 off to \$34.00.

Run into (inseparable): meet by chance.

Example:

Yesterday at the supermarket, Jan **ran into** her former roommate. Before yesterday, they hadn't seen each other for nearly five years.

Run out of (inseparable): use the last of.

Example:

On the way home from work, Art ran out of gas.

Set up (separable): make arrangements for something.

Example:

You'll see Mr. Thomas tomorrow. I've set a meeting up for 9:30 AM.

Set back (1. separable): cause a delay in scheduling.

Example:

We've had some problems with the project that have **set** us **back** at least two days. We'll give you a progress report tomorrow.

Set back (2. separable): cost.

Example:

I wonder how much Bill's new car set him back?

Slip up (no object): make a mistake.

Example:

You **slipped up** here. The amount should be \$135.28, not \$132.58.

Stand out (no object): be noticeably better than other similar people or things.

Example:

Good job, Ann! Your work really stands out!

Stand up (1. no object): rise to a standing position.

Example:

When the Chairperson entered the room, everyone stood up.

Stand up (2. separable): make a date but not keep it.

Example:

Angela was supposed to go to the dance with Fred, but she **stood** him **up** and went with Chuck instead.

Show up (1. no object): arrive; appear.

Example:

The boss was upset because you didn't **show up**. What happened?

Show up (2. separable): do a noticeably better job than someone else.

Example:

Everyone thought Marsha would win, but Jean did. Actually, Jean really **showed** Marsha **up**.

Stand for (1. no object): represent.

Example:

These letters seem to be an abbreviation. Do you know what they stand for?

Stand for (2. inseparable): tolerate; permit (usually negative).

Example:

I'm not surprised that Mrs. Johnson rejected your report. She won't **stand for** shoddy work.

Take after (inseparable): resemble; favor (in Appearance). Note: used for people.

Example:

Both my sister and I take after our father.

Take / bring back (separable): return.

Example:

This book is due tomorrow. I guess I should **take** it **back** to the library. Yes, you can borrow my pen, but don't forget to **bring** it **back** to me when you're finished.

Take care of (1. inseparable): provide care for; watch one's health.

Example:

Lois has been **taking care of** her father since he returned home from the hospital.

Take care of (2. inseparable): make arrangements (for something to happen); take responsibility for.

Example:

Will you take care of making reservations for our flight to Boston?

Take off (1. separable): remove (something you're wearing).

Example:

Please take your hat off when you go inside a building.

Take off (2. no object): leave; depart (often suddenly or quickly).

Example:

Was something wrong with Jill? She **took off** without saying good-bye. When does your plane **take off**?

Take off (3. separable): make arrangements to be absent from work.

Example:

Susan isn't here today. She's taking today and tomorrow off.

Take up (separable): begin (a hobby or leisure—time activity).

Example:

A: Do you like to ski?

B: I've never been skiing, but I think I'd like to take it up.

Tell (someone) off (separable): speak to someone bluntly and negatively, saying exactly what she/he did wrong.

Example:

Julie was really angry at Bob; she told him off in front of all of us.

Tick off (1. separable): irritate someone; make someone upset or angry.

Example:

It really **ticks** her **off** when someone is late for an appointment.

Tick off (2. separable): show that something has been completed by putting a tick (check) beside it.

Example:

Here are the things you need to do. **Tick** each one **off** when you finish it.

Throw away (separable): discard; put in the garbage.

Example:

You shouldn't **throw** those newspapers **away**; they're recyclable.

Throw out (1. separable): discard; put in the garbage.

Example:

This food smells bad. You'd better throw it out.

Throw out (2. separable): forcibly make someone leave (usually because of bad behavior).

Example:

Those people are drunk and making everyone uncomfortable. The manager should **throw** them **out**.

Throw up (usually no object; with an object, Separable): vomit.

Example:

Paul was so nervous about his job interview that he **threw up** just before he left for it.

Try on (separable): wear something briefly to check its fit, how it looks, etc.

Example:

I'm not sure that jacket is large enough. May I try it on?

Try out (separable): use a machine briefly to determine how well it works.

Example:

I really like the way this car looks. May I try it out?

Try out (for) (inseparable): try to win a place on a team or other organization.

Example:

I know you want to be on the football team. Are you going to **try out**? If you like to sing, you should try out for the choir.

Turn around (1. usually no object): move so that you are facing the opposite direction.

Example:

Everyone **turned around** and stared when I entered the meeting late.

Turn around (2. separable): move so that someone / something is facing the opposite direction.

Example:

I don't want this chair facing the window. Will you help me **turn** it **around**?

Turn around (3. separable): make changes so that something that was unprofitable is profitable.

Example:

The company was doing poorly until it hired a new president. He **turned** it **around** in about six months and now it's doing guite well.

Turn down (1. separable): decrease the volume.

Example:

Your music is giving me a headache! Please **turn** it **down** or use your headphones!

Turn down (2. separable): refuse.

Example:

I thought I could borrow some money from Joe, but when I asked, he **turned** me **down**.

Turn in (1. separable): give / deliver / submit to someone.

Example:

I've written my report, but I haven't turned it in.

Turn in (2. no object): go to bed.

Example:

I'm pretty tired. I guess I'll turn in.

Turn in (3. separable): report or deliver wrongdoers to the authorities.

Example:

Two days after the robbery, the thieves turned themselves in.

Turn off (1. separable): stop by turning a handle or switch.

Example:

I'm cold. Do you mind if I **turn** the air conditioner **off**?

Turn off (2. separable): bore; repel (very informal).

Example:

That music **turns** me **off**. Please play something else!

Turn on (1. separable): start by turning a handle or switch.

Example:

It's cold in here. I'm going to turn the heater on.

Turn on (2. separable): interest very much; excite (very informal).

Example:

What kind of music turns you on?

Turn up (1. separable): increase the volume.

Example:

I can barely hear the TV. Can you **turn** it **up** a little?

Turn up (2. no object): appear unexpectedly.

Example:

We were all surprised when Pam **turned up** at the party. We didn't even know she was in town.

Wait on (1. inseparable): serve (usually customers in a restaurant, shop, etc.).

Example:

I want to make a complaint. The person who just **waited on** me was very impolite.

Wait for (inseparable): wait until someone / something arrives or is finished with something else.

Example:

When will Kenny be finished with work? I've been waiting for him for almost an hour!

I'm tired of waiting for the bus. I guess I'll take a taxi instead.

Wake up (1. no object): stop sleeping.

Example:

I usually wake up around 5:00 AM each day.

Wake up (2. separable): rouse someone; cause someone to stop sleeping.

Example:

I have an important meeting tomorrow and I'm afraid I won't hear my alarm. Will you wake me up at 6:00 AM?

Watch out for (inseparable): be careful of; beware of.

Example:

There's a school at the end of this block. **Watch out for** children crossing the street.

If you take that road, watch out for ice during the winter.

Wear out (1. separable): wear something / use something until it can no longer be worn / be used.

Example:

I need a new pencil sharpener. I wore this one out.

Wear out (2. separable): cause to become exhausted; cause to become very tired.

Example:

I had four different meetings today. They wore me out.

Work out (1. no object): exercise (usually in a Gym, etc.) to build muscles, body tone, etc.

Example:

Instead of eating lunch on Monday, Wednesday, and Friday, Sheila goes to the recreation center to **work out**.

Work out (2. separable): solve a problem / resolve a difficult situation (usually by working together).

Example:

I know we disagree on many points, but I believe we can **work** things **out**.

Wrap up (1. no object): wear enough clothes to keep warm.

Example:

It's really cold today. Be sure you wrap up when you leave the house.

Wrap up (2. separable): finish something; bring something to a conclusion.

Example:

We've been talking about the problem for nearly three hours. I hope we'll be able to **wrap** the discussion **up** soon.

Write down (separable): record something in writing.

Example:

Could you tell me your e-mail address again? I want to write it down.

Write up (separable): record; report in writing.

Example:

You'll need to make a report on your business meetings. Be sure you write them up as soon as possible after you return from your trip.

Unit 8

Dropping by Prepositions

Zonk out (no object): fall asleep quickly because of exhaustion.

Example:

I intended to go shopping after work, but I was so tired that I **zonked out** as soon as I got home.

Exercise 1

Fill in the blank with the correct preposition.
1. That man reminds me
Exercise 2
Complete the following sentences. Use each word once with a preposition. Rely, Listen, look, live, laugh, glance, paid, happen. Example: Where's the newspaper? I want to look at the television guide.

 I haven't seen Susan for ages. I wonder what's her. You must this CD. You'll love it.
3. Ithe newspaper to see if there was anything interesting in it. 4. When you went to the theater with Paul, whothe tickets? 5. The bus service isn't very good, you can'tit. 6. What are you? I don't understand what is so funny! 7. It's a very inexpensive country. You canvery little money there.
Exercise 3
Complete the sentence with a preposition (if a preposition is needed).
Example She smiled at me as she passed me in the street.
 Don't listen what he says. He is stupid. What happened the picture that used to be on that wall? You wouldn't dream it. I dreamt Ann last night. We were dancing together at a party. The accident was my fault, so I had to pay the damages. I didn't have enough money to pay the bill. You know that you can always rely me if you need any help. The man sitting the opposite side me on the train kept staring me. She doesn't eat very much. She lives bread and water. When are you going to meet your professor to discuss your paper.
Exercise 4
Place the appropriate preposition after "hear"/"heard".
 Did you hear the accident last night? Jill used to write to me fairly often, but I haven't heard her in a long time. Q. Have you read any books by James Hudson? James Hudson? No, I've never heard him. Thank you for the letter. It was nice to hear you again. Do you want to hear our vacation? The town I come from is very small. You've probably never heard it.
Exercise 5
Place the appropriate preposition after "look".
1. When I lookedmy watch, I couldn't believe that it was so late.

Exercise 6	
Complete the following sentences. Use each word once with a preposition; belong, apply, apologize, die, concentrate, believe, crash, depend.	
Example: When I realized that I had the wrong umbrella, I apologized for the mistake.	
 I was driving along when the car in front of me suddenly stopped. Unfortunately, I couldn't stop on time and I the back of the car. Does this bag you? Don't try and do two things at once one thing at a time. Jane is still unemployed. She has several jobs bat hasn't had any least. Are you playing tennis tomorrow? I hope so, but it the weather. If you smoke, there is a greater chance that you will lung cancer. I don't ghosts. I think people only imagine that they see them. 	ıck
Exercise 7	
Complete these sentences with a preposition (if a preposition is needed).	
Example: There was an accident this morning. A bus collided against a car.	

*Extra Activity 7

Unit 8

Now that you have completed the "Finding Out about Grammar Step by Step 1" and presented Unit 21, you are ready for "Finding Out About Grammar Step By Step 2"

Congratulations you have completed the first step!!