**Interchange intro**

**GRAMMAR FOCUS**

**My, you, his, her**

What’s **your** name?

**My** name’s Carlos.

What’s **his** name?

**His** name’s Joshua.

What’s **her** name?

**Her** name’s Isabella.

What’**s** = What **is**

**GRAMMAR PLUS**

**My, you, his, her**

Use his with males and her with females:

**His** name is Travis.

(NOT: Her name is Travis.)

**Her** name is Nicole.

(NOT: His name is Nicole)

**GRAMMAR FOCUS**

**The verb be**

**I’m** Lena Garza.

**You’re** in my class.

**She’s** over there. (**Andrea is** over there.)

**He’s** in our class. (**Ben is** in our class.)

**It’s** Garza. (**My last name is** Garza.)

**Are you** Andrea Clark?

Yes, **I am**.

No, **I’m not**.

How **are you**?

**I’m** fine, thanks.

I**’m** = I am

You**’re** = You are

He**’s** = He is

She**’s** = She is

It**’s** = It is

**GRAMMAR PLUS**

**The verb be**

In questions, the verb be comes before the noun or pronoun:

**Are you** Joshua Brown?

**Is he** in our English class?

**Is she** the teacher?

Don’t use contractions in short answers with Yes:

Are you in my class?

Yes, **I am**.

NOT: Yes, I’m.

**GRAMMAR FOCUS**

**This/these, it/they; plurals**

**This is a** laptop.

**These are** laptop**s**.

What**’s this**?

**It’s a** flash drive.

What **are these**?

**They’re** flash drive**s**.

It**’s** = It is

They**’re** = They are

**GRAMMAR PLUS**

**This/these, it/they; plurals**

Don’t use a contraction with What + are:

**What** are these?

(NOT: What’re these)

Use this with singular nouns:

**This** is a laptop.

Use these with plural nouns:

**These** are flash drives.

**GRAMMAR FOCUS**

**Yes/No and where questions with be**

**Is this** your wallet?

Yes, **it is**. / No, **it’s not**.

**Are these** your keys?

Yes, **they are**. / No, **they’re not**.

**Where’s** your wallet?

**It’s** in my pocket.

**Where are** my keys?

**They’re** on the table.

**GRAMMAR PLUS**

**Yes/No and where questions with be**

In questions with where, the verb comes after Where:

**Where** is my credit card?

(NOT: Where my credit card is?)

**Where** are my sunglasses?

(NOT: Where my sunglasses are?)

**GRAMMAR FOCUS**

**Negative statements and yes/no questions with be**

**I’m not** from Rio.

**Are you** from Sao Paulo?

Yes, I **am.** /No, **I’m not.**

**You’re** not late.

**Am I** early?

Yes, **you are**. / No, **you’re not**.

**She’s not** from Japan.

**Is she** from the U.S.?

Yes, **she is**. / No, **she’s not**.

**He’s not** from Chile.

**Is he** from Mexico?

Yes, **he is**. / No, **he’s not**.

**It’s not** English.

**Is it** French?

Yes, **it is**. / No, **it’s not**.

**We’re not** from China.

**Are you** from South Korea?

Yes, **we are**. / No, **we’re not**.

**You’re not** early.

**Are we** late?

Yes, **you are**. / No, **you’re not**.

**They’re not** in India.

**Are they** in Egypt?

Yes, **they are.** / No, **they’re not**.

We’**re** = we are

**GRAMMAR PLUS**

**Negative statements and yes/no questions with be**

Use be + not to form negative statements:

Ana **isn’t** a student.

(NOT: Ana no is a student)

You is a singular and a plural pronoun:

Are **you** from Rio?

Yes, **I** am. Yes, **we** are.

**GRAMMAR FOCUS**

**Wh-questions with be**

**What’s your name?**

My name is Sophia.

**Where are you from?**

I’m from Canada

**How are you today?**

I’m fine, thanks.

**Who’s that?**

She’s my sister.

**How old is she?**

She’s twenty-eight.

**What’s she like?**

She’s very nice.

**Who are they?**

They’re my classmates.

**Where are they from?**

They’re from San Francisco.

**What’s San Francisco like?**

It’s very beautiful.

Who’**s =** Who **is**

**GRAMMAR PLUS**

**Wh-questions with be**

Use what to ask about things. Use where to ask about places. Use who to ask about people. Use What is/are . . . like? To ask for a description. Use how to ask for a description:

**How are** you today?

Use how old to ask about age:

**How old** is he?

In answers about age, you can use only the number or the number + years old:

He’s **18**.

OR He’s **18 years old**.

(NOT: He has 18 years.)

**GRAMMAR FOCUS**

**Possessives**

**Adjectives**

These are **my** shoes.

These are **your** shoes.

These are **his** shoes.

These are **her** shoes.

These are **our** shoes.

These are **their** shoes.

**Pronouns**

These shoes are **mine**.

These shoes are **yours**.

These shoes are **his**.

These shoes are **hers**.

These shoes are **ours**.

These shoes are **theirs**.

**Names**

**Jack’s** tie. S = /S/

**Taylor’s** shoes. S = /Z/

**Alex’s** coat. S = /IZ/

**Whose** tie is this?

It’s **Greg’s.**

**Whose** shoes are these?

They’re **Taylor’s**.

**GRAMMAR PLUS**

**Possessives**

The noun comes after a possessive adjective:

This is **my** T-shirt.

Don’t include the noun after a possessive pronoun:

This T-shirt is **mine**.

Whose can be used with singular and plural nouns:

**Whose** scarf is this?

**Whose** sneakers are these?

**GRAMMAR FOCUS**

**Present continuous statements; conjunctions**

I**’m wearing shoes.**

I**’m not wearing shoes.**

You**’re wearing shoes.**

You**’re not wearing shoes.**

You **aren’t wearing shoes.**

She**’s wearing shoes.**

She**’s not, wearing shoes.**

She **isn’t wearing boots.**

We’**re** **wearing shoes.**

We’**re not** **wearing shoes.**

We **aren’t wearing shoes.**

They’**re** **wearing shoes.**

They’**re not** **wearing shoes.**

They **aren’t wearing shoes.**

It**’s snowing.**

It**’s not snowing.**

It **isn’t raining.**

**Conjunctions**

It’s snowing, **and** it’s windy.

It’s sunny, **but** it’s cold.

It’s windy, **so** it’s very cold.

**GRAMMAR PLUS**

**Present continuous statements; conjunctions**

The present continuous is the present of be + verb + -ing:

It’**s raining**.

She’**s wearing** a raincoat.

The two negative contractions mean the same:

**He’s not**/**He isn’t** wearing a coat.

**We’re not/We aren’t** wearing gloves.

**GRAMMAR FOCUS**

**Present continuous yes/no questions**

**Are** you **wearing** gloves?

Yes, I **am**.

No, I’**m not**.

**Is** she **wearing** boots?

Yes, she **is**.

No, she’**s not**. / No, she **isn’t**.

**Are** they **wearing** sunglasses?

Yes, they **are**.

No, they’**re not**./No, they **aren’t**.

**adjective + noun**

My suit is **black**.

I’m wearing **a black suit**.

**GRAMMAR PLUS**

**Present continuous yes/no questions; adjective + noun**

In questions, the present continuous is be + subject + verb + -ing:

I**s** it **raining**?

**Are** you **wearing** a raincoat?

Adjectives can come before nouns or after the verb be:

He’s wearing **a blue hat**.

His hat **is blue**.

Adjectives don’t have a plural form:

a **green hat**;

two **green hats**.

**GRAMMAR FOCUS**

**What time is it?**

It’s two **o’clock**.

It’s two-thirty.

It’s two-oh-five.

It’s five **after** two.

It’s two-forty.

It’s twenty **to** three.

It’s two-fifteen.

It’s **a quarter after** two**.**

It’s two forty-five.

It’s **a quarter to** three**.**

**Is it A.M OR P.M.?**

It’s six (o’clock) **in the morning.** /It’s 6:00 A.M.

It’s twelve (o’clock). / It’s 12:00 PM. / It’s **noon**.

It’s four (o’clock) **in the afternoon**.

It’s 4:00 P.M.

It’s six (o’clock) **in the evening**.

It’s 6:00 P.M.

It’s nine (o’clock) **at night**.

It’s 9:00 P.M.

It’s twelve (o´clock) **at night**.

It’s 12:00 A.M.

**It’s midnight**.

**GRAMMAR PLUS**

**What time is it? / Is it A.M OR P.M.?**

Remember:

You can say times different ways:

1:15 = one-fifteen OR a quarter after one.

**GRAMMAR FOCUS**

**Present continuous Wh-questions**

**What’s** Daniel **doing?**

He’**s sleeping** right now.

**What’s** Leticia **doing?**

It’s 6:00 A.M., so she’**s getting up**.

**What are** Lya and Ering **doing**?

**They’re having** breakfast.

**What’s** Tiago **doing**?

He’**s going** to work?

**What are** Kim and Paul **doing**?

It’s noon, so they’**re eating** lunch.

**What’s** Amina **doing**?

She’**s working**.

**What’s** Tamara **doing**?

She’**s eating** dinner right now.

**What’s** Kento **doing**?

He’**s checking** his messages.

What are you doing?

I’**m** . . .

**Spelling**

Sleep – sleeping

Get – getting (+ t)

Have – having (- e)

**GRAMMAR PLUS**

**Present continuous Wh-questions**

Use the present continuous to talk about actions that are happening right now:

What **are** you **doing**?

I'**m talking** to you!

In questions, the be verb comes after the question word:

What **are you** doing?

To form the continuous of verbs ending in -e, drop the e and add -ing:

have → having.

For verbs ending in vowel + consonant, double the consonant and add -ing:

get → getting.

**GRAMMAR FOCUS**

**Simple present statements**

I **walk** to school.

You **ride** your bike to school.

He **works** near here.

She **takes** the bus to work.

We **live** with our parents.

They **use** public transportation.

I **don’t live** far from here.

You **don’t live** near here.

He **doesn’t work** downtown.

She **doesn’t drive** to work.

We **don’t live** alone.

They **don’t need** a car.

do**n’t** = do not

does**n’t** = does not

**Verbs endings: he, she, it**

Walk – walk**s**

Ride – ride**s**

Study – stud**ies**

Watch - watch**es**

**GRAMMAR FOCUS**

**Simple present statements with irregular verbs**

**I/you/we/they**

I **have** a bike.

We **do** our homework every day.

My parents **go** to work by train.

**He/she/it**

My mother **has** a car.

My father **does** a lot of work at home.

The train **goes** downtown.

**GRAMMAR PLUS**

**Simple present statements and Simple present statements with irregular verbs**

In affirmative statements, verbs with he/she/it end in – s:

He/She **walks** to school.

BUT I/You/We/They **walk** to school.

In negative statements, use doesn’t with he/she/it and don’t with all the others:

He/She/It **doesn’t** live here.

I/You/We/They **don’t** live here.

Don’t add -s to the verb:

She **doesn’t** live here.

(NOT: She doesn’t lives here.)

**GRAMMAR FOCUS**

**Simple present questions**

**Do** you **get up** early on Sundays?

No, I **get up** late.

**What time do** you **get up**?

At noon.

**Does** he **eat** breakfast at seven o’clock?

No, he **eats** breakfast at seven-thirty.

**What time does** she have dinner?

At eight o’clock.

**Do** they **take** a taxi to class?

No, they **take** the bus.

**When do** they **take** the subway?

On Mondays and Wednesdays.

**Time expressions**

early

late

every day

at 9:00

at noon/midnight

at night

in the morning

in the afternoon

in the evening

on Sundays

on weekdays

on weekends

**GRAMMAR PLUS**

**Simple present questions**

In questions, use does with he/she/it and do with all the others:

**Does** he/she/it get up early?

**Do** I/you/we/they get up early?

Don’t add -s to verb:

Does she **live** alone?

(NOT: Does she lives alone?)

Use in with the morning /the afternoon/the evening. Use at with night:

I go to school **in** the afternoon and work **at** night.

Use at with clock times:

She gets up **at** 8:00.

Use on with days:

He sleeps late **on** weekends.

She has class **on** Mondays.

**GRAMMAR FOCUS**

**Simple present short answers**

**Do** you **live** in an apartment?

Yes, I **do.** /No, I **don’t**.

**Do** the bedrooms **have** closets?

Yes, they **do**. / No, they **don’t**.

**Does** Ethan **live** in a house?

Yes, he **does**. / No, he **doesn’t**.

**Does** the house **have** a yard?

Yes, it **does**. / No, it **doesn’t**.

**GRAMMAR PLUS**

**Simple present short answers**

Remember:

I/You/We/They **do/don’t**.

He/She/It **does/doesn’t**.

**GRAMMAR FOCUS**

**There is, there are**

**There’s a** bed in the bedroom.

**There’s no** sofa in the bedroom.

**There isn’t a** table in the kitchen.

**There are some** chairs in the kitchen.

**There are no** chairs in the living room.

**There aren’t any** chairs in the living room.

There’**s** = There is

**GRAMMAR PLUS**

**There is, there are**

Use there is with singular nouns:

**There’s** a bed.

Use there are with plural nouns:

**There are** two chairs.

Use some in affirmative statements:

There are **some** chairs in the kitchen.

Use any in negative statements:

There aren’t **any** chairs in the bedroom.

**GRAMMAR FOCUS**

**Simple present Wh-questions**

**Where do** you **work**?

In a hospital.

**What do** you **do**?

I’m a doctor.

**How do** you **like** it?

I really like it.

**Where does** he **work**?

In a hotel.

**What does** he **do**?

He’s a manager.

**How does** he **like** it?

It’s OK.

**Where do** they **work**?

In an office.

**What do** they **do**?

They’re accountants.

**How do** they **like** it?

They hate it.

**GRAMMAR PLUS**

**Simple present Wh-questions**

Use What to ask about things:

**What do** you do?

Use Where to ask about places:

**Where do** you work?

Use How do/does . . . like . . . ? to ask for an opinion:

**How does** he **like** his job?

**GRAMMAR FOCUS**

**Placement of adjectives**

**be + adjective**

A doctor’s job **is stressful**.

A firefighter’s job **is dangerous.**

**adjective + noun**

A doctor has **a stressful job.**

A firefighter has **a dangerous job.**

**GRAMMAR PLUS**

**Placement of adjectives**

Adjectives come after the verb be:

A doctor's job **is stressful**.

Adjectives come before nouns:

A police officer has a **dangerous job**.

(NOT: A police officer has a job dangerous:)

Adjectives have the same form with singular or plural nouns:

Firefighters and police officers have **stressful jobs**.

(NOT: . . . have stressfuls jobs.)

**GRAMMAR FOCUS**

**Count and noncount nouns; some and any**

**Count nouns**

**an** egg **-** egg**s**

**a** potato **–** potato**es**

Do we need **any** potatoes?

Yes. Let’s get **some** (potatoes)

No. We don’t need **any** (potatoes)

**Noncount nouns**

bread

lettuce

Do we need **any** lettuce?

Yes. Let’s get **some** (lettuce).

No. We don’t need **any** (lettuce).

**GRAMMAR PLUS**

**Count and noncount nouns; some and any**

Count nouns name things you can count:

bananas, crackers, carrots.

Count nouns have a singular and plural form:

**1 orange, 2 oranges**.

Noncount nouns name things you can't count:

milk, oil, rice.

Use some in affirmative sentences:

We have **some** butter.

Use any in negative sentences and questions:

We don't have **any** lettuce.

Do we have **any** tomatoes?

**GRAMMAR FOCUS**

**Adverbs of frequency**

I **always** eat breakfast.

I **usually** eat breakfast.

I **sometimes** eat breakfast.

I **hardly ever** eat breakfast.

I **never** eat breakfast.

**Sometimes** I eat breakfast.

Do you **ever** have fish for breakfast?

Yes, I **always** do.

**Sometimes** I do.

No, I **never** do.

**GRAMMAR PLUS**

**Adverbs of frequency**

Adverbs of frequency usually go before the main verb: always, almost always, usually, often, sometimes, hardly ever, almost never, never:

She **never eats** breakfast.

I **almost always** **have** tea in the morning.

Sometimes can also begin a sentence:

**Sometimes** I **eat** broccoli.

**GRAMMAR FOCUS**

**Simple present Wh-questions**

**What sports do** you play?

I play soccer and basketball**.**

**Who do** you play basketball **with?**

I play with some friends from work.

**Where do** you play?

We playat a gym near the office**.**

**How often do** you practice?

We practice twice a week**.**

**When do** you practice?

We practiceon Tuesdays and Thursdays**.**

**What time do** you star?

We startat six in the evening**.**

**GRAMMAR PLUS**

**Simple present Wh-questions**

Remember:

Who = what person;

where = what place;

how often = what frequency;

when = what days;

what time = what time of day

Remember:

Use do or does after the question word.

**GRAMMAR FOCUS**

**Can for ability**

Ising very well**.**

Yousing very well**.**

**She can** sing very well**.**

**He can’t** sing at all**.**

**We can’t** sing at all**.**

**They can’t** sing at all**.**

**Can you** sing? / Yes, **I** **can.**

**Can I** sing? / Yes, **you** **can.**

**Can she** sing?/Yes, **she can.**

**Can he** sing? / No, **he** **can’t.**

**Can we** sing? / No, **we** **can’t.**

**Can they** sing? / No, **they** **can’t.**

What **can I** do?

**You can** sing.

Who **can** sing?

Becky **can.**

**GRAMMAR PLUS**

**Can for ability**

Use the base form of the verb with can. With third-person singular, don't add an -s to can or to the base form:

She **can play** the piano.

(NOT: She can plays the piano:)

**GRAMMAR FOCUS**

**The future with be going to**

**Are** you **going to do** anything this weekend?

Yes, I am. I**’m going to celebrate** my birthday.

No, I’m not. I**’m going to stay** home.

**Is** Rosa **going to cook** dinner for you?

Yes, she is. She**’s going to cook** a special dinner.

No, she’s not. She**’s going to order** takeout.

**Are** your friends **going to be** there?

Yes, they are. They**’re going to stop** by after dinner.

No, they’re not. They**’re going to be** away all weekend.

**GRAMMAR PLUS**

**The future with be going to**

Use am/is/are + going to + base form for the future:

We'**re going to have** dinner with my parents tonight.

In questions with be going to, the be verb comes before the subject:

**Is he going to buy** me a gift?

**GRAMMAR FOCUS**

**Wh-questions with be going to**

**What are** you **going to do** for Valentine’s Day?

I**’m going to go** to a dance club.

I**’m not going to go** to a restaurant.

**How is** Allie **going to get** to the dance club?

She**’s going to drive.**

She**’s not going to take** the bus.

**Where are** Jim and his girlfriend **going to eat?**

They**’re going to eat** at the Red Rose.

They**’re not going to eat** at Nick’s Café.

**GRAMMAR PLUS**

**Wh-questions with be going to**

Use is in questions with Who as the subject:

**Who's** going to be there?

(NOT: Who are going to be there?)

**GRAMMAR FOCUS**

**Have + noun; feel + adjective**

What’s the matter?

What’s wrong?

**I have a stomachache.**

**I have a headache.**

**I have the flu.**

How are you?

How do you feel?

**I feel sick.**

**I feel better.**

**I don’t feel well.**

**Negative adjectives**

horrible

awful

terrible

miserable

**Positive adjectives**

fine

great

terrific

fantastic

**GRAMMAR PLUS**

**Have + noun; feel + adjective**

For most health problems, use a/an:

I have **a** cold.

I have **an** earache.

With flu, use the:

I have the flu.

(NOT: I have a flu:)

**GRAMMAR FOCUS**

**Imperatives**

**Get** some rest.

**Drink** lots of juice.

**Take** one pill every evening.

**Don’t stay up** late.

**Don’t drink** soda.

**Don’t work** too hard.

**GRAMMAR PLUS**

**Imperatives**

Use the base form of the verb in affirmative imperatives:

**Go** home and **rest**, Ms. Lake.

Use don't + base form of the verb in negative imperatives. The form doesn't change:

**Don't go** to work today, Ms. Lake.

**GRAMMAR FOCUS**

**Prepositions of place**

The department store is **on** Third Avenue.

It’s **on the corner of** Third and Market.

It’s **across from** the park.

It’s **next to** the bank.

The bank is **between** the department store **and** the restaurant.

**GRAMMAR PLUS**

**Prepositions of place**

Use on with the names of streets and avenues:

The bookstore is **on** Center Street.

The theater is **on** Park Avenue.

Across from is another way of saying opposite:

The library is **across from** the theater.

The library is **opposite** the theater.

**GRAMMAR FOCUS**

**Directions**

**How do I get to** Rockefeller Center?

**Walk up/Go up** Fith Avenue.

**Turn left on** 49th Street.

It’s **on the right.**

**How can I get to** the New York Public Library?

**Walk down/Go down** Fith Avenue.

**Turn right on** 42nd Street.

It’s **on the left.**

**GRAMMAR PLUS**

**Directions**

Walk up/Go up mean the same thing.

Walk down/Go down also mean the same thing.

**GRAMMAR FOCUS**

**Simple past statements; regular verbs**

I **stayed** home.

You **watched** a TV show.

She **exercised** on Saturday.

We **studied** English.

They **shopped** for groceries.

I **didn’t stay** home.

You **didn’t watch** a game.

She **didn’t exercise** on Sunday.

We **didn’t study** math.

They **didn’t shop** for clothes.

did**n’t** = did **not**

**Spelling**

stay – stay**ed**

watch – watch**ed**

exercise – exercise**d**

study – stud**ied**

shop - shop**ped**

**GRAMMAR FOCUS**

**Simple past statements; irregular verbs**

I **did** my homework.

I **didn’t do** the laundry**.**

You **got up** at noon.

You **didn’t get up** at 8:00.

She **went** to the bookstore.

She **didn’t go** to the library.

We **met** our classmates.

We **didn’t meet** our teacher.

You **came** home late.

You **didn’t come** home early.

They **had** a barbecue.

They **didn’t have** a picnic.

**GRAMMAR PLUS**

**Simple past statements; regular verbs and irregular verbs**

Use simple past verbs to talk about the past. Regular verbs end in -ed:

I **watched** TV last night.

For verbs ending in -e, add -d:

live - lived.

For verbs ending in vowel + consonant, double the consonant and add -ed:

shop - shopped.

Use didn't + base form in negative statements. The form doesn't change:

He **didn't shop** for groceries yesterday.

(NOT: He didn't shopped for groceries yesterday.)

**GRAMMAR FOCUS**

**Simple past yes/no questions**

**Did** you **have** a good summer?

Yes, I **did.** I **had** a great summer.

**Did** you **go** surfing?

No, I **didn’t.** I **went** swimming.

**Did** Martin **like** his vacation?

Yes, he **did.** He **liked** it a lot.

**Did** Martin and his sister **go** to Montreal?

No, they **didn’t.** They **went** to Sydney.

**GRAMMAR PLUS**

**Simple past yes/no questions**

Use did + base form in questions. The form doesn't change:

**Did** you **have** fun yesterday?

(NOT: Did you had fun yesterday?)

**GRAMMAR FOCUS**

**Past of be**

I **was** born here.

You **were** pretty young.

She **was** seven.

We **were** at the hair salon.

They **were** born in Milan.

were**n’t** = were **not**

I **wasn’t** born in Italy.

You **weren’t** very old.

She **wasn’t** in college.

We **weren’t** at the café.

They **weren’t** born in Rome.

was**n’t** = was **not**

**Were** you in class yesterday?

Yes, I **was**. / No, I **wasn’t.**

**Was** your first teacher American?

Yes, she **was.** / No, she **wasn’t**.

**Were** your parents born in the U.S.?

Yes, they **were.** / No, they **weren’t.**

**GRAMMAR PLUS**

**Past of be**

Present Past

am/is - **was**

are - **were**

**GRAMMAR FOCUS**

**Wh-questions with did, was, and were**

Where **did** you **grow up**?

I **grew up** in New York.

What **did** you father **do** there?

He **worked** in a department store.

When **did** you **come** to Los Angeles?

I **came** to Los Angeles in 2008.

Why **did** you **become** a hairstylist?

Because I **needed** the money.

Where **were** you **born**?

I **was born** in Brooklyn.

When **were** you **born**?

I **was born** in 1990.

How old **were** you in 2008?

I **was** eighteen.

What **was** your major in college?

Photography.I **was** a photographer for five years.

**Saying years**

1900 = nineteen hundred

1906 = nineteen oh six

1995 = nineteen ninety-five

2000 = two thousand

2007 = two thousand (and) seven

2015 = two thousand (and) fifteen OR twenty-fifteen

**GRAMMAR PLUS**

**Wh-questions with did, was, and were**

Don't use did with the past of be:

Where **were** you last Tuesday?

(NOT: Where did you were last Tuesday?)

Use did in simple past questions with other verbs:

Where **did** you **go** last Tuesday?

Because answers the question Why?

**GRAMMAR FOCUS**

**Subject and object pronouns**

**Subjects**

**I** got Nathan’s message.

**You** got Nathan’s message.

**He** got Nathan’s message.

**She** got Nathan’s message.

**We** got Nathan’s message.

**They** got Nathan’s message.

**Objects**

Nathan left **me** a message.

Nathan left **you** a message.

Nathan left **him** a message.

Nathan left **her** a message.

Nathan left **us** a message.

Nathan left **them** a message.

**GRAMMAR PLUS**

**Subject and object pronouns**

Subject pronouns usually come before verbs, and object pronouns go after verbs:

**I** saw **him**, but **he** didn't see **me**.

**GRAMMAR FOCUS**

**Invitations; verb + to**

**Do you want to see** a play with me tonight?

Sure. I**’d** really **like to** see a good play.

I**’d like to** (see a play), but I **have to** work late.

I**’d** = I would

**Would you like to go** to an amusement park?

Yes, I**’d love to** (go to an amusement park)!

I**’d like to** (go), but I **need to** study.

**GRAMMAR PLUS**

**Invitations; verb + to**

You can use both Do you want to . . . ? and Would you like to . . . ? to invite a person to do something.

Don't confuse would like to with like to. Would like to means the same as want to.

I'd (really) like to and I'd love to both mean the same as I want to.

**Interchange 1**

**GRAMMAR FOCUS**

**Statements with be; possessive adjective**

**Statements with be**

I'**m** from Mexico.

You'**re** from Brazil.

He'**s** from Japan.

She'**s** a business student.

It'**s** an exciting city.

We'**re** in the same class.

They'**re** my classmates.

**Contractions of be**

I'**m** = I am

you'**re** = you are

she'**s** = she is

he'**s** = he is

it'**s** = it is

we'**re** = we are

they'**re** = they are

**Possessive adjectives**

my

your

his

her

its

our

their

**GRAMMAR PLUS**

**Statements with be; possessive adjective**

Don't confuse contractions of be with possessive adjectives:

**You're** a student.

**Your** class is English 1.

(NOT: You're class is English 1.)

**He's** my classmate.

**His** name is Ricardo.

(NOT: He's name is Ricardo.)

**GRAMMAR FOCUS**

**Wh-questions with be**

**Where's** your friend?

He's in class.

**Who's** Soo-jin?

She's my classmate.

**What's** Seoul **like**?

It's a very exciting city.

**Where are** you and Vanessa from?

We're from Brazil.

**How are** your classes?

They're pretty interesting.

**What are** your classmates like?

They're really nice.

**GRAMMAR PLUS**

**Wh-questions with be**

Use What to ask about things:

**What's** in your bag?

Use Where to ask about places:

**Where's** your friend from?

Use Who to ask about people:

**Who's** your teacher?

Use What... like? to ask for a description:

**What's** your friend **like**?

**GRAMMAR FOCUS**

**Yes/No questions and short answers with be**

**Are** you free?

Yes, I **am**.

No, I'**m not**.

**Is** Arturo from Mexico?

Yes, he **is**.

No, he'**s not**./No, he **isn't**.

**Is** Alexa's class in the morning?

Yes, it **is**.

No, it'**s not**./No, it **isn't**.

**Are** you and Alexa in the same class?

Yes, we **are**.

No, we'**re not**./No, we **aren't**.

**Are** your classes interesting?

Yes, they **are**.

No, they'**re not**./No, they **aren't**.

**GRAMMAR PLUS**

**Yes/No questions and short answers with be**

Use short answers to answer yes/no questions. Don't use contractions with short answers with Yes:

**Are you** from Mexico?

Yes, **I am**.

(NOT: Yes, I'm.)

**GRAMMAR FOCUS**

**Simple present Wh-questions and statements**

**What do** you **do**?

I'**m** a student. I **have** a part-time job, too.

**Where do** you **work**?

I **work** at a restaurant.

**Where do** you **go** to school?

I **go** to the University of Texas.

**What does** Amy **do**?

She'**s** a dancer.

**Where does** she **work**?

She **works** at a dance company.

She **travels**, too.

**How does** she **like** it?

She **loves** it.

**I/You**

work

take

study

teach

do

go

have

**He/She**

works

takes

studies

teaches

does

goes

has

**GRAMMAR PLUS**

**Simple present Wh-questions and statements**

**Statements**

Verbs with he/she/it end in -s:

He/She **walks** to school.

BUT I/You/We/They **walk** to school.

Have, go, and do are irregular with he/she/it:

She **has** a class at 1:00.

He **goes** to school at night.

She **does** her homework before school.

**Wh-questions**

Use does in questions with he/she/it and do with all the others:

Where does he/she/it live?

Where do I/you/we/they live?

Don't add -s to the verb:

Where does she **live**?

(NOT: Where does she lives?)

**GRAMMAR FOCUS**

**Time expressions**

I get up **at** 7:00 **in** the morning **on** weekdays.

I leave work **early** **in** the afternoon **on** Thursdays.

I go to bed **around** eleven **in** the evening **on** weeknights.

I get home **late** **at** night **on** weekends.

I stay up **until** midnight **on** Fridays.

I exercise **before** noon **on** Saturdays.

I wake up **after** noon **on** Sundays.

**Expressing clock time**

7:00

seven

seven o'clock

7:00 A.M. = 7:00 in the morning

7:00 P.M. = 7:00 in the evening

**GRAMMAR PLUS**

**Time expressions**

Use in with the morning/afternoon/evening. Use at with night:

He goes to school **in** the afternoon and works **at** night.

BUT: **on** Friday night.

Use at with clock times:

She gets up **at** 7:00.

Use on with days:

He gets up early **on** weekdays.

She has class **on** Mondays.

**GRAMMAR FOCUS**

**Demonstratives; one; ones**

**Singular near**

How much is **this** T-shirt?

How much is **this one**?

**Singular point out**

How much is **that** T-shirt?

How much is **that one**?

**Plural near**

How much are **these** sneakers?

How much are **these**?

**Plural point out**

How much are **those** sneakers?

How much are **those**?

**Singular**

Which **one**?

The blue **one**.

**It's** $28.99.

**Plural**

Which **ones**?

The gray **ones**.

**They're** $40.

**saying prices**

99¢ = ninety-nine cents

$28 twenty-eight dollars

$28.99 twenty-eight ninety-nine

**GRAMMAR PLUS**

**Demonstratives; one; ones**

With singular nouns, use this for a thing that is nearby and that for a thing that is not nearby:

How much is **this** hat here?

How much is **that** hat over there?

With plural nouns, use these for things that are nearby and those for things that are not nearby:

How much are **these** earrings here?

How much are **those** earrings over there?

Use one to replace a singular noun:

I like the red hat. I like the red **one**.

Use ones to replace plural nouns:

I like the green bags. I like the green **ones**.

**GRAMMAR FOCUS**

**Preferences; comparisons with adjectives**

Which dress do you **prefer**?

I **prefer** the blue one.

It's **nicer than** the black one.

Which one do you **like more**?

I **like** the blue one **more**.

It's **lighter than** the black one.

Which one do you **like better**?

I **like** the black one **better**.

It's **more stylish than** the blue one.

**Spelling**

cheap → cheap**er**

nice → nice**r**

big → bi**gger**

pretty → prett**ier**

**Useful expressions**

The color is **prettier**.

The design is **nicer**.

The style is **more attractive**.

The material is **better**.

**GRAMMAR PLUS**

**Preferences; comparisons with adjectives**

For adjectives with one syllable or adjectives of two syllables ending in -y, add -er to form the comparative:

cheap → cheaper;

nice → nicer;

big → bigger;

pretty → prettier.

For adjectives with two syllables not ending in -y or adjectives of three or more syllables, use more + adjective to form the comparative:

stylish → more stylish,

expensive → more expensive.

**GRAMMAR FOCUS**

**Simple present questions; short answers**

**Do** you **like** country music?

Yes, I **do**. I love it.

No, I **don't**. I don't like it very much.

**Does** she **play** the piano?

Yes, she **does**. She plays very well.

No, she **doesn't**. She doesn't play an instrument.

**Do** they **like** Imagine Dragons?

Yes, they **do**. They like them a lot.

No, they **don't**. They don't like them at all.

What kind of music **do** you **like**?

I really like rap.

**What does** she **play**?

She plays the guitar.

**Who do** they **like**?

They like Maroon 5.

**Object pronouns**

me

you

him

her

it

us

them

**GRAMMAR PLUS**

**Simple present questions; short answers**

Use do + base form for yes/no questions and short answers with I/you/we/they:

**Do** l/you/we/they **like** rock?

Yes, I/you/we/they **do**.

No, l/you/we/they **don't**.

Use does in yes/no questions and short answers with he/she/it:

**Does** he/she **like** rock?

Yes, he/she **does**.

No, he/she **doesn't**.

Use don't and doesn't + base form for negative statements:

I **don't like** horror movies.

He **doesn't like** action movies.

Remember: Don't add -s to the base form:

Does she **like** rock?

(NOT: Does she likes rock?)

Subject pronouns (I, you, he, she, it, we, they) usually come before a verb. Object pronouns (me, you, him, her, it, us, them) usually come after a verb:

He likes **her**, but she doesn't like **him**.

**GRAMMAR FOCUS**

**Would; verb + to + verb**

**Would** you **like to go** out on Friday?

Yes, I **would**.

Yes, I'**d love to**. Thanks.

**Would** you **like to go** to a concert?

I'**d like to**, but I **have to work** late.

I'**d like to**, but I **need to save** money.

I'**d like to**, but I **want to visit** my parents.

**Contractions**

I'**d** = I would

**GRAMMAR PLUS**

**Would; verb + to + verb**

Don't use a contraction in affirmative short answers with would:

Would you like to go to the game?

Yes, I would.

(NOT: Yes, I'd.)

**GRAMMAR FOCUS**

**Present continuous**

**Are** you **living** at home now?

Yes, I **am**.

No, I'**m not**.

**Is** your sister **working** in another city?

Yes, she **is**.

No, she'**s not**./No, she **isn't**.

**Are** your parents **studying** English this year?

Yes, they **are**.

No, they'**re not**./No, they **aren't**.

Where **are** you **working** now?

I'**m not working**. I need a job.

What **is** your brother **doing**?

He'**s traveling** in Thailand.

What **are** your friends **doing** these days?

They'**re studying** for their exams.

**GRAMMAR PLUS**

**Present continuous**

Use the present continuous to talk about actions that are happening now:

What **are** you **doing (these days)**? I'**m studying** English.

The present continuous is present of be + -ing. For verbs ending in e, drop the e and add -ing:

have → having;

live → living.

For verbs ending in vowel + consonant, double the consonant and add -ing:

sit → sitting.

**GRAMMAR FOCUS**

**Quantifiers**

**All** families have only one child.

**Nearly all** families have only one child.

**Most** families have only one child.

**Many** families are smaller these days.

**A lot of** families are smaller these days.

**Some** families are smaller these days.

**Not many** families are smaller these days.

**Few** couples have more than one child.

**No one** gets married before the age of 18.

**GRAMMAR PLUS**

**Quantifiers**

Use a lot of, all, few, nearly all before plural nouns:

**A lot of/All/Few/Nearly all** families are small.

Use no one before a verb:

**No one** gets married before the age of 18.

Nearly all means "almost all."

**GRAMMAR FOCUS**

**Adverbs of frequency**

**How often** do you exercise?

I run on the treadmill **every day**.

I go jogging **once a week**.

I play soccer **twice a month**.

I swim about **three times a year**.

I don't exercise very **often/much**.

**Usually** I exercise before class.\*

Do you **ever** watch TV in the evening?

Yes, I **often** watch TV after dinner.

I **sometimes** watch TV before bed.

**Sometimes** I watch TV before bed.\*

I **hardly ever** watch TV.

No, I **never** watch TV.

\***Usually** and **sometimes** can begin a sentence.

**always**

**almost always**

**usually**

**often**

**sometimes**

**hardly ever**

**almost never**

**never**

**GRAMMAR PLUS**

**Adverbs of frequency**

Adverbs of frequency (always, almost always, usually, often, sometimes, hardly ever, almost never, never) usually come before the main verb:

She **never plays** tennis.

I **almost always eat** breakfast.

BUT Adverbs of frequency usually come after the verb be:

I'**m always** late.

Usually and sometimes can begin a sentence:

**Usually** I walk to work.

**Sometimes** I exercise in the morning.

Some frequency expressions usually come at the end of a sentence:

every day, once a week, twice a month, three times a year:

Do you exercise **every day**?

I exercise **three times a week**.

**GRAMMAR FOCUS**

**Questions with how; short answers**

**How often** do you work out?

**Every day.**

**Twice a week.**

**Not very often.**

**How long** do you spend at the gym?

**Thirty minutes a day.**

**Two hours a week.**

**About an hour on weekends.**

**How well** do you play tennis?

**Pretty well.**

**About average.**

**Not very well.**

**How good** are you at sports?

**Pretty good.**

**OK.**

**Not so good.**

**GRAMMAR PLUS**

**Questions with how; short answers**

Don't confuse good and well. Use the adjective good with be and the adverb well with other verbs:

How **good** are you at soccer?

BUT How **well** do you play soccer?

**GRAMMAR FOCUS**

**Simple past**

**Did** you **work** on Saturday?

Yes, I **did**. I **worked** all day.

No, I **didn't**. I **didn't work** at all.

**Did** you **go** anywhere last weekend?

Yes, I **did**. I **went** to the movies.

No, I **didn't**. I **didn't go** anywhere.

What **did** Neil **do** on Saturday?

He **stayed** home and **studied** for a test.

How **did** Cara **spend** her weekend?

She **went** to a club and **danced** with some friends.

**GRAMMAR PLUS**

**Simple past**

Use did with the base form - not the past form - of the main verb in questions:

How **did** you **spend** the weekend?

(NOT: How did you spent...?)

Use didn't with the base form in negative statements:

We **didn't go** shopping.

(NOT: We didn't went shopping.)

**GRAMMAR FOCUS**

**Past of be**

**Were** you in California?

Yes, I **was**.

**Was** the weather OK?

No, it **wasn't**.

**Were** you and your cousin on vacation?

Yes, we **were**.

**Were** your parents there?

No, they **weren't**.

How long **were** you away?

I **was** away for a week.

How **was** your vacation?

It **was** excellent!

**Contractions**

was**n't** = was **not**

were**n't** were **not**

**GRAMMAR PLUS**

**Past of be**

Present - Past

am/is - **was**

are - **were**

**GRAMMAR FOCUS**

**There is, there are; one; any, some**

**Is there** a laundromat near here?

Yes, **there is**. There's **one** across from the shopping center.

No, **there isn't**, but there's **one** next to the library.

**Are there any** grocery stores around here?

Yes, **there are**. There are **some** nice stores on Pine Street.

No, **there aren't**, but there are **some** on Third Avenue.

No, **there aren't any** around here.

**Prepositions**

in

on

next to

near/close to

across from/opposite in front of

in back of/behind

between

on the corner of

**GRAMMAR PLUS**

**There is, there are; one; any, some**

Don't use a contraction in a short answer with Yes:

Is there a hotel near here?

Yes, **there is**.

(NOT: Yes, there's.)

Use some in affirmative statements and any in negative statements:

There are **some** grocery stores in my neighborhood, but there aren't any restaurants.

Use any in most questions:

Are there **any** nice stores around here?

**GRAMMAR FOCUS**

**Quantifiers; how many and how much**

**Count nouns**

Are there **many restaurants**?

Yes, there are **a lot**.

There are **a few**.

No, there are**n't many**.

No, there are**n't any**.

No, there are **none**.

**How many** restaurants are there?

There are 10 or 12.

**Noncount nouns**

Is there **much crime**?

Yes, there's **a lot**.

There's **a little**.

No, there is**n't much**.

No, there is**n't any**.

No, there's **none**.

**How much** crime is there?

There's a lot of crime.

**GRAMMAR PLUS**

**Quantifiers; how many and how much**

Use a lot with both count and noncount nouns:

Are there many traffic lights on First Avenue?

Yes, there are **a lot**.

Is there much traffic?

Yes, there's **a lot**.

Use any - not none - in negative statements:

How much traffic is there on your street?

There **isn't any**. = There'**s none**.

(NOT: There isn't none.)

Use How many with count nouns:

**How many books** do you have?

Use How much with noncount nouns:

**How much traffic** is there?

**GRAMMAR FOCUS**

**Describing people**

**General appearance**

What does she look like?

She's tall, with brown hair.

She's pretty.

Does he wear glasses?

No, he wears contacts.

**Height**

How tall is she?

She's 1 meter 78.

She's 5 foot 10.

How tall is he?

He's medium height.

**Hair**

How long is her hair?

It's pretty short.

What color is his hair?

It's dark/light brown.

**Age**

How old is she?

She's about 32.

She's in her thirties.

How old is he?

He's in his twenties.

**Saying heights**

**U.S.**

Tiffany is five (foot) ten.

Tiffany is five foot ten inches (tall).

Tiffany is 5'10".

**Metric**

Tiffany is one meter seventy-eight tall.

Tiffany is 1 meter 78.

Tiffany is 178 cm.

**GRAMMAR PLUS**

**Describing people**

Use have or is to describe eye and hair color:

I **have** brown hair. = My hair **is** brown.

He **has** blue eyes. = His eyes **are** blue.

Don't confuse How and What in questions:

**How** tall are you?

(NOT: What tall are you?)

**What** color is your hair?

(NOT: How color is your hair?)

**GRAMMAR FOCUS**

**Modifiers with present participles and prepositions**

**Participles**

Who's Diego?

He's **the man** **wearing** a blue shirt.

Which one is Diego?

He's **the one** **talking** to Brooke.

**Prepositions**

Who's Brooke?

She's **the woman** **with** long black hair.

Which one is Paula?

She's **the tall one in** jeans.

Who are the Harrisons?

They're **the people next to** the window.

Which ones are the Harrisons?

They're **the ones** **on** the couch.

**GRAMMAR PLUS**

**Modifiers with present participles and prepositions**

﻿Don't use a form of be in modifiers with participles:

Sylvia is the woman **standing** near the window.

(NOT: Sylvia is the woman is standing near the window.)

**GRAMMAR FOCUS**

**Present perfect; already, yet**

**The present perfect is formed with the verb have + the past participle.**

**Have** you **been** to a jazz club?

Yes, I'**ve been** to several.

No, I **haven't been** to one.

**Has** Carlos **visited** the theme parks?

Yes, he'**s visited** three or four.

No, he **hasn't visited** any parks.

**Have** they **eaten** dinner yet?

Yes, they'**ve** already **eaten**.

No, they **haven't eaten** yet.

**Contractions**

I'**ve** = I have

you'**ve** = you have

he'**s** = he has

she'**s** = she has

it'**s** = it has

we'**ve** = we have

they'**ve** = they have

has**n't** = has not

have**n't** = have not

**GRAMMAR PLUS**

**﻿**

**Present perfect; already, yet**

Use the present perfect for actions that happened some time in the past. Use yet in questions and negative statements:

Have you checked your email **yet**?

No, I haven't turned on my computer **yet**.

Use already in affirmative statements:

I've **already** checked my email.

**GRAMMAR FOCUS**

**Present perfect vs. simple past**

**Use the present perfect for an indefinite time in the past.**

**Have** you ever **eaten** Cuban food?

Yes, I **have**. I'**ve had** it many times.

No, I **haven't**. I **haven't tried** it yet.

**Have** you ever **seen** an alligator?

Yes, I **have**. I'**ve seen** a few alligators in my life.

No, I **haven't**. I'**ve** never **seen** one.

**Use the simple past for a specific event in the past.**

**Have** you ever **eaten** Cuban food?

I **ate** a lot of Cuban food when I **lived** in Miami.

No, I never **tried** it when I **lived** in Miami.

**Have** you ever **seen** an alligator?

I **saw** a big alligator at the new park last week.

I **didn't go** to the alligator park last week, so I **didn't see** any.

**GRAMMAR PLUS**

**Present perfect vs. simple past**

**﻿**

Don't mention a specific time with the present perfect:

I'**ve been** to a jazz club.

Use the simple past to say when a past action happened:

I **went** to a jazz club **last night**.

**GRAMMAR FOCUS**

**For and since**

How long **did** you **live** in Miami?

I **lived** there **for** four years. It was a great experience.

How long **have** you **lived** in Orlando?

I'**ve lived** here **for** three years. I'm very happy here.

I'**ve worked** at the hotel **since** last year. I love it there.

**expressions with for**

two weeks

a few months

several years

a long time

**expressions with since**

6:45

last weekend

2009

elementary school

**﻿GRAMMAR PLUS**

**For and since**

Use for + a period of time to describe how long a present condition has been true:

We've been in New York **for two months**. (= We arrived two months ago.)

Use since + a point in time to describe when a present condition started:

We've been here **since August**. (= We've been here from August to now.)

**GRAMMAR FOCUS**

**Adverbs before adjectives**

Punta Cana is **really** nice.

It's a **really** nice place.

It's **fairly** expensive.

It's a **fairly** expensive destination.

It's not **very** big.

It's not a **very** big city.

New York is **too** noisy, and it's **too** crowded for me.

**Adverbs**

too

extremely

very/really

pretty

fairly/somewhat

**GRAMMAR PLUS**

**Adverbs before adjectives**

Use a/an with (adverb) + adjective + singular noun:

It's **a very modern city**.

It's **an expensive city**.

Don't use a/an with (adverb) + adjective:

It's **really interesting**.

(NOT: It's a really interesting.)

**GRAMMAR FOCUS**

**Conjunctions**

Los Angeles is a big city, **and** the weather is nice.

It's a big city. It's not too big, **though**.

Boston is a big city, **but** it's not too big.

It's a big city. It's not too big, **however**.

**GRAMMAR PLUS**

**Conjunctions**

Use and for additional information:

The food is delicious, **and** it's not expensive.

Use but, though, and however for contrasting information:

The food is delicious, **but** it's very expensive.

The food is delicious. It's expensive, **though/however**.

**GRAMMAR FOCUS**

**Modal verbs can and should**

What **can** I do in Mexico City?

You **can** walk around the historic center.

You **can't** miss the street food.

What **should** I see there?

You **should** visit the National Museum of Anthropology.

You **shouldn't** miss the Diego Rivera murals.

**possible questions**

What's your hometown like?

How big is it?

What's the weather like?

Is it expensive?

What should you see there?

What can you do there?

**GRAMMAR PLUS**

**Modal verbs can and should**

Use can to talk about things that are possible:

Where **can** I get some nice souvenirs?

Use should to suggest things that are good to do:

You **should** try the local restaurants.

Use the base form with can and should - not the infinitive:

Where **can** **I get** some nice souvenirs?

(NOT: Where can I to get.. ?.)

**You should try** the local restaurants.

(NOT: You should to try...)

**GRAMMAR FOCUS**

**Adjective + infinitive; noun + infinitive**

What should you do for a cold?

It's **important to get** some rest.

It's sometimes **helpful** **to drink** garlic tea.

It's **a good idea** **to take** some vitamin C.

**GRAMMAR PLUS**

**Adjective + infinitive; noun + infinitive**

In negative statements, not comes before the infinitive:

With a cold, it's important **not to exercise** too hard.

(NOT: With a cold, it's important to don't exercise too hard.)

**GRAMMAR FOCUS**

**Modal verbs can, could, and may for requests; suggestions**

**Can/May** I help you?

**Can** I have a bag of cough drops?

**Could** I have something for a cough?

**May** I have a bottle of pain medicine?

What do you suggest/have for a backache?

You **could** try this new cream.

You **should** get a heating pad.

**Why don't** you try these pills?

**GRAMMAR PLUS**

**Modal verbs can, could, and may for requests; suggestions**

In requests, can, could, and may have the same meaning. May is a little more formal than can and could.

**GRAMMAR FOCUS**

**So, too, neither, either**

I'**m** crazy about Italian food.

**Agree**

**So am** I./I **am, too**.

**Disagree**

Oh, I'**m not**.

I **can** eat really spicy food.

**Agree**

**So can** I./I **can, too**.

**Disagree**

Really? I **can't**.

I **like** Japanese food a lot.

**Agree**

**So do** I./I **do, too**.

**Disagree**

Oh, I **don't (like it very much)**.

I'**m not** in the mood for Indian food.

**Agree**

**Neither am** I./I'**m not either**.

**Disagree**

Really? I **am**.

I **can't** stand fast food.

**Agree**

**Neither can** I./I **can't either**.

**Disagree**

Oh, I **love** it!

I **don't like** salty food.

**Agree**

**Neither do** I./I **don't either**.

**Disagree**

Oh, I **like** it a lot.

**GRAMMAR PLUS**

**So, too, neither, either**

Use so or too after an affirmative statement:

I'm crazy about sushi.

**So** am I./I am, **too**.

Use neither or not either after a negative statement:

I don't like fast food.

**Neither** do I./I don't **either**.

With so and neither, the verb comes before the subject:

**So am I**.

(NOT: So l am.)

**Neither do I**.

(NOT: Neither I do.)

**GRAMMAR FOCUS**

**Modal verbs would and will for requests**

What **would** you **like**?

I'**d like** the veggie burger.

I'**ll have** a mango salad.

What kind of soup **would** you **like**?

I'**d like** onion soup, please.

I'**ll have** the soup of the day.

What **would** you **like** to drink?

I'**d like** a lemonade.

I'**ll have** a large orange juice.

**Would** you **like** anything else?

Yes, please. I'**d like** some coffee.

That's all, thanks.

**Contractions**

I'**ll** = I will

I'**d** = I would

**GRAMMAR PLUS**

**Modal verbs would and will for requests**

Don't confuse like and would like. Would like means "want."

You can also use I'll have... when ordering in a restaurant to mean I will have...

**GRAMMAR FOCUS**

**Comparisons with adjectives**

Which country is **larger**, Australia or Mexico?

Australia is **larger than** Mexico.

Which country is **the largest** in the world?

Russia is **the largest** country.

Which is **more crowded**? Malta or England?

Malta is **more crowded than** England.

Malta is **the most crowded** country in Europe.

**Adjective**

long

large

dry

big

beautiful

crowded

expensive

good

bad

**Comparative**

longer

larger

drier

bigger

more beautiful

more crowded

more expensive

better

worse

**Superlative**

the longest

the largest

the driest

the biggest

the most beautiful

the most crowded

the most expensive

the best

the worst

**GRAMMAR PLUS**

**Comparisons with adjectives**

Use the comparative form (adjective + -er or more + adjective) to compare two people, places, or things:

Which river is **longer**, the Nile or the Amazon?

The Nile is **longer than** the Amazon.

Use the superlative form (the + adjective + -est or the most + adjective) to compare three or more people, places, or things:

Which river is **the longest**: the Nile, the Amazon, or the Mississippi?

The Nile is **the longest** river in the world.

You can use a comparative or superlative without repeating the noun:

Which country is **larger**, Canada or China?

Canada is **larger**.

What's **the highest** waterfall in the world?

Angel Falls is **the highest**.

**GRAMMAR FOCUS**

**Questions with how**

**How cold** is Toronto in the winter?

It gets down to minus 25° Celsius.

(-13° Fahrenheit)

**How hot** is Fairbanks in the summer?

It gets up to about 20° Celsius.

(68° Fahrenheit)

**How far** is Toronto from Fairbanks?

It's about 4,800 kilometers.

(3,000 miles)

**How big** is Seoul?

It's 605 square kilometers.

(233.6 square miles)

**How high** is Mount Everest?

It's 8,848 meters **high**.

(29,028 feet)

**How long** is the Mississippi River?

It's about 3,700 kilometers **long**.

(2,300 miles)

**How deep** is the Grand Canyon?

It's about 1,828 meters **deep**.

(6,000 feet)

**GRAMMAR PLUS**

**Questions with how**

Use high to describe mountains and waterfalls:

How **high** is Mount Fuji?

Angel Falls is 979 meters high.

Use tall to describe buildings:

How **tall** is the Empire State Building?

(NOT: How high is the Empire State Building?)

**GRAMMAR FOCUS**

**Future with present continuous and be going to**

**With present continuous**

What **are** you **doing** tonight?

I'**m going** to a party.

**Are** you **doing** anything tomorrow?

No, I'**m** not (**doing** anything).

**With be going to + verb**

What **is** she **going to do** tomorrow?

She'**s going to see a play**.

**Are** they **going to see** the photo exhibit?

Yes, they **are** (**going to see** it).

**Time expressions**

tonight

tomorrow

on Friday

this weekend

next week

**GRAMMAR PLUS**

**Future with present continuous and be going to**

Use the present continuous to talk about something that is happening now:

What **are** you **doing**?

I'm studying.

You can also use the present continuous with time expressions to talk about the future:

What **are** you **doing** **tomorrow**?

I'**m working**.

Use be going to to talk about the future:

I'**m going to** see an old school friend tomorrow.

**GRAMMAR FOCUS**

**Formal and informal messages with tell and ask**

**Statements**

I'm going to miss class tonight.

**Messages with a statement: tell**

(Please) **Tell him (that)** I'm going to miss class.

**Could you tell him (that)** I'm going to miss class?

**Would you tell him (that)** I'm going to miss class?

**Requests**

Could she take a picture of the board?

**Messages with a request: ask**

(Please) **Ask her** to take a picture of the board.

**Could you ask her** to take a picture of the board?

**Would you ask her** to take a picture of the board?

**GRAMMAR PLUS**

**Formal and informal messages with tell and ask**

In messages with a request, use the infinitive of the verb:

Please ask her **to meet** me at noon.

(NOT: Please ask her meet me at noon.)

In messages with negative infinitives, not goes before to in the infinitive:

Could you ask him **not to be** late?

(NOT: Could you ask him to don't be late?)

**GRAMMAR FOCUS**

**Describing changes**

**With the present tense**

I'**m not** in school anymore.

I **wear** contacts now.

**With the past tense**

I **majored** in business administration.

I **got** engaged.

**With the present perfect**

I'**ve** just **started** a new job.

I'**ve bought** a new apartment.

**With the comparative**

It's **less noisy** than downtown.

My hair is **longer** now.

**GRAMMAR PLUS**

**Describing changes**

You can use several tenses to describe change - present tense, past tense, and present perfect.

**GRAMMAR FOCUS**

**Verb + infinitive**

What **are** you **going to do** this year?

l'**m** (not) **going to take** a trip to the Caribbean.

I (don't) **plan to take** guitar lessons.

I (don't) **want to learn** to dance.

l **hope to get** a new job.

I'**d like to travel** around the United States.

l'**d love to play** the guitar.

**GRAMMAR PLUS**

**Verb + infinitive**

Use the infinitive after a verb to describe future plans or things you want to happen:

I **want to learn** Spanish.

**Interchange 2**

**GRAMMAR FOCUS**

**Past tense**

Where **were** you born?

I **was** born in Argentina.

**Were** you born in Buenos Aires?

Yes, I **was**.

No, I **wasn't**. I **was** born in Córdoba.

When **did** you **move** to Los Angeles?

I **moved** here 10 years ago.

I **didn't speak** English.

**Did** you **take** English classes in Argentina?

Yes, I **did**. I **took** classes for a year.

No, I **didn't**. My aunt **taught** me at home.

**GRAMMAR PLUS**

**Past tense**

Use a form of be with born:

I was born here.

(NOT: I born here.)

Don't use a form of be with the verb die:

He died last year.

(NOT: He was died last year.)

**GRAMMAR FOCUS**

**Used to**

**Used to refers to something that you regularly did in the past but don't do anymore.**

**Did** you **use to** collect things?

Yes, I **used to** collect comic books.

No, I **didn't use to** collect anything, but now I collect old records.

What sports **did** you **use to** play?

I **used to play** baseball and volleyball.

I **never used to** play sports, but now I play tennis.

**GRAMMAR PLUS**

**Used to**

Use the base form of used to in questions and negative statements:

Did you **use to** play sports?

(NOT: Did you used to play sports?)

I didn't **use to** like bananas.

(NOT: I didn't used to like bananas.)

Don't use never in negative statements:

I **never used to** wear sunglasses.

(NOT: I never didn't use to wear sunglasses.)

**GRAMMAR FOCUS**

**Expressions of quantity**

**With count nouns**

There are **too many** cars.

There should be **fewer** cars.

We need **more** streetlights.

There aren't **enough** police officers.

**With noncount nouns**

There is **too much** pollution.

There should be **less** pollution.

We need **more** public transportation.

There isn't **enough** parking.

**GRAMMAR PLUS**

**Expressions of quantity**

Count nouns have a plural form that usually ends in -s. Noncount nouns don't have a plural form because you can't separate and count them:

Are there any **parking garages** around here?

BUT Is there any **parking** around here?

(NOT: Are there any parkings around here?)

**GRAMMAR FOCUS**

**Indirect questions from Wh-questions**

**Wh-questions with be**

Where is the nearest ATM?

**Indirect questions**

Could you tell me **where the nearest ATM is**?

**Wh-questions with be**

Where are the restrooms?

**Indirect questions**

Do you know **where the restrooms are**?

**Wh-questions with do**

How often do the buses run?

**Indirect questions**

Can you tell me **how often the buses run**?

**Wh-questions with do**

What time does the bookstore open?

**Indirect questions**

Do you know **what time the bookstore opens**?

**Wh-questions with can**

Where can I catch the bus?

**Indirect questions**

Do you know **where I can catch the bus**?

**GRAMMAR PLUS**

**Indirect questions from Wh-questions**

Indirect questions are often polite requests for information.

Can you tell me **how much this magazine costs**?

Sounds more polite than:

How much does this magazine cost?

**GRAMMAR FOCUS**

**Evaluations and comparisons**

**Evaluations with adjectives**

Our apartment is**n't** big **enough** for our family.

This apartment is **too** hot.

**Comparisons with adjectives**

The building is**n't as** quiet **as** our old one.

The location is **just as** convenient **as** the old one.

**Evaluations with nouns**

There are**n't enough** windows.

The neighbors make **too much** noise.

**Comparisons with nouns**

We do**n't** have **as many** bedrooms **as** we used to.

We do**n't** have **as much** privacy **as** we had.

**GRAMMAR PLUS**

**Evaluations and comparisons**

In evaluations, enough goes after adjectives and before nouns.

Adjective + enough:

This house isn't **bright enough**.

(NOT: This house isn't enough bright.)

noun + enough:

This house doesn't have **enough light**.

(NOT: This house doesn't have light enough.)

**GRAMMAR FOCUS**

**Wish**

**Use wish + past tense to refer to present wishes.**

I **live** with my parents.

I wish I **didn't live** with my parents.

I wish I **had** my own apartment.

I **can't move** out.

I wish I **could move** out.

Life **is** difficult.

I wish it **were\*** easier.

I wish it **weren't** so difficult.

My parents **won't stop** worrying about me.

I wish they **would stop** worrying about me.

**\*For the verb be, were is used with all pronouns after wish.**

**GRAMMAR PLUS**

**Wish**

Use could (the past of can) and would (the past of will) with wish:

I **can't** move right now, but I wish I **could**.

My landlord **won't** paint my apartment, but I wish he **would**.

**GRAMMAR FOCUS**

**Simple past vs. present perfect**

**Use the simple past for experiences at a definite time in the past.**

**Use the present perfect for experiences within a time period up to the present.**

**Have** you ever **eaten** frog legs?

Yes, I **have**. I **tried** them last month.

**Did** you **like** them?

Yes, I **did**. They **were** delicious.

**Have** you ever **been** to a Vietnamese restaurant?

No, I **haven't**. But I **ate** at a Thai restaurant last night.

**Did** you **go** alone?

No, I **went** with some friends.

**GRAMMAR PLUS**

**Simple past vs. present perfect**

Use the simple past - not the present perfect - when you say when an event ended:

I had sushi last night.

(NOT: I've had sushi last night.)

**GRAMMAR FOCUS**

**Sequence adverbs**

**First**, boil the macaroni in a large pot.

**Then** melt the butter on medium heat.

**Next**, add the cheese.

**After that**, add the cooked macaroni.

**Finally**, bake for 20 minutes.

**GRAMMAR PLUS**

**Sequence adverbs**

Then, next, and after that mean the same. First comes first, and finally comes last; you can use the other adverbs in any order:

**First**, put some water in a pan.

**Then/Next**/ **After that**, put the eggs in the water.

**Finally**, boil the eggs for 7 minutes.

**GRAMMAR FOCUS**

**Future with be going to and will**

**Use be going to + verb for plans you've decided on.**

What **are** you **going to do**?

I'**m going to relax** at the beach.

We'**re going to go** surfing every day.

I'**m not going to do** anything special.

**Use will + verb for possible plans before you've made a decision.**

What **are** you **going to do**?

I'm not sure. I **guess** I'**ll** just **stay** home.

**Maybe** I'**ll take** a course.

I don't know. I **think** I'**ll go** camping.

I **probably won't go** anywhere.

**GRAMMAR PLUS**

**Future with be going to and will**

Use the base form of the verb - not the infinitive (to + base form) - with will:

I think I'**ll go** to Hawaii next winter.

(NOT: I think I'll to go to Hawaii next winter.)

Use be going to - not will - when you know something is going to happen:

Look at those black clouds. It'**s** **going to** rain.

(NOT: It will rain.)

**GRAMMAR FOCUS**

**Modals for necessity and suggestion**

**Describing necessity**

You **must** have health insurance.

You **need to** be 21 or over.

You **have to** get a passport.

You **don't have to** get vaccinations.

**Giving suggestions**

You'**d better** avoid the stalls on the street.

You **ought to** make a copy of your passport.

You **should** try some local specialties.

You **shouldn't** carry a lot of cash.

**GRAMMAR PLUS**

**Modals for necessity and suggestion**

Some modals for necessity and suggestion are stronger than others.

Weak (for advice or an opinion): **should, ought to**

Stronger (for a warning): **had better**

Strongest (for an obligation): **must, need to, have to**

**GRAMMAR FOCUS**

**Two-part verbs; will for responding to requests**

**With nouns**

**Turn down** the TV.

**Turn** the TV **down**.

**Put away** your books.

**Put** your books **away**.

**With pronouns**

**Turn** it **down**.

(Incorrect: Turn down it.)

**Put** them **away**.

(Incorrect: Put away them.)

**Requests and responses**

Please **turn down** the music.

OK. I'll **turn** it **down**.

**Put away** your books, please.

All right. I'll **put** them **away**.

**GRAMMAR PLUS**

**Two-part verbs; will for responding to requests**

Two-part verbs are verb + particle.

If the object of a two-part verb is a noun, the noun can come before or after the particle:

**Take out** the trash. /**Take** the trash **out**.

If the object is a pronoun, the pronoun must come before the particle:

**Take** it **out**.

(NOT: Take out it.)

**GRAMMAR FOCUS**

**Requests with modals and Would you mind . . . ?**

**Modal + simple form of verb**

**Can** you **keep** your cat inside, please?

**Could** you **turn** the music **down**, please?

**Would** you please **park** your car in your space?

**Would you mind... + gerund**

**Would you mind keeping** your cat inside?

**Would you mind turning** the music **down**, please?

**Would you mind not parking** your car in my space?

**GRAMMAR PLUS**

**Requests with modals and Would you mind . . . ?**

Use the base form of the verb - not the infinitive (to + base form) - with the modals can, could, and would:

**Could** you **get** me a sandwich?

(NOT: Could you to get me a sandwich?)

Requests with modals and Would you mind...? are polite - even without please. Can you get me a sandwich? sounds much more polite than Get me a sandwich.

**GRAMMAR FOCUS**

**Infinitives and gerunds for uses and purposes**

**Infinitives**

I use my cell phone **to send** messages.

Some people use their phones **to watch** videos.

People often use their phones **to take** photos.

**Gerunds**

I use my cell phone **for sending** messages.

Some people use their phones **for watching** videos.

People often use their phones **for taking** photos.

**GRAMMAR PLUS**

**Infinitives and gerunds for uses and purposes**

Sentences with infinitives and gerunds mean the same:

I use my cell phone **to send** text messages means the same as I use my cell phone **for sending** text messages.

Use a gerund - not an infinitive - after for:

Satellites are used **for studying** weather.

(NOT: Satellites are used for to study weather.)

**GRAMMAR FOCUS**

**Imperatives and infinitives for giving suggestions**

**Be sure to** update the app.

**Make sure to** charge your phone.

**Remember to** back up your files.

**Don't forget to** reset your passwords.

**Try not to** use public Wi-Fi networks.

**GRAMMAR PLUS**

**Imperatives and infinitives for giving suggestions**

With imperatives and infinitives, not goes before - not after - to:

Try **not to** talk too long.

(NOT: Try to not talk too long.)

**GRAMMAR FOCUS**

**Relative clauses of time**

Mother's Day is **a day when** my kids make pancakes for me.

February 14th is **the day when** people give cards to the ones they love.

New Year's Eve is **a night when** I have fun with my friends.

**GRAMMAR PLUS**

**Relative clauses of time**

Relative clauses with when describe the word time or a noun that refers to a period of time, such as day, night, month, and year.

**GRAMMAR FOCUS**

**Adverbial clauses of time**

**﻿When** women get married, they usually wear a brightly colored sari.

**After** the groom arrives, the bride and groom exchange garlands of flowers.

**Before** the wedding, the bride's female relatives usually have a party to celebrate.

**GRAMMAR PLUS**

**Adverbial clauses of time**

An adverbial clause of time can come before or after the main clause. When it comes before the main clause, use a comma. When it comes after the main clause, don't use a comma:

When Ginny and Tom met, they both lived in San Juan.

BUT: Ginny and Tom met when they both lived in San Juan.

The words couple and family are collective nouns. They are usually used with singular verbs:

When a couple **gets** married, they often receive gifts.

(NOT: When a couple get married, they often receive gifts.)

**GRAMMAR FOCUS**

**Time contrasts**

**Past**

A few years ago, there **were** just houses here.

**Present**

These days, they'**re building** lots of apartments.

**Future**

Soon, there **will be** apartment blocks everywhere.

**Past**

We **used to go** to a burger place after class every day.

**Present**

Today, people **order** food from their phones.

**Future**

In a few years, we **are going to have** virtual friends.

**Past**

In the past, kids **used to hang out** with friends after school.

**Present**

Nowadays, kids only **meet** online.

**Future**

In the future, restaurants **might** **not exist**.

**GRAMMAR PLUS**

**Time contrasts**

**﻿**

Use the modal might to say something is possible in the present or future:

In a few years, movie theaters **might** not exist. = In a few years, maybe movie theaters won't exist.

**GRAMMAR FOCUS**

**Conditional sentences with if clauses**

**Possible situation (present), consequence (future with will, may, or might)**

**If** you **get** a high-paying job, you'**ll have** more cash to spend.

**If** you **have** more cash to spend, you'**ll be able to buy** anything you want.

**If** you **can buy** anything you want, you **won't save** your money.

**If** you **don't save** your money, you **may have to get** a weekend job.

**If** you **have to get** a weekend job, you **might not have** any free time.

**GRAMMAR PLUS**

**Conditional sentences with if clauses**

The if clause can come before or after the main clause:

**If** I change my eating habits, I'll feel healthier.

I'll feel healthier **if** I change my eating habits.

Always use a comma when the if clause comes before the main clause.

For the future of can, use will be able to:

If you save some money, you'**ll be able to buy** a car.

(NOT: ... you'll can buy a car.)

For the future of must, use will have to:

If you get a dog, you'**ll have to take care** of it.

(NOT:...you'll must take care of it.)

**GRAMMAR FOCUS**

**Gerunds; short responses**

**﻿**

**Affirmative statements with gerunds**

**I love playing** video games.

**Agree**: So do I.

**Disagree**: I don't.

**I hate working** on weekends.

**Agree**: So do I.

**Disagree**: Really? I like it.

**I'm good at solving** problems.

**Agree**: So am I.

**Disagree**: Oh, I'm not.

**Negative statements with gerunds**

**I don't mind working** evenings.

**Agree**: Neither do I.

**Disagree**: I do.

**I'm not good at selling**.

**Agree**: Neither am I.

**Disagree**: Well, I am.

**I can't stand commuting**.

**Agree**: Neither can I.

**Disagree**: Oh, I don't mind it.

**Other verbs or phrases followed by gerunds**

like

enjoy

be interested in

**GRAMMAR PLUS**

**Gerunds; short responses**

Short responses with so and neither are ways of agreeing. The subject (noun or pronoun) comes after the verb:

I love traveling.

So **do I**.

(NOT: So do.)

I can't stand talking on the phone.

Neither **can I**.

(NOT: Neither Hean.)

**GRAMMAR FOCUS**

**Clauses with because**

**The word because introduces a cause or reason.**

I'd make a good journalist **because I'm good at writing**.

I could be a teacher **because I'm very creative**.

I wouldn't want to be a teacher **because I'm very impatient**.

I could never be a stockbroker **because I can't make decisions quickly**.

**GRAMMAR PLUS**

**Clauses with because**

Clauses with because answer the question "Why?" or "Why not?":

Why would you make a good flight attendant?

I'd make a good flight attendant **because** I love traveling, and I'm good with people.

**GRAMMAR FOCUS**

**Passive with by (simple past)**

**The passive changes the focus of a sentence.**

**For the simple past, use the past of be + past participle.**

**Active**

The Disney brothers **founded** the company in 1923.

**Passive**

It **was founded by** the Disney brothers in 1923.

**Active**

Walt Disney **opened** Disneyland in 1955.

**Passive**

Disneyland **was opened by** Walt Disney in 1955.

**Active**

The ABC network **broadcast** the opening of the park.

**Passive**

The opening **was broadcast by** ABC.

**GRAMMAR PLUS**

**Passive with by (simple past)**

The past participle of regular verbs is the same form as the simple past:

Leonardo da Vinci **painted** Mona Lisa in 1503.

Mona Lisa was **painted** by Leonardo da Vinci in 1503.

The past participle of some - but not all - irregular verbs is the same form as the simple past:

The Egyptians **built** the Pyramids.

The Pyramids were **built** by the Egyptians.

BUT Jane Austen **wrote** Pride and Prejudice.

Pride and Prejudice was **written** by Jane Austen.

**GRAMMAR FOCUS**

**Passive without by (simple present)**

**﻿For the simple present, use the present of be + past participle.**

**Active**

They **use** the euro in most of Europe.

**Passive**

The euro **is used** in most of Europe.

**Active**

Most places **accept** credit cards.

**Passive**

Credit cards **are accepted** at most places.

**Active**

We **raise** dairy cattle in the Netherlands.

**Passive**

Dairy cattle **are raised** in the Netherlands.

**GRAMMAR PLUS**

**Passive without by (simple present)**

When it is obvious or not important who is doing the action, don't use a by phrase:

Both the Olympics and the World Cup are held every four years.

(NOT:... are held by people...)

**GRAMMAR FOCUS**

**Past continuous vs. simple past**

**Use the past continuous for an action in progress in the past.**

**Use the simple past for an action that interrupts it.**

I **was having** lunch when I **spilled** coffee on my clothes.

I **was driving** to the airport, but I **got** a flat tire.

While I **was shopping** one day, a celebrity **walked** into the store.

**GRAMMAR PLUS**

**Past continuous vs. simple past**

When the past continuous is used with the simple past, both actions happened at the same time, but the past continuous action started earlier. The simple past action interrupted the past continuous action.

I **was watching** TV **when** the phone **rang**.

**Earlier action**

6:00

I **was watching** TV

**↓**

**Later action**

6:20

**when** the phone **rang**.

**GRAMMAR FOCUS**

**Present perfect continuous**

**Use the present perfect continuous for actions that start in the past and continue into the present.**

What **have** you **been doing** lately?

I'**ve been working** two jobs for the last six months.

How long **have** you **been trying**?

I'**ve been trying** since I graduated.

**Have** you **been saving** money?

No, I **haven't been saving** money. I'**ve been spending** it!

**GRAMMAR PLUS**

**Present perfect continuous**

The same time expressions used with the present perfect can also be used with the present perfect continuous. Don't confuse for and since:

I've been working here **for** 5 years.

I've been working here **since** 2010.

**GRAMMAR FOCUS**

**Participle as adjectives**

**Present participles**

That X-Men movie sounds **interesting**.

Stephen King's books are **fascinating**.

I think action movies are **boring**.

**Past participles**

I'm not **interested** in action movies.

I'm **fascinated** by Stephen King's books.

I'm **bored** by action movies.

**GRAMMAR PLUS**

**Participle as adjectives**

**﻿**

Adjectives ending in -ing are present participles. They are things that cause a feeling. Adjectives ending in -ed are past participles. They express the feeling.

**GRAMMAR FOCUS**

**Relative pronouns for people and things**

**Use who or that for people.**

He's an actor. He's also a director and producer.

He's an actor **who/that** is also a director and producer.

**Use which or that for things.**

It's a science fiction fantasy. It has become a blockbuster franchise.

It's a science fiction fantasy **which/that** has become a blockbuster franchise.

**GRAMMAR PLUS**

**Relative pronouns for people and things**

Relative clauses give information about nouns. Don't use a personal pronoun in a relative clause:

He's an actor **that** won two Oscars.

(NOT: He's an actor that he won two Oscars.)

**GRAMMAR FOCUS**

**Modals and adverbs**

**Modals**

It **might/may** mean she wants to accept it.

It **could** mean she doesn't want anything.

That **must** mean "no."

**Adverbs**

**Maybe/Perhaps** it means she wants to accept it.

It **probably** means she doesn't want anything.

That **definitely** means "no."

**GRAMMAR PLUS**

**Modals and adverbs**

Use the modals might/may, could, and must and the adverbs maybe/perhaps, probably, and definitely when you aren't sure about what you're saying:

Slight possibility: might, may, maybe, perhaps

Possibility: could, probably

Strong possibility: must, definitely

**GRAMMAR FOCUS**

**Permission, obligation, and prohibition**

**Permission**

You **can** swim here.

You'**re allowed** **to** park here.

**Obligation**

You **have to** fasten your seat belt.

You'**ve got to** take off your shoes.

**Prohibition**

You **can't** turn left.

Pets **aren't allowed** in this area.

**GRAMMAR PLUS**

**Permission, obligation, and prohibition**

Use have/has with got to:

You'**ve got to** keep the door closed.

(NOT: You got to keep the door closed.)

**GRAMMAR FOCUS**

**Unreal conditional sentences with if clauses**

**Imaginary situation (simple past), possible consequence (would, could, or might + verb)**

**If** I **found** $40,000, **I would keep** it.

**If** I **found** $40,000, **I wouldn't return** it.

**If** I **found** $40,000, **I could buy** a new car.

**If** I **found** $40,000, **I might go** to the police.

**Question**

What **would** you **do if** you **found** $40,000?

**GRAMMAR PLUS**

**Unreal conditional sentences with if clauses**

The clauses in unreal conditional sentences can come in either order. Don't use a comma when the if clause comes second:

**If** I won the lottery, I'd share the money with my family.

I'd share the money with my family **if** I won the lottery.

**GRAMMAR FOCUS**

**Past modals**

**Use would have or should have + past participle to give opinions or suggestions about actions in the past.**

What **should** I **have done**?

You **should have told** her about it.

You **shouldn't have lied** to your sister.

What **would** you **have done**?

I **would have called** him.

I **wouldn't have texted** him.

**GRAMMAR PLUS**

**Past modals**

Use should have and would have for all subjects. They don't change form:

He **should have called** sooner.

(NOT: He should has called sooner.)

**GRAMMAR FOCUS**

**Reported speech: requests**

**Original request to reported request**

**Original request**

Arrive on time for the meeting.

**Reported request**

She **said to arrive** on time for the meeting.

She **told me to arrive** on time for the meeting.

**Original request**

Don't leave your bike in the apartment hallway.

**Reported request**

He **said not to leave** my bike in the hallway.

He **told me not to leave** my bike in the hallway.

**Original request**

Can you pick up some food on the way home?

**Reported request**

She **asked me to pick up** some food.

**GRAMMAR PLUS**

**Reported speech: requests**

When a reported request is negative, not comes before to:

Don't leave your wet towel on the floor.

She told me not to leave my wet towel on the floor.

(NOT: She told me to not leave my wet towel on the floor.)

**GRAMMAR FOCUS**

**Reported speech: statements**

**Direct statements to reported statements**

**Direct statements**

I'**m not feeling** well.

**Reported statements**

She **said** (that) she **wasn't feeling** well.

**Direct statements**

I **have** houseguests for the weekend.

**Reported statements**

She **said** (that) she **had** houseguests for the weekend.

**Direct statements**

I **made** a tennis date with Kim.

**Reported statements**

She **said** (that) she **had made** a tennis date with Kim.

**Direct statements**

I **have planned** an exciting trip.

**Reported statements**

She **said** (that) she **had planned** an exciting trip.

**Direct statements**

We **can't come** tomorrow.

**Reported statements**

They **told me** (that) they **couldn't come** tomorrow.

**Direct statements**

We **will be** out of town.

**Reported statements**

They **told me** (that) they **would be** out of town.

**Direct statements**

We **may go** out with friends.

**Reported statements**

They **told me** (that) they **might go** out with friends.

**GRAMMAR PLUS**

**Reported speech: statements**

The tense of the introducing verb (ask, say, tell) changes when the sentence is reported:

simple present → simple past;

present continuous → past continuous;

present perfect → past perfect.

Modals change, too:

can → could;

will → would;

may → might.

**Interchange 3**

**GRAMMAR FOCUS**

**Relative pronouns**

**As the subject of a clause**

I like people **who/that** aren’t too serious.

I like people **who/that** have a good sense of humor.

**As the object of a clause**

I want someone (who/that) I can have fun with.

I’d like someone (who/that) I can talk to easily.

**GRAMMAR PLUS**

**Relative pronouns**

A relative pronoun – who or that – is necessary when the pronoun is the subject of a clause:

I’d love to meet someone who/that is considerate.

(NOT: I’d love to meet someone is considerate.)

When the pronoun is the object of the clause, who or that can be left out:

I’d like a roommate **who/that** I have a lot in common with.

OR I’d like a roommate I have a lot in common with.

**GRAMMAR FOCUS**

**It clauses + adverbial clauses with when**

I like **it when** my roommate cleans the apartment.

I don’t mind **it when** a friend answers the phone at the dinner table.

I can’t stand **it when** I’m upset and people tell me to calm down.

**It** makes me happy **when** people do nice things for no reason.

**It** bothers me **when** my doctor arrives late for an appointment.

**It** upsets me **when** a close friend forgets my birthday.

**GRAMMAR PLUS**

**It clause + adverbial clauses with when**

In sentences *with* and *it* clause + an adverbial clause with when, the word it refers to and means the same as the adverbial clause with when. The it in these sentences is necessary and cannot be left out:

I hate **it when** people talk on a cell phone in an elevator.

(NOT: I hate when people . . .)

**It** bothers me **when** people talk on a cell phone in an elevator.

(NOT: Bothers me when people . . .)

**GRAMMAR FOCUS**

**Gerund phrases as subjects and objects**

**Gerund phrases as subjects**

**Playing games all day** would be lots of fun.

**Being a flight attendant** sounds exciting.

**Designing clothes** is not a man's job.

**Working as a veterinarian** could be rewarding.

**Gerund phrases as objects**

She'd be good at **testing games.**

He'd love **being a flight attendant.**

He wouldn't like **being a fashion designer.**

She'd enjoy **working with animals.**

**GRAMMAR PLUS**

**Gerund phrases as subjects and objects**

A gerund phrases as a subject takes a singular verb:

Taking care of children is a rewarding job.

(NOT: Taking care of children are a rewarding job.)

There are some common verb + preposition expressions (for example, dream about, feel like, talk about, think about) and adjective + preposition phrases (for example, good/bad at, excited by/about, interested in, tired of, used to) that are followed by a gerund:

I’m **thinking about looking for** a new job.

I’m **tired of** **working** long hours.

**GRAMMAR FOCUS**

**Comparisons**

**with adjectives**

... sounds more/less challenging than...

... is harder than...

... is not as hard as...

**with nouns**

... has better/worse hours than...

... has more education than...

...isn't as much work as...

**with verbs**

... earns more/less than...

... earns as much as...

... doesn't pay as much as…

**with past participles**

... is better paid than...

... is as well paid as...

... isn't as well paid as...

**GRAMMAR PLUS**

**Comparisons**

When making general comparisons with count nouns, use a/an + singular noun or no article + plural noun:

**A pilot** earns more than **a flight attendant**.

**Pilots** earn more than **flight attendants**.

(NOT: The pilots earn more than the flight attendants.)

**GRAMMAR FOCUS**

**Requests with modals, if clauses, and gerunds**

**Can I** borrow your truck, please?

**Could** you lend me your truck, please?

**Is it OK if** I use your credit card?

**Do you mind if** I use your credit card?

**Would it be all right if** I us**ed** your credit card? Would you mind if I borrowed your truck?

**Would you mind** help**ing** me on Sunday?

**I was wondering if** you **could** help me move.

**GRAMMAR PLUS**

**Requests with modals, if clauses, and gerunds**

Use the simple past form – not the gerund or simple present form – after if with Would you mind . . . ? and Would it be all right . . . ?:

**Would you mind if I used** your car?

**Would it be all right if I used** your car?

(NOT: Would you mind if I using your car?

OR Would it be all right if I use your car?)

**GRAMMAR FOCUS**

**Indirect requests**

**Statements**

Mary, you left your phone in my car.

**Indirect requests introduced by that**

Could you tell Mary **(that) she left her phone in my car**?

**Imperatives**

Mary, don't forget the students' reports.

**Indirect requests using infinitives**

Can you tell Mary **not to forget the students' reports**?

**Yes/No questions**

Ms. Martin, have you graded our tests?

**Indirect requests introduced by if or whether**

Can you ask her **if she's graded our tests yet**?

**Yes/No questions**

Mary, are you coming to the meeting?

**Indirect requests introduced by if or whether**

Could you ask her **whether or not she is coming to the meeting**?

**Wh-questions**

Mary, where are you having lunch?

**Indirect requests introduced by a question word**

Can you ask Mary **where she's having lunch**?

**Wh-questions**

Ms. Martin, what time can I talk to you about my homework?

**Indirect requests introduced by a question word**

Would you ask her **what time I can talk to her about my homework**?

**GRAMMAR PLUS**

**Inderect requests**

In inderect requests with negative, not comes before – not between – the infinitive:

Could you tell Allie **not to be** late?

(NOT: Could you tell Allie to not be late?)

**GRAMMAR FOCUS**

**Past continuous vs. simple past**

**Use the past continuous for an ongoing action in the past.**

**Use the simple past for an event that interrupts that action.**

**Past continuous, Simple past**

While I **was working** out, it **calculated** how many calories I burned.

As scientists **were doing** research, they **discovered** that women need more sleep than men.

A man **was looking** for his cat when he **found** a suspicious package inside a trash can.

**GRAMMAR PLUS**

**Past continuous vs. simple past**

Verbs for non-actions or states are rarely used in the past continuous:

I **wanted** to stop, but I couldn't.

(NOT: I was wanting to stop...)

**GRAMMAR FOCUS**

**Past perfect**

**Use the past perfect for an event that occurred before another event in the past.**

**Past event, past perfect event**

I **was having** lunch with a friend, and **I had parked** my bike on the street.

When I **came back**, someone **had stolen** it.

They **were able** to steal it, because I **had forgotten** to lock it up.

**GRAMMAR PLUS**

**Past perfect**

Use the past perfect to show that one past action happened before another

past action:

I **wasn't able** to pay for lunch because I **had left** my wallet at work.

PAST --------------------- X ----------------------------- X ------------------- NOW

had left my wallet wasn't able to pay

**GRAMMAR FOCUS**

**Noun phrases containing relative clauses**

**Something(that) I'd be worried about** is the local food.

The local food **is something (that) I'd be worried about**.

**One thing (that) I'd really miss** is hanging out with my friends.

Hanging out with my friends is **one thing (that) I'd really miss**.

**The people (who/that) I'd miss the most** are my parents.

My parents are **the people (who/that) I'd miss the most**.

**GRAMMAR PLUS**

**Noun phrases containing relative clauses**

The relative pronoun who or that can be left out in noun phrases as subjects and as objects. These four sentences have exactly the same meaning:

One thing I'd be nervous about is getting lost.

One thing that I'd be nervous about is getting lost.

Getting lost is one thing I'd be nervous about.

Getting lost is one thing that I'd be nervous about.

**GRAMMAR FOCUS**

**Expectations**

When you visit someone, it**'s the custom to** bring a small gift.

When you visit someone, you **aren't supposed to** arrive early.

If you want to bring others, you**'re expected to** ask if it's OK first.

If you want to bring others, you**'re supposed to** check with the host.

If you want to bring others, it**'s not acceptable to** bring them without asking.

**GRAMMAR PLUS**

**Expectations**

Use the base form of a verb - not the gerund - after these expressions for expectations:

be the custom to,

be supposed to,

be expected to,

be acceptable to:

It's the custom to **arrive** a little late.

(NOT: It's the custom to arriving a little late.)

**GRAMMAR FOCUS**

**Describing problems 1**

**With past participles as adjectives**

The suitcase lining is **torn**.

The car is **damaged**.

The coffee mug is **chipped**.

My pants are **stained**.

The camera lens is **scratched**.

The washing machine **is leaking**.\*

*\*Exception: is leaking is a present continuous form.*

**With nouns**

It has **a tear** in it./There's **a hole** in it.

There is **some damage** on the bumper.

There is **a chip** in it.

They have **a stain** on them.

There are **a** **few scratches** on it.

It has **a leak**.

**GRAMMAR PLUS**

**Describing problems 1**

The simple past and the past participle of regular verbs are the same:

I **chipped** the vase.

The vase is **chipped**.

BUT Many irregular verbs have different simple past and past participle forms:

I **tore** my jacket.

My jacket is **torn**.

**GRAMMAR FOCUS**

**Describing problems 2**

**Need + gerund**

The oven **needs adjusting**.

The alarm **needs fixing**.

**Need + passive infinitive**

It **needs to be adjusted**.

It **needs to be fixed**.

**Keep + gerund**

Everything **keeps burning**.

The alarm **keeps going off**.

**Some examples**

My TV screen goes on and off all the time. It keeps **flickering**.

The music player app jumps to the next song every 20 seconds. It keeps **skipping**.

The battery in my new camera doesn't last long. It keeps **dying**.

Something is wrong with my computer! It keeps **crashing**.

I can't talk for long on my new phone. It keeps **dropping** calls.

This printer isn't making all the copies I want. It keeps **jamming**.

My computer needs to be replaced. It keeps **freezing**.

The buttons on the remote control don't work well. They keep **sticking**.

**GRAMMAR PLUS**

**Describing problems 2**

Use the past participle - not the present participle or gerund - with passive forms:

The oven needs to be **fixed**.

(NOT: The oven needs to be fixing.)

**GRAMMAR FOCUS**

**Passive with prepositions**

**Present continuous passive**

Our water supply **is being contaminated** **by** toxic chemicals.

Our city streets **are being damaged as a result of** heavy traffic.

The roads **aren't being repaired due to** a lack of funding.

**Present perfect passive**

Our community center **has been closed** **because of** high costs.

Many public parks **have been lost** **through** overbuilding.

**GRAMMAR PLUS**

**Passive with prepositions**

The prepositions by, as a result of, because of, though, and due to have similar meanings. They are used in sentences that describe cause and effect; they introduce the cause.

**GRAMMAR FOCUS**

**Infinitive clauses and phrases**

One way **to change** things is **to talk** to the company's management.

Another way **to stop** them is **to get** a news station to run a story.

The best ways **to fight** unemployment are **to create** more jobs and invest in education.

**GRAMMAR PLUS**

**Infinitive clauses and phrases**

The form of be that follows the first infinitive must agree with the subject:

The best way to reduce pollution **is** to improve public transportation.

BUT The best ways to reduce homelessness **are** to build more public housing and provide free health care.

**GRAMMAR FOCUS**

**Would rather and would prefer**

**Would rather takes the base form of the verb. Would prefer usually takes an infinitive. Both are followed by not in the negative.**

**Would** you **rather take** an art course or a professional course?

**I'd rather take** an art course.

**I'd rather not take either**.

**I'd rather take** a language course than study art.

**Would you prefer to take** an online course or a traditional course?

**I'd prefer to take** an online course.

**I'd prefer not to take** either.

**Let's join a study group.**

**I'd rather not join** a group.

**I'd rather not**.

**I'd prefer not to join** a group.

**I'd prefer not to**.

**GRAMMAR PLUS**

**Would rather and would prefer**

In negative statements with would rather and would prefer, the word not comes after the verbs:

I'**d rather not**/I'**d prefer not** to take any courses this semester.

(NOT: I wouldn't rather/I wouldn't prefer to ...)

**GRAMMAR FOCUS**

**By + gerund to describe how to do things**

You could improve your accent **by watching** movies.

I learn new words best **by writing** them down and **reviewing** them many times.

The best way to learn slang is not **by watching** the news but **by watching** TV series.

**GRAMMAR PLUS**

**By + gerund to describe how to do things**

In negative sentences that express comparison with by + gerund and but, not comes before by:

A good way to improve your accent is **not by watching** TV **but by talking** to native speakers.

In negative sentences with by that give advice without a comparison, not comes after by:

A good way to improve your accent is **by not imitating** non-native speakers.

**GRAMMAR FOCUS**

**Get or have something done**

**Use get or have, the object, and the past participle of the verb to describe a service performed for you by someone else.**

**Do something yourself**

I **clean** my house every week.

**Get/have something done for you**

I **get** my house **cleaned** (by a cleaner) every week.

**Do something yourself**

He **is painting** his bedroom.

**Get/have something done for you**

He **is having** his bedroom **painted**.

**Do something yourself**

They **fixed** the sink.

**Get/have something done for you**

They **got** the sink **fixed**.

**Do something yourself**

Did you **paint** your bedroom?

**Get/have something done for you**

Did you **have** your bedroom **painted**?

**Do something yourself**

Where can I **wash** my car?

**Get/have something done for you**

Where can I **have** my car **washed**?

**Get/have something done for a third person**

Jessica **is having** her nails done.

**GRAMMAR PLUS**

**Get or have something done**

Sentences with get/have + object + past participle are passive. BUT don’t use any form of be before the past participle:

where can I **have** my watch **fixed**?

(NOT: Where can I have my watch be fixed?)

**GRAMMAR FOCUS**

**Making suggestions**

**With modals + verbs**

**Maybe you could** take part in a singing group.

**With gerunds**

**What about joining** a running club?

**Have you thought about asking** your Friends to introduce you around?

**With negative questions**

**Why don't you** do some volunteer work?

**With infinitives**

**One option is to join** a club.

**It might be a good idea to check out** the cultural events at the university.

**Three-word phrasal verbs**

Broke up with

Came up with

Looking forward to

Keep up with

Get along with

Cut down on

Put up with

Take care of

**GRAMMAR PLUS**

**Making suggestions**

Use the base of a verb - without to - after Maybe you could… and Why don't you . . .?:

Maybe you could **join** a book club.

(NOT: Maybe you could to join a book club.)

Why don't you **join** a book club?

(NOT: Why don't you to join a book club?)

**GRAMMAR FOCUS**

**Predicting the future with Will**

**Use Will to predict future or situations.**

We **will spend** vacations in space. We **won't have** colonies on Mars.

**Use future continuous to predict ongoing actions.**

Human beings **will be living** on another planet. We **won't be living** here.

**Use future perfect to predict actions that Will be completed by a certain time.**

Within 50 years, we **will have set up** a research center on Mars.

By 2050, a company **will have built** a resort on the moon.

**GRAMMAR PLUS**

**Predicting the future with will**

In sentences referring to time, the preposition by means "not later than." Don't confuse by with within, which means "sometime during." Use by with points in time, use within periods of time:

**By** 2050, we Will have eliminated starvation around the world.

(NOT: Within 2050, . . .)

**Within** the next five years, people Will have invented mobile phone apps for nearly everything!

(NOT: By the next five years, . . .)

**GRAMMAR FOCUS**

**Referring to time in the past**

**A point or period of time in the past**

When was the first video game console released?

**During** the 1970s. **In** the 1970s. Over 40 years **ago**.

How long were the Beatles together?

**From** 1960 **to** 1970. **For** 10 years.

**A period of time that continues into the present.**

How long has Washington, D.C. been the capital of the United States?

**Since** 1800. **For** about 220 years.

**GRAMMAR PLUS**

**Referring to time in the past**

Use since with a particular time:

The UN has been in existence **since** 1945.

Use for with a duration of time:

The UN has been in existence **for** about the last 70 years.

Use in and during with a specific period of time:

Rock'n'roll became popular **in/during** the 1950s.

Use from and to describe when something began and ended:

World War II lasted **from** 1939 **to** 1945.

**GRAMMAR FOCUS**

**Time clauses**

**Before** I graduated from high school, I had never worked.

**After** I graduated, I went to Alaska to work as a fisherman.

**Once** I moved away from home, I learned to take care of myself.

**The moment** I moved away from home, I felt like a different person.

**As soon as** I got my own bank account, I started to be more responsible.

**Until** I moved to Alaska, I had never been away from home.

**By the time** I went to college, I had already lived away from home.

**GRAMMAR PLUS**

**Time clauses**

Use the past perfect in the main clause with until and by the time. This shows that one of the past events happened before the other:

Until I got my driver's license, I **had** always **taken** public transportation.

By the time I got my driver's license, all of my friends **had** already **gotten** theirs.

**GRAMMAR FOCUS**

**Expressing regret and describing hypothetical situations**

**Use should have + the past participle to express regret.**

**I should have done** an internship while I was in college.

**I shouldn't have taken out** a student loan.

**Use would have + the past participle to express probable outcomes in hypothetical situations.**

**Use could have + the past participle to express possible outcomes.**

**If** I'**d listened** to my professors, I **would have taken** additional courses.

**If** I **hadn't been** so irresponsible, I **could have gotten** better grades.

**GRAMMAR PLUS**

**Expressing regret and describing hypothetical situations**

Conditional sentences describing hypothetical situations often refer to both the present and the past:

If I'**d** **finished** college, I'**d have** a better job now.

Past present

(NOT: If I'd finished college, I'd have had a better job now)

**GRAMMAR FOCUS**

**Describing purpose**

**Infinitive clauses**

**To attract** talented professionals, a company should offer competitive salaries.

**(In order) to finance** a new business, it's a good idea to get a bank loan.

**Infinitive clauses with for**

**For** a small company **to be** profitable, it should have a good marketing plan.

**(In order) for** an app to succeed, it has to be easy to use.

**GRAMMAR PLUS**

**Describing purpose**

Don't use for immediately before an infinitive:

**To have** a successful business, you need a lot of luck.

(NOT: For to have a successful business, you need a lot of luck.)

**GRAMMAR FOCUS**

**Giving reasons**

The Firefly is famous **for** its fantastic music.

I like the Dizzy Lizard **because** it's always packed.

**Since** it's always so packed, there's a long wait outside the club.

It's popular **because of** the trendy people.

**Due to** the crowds, the Dizzy Lizard is difficult to get into.

**The reason** (**that/why**) people go there **is** just to be seen.

**GRAMMAR PLUS**

**Giving reasons**

Because and since have the same meaning, and they can begin or end a sentence:

**Because/Since** the food is always fantastic, Giorgio's is my favorite restaurant. = Giorgio's is my favorite restaurant **because/since** the food is always fantastic.

Don't confuse because and because of. Because introduces an adverb clause and is followed by a subject and verb, while because of is a preposition and is followed by a noun object:

**Because** Giorgio's is so popular, we should get there early.

Giorgio's is popular **because of** its food and service.

**GRAMMAR FOCUS**

**Past modals for degrees of certainty**

**It's almost certain.**

He **must have fallen** asleep.

He **must not have heard** the doorbell.

**It's not possible.**

He **couldn't have forgotten** about it.

**It's possible.**

He **may/might have gone out**.

He **may/might not have had** time to call us.

He **could have had** an emergency.

**GRAMMAR PLUS**

**Past modals for degrees of certainty**

Use the past modal could have to express possibility. BUT Use couldn't have when you are almost 100% sure something is impossible:

I suppose he **could have gotten** stuck in traffic, but he **couldn't have forgotten** his own birthday party.

**GRAMMAR FOCUS**

**Past modals for judgments and suggestions**

**Judging past actions**

You **should have asked** your sister to help.

He **shouldn't have used** your car.

**Suggesting alternative past actions**

You **could have told** her that you had to get up early.

I **would have asked** them to help clean up the place.

I **wouldn't have invited** them to spend the weekend.

**GRAMMAR PLUS**

**Past modals for judgments and suggestions**

In advice with would have, the speaker means, "If I were you,..."

**GRAMMAR FOCUS**

**The passive to describe process**

**is/are + past participle**

A screenplay **is chosen**.

Many drawings **are presented**.

**Modal + be + past participle**

The characters **have to be drawn** just right.

The drawings **might be changed** 10 times.

**GRAMMAR PLUS**

**The passive to describe process**

The modals have to and need to must agree with the subject; other modals, like may be, have only one form:

Each character **has to/needs** to be drawn by the animators.

**GRAMMAR FOCUS**

**Defining and non-defining relative clauses**

**Defining relative clauses are used to identify people.**

I want to become a photographer.

I want to cover conflicts.

I want to become a photographer **who/that** **covers conflicts**.

**Non-defining relative clauses give further information about people.**

Videographers shoot weddings and social events. They work evenings and weekends.

Videographers, **who shoot weddings and social events**, work evenings and weekends.

**GRAMMAR PLUS**

**Defining and non-defining relative clauses**

Use either who or that in defining relative clauses about people:

A set designer is an artist **who/that** makes important contributions to a theater production.

BUT Use only who in non-defining relative clauses about people:

A set designer, **who** makes important contributions to a theater production, has to be very creative.

(NOT: A set designer, that makes...)

Use commas before and after a non-defining clause:

A gossip columnist, who writes about celebrities and scandals, often gets to go to fabulous parties.

**GRAMMAR FOCUS**

**Giving recommendations and opinions**

**When you think something is a good idea**

Clubs **should be required** to install soundproof walls.

Pet owners **shouldn't be allowed** to walk dogs without a leash.

People **ought (not) to be required** to wear a helmet when riding a bike.

**When you think something is absolutely necessary**

A law **must be passed** to control the pollution from vehicles.

Riding a bike on the sidewalk **mustn't be permitted**.

A rule **has to be made** to require bike lanes on city streets.

Something **has got to be done** to stop littering.

**GRAMMAR PLUS**

**Giving recommendations and opinions**

Ought to has the same meaning as should, but it's more formal:

Traffic signs **ought to** be obeyed. = Traffic signs **should** be obeyed.

**GRAMMAR FOCUS**

**Tag questions for opinions**

**Affirmative statement + negative tag**

Everything is really expensive nowadays, **isn't it**?

There are lots of clubs around, **aren't there**?

Mara likes her apartment, **doesn't she**?

The city should provide child care, **shouldn't it**?

**Negative statement + affirmative tag**

It isn't easy to find a nice apartment, **is it**?

There aren't any noise pollution laws, **are there**?

Her neighbors don't make much noise, **do they**?

You can't sleep because of the noise, **can you**?

**GRAMMAR PLUS**

**Tag questions for opinions**

Tag questions added to statements in the simple present and simple past use the corresponding auxiliary verb in the tag:

You **agree** with me, **don't** you?

You **don't agree** with me, **do** you?

You **paid** the rent, **didn't** you?

You **didn't pay** the electric bill, **did** you?

**GRAMMAR FOCUS**

**Talking about past accomplishments**

**With the simple past**

I **managed** to quit my nine-to-five job two years ago.

I **didn't manage** to get good grades in school.

I **was able** to finish the marathon last year.

I **wasn't able** to travel much on my last job.

**With the present perfect**

I'**ve managed** to make a living with my music.

I **haven't managed** to record an album yet.

I'**ve been able** to help kids achieve their goals.

I **haven't been able** to achieve many of my goals.

**GRAMMAR PLUS**

**Talking about past accomplishments**

﻿

When talking about past accomplishments and including a specific time, use the simple past not the present perfect:

I **was** able to complete my degree last year.

(NOT: I've been able to complete my degree last year.)

**GRAMMAR FOCUS**

**Describing goals and possible future accomplishments**

**With the future perfect**

What do you hope you'**ll have achieved**?

I hope I'**ll have seen** more of the world.

**With would like to have + past participle**

**What would you like to have** achieved?

I'**d like to have developed** many successful apps.

**GRAMMAR PLUS**

**Describing goals and possible future accomplishments**

When talking about future accomplishments and goals, use in to refer to a period of time:

I hope I'll find a new job **in** the next two months.

Use by to talk about a time limit in the future:

I hope I'll find a new job by the end of September. = I hope I'll find a new job not later than the end of September.

**Passages 1**

**GRAMMAR FOCUS**

**Verbs followed by gerunds**

**Use the gerund form after these verbs.**

I **enjoy going** to parties where I don't know everyone.

I **avoid expressing** my feelings and ideas in public.

I **don't mind giving up** my time to help other people.

**Use the gerund or infinitive form after these verbs.**

I **can't stand being / to be** in a messy room.

I **love taking / to take** my friends to cool new clubs.

I **hate getting up / to get** up for early morning classes.

**Use the gerund form after these expressions containing prepositions.**

I **insist on making** my own decisions.

I always **feel like going** dancing!

I'**m into going out** to new foreign restaurants.

**GRAMMAR PLUS**

**Verbs followed by gerunds**

**These verbs are followed by a gerund**.

deny

discuss

finish

mention

practice

quit

resist

suggest

**These verbs are followed by an infinitive.**

arrange

claim

decide

demand

deserve

expect

pretend

refuse

volunteer

**Some common expressions are always followed by gerunds.**

She **had fun** / **a good time** arranging the party.

He **has trouble** / **a tough time** getting his assignments in on time.

He'**s busy** cooking dinner right now.

She never **worries about** cleaning up after herself.

**Some verbs take either a gerund or an infinitive, but the meaning of the sentence will be different.**

I **stopped to drink** some coffee. (I ended one activity and began another.)

I **stopped drinking** coffee. (I don't do that activity anymore.)

I **stopped running** when I got tired. (I temporarily ended the activity.)

**GRAMMAR FOCUS**

**Noun clauses after be**

**A noun clause is a part of a sentence with a subject and a predicate that functions as a noun. That is optional in noun clauses after be. Also notice the prepositions followed by gerunds in the first part of the sentences.**

The only trouble **with** being a two-income family is **(that) we don't spend as much time together.**

The big advantage **of** having Grandma at home is **(that) she can babysit more often.**

**GRAMMAR PLUS**

**Noun clauses after be**

**﻿The downside of, the upside of, the hard part about, the good thing about, the only thing about, the trick to, the secret to, and one difficulty with are used in complex phrases that introduce noun clauses after be.**

**The downside of** sharing a bedroom is (that) it's hard to have any privacy.

**The hard part about** being a twin is (that) people are always calling you by the wrong name.

**The trick to** living in a crowded house is (that) you have to find a private space of your own.

**One difficulty with** being the youngest is (that) everyone is always telling you what to do.

**The phrases ending with a preposition can be followed by a gerund phrase, not + a gerund phrase, or a noun phrase.**

The secret to **getting along with your siblings** is (that) you have to respect their privacy.

The good thing about **not being in a big family** is (that) you always get to choose what's on TV.

The upside of **a large family** is (that) you always have someone to spend time with.

The only thing about **working moms** is (that) they have less time to spend with you.

**GRAMMAR FOCUS**

**Past modals and phrasal modals of obligation**

**Should have, was supposed to, had to, and needed to all describe obligations in the past, although they have slightly different uses.**

I **should have** stayed home and studied! (It was a good idea, but I didn't do it.)

I **was supposed to** be studying this weekend. (It was expected, but I didn't do it.)

I **had to** wear a uniform. (We were forced to do this.)

I **didn't have to go** with my friends, but I did. (There was no obligation.)

I thought I **needed to** have more clothes. (I thought this was necessary.)

**GRAMMAR PLUS**

**Past modals and phrasal modals of obligation**

**Some past modals and phrasal modals of obligation are stronger than others.**

**Strong obligation: To show that there was no choice about doing the action, use had to. (Note that must is not used in the past.)**

My parents **had to** go to school on Saturdays.

**Expectation: There was a general expectation that an action was required or prohibited.**

She **was supposed to** talk to her professor after class. (But she probably didn't.)

He **wasn't supposed to** drive the car to school. (But he probably did.)

**Advisability: There was a good idea or a correct action in a particular situation, but it was or was not done.**

He **should have** taken better notes in class. (But he didn't.)

She **shouldn't have** bought such an expensive jacket. (But she did.)

**Necessity: The action was considered to be necessary or unnecessary. However, unlike had to, there is a choice about doing or not doing the action.**

I **needed to** make an appointment with the counselor.

I **didn't need to** buy the textbook, but I thought it looked interesting.

**No obligation: There is complete choice about doing the action.**

I **didn't have to** take piano lessons, but I wanted to.

**GRAMMAR FOCUS**

**Modals with multiple uses**

**To express degrees of certainty, use must (not), can't, could (not), might (not), or may (not).**

I'm certain Banksy **must have wanted** to win that Oscar.

People thought he **could have been trying** to get publicity for the movie.

That website hoax **might have been planned** by Banksy himself.

**To express obligation, advice, or opinions, use should (not). Do not use must (not) have for obligations, advice, or opinions about the past.**

Banksy **shouldn't have painted** on other people's property. (obligation)

He **should be** more careful. (advice)

The magazine readers **shouldn't have expected** Banksy to reveal his identity just because of an article. (opinion)

**Also notice how these modals are used in the passive and continuous.**

**GRAMMAR PLUS**

**Modals with multiple uses**

**Degrees of certainty range from very certain to uncertain.**

**Very certain: To show that you think something was probable in the past, use must have, must not have, can't have, or couldn't have.**

Jake had a stomachache last night after dinner. He **must have** eaten too much.

Sofia was at a movie with me last night. You **couldn't have** seen her at the mall!

**Uncertain: To show that you think something was possible in the past, use could have, may have, might have, may not have, or might not have.**

Jun Ho is usually here by now. He **could** / **may** / **might have** missed the bus this morning.

Tanya was supposed to meet me before school. She **may** / **might not have** gotten the message.

**To give opinions or advice, there are a greater number of modals available for talking about the present or future than there are for the past.**

**Present or future: Use must (not), have to, have got to, had better (not), or should (not).**

Parents **have got to** monitor the shows their children watch.

The kids **had better not** spend so much time indoors playing computer games.

**Past: Use should (not) have.**

I **should have** listened to the advice my parents gave me about having a healthy lifestyle.

We **should not have** ignored the scientists' warnings about global warming.

**GRAMMAR FOCUS**

**Defining and non-defining relative clauses**

**A defining relative clause defines or gives essential information about a noun.**

The Myeong-dong area has dozens of shops **that sell the latest fashions.**

The spring and fall are the seasons **when most people come to visit.**

**A non-defining relative clause gives optional information about a noun and cannot begin with the pronoun that. Notice the use of commas.**

Most restaurants here stay open until midnight, **when many locals are still enjoying dinner.**

Beijing has many popular tourist attractions, **which include the Summer Palace and the Forbidden City.**

**GRAMMAR PLUS**

**Defining and non-defining relative clauses**

**That can be used for people or things in defining relative clauses. However, it cannot be used as a replacement for where or when with the meaning "in which," "at which," or "during which."**

Many of the people **that live in Paris** leave the city in August to vacation in other places.

A statue of ducks **that can be found in Boston** is a popular tourist attraction for children.

Pamplona is that city in Spain **where the bulls run through the streets during a summer festival**.

Summer is the season **when New York is crowded with tourists from all over the world**.

**That cannot be used in non-defining relative clauses. Who, which, or where are used instead.**

Cairo, **which has fascinated Europeans for ages**, draws countless tourists each year.

Our tour guide, **who knew a great deal about souvenirs in Otavalo**, helped us buy some beautiful presents for our friends.

**GRAMMAR FOCUS**

**Order of modifiers**

**When two or more modifiers occur in a sentence, they usually follow this order.**

**Article → quality → size → age → type → noun → descriptive phrase**

**Article → quality → size → noun → descriptive phrase**

This, exciting, large, city, with bustling streets

**Article → quality → size → type → noun → descriptive phrase**

A, picturesque, little, resort, town, with year-round outdoor activities

**Article → quality → age → type → noun → descriptive phrase**

A, run-down, old, port, town, that has seen better days

**GRAMMAR PLUS**

**Order of modifiers**

**Shape (round, thin), color (red, blue), and material (silk, plastic) are also used to describe nouns. They appear in the following order:**

**Quality → Size → Shape → Age → Color → Туре → Material → Noun**

quaint →little → **winding** → streets

picturesque → old → **brightly colored** → resort → hotels

small → Thai → **wooden** → fishing boats

**GRAMMAR FOCUS**

**Connecting contrasting ideas**

**You can use these words and phrases to connect contrasting ideas.**

**despite**

**in spite of**

**although**

**even though**

**however**

**nevertheless**

**on the other hand**

**GRAMMAR PLUS**

**Connecting contrasting ideas**

**There are three ways to connect contrasting ideas.**

**To begin an adverb clause, use although or even though.**

I'd like to live in a small town someday **even though** I love all the opportunities in big cities.

**Although** I love all the opportunities in big cities, I'd like to live in a small town someday.

**To begin an independent clause, use the transition words however, nevertheless, or on the other hand. Note the punctuation with transition words.**

I love big cities. **However** / **On the other hand**, I'd like to live in a small town someday.

I love big cities; **nevertheless** / **however**, I'd like to live in a small town someday.

**To begin a noun phrase, use the prepositions despite or in spite of.**

**Despite** all the opportunities in big cities, I'd like to live in a small town someday.

I'd like to live in a small town someday **in spite of** all the opportunities in big cities.

**GRAMMAR FOCUS**

**Reduce time clauses**

**Notice how these clauses show time relationships. If the subject is the same in both clauses of the sentence, time clauses with (right) before, (right) after, and while can be reduced.**

**After** I finish / **After** finishing my workout, I head to the office.

**While** I take / **While** taking my lunch break at work, I often sneak a five-minute nap.

I'm not very approachable **right after** I wake up / **right after** waking up!

**However, other time clauses cannot usually be reduced.**

**Ever since** I was a kid, I've had trouble getting up early.

**As soon as** I get up in the morning, I race off to the gym.

**Until** I've had my coffee, I'm such a grouch.

**Whenever** you have to work with numbers, plan to do it around noon.

I've been a night person **from the moment** I started college.

**GRAMMAR PLUS**

**Reduce time clauses**

**In a reduced time clause, the subject of the clause is omitted and the verb is changed to an -ing form. A time clause with before, after, or while can be reduced only if the subject in the sentence's other clause is the same.**

Before **I go to sleep**, I like to read.

Before **going to sleep**, I like to read.

I like to read before **going to sleep**.

Before **the baby goes to sleep, his mother reads** to him.

**Once, every time, till, as, the first / next / last time, and many other time expressions can be used in time clauses. Time clauses beginning with these expressions cannot be reduced.**

**As soon as** / **Once** I drink that first cup of coffee, I'm ready for the day.

**Whenever** / **Every time** I stay out late, I have trouble getting up the next morning.

I always stay at the office **until** / **till** I've finished all my work.

I like to watch TV **as** I'm eating dinner.

**The last time** I drank too much coffee, I was jittery all day.

**GRAMMAR FOCUS**

**Clauses stating reasons and conditions**

**Even if introduces a condition that does not influence the main clause.**

I sometimes lie awake at night, **even if** I'm really tired.

**Considering that introduces causes and reasons that explain the main clause.**

I'm lucky I can get by on six hours of sleep, **considering that** most people need eight.

**As long as introduces a condition on which the main clause depends.**

I can manage on five hours of sleep, **as long as** I take a nap during the day.

**Unless introduces something that must happen in order to avoid a consequence.**

**Unless** I get a good night's sleep, I can easily fall asleep at school, at work, or even on the bus.

**(Just) in case introduces an undesirable circumstance that needs to be taken into account.**

I always set two alarm clocks **(just) in case** one of them doesn't go off.

**Only if or only ... if introduces a condition that must be met for the main clause to be true.**

I only wake up early **if** I have somewhere to be in the morning.

I wake up early **only if** I have somewhere to be in the morning.

**GRAMMAR PLUS**

**Clauses stating reasons and conditions**

**The following are all additional commonly used clauses that state reasons and conditions.**

**Now that introduces a change in general circumstances that explains the main clause. Now that means "because now."**

**Now that** I have a job that starts early, I have to leave the house by 6:30.

**Whether or not introduces a condition that might or might not occur and which will not influence the main clause. Note its two possible positions.**

She goes jogging every morning **whether or not** it's bad weather.

She goes jogging every morning **whether** it's bad weather **or not**.

**Provided / Providing (that) introduces a condition that must be met for the main clause to be true.**

**Provided that** I get all my schoolwork done, my weekend will be free.

**Providing that** I get a promotion, I'll stay with my company a few more years.

**GRAMMAR FOCUS**

**Infinitive and gerund phrases**

**It + be + adjective/noun + infinitive phrase is often used to comment on behavior. These sentences can also be restated with gerund phrases.**

**It's rude to ignore** your conversation partner.

**Ignoring** your conversation partner **is rude**.

**It's a good idea to try out** different topics.

**Trying out** different topics **is a good idea**.

**The word considered may also follow be in this kind of sentence.**

**It's considered impolite to interrupt** people.

**Interrupting** people **is considered impolite**.

**These sentences can also include the phrase for + person/pronoun.**

**It's customary for the complimenter to say** nice things about others.

Saying nice things about others **is customary for the complimenter**.

**GRAMMAR PLUS**

**Infinitive and gerund phrases**

**In a sentence with It's + adjective + infinitive, it is possible to follow the adjective with for and an object. The object can be a pronoun or a noun.**

**It's difficult for her to talk** about her feelings openly.

**It's customary for North Americans to make** frequent eye contact.

**For sentences in the negative, use not + infinitive or not + gerund.**

It's considered rude **not to thank** people who give you gifts.

**Not thanking** people who give you gifts is considered rude.

**Adjectives of feeling (glad, happy, pleased) cannot be used with the It's + adjective + infinitive structure. Instead, the sentence needs to say who has (or doesn't have) these feelings.**

**Most parents are happy to see** their children go to college.

**People are always delighted to get** compliments.

**GRAMMAR FOCUS**

**Reported speech**

**Statements**

It'**s** a big secret.

**Reported statements**

He said (that) it **was** a big secret.

**Statements**

I'**m getting** a terrible grade.

**Reported statements**

He said (that) he **was getting** a terrible grade.

**Statements**

They **got** engaged.

**Reported statements**

He said (that) they **had gotten** engaged.

**Statements**

We **weren't talking** about you.

**Reported statements**

They claimed (that) they **hadn't been talking** about me.

**Statements**

She'**s been** absent since Tuesday.

**Reported statements**

He said (that) she **had been** absent since Tuesday.

**Statements**

We **had never been** there before.

**Reported statements**

She said (that) they **had never been** there before.

**Statements**

I'**ll meet** you at the café.

**Reported statements**

He said (that) he **would meet** me at the café.

**Questions**

**Did** you **know** about the layoffs?

**Reported questions**

I asked him if he **had known** about the layoffs.

**Questions**

What **are** you **saying**?

**Reported questions**

I asked them what they **were saying**.

**Commands**

**Don't say** anything!

**Reported commands**

He warned his friend **not to say** anything.

**General truths**

The sun **rises** in the east.

**Reported general truths**

She said (that) the sun **rises** in the east. (No change in tense.)

**GRAMMAR PLUS**

**Reported speech**

**The modals can, may, must, have to, and don't have to change in reported speech. Might and should do not change. Also notice how the pronouns change in reported speech.**

**Statements**

You **can** go to the party with **me**.

**Reported statements**

She said I **could** go to the party with **her**.

**Statements**

I **may** go to a movie tonight.

**Reported statements**

He said he **might** go to a movie tonight.

**Statements**

We **must** tell him the truth.

**Reported statements**

They said they **had to** tell him the truth.

**Statements**

He **has to** go to the bank.

**Reported statements**

He said he **had to** go to the bank.

**Statements**

You **don't have to** pay **me** back.

**Reported statements**

She said I **didn't have** **to** pay **her** back.

**Statements**

We **might** get married.

**Reported statements**

She said they **might** get married.

**Statements**

I **should** replace **my** old laptop.

**Reported statements**

He said he **should** replace his old laptop.

**Say and tell are used differently in reported speech. Tell must be followed by a noun or object pronoun. Say is not followed by a noun/pronoun object.**

**Statements**

Don't park the car there.

**Reported statements**

She **told me** not to park the car there.

She **said** not to park the car there.

**GRAMMAR FOCUS**

**Present perfect vs. simple past**

**Use the present perfect to report a recent event without giving a specific time reference.**

I'**ve locked** my keys in the car.

**Use the simple past to report an event with a specific time reference.**

**After a day at the mall**, the woman **went out** to her car.

I **started** teaching her to paint **last year**.

**GRAMMAR PLUS**

**Present perfect vs. simple past**

**Use the present perfect to report a repeated past event that could continue into the present.**

Thieves **have robbed** three banks this year.

The seal **has painted** four pictures so far.

**Use the present perfect to report an event that has an effect on the present, or is still relevant.**

She'**s been** more careful since she lost her car keys.

The store **has had** a security camera for a month now.

**GRAMMAR FOCUS**

**Present perfect vs. present perfect continuous**

**Use the present perfect continuous to describe temporary situations and actions that are not yet completed. The present perfect describes permanent situations and recently completed actions.**

A dog **has been stealing** all the attention. (temporary situation)

I've always **surfed** with my dog. (permanent situation)

Maggie **has been amazing** visitors by painting for her supper. (not yet completed action)

I'**ve locked** my keys in the car. (recently completed action)

**Use the present perfect with the passive or with stative verbs such as be, love, and have.**

He'**s** always **loved** it.

**GRAMMAR PLUS**

**Present perfect vs. present perfect continuous**

**Some verbs, such as live, work, study, give/take (lessons), and teach, express the idea of an ongoing action. They can usually be used in either the present perfect or the present perfect continuous.**

He **has lived** in London for eight years.

He **has been living** in London for eight years.

I **have taken** violin lessons since I was three.

I **have been taking** violin lessons since I was three.

**GRAMMAR FOCUS**

**Adverbs with the simple past and past perfect**

**Use these adverbs with the simple past to describe something that happened at a later time.**

**Afterwards**, / **Later**, / **The next day**, we all **laughed** about it.

**Use these adverbs with the simple past to describe two things that happened at the same time.**

**When** / **As soon as** / **The moment** I **got** to work, my boss **asked** to speak to me.

**Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.**

**Up until then**, / **Before that**, / **Until that time**, I **had** never **lost** anything important.

**GRAMMAR PLUS**

**Adverbs with the simple past and past perfect**

**When and the simple past and past perfect can be used to express different time relationships.**

**When** I arrived in Bangkok, my connecting flight **had already departed**.

**When** I arrived in Bangkok, my friend **met** me at the airport.

**When before makes the sequence of events clear, the simple past or past perfect can be used.**

It **began** to rain **before** she boarded the plane.

It **had begun** to rain **before** she boarded the plane.

**Yet and already are used with both the present perfect and past perfect to show that an event took place earlier.**

It **had already started** raining when I arrived in Bangkok.

It **hadn't started** raining **yet** when I arrived in Bangkok.

**GRAMMAR FOCUS**

**Passive of present continuous, present perfect, future**

**Use the passive for actions where the emphasis is on the object of the action.**

**Use the passive of the present continuous for ongoing actions.**

More employees **are being allowed** to work remotely for part of their workweek.

**Use the passive of the present perfect for recently completed actions.**

Music fans **have been given** access to nearly unlimited music libraries in "the cloud.”

**Use will + passive or be going to + passive for actions that will begin in the future.**

Most store purchases **will be made** by using a mobile device linked to an online account.

More and more doctor's examinations **are** likely **going to be done** over the Internet.

**GRAMMAR PLUS**

**Passive of present continuous, present perfect, future**

**If the agent (the person or thing doing the action) is unknown or obvious from the context, it's better to use a passive form. However, if the person or thing doing the action needs to be emphasized, it's better to use an active form.**

The spyware **is being used** to collect information about college students. (Agent is unknown.)

Social networking sites **have been used** in criminal investigations. (Agent is clear from context.)

A criminal organization **has created** this virus, not an amateur hacker. (Agent is emphasized.)

**The passive is very rarely used with the present perfect continuous. Use the passive of the present perfect instead.**

People **have been posting** more videos to the Internet this year than ever before.

More videos **have been posted** to the Internet this year than ever before.

**GRAMMAR FOCUS**

**Negative and tag questions for giving opinions**

**Use negative questions or tag questions to offer an opinion and invite someone to react.**

**Isn't it** weird how some people use mobile devices constantly?

**Doesn't it seem** like kids spend too much time playing violent video games?

**Wouldn't it be** great if phones came loaded with even more apps?

**Shouldn't the government fine** sites that contain false information?

Apps are cool, **aren't they**?

It makes kids more aggressive, **doesn't it**?

**Use the phrase don't you think to form negative or tag questions for opinions.**

**Don't you think** there are too many websites full of misinformation?

It's actually dangerous, **don't you think**?

**GRAMMAR PLUS**

**Negative and tag questions for giving opinions**

**Use past negative and tag questions to offer an opinion about a past event and invite someone to react.**

**Wasn't it** weird how the manager's microphone kept turning on and off during his speech?

**Didn't it seem** like the manager's speech would never end?

**Shouldn't the company have provided** us with coffee before the speech?

The manager's speech was really boring, **wasn't it**?

The manager has given some pretty boring speeches, **hasn't he**?

The manager's speech had just put about everyone to sleep when the fire alarm rang, **hadn't it**?

**In informal spoken English, they can be used as the pronoun in tag questions when the subject is somebody, someone, everybody, everyone, nobody, or no one.**

**Everyone** we know had a cell phone in school, didn't **they**?

Yes, they did.

**Somebody** has hacked into your computer, haven't **they**?

Yes, they have. / No, they haven't.

**Use an affirmative tag question when the subject is a negative, such as nobody or nothing.**

**Nobody** left any voice mail messages, **did they**?

Yes, they did. / No, they didn't.

**GRAMMAR FOCUS**

**Reduced relative clauses**

**You can shorten a relative clause by dropping the relative pronoun and the verb be.**

Someone (**who** / **that is**) **able to think quickly** might be a good surgeon.

A person (**who** / **that is**) **looking for adventure** could be a private detective.

A person (**who** / **that is**) **trained in music** might be a good DJ.

**You can also drop who / that and change the verb to the gerund.**

Someone **who** / **that needs job security** might not want to be a jazz musician.

Someone **needing job security** might not want to be a jazz musician.

**In many relative clauses, who/ that + the verb have can be replaced by with.**

A person **who** / **that has a good voice** could be a good TV journalist.

A person **with** a **good voice** could be a good TV journalist.

**GRAMMAR PLUS**

**Reduced relative clauses**

**Non-defining relative clauses with be can be reduced in the same way as defining relative clauses. Notice the use of commas.**

Einstein, **who is thought to be one of the greatest minds of the twentieth century**, struggled in school.

Einstein, **thought to be one of the greatest minds of the twentieth century**, struggled in school.

Curtis James Jackson III, **who is better known as the singer 50 Cent**, used to be a boxer.

Curtis James Jackson III, **better known as the singer 50 Cent**, used to be a boxer.

**GRAMMAR FOCUS**

**Non-defining relative clauses as sentence modifiers**

**﻿You can use non-defining relative clauses with which to make a comment about an entire sentence.**

I have three cats, **which means there's usually a lot of cat fur on my clothes**.

My roommate is a slob, **which is why I want to get my own apartment**.

**GRAMMAR PLUS**

**Non-defining relative clauses as sentence modifiers**

**Non-defining relative clauses can be used as sentence modifiers and can contain almost any verb. Some of the most common ones are surprise, depress, encourage, suggest (that), contribute to, and result in. Note that the verbs that describe emotion must be followed by an object.**

My husband tried to repair a leak with aluminum foil, **which has resulted in a ruined silk carpet**.

My teacher praised my English today, **which encourages me to study harder**.

Peter has been happier since he took up golf, **which suggests that hobbies are good for a person both mentally and physically**.

I learned how to clean jewelry with toothpaste, **which depressed me because it meant I had wasted a fortune on expensive cleaners**.

I've started making my own clothes, **which has contributed to financial savings and a full closet**!

**GRAMMAR FOCUS**

**Clauses and phrases showing contrast and exception**

**﻿Use while, unlike, and in contrast to in order to present contrasting information, especially in writing.**

**While** the typical Italian person studies until the age of 22, the typical Japanese person studies until the age of 24.

**Unlike** the Japanese, Italians seem to drink a lot of bottled water.

**In contrast to** Italians, the Japanese travel a lot more by rail.

**Use except (that), except (for), and except for the fact (that) to show an exception.**

Both like TV, **except** (**that**) the typical Italian person watches more.

Italian and Japanese people are fairly different, **except for** the age they get married.

Japanese people typically consume less, **except for the fact that** they drink more tea.

**GRAMMAR PLUS**

**Clauses and phrases showing contrast and exception**

**The following are additional common phrases that show contrast and exception.**

**Use whereas, especially in formal writing, to present contrasting information.**

**Whereas** the bottled water market is huge in Italy, it is very small in Japan.

**Use except (for) or with the exception of to show an exception within a group.**

Everyone in my family, **except for** my mother, plays a musical instrument.

Everyone in my family, **with the exception of** my mother, plays a musical instrument.

**GRAMMAR FOCUS**

**Past habitual with used to and would**

**Used to and would can both be used to describe past habitual actions or situations which are no longer true. However, would cannot be used with stative verbs such as live, be, have, or like.**

You always **used to make** me laugh.

My job **didn't use to be** so demanding!

Remember the way we **would sit** around talking?

I **would see** some great jacket, but you **wouldn't let** me buy it.

**GRAMMAR PLUS**

**Past habitual with used to and would**

**To ask questions about a habitual action or situation in the past, use Did... use to...? (NOT Would...?).**

**Did you use to listen** to rock music when you were younger?

**Did you use to share** a bedroom with your little brother?

**Use the negative question Didn't... use to... ? to confirm a guess about habitual actions or a situation in the past.**

**Didn't you use to work** at a grocery store after school?

**Didn't he use to play** on the school soccer team?

**GRAMMAR FOCUS**

**Relative clauses and noun clauses**

**A relative clause can occur in the subject or the object of a sentence.**

Something **that bugs me** is people **who take up two seats on a crowded bus**.

The thing (**that**) **I can't stand** is co-workers **who / that leave their cell phones ringing on their desks**.

**Some sentences use a relative clause and a noun clause beginning with a question word such as when.**

The thing (**that**) **I hate** is **when kids ride their scooters on the sidewalk**.

One thing **that bothers me** is **when my friends don't show up on time for things**.

**GRAMMAR PLUS**

**Relative clauses and noun clauses**

**In some relative clauses, the relative pronoun (who, that, or which) can be omitted.**

**In an object relative clause, a relative pronoun (who, that, or which) is optional. Relative pronouns are only required when they function as the subject of a relative clause.**

My friend told our classmates a secret. I had told him that secret.

My friend told our classmates a secret (**that**) I had told him.

**In a subject relative clause, a relative pronoun (who, that, or which) is necessary because it functions as the subject of the relative clause.**

I have a roommate. She never cleans the kitchen.

I have a roommate **who** never cleans the kitchen.

**GRAMMAR FOCUS**

**Simple and complex indirect questions**

**﻿Simple indirect questions use statement word order and begin with expressions such as I wonder, I'd like to know, or I can't understand.**

Why don't they have more buses at rush hour?

I wonder why **they don't have** more buses at rush hour.

**Complex indirect questions also use statement word order. In addition, they begin or end with clauses or phrases with be.**

Will I be able to get into the class?

**My big concern is** whether I'll be able to get into the class.

How can anyone afford them?

How anyone can afford them **is beyond me**.

**GRAMMAR PLUS**

**Simple and complex indirect questions**

**If the beginning clause of an indirect question is in statement word order, the sentence is a statement and ends with a period.**

**I'm curious about** why he didn't complain to the landlord.

**I'm not sure** who is responsible for repairing the roads.

**The big question is** if/whether we can get the city officials to listen to our concerns.

**If the beginning clause of an indirect question is in question word order, the sentence is a question and ends with a question mark.**

**Do you have any idea** if/whether I need a visa to visit China?

**Could you tell me** where I can go to pay my parking ticket?

**Don't you wonder** how a place with such poor service stays in business?

**GRAMMAR FOCUS**

**Present unreal conditional with unless, only if, and even if**

**Unless clauses include exceptions that would change the speaker's decision.**

I **wouldn't try** to return it **unless** it **were** a large amount.

I **would** keep it a secret **unless** my boss **asked** me directly about it.

**Only if clauses stress the condition for the result.**

I **would** keep it a secret **only if** I **liked** my co-worker.

**Even if clauses are followed by unexpected results.**

**Even if** I **were** really broke, I'**d** give the money to the police.

**GRAMMAR PLUS**

**Present unreal conditional with unless, only if, and even if**

**To ask a follow-up question after a yes/no question, a shortened conditional can be used, especially in spoken or informal English. The positive shortened conditional is if so, and the negative shortened conditional is if not.**

Would you consider lying to a good friend to avoid hurting your friend's feelings? **If so**, what kinds of things would you lie about?

Are you sure your friends are loyal and trusting? **If not**, you shouldn't tell them your secrets.

**GRAMMAR FOCUS**

**Wishes and regrets**

**For wishes about the present and future, use wish + simple past, past continuous, or could I would + verb.**

I **wish** I **had** enough nerve to ask for a promotion.

I **wish** I **could find** the time to do volunteer work.

**For regrets about the past, use wish + past perfect.**

I **wish** I'**d taken** a few Spanish classes.

I **wish** I **hadn't given** my parents such a hard time when I was growing up.

**For regrets about the past, use if + past perfect and could I would have + past participle.**

**If** I **had stuck** with something, I **could have gotten** good at it.

**For strong wishes about the present or future, or for strong regrets about the past, use if only. If only clauses are often used without a main clause.**

**If only** my boss **would consider** promoting me!

**GRAMMAR PLUS**

**Wishes and regrets**

**Wishes and regrets often use comparative words, such as (not) enough, more, less, and better, and intensifiers, such as really and very.**

I did**n't** save **enough** money last summer.

I wish I had saved **more** money last summer.

I spent **too much** money on video games last year.

If only I had spent **less** money on video games last year.

I bought **too many** clothes this weekend.

I wish I had bought **fewer** clothes this weekend.

I do**n't** understand math very **well**.

I wish I understood math **better**.

I got **really** angry at my friend last night.

If only I had**n't** gotten **so** angry at my friend last night.

**GRAMMAR FOCUS**

**Future perfect and future perfect continuous**

**Use the future perfect to emphasize that something will be completed or achieved by a particular point in the future.**

By this time next year, your self-confidence **will have increased**.

**Use the future perfect continuous to emphasize the duration of an activity in progress at a particular point in the future.**

By the end of next year, you **will have been studying** your chosen language for 12 months.

**GRAMMAR PLUS**

**Future perfect and future perfect continuous**

**When using the future perfect or future perfect continuous, the particular point in the future is often referred to in another part of the sentence.**

**By this time next year**, your commitment to language study is going to have gotten stronger.

**On August 1**, I will have been living overseas for six months.

**After a few months**, you're going to have made real progress with English.

**Before next spring**, he will have finished most of his course work.

**By the time you arrive in New York**, Marisa will have already received the package you sent.

**When the van arrives**, I will have been packing for two days, and I probably won't have finished.

**Before I leave for Paris**, I will already have sold my house and put my things in storage.

**After I finish this**, I will have completed everything on my "to do" list.

**GRAMMAR FOCUS**

**Mixed conditionals**

**Use had / hadn't + past participle and would / wouldn't to talk about hypothetical events in the past that have effects on the present.**

If you **hadn't been** so nice, you **would** probably still **have** your wallet!

If someone **had broken into** your room, you **would** probably still **be trying** to get home!

**GRAMMAR PLUS**

**Mixed conditionals**

**Conditionals can appear in many forms. They can describe how situations in the past affect situations in the past, the present, or the future.**

**Use a past form in both the if clause and the result clause to talk about true events in the past.**

When I was younger, if I **didn’t behave** well, my parents **were** disappointed.

If we **got** lost during our trip last year, we just **asked** someone for directions.

**Use the past perfect in the if clause and would / wouldn't have + the past participle of the verb in the result clause to talk about hypothetical situations in the past that had effects on the more recent past.**

If I **had been born** with a good voice, I **would have started** my own band a long time ago.

**Use the past perfect in the if clause and would/wouldn't + verb in the result clause to describe hypothetical situations in the past that have effects on the present.**

If I **had studied** harder when I was in school, I **would have** a better job today.

**Use the past perfect in the if clause and would I wouldn't + verb in the result clause to talk about hypothetical situations in the past that have effects on the future.**

If she **had booked** her flight before now, she **would be** in Paris next week.

If I **hadn't taken** a year off from school, I **would be graduating** this June.

**Passages 2**

**GRAMMAR FOCUS**

**Phrasal verbs**

**A phrasal verb is a verb plus a particle, such as down, into, out, or up. The meaning of a phrasal verb is usually different from the meaning of its parts.**

**Separable phrasal verbs can take objects before or after the particle.**

**If the object is a pronoun, it always appears before the particle.**

A friend is someone who **brings out** the best in you.

A friend is someone who **brings** the best **out** in you.

A friend is someone who **cheers** you **up** when you're feeling bad.

**With inseparable phrasal verbs, the object cannot go between the verb and the particle.**

Good friends are always happy to help when you **run into** a problem.

**Three-word phrasal verbs have a particle and a preposition.**

Make new friends, but **hang on to** the old ones.

**Intransitive phrasal verbs don't take objects.**

True friends don't **drift apart**.

**GRAMMAR PLUS**

**Phrasal verbs**

**Additional phrasal verbs**

**Separable:** call off, count out, cut off, get across, hand over, pass up, take back.

**Inseparable:** go over, hang around, live up to, look after, pick on, run out of, touch on.

**Intransitive:** catch on, come along, come over, fall apart, show up, turn out.

**Certain intransitive two-word phrasal verbs, when followed by a preposition, can then take an object.**

back down (from)

cut back (on)

drop out (of)

give in (to)

catch up (to)

cut down (on)

get along (with)

give up (on)

check out (of)

drop in (on)

get away (with)

look back (on)

When confronted with an argument, Mark never **backs down**.

Mark never **backs down from** an argument.

**GRAMMAR FOCUS**

**Gerund and infinitive constructions**

**These verbs are normally followed by a gerund: appreciate, consider, enjoy, give up, keep, put off, suggest.**

They're **considering starting** a company team!

**These verbs are normally followed by an infinitive: ask, decide, expect, intend, need, refuse, seem, tend.**

I never **expected to meet** so many nice people!

**These verbs are followed by either a gerund or an infinitive: begin, bother, continue, hate, prefer, start.**

Last month I **started taking / to take** a cooking class.

**Infinitives and gerunds can also occur in the passive voice. They follow the pattern subject + verb + being / to be + past participle.**

I **kept being invited** by my co-workers to a lunchtime yoga class.

She **asked to be chosen** for the job.

**GRAMMAR PLUS**

**Gerund and infinitive constructions**

**The verbs forget, mean, and regret can be followed by either an infinitive or a gerund. However, the meaning is significantly different in each case.**

**Forget followed by an infinitive refers to something you didn't actually do. Forget followed by a gerund refers to an action that you in fact did earlier.**

Marcello **forgot to meet** his best friend at the train station.

Marcello never **forgot meeting** his favorite actor.

**Mean followed by an infinitive means "intend." In this case, mean is usually used in the negative or in the past tense. Mean followed by a gerund means "involve or necessitate."**

I **meant to visit** Sheila while I was in Hawaii, but I didn't have the chance.

Inviting Emile to the party **means inviting** Eva, too. She'd be so insulted if we didn't.

**Regret followed by infinitives such as inform, announce, and say is a polite way of introducing bad news in official communication. Regret followed by a gerund means "be sorry for/about."**

The corporation **regrets to inform** you that all job vacancies have been filled.

Donna really **regretted missing** her best friend's wedding.

**Be + adjective expressions are often followed by an infinitive.**

be amazed

be determined

be ashamed

be eager

be happy

be hesitant

be lucky

be ready

**Be + adjective + preposition and verb + preposition expressions are often followed by a gerund.**

be bored with

be convinced of

apologize for

complain about

be good at

be used to

object to

participate in

be worried about

take part in

think of

**GRAMMAR FOCUS**

**Review of verb patterns**

**Study the following common verb patterns.**

**a. verb + infinitive**

When I choose clothes, I **tend to think** of comfort first and appearance second.

**b. verb + object + infinitive**

Celebrities sometimes **inspire me to change** the way I look.

**c. verb + gerund**

I **hate choosing** my outfits in the morning.

**d. verb + object + preposition + gerund**

High prices rarely **prevent me from buying** quality clothing.

**GRAMMAR PLUS**

**Review of verb patterns**

**Here are some verbs that are used with each pattern.**

**a. verb + infinitive**

afford, fail, hasten, learn, prepare, proceed, seek, strive

I really **strive to wear** the latest styles and trends.

**b. verb + object + infinitive**

advise, allow, authorize, cause, convince, encourage, instruct, permit, persuade, urge

The salesperson **convinced me to buy** a dress I knew I didn't need.

**c. verb + gerund**

can't help, can't see, can't stand, enjoy, get through, keep on, (not) mind, miss, postpone, risk

I **can't see paying** high prices for clothes that will be out of style in a year.

**d. verb + object + preposition + gerund/noun**

blame (for), dissuade (from), forgive (for), interest (in), keep (from), suspect (of), thank (for)

Can I **interest you in going** on a shopping spree with me?

**GRAMMAR FOCUS**

**Cleft sentences with what**

**You can add what and a form of be to a sentence when you want to emphasize information. The resulting sentence is called a cleft sentence.**

A person's smile **is really important to me**.

**What's really important to me is** a person's smile.

**For sentences with verbs other than be, insert what at the beginning of the sentence and a form of be after the main verb.**

**I always notice** a person's hands.

**What I always notice** **is** a person's hands.

**GRAMMAR PLUS**

**Cleft sentences with what**

**To emphasize the whole sentence rather than just the part following the main verb, use a cleft sentence with what and a form of the verb do.**

I try to project a positive attitude.

**What I try to project is** a positive attitude. (emphasizes a positive attitude)

**What I do is** try to project a positive attitude. (emphasizes the whole sentence)

She complained to the waiter about the quality of the food.

**What she complained about to the waiter was** the quality of the food.

**What she did was** complain to the waiter about the quality of the food.

**Cleft structures can include expressions like the reason why, the thing that, the place where, and the person who. These structures are typically used with the verb be.**

I'm wearing sunglasses to protect my eyes.

**The reason why** I'm wearing sunglasses **is** to protect my eyes.

I do all my shopping at the mall.

**The place where** I do all my shopping **is** (at) the mall.

**GRAMMAR FOCUS**

**Indefinite and definite articles**

**Review these rules for the indefinite articles a and an and the definite article the.**

**Use an indefinite article (a or an) when you mention a singular countable noun for the first time, or no article for plural countable and uncountable nouns. When you refer to the same item again, use the.**

With just one cell from **a** live or dead **animal**, an exact copy of **the animal** can be created.

**If you use a plural noun to make a general statement, do not use an article. However, if you make the same statement using a singular noun, use the or a / an.**

Technology can already identify thoughts from scans of activity patterns in **human brains**.

Technology can already identify thoughts from scans of activity patterns in **the / a human brain**.

**When making a general statement, do not use an article with uncountable nouns (technology, education, shopping, love, etc.).**

**DNA** offers the longest duration for digital **storage**.

**Use the with superlatives and with sequence markers such as first, last, next, etc., but don't use the with time expressions such as last night or next month.**

**The first attempts** identified simple thoughts.

**GRAMMAR PLUS**

**Indefinite and definite articles**

**In completely general statements with uncountable nouns, do not use an article before the noun. However, the is required when the noun is made more specific by a modifying phrase following it.**

**Ethics** is becoming an important part of the field of genetics.

**The ethics of cloning** should be addressed by experts in the field.

**Image** is an important part of success.

**The image she projected** did not serve her well in court.

**With certain exceptions, do not use the before:**

countries (exceptions: the Philippines, the United Arab Emirates, the United Kingdom, the United States) streets and cities (exception: the Hague)

individual lakes, bays, islands, continents, mountain peaks (exception: the Matterhorn)

**Do use the before:**

rivers, oceans, seas, gulfs, mountain ranges, peninsulas, deserts, forests

**GRAMMAR FOCUS**

**-ing clauses**

**To express two actions performed by the same person or thing in a single sentence, we can include an -ing clause. An -ing clause contains an -ing participle.**

**The two actions happen at the same time or one action happens during another action.**

The next day in class, my laptop crashed **opening** the file.

(My laptop crashed while / when it was opening the file.)

**Trying** to stay calm, I gave the presentation as best I could from memory.

(I was trying to stay calm while I gave the presentation.)

She is at her desk **typing** a paper.

(She is at her desk, and she is typing a paper.)

**When one action happens before another action, use having + past participle.**

**Having gotten** several calls from me, my parents became really worried.

(My parents got several calls from me, and then they became really worried.)

**Reasons and explanations for actions can also be expressed with -ing clauses.**

**Being too embarrassed to call him at home**, I had to go to work after all to access the network.

(Because I was too embarrassed to call him at home, I had to go to work.)

**GRAMMAR PLUS**

**-ing clauses**

**When -ing clauses begin a sentence, the agent of the -ing clause must be the subject of the main clause that follows.**

**Incorrect:** Trying hard to fix my computer, **the dog** kept staring at me.

(The agent of the -ing clause seems to be the dog.)

**Correct:** Trying hard to fix my computer, **I** noticed the dog staring at me.

(The agent of the -ing clause and the subject of the main clause are the same.)

**Incorrect:** Doing yard work, **his clothes** got very dirty. (The agent of the -ing clause seems to be his clothes.)

**Correct:** Doing yard work, **he** got dirt all over his clothes. (The agent of the -ing clause and the subject of the main clause are the same.)

**In addition to starting a sentence, -ing clauses can also follow these expressions:**

have a good time

have an easy time

have fun

spend time

have a hard time

have difficulty

have problems

waste time

**GRAMMAR FOCUS**

**Reporting clauses**

**To report what someone says, thinks, believes, etc., you can use a sentence that includes a reporting clause. The use of the word that is optional.**

In Turkey, **many people agree (that)** when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.

In Venezuela, **some people say** (**that**) if someone passes a broom over your feet, you will never get married.

**The following verbs are often used in reporting clauses.**

**More formal**: argue, assert, claim, report

**More conversational**: admit, agree, assume, believe, doubt, explain, feel, say

**GRAMMAR PLUS**

**Reporting clauses**

**In reporting clauses, verbs such as admit, agree, announce, comment, complain, confess, disclose, explain, inform, and reveal are frequently followed by an indirect object. In this case, that should be retained for clarity.**

Several people **agreed with me that** logic, not superstition, is the best way to make decisions.

Max **explained to the teacher that** a black cat never means bad luck in his country.

**The following nouns are also often used in reporting clauses. Here, too, that is helpful in making the meaning clear and should be retained.**

accusation

argument

assertion

claim

comment

decision

explanation

remark

response

suggestion

Bill made the **assertion that** he'd have no luck at all if it weren't for bad luck.

Liliana repeated her **argument that** only foolish people believe in magic.

The class rejected Niran's **suggestion that** we cancel class on Friday the 13th.

**GRAMMAR FOCUS**

**Reporting clauses in the passive**

**To report a general claim or opinion, you can use a passive form of a reporting verb and it. Notice that the agent is often omitted and understood to be "some people” or “many people.**"

**It was explained** **(that)** the device emits a sound that irritates young people.

**It is said (that)** the video ran for over nine months.

**GRAMMAR PLUS**

**Reporting clauses in the passive**

**The following verbs can be used in reporting clauses in the passive.**

announce

confirm

deny

estimate

maintain

observe

reveal

rumor

suggest

understand

**Reporting clauses in the passive are commonly used with a variety of structures.**

**Simple present:** It **is suggested** that passengers report anything suspicious to the driver.

**Simple past:** It **was** flatly **denied** that a nuclear submarine had been lost in the Arctic Ocean.

**Present perfect:** It **has been estimated** that the construction of Stonehenge took over 20 million hours.

**Past perfect:** It **had been rumored** that a monster was living in the lake.

**With modals:** It **couldn't be denied** that many mysteries elude scientific understanding.

**With past modals:** It **should have been confirmed** that the flight would be delayed.

**Reporting clauses in the passive are used in written and formal English and are not common in conversation.**

**GRAMMAR FOCUS**

**Sentence adverbs**

**Sentence adverbs modify a whole sentence, not just part of it. Many adverbs can be used in this way. Sentence adverbs express the speaker's attitude, opinion, or reason for speaking.**

**Certainty: clearly, definitely, obviously, unquestionably**

**Unquestionably**, studios are interested in producing a lot more movies about superheroes.

**Less certainty: apparently, seemingly, supposedly**

**Seemingly**, there have been more women cast in leading roles in successful movies.

**Possibility and probability: possibly, potentially, probably**

Box office profits will **possibly** continue to fall in the United States.

**Talking honestly and directly: frankly, honestly, seriously**

**Honestly**, I hope that having more courageous heroines will be a trend that lasts and not just a passing fad.

**Summarizing: basically, essentially, fundamentally, mainly, overall**

**Overall**, the animated movies I take my children to see these days are visually spectacular.

**Other attitudes: amazingly, surprisingly, not surprisingly, predictably, fortunately, unfortunately**

**Not surprisingly**, the other adults I see at the theater also enjoy these movies as much as the kids do.

**GRAMMAR PLUS**

**Sentence adverbs**

**To express the speaker's attitude about the entire sentence, sentence adverbs are most often located at the beginning of the sentence and set off by a comma.**

**Predictably**, the hero of the movie won the heart of the girl.

**Sentence adverbs can be used in place of longer clauses that modify a sentence.**

**People were amazed** that the movie sold 26 million tickets on its opening weekend.

**Amazingly**, the movie sold 26 million tickets on its opening weekend.

**Nobody was surprised that** the sequel was also extremely popular.

**Not surprisingly**, the sequel was also extremely popular.

**The following conjunctive adverbs link a sentence with a preceding idea.**

accordingly

consequently

hence

indeed

meanwhile

otherwise

thus

The coming attractions ended and the movie began; **accordingly**, the audience fell silent.

**GRAMMAR FOCUS**

**Such . . . that and so . . . that**

**So and such, such... that, so... that, so much/little... that, and so many / few... that are commonly used to express extremes in exclamatory sentences.**

**a. Such is followed by a noun (usually modified by an adjective).**

It's **such** a great show **that** I bought all eight seasons.

**b. So is followed by an adjective or adverb.**

Dr. House is **so** foul-tempered **that** I hated him when I first started watching the show.

**c. So many and so few are followed by countable nouns.**

The dialogue is packed with **so many** jokes **that** it's nonstop laughs from beginning to end.

**d. So much and so little are followed by uncountable nouns.**

My busy schedule leaves me **so little** TV time **that** I don't want to waste it watching mediocre sitcoms.

**GRAMMAR PLUS**

**Such . . . that and so . . . that**

**In written English, so and such are most often followed by a that clause. However, in conversation, so and such are frequently used alone to express emphatic stress.**

The host on that game show is **so** funny!

That actress plays her role **so** convincingly!

The writers of that new sitcom show **such** originality!

That was **such** a great documentary!

**So much, so little, so many, and so few can also be used without a that clause and for emphatic stress.**

There are **so many** reality TV shows these days!

That game show gives away **so much** money!

**In conversation, much and little can be used as adverbs following so.**

Why do you watch TV **so** **much**? (much = "frequently")

That actor is featured **so little** that I sometimes forget he's on the show. (little = "infrequently")

**Much, little, many, and few can also serve as pronouns for nouns.**

TV can be bad for your health. I sometimes watch so **much** (TV) my eyes hurt.

He needs more free time. He has so **little** (free time) he can't keep up with the latest TV shows.

I don't watch soap operas anymore. I've seen so **many** (soap operas) that I'm tired of them.

TV news requires reporters, but there are so **few** (reporters) that many stories aren't covered.

**GRAMMAR FOCUS**

**Double comparatives**

**You can use two comparatives, each preceded by the, in order to show how one quality or amount is linked to another. The first comparative expresses a condition for the second comparative.**

**The more** you like to dance, **the more** you appreciate music with a Latin beat.

**The more** I hear a pop song on the radio, **the less** I feel like buying it.

**The more exciting** the soundtrack, **the better** the movie seems.

**The louder** the music gets, **the sooner** I feel like leaving.

**The less** 80s pop music I hear, **the better**.

**GRAMMAR PLUS**

**Double comparatives**

**These structures are commonly used in double comparatives.**

**The+more/ less + clause**

**The more I listen to classical music**, the more I appreciate it.

**The + comparative form of adjective + clause**

**The more romantic a song is**, the less my brother wants to listen to it.

**The + comparative form of adverb + clause**

**The louder Mario plays his stereo**, the more his neighbors complain.

**The + more / less / fewer + noun / gerund + clause**

**The more dancing you do**, the more natural you'll feel on the dance floor.

**Short double comparatives without verbs are common in conversation. Many of them end in the better.**

The more, the merrier!

The bigger, the better!

The sooner, the better!

**GRAMMAR FOCUS**

**Will and would for habits and general truths**

**You can use would to express habitual actions in the past. Would is more formal than used to and is frequently used in past narratives. Would needs to be clearly associated with a time in the past.**

From a very young age, Adele **would** perform for her mother.

**You can use will to express personal habits or characteristic behavior in the present.**

Today, superstar Rihanna **will** often reinvent her look with startling new hairstyles and clothes.

**Will is also used to express facts that are generally true.**

True talent **will** always be noticed.

**GRAMMAR PLUS**

**Will and would for habits and general truths**

**Used to and would are both used to express habits in the past.**

Before he became a big star, Mark **used to** play music on the street for money.

Before he became a big star, Mark **would** play music on the street for money.

**However, would cannot be used with stative verbs such as be, have, like, live, love, mean, and own.**

**Correct:** When I was young, I **used to** have a clarinet.

**Incorrect:** When I was young, I **would** have a clarinet.

**GRAMMAR FOCUS**

**Optional and required relative pronouns**

**In defining relative clauses, when the relative pronoun is the subject of the clause or it shows possession, the relative pronoun is required. When it is the object, it is usually optional.**

**Subject of clause (relative pronouns that, which, or who required)**

People **who** / **that** are concerned with the effects of pesticides on the environment are buying organic produce.

Social exercise programs **that** / **which** offer fun group workouts are on the rise.

**Showing possession (relative pronoun whose required)**

More professionals **whose** managers allow it are opting to telecommute, or work from home.

**Object of clause (relative pronouns that, which, who, or whom optional)**

Hybrid cars are an option (**that** / **which**) more people are choosing.

Some elementary schools now offer classes for children (**who** / **whom** / **that**) they once considered too young.

**GRAMMAR PLUS**

**Optional and required relative pronouns**

**When the relative pronoun is the complement (or object) of a preposition, whom is required (not who).**

No one can live on that land now except indigenous people **to whom** special permits have been given.

**Similarly, which is required (not that) when the preposition precedes the relative pronoun.**

My parents' generation stood for certain principles **against which** my generation has rebelled.

**The relative pronoun whose is not only used for people. It can also represent animals or things. This relative pronoun is required.**

There are some new fitness classes **whose** purpose is to provide safe exercise for the elderly.

**GRAMMAR FOCUS**

**As if, as thought, as, the way, and like**

**As if and as though often introduce clauses that describe impressions about feelings or behavior after verbs such as act, behave, feel, look, seem, and talk.**

Still, I feel **as if** / **as though** something is missing.

**As and the way introduce clauses that express a comparison.**

I'm thinking of joining a volunteer program to help build houses for the needy **as** / **the way** a few of my friends have.

**In informal English, the word like can be used instead of as if I as though and as/ the way.**

It seems **as though** the job was made for me!

It seems **like** the job was made for me!

**GRAMMAR PLUS**

**As if, as thought, as, the way, and like**

**When as introduces a clause expressing a comparison, subject-verb inversion can occur in affirmative sentences.**

**With do:** Marissa has a lot of trouble accepting change, **as does Trina**.

**With auxiliary verbs:** Mitt has coped well with changes at work, **as have his co-workers**.

**With modals:** Grandma would tell us stories of the old days, **as would Grandpa**.

**With be:** Marcel is wary of technology, **as is his whole family**.

**When both clauses have the same subject, as if and as though clauses with adjectives or past participles are frequently shortened by removing the subject and be.**

Bill is talking about quitting his job, **as though (he were)** single and carefree.

Marvin sat motionless in front of his new media center, **as if (he were)** glued to the chair.

**Notice that we use a past form of a verb after as if and as though when these phrases are followed by a hypothetical or unreal situation.**

Bill is talking about quitting his job **as though** he **were** carefree. (He has responsibilities.)

Some young people replace their gadgets every year **as if** they **had** all the money in the world.

**GRAMMAR FOCUS**

**Placement of direct and indirect objects**

**For most verbs in English, including get, give, lend, offer, sell, send, show, teach, and tell, direct and indirect objects follow these patterns:**

**Pattern A**

**direct object + to / for + indirect object**

You can **send information to other shoppers**.

**Pattern B**

**indirect object + direct object**

You can send **other** **shoppers information**.

**Pattern A**

**direct object + to / for + indirect object**

You can send **information to them**.

**Pattern B**

**indirect object + direct object**

You can send **them information**.

**Pattern A**

**direct object + to / for + indirect object**

You can send **it to other shoppers**.

You can send **it to them**.

**With verbs such as announce, describe, explain, mention, provide, recommend, return, and say, the indirect object cannot precede the direct object. Sentences follow Pattern A above.**

It provides **information** about in-store sales **to bargain hunters** free of charge.

It provides **it to them** free of charge.

**With verbs such as allow, ask, cause, and cost, the indirect object precedes the direct object and takes no preposition. Sentences follow Pattern B above.**

It only cost **Rick two dollars**!

It only cost **him two dollars**!

**GRAMMAR PLUS**

**Placement of direct and indirect objects**

**The following verbs are commonly used with both a direct and indirect object.**

Bring

give

hand

make

order

owe

pay

promise

serve

throw

**When the direct object is a pronoun, it goes before the indirect object. When the indirect object is a pronoun, it can go before or after the direct object.**

The boss owes **it to Sid**. (it = direct object)

The boss owes **him a month's salary**. (him = indirect object)

The boss owes **a month's salary to him**. (him = indirect object)

**When both objects are pronouns, only one pattern is possible:**

**direct object + to / for + indirect object.**

The boss owes **it to him**.

The boss ordered **it for him**.

**GRAMMAR FOCUS**

**Verbs in the subjunctive**

**Certain expressions and verbs such as demand, insist, propose, recommend, request, and suggest are followed by the subjunctive. The subjunctive uses the base form of the verb. It is generally**

**used in formal language to express a wish or necessity.**

I think consumers need to insist (that) **advertisements be** truthful in every respect.

Some ads seem to demand (that) **the customer buy** the product.

**These expressions are frequently followed by the subjunctive:**

it is crucial

it is essential

it is imperative

it is vital

it is important

it is critical

I believe it is essential that **an ad be** clever and witty in order to be effective.

**GRAMMAR PLUS**

**Verbs in the subjunctive**

**The following verbs can be followed by a that clause with a subjunctive verb.**

advise

ask

beg

prefer

require

specify

stipulate

vote

He **advised that** his students **be** on time.

Our store policy clearly **stipulates that** all sales associates **report** to work by 8:30 A.M.

**The negative subjunctive is formed with not and the base form of the verb.**

The advertising executive's contract required that he **not receive** a bonus that year.

**The passive form of the subjunctive is formed by be + past participle.**

The sponsors asked that their product **be featured** prominently in the movie.

The manufacturers preferred that their shaving cream **not be endorsed** by misbehaving stars.

**GRAMMAR FOCUS**

**Whenever and wherever contrasted with when and where**

**Whenever and wherever mean "at any time" and "in any place." They are used to introduce adverbial clauses. Notice their position in the sentences.**

**Whenever experts talk about language use by animals**, Alex's name is usually mentioned.

Alex's name is usually mentioned **whenever experts talk about language use by animals**.

**Wherever there are elephants painting**, people are fascinated.

People are fascinated **wherever there are elephants painting**.

**When and where can replace whenever and wherever when they have the sense of "at any time" or "in any place."**

**Whenever** / **When** actors worked with Bart the Bear, they were always impressed.

**Wherever** / **Where** there are elephants painting, people are fascinated.

**Whenever and wherever cannot be used if the sentence refers to a specific time or location. In these cases, when and where are used.**

**Whenever** actors worked with him, they were always impressed. (any time)

**When** Brad Pitt worked with Bart in Legends of the Fall, he was very impressed. (specific time)

**Wherever** there are elephants painting, people are fascinated. (any place)

There were a lot of people **where** the elephants were painting today. (specific place)

**GRAMMAR PLUS**

**Whenever and wherever contrasted with when and where**

**If whenever, wherever, when, and where are followed by subject + be + adjective / past participle, the subject and be are often deleted. This occurs mainly in formal speech and writing.**

Pet owners must take their pets to the vet **whenever / when** ~~taking them is~~ **advisable**.

Laws concerning the welfare of helper animals should be enforced **wherever / where applicable**.

**Whenever and wherever can have the meaning "no matter when / where."**

A: My dog doesn't like it when I give her a bath at night.

B: Mine doesn't like it **whenever** I give him a bath!

**Whenever and wherever can also have the meaning "although I don't know when / where."**

We'll have to get together on his birthday, **whenever** that is!

Their dog was found in a park outside of Hicksville, **wherever** that is!

**Whenever and wherever are rarely used following the focus adverbs even, just, right, and only. When and where are often used instead.**

My cats show me affection **even when** I'm in a bad mood.

Elephants will survive in the wild **only where** they are protected from illegal hunting.

**GRAMMAR FOCUS**

**Noun clauses with whoever and whatever**

**Whoever and whatever can begin noun clauses and function as either the subject or object of the clause.**

**Whoever = the person who / anyone who / everyone who**

**Whoever** applies should have at least five years of experience.

Extra consideration will be given to **whoever** can start immediately.

**Whatever = anything that / everything that**

Be ready to do **whatever** is required to return injured animals to the wild. You'll find **whatever** you need to start a career in nature right here!

**GRAMMAR PLUS**

**Noun clauses with whoever and whatever**

**In formal speech and writing, whoever is used for the subject and whomever is used for the object of a clause. Whomever is rare in conversation.**

**Whoever** wants a unique experience should try scuba diving in a coral reef.

I'll take **whomever** the instructor chooses for my rock-climbing partner.

When referring to a known and limited group of items, whichever can be used to mean "whatever one" or "whatever ones."

For your birthday, I'll pay for kayaking or skydiving lessons. You can choose **whichever** you want.

I've packed three kinds of sandwiches for the picnic. Your friends can have **whichever** they want.

**GRAMMAR FOCUS**

**Overview of passives**

**Passive sentences focus on the receiver of the action by making it the subject of the sentence. The agent that performs the action can be omitted or follow by after the verb.**

**Passive = subject + form of be + past participle (+ by + agent)**

**Simple present:** Steve Jobs **is remembered** for his contributions to communications technologies.

**Present continuous:** Many of his design innovations **are** still **being imitated** (by competitors).

**Present perfect:** Business presentations **have been** forever **transformed** by his simple but engaging style.

**Simple past:** Nelson Mandela **was awarded** the Nobel Peace Prize in 1993.

**Past continuous:** Mandela's fight **was being kept** alive (by activists) around the world.

**Future with going to:** Mandela **is** always **going to be remembered** for his great speeches.

**Modals:** Jobs **will** also **be remembered** as an inspiring public speaker.

**Past modals:** No one **should have been surprised**.

**GRAMMAR PLUS**

**Overview of passives**

**The passive voice with a modal can be used in short answers.**

A: Why wasn't that author awarded the Nobel Prize for literature?

B: I don't know, but he **should have been**. (He should have been awarded the Nobel Prize for literature.)

**The verb get can also serve as an auxiliary to form the passive voice. It is less formal and primarily used in spoken English. Get always indicates a change (with a meaning close to become), while be can indicate an unchanging state or a dynamic one.**

Larry and Natalie **got married** in 2006. (Their wedding occurred in 2006.)

Larry and Natalie **were married** in 2006 when they went to Greece. (Their wedding may have occurred before 2006.)

**The verb get is also commonly used in expressions such as get acquainted, get arrested, get dressed, get excited, get married, and get scared.**

**GRAMMAR FOCUS**

**Subject-verb agreement with quantifiers**

**All (of), a lot of, lots of, plenty of, some (of), most (of), and fractions take a singular verb if the noun they modify is uncountable or singular. They take a plural verb if the noun they modify is plural.**

**A lot of** advanced **grammar is** complicated.

**Most people don't** need to write well.

**Three-quarters of** email **messages contain** grammar errors.

**Each of, every one of, none of, and collective nouns, such as majority (of) and minority (of), typically take a singular verb, but often take a plural verb after a plural noun in informal speech.**

**None of us has** / **have** the right to correct other people's grammar.

The **majority of** teenagers **use** / **uses** too much slang.

A **minority of** my friends **care** / **cares** about speaking correctly.

**Everyone, someone, anyone, no one, each + noun, and every + noun are followed by a singular verb.**

**Every** variety **is** correct.

**No one expects** email to be correct.

**GRAMMAR PLUS**

**Subject-verb agreement with quantifiers**

**A (large/small/great) number of always modifies a plural noun. The resulting expression takes a plural verb.**

**A (large) number of students** in my English class **were** absent on Friday.

**When certain collective nouns, such as majority or minority, act as a whole unit or a single group, they take a singular verb.**

**All students** can express their opinions, but **the majority rules**.

In the United States, **Spanish speakers** constitute a linguistic **minority** that **is** growing rapidly.

**Majority and minority are followed by the plural form of be when the complement is a plural noun.**

If you ask my father about young people today, he'll tell you that **the majority are slackers**.

Of people who are concerned with using language correctly, only **a small minority are linguists**.

**GRAMMAR FOCUS**

**Compound adjectives**

**Compound adjectives are modifying phrases made up of two or more words. They can be joined by a hyphen, appear as a single word, or appear as two separate words. Always check a dictionary before using compound adjectives in writing.**

**Three common patterns for compound adjectives in English are:**

**a. adjective + noun + -ed** (absent-minded, high-spirited, long-winded, soft-hearted) When preceding a noun, these compounds are usually written with a hyphen unless they are one word.

**b. adverb + past participle** (much-loved, well-dressed, highly acclaimed, widely respected) Compounds with adverbs ending in -ly are never hyphenated.

Other adverbs are usually hyphenated before but not after the noun.

**c. adjective, adverb, or noun + present participle** (easygoing, forward-thinking, thought-provoking) When preceding a noun, these compounds are usually written with a hyphen unless they are one word.

**GRAMMAR PLUS**

**Compound adjectives**

**The following compound adjectives follow the pattern: noun + past participle.**

awestruck

bloodstained

frostbitten

handmade

handwritten

heartbroken

homemade

moth-eaten

store-bought

sunburned

waterlogged

windswept

**The following compound adjectives are found written as one word in many dictionaries.**

airborne

airsick

barefooted

daylong

downhearted

hardheaded

lightweight

newfound

painstaking

seaworthy

**In the comparative form of compound adjectives, more and less are not followed by hyphens.**

a more forward-looking plan

a less easygoing person

a more highly trained applicant

**GRAMMAR FOCUS**

**Superlative compound adjectives**

**Superlative compound adjectives generally follow the same hyphenation rules as compound adjectives.**

**The superlative form of compound adjectives is most often formed by adding the most and the least. There is never a hyphen after most or least.**

I'm not **the most easily impressed** person.

Tonya is **the most easygoing** person in our family.

He's **the least narrow-minded** man I know.

**When the first word of a compound adjective is an adjective or adverb of one or sometimes two syllables, the superlative can also be formed by adding the and using the superlative form of the first word.**

He is **the** **hardest-working** man I know.

They may not be the smartest or **the best-looking** people in the world.

**Compound adjectives in their superlative form can also occur after the verb be without a noun.**

Of all the men I know, he's **the hardest working**.

**GRAMMAR PLUS**

**Superlative compound adjectives**

**The following adjectives and adverbs have irregular comparative and superlative forms. They are frequently used in comparative and superlative compound adjectives.**

**Adjective**

good

bad

far

**Comparative**

better

worse

farther / further

**Superlative**

best

worst

farthest / furthest

**Adverb**

well

badly

little

much

far

**Comparative**

better

worse

less (lesser)

more

farther / further

**Superlative**

best

worst

least

most

farthest / furthest

**As with other superlative adjectives, the article the is not used when the noun is preceded by a possessive.**

Venezuela's **best-known** poet will be reading one of his works at the public library this week.

**GRAMMAR FOCUS**

**Subject-verb inversion in conditional sentences**

**In past unreal conditional sentences, people sometimes replace if by inverting the subject and the auxiliary had. This occurs mainly in more formal speech and writing.**

If they **had been** unable to work together, the search engine **might never have been** created.

**Had** they **been** unable to work together, the search engine **might never have been** created.

**The same construction is possible for negative sentences. Notice that negative forms are not contracted and not is separated from had in these sentences.**

If this company **hadn't created** Hello Kitty, it **wouldn't have become** nearly so successful.

**Had** this company **not created** Hello Kitty, it **wouldn't have become** nearly so successful.

**In present and future real conditionals, people often replace if by putting should at the beginning of the sentence. Note that this use of should does not express obligation.**

**If** you **want** to buy natural skin care products, this company offers over 1,200 choices.

**Should** you **want** to buy natural skin care products, this company offers over 1,200 choices.

**GRAMMAR PLUS**

**Subject-verb inversion in conditional sentences**

**When present or future real conditionals are expressed with should at the beginning of the sentence, the base form of the verb is used.**

**If** you'**re** looking for a competent employee, Ted is your man.

**Should** you **be** looking for a competent employee, Ted is your man.

**Subject-verb inversion in conditional sentences occurs rarely with could and might, usually in literary or archaic contexts, and often with adverbs such as but or just.**

**Could** he **but** win her love, the world would be his.

**Might** I **just** see my country once more, my heart would find peace.

**In formal situations, people sometimes replace if by putting the past subjunctive were at the beginning of unreal conditional sentences.**

**If** she **found** enough investors, she could form a startup company.

**Were** she **to find** enough investors, she could form a startup company.

**If** she **had been** wealthy, she might not have gone into business.

**Were** she **to have been** wealthy, she might not have gone into business.

**GRAMMAR FOCUS**

**Adverb clauses of condition**

**Conditional sentences do not necessarily use if. The following expressions are also used. The tense agreement in the clauses is the same as in conditional sentences with if.**

**Provided (that) and on the condition (that) introduce a condition on which another situation depends.**

I would take almost any job **provided that** there were opportunities to learn.

I would only take a job **on the condition that** it offered long-term security.

**Whether or not introduces a condition that does not influence another situation.**

I would quit a job that required me to be dishonest, **whether or not** it were high paying.

**Assuming (that) introduces an assumption upon which another condition depends.**

I wouldn't mind working in an office, **assuming that** I had the freedom to be creative.

**Supposing (that) introduces a possible condition that could influence another situation.**

**Supposing** I had the choice, I would prefer to work with a group rather than by myself.

**GRAMMAR PLUS**

**Adverb clauses of condition**

**In the event (that) and (just) in case also introduce a condition on which another situation depends. In the event (that) is more formal.**

**In the event** that a replacement cannot be found, you'll have to take on extra responsibilities.

Here's a number to call **just in case** the copy machine breaks down.

**Whether or not is used instead of if to introduce a condition on which another situation depends. Or not is placed directly after whether or at the end of the clause.**

**Whether or not** it involves travel, I'm going to have to take this job.

**Whether** it involves travel **or not**, I'm going to have to take this job.

**Even if introduces a condition which, if it is true, doesn't affect the outcome of a situation. It is frequently used with still.**

I'm (**still**) going to call in sick tomorrow **even if** I'm not actually sick.

**If only introduces a condition that the speaker strongly wishes to be true.**

**If only** I had known about that job opening, I would have applied for it immediately.