# YOUNG LEADERS - GRAMMAR 6

**YOUNG LEADERS**

**GRAMMAR 6**

*Vietnam-USA Society  
English Training Service Center*

**STUDENT'S BOOK**

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## Part 1. ADJECTIVE AND ADVERBS

### Chapter 1. ADJECTIVES

A. GRAMMAR IN DISCOURSE: Unusual Gifts for Unusual People

B. FORM: Adjectives

PLACLEMENT OF ADJECTIVES

I saw an entertaining play last night.

It’s nothing important.

The sky became cloudy.

FORMATION OF ADJECTIVES

The police saw a speeding car.

The house had a broken window.

She wears fashionable clothes.

C. MEANING AND USE? Describing with Adjectives

Order of Adjectives

Adjectives Ending in -ing and -ed

D. REVIEW: Combining Form, Meaning, and Use.....

#### A. GRAMMAR IN DISCOURCE: Unusual Gifts for Unusual People

**A1. Before you read**

Discuss these questions.

Do you ever buy things from mail-order catalogs? Do you ever buy things from on-line catalogs? If so, what do you buy? Do you prefer to shop at a store? Why or why not?

**A2. Read**

Read the catalog entries on the following page. Would you buy any of these items?

**A3. After you read**

Choose the answer that best completes each sentence.

1. The crossword puzzle has ………..

a. 91,000 clues

b. 100 squares

c. 28,000 words

2. The potholders are ………..

a. washable

b. removable

c. round

3. The thermometer has ………..

a. wooden

b. glass

c. leather

4. Each ball in the thermometer has a ……….. tag.

a. silver

b. black

c. gold

5. The backpacker guitar is ………..

a. easy to carry

b. heavy

c. soft

**Unusual Gifts for Unusual People**

***The World’s Largest Crossword Puzzle***

This challenging crossword puzzle can take months to finish. It has 91,000 squares and contains fascinating clues for over 28,000 words. A 100-page clue book provides additional help. The puzzle is printed on strong paper so that you can hang it on any wall. Comes with storage box.

Item #66813 …… $29.95

***Galileo Liquid Thermomter***

Galileo was the first to make this unusual liquid thermometer. The clear glass tube holds a number of handmade glass balls that float in a special liquid. Each colored ball responds to temperature changes by rising or falling. The lowes ball gives you the correct temperature. The temperatures are easy to read because each ball has a gold tag with large numbers.

Item #48210 …… $49.95

***Backpacker Guitar***

This extremely light, compact guitar weighs less than three pounds. It is so lightweight and portable that it has gone on trips on the Space Shuttle, to the summit of Mount Everest, and to both the North and South Poles. It has a wooden body and neck, and metal tuners, and it comes with a soft, padded carrying case.

Item #66545...$224.95

***Washable leather Potholders***

These strong, long-lasting potholders are excellent for protecting your hands from heat. The potholders are made from two soft, attractive leather pieces. They're washable, too.

Item #60934………..$19.95

Adapted from the Hamacher Schlemmer catalog

Challenging: difficult, but exciting and interesting

Clue: a piece of information that helps you solve a crossword puzzle

Compact: small and convenient

Potholder: a thick piece of material used to handle hot pots, pans or dishes.

summit: the top of a mountain

temperature: measure of how hot or cold something is

#### B. FORM: Adjectives

***Examining form***

Complete the tasks below. Then discuss your answers and read the Form charts to check them.

1. Underline the Adjective and circle the noun in each phrase below. Does the adjective come before or after the noun?

fascinating clues

strong paper

gold tag

2. Look back at the catalog entries on page

5. Find three more examples of adjective + noun phrases.

3. Find the adjective in the sentence below. Does it follow an action verb or a stative verb? What does it describe?

The potholders are washable.

**PLACEMENT OF ADJECTIVES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Before Nouns** | | | | |
|  | **ARTICLE** | **ADJECTIVE** | **NOUN** |  |
| I saw | an | entertaining | play | last night. |
|  | The | angry | man | shouted at me. |
| He explained | the | main | point. |  |
| We went to | the | same | School. |  |

|  |  |  |
| --- | --- | --- |
| **After Certain Nouns** | | |
|  | **NOUN** | **ADJECTIVE** |
| He is six | feet | tall. |
| I’m fifty | years | old. |
| It’s | nothing | important |
| Did you meet | anyone | famous? |

|  |  |  |
| --- | --- | --- |
| **After Stative Verbs** | | |
|  | **Stative verbs** | **Adjective** |
| The play | was | entertaining. |
| The man | looked | angry. |
| The sky | became | cloudy. |
| The child | seemed | afraid. |

***Before nouns***

- Adjectives modify (or describe) nouns.

- Adjectives usually come after an article and before a noun. Be sure to use the form of a or an that agrees with the beginning sound of the adjective ( a unique experience, an entertaining play, an honest man).

***After certain nouns***

- Adjectives come after nouns in most expressions of measurement such as height and age.

- Adjectives also come after pronouns such as nothing, anyone, and someone.

***After Stative Verbs***

- Adjectives can occur alone (without a noun) following stative verbs such as be, become, feel, seem, look, and appear.

- Some adjectives cannot come before a noun. These include glad, pleased, and certain adjectives beginning with the letter a, such as awake, asleep, afraid, alone, and alike.

\* The dog is asleep on the couch.

\* The asleep dog is on the couch. (INCORRECT).

- Some adjectives can only come before a noun. (These include main, chief, principal, same, only, future, former, and previous.)

\* Hamlet is the main character.

\* The character of Hamlet is main. (INCORRECT).

- Use and to separate two adjectives that follow a verb. If more than two adjectives follow the verb, separate them with commas and the word and.

\* The official is lazy and dishonest.

\* We were wet, tired, and hungry.

**FORMATION OF ADJECTIVES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ARTICLE** | **ADJECTIVE** | **NOUN** |
| The police saw | a | **speeding** | car. |
| The child held | the | **excited** | puppy. |
| The house had | a | **broken** | window. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ARTICLE** | **ADJECTIVE** | **NOUN** |
| She wears |  | **fashionable** | clothes. |
| Bears are |  | **furry** | animals. |
| My father is | a | **successful** | doctor. |

- Many adjectives are formed by adding -ing to verbs.

speed - speeding (a speeding car)

bore - boring (a boring book)

- Many adjectives have the same form as past participles.

excite - excited (an excited puppy)

break - broken (a broken window)

- Many adjectives are formed by adding endings such as -able, -ish, -ic, -y, -ful, and -less to nouns.

fashion - fashionable (a fashionable tie)

success - successful (a successful play)

- Many nouns function as adjectives when they are used to modify other nouns.

window seat

music box

**B1. Listening for form**

Listen to each conversation. Listen carefully for the adjectives in the chart. Which noun does each describe? Check (x) the correct column.

Conversation 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **MOVIE** | **STARS** | **MAN** |
| 1 | entertaining | x |  |  |
| 2 | same |  |  |  |
| 3 | famous |  |  |  |
| 4 | boring |  |  |  |
| 5 | asleep |  |  |  |

Conversation 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **KIDS** | **RIDES** | **ADULTS** |
| 1 | excited |  |  |  |
| 2 | frightening |  |  |  |
| 3 | fine |  |  |  |
| 4 | tired |  |  |  |
| 5 | hungry |  |  |  |

**B2. Identifying adjectives**

Circle the adjectives in each sentence. Then draw arrows to the nouns described.

1. Matt loves that comfortable old leather chair.

2. My new dress is fancy, so I can't wear it to an informal party.

3. The tall dark man was the main character in the play.

4. When she returned my favorite silk dress, it had a huge coffee stain on it.

5. The salesman told us the rusty old car was a real bargain.

6. The theater tickets were cheap, but our balcony seats were awful.

7. The lost little boy has blond hair and blue eyes.

8. The tired old dog was asleep under the shady tree.

**B3. Forming adjectives from nouns**

**A**. Work with a partner. Look at these adjectives. Do you see a noun form in each one? Circle it. Then underline the ending that makes each noun an adjective.

1. childless.

2. childish

3. helpful

4. friendless

5. homeless

6. dirty

7. heroic

8. successful

9. angelic

10. hairy

11. curly

12. useless

**B**. Study the meaning of the adjective endings below. Then rewrite these sentences in a way that explains the meaning of the underlined words. Discuss your answers with your partner.

-ish = like a

-ic = like a

-y = full of; having the quality of; having a lot of

-ful = full of having the quality of, having a lot of

-less = without, do/does not have

1. Our neighbors are childless, but they have a lot of pets.

Our neighbors don't have children, but they have a lot of pets.

2. His behavior is childish.

3. This computer manual is helpful.

4. He was friendless when he arrived in this city.

5. In this city there are many homeless people.

6. The kitchen floor is dirty.

7. Everyone thought the policeman was heroic.

8. My parents are lawyers, and they are both successful.

9. The little girl has an angelic smile.

10. He always wears shirts with long sleeves because he has hairy arms.

11. She has beautiful curly hair.

12. That guidebook is useless. It's over twenty years old.

**B4. Forming sentences with adjective**

Form sentences from these words. Punctuate your sentences correctly. Compare your sentences with a partner’s.

1. and/ job/ challenging/ her/ is/ rewarding

- Her job is challenging and rewarding. Or Her job is rewarding and challenging.

2. somewhere/ go/ want/ exotic/ we/ expensive/ to/ and

…………………………………………………………………………

3. car/ bought/ old/ they/ an

…………………………………………………………………………

4. see/ I/ interesting/ didn't/ anything

…………………………………………………………………………

5. feet/was/wide/ room/ ten/ the

…………………………………………………………………………

6. beach/sandy/the/looked/beautiful

…………………………………………………………………………

7. do/ never/ I/ right/ anything

…………………………………………………………………………

8. Amy/ house/ to/ a/ brick/ moved

…………………………………………………………………………

9. brother/ asleep/my/ is

…………………………………………………………………………

10. a/dinner/that/delicious/was

…………………………………………………………………………

#### C. MEANING AND USE

**Describing with adjectives**

***Examining Meaning and Use***

Read the sentences and complete the tasks below. Then discuss your ideas and read the Meaning and Use Notes to check them.

a. Italian leather shoes are on sale today.

b. He was wearing a large blue riding helmet.

c. He bought an expensive European racing bike.

d. I can't find my favorite cotton sweatshirt.

Underline the adjectives in the sentences above. Then think about the meaning of the adjectives and place them in the categories below.

quality/opinion: ……………………………

size: ……………………………

color: ……………………………

origin: ……………………………

material: ……………………………

kind/purpose: ……………………………

**Meaning and Use Notes**

**1. Order of Adjectives**

**A.** Adjectives can describe many different features of a noun.

Quality/Opinion: comfortable, colorful

Color: blue, gray

Size: large, small

Origin: Chinese, Russian

Age: old, antique, young

Material: wooden, cotton

Shape: round, square

Kind/Purpose: riding, rocking

**B.** If two or more adjectives come before a noun, they usually follow this order: quality/opinion, size, age, shape, color, origin, material, and kind/purpose.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Quality/ Opinion | Size | Age | Shape | Color | Origin | Material | Purpose |
| beautiful  expensive | tall  small | old  new | round  square | blue  green | Greek  Itatian | cotton  wooden | racing  rocking |

- That’s an **Italian racing** bike.

- They have a **beautiful new rocking** chair.

- He wore a **blue cotton** shirt.

- He eat at an **expensive wooden** desk.

**C.** We do not usually use more than three adjectives before a noun. It is more common to use two or three adjectives and then add other descriptive phrases to the end of the sentence.

I bought expensive black leather boots from Italy.

**2. Adjectives ending in –ing and –ed**

Adjectives ending in -ing and -ed refer to emotions or feelings. The -ing adjective describes a noun that causes an emotion or feeling. The

-ed adjective describes a noun (usually a person) that feels or experiences an emotion or feeling.

**Adjective ending in –ing**

- It’s an exciting match.

(= The match causes excitement.)

- We heard a frightening scream.

(= The scream caused fear.)

**Adjective ending in –ed**

- The excited fans cheered wildly.

(= The fans felt excitement.)

- The frightened child cried all night.

(= The child felt fear.)

**C1. Listening for Meaning and Use**

Listen to each sentence. Does the adjective you hear describe a noun that causes an emotion, or does it describe a noun that feels an emotion? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **CAUSES AND EMOTION** | **FEELS AND EMOTION** |
| 1 | x |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**C2. Classifying and Ordering Adjectives**

**A.** Put the adjectives below in the correct columns of the chart (The completed chart win have four blank boxes.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| lovely  medical  brown  toy  Greek  honest  wooden  evening  old  European  silk  pink | French  tan  glass  middle-aged  unusual  huge  Indian  suede  rectangular  racing  large  young | leather  round  long  handmade  yellow  beautiful  elegant  antique  decorative  new  wedding  miniature | metal  enormous  plastic  triangular  purple  Japanese  short  tiny  square  elderly  computer  gray | fashionable  soft  small  circular  modern  hardworking  white  wool  cylindrical  purple  oval  pear-shaped |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Quality/  Opinion | Size | Age | Shape | Color | Origin | Material | Kind/  Purpose |
| Lovely |  |  |  |  |  |  | medical |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**B.** Work with a partner. Use the adjectives in the chart in part A or others of your own to describe the things below. Use at least three adjectives

from different categories in each description.

1. your favorite piece of clothing

I have a yellow silk dress from India. It’s very elegant.

2. a piece of furniture

…………………………………………………………………………

3. a person you know very well

…………………………………………………………………………

4. a book or movie that you enjoyed

…………………………………………………………………………

5. a car you would like to own

…………………………………………………………………………

6. a favorite childhood toy

…………………………………………………………………………

**C3. Choosing –ed or –ing adjetives**

Read these conversations and choose the correct adjective.

*Conversation 1*

A: Did you see the program Life of a Bug on TV last night? It was (fascinating/ fascinated).

B: I started to watch it, but I turned it off. I felt (disgusting/ disgusted) by all those insects.

A: Do you think insects are (disgusting/ disgusted)? To me they are really (interesting/ interested) creatures.

*Conversation 2*

A: That’s an (exciting/ excited) idea.

B: I’m glad you like it. Unfortunately, my boss didn't seem (exciting/ excited) when I told her about it. I felt really (disappointing/ disappointed).

*Conversation 3*

A: I've never heard such a (boring/ bored) speaker.

B: I know. I felt (boring/ bored), too. It was (surprising/ surprised), though, because she’s quite famous.

**C4. Describing people, Place and Things**

Work with a partner. Talk about these people, places, and things.

your best friend

your boss/ teacher

your job

your bedroom

your hometown

your neighbors

A: What’s your best friend like? or Describe your best friend.

B: He’s short, and his hair is thick and curly. He has a big moustache and green eyes.

**C5. Writing catalog descriptions**

Look at these pictures from a catalog, and write a description of each item.

Use the adjectives from the list in exercise C2 or others of your own. Use at least three adjectives from different categories in each description.

1. This soft wool sweater will keep you warm all winter …

2. …………………………

3. …………………………

4. …………………………

5. …………………………

6. …………………………

#### D. REVIEW: Combining Form, Meaning, and Use

**D1. Thinking about meaning and use**

**A.** Choose the best answer to complete each conversation. Then discuss your answers with a partner.

1.

A: My boss is very frightening.

B: …………………………………

a. Maybe you should look for a new job.

b. What’s he afraid of?

2.

A: Was the actor boring?

B: Yes. …………………………………

a. He fell asleep while he was on stage!

b. I fell asleep during the play.

3.

A: We have a great German teacher this semester.

B: I know. His class is really …………………………

a. exciting

b. excited

4.

A: Did you like the magician?

B: …………………………………

a. No, I thought he was pretty bored.

b. Yes. He certainly gave an amazing performance.

5.

A: She’s really excited!

B: …………………………………

a. I did, too.

b. I am, too.

6.

A. Would you like to hear about some of our new products?

B: …………………………………

a. Thanks, but I'm not interested.

b. Thanks, but I'm not interesting.

**B.** Read these pairs of sentences. Write S if the meaning of each pair of sentences is the same, or D if the meaning is different.

….. 1. There are a lot of window seats on this flight.

- There are a lot of seats by the window on this flight.

….. 2. I drove a Japanese car.

- I drove a car in Japan.

….. 3. Sara was wearing a leather jacket.

- Sara was wearing a jacket made of leather.

….. 4. The rocking chair is old.

- The old chair is rocking.

….. 5. The musical instruments in this shop are made by hand.

- The musical instruments in this shop are handmade.

**D2. Editing**

Find the errors in this paragraph and correct them.

I feel very **frustrated** because I never know what to buy for my father. Last year I bought him a Swiss watch expensive for his birthday. He returned it and bought several pairs of socks wool and snow new tires for his car. Last Christmas I bought him a silk long beautiful robe. It was from France, and it wasn't cheap. He returned that, too. He got a cordless new lawnmower instead. I've solved the problem for Christmas this year. I'm going to give him perfect something - money? I’m sure he'll be pleasing with that.

**Beyond the Classroom**

***Searching for Authentic Examples***

Find examples of English grammar in everyday life. Look for examples of adjectives in catalogs or advertisements in English-language newspapers and magazines, or on the Internet. Bring five examples to class. What does each one describe? Discuss your findings with your classmates.

***Writing***

Follow these steps to write an advertisement for a product or something you want to sell.

1. Think about the topic. Make notes about what you want to say. Describe the product’s size, shape, color, origin, material, or purpose. Use quality or opinion adjectives as well.

2. Write a first draft of your advertisement. Use adjectives to make people want to buy the item.

3. Read your work carefully and circle grammar, spelling, and punctuation errors.

Work with a partner to help you decide how to fix your errors and improve the content.

4. Rewrite your draft.

Are you looking for a unique Mother’s Day gift? This beautiful hand-painted picture frame make a great gift for that special woman in your life. The lovely design is perfect for any picture……

### Chapter 2. ADVERBS

A. GRAMMAR IN DISCOURSE: The Personality Compass

B. FORM 1: Adverbs of Manner, Possibility, Time, and Opinion

She quit unexpectedly.

Yesterday I found a new job.

She probably failed the test.

Unfortunately, I failed the test.

C. MEANING AND USE 1: Adverbs of Manner, Possibility, Time, and Opinion

Adverbs of Manner

Adverbs of Possibility

Adverbs of Time

Adverbs of Opinion

Adverbs with Two Forms

D. FORM 2: Adverbs of Degree

The music is really loud.

He was so fast (that) he won the race.

He was such a fast runner (that) he won the race.

E. MEANING AND USE 2: Adverbs of Degree

Making Adjectives and Adverbs Weaker or Stronger

Reasons and Results with So/such... + That Clauses

F. FORM 3: Too and Enough

It’s too hot to eat outside.

You aren't strong enough to pick this up.

G. MEANING AND USE 3: Contrasting Too and Enough

Too

Enough

H. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: The Personality Compass

**A1. Before you read**

Discuss these questions.

What kind of person are you? Are you easygoing or are you very serious? Give examples to explain the kind of person you are.

**A2. Read**

Read this magazine article to find out about personality types at work. Which personality type are you?

**The Personality Compass**

When some companies hire new workers, they look for people with certain kinds of personalities for certain jobs. Fortunately, there is a test that helps these companies do this. It is called the Personality Compass. The Personality Compass divides people into four basic types: Norths, Souths, Easts, and Wests.

Norths are leaders. They work very hard to reach their goals. They often have strong opinions. Thev are so confident and indepencent that they can make decisions quickly. Their motto is "Get the job done fast.”

Souths work best when they work with others. They are good team players because they understand the needs of others. They are also good listeners, and they are almost always patient and helpful. Their motto is "Build the best teams."

Easts are such perfectionists that they always want to do everything right. They always plan very carefully. They are very organized and logical, and they work extremely hard. They prefer to work in a structured environment because they are good rule-followers. Their motto is “Do it right the first time.”

Wests are natural risk-takers; they are not afraid to take chances. Wests are often very creative. They are also flexible, so they don't mind changing a plan after they have begun to work. They work very enthusiastically, especially on new projects. Their motto is “Don't be afraid to try something new today.”

Everyone has some characteristics from all four types, but one type is usually stronger than the others. It is also very common for some people to have both a primary personality type and a secondary one. In other words, they are not "true" Norths or Souths, for example, but are instead "Northwests" or "Southeasts". However, since North-South and East-West are opposites, it is impossible for one person to have those combinations. Reread the descriptions. Which personality type are you?

Adapted from The Personality Compass

Compass: a device that shows directions (i.e., N, S, E, W)

enthusiastically: with great energy

motto: a short sentence that expresses the beliefs of a person or group.

primary: main or most important

secondary: less important than something else

structured: very organized, with strict rules.

**A3. After You Read**

Look at the jobs below. Which two do you think best match each personality type? Discuss your answers with a partner. Did you both choose the same jobs?

artist

project manager

accountant

architect

pilot

construction

worker

lawyer

football player

1. Norths (confident, independent leaders): ………

2. Souths (good team players): ………………………….

3. Easts (perfectionists, rule-followers): …………….

4. Wests (creative risk-takers): ………………………….

#### B. FORM: Adverbs of Manner, Possibility, Time, and Opinion

**Examining Form**

Look back at the magazine article on page 20 and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1. Underline seven words that end in -ly. These are adverbs.

2. Which three underlined adverbs answer the question How? about the verb in the clause? These are adverbs of manner.

3. Where do the adverbs of manner occur in each clause? Do they come before or after the main verb?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Adverbs of Manner** | | | | | | |
| **SUBJECT** | **(AUXILIARY+) VERB** | | **ADVERB** | |  | |
| She | quit | | **unexpectedly** | |  | |
| has quit | |
|  | | | | | | |
| **SUBJECT** | **(AUXILIARY +) VERB** | | **DIRECT OBJECT** | **ADVERB** | | |
| She | quit | | her job | **unexpectedly** | | |
| has quit | |
|  | | | | | | |
| **SUBJECT** | **AUXILIARY** | **ADVERB** | | | **VERB** | |
| She | has | **unexpectedly** | | | quit | (her job) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Adverbs of Possibility** | | | |
|  | **ADVERB** | **(AUXILIARY +) VERB** |  |
| She | **probably** | failed | the test. |
| has failed |
|  | | | |
|  | **ADVERBS** | **BE** |  |
| He | **definitely** | is | at home. |
|  | | | |
|  | **BE** | **ADVERBS** |  |
| He | is | **definitely** | at home. |
|  | | | |
|  | **AUXILIARY** | **ADVERBS** | **VERBS** |
| He | has | **definitely** | left |
|  | | | |
| **Maybe/Perhaps** | |  | |
| Maybe | | I’ll get a raise. | |
| Perhaps | |

**Adverbs of Time**

**Yesterday** I found a new job.

I found a new job **yesterday**.

**Adverbs of Opinion**

**Unfortunately**, I failed the test.

I failed the test, **unfortunately.**

I **unfortunately** failed the test.

**Overview**

- Adverbs modify or change the meaning of verbs.

- Many adverbs are formed by adding -ly to an adjective. See Appendix 10 for the spelling of adverbs ending in -ly.

quick - quickly

definite - definitely

unfortunate - unfortunately

- Adverbs can occur in different positions in a sentence. However, they never occur between a verb and its object.

She quit her job unexpectedly.

\* She quit unexpectedly her job. (INCORRECT)

**Adverbs of Manner**

- Adverbs of manner usually come after the verb. In sentences with any auxiliary except do (that is, be, have, or a modal), -ly adverbs of manner can also be placed between the auxiliary and the verb.

She has unexpectedly quit her job.

You should carefully consider your options.

They are quietly waiting for news.

The temperature will slowly rise this week.

**Adverbs of Possibility**

- Adverbs of possibility include words like certainly, definitely, probably, maybe and perhaps.

- When there is no auxiliary in a sentence, -ly adverbs of possibility come directly before the verb. In sentences with main verb be or an auxiliary, -ly adverbs of possibility can be placed before or after be or the auxiliary.

- Maybe and perhaps come at the beginning of a sentence.

**Adverbs of Time**

- Adverbs of time can come at the beginning or end of a sentence. They include words like yesterday, today, tomorrow, now, recently, and soon.

- Recently can also occur before the verb or between the auxiliary and the verb.

I **recently** found a new job.

I have **recently** found a new job.

**Adverbs of Opinion**

- Most adverbs of opinion can occur at the beginning or end of a sentence or before the verb. They include words like fortunately, happily, incredibly, luckily, obviously, strangely, and surprisingly.

**Adverbs vs. Adjectives**

|  |  |  |
| --- | --- | --- |
|  | **VERB** | **ADVERB** |
| He | runs | **fast.** |
| They don't | work | **hard.** |
| She | gets up | **early.** |
| I | exercise | **daily.** |
| He | sang | **well.** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ARTICLE** | **ADJECTIVE** | **NOUN** |
| He’s | a | **fast** | runner. |
| They aren't |  | **hard** | workers. |
| She has | an | **early** | class. |
| I do |  | **daily** | exercises. |
| He was | a | **good** | singer. |

**Adverbs vs. Adjectives**

- Some adverbs don't end in -ly. They look like adjectives because they have the same form. They always follow the verb.

He runs **fast**.

- Some adjectives end in -ly. They look like adverbs because they have the same form.

She has an **early** class. (Early is an adjective in the sentence.)

- Well is the irregular adverb form of the adjective good. Good modifies nouns and stative verbs only. Well modifies action verbs. However, well can be used as an adjective when it refers to health.

He played well. (Well is an adverb in this sentence.)

I don't feel well. ( Well is an adjective in the sentence.)

- Not all verbs are modified by adverbs. We modify certain stative verbs (such as be, become, feel, seem, look, and appear) with adjectives.

It tastes **good**.

I feel **terrible**.

She looks **beautiful**.

- Some words that end in –ly are never adverbs. They are adjectives that modify nouns, not verbs.

**friendly** women

an **ugly** sweater

a **lonely** child

**lovely** flowers

**B1. Listening for Form**

Listen to each sentence. Choose the adjective or adverb you hear.

1. recent /recently

2. careful/ carefully

3. careless/ carelessly

4. unexpected/ unexpectedly

5. slow/ slowly

6. angry/ angrily

7. lucky/ luckily

8. certain/ certainly

**B2. Forming Adverbs of Manner**

Change these adjectives to adverbs of manner. If there is no adverb form, leave the space blank. If necessary, see Appendix 10.

1. curious - curiously.

2. heavy - …………..

3. light - …………..

4. natural - …………..

5. realistic - …………..

6. smooth - …………..

7. lovely - …………..

8. simple - …………..

**B3. Placing Adverbs in Sentences**

Rewrite these sentences. Put the adverbs in parentheses in the correct places. More than one answer is possible in most of the sentences.

*Adverbs of possibility*

1. He is coming to the party. (definitely).

He is definitely coming to the party. Or He definitely is coming to the party.

2. We'll see you at the soccer game. (perhaps)

……………………………………………………………….

3. We have met before. (probably)

………………………………………………………………………….

*Adverbs of manner*

4. They greeted their guest. (enthusiastically)

………………………………………………………………………….

5. He explained his ideas. (carefully)

………………………………………………………………………….

6. He has left the country. (unexpectedly)

………………………………………………………………………….

*Adverbs of time*

7. I’m going to finish this project.(tomorrow)

………………………………………………………………………….

8. We're going to leave. (soon)

………………………………………………………………………….

9. She hasn’t been around. (lately)

………………………………………………………………………….

*Adverbs of opinion*

10. No one was hurt in the accident. (luckily)

………………………………………………………………………….

11. We'll need to change our plans. (obviously)

………………………………………………………………………….

12. She gave the right answer. (surprisingly)

………………………………………………………………………….

**B4. Identifying Adverbs and Adjectives**

**A**. Read each sentence. Is the underlined word an adverb or adjective? Check (x) the correct column.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **ADVERB** | **ADJECTIVE** |
| 1 | This is a hard book; I don’t really understand it. |  | x |
| 2 | The train ride seemed very fast. |  |  |
| 3 | When my sister went to college, I felt lonely. |  |  |
| 4 | I have to work really hard in my new job. |  |  |
| 5 | We left the party early because we were tired. |  |  |
| 6 | The bus to Denver leaves at 5:00 P.M daily. |  |  |
| 7 | I’m eating fast because I need to get back to work. |  |  |
| 8 | He’s catching an early flight to New York tomorrow. |  |  |

**B. Circle the adjective or adverb that best completes each sentence.**

1. Ben plays the violin (beautiful/ beautifully)

2. The children are playing (quiet/ quietly) in their room.

3. What's the matter with Lee? He looks (angry/ angrily).

4. Carl sounded (terrible/ terribly) when we spoke on the phone. Is he sick?

5. Rosa smiled (happy/ happily) when she opened her present.

6. Your children are very friendly and (polite/ politely).

7. I felt (bad/ badly) after our fight.

8. You seemed (happy/ happily) on the phone last night.

**C. Work with a partner. Write sentences with these adverbs and adjectives.**

1. ugly.

That painting is ugly.

2. recently

………………………………….

3. maybe

………………………………….

4. fast (adj)

………………………………….

5. hard (adv.)

………………………………….

#### C. MEANING AND USE 1: Adverbs of Manner, Possibility, Time, and Opinion

**Examining Meaning and Use**

Read the sentences and complete the tasks below. Then discuss your answers and read the Meaning and Use Notes to check them.

1a. It rained hard while we were sleeping.

1b. Unfortunately, it rained while we were sleeping.

2a. We have made our plans. We'll definitely leave at 7 A.M.

2b. We haven't made plans. Maybe we'll leave at 7 A.M.

1. Look at 1a and 1b. Underline the adverb in each sentence. Which adverb describes how the action happened? Which adverb gives an opinion?

2. Look at 2a and 2b. Underline the adverb in each sentence. In which sentence is the speaker more certain about future plans?

**Meaning and Use Notes**

***1. Adverbs of manner***

Adverbs of manner answer the question How? They describe the way someone does something or the way something happens.

- He works **carefully**.

- It snows **heavily** in Alaska.

***2. Adverbs of possibility***

Adverbs of possibility show how sure or unsure we are about something.

|  |  |  |
| --- | --- | --- |
| More sure | definitely, certainly | We're **definitely** going to win this game. |
|  | probably | If I can find a ride, I’ll **probably** go. |
| Less Sure | maybe, perhaps | **Perhaps** you should stay home. |

**3. Adverbs of Time**

Adverbs of time, such as yesterday, today, now, recently, and soon, answer the question When? They can refer to a specific time or a more indefinite time.

**Specific Time**

She saw him **yesterday**.

**Indefinite Time**

I saw him **recently**.

***4) Adverbs of opinion***

Adverbs of opinion, such as fortunately, happily, incredibly, luckily, obviously, strangely, and surprisingly, give an opinion about an entire sentence or idea.

- It **obviously** rained last night. The ground is still wet.

- The plane had to make an emergency landing. **Surprisingly**, no one was hurt.

***5. Adverbs with Two Forms***

Some adverbs, such as hard, high, and late, have two forms with two meanings.

- I want to pass this course. I’m studying **hard**. (hard = with a lot ot effort)

- I don’t care about passing this course. I **hardly** study. (hardly = almost not at all)

- After the storm the snow was piled **high**. (high = to a great height)

- He is a **highly** respected writer. (highly = to a great degree)

- He arrived at the party **late**. (late = not on time)

He hasn't gone to any parties **lately**. (lately = recently)

**C1. Listening for Meaning and**

Listen to each sentence. Does it have the same meaning as the sentence in the chart or a different meaning? Check (x) the correct colunm.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **SAME** | **DIFFERENT** |
| 1 | I saw her a short time ago. | x |  |
| 2 | It snowed a lot last night. |  |  |
| 3 | He's been late for our meetings recently. |  |  |
| 4 | It’s likely we'll go to Mexico this summer. |  |  |
| 5 | I’m not studying very much this year. |  |  |
| 6 | Some buses are not arriving on time. |  |  |

**C2. Using Adverbs**

In your notebook, rewrite each paragraph using all of the adverbs given.

Use an adverb in every sentence.

1. Adverbs of time: recently, soon, tomorrow, yesterday.

- I joined a gym. I worked out in the weight room. My muscles are sore, but I’m going to go back to the gym. I’ll be strong and healthy.

I joined a gym recently.... OR Recently I joined a gym....

2. Adverbs of manner and possibility: hard, well, maybe, definitely

- When Lee started taking my class, she didn’t know English. But she really studies. She'll pass the class. She'll be ready for an advanced class next year - if she studies a lot.

3. Adverbs of opinion: luckily, obviously, surprisingly, unfortunately

- Children need to eat vegetables. Few children like them. My children like vegetables. They almost always ask for carrots instead of cookies.

**C3. Identifying Adverbs with Different Forms**

***A. Choose the adverb that best completes each sentence.***

1. I think very (high/ highly) of Koji. He's a wonderful person.

2. The door is stuck, so you have to push it (hard/ hardly).

3. I haven't seen Rita much (late/ lately).

4. The children’s kites were flying (high/ highly) in the sky.

5. I'm really tired because I (hard/ hardly) slept last night.

6. The store opens early during the week, but on weekends it opens (late/ lately).

***B. NOW write four sentences about yourself. Use these adverbs: late,* lately, hard, hardly**.

- I don't like to arrive late to class.

#### D. FORM 2: Adverbs of Degree

**Examining Form**

Read the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1a. My car runs pretty smoothly.

1b. They're very good neighbors.

2a. He was so smart that he got a scholarship.

2b. He was such a smart student that he got a scholarship.

1. Look at 1a and 1b. Is the underlined word in each sentence an adverb or an adjective? Circle the word that modifies each underlined word.

2. Look at 2a and 2b. Which of the underlined words is followed by an Adjective? Which is followed by an article + adjective + noun?

**Adverbs of Degree**

|  |  |  |
| --- | --- | --- |
|  | **ADVERB** | **ADJECTIVE** |
| The music is | **really** | loud. |
| We were | **extremely** | tired. |
| The soup is | **very** | hot. |

|  |  |  |
| --- | --- | --- |
|  | **ADVERB** | **ADVERB** |
| The storm ended | **fairly** | quickly. |
| He spoke | **somewhat** | formally. |
| They talk | **so** | quickly. |

- Adverbs of degree, such as really, extremely, very, fairly, pretty, quite, so, and somewhat come before adjectives or other adverbs.

**So … That**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SO** | **ADJECTIVE** | **THAT CLAUSE** |
| He was | **so** | **fast** | **(that)** he won the race |
| It was | **noisy** | **(that)** I couldn't hear. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SO** | **ADVERB** | **THAT CLAUSE** |
| He talks | **so** | **softly** | **(that)** I can't hear him. |
| I walked | **slowly** | **(that)** I was late for class. |

- So modifies another adverb or an adjective that is used alone (without a noun).

- Sentences with So can be followed by a that clause. The word that can be omitted without a change in meaning.

**Such... That**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SUCH** | **ARTICLE** | **ADJECTIVE** | **SINGULAR COUNT** | **THAT CLAUSE** |
| He was | **such** | **a** | **fast** | **runner** | **(that)** he won the race. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SUCH** | **ADJECTIVE** | **PLURAL COUNT NOUN** | **THAT CLAUSE** |
| They were | **such** | **noisy** | **children** | **(that)** I couldn't concentrate. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SUCH** | **ADJECTIVE** | **NONCOUNT NOUN** | **THAT CLAUSE** |
| It was | **such** | **stormy** | **weather** | **(that)** we canceled our trip. |

- Such (a/an) modifies an adjective that is used with a noun.

- Use such a/an before an adjective + a singular count noun.

- Use such before an adjective + a plural count noun or a noncount noun.

- Sentences with such (a/an) can be followed by a that clause. The word that can be omitted without a change in meaning.

**D1. Listening for Form**

Listen to each sentence. Write the words you hear.

1. She cooks so well that everyone wants to eat at her house.

2. He's …… right now.

3. We're …… that I can tell her anything.

4. The kids were having …… that they didn't want to leave.

5. They were …… that they fell asleep during the movie.

6. The test was …… that I don't think anyone passed.

7. She spoke …… that I couldn't hear her.

8. We arrived …… for the concert.

**D2. Forming Sentences with Adverbs of Degree**

Form sentences from these words. Punctuate your sentences correctly.

1. music/ extremely/ is/ that/ loud

That music is extremely loud.

2. they/ English/ fluently/ quite/ speak

…………………………………………………………….

3. instructions/ these/ somewhat/ are/ confusing

…………………………………………………………….

4. he/ quickly/ types/ really.

…………………………………………………………….

5. those/smell/ so/ flowers/ nice

…………………………………………………………….

6. the/ Jenny/ well/ plays/ very/ piano

…………………………………………………………….

7. the/ we/ news/ closely/ follow/ fairly

…………………………………………………………….

8. book/ it’s/ interesting/ a/ not/ very

…………………………………………………………….

**D3. Completing Conversations**

Complete these conversations with so or such (a/ an). Then practice them with a partner.

1.

A: What's wrong?

B: Traffic moved so slowly that it took three hours to get home.

2.

A: Where are my jeans?

B: They were …… dirty that I put them in the wash.

3.

A: Would you like to go to that Italian restaurant for dinner?

B: I’d love to. They make …… excellent pizzas that I could eat a whole pie by myself!

4.

A: How was your test?

B: Great! It went …… well that I finished early. And I got …… grade that I don't have to take the final exam.

5.

A. How did you like the movie?

B: I thought it was …… exciting movie that I'm going to see it again!

#### E. MEANING AND USE 2: Adverbs Of Degree

**Examining Meaning and Use**

Read the sentences and complete the tasks below. Then discuss your answers and read the Meaning and Use Notes to check them.

1a. Sara is an extremely good tennis player. She'll definitely win the match.

1b. Ana is a fairly good tennis player. She might win the match.

2a. It was so cold that the river froze.

2b. It was such a cold day that I couldn't start my car.

1. Look at the underlined adverbs in 1a and 1b. Who plays tennis better?

2. Look at 2a and 2b. Underline the part of each sentence that shows the result of the cold weather.

**Meaning and Use Notes**

***1. Making adjectives and Adverbs Weaker or Stronger***

Use adverbs of degree before adjectives and other adverbs to make them stronger or weaker. The adverbs extremely, quite, really, and very make adjectives and other adverbs stronger. The adverbs fairly, pretty, and somewhat usually make adjectives and other adverbs weaker.

- I did very well on the test. I got an A.

- I didn't get an A on the test, but I still did fairly well. I got a B.

- He was extremely upset about the situation. I’ve never heard him yell before.

- She was somewhat upset at first. Later she calmed down.

***2. Reasons and Results with So/Such … + That Clauses***

So and such are used to strengthen adjectives, adverbs, and nouns that are modified by adjectives. So and such can express the reason why something happens. The that clause expresses the result.

|  |  |
| --- | --- |
| **Reason** | **Result** |
| The necklace was **so beautiful**  It was **such a beautiful necklace** | **(that)** I had to buy it.  **(that)** I had to buy it. |

**E1. Listening for Meaning and Use**

Listen to these sentences and choose the best response.

1.

a. I like loud music, too.

b. Maybe you should talk to him.

2.

a. Maybe she should take lessons.

b. Can she teach me?

3.

a. Sorry, there was a lot of traffic.

b. Yes, there were no cars on the roads!

4.

a. Maybe she needs extra help.

b. That’s great.

5.

a. They’re always like that on Saturdays.

b. So long. See you later.

6.

a. Yes, she looks beautiful.

b. No, she’s almost 16.

**E2. Using Adverbs of Degree**

Read each situation. Then complete the comment with the appropriate adverb in parentheses.

1. Your friend made some soup for you. It tastes delicious. What do you say when she asks you how you like it?

It’s (somewhat/ very) good. Can you give me the recipe?

2. Your math teacher just returned your final exam. You expected an A, but you got a B instead. What do you say when your brother asks you about the exam?

I did (fairly/ quite) well, but I wanted to do better.

3. You are a football coach. You are talking to one of your players who has just played a great game. What do you tell him?

You were (really/ fairly) great tonight, Tony.

4. You were going to visit friends tonight, but you are tired. You decide to call them and cancel. What do you say?

Hi, there. Listen, I had a long day and I’m (really/ somewhat) tired. Can we get together tomorrow night instead?

5. Your co-worker is enthusiastic about a new idea. You don’t think it’s a good idea. What do you say to her?

I don't know. It’s (somewhat/ very) interesting. Let me think about it some more.

**E3. Complaining**

**A.** You and a friend are discussing recent events in your life. Answer each question with a complaint. Use so … (that) in your answers.

1. You went to a restaurant last night.

Friend: Was it expensive?

You: It was so expensive that we had to share a main course.

Friend: How was the food?

You: …………………………

2. You just started a new job.

Friend: What's the office like?

You: …………………………

Friend: How is the salary?

You: …………………………

3. You recently moved into a new apartment.

Friend: How expensive is it?

You: …………………………

Friend: What's your roommate like?

You: …………………………

4. You just started taking classes at a local university.

Friend: What are the professors like?

You: …………………………

Friend: What is the campus like?

You: …………………………

**B.** Exchange books with a partner. Answer the questions again. Use your partner's answers from part A, but change so... (that) to such (a/an)... (that). Make any other necessary changes.

1. You went to a restaurant last night.

Friend: Was it expensive?

You: It was such an expensive restaurant that we had to share a main course.

Friend: How was the food?

You: …………………………

2. You just started a new job.

Friend: What's the office like?

You: …………………………

Friend: How is the salary?

You: …………………………

3. You recently moved into a new apartment.

Friend: How expensive is it?

You: …………………………

Friend: What's your roommate like?

You: …………………………

4. You just started taking classes at a local university.

Friend: What are the professors like?

You: …………………………

Friend: What is the campus like?

You: …………………………

**C.** Think of two more situations. In your notebook, write two questions for each.

Then exchange notebooks with your partner. For each situation, write one answer with so... (that) and another with such (a/an)... (that).

#### F. FORM 3: Too and Enough

**Examining Form**

Read the sentences and answer the questions below. Then discuss your answers and read the Form charts to check them.

a. I type too slowly to work as a secretary.

b. He’s good enough to be on the team.

c. We're too tired to go out tonight.

d. I read quickly enough to finish a book in a day.

1. Look at the underlined words. Which are adverbs and which are adjectives? How do you know?

2. What is the position of too and enough? Do they come before or after the underlined words?

**Too**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TOO** | **ADJECTIVE** | **INFINITIVE PHRASE** |
| It’s | too | hot. |  |
| It’s | too | hot | to eat outside. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TOO** | **ADVERB** | **INFINITIVE PHRASE** |
| He works | too | slowly. |  |
| He works | too | slowly | to finish on time. |

**Enough**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ADJECTIVE** | **ENOUGH** | **INFINITIVE PHRASE** |
| You aren't | strong | enough |  |
| You aren't | strong | enough | to pick this up. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ADVERB** | **ENOUGH** | **INFINITIVE PHRASE** |
| I jog | often | enough |  |
| I jog | often | enough | to stay fit. |

- Too comes before an adjective or adverb.

- An infinitive phrase (a phrase that begins with to + base form of the verb) can follow the adverb or adjective.

- Enough follows an adjective or adverb.

- An infinitive phrase can follow enough.

- See Chapter 6 for more information on infinitives.

**F1. Listening for Form**

Listen to these statements. Write the phrases you hear with too and enough.

1. You’re too young to drive.

2. This cake is ….. for me.

3. They don't work ….. at school.

4. He drives ….., and it makes me nervous.

5. Don't buy those sweaters. They're …..

6. He’s not ….. to play basketball.

**F2. Forming Sentences with Too and Enough**

Form sentences from these words and phrases. Punctuate your sentences correctly.

Compare your sentences with a partner's.

1. enough/ work/ Pedro/ carefully/ doesn't

Pedro doesn’t work carefully enough.

2. is/ too/ to/ that dress/ wear/ big

…………………………………………

3. not/ enough/ slowly/ you’re/ driving

…………………………………………

4. be/ to/ young/ too/ he looked/ her father

…………………………………………

5. hard/ Mark/ worked/ enough/ get/ to/ a raise

…………………………………………

6. too/ to/ Dan/ to school/ walk/ lives/ far away

…………………………………………

#### G. MEANING AND USE 3: Contrasting Too and Enough

**Examining Meaning and Use**

Read the sentences and complete the task below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. He worked fast enough. He finished on time.

b. He worked too fast. He made a lot of mistakes.

Look at the underlined adverbs. Which one has a positive meaning? Which one has a negative meaning?

**Meaning and Use Notes**

**1. Too**

**A**. Too means "to an undesirable degree.” It is used before adjectives and adverbs to express a negative meaning. Not too expresses a positive meaning when it is used with adjectives and adverbs that are negative qualities.

- It’s **too** crowded in here. Let’s leave.

- It’s **not too** humid here in the summer. In fact, it’s very pleasant.

**B.** Do not confuse too and very

Too (To an Undesirable Degree)

- This town is **too** small. Everyone knows each other. There's no privacy.

Very (To a Great Degree)

- This town is **very** small. Everyone knows each other. It's a friendly place.

**2. Enough**

Enough means "to an acceptable or sufficient degree.” It expresses a positive meaning. Not... enough means "to an unacceptable or insufficient degree.” It expresses a negative meaning.

- He explained the problem clearly **enough**. Now I understand it.

- This time I studied hard **enough** for the exam. I think I’ll do well.

- This jacket doesn't fit. It's **not big enough**.

- She did**n't play well enough** to make the team. She was disappointed.

**G1. Listening for Meaning and Use**

Choose the word that best completes each sentence.

**G2. Using Too, Very, and So**

1. That restaurant is (too/ very) crowded, so the food there is probably good.

Let's try it.

2. He works (very/ too) fast, so he never misses deadlines.

3. I finished my homework (so/ very) quickly that I had time to watch a movie before bed.

4. This pudding is delicious. It's (too/ very) sweet, and it has a nice chocolate flavor.

5. He drove (so/ too) slowly that we missed the beginning of the play.

6. Her son is (too/ very) young to see that movie.

**G3. Giving Reasons and Making Excuses**

Read each situation. Use the words in parentheses and an infinitive phrase to give a reason or make an excuse.

1. You didn't do your homework because you were sick last night. (too)

I was too sick to do my homework.

2. You can't go to the movies with your friend because you’re very busy. (too)

…………………………………………

3. You didn't catch the train beause you were late. (not…. enough)

…………………………………………

4. You couldn't finish painting the kitchen because you were very tired. (too)

…………………………………………

5. You failed the course because you didn't study very hard. (not enough)

…………………………………………

6. You didn't win the race because you couldn't swim very fast. (not enough)

…………………………………………

#### H. REVIEW: Combining Form, Meaning, and Use

Choose the best answer to complete each conversation. Then discuss your answers in small groups.

1.

A: It’s too late to go to the meeting.

B: …………………………………………

a. Then we should hurry.

b. That’s OK. We'll just stay home.

2.

A: It's such a large class that I have to go early to get a good seat.

a. Is the classroom crowded?

b. I hate crowded classes.

3.

A: I wonder how Mark is doing. I haven't seen him lately.

B: …………………………………………

a. He's fine. I spoke with him last week.

b. I know. He's always late.

4.

A: My daughter's a fairly good student.

B: …………………………………………

a. Mine isn't. She’s failing everything.

b. That’s too bad.

5.

A: It was so cold that we decided not to go to the game.

B: …………………………………………

a. Why did you stay home?

b. We didn’t go, either.

6.

A: He doesn't play piano very well.

B: …………………………………………

a. Well, he's only had four lessons.

b. You should be very proud of him.

7.

A: Kate dances pretty well.

B: …………………………………………

a. I don't think she’s very pretty.

b. Yeah. She’s a good dancer.

8.

A: You did fairly well on the test.

B: …………………………………………

a. I know, but not well enough to get an A in the class.

b. I know. I’m so disappointed.

**H2. Editing**

Some of these sentences have errors. Find the errors and correct them.

1. He's not handsome enough to be a movie star.

2. Andrea looks beautifully in that dress.

3. He has been recently in the hospital.

4. You are such kind woman.

5. He always works hardly.

6. She's enough shy to be a teacher.

7. You aren't tall enough to wear my clothes.

8. This ice cream tastes deliciously.

9. He's such good a player that they made him captain of the team.

10. The child smiled sweetly at the photographer.

**Beyond the Classroom**

**Searching for Authentic Examples**

Find examples of English grammar in everyday life. Read an advice colunm in an English-language newspaper or magazine, or on the Internet. Look for examples of adverbs of manner, time, possibility, opinion, and degree. How do the adverbs change the meaning of the verbs or of the sentences? Discuss your findings with your classmates.

**Writing**

Follow the steps below to write a newspaper report of a sporting event such as a football game or an ice-skating competition.

1. Think about the topic. Make notes about what you want to say.

2. Write a first draft. Use a variety of adverbs and at least one sentence with so/such (a/an)... (that).

3. Read your work carefully, and circle grammar, spelling, and punctuation errors.

Work with a partner to help you decide how to fix your errors and improve the content.

4. Rewrite your draft.

The Tigers played extremely well againts the Giants in the championship soccer game yesterday. The game was very close. We didn’t know who would win until the last minute.

## Part 2. COMPARATIVES AND SUPERLATIVES

### Chapter 3. COMPARATIVES

A. GRAMMAR IN DISCOURSE: Early to Rise Makes Teens …. Less Attentive?

B. FORM 1: Comparatives

COMPARATIVE FORMS OF ADJECTIVES, AND NOUNS

tall-taller

quickly-more quickly

expensive-more expensive

good-well-better

hard-harder

homework-more homework

THE COMPARATIVE IN SENTENCES

Lisa is taller than I (am).

Lisa is taller than me.

C. MEANING AND USE 1: Making Comparisons

Taking About Differences

Expressing Greater and Lesser Degrees

Pronouns and Formality

Changing Situations

D. FORM 2: As... As with Adjectives, Adverbs, and Nouns.

She is as tall as Dan (is).

E. MEANING AND USE 2: As... As with Adjectives, Adverbs, and Nouns

As … As to Talk About Things That Are Equal or Similar

Negative Statements with As... As to Talk About Differences

Vocabulary Notes: Using Descriptive Phrases with As... As

F. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: Early to Rise Makes Teens … Less Attentive?

**A1. Before You Read**

Discuss this question.

There is a proverb in English that says "Early to bed and early to rise, makes a man healthy, wealthy, and wise.” What do you think this means? Do you agree with it?

**A2. Read**

Read this newspaper article about high school students. Is sleeping later a good idea?

**Early to Rise Makes Teens … Less Attentive?**

PHILADELPHIA – Crystal Irwin would like to pay closer attention in her first-period class, but she’s simply too tired. She can barely keep her eyes open. Can schools do anything to help students like Crystal? One solution is to change school starting times and let teens sleep longer.

In the United States many high school students get less sleep than younger students. This is because American high schools generally start earlier than elementary schools, and, of course, teenagers need more sleep. According to a number of studies, too little sleep can make students less attentive in class and more difficult to deal with. “When people don’t have enough sleep, they get upset more easily,” a researcher says.

The first high school to change its starting time was in Edina, Minnessota. In 1996 it moved its daily starting time from 7:25 A.M. to 8:30 A.M., and its finishing time from 2:05 P.M to 3:10 P.M. The results have been positive. According to teachers, especially first-period teachers, students are more awake in class. The students participate more enthusiastically, and classes seem to go more smoothly. Counselors say that students seem happier and that they are nicer to one another. There is a better climate in the school.

Despite the positive results, some parents and teachers do not want schedule changes. They think that people who sleep late are lazier than people who get up early.

Researchers believe that this way of thinking comes from the time when most people lived on farms and had to get up early to work. At that time people believed late risers weren't as hardworking or successful as early risers. This clearly isn't true of high school students today. Indeed, one student says the changes in Edina have been successful. He was in tenth grade when the school changed its starting time, and he says he immediately noticed that "everyone was more alert."

alert: awake and paying attention

attentive: watching or listening carefully

climate: the general attitude or feeling in a place

counselors: school employees who give students advice

smoothly: easily and without problems

**A3. After You Read**

Write T for true or F for false for each statement.

T - 1. Some students are very tired and cannot pay attention in class.

…..- 2. American high schools usually start later than elementary schools.

…..- 3. Doctors believe that teenagers need more sleep.

….. - 4. The first high school to change its schedule was in Iowa.

….. - 5. Teachers say the results have been negative.

….. - 6. Some parents and teachers do not like the schedule change.

#### B. FORM 1: Comparatives

**Examining Form**

Look back at the article on page 48 and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1. Four examples of comparative adjectives and adverbs are underlined. Which are adjectives? Which are adverbs? There are two ways to form the comparative of adjectives and adverbs. What are they?

2. Find two more examples of each underlined form.

**COMPARATIVE FORMS OF ADJECTIVES, ADVERBS, AND NOUNS**

**Adjectives**

|  |  |  |
| --- | --- | --- |
| ONE SYLLABLE | TWO SYLLABLES | THREE OR MORE SYLLASLES |
| tall-tall**er** | simple-simpl**er** | beautiful-**more** beautiful |
| cold-cold**er** | happy-happi**er** | expensive-**more** expensive |
| cute-cut**er** | famous-**more** famous | creative-**more** creative |
| big-bigg**er** | polite-politer/**more** polite | intelligent-**more** intelligent |

**Adverbs**

|  |  |
| --- | --- |
| **ONE SYLLABLE** | **TWO OR MORE SYLLASLES** |
| hard-hard**er** | quickly-**more** quickly |
| late-lat**er** | clearly-**more** clearly |

**Irregular Forms**

|  |  |  |
| --- | --- | --- |
| **ADJECTIVE** | **ADVERB** | **COMPARATIVE** |
| good | well | **better** |
| bad | badly | **worse** |

**Nouns**

|  |  |  |  |
| --- | --- | --- | --- |
| **COUNT NOUN** | **COMPARATIVE** | **NONCOUNT NOUN** | **COMPARATIVE** |
| a book | more books | homework | more homework |

**Adjectives with One Syllable**

- Add –er to form the comparative of most one-syllable adjectives. If the adjective ends in e, add –r. If it ends with a single vowel and a consonant, double the final consonant and add –er.

**Adjectives with Two Syllables**

- If the adjective ends in le, add -r. If it ends in a consonant +y, change y to i and add er. For most other two-syllable adjectives, use more.

- Some two-syllable adjectives can use either –er or more. See Appendix 11.

**Adjectives with Three or More Syllables**

- Use more with adjectives of three or more syllables.

**Adverbs with One Syllable**

- Add –er to form the comparative of most one-syllable adverbs. If the adverb ends in e, add –r.

**Adverbs with Two or More Syllables**

- Use more instead of –er with most adverbs of two or more syllables ending in ly.

**Irregular Forms**

- Some adjectives and adverbs have irregular comparative forms. See Appendix 12.

She sings better than I do.

He is a worse student than I am.

**Nouns**

- To form the comparative, use more with count and noncount nouns.

**THE COMPARATIVE IN SENTENCES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **COMPARATIVE** | **THAN** | **SUBJECT(+VERB or AUXILIARY)** |
| Lisa is | **taller** | than | her brother (is).  he is. |
| Tony works | **harder** | You (work).  You (do) |
| We read | **more** books | our friends (read).  they (do) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **COMPARATIVE** | **THAN** | **OBJECT PRONOUN** |
| Lisa is | **taller** | than | him. |
| Tony works | **harder** | you. |
| Lisa reads | **more** books | them. |

- Than often follows comparative forms. If than is not used, it is still implied.

I'm **older than** my sister. I’m also **taller** (than my sister).

- Than call be followed by a noun or by a subject pronoun + an optional verb or auxiliary.

We read **more** books **than our friends (read).**

We read **more** books **than they (do).**

- Than can also be followed by an object pronoun. An Object pronoun is always used alone without a verb after it.

Lisa is **taller than him**.

- Do not use both -er and more in a comparative.

Lisa is **taller than he is**.

\* Lisa is more taller than he is. (INCORRECT)

**B1. Listening for Form**

Listen to each conversation. Which comparative form do you hear? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **-ER** | **MORE** |
| 1 |  | x |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |

**B2. Working on Comparative Adjectives and Adverbs**

Write the correct comparative form. Use -er or more.

1. fast - faster

2. messy - ………

3. handsome - ………

4. happily - ………

5. hot - ………

6. expensive - ………

7. loudly - ………

8. large - ………

9. dangerously - ………

10. complicated - ………

11. late - ………

12. polite - ………

**B3. Working on Comparatives in Sentences**

Complete each conversation with the comparative forms of the adjectives, adverbs, or nouns in parentheses.

*Conversation 1*

Amy: What do you think? Should I buy the paperback or the hardcover book?

Betty: Well, the paperback is cheaper (cheap) than the hardcover, but the hardcover will last ……… (long).

*Conversation 2*

Stefan: Your newspaper is ……… (thick) than my newspaper.

Josh: It probably just has ……… (advertisements).

*Conversation 3*

Carlos: Is André a ……… (good) tennis player than I am?

Miguel: I'm not sure. He hits the ball ……… (hard) than you, but you move ……… (quickly) than he does.

*Conversation 4*

Mr. Orr: So how is college compared to high school?

Yuji: It's definitely ……… (ditficult) and the professors give ……… (homework) than my teachers did in high school. But it’s getting easier. My grades were ……… (bad) last semester than they are this semester.

*Conversation 5*

Alex: You look like your sister.

Luisa: I know. But actually, we're very different. She's

……… (tall) and ……… (thin) than me. Her hair is ……… (curly) than mine, and she has ……… (freckles).

#### C. MEANING AND USE 1: Making Comparisons

**Examining Meaning and Use**

Read these sentences and answer the questions below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. Jake likes his new job. He’s making more money.

b. Jake's new apartment is less expensive than his old one.

Which comparison talks about a larger amount? Which comparison talks about a smaller amount?

**Meaning and Use Notes**

**1. Talking About Differences**

**A.** Use comparatives with adjectives, adverbs, and nouns to talk about differences between two things (people, objects, ideas, places, or actions).

- My father is **older than** my mother.

- The new computer runs **more smoothly than** the old one.

- There are **more cars than** buses on the highways.

**B.** You can use the comparative without than when the meaning is clear from context.

- She’s a good student, but I think he’s smarter. (= smarter than she is)

- We sang well, but they sang better. (= better than we did)

**2. Expressing Greater and Lesser Degrees**

**A.** Use more or –er with adjectives and adverbs to show that something is a larger quantity, degree, or size than something else. Use less with adjectives and adverbs to show that something is a smaller quantity, degree, or size than something else.

More/-er … than

Diamonds are **more expensive** than rubies.

He works **more quickly than** she does.

Less … Than

Rubies are **less expensive than** diamonds.

She works **less quickly than** he does.

Less can sound awkward with adjectives and adverbs that have one syllable.

To avoid this, use the comparative form of an adjective or adverb with the opposite meaning.

- I’m **shorter than** my brother.

- I’m less tall than my brother. (NOT USUAL)

**B**. Use more with count or noncount nouns to talk about larger quantities. Use fewer writh count nouns and less with noncount nouns to talk about smaller quantities.

**Count Nouns**

- Mexico City has **more people than** Seattle.

- Seattle has **fewer people than** Mexico City.

**Noncount Nouns**

- The Smiths have **more money than** the Johnsons.

- The Johnsons have **less money than** the Smiths.

**3. Pronouns and Formality**

When than is followed by a subject pronoun alone, the sentence has a more formal tone. When it is followed by a subject pronoun + verb or auxiliary, it is neutral in tone (neither formal nor informal). When it is followed by an object pronoun, it has a more informal tone.

**More Formal**

He is **older than I**.

**Neutral**

He is **older than I am**.

**More Informal**

He is **older than** **me**.

**4. Changing Situations**

A comparative form can be repeated and joined with and to show that a situation is changing. This use of the comparative is common with verbs of change such as get, become, and grow, especially in the present continuous.

- He looks **older and older** every day.

- I have **less and less time** to study.

- Taxes are getting **higher and higher**.

- Car engines are becoming **more and more efficient**.

**C1. Listening for Meaning and Use**

Listen to each situation and the question that follows. Choose the correct answer.

1.

a. Dan is.

b. Mike is.

2.

a. Ana’s coat was.

b. Rick’s coat was.

3.

a. Our team did.

b. Their team did.

4.

a. Betty did.

b. Her classmates did.

5.

a. Maria does.

b. Frank does.

6.

a. The B4 bus is.

b. The D2 bus is.

**C2. Expressing Differences**

Read the two sentences. Then write a comparative sentence with the adjective, adverb, or noun in parentheses.

1. Texas has an area of 261,277 square miles. California has an area of 158,869 square miles.(larger). - Texas has a larger area than California (has/ does).

2. Cheetahs can run up to 70 miles per hour.

Greyhounds can run up to 40 miles per hour. (quickly)

…………………………………………………………………………

3. There are exactly 36 inches in a yard.

There are a little more than 39 inches in meter.(long)

…………………………………………………………………………

4. Earth travels around the Sun in 365 days.

Mercury travels arounds the Sun in 88 days. (slowly)

…………………………………………………………………………

5. A kilogram has 1,000 grams.

A pound has 454 grams.(heavy)

…………………………………………………………………………

6. China's population is more than 1.3 billion.

India’s population is more than 845 billion.(people)

…………………………………………………………………………

**C3. Rephrasing Comparatives**

Make each sentence more formal, more informal, or more neutral in tone.

1. My son is taller than me.(more neutral)

My son is talller than I am.

2. I take more classes than he does. (more informal)

…………………………………………………………………………

3. I've been waiting longer than them. (more neutral)

…………………………………………………………………………

4. Jack has more experience than I. (more informal)

…………………………………………………………………………

5. He worked harder than she did. (more formal)

…………………………………………………………………………

6. He got more presents than me. (more neutral)

…………………………………………………………………………

7. They've lived here for more years than we have. (more informal)

…………………………………………………………………………

8. She’s more friendly than he is. (more formal)

…………………………………………………………………………

**C4. Talking About Changing Situation**

Think about the place where you live. Choose six of the topics below to make sentences about how things are changing. Use the present continuous with get, become, or grow and the comparative form of an adjective with and.

the air

the economy

my neighborhood

the prices

the stores

the buses

the houses

the people

the schools

the traffic

The air is getting more and more polluted.

#### D. FORM 2: As… As with Adjectives, Adverbs, and Nouns

**Examining Form**

Look at the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

a. My car isn't as new as your car.

b. Sara looks as young as he looks.

c. We walked as fast as them.

d. Dan doesn’t talk as loudly as Mark does.

1. Underline the adjectives and circle the adverbs.

2. Which sentences end with an auxiliary or a verb? Which ends with a noun? Which ends with an object pronoun?

**Adjectives**

|  |  |  |
| --- | --- | --- |
|  | **AS + ADJECTIVE + AS** | **SUBJECT (+ VERB OR AUXILIARY)** |
| She is | **as tall as** | Dan (is). |

|  |  |  |
| --- | --- | --- |
|  | **AS + ADJECTIVE + AS** | **OBJECT PRONOUN** |
| She is | **as tall as** | him. |

**Adverbs**

|  |  |  |
| --- | --- | --- |
|  | **AS + ADVERB + AS** | **SUBJECT (+ VERB or AUXILIARY)** |
| He works | **as hard as** | Eve (works).  she (does). |

|  |  |  |
| --- | --- | --- |
|  | **AS + ADVERB + AS** | **OBJECT PRONOUN** |
| He works | **as hard as** | her. |

**Plural Count Nouns**

|  |  |  |
| --- | --- | --- |
|  | **AS MANY+ NOUN + AS** | **SUBJECT (+ VERB or AUXILIARY)** |
| I have | **as many CDS as** | they (have).  they (do). |
|  | **AS MANY+ NOUN + AS** | **OBJECT PRONOUN** |
| I have | **as many CDs as** | him. |

**Noncount Nouns**

|  |  |  |
| --- | --- | --- |
|  | **AS MUCH + NOUN + AS** | **SUBJECT (+ VERB or AUXILIARY)** |
| He has | **as much money as** | Carta (has).  she (does). |

|  |  |  |
| --- | --- | --- |
|  | **AS MUCH + NOUN + AS** | **OBJECT PRONOUN** |
| He has | **as much money as** | her. |

- Use as … as with adjectives and adverbs.

- Use as many … as with plural count nouns. Use as much … as with noncount nouns.

- The second as can be followed by a noun or a subject pronoun + an optional verb or auxiliary.

- The second as can also be followed by an object pronoun. An object pronoun is always used alone.

- To form a negative statement with as... as, use the negative form of the verb + as (much/many)... as.

She is not **as tall as he is**.

He doesn't have **as much money as** **I do**.

**D1. Listening for Form**

Listen to each conversation. What form of as ... as does the second speaker use? Write the as... as phrase you hear.

1. My college isn't small. It's as big as your college.

2. Yes, but it's going to take me a while to finish it. I don't read ……… you do.

3. I'm ……… you are.

4. Not great. It seems to have ……… my old car.

5. It's hard. The other kids already did this stuff. I can't work ……… they can.

**D2. Rephrasing Sentences with As … As**

In your notebook, rewrite each sentence in three different ways.

1. Lee works as hard as **his sister**.

- Lee works as hard as she.

- Lee works as hard as she does.

- Lee works as hard as her.

2. We’ve spent as much money as **the Swansons**.

3. Rita’s son isn’t as old as **Sara’s son**.

4. Rick didn’t take as many classes as **his brother**.

5. He doesn't have as many stamps as **I do**.

6. They played better than **Mike and I**.

#### E. MEANING AND USE 2: As … As with Adjectives, Adverbs, and Nouns

**Examining Meaning and Use**

Read the sentences and answer the questions below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. Ben is as tall as Matt.

b. Dan isn't as tall as Ben.

1. In which sentence are the boys the same height?

2. In which sentence are the boys different heights?

**Meaning and Use Notes**

**1. As … as to talk about things that are equal or similar**

**A.** Use as ... as with adjectives, adverbs, and nouns to say that two things (people, objects, actions, etc.) are equal or similar.

- My office is **as big as** his office.

- The student explained the problem **as simply as** the teacher.

- We saved **as much money as** Gina did.

- They have **as many friends as** us.

**B.** Use about almost, and nearly before as... as to say that two things are close but not quite equal.

- My office is almost **as big as** his office. (His office is bigger than my office by a small amount.)

Elena is nearly **as tall as** Eva. (Eva is taller than Elena by a small amount.)

**C.** You can omit the second part of an as... as phrase when the meaning is clear from context.

Yes, she’s a good student, but he’s **as good**. (= as good as she is.)

**2. Negative statements with As … As to talk about differences**

Use negative statements with as... as to talk about differences between two things. A negative statement with as... as has the same meaning as a comparative sentence with less or fewer.

- Ken is not **as athletic as** Tom. (= Ken is less athletic than Tom.)

- He didn't finish **as quickly as** us. (= He finished less quickly than us.)

- I don’t have **as much energy as** they do. (= I have less energy than they do.)

- He doesn't know **as many students as** I do. (= He knows fewer students than I do.)

Less can sound awkward with adjectives and adverbs that have one syllable. Use a negative statement with as... as instead.

- I’m not **as tall as** my brother.

\* I’m less tall than my brother. (NOT USUAL)

**E1. Listening for Meaning and Use**

Listen to each statement and the question that follows. Choose the correct answer to the questions. Choose c if neither a nor b is correct.

1.

a. Atlanta Braves

b. New York Yankees

c. neither

2.

a. Russian

b. Chinese

c. neither

3.

a. Carlene

b. Janet

c. neither

4.

a. Techno computers

b. Quantum computers

c. neither

5.

a. teenage girls

b. teenage boys

c. neither

6.

a. teachers

b. nurses

c. neither

7.

a. Paul's children

b. Bob's children

c. neither

8:

a. rattlesnakes

b. king cobras

c. neither

**E2. Expressing similarities and differences**

**A.** Look at the pictures of Derek’s and Koji’s apartments. In your notebook, write sentences about the two men. Use the words below and as … as, nearly/almost as..., and not as... as.

1. Derek's apartment/ messy

Derek’s apartment isn't as messy as Koji’s.

2. Koji/ clean/ frequently

……………………………............

3. Koji/ eat/ junk food

……………………………...........

4. Koji/ books/ bookcase

……………………………............

5. Derek/ dress/ casually

……………………………............

**B.** Work with a partner. Look at the pictures again. Make at least four more comparisons with as.…as phrases.

Koji’s furniture isn't as nice as Derek’s.

**Vocabulary Notes**

Using Descriptive Phrases with As... As

There are many common descriptive phrases with as...as in English. These phrases are used to compare a subject to something (such as an animal or object) that people associate with a certain quality or feeling.

An example of one of these phrases is as free as a bird. We use this phrase to express the idea that someone or something is or feels very free: for example, I have finished my exams, and now I'm as free as a bird.

We sometimes use these phrases in speech and writing to make a description more lively and colorful. Here is a list of some of these phrases:

as free as a bird

as cold as ice

as tough as nails

as strong as an ox

as gentle as a lamb

as hungry as a bear

as old as the hills

as quiet as a mouse

as light as a feather

**E3. Using Descriptive phrases with As … As**

Complete the sentences with one of the descriptive phrases from the Vocabulary Notes above.

1. Can we turn up the heat? It's freezing in here. My hands are as cold as ice.

2. Don't be afraid of the dog. He's big and he looks mean, but he wouldn't hurt anyone. He's …….....

3. Wow! I can lift this bicycle with one hand. It's ……...

4. No one heard me come in. I didn’t make any noise. I was …….....

5. Don’t try to move that big TV by yourself. It’s really heavy. Ask Mike to help you. He’s …….....

6. My kids are all in college now. I don't have to cook meals or spend hours cleaning. These days I feel ……....

7. I haven't had anything to eat all day. I'm ……......

8. Our dog is 16 or 17 years old. He's …….....

9. That old, retired army officer still insists on ordering everyone around. He’s …….....

#### F. REVIEW: Combining Form, Meaning, and Use

**F1. Thinking About Meaning and Use**

Read each sentence and choose the best response. Then discuss your answers in small groups.

1.

A: Your son doesn't seem as interested in sports as your daughter.

B: …….......................

a. You’re right. He’s definitely less interested in sports.

b. Yes. They're both very interested in sports.

2.

A: I don't run as fast as Greg.

B: …….......................

a. Good, then you should win the race easily.

b. That's OK. You should still get second place.

3.

A: The red dress is more expensive than the blue one.

B: …….......................

a. Well, if you want to save money, get the blue one.

b. I like the red one better and it's cheaper, too.

4.

A: You’re as smart as I am.

B: …….......................

a. Then why are my grades worse?

b. You’re always criticizing me.

5.

A: My grades are getting better and better.

B: …….......................

a. Maybe you’re trying too hard.

b. That's because you’ve been studying.

6.

A: He's not arriving as early as we thought.

B: …….......................

a. That's good. I haven’t finished cleaning the house yet.

b. Oh, dear! Will we be ready in time?

7.

A: I don’t have as much money as you do.

B: …….......................

a. OK. Then I'll pay for dinner.

b. OK. Then you pay for dinner

8.

A: Ana doesn't work as quickly as Sara.

B: …….......................

a. That's why Sara stays later.

b. That's why Ana stays later.

**F2. Editing**

Find the errors in this paragraph and correct them.

My new job is better than my old one. I am more happyer here. There are several reasons why. For one thing, we have flextime. That means that we can arrive at work anytime between seven and ten and leave eight hours later. In general, this company doesn't have as much rules as my old company does. Also, the building is nicer of the old building, and my office is biger than my old office. There are more windows in this building than in my old building. The work is more hard than the work at my old job, but I like the challenge of hard work. I like my new boss more than my old boss. She's less bad tempered than he was, and she's helpfuler. Finally, I really like my co-workers. They are so much more nice that the people I used to work with. We have a lot of fun together. The day goes by more quicker. I'm glad I came here.

**Beyond the Classroom**

**Searching for Authentic Examples**

Find examples of English grammar in everyday life. Look at advertisements in English-language magazines and newspapers or on the Internet. Find at least three examples of comparative adjectives or adverbs. Bring them to class. What two things are compared in each advertisement? Do you believe the advertisement? Discuss your findings with your classmates.

**Writing**

Follow these steps to write a letter to a friend comparing teenagers in your country to teenagers in another country that you are familiar with.

1. Think about the topic. Make notes about what you want to say. Use these questions to help you.

- How are teenagers in your country similar to teenagers in the other country?

- How are they different?

2. Write a first draft. Use comparative Adjectives, adverbs, and nouns. Try to use at least one sentence with less and one sentence with as….as.

3. Read your work carefully and circle grammar, spelling, and punctuation errors. Work with a partner to decide how to fix your errors.

4. Rewrite your draft.

There are many difference between the teenagers in the United States and the teenagers in Japan. In general, the teenagers in Japan are more serious about life …….

### Chapter 4. SUPERLATIVES

A. GRAM MAR IN DISCOURSE: Strange but True

B. FORM: Superlatives

SUPERLATIVE FORMS OF ADJECTIVES, ADVERBS, AND NOUNS

tall-the tallest

quickly-the most quickly

expensive-the most expensive

good -the best

hard-the hardest

money-the most money

PREPOSITIONAL PHRASES AFTER SUPERLATIVES

My sister is the tallest in the family.

C. MEANING AND USE: Superlatives

Comparing Members of a Group

Emphasizing or Weakening Superlatives

Using The Most, The Least, and The Fewest

D. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: Strange but True

**A1. Before you read**

Discuss these questions.

What is the tallest building in the world? What is the longest river? Which country has the most people? If you need information like this, where can you look?

**A2. Read**

Read this magazine article to find out the story behind the first Guinness record book

**Strange but True**

How big was the world’s biggest lollipop? (4,016 pounds). What is the driest place in the world? (The Atacama Desert in Chile). Who has climbed a 100 foot tree the fastest? (Guy German; 24.82 seconds, up and down). If you would like to know the answers to thousands of questions like these, you can find them in Guinness World Records. For over 40 years Guinness has recorded the world’s superlatives: the strongest person, the most valuable stamp, the fastest talker, the most expensive meal, the ugliest dog, the most dangerous ant, the worst pollution, and the world’s tallest building.

**The History of a Best-Seller**

A little over 50 years ago Sir Hugh Beaver, the managing director of Guinness Brewery, had a problem. He wanted to know whether a certain bird, the golden plover, was the fastest of all the birds that people hunt in Europe. He looked everywhere, but he couldn’t find the answer to his question. He thought that other people must have similar questions, so he got the idea for a book that would answer them. On August 27, 1955, the first Guinness record book was printed. By Christmas of that year it was selling the most copies of any book.

Two years later the first U.S version of Guinness appeared. By 1974 the book had sold more copies than any other book except the Bible. By 1989 sales around the world had risen to over 60 million. That equals 163 piles of books, each as high as Mount Everest. So far the book has sold more than 90 million copies in 37 languages.

**Getting into Guinness**

It’s not easy to be a world record holder, in any categogy. For example, do you think you can collect the most bus tickets? You’ll have to collect more than 14,000 of them. Or what about dribbling a basketball the farthest without stopping? As Mark Young, the publisher of the American version of Guinness, point out, that record in 97 miles in 24 hours. “I get tired driving a car that far.” Young says.

You can try to set a record, though, and be successful. In 1979 Ashrita Furman decided to set a Guinness record, and he now has set 58 of them-the most Guiness records that one person has set.

**dribbling**: bouncing a basketball up and down with short repeated bounces

**lollipop**: a piece of hard candy on a stick

**set a record**: do something better than anyone has done before

**A3. After You Read**

Match each number with what it represents.

c – 1) 4,016 pounds

… - 2) 1955

… - 3) 58

… - 4) Over 90 million

… - 5) 97

… - 6) over 14,000

a. the number of miles someone dribbled a basketball

b. the number of bus tickets someone has collected

c. the weight of the biggest lollipop

d. the number of Guinness books sold so far

e. the most Guinness records one person has set

f. the year the first Guinness record book was published

#### B. FORM: Superlatives

**Examining Form**

Look back at the article on page 68 and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1. Find the superlative form of these adjectives: big, strong, valuable, and expensive.

2. There are two ways to form the superlative of adjectives. What are they?

3. Find one more example of each form.

**SUPERLATIVE FORMS OF ADJECTIVES, ADVERBS, AND NOUNS**

**Adjectives**

|  |  |  |
| --- | --- | --- |
| **ADJECTIVE** | **COMPARATIVE** | **SUPERLATIVE** |
| tall | taller | the tallest |
| cute | cuter | the cutest |
| big | bigger | the biggest |
| simple | simpler | the simplest |
| happy | happier | the happiest |
| famous | more famous | the most famous |
| polite | politer  more polite | the politest  the most polite |
| beautiful | more beautiful | the most beautiful |
| expensive | more expensive | the most expensive |
| intelligent | more intelligent | the most intetligent |

**Adverbs**

|  |  |  |
| --- | --- | --- |
| **Adverbs** | **COMPARATIVE** | **SUPERLATIVE** |
| hard | harder | the hardest |
| late | later | the latest |
| quickly | more quickly | the most quickly |
| clearly | more clearly | the most clearly |

**Irregular Forms**

|  |  |  |
| --- | --- | --- |
| **ADJECTIVE** | **COMPARATIVE** | **SUPERLATIVE** |
| good | better | the best |
| bad | worse | the worst |

|  |  |  |
| --- | --- | --- |
| **ADVERB** | **COMPARATIVE** | **SUPERLATIVE** |
| well | better | the best |
| badly | worse | the worst |

**Nouns**

|  |  |  |
| --- | --- | --- |
| **COUNT NOUN** | **COMPARATIVE** | **SUPERLATIVE** |
| a book | more books | the most books |

|  |  |  |
| --- | --- | --- |
| **NONCOUNT NOUN** | **COMPARATIVE** | **SUPERLATIVE** |
| money | more money | the most money |

**Adjectives with One Syllable**

- Use the + adjective + -est to form the superlative of most one-syllable adjectives. If the adjective ends in e, add -st. If it ends with a single vowel and a consonant, double the consonant and add -est.

**Adjectives with Two Syllables**

- If the adjective ends in le, add -st. If it ends in a consonant +y, change y to i and add -est. For most other two-syllable adjectives, use the most + adjective.

- Some two-syllable adjectives can use either -est or the most. See Appendix 11.

**Adjectives with Three or More Syllables**

- Use the most + adjective with adjectives of three or more syllables.

**Adverbs with One Syllable**

- Use the + adverb + -est to form the superlative of most one-syllable adverbs. If the adverb ends in e, add -st.

**Adverbs with Two or More Syllables**

- For most adverbs with two or more syllables ending in ly, use the most + adverb.

- Use the most + adverb with adverbs of three or more syllables.

**Irregular Adjectives and Adverbs**

- Some Adjectives and adverbs have irregular superlative forms. See Appendix 12.

**Nouns**

- To form the superlative, use the most with count and noncount nouns.

**PREPOSITIONAL PHRASES AFTER SUPERLATIVES**

|  |  |  |
| --- | --- | --- |
|  | **SUPERLATIVE** | **PREPOSITIONAL PHRASE** |
| My sister is | **the tallest** | **in the family.** |
| He works | **the hardest** | **of all the employees.** |
| They have | **the most children** | **on the block.** |

\* Do not use than after a superlative.

- He works **the hardest** **of** all the employees.

- He works the hardest than all the employees. (INCORRECT)

**B1. Listening for form**

Listen to each sentence. Which form of the Adjective or adverb do you hear? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **COMPARATIVE** | **SUPERLATIVE** |
| 1 |  | x |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |

**B2. Forming adjectives and adverbs**

Complete this chart with the missing forms of each adjective or adverb.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **BASE FORM** | **COMPARATIVE FORM** | **SUPERLATIVE FORM** |
| 1 | beautifully | More beautifully | the most beautifully |
| 2 |  | higher |  |
| 3 | badly |  |  |
| 4 |  | More rapidly |  |
| 5 |  |  | The sleepiest |
| 6 |  | More famous |  |
| 7 | Early |  |  |
| 8 | Good |  |  |
| 9 |  |  | The happiest |
| 10 |  | More softly |  |
| 11 | wet |  |  |
| 12 | lovely |  |  |

**B3. Working with Superlative**

Complete this paragraph with the superlative form of the words in parentheses.

Today's planetarium show begins with a guided tour of the planets in our solar system. Mercury is the closest (close) planet to the Sun and also the one with …. (short) orbiting time. Mercury takes just 88 Earth days to complete a trip around the Sun. Venus is …. (bright) planet in the solar system and the one with …. (hot) surface temperature.

Earth is …. (dense) and has …. (intense) magnetic field. Leaving Earth, we come to Mars, …. (red) of all the planets, and then to Saturn and Jupiter. Many people say that Saturn is …. (beautiful) planet in the solar system because of its amazing ring system. Jupiter is …. (massive), with a diameter 11.2 times greater than Earth’s. Uranus and Neptune are …. (blue) of all the planets. Neptune is also …. (windy), with storms that are five times more powerful than …. (strong) tornadoes on Earth. Finally, there is Pluto, …. (cold) and …. (tiny) of all the planets.

#### C. MEANING AND USE: Superlatives

**Examining Meaning and Use**

Read these sentences and answer the questions below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. August was warmer than July.

b. August was the warmest month of the year.

Which sentence compares things in a group of three or more things? Which compares only two things?

**Meaning and Use Notes**

**1. Comparing members of a group**

**A.** Use the superlative of adjectives, adverbs, and nouns to compare things in a group-three or more people, objects, ideas, places, or actions. The superlative shows that one member has more (or less) of something than all other members.

- Paris was **the most interesting** city that we visited. (Paris was more interesting than all of the other cities.)

- I’m **the youngest** of four children. (I am younger than any of the other children.)

**B.** Superlative adjectives are often followed by a noun. The noun indicates the thing you are comparing. Superlative adjectives can also be used without a noun if the context indicates the missing noun.

- All the teachers here are good, Ms. Jordan is probably **the best**. (= the best teacher).

**C.** Superlatives are often followed by a prepositional phrase. The prepositional phrase indicates the group in the comparison.

- Who is **the richest man** in the world? (all men in the world = the group)

- She’s **the most popular** **student** in the class. (all students in the class = the group)

- He’s **the best actor** on TV. (all actors on TV = the group)

**D.** Superlatives are also often followed by clauses. These, too, indicate the group. Often the clauses are in the present perfect with ever.

- The Pink Panther is **the funniest movie** that I’ve ever seen.

**2. Emphasizing or weakening superlatives**

**A.** The prepositional phrase of all gives the superlative more emphasis. It means ”of all the people, places, or other things in the group." It doesn't change the meaning of the superlative.

- I think mountain climbing is **the most dangerous sport** of all.

- Everyone made an effort, but John tried **the hardest** of all.

**B.** You can use one of before the superlative of an adjective. One of weakens the superlative because it means that the thing you are talking about is not unique by itself, but is part of a group of things that are unique.

- New York is one of the most famous cities in the world. (New York and some other cities are more famous than the rest of the cities in the world.)

**3. Using the most, the least, and the fewest**

**A.** Use the most or -est with adjectives and adverbs to show that something is a higher degree, quantity, or size than all the other members of a group. Use the least to show that something is a lower degree, quantity, or size than all the other members of a group.

- Diamonds are **the most expensive gems** in this shop.

- He's **the richest man** in the world.

- He's **the least talkative** of any of our friends.

The least sometimes sounds awkward with one-syllable adjectives and adverbs.

To avoid this, use the superlative form of an adjective or adverb with the opposite meaning.

- I’m the shortest in my family.

\* I’m the least tall in my family. (INCORRECT)

**B.** Use the most with count or noncount nouns to talk about the largest quantities.

Use the fewest with count nouns and the least with noncount nouns to talk about the smallest quantities.

**Count Nouns**

- He made **the most mistakes**.

- You made **the fewest mistakes**

**Noncount Nouns**

- I had **the most trouble** with the test.

- She had **the least trouble** with the test.

**C1. Listening for Meaning and Use**

Read the situations and questions below. Then listen to the conversations and answer the questions.

***Situation 1***

A woman has three daughters: Alison, Caitlin and Megan. One of them is five years old, one is seven, and one is eleven.

1. Who is five years old? - Caitlin

2. Who is eleven years old? - ……..

***Situation 2***

There are three restaurants: Isabelle’s, Sun Palace, and Seaview. One of them is a block away, one is two miles away, and one is five miles away.

1. Which restaurant is a block away? - ……..

2. Which restaurant is five miles away? - ……..

***Situation 3***

Three boys played in a practice basketball game: Ed, Pete, and Tom. One of them made two baskets, one made ten, and one made fifteen.

1. Who made two baskets? - ……..

2. Who made fifteen baskets? - ……..

**C2. Asking for opinions and preferences**

**A.** Use each set of words and phrases to write a question with what or who.

Use a superlative and a clause with ever and the present perfect

1. easy subject/ study.

What is the easiest subject that you’ve ever studied?

2. interesting book/ read

…………………………………………………………………

3. unusual person/ know

…………………………………………………………………

4. pretty place/ visit

…………………………………………………………………

5. bad movie/ see

…………………………………………………………………

**B.** Work with a partner. Take turns asking and answering the questions in part A.

A: What's the easiest subject that you have ever studied?

B: The easiest subject that I’ve ever studied is geography.

**C3. Weakening superlatives**

Read the situations. Write sentences with one of… + superlative.

1. You have just moved to New York. When you call your family, your sister asks if the New York subway system is larger than any other subway system in the United States. You know that Boston and Chicago have large subway systems, too. You say:

New York has one of the largest subway systems in the U.S.

2. You’re talking about sports with your friend. You say that baskethall is more popular than any other sport in the world. Your friend knows that basketball is very popular, but he thinks that soccer may be more popular. He says:

…………………………………………………………………

3. You wonder whether diamonds are more valuable than other gems. You research the subject and find out that diamonds are valuable, but other gems are sometimes more valuable. What have you learned?

Diamonds are ………………………………………………………………

4. You and your friend are driving through Death Valley in California. It is very hot! Your friend asks if Death Valley is hotter than any other place on earth. You’re not really sure. You say:

…………………………………………………………………

**C4. Making Recommendations**

Work with a partner. Imagine that you have a new neighbor. Use the words in parentheses to make recommendations with superlatives.

1. (beautiful/ place)

The most beautiful place in town is Memorial Park.

2. (good/ restaurant)

…………………………………………………………………

3. (near/ supermarket)

…………………………………………………………………

4. (nice/ hotel)

…………………………………………………………………

5. (popular/ club)

…………………………………………………………………

6. (big/ mall)

…………………………………………………………………

7. (cheap/ movie theater)

…………………………………………………………………

8. (interesting/ store)

…………………………………………………………………

**C5. Expressing Thanks**

**A.** Complete this note with the superlative of the words in parentheses.

Dear Carol,

Thank you so much for the birthday gift! I received many fabulous presents this years, but yours was the most wonderful (1. wonderful) of all! You can imagine my smile when I tore off the wrapping and saw … (2. late) edition of Guinness World Records! Only you could have chosen something so appropriate for the one who was voted “girl with …… (3. weird) sense of humor” in high school!

It may not be …… (4. serious) reference in the world, but it’s certainly one of …… (5. enjoyable). I loved reading about …… (6. long) surviving headless chicken, …… (7. smelly) flower in the world, and the man with …… (8. wide) waist! But you know us library science majors! The book appeals to my serious side as well. Did you know that Switzerland has …… (9. high) use of solar energy in the world and that World War II was …… (10. bloody) war in history?

Again, many thanks for the wonderful surprise. You really are …… (11. great)! This was one of …… (12. nice) birthdays I’ve ever had.

Regards to you and the family,

Rita

**B.** Use the example in part A to help you write a thank-you note to someone who has given you a gift recently. Use superlatives where possible.

Dear Kim,

Thank you very much for the beautiful gift. It’s the nicest sweater that I’ve ever seen…

#### D. REVIEW: Combining Form, Meaning, and Use

**D1. Thinking about meaning and use**

Read each sentence and choose the best answer. Then discuss your answers in small groups.

1.

A: Bill works more quickly than Bob. Elena works more quickly than Bill.

B: ………………………………………………………………

a. So Elena is the quickest worker of all.

b. Can Elena work more quickly than Bob?

2.

A: Ian is one of the fastest runners on the team.

B: …………………………………………………………………

a. Who else is fast?

b. Is anyone else fast?

3.

A: Their youngest son is 12 years old.

B: …………………………………………………………………

a. How old are their other sons?

b. How old is their other son?

4.

A: John got an A, and the rest of us got B’s and C's.

B: …………………………………………………………………

a. So John did the best ot all.

b. So John got one of the highest grades.

5.

A: She's the best dancer I know.

B: …………………………………………………………………

a. Who is better?

b. She must be great!

6.

A: Are any of your other TVs less expensive than this one?

B: …………………………………………………………………

a. Yes, this is one of our least expensive TVs.

b. No, this is our least expensive TV.

**D2. Editing**

Find the errors in this paragraph and correct them.

I think that Paris is the most wonderful city in the world. It certainly is the more romantic. It has some of the most good art museums in the world. It also has some of the interestingest architecture, such as the Eiffel Tower. Then there is French food. I’ve been to many cities, and Paris has the best restaurants than all. Of course, Paris is not the most cheap place to visit. In fact, it is one of the most expensive place in the world, especially for hotels. But there are a few cheap hotels. Youth hostels cost the less of all, so I stay in youth hostels.

**Beyond the Classroom**

**Searching for Authentic Examples**

Find examples of English grammar in everyday life. Look in a book or on the Internet for information on world records, or for information that compares members of a group (rivers, cities, etc.). Find five facts that use superlatives. Bring them to class and discuss them with your classmates.

**Speaking**

Work with a group of classmates to create a list of group or class records. Then write questions. For example: Who is the fastest swimmer in the group? Who can eat the most ice cream? Who has visited the most countries? Who speaks the loudest? After you have completed your questions, take turns reading them to the whole class. Then ask the class to try to guess who holds the record.

## Part 3. GERUNDS, INFINITIVES, AND PHRASAL VERBS

### Chapter 5. GERUNDS

A. GRAMMAR IN DISCOURSE: 10 Easy Ways to Start Saving Money

B. FORM 1: Gerunds as Subjects and Objects

GERUNDS AS SUBJECTS

Exercising isn't fun.

GERUNDS AS OBJECTS

I enioy shopping.

C. FORM 2: Gerunds After Prepositions

We walked instead of driving.

D. MEANING AND USE: Gerunds

Referring to Activities and States

Do You Mind... ?, I Don't Mind…, and Would You Mind…?

Other Common Uses

E. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: 10 Easy Ways to Start Saving Money

**A1. Before you read**

Discuss these questions.

Do you try to save money? How do you do it? Is it easy or difficult?

**A2. Read**

Read this magazine article to learn ten things that you can do to save money.

**10 Easy ways to start saving MONEY**

Saving money is very difficult for many people. Here are some ways to make it easier.

1. Before starting, write down your expenses. For one week, every time you spend money write down how much money you spent and what you spent it on. This will help you save by showing you where your money goes.

2. Divide your expenses into two group – the things that you need and the things that you want. Think about cutting some of your “wants”. These cuts will help you save money.

3. Make a monthly budget. A budget is a plan for spending the money you have. Include in your budget all your needs and some of your wants. Each month stay within your budget. This is very important. Many people love making budgets but hate staying within them. Saving is a need, so include it in your budget. Save some money each month, and put this money in the bank; even small amounts of money add up.

4. Start taking your lunch to work or to school. How much do you save by not buying lunch? Each day put this money in a large jar.

5. Save all your change. Instead of spending your coins, put them in the jar, too. You won’t notice the difference, and by the end of the year you could have serveral hundred dollars. Each time your jar is full, put the money in the bank.

6. Make it difficult to spend money. Before going out, check your wallet. Don’t take much money with you and leave your credit cards at home.

7. Don’t go shopping when you don’t need to buy anything. Do you find it hard to be in stores without buying things? If so, stay away from stores.

8. Wait a while before making a large purchase. Give yourself time to change your mind. If you wait 24 hours, you may decide not to make the purchase.

9. If you get unexpected money, don’t spend it. Put any gifts of money in the bank. You didn’t expect this money, so you won’t miss it.

10. When you do have to buy something, use the Internet. Shopping on the Internet not only saves money, it saves time.

If you are tired of not having any money in the bank, try these ten easy ways to start saving money. You will be surprised at how quickly your situation will change.

Adapted from “Ten easy ways to start saving money”

**Expenses**: money spent for specific purposes

**Purchase**: something bought

**A3. After you read**

Write T for true and F for false for each statement.

T - 1. Writing down your expenses will help you save money.

… - 2. Your wants are more important than your needs.

… - 3. A budget is a plan for earning money.

… - 4. You don’t have to stay within your budget every month.

… - 5. Saving works only with large amounts of money.

… - 6. Taking your lunch to work is cheaper than buying lunch.

… - 7. Always carry a lot of money so that you will be ready for an emergency.

… - 8. Waiting to make large purchases is a good idea.

#### B. FORM 1: Gerunds as Subjects and Objects

**Examining Form**

Read the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1a. Saving is difficult for many people.

1b. She is saving a lot of money.

2a. I started taking my lunch to work.

2b. Taking my lunch to work saves money.

1. Look at the underlined forms in 1a and 1b. Which one is in the present continuous? Which one is a gerund? How do you know?

2. Look at the underlined gerund phrases in 2a and 2b. In which sentence is the underlined phrase the subjects. In which sentence is the underlined phrase the object of the main verb?

3. Are gerunds singular or plural? How do you know?

**OVERVIEW**

**Affirmative Gerunds**

|  |  |
| --- | --- |
| **GERUND** |  |
| **Exercising** | is important. |
| **Budgeting carefully** | is difficult. |
| **Budgeting your money** |

**Negative Gerunds**

|  |  |
| --- | --- |
| **NOT+ GERUND** |  |
| **Not exercising** | is bad for you. |
| **Not budgeting carefully** | is a mistake. |
| **Not budgeting your money** |

**GERUNDS AS SUBJECTS AND OBJECTS**

**Gerunds as Subjects**

|  |  |  |
| --- | --- | --- |
| **GERUND (SUBJECT)** | **THIRD-PERSON SINGULAR VERB** |  |
| **Learning math** | is | difficult. |
| **Exercising** | isn't | fun. |

**Gerunds as Objects**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB** | **GERUND (OBJECT)** |
| I | enjoy | **shopping.** |
| We | discussed | **moving to Ohio.** |

**Overview**

- A gerund is the base form of a verb + -ing. It can be one word (exercising), or it can be part of a longer phrase with an adverb (budgeting carefully), a noun (budgeting your money), or a prepositional phrase (moving to Ohio).

- A gerund functions as a singular noun.

- All verbs except modal auxiliaries have gerund forms.

- See Appendix 3 for the spelling of verbs ending in

-ing.

**Gerunds as Subjects**

- A gerund can function as the subject of a sentence. A subject gerund takes a third- person singular verb.

**Listening is** an important skill.

**Learning math takes** time.

**Gerunds as Objects**

- A gerund can be the object of certain verbs. These verbs include:

|  |  |  |
| --- | --- | --- |
| avoid  discuss  finish  like  prefer | begin  dislike  go  love  quit | continue  enjoy  hate  miss  start |

- See Appendix 13 for a list of verbs that can be followed by gerunds.

**B1. Listening for form**

Listen to each statement. Listen carefully for the -ing form in the chart. Do you hear a gerund or the present continuous? Check (x) the correct column.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **GERUND** | **PRESENT CONTINUOUS** |
| 1 | shopping | x |  |
| 2 | saving |  |  |
| 3 | working |  |  |
| 4 | eating |  |  |
| 5 | buying |  |  |
| 6 | taking |  |  |
| 7 | having |  |  |
| 8 | spending |  |  |

**B2. Working on gerunds as subjects**

Complete these sentences with gerunds. Use the words in parentheses.

1. Finding a job. (find/ a job) isn’t easy.

2. ………… (take/classes) can help improve job skills.

3. ………… (not/have/money) isn’t much fun.

4. ………… (stay/within a budget) can be difficult.

5. ………… (not/carry/credit cards) is a way to spend less.

6. ………… (shop/on the Internet) saves time and money.

7. ………… (travel) costs less with student discounts.

8. ………… (save/a lot of money) takes time.

**B3. Working on gerunds as objects**

Complete each conversation with a verb + gerund. Use the words in parentheses.

1.

A: You lost a lot of weight. How did you do it?

B: It was easy. I quit eating (quit/eat) sweets.

2.

A: I thought you and Jim were moving to California.

B: We often …… (discuss/move), but I don't think we'll ever leave Philadelphia.

3.

A: That dinner was expensive. What happened to our new budget?

B: It's OK. We can …… (start/budget) tomorrow.

4.

A: We don't have much money in the bank right now.

B: Maybe we should …… (consider/not/go) on vacation.

5.

A: Do you like college?

B: I'm not sure yet. I …… (miss/be) with my family.

6.

A: I couldn't get tickets for the basketball game.

B: That's OK. It will be on TV. I …… (like/watch) basketball on TV.

#### C. FORM 2: Gerunds After Prepositions

**Examining Form**

Look at the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

a. He won a prize for swimming the fastest.

b. She wasn't accustomed to getting bad grades.

c. I don’t approve of lying.

d. Do you worry about making enough money?

Underline the gerund in each sentence. Circle the word that comes directly before each gerund. What kind of word is it?

**Preposition + Gerund**

|  |  |  |
| --- | --- | --- |
|  | **REPOSITION** | **GERUND** |
| I’ll call | **before** | **leaving town.** |
| we walked | **instead of** | **driving.** |

**Verb + Preposition + Gerund**

|  |  |  |
| --- | --- | --- |
|  | **VERB + PREPOSITION** | **GERUND** |
| We | worried **about** | **losing.** |
| I | believe **in** | **telling the truth.** |

**Be + Adjective + Preposition + Gerund**

|  |  |  |
| --- | --- | --- |
|  | **BE + ADJECTIVE + PREPOSITION** | **GERUND** |
| We | were tired **of** | **studying hard.** |
| He | was afraid **of** | **losing his job.** |

**Preposition + Gerund**

- Gerunds can follow prepositions such as about, for, in, instead of, of, and to.

**Verb + Preposition + Gerund**

- Many verb + preposition combinations can be followed by gerunds. These include approve of believe in, disapprove of, plan on, think about, and worry about.

- See Appendix 13 for a list of verb + preposition combinations that can be followed by gerunds.

**Be + Adjective + Preposition + Gerund**

- Many be + Adjective + preposition combinations can be followed by a gerund. These include be accustomed to/ be used to, be afraid of, be fond of, be good at, be interested in, be surprised at, and be tired of. See Appendix 13 for a list of more be + adjective + preposition phrases that are followed by gerunds.

**C1. Listening for form**

Listen and complete these sentences with the words you hear.

1. Are you **interested in going** to a movie tonight?

2. You should drink tea …… coffee.

3. John is talking …… his job.

4. I'm looking …… Mr. Johnson’s class.

5. I'm …… TV.

**C2. Working on gerunds after verbs + preposition**

Match each sentence beginning on the left to its correct sentence ending on the right.

|  |  |
| --- | --- |
| 1. Jorge is talking  2. I believe  3. We're looking forward  4. We're planning  5. He's tired  6. She’s good | a. of being in school.  b. at explaining things.  c. in treating people fairly.  d. about buying an apartment.  e. on leaving early today.  f. to traveling to Europe next summer. |

**C3. Working on gerunds after adjective + preposition**

Work in pairs. Take turns asking and answering these questions. Answer with adjective + preposition combinations and gerunds.

1. What are you afraid of doing?

A: What are you afraid of doing?

B: I’m afraid of flying.

2. What are you good at doing?

3. What are you interested in doing?

4. What are you tired of doing?

5. What are you fond of doing?

#### D. MEANING AND USE: Gerunds

**Examining Meaning and Use**

Read the sentences and answer the questions below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. I don't like playing tennis, but I love watching it.

b. Would you mind opening the door, please? My hands are full.

c. You can stop the elevator by pressing this button.

1. In which sentence is the speaker expressing a like or dislike?

2. In which sentence is the speaker making a polite request?

3. In which sentence is the speaker explaining how to do something?

**Meaning and Use Notes**

**1. Referring to activities and states**

**A.** Use a gerund to refer to an activity or state.

**Activity**

**Learning a foreign language** is hard work.

**State**

I don’t like **being hungry**.

**B.** Use go + gerund to refer to common activities. Go can be used in any tense.

- I went sightseeing when I was in Paris.

- When you visit a national park, you can go hiking, camping, and fishing.

**C.** Use verbs such as like, dislike, hate, and enjoy + gerund to talk about liking or disliking activities and states.

- I hate **eating alone**.

- In his spare time, John enjoys **fixing old cars**.

**2. Do you mind…? I don’t mind… and Would you mind…?**

**A**. The verb mind means "dislike, feel bothered?' Mind + gerund is usually used in questions and negative statements to express likes and dislikes.

Expressing Likes and Dislikes

A: Do you mind getting up early for work? (= Does getting up early bother you?)

B: No, I don't mind. I’m used to it. (= No, it doesn't bother me.)

I don’t mind driving at night. (= Driving at night doesn't bother me.)

**B.** Use the phrase would you mind + gerund to make polite requests. An answer of no means that the listener agrees to the request.

Making Polite Requests

A: Sorry to bother you, but would you mind closing that window?

B: No, not at all. (= OK. I'll close it.)

**3. Other common uses**

**A.** Use by + gerund to explain how to do something.

Explaining How to Do Something

You can make better cookies by adding extra butter.

**B.** Gerunds are often used in signs that permit or forbid an activity.

Signs

**Taking photos** is not allowed.

**Smoking** is strictly forbidden.

**D1. Listening for meaning and use**

Listen to each sentence. Is the speaker expressing a like or dislike, making a polite request, or explaining how to do something? Check (x) the correct column.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **LIKE OR DISLIKE** | **POLITE REQUEST** | **HOW TO DO SOMETHING** |
| 1 | x |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |

**D2. Making polite requests**

Look at the pictures. Take turns making and responding to a polite request for each situation. Use would you mind and a gerund in your requests.

**D3. Talking about how to do thing**

Work with a partner. Take turns asking and answering these questions.

Use by + gerund. Compare answers with two other students.

1. How do you find a job?

By going to an employment service.

2. How do you keep your money safe?

3. How do you lose weight?

4. How do you get a raise?

5. How do you find out the meaning of unknown words?

6. How do you choose a roommate?

**D4. Making lists of activities**

Complete these lists with gerunds.

**Relaxing Activities**

1. Reading a novel

2. ………………………………

3. ………………………………

4. ………………………………

**Stressful Activities**

1. Taking an exam

2. ………………………………

3. ………………………………

4. ………………………………

**Healthy Activities**

1. Swimming

2. ………………………………

3. ………………………………

4. ………………………………

**Not Allowed in Class**

1. Cheating on tests

2. ………………………………

3. ………………………………

4. ………………………………

#### E. REVIEW: Combining Form, Meaning, and Use

**E1. Thinking about meaning and use**

Choose the best answer to complete each conversation. Then discuss your answers in small groups.

1.

A: Would you mind opening the window?

B: …………………………….

a. No, not at all.

b. Sure, go ahead and open it.

2.

A: What kind of housework do you dislike the most?

B: …………………………….

a. Doing the laundry.

b. Do the laundry.

3.

A: Instead of serving steak, why don’t we serve pizza?

B: …………………………….

a. I hate steak.

b. That’s a good idea.

4.

A: What do you like doing at night?

B: …………………………….

a. Watching television.

b. By watching television.

5.

A: These days I have to get up early for work.

B: …………………………….

a. Do you mind getting up early?

b. Would you mind getting up early?

6.

A. I need to save money, but keeping to a budget won't be easy.

B: 3.

A: Instead of serving steak, why don’t we serve pizza?

B: …………………………….

a. Yes, they will. Don’t worry.

b. Yes, it will. Don't worry.

**E2. Editing**

Some of these sentences have errors. Find the errors and correct them.

1. We avoid **driving** at night.

2. Save money can be difficult.

3. Walking are good exercise.

4. He got sick by stand out in the rain.

5. Shopping and eating are my two favorite activities.

6. No buying everything you want is a good way to save money.

**Beyond the Classroom**

**Searching for Authentic Examples**

Find examples of English grammar in everyday life. Look in English-language magazines or on the Internet for examples of gerunds (induding subject and object gerunds) in advice columns, instructions, and signs. Bring at least five examples to class. What verbs do your object gerunds follow? Do any of the gerunds follow prepositions? Discuss your findings with your classmates.

**Writing**

Follow the steps below to write a paragraph about your plans for the near future.

1. Think about the topic, and make notes about what you want to say. Use these questions to help you.

- What are you looking forward to doing?

- What do you plan on doing?

- What are you worried about doing?

2. Write a first draft. Use gerunds with verbs and gerunds with verb + preposition combinations.

3. Read your work carefully and circle grammar, spelling, and punctuation errors. Work with a partner to decide how to fix your errors and improve the content.

4. Rewrite your draft.

I’m planning on getting my own apartment next year. Living with my parents is fine, but I’m looking forward to living on my own. I’m worried about having enough money for the rent. Maybe I can manage better by getting a roommate…

### Chapter 6. INFINITIVES

A. GRAMMAR IN DISCOURSE: The Twenty-one Quiz Show Scandal

B. FORM: Infinitives

He agreed to speak slowly.

He taught me to cook.

(In order) to win, he cheated.

It took two years to learn the truth.

C. MEANING AND USE 1: Infinitives

Referring to Activities and States

Giving Reasons with In Order + Infinitive

Sentences with It Subject... + Infinitive

D. MEANING AND USE 2: Contrasting Gerunds and Infinitives

Verbs Taking Only Gerunds

Verbs Taking Only Infinitives

Verbs Taking Gerunds or Infinitives with No Difference in Meaning

Verbs Taking Gerunds or Infinitives with a Difference in Meaning

E. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: The Twenty-one Quiz Show Scandal

**A1. Before you read**

Discuss these questions.

What are television quiz shows? Do you ever watch them? Do you enjoy them? Why or why not?

**A2. Read**

Read this magazine article to find out about a famous scandal involving a quiz show.

**The Twenty-one Quiz Show Scandal**

In the 1950s, television quiz shows were very popular. Each week families turned on their TVs to watch their favorite quiz shows. If a show was very popular, up to one-third of all Americans watched it. One of the most popular shows was Twenty-one. Twenty-one worked like this: two contestants tried to answer questions for points. In order to win, a contestant needed to get 21 points. The winning contestant got money and could choose to play again the next week.

In the beginning Twenty-one was not very poplular. Dan Enright, the producer, was in trouble because the show’s commercial sponsor expected a hit. Enright had an idea: if a contestant kept winning, TV viewers might become interested in that contestant and would keep watching in order to see him. He found a student named Herb Stempel who wanted to appear on the show. Enright thought Stempel was perfect because he was a very ordinary person. Viewers often want an ordinary person to win. Before each show Enright gave Stempel the questions. Stempel was on Twenty-one for eight weeks. He pretended not to know the questions, and the viewers believed this. Stempel won more than $69,000 and became famous. Twenty-one became a hit.

Soon, however, people started to get tired of Stempel. Enright decided not to keep Stempel on the show anymore. This time he looked for someone who was not ordinary. He found Charles Van Doren-a handsome English professor from a famous family. Enright convinced Van Doren to cheat. He then told Stempel to give the wrong answer on the next show. Stempel was unhappy, but he agreed to lose by not answering correctly.

Van Doren became the new champion of Twenty-one. He started on the show for 15 weeks and won almost $130,000. Each week millions of people watched Van Doren win 45 more money.

The show's ratings were high, and everyone was happy-except Herb Stempel. He told newspaper reporters his story, but noone believed him. Finally, the government began to investigate. It took two years to learn the whole story. In the end, Charles Van Doren admitted cheating and apologized.

The TV station canceled Twenty-one. Enright lost his job and left the United States. Van Doren lost his job, too, and he refused to say anything more about the show. The TV viewers were surprised and angry. The show seemed so real. Van Doren seemed so wonderful. It was hard to accept the truth.

For many years Stempel and Enright were forgotten. Then, in 1994 the famous actor Robert Redford turned this strange story into a movie titled Quiz Show. To find out more about the scandal, as well as Stempel and Enright, watch Redford's award-winning movie.

**contestant**: a person who participates in a quiz show **hit**: a very popular TV show

**ratings**: a measure of how popular a TV show is

**scandal**: a situation that shocks people

**sponsor**: a company that pays for a TV show in return for being able to advertise on the show

**A3. After you read**

Write T for true or F for false for each statement.

F - 1. In the 1950s few Americans watched game shows on TV.

… - 2. Twenty-One was not popular before Herb Stempel appeared on it.

… - 3. Herb Stempel was happy when Charles Van Doren won on the show.

… - 4. When Herb Stempel told everyone how he won on Twenty-one, they immediately believed him.

… - 5. Charles Van Doren was sorry that he cheated.

… - 6. Twenty-One was canceled.

#### B. FORM: Infinitives

**Examining Form**

Read the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1a. They speak to the producer before the show.

1b. The producer told them to speak clearly.

2a. He wanted to be on the show.

2b. The producer wanted him to cheat.

1. Look at the underlined forms in 1a and 1b. Which is in the simple present? Which is an infinitive?

2. Look at 2a and 2b. In which does the infinitive directly follow the verb? In which does the infinitive follow the object of the verb? Look back at lines 31-10 of the article on page 99. Find a verb + infinitive and a verb + object + infinitive.

**OVERVIEW**

**Affirmative infinitives**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB** | **INFINITIVE** |
| He | agreed | **to leave.**  **to speak slowly.**  **to help me.** |

**Negative infinitives**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERBS** | **NOT+ INFINITIVE** |
| He | agreed | **not to leave.**  **not to speak quickly.**  **not to bother me.** |

**INFINITIVES**

**Infinitives After Verbs**

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **INFINITIVE** |  |
| I | learned |  | **to cook.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **OBJECT** | **INFINITIVE** |
| He | taught | me | **to cook**. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERBS** | **(OBJECT)** | **INFINITIVE** |
| I | wanted | him | **to cook.** |

**(In Order+) infinitive**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB** | **(IN ORDER +) INFINITIVE** |
| He | cheated | **(in order) to win**. |

|  |  |  |
| --- | --- | --- |
| **(IN ORDER +) INFINITIVE** | **SUBJECT** | **VERB** |
| **(In order) to win** | he | cheated. |

**It subject... + infinitive.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **ADJECTIVE** | **INFINITIVE** |
| **It** | was | difficult | **to lie.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **NOUN** | **INFINITIVE** |
| **It** | took | two years | **to learn the truth.** |

**Overview**

- An infinitive is to + the base form of the verb. It can be two words (to leave), or it can be part of a longer phrase with an adverb (to speak slowly) or an object (to help me).

- All verbs except modal auxiliaries have infinitive forms.

**Infinitives After Verbs**

- Infinitives follow verbs in three main patterns:

**VERB + INFINITIVE**

|  |  |  |
| --- | --- | --- |
| agree  continue  hate | learn  wait  begin | decide  hope  plan |

**VERB + OBJECT + INFINITIVE**

|  |  |  |
| --- | --- | --- |
| advise  cause  order | teach  allow  invite | remind  tell |

**VERB + (OBJECT) + INFINITIVE**

|  |  |  |
| --- | --- | --- |
| ask  expect  need | promise  prefer  choose | help  pay  want |

- See Appendix 14 for a list of verbs that can be followed by infinitives.

**In Order + Infinitive**

- Infinitives can follow the expression in order.

- With affirmative infinitives, we often leave out in order and use the infinitive alone.

**It Subject... + Infinitive**

- An infinitive can function as the subject of a sentence: To lie is wrong. However, this form is not common. It is more usual to start the sentence with It and use the infinitive at the end of the sentence. It refers to the infinitive.

**It** is wrong **to lie**. (It = to lie)

- It is followed by a limited group of verbs, including be, cost, seem, and take.

**B1. Listening for form**

Listen to each sentence. Does it have an infinitive? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **INFINITIVE** | **NO INFINITIVE** |
| 1 | x |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

**B2. Working on infinitives**

Complete these sentences by choosing the correct answers. In some of the sentences, both answers are correct.

1. I agreed …………..

a. not to tell

b. him not to tell

2. I asked …………..

a. to leave

b. him to leave

3. I allowed …………..

a. to go

b. him to go

4. They decided …………..

a. to study

b. him to study

5. We want …………..

a. to look at it

b. him to look at it

6. We told …………..

a. not to ask

b. him not to ask

7. I expect …………..

a. to finish soon

b. him to finish soon

8. We plan …………..

a. to help

b. him to help

9. They invited …………..

a. to come

b. him to come

10. I need …………..

a. to stay

b. him to stay

**B3. Working on In Order + Infinitives**

In your notebook, write each sentence in two different ways.

1. I need to sit in front of the class in order to see.

In order to see, I need to sit in front of the class. I need to sit in front of the class to see.

2. In order to get good seats, we left early.

3. I drink coffee to stay awake.

4. To get a scholarship, you need to do well in school.

5. In order to get a better job, she’s going to study English.

6. I didn't tell her about losing the money in order to avoid an argument.

**B4. Working on It subject … + infinitives**

Use these words to write sentences with It subject... + infinitive.

1. be/ useful/ know/ foreign languages

It is useful to know foreign languages.

2. take/ time/ learn/ a language well

………………………………………………………….

3. be/ expensive/ eat/ in restaurants

………………………………………………………….

4. cost/ a lot/ fly/ first class

…………………………………………………………

5. be/ important/ not/ tell/ lies

………………………………………………………….

6. seem/ better/ talk/ about your problems

………………………………………………………….

7. be/ dangerous/ drive/ on icy roads

………………………………………………………….

8. be/ wise/ not/ smoke

………………………………………………………….

#### C. MEANING AND USE 1: Infinitives

**Examining Meaning and Use**

Look at the sentences and complete the tasks below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. I left the house early in order to arrive on time.

b. She hated to eat alone.

c. It isn't easy to leave your family.

1. Underline the infinitive in each sentence.

2. Which sentences express a feeling about an activity? In which sentence does the infinitive express a reason for doing something?

**Meaning and Use Notes**

**1. Referring to activities and states**

An infinitive usually follows a verb and refers to an activity or state. Use verbs such as like, love, hate, prefer, and want + infinitive to express likes, dislikes, and other feelings toward these activities and states.

- I hate **to go to parties alone**.

- He wants **to own his own home**.

**2. Giving reasons with in order + infinitives**

**A.** Use in order + infinitive to express a reason for doing something. This is called the purpose infinitive. It can answer the question Why?

A: Why did you go to your son’s school?

B: I went **in order to meet his teacher**.

**In order to finish my Christmas shopping early**, I started in November.

**B.** In order is often left out, especially in conversations or in instructions.

A: Why did you leave work early?

B: **To go to the doctor**. I had a 3:00 appointment.

Call the number below **to get more information**.

**3. Sentences with it subject … + infinitives**

**A**. In sentences with It subject + infinitive, it refers to the infinitive at the end of the sentence.

- **It** takes a long time **to learn another language**. (It = to learn another language)

- **It** wasn't easy **to find an apartment**. (It = to find an apartment)

- **It** is better **not to say anything**. (It = not to say anything)

**B.** It subject... + infinitive sentences can have the same meaning as sentences with subject gerunds.

**It** was difficutt **to lie**. = Lying was difficult.

**It** took two years **to learn the truth**. = Learning the truth took two years.

**C1. Listening for meaning and use**

Listen to each sentence. How is the infinitive used? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **TO EXPRESS A LIKE,**  **DISLIKE, OR WANT** | **TO GIVE A REASON FOR**  **DOING SOMETHING** |
| 1 | x |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

**C2. Expressing likes and dislikes**

Complete these sentences with infinitives. Share your answers with another student. Do you agree with each other?

1. Most children hate to go to bed on time.

2. Teenagers often prefer ………………………

3. Some adults don't like ………………………

4. Many Americans like ………………………

5. Most of my friends like ………………………

6. Few people hate ………………………

**C3. Giving reasons**

Answer these questions with at least one reason. Use (in order +) infinitive.

1. Why do stores raise their prices?

In order to make more money. OR To pay for their expenses.

2. Why do people climb mountains?

3. Why do people take vacations?

4. Why are you taking this class?

5. Why do people go to libraries?

6. Why do people work?

**C4. Rephrasing gerunds and infinitives**

**A.** Rewrite these sentences. Change sentences with It subject... + infinitive to sentences beginning with gerunds. Change sentences beginning with gerunds to sentences with It subject... + infinitive.

1. It’s fun to learn a language.

Learning a language is fun.

2. Learning to type is not easy.

3. It will take several days to drive across the country.

4. Going camping will be fun.

5. Ignoring people isn't nice.

6. It doesn't have to cost a lot to take a vacation.

**B.** Work with a partner. Write two more sentences beginning with a gerund or It subject... + infinitive. Ask your partner to rephrase them as in part A.

#### D. MEANING AND USE 2: Contrasting Gerunds and infinitives

**Examining Meaning and Use**

Read the sentences and answer the questions below. Then discuss your answers and read the Meaning and Use Notes to check them.

1a. When I stopped eating ice cream every day, I lost five pounds.

1b. When I stopped to eat ice cream every day, I gained five pounds.

2a. It started raining a few minutes ago. Take an umbrella.

2b. It started to rain a few minutes ago. Take an umbrella.

Compare the underlined phrases in each pair of sentences. Which pair has the same meaning? Which pair has different meanings?

**Meaning and Use Notes**

**1. Verbs taking only gerunds**

Some verbs take only gerunds. These verbs include avoid, dislike, enjoy, finish, miss, prohibit, and resist. See Appendix 13 for a list of more verbs.

- Paul enjoys **swimming.**

- I finished **reading** the book.

**2. Verbs taking only infinitives**

Some verbs take only infinitives. These verbs include agree, expect, need, offer, plan, promise and want. See Appendix 14 for a list of more verbs.

- Joe wants **to leave**.

- I expect **to receive her letter** today.

**3. Verbs taking gerunds or Infinitives with No difference in meaning**

Some verbs can take either gerunds or infinitives with no difference in meaning. These verbs include begin, continue, hate, like, love, prefer, and start. See Appendix 15 for a list of more verbs.

**Gerund**

I began **feeling** sick after dinner.

It started **snowing** in December.

**Infinitives**

I began **to feel sick** after dinner.

It starts **to snow** in December.

- After continuous forms of begin or start, use an infinitive, not a gerund.

**Infinitive**

I was beginning to feel sick.

He was starting to get better.

**Gerund**

\*I was beginning feeling sick. (INCORRECT)

\*He was starting feeling better.

**4. Verbs taking Gerunds or Infinitives with a difference in Meaning**

**A.** Some verbs can take either gerunds or infinitives, but with a difference in meaning. After stop, forget, and remember, the gerund refers to something that happened before the action of the main verb. The infinitive refers to something that happened after the action of the main verb.

**Gerund**

- I stopped **smoking**.

(I was a smoker. Then I stopped.)

- He remembered **mailing the letter**.

(He mailed the letter. Then he remembered the letter doing it.)

**Infinitive**

- I stopped **to smoke**.

(I stopped what I was doing. Then I smoked.)

- He remembered **to mail the letter**.

(He remembered the letter. Then he mailed it.)

**B.** The verb forget is usually used with an infinitive. With a gerund, forget is most common in sentences with will never.

**Infinitive**

I forgot **to go to her party**.

She was mad at me.

(First = I forgot.

Second = I didn’t go.)

**Gerund**

I’ll never forget **going to her party**.

It was so much fun!

(First = I went to the party.

Second = I won't forget it.)

**D1. Listening for Meaning and Use**

Listen to these pairs of sentences. Do they have the same meaning or different meanings? Choose the correct answer.

1. same, different

2. same, different

3. same, different

4. same - different

5. same – different

6. same - different

**D2. Contrasting Gerunds and Infinitives**

Complete each sentence with a gerund or infinitive.

1. I finished reading (read) the book you lent me. It was really good.

2. She expects us ……. (finish) our essays by Friday.

3. Do you miss ……. (see) your family and friends?

4. They dislike ……. (get) phone calls late at night.

5. He promised …….(make) less noise after I complained.

6. Jim says he wants ……. (quit) his job.

**D3. Rephrasing Gerunds and Infinitives**

**A.** Replace the underlined words with a verb + gerund without changing the meaning of the sentence. If this is not possible, write no change possible.

***Conversation 1***

A: I'll start to load the car. – start loading

Did you remember to turn off the light? – no change possible

B: Yes, but I forgot to lock the front door.

***Conversation 2***

A: Do you like to cook? - ………………………

B: Yes, but I prefer to eat out. - ……………

**B.** Replace the underlined words with an infinitive without changing the meaning of the sentence. If this is not possible, write no change possible.

***Conversation 1***

A: Do you like working at home? - …………………

B: Yes. I've been much happier since I stopped working in an office. - …………………………….

***Conversation 2***

A: I finished writing my paper this morning. - …………….

B: That's great! I just began writing mine. - ……………….

**D4. Making suggestions**

**A.** Work in small groups. Choose one of the topics below. Make suggestions by completing each sentence with either a gerund or an infinitive.

Starting an Exercise Program

Organizing Your Time

Choosing a Marriage Partner

Learning a Language

Studying for Final Exams

Choosing a University

Suggestion for Starting an Exercise Program.

1. Start thinking about different exercises.

2. Plan to join a gym.

3. Remember ……………………

4. Avoid ……………………………

5. Try ……………………………….

6. Consider ……………………..

7. Don't stop …………………..

8. Finally, don't forget ……..

**B.** Work with a partner from a different group. Share your suggestions. Can you add any ideas to your partner's list?

#### E. REVIEW: Combining Form, Meaning, and Use

**E1. Thinking about Meaning and Use**

Choose the best answer to complete each conversation. Then discuss your answers in small groups.

1.

A: She stopped ……. when she saw the accident.

B: How brave!

a. to help

b. helping

2.

A: I went out to buy some paint.

a. Why did you go out?

b. How much did you buy?

3.

A: We stopped ……. you, but there was no answer.

B: I went out for a while.

a. to call

b. calling

4.

A: I'll never forget …….my baby daughter for the first time.

B: I feel the same way.

a. to see

b. seeing

5.

A: ……. cheap tickets, come back an hour before the show.

B: Thanks for the advice?

a. To get

b. Getting

6.

A: Do you remember ……. to me about your boss?

B: Yes, last week in the lunch room. Why?

a. to talk

b. talking

**E2. Editing**

Some of these sentences have errors. Find the errors and correct them.

1. We avoid **driving** at night.

2. It is useful have an extra key for your house.

3. I was starting saying something when he interrupted.

4. He continued to ask questions.

5. In order get your driver’s license, you have to take a test.

6. She stopped to smoke a few years ago. She feels much better now.

7. I'm looking forward to finish this report.

8. She needs to pass this course for to graduate.

**Beyond the Classroom**

**Searching for Authentic Examples**

Find examples of English grammar in evervday life. Look in English-language newspaper articles, advice columns, instructions, or on the Internet. Find five examples of infinitives and bring them to class. Do any of your examples contain in order to? Are any of them sentences with It subject... + infinitive? Discuss your findings with your classmates.

**Speaking**

Work with a partner. Write a six-question survey about likes and dislikes. Use some of the verbs below with gerunds or infinitives. (You can use the verbs more than once.) Your survey can be on one topic (for example, TV or food) or on various topics. Ask at least ten people to respond to your survey. Report your results to the class.

dislike

enjoy

hate

like

prefer

want

- What TV programs do you enjoy watching?

- Do you prefer to play sports or to watch sports?

### Chapter 7. PHRASAL VERBS

A. GRAMMAR IN DISCOURSE: "Eggstraordinary" Breakfasts Are Easy

B. FORM: Phrasal verbs

TRANSITIVE PHRASAL VERBS

I left out the sugar.

I left the sugar out.

I left it out.

She looked after the children.

INTRANSITIVE PHRASAL VERBS

We grew up overseas.

C. MEANING AND USE: Phrasal Verbs

Idiomatic Meanings

Predictable Meanings

D. REVIEW: Combining Form, Meaning, and Use

#### A. GRAMMAR IN DISCOURSE: "Eggstraordinary" Breakfasts Are Easy!

**A1. Before you read**

Discuss these questions

What's your favorite breakfast? Do you like to eat eggs? If you do, how do you cook them?

**A2. Read**

Read the website article on the following page to find out the best way to fry an egg.

**A3. After you read**

Look at the information again and number these steps for cooking a fried egg.

……… Take the egg out of the pan.

……… Turn the heat down to low.

……… Wait until the white is slightly hard.

……… Wait about 15 seconds.

……… Put oil or butter in the pan.

……… Turn on the stove to medium heat.

……… Turn the egg over.

……… Break the egg into the pan.

**“Eggstraordinary” Breakfasts Are Easy!**

Do you start each day with a boring bowl of cereal? Do you try to get by without breakfast? Why put up with an ordinary breakfast-or no breakfast at all-when you can eat eggs? Eggs are one of the most popular breafast foods in the United States. There are many different ways to prepare them. Most of these ways are easy. Consider, for example, fried (over easy) eggs. Follow these simple steps (remember to start out with fresh eggs) and you can count on delicious fried eggs every time.

**Heat up the pan**

Put a frying pan on the stove, and turn the stove on to

medium. Figure out the amount of butter or oil you will need. (Use about two teaspoons of butter or one teaspoon of oil per egg. To cut down on fat, use less butter or oil and a nonstick pan.) Put the butter or oil in the pan, and heat up the pan for a couple of minutes.

**Cook the eggs**

To crack an egg, gently hit it against the side of the pan. Then break it open and let the white and yolk fall out. Turn the heat down to low, so the eggs will cook slowly. This is very important. If the heat is too high, your eggs won’t turn out well. When the whites are slightly hard, use a spatula to turn the eggs over. Wait about 15 seconds and your eggs will be ready. If you prefer a harder yolk, wait up to one minute.

**Take the eggs out and season them**

Once the eggs are ready, take them out with a spatula and put them on a warm plate. Season them with salt and pepper. Now sit down, pick up a fork, and enjoy your "eggstraordinary" breakfast!

Adapted from Learn2.com

**“eggstraordinary”**: a made-up word that sounds like extraordinary" (special, not ordinary)

**nonstick pan**: a pan with a special surface that food does not stick to

**season**: to add flavor to something

**spatula**: a cooking tool for lifting and turning food yolk: the yellow part of the egg

#### B. FORM: Phrasal Verbs

**Examining Form**

Read the sentences and complete the tasks below. Then discuss your answers and read the Form charts to check them.

1a. He turned off the stove.

1b. The eggs turned out well.

2a. Turn on the stove.

2b. Turn the stove on.

1. Look at the underlined phrasal verbs in 1a and 1b. In which sentence does the phrasal verb have an object? Circle it. In which sentence does the phrasal verb not have an object?

2. Look at 2a and 2b. Circle the objects in these sentences. In which sentence does the object come after the phrasal verb? In which sentence does the object separate the phrasal verb?

**TRANSITIVE PHRASALVERBS**

**Separable Transitive Phrasal Verbs**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB + PARTICLE** | **OBJECT NOUN** |
| I | **left out** | the sugar. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **OBJECT NOUN** | **PARTICLE** |
| I | **left** | the sugar | **out**. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **OBJECT PRONOUN** | **PARTICLE** |
| I | **left** | it | **out**. |

**Inseparable Transitive Phrasal Verbs**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB + PARTICLE** | **OBJECT NOUN or**  **PRONOUN** |
| She | **looked after** | the children. |
| He | **counts on** | you. |
| We | **cut down on** | fat. |
| They | **dropped out of** | school. |

**INTRANSITIVE PHRASALVERBS**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **VERB + PARTICLE** |  |
| We | **grew up** | overseas. |
| He | **dropped by** | yesterday. |

**Overview**

- A phrasal verb consists of a verb and a particle. Up, down, on, off, after, by, in, and out are examples of particles.

- Particles look like prepositions, but they often have different meanings. Unlike prepositions, particles often change the meaning of the verb they combine with. **VERB+** **PREPOSTION**

I **ran out** the door.

(I left quickly.)

**PHRASAL VERB**

Can I borrow some paper? I **ran out**.

(I used all of my paper. I have no more.)

- See Appendix 17 for a list of phrasal verbs and their meanings.

**Transitive Phrasal Verbs**

- Transitive phrasal verbs take objects.

- Most transitive phrasal verbs are separable; that is, we can put an object noun after the phrasal verb or between the verb and the particle.

**VERB + PARTICLE + NOUNS**

She turned on the stove.

**VERB + NOUNS + PARTICLE**

She turned the stove on.

- If the object of a separable transitive phrasal verb is a pronoun, it must separate the verb and the particle. It cannot follow the phrasal verb.

She **turned** it **on**.

\*She turned on it. (INCORRECT)

- Separable transitive phrasal verbs include call up, figure out, fill out, leave out, pick up, put down, try on, and turn down.

- Some transitive phrasal verbs are inseparable; that is, you cannot place the object between the verb and the particle. Inseparable phrasal verbs include call for, come across, count on, go over, and look after.

She **looked after** the children.

\*She looked the children after. (INCORRECT)

She **looked after** them.

\*She looked them after. (INCORRECT)

- Some inseparable transitive phrasal verbs consist of three words. The verb + particle is followed by a preposition. The object always follows the preposition. These verbs include cut down on, drop out of, go along with, look up to, put up with, run out of, and stick up for.

We **cut down on** fat.

They **dropped out of** school.

**Intransitive Phrasal Verbs**

- Phrasal verbs that do not take objects are called intransitive phrasal verbs. These verbs include break down, come out, drop by, grow up, run out, show up, and watch out.

We **grew up** overseas.

He **dropped by** yesterday.

**B1. Listening for form**

Listen to these sentences with phrasal verbs. Write the particle you hear.

1. take **out**

2. grows ……

3. ran …… of

4. look ……

5. give ……

6. made ……

7. turn ……

8. get …… with

**B2. Working on separable phrasal verbs**

In your notebook, rewrite these sentences in two different ways. First, place the object between the verb and the particle. Then, replace the object writh a pronoun.

1. We picked up the children from school.

- We picked the children up from school.

- We picked them up from school.

2. Fill out the application.

3. He tried on his new suit.

4. You should call up Bill after lunch.

5. She dropped off her daughter.

6. I put on my warm coat.

7. Please take out the garbage.

8. I can't figure out this problem.

**B3. Working on inseparable phrasal verbs**

Complete each conversation with the correct form of the phrasal verb in parentheses and an appropriate object pronoun.

1.

A: Did I leave my gloves here?

B: Yes. I came across them (come across) when I cleaned.

2.

A: I'm going away for the weekend, and I can't take my dog.

B: Why don't you leave him with me? I …… (look after).

3.

A: How are you getting to the airport?

B: A car from my company …… (come by for) in about an hour.

4.

A: Your children seem to get along well.

B: They do. Rachel is five years older than Alex, and he really ……(look up to).

5.

A: Did you finish your report?

B: Yes, but I want …… (go over) once more.

6.

A. Do you drink coffee in the morning?

B: Yes. I can't …… (do without).

7.

A: Do you have any of those new stamps?

B: I'm sorry, but we …… (run out of) earlier today.

8.

A: The food here is terrible!

B: I know! We shouldn't …… (put up with)!

**B4. Working on transitive and intransitive phrasal verbs**

**A.** Underline the phrasal verb in each sentence and identify it as transitive or intransitive.

1. Look up the number in the phone book. - transitive

2. I came across your watch while I was cleaning. - ……

3. My friend Chris is going to drop by this afternoon.- …

4. We have to be there at 11, so I'll pick up the boys at 10. - ……

5. The weather was terrible, so they called off the race.- ……

6. Next week we'll go over phrasal verbs again. - ……

7. You might have left out a word here. - ……

8. His plane took off on time. - ……

**B.** Look at the sentences with transitive phrasal verbs again. Where possible, change each sentence so that the object is between the verb and particle. Why is it not possible to change some of the sentences?

Look the number up in the phone book.

#### C. MEANING AND USE: Phrasal Verbs

**Examining Meaning and Use**

Read the sentences and complete the task below. Then discuss your answers and read the Meaning and Use Notes to check them.

a. Please pick up the chair and move it over there.

b. I pick up the children at 3:00 every day.

c. He'll pick up French easily because he’s a good language learner.

1. The phrasal verb pick up has more than one meaning. In which sentence does it mean "learn"?

2. In which sentence does it mean "lift”?

3. In which sentence does it mean "go somewhere and get somebody”?

**Meaning and Use Notes**

**1. Idiomatic Meanings**

**A.** Many phrasal verbs are like idiomatic expressions. Their meaning is different from the meaning of the individual words combined. See Appendix 17 for a list of phrasal verbs and their meanings.

**B.** Some phrasal verbs have more than one meaning. Some meanings may be transitive, and others may be intransitive.

**Transitive**

It was warm, so I took off my coat.

(took off = removed)

He's not telling the truth. He made up that story.

(made up = created, invented)

**Intransitive**

The plane **took off** at 10:00.

(took off = left)

Last night they had a big fight.

This morning they made up.

(made up = became friends again)

**C.** Many phrasal verbs have the same meaning as an equivalent one-word verb. Phrasal verbs are more common in conversation. Their one-word equivalents sometimes sound more formal.

|  |  |
| --- | --- |
| **Phrasal Verbs** | **One-Word Verbs** |
| I took off my coat because I was hot. | = I removed my coat because I was hot. |
| The dress didn't fit so she took it back. | = The dress didn't fit so she returned it. |

**2. Predictable Meanings**

With certain particles, you can use the meaning of the particle to guess the meaning of the phrasal verb. Some examples are through (from beginning to end), over (again), and up/down (completely). Up and down can also mean a change in amount (increase or decrease).

- Don't make a quick decision. You need to **think** the problem **through** first.

- My speech is finished, but I wish I could **do** it **over**. It was a disaster.

- He **tore up** the letter. Then he threw all the little pieces in the garbage.

- Their house **burned down**. They lost everything.

- **Turn down** the music. It's too loud.

**3. Listening for Meaning and Use**

Listen to each sentence. Choose the meaning of the phrasal verb you hear.

1. take off

a. leave

b. remove

2. take off

a. leave

b. remove

3. let out

a. finish

b. make bigger

4. let out

a. finish

b. make bigger

5. turn down

a. refuse

b. make lower

6. turn down

a. refuse

b. make lower

7. work out

a. be OK

b. exercise

8. work out

a. be OK

b. exercise

9. make up

a. invent

b. end a fight

10. make up

a. invent

b. end a fight

11. pick up

a. lift

b. learn

12. pick up

a. lift

b. learn

**C2. Rephrasing phrasal verbs**

Replace the phrasal verb in each sentence with one of the verbs below.

choose

delay

postpone

remove

return

review

1. If you need to go, I don't want to hold you up.

If you need to go, I don’t want to delay you.

2. Before you give me your test, you should go over your work very carefully.

…………………………………………………………………………

3. If you’ve finished your dinner, I'll take away your plates.

…………………………………………………………………………

4. If some people can't come today, may be we should put off the meeting.

…………………………………………………………………………

5. I need the dictionary for a minute; I'll give it back to you right away.

…………………………………………………………………………

6. Can you help me pick out a dress for tonight?

…………………………………………………………………………

**C3. Understanding phrasal verbs**

Complete this paragraph by choosing the correct phrasal verbs.

I (**ran into**/ ran over) an old friend by accident the other day. I was going to ….. (pick up/ pick out) my son from school, when suddenly my car ….. (broke down/ broke up). I ….. (called in/ call up) my husband on my cell phone. While I was waiting for him to …..(turn down/ turn up), a truck crashed into my car. The driver …..(got into/ got out) of the truck to ….. (check in/ check out) the damage. It was my friend Patrick. I hadn't seen him since college. Fortunately, nobody was hurt. It was nice to ….. (catch up/ catch on) while we were waiting for my husband and the tow truck.

#### D. REVIEW: Combining Form, Meaning, and Use

**D1. Thinking about meaning and use**

Choose the best answer to complete each conversation. Then discuss your answers in small groups.

1.

A: Did anyone else see that note?

B: No, I ….. after I read it.

a. tore it

b. tore it up

2.

A: Hey, Bob! It's great to see you.

B: It's great to see you, too! Come on in! ….. your jacket.

a. Take off

b. Remove

3.

A: What happened? Why were you so late?

B: Our flight didn't take ….. until 11:30.

a. up

b. off

4.

A: What is the homework for tomorrow?

B: Read the story ….., but this time read only the important parts.

a. over

b. up

5.

A: Do you want to go clothes shopping this week?

B: I'd rather wait until they mark ….. the prices.

a. down

b. up

6.

A: Doctor, how is the patient progressing?

B: His condition remains serious. However, I plan to ….. again soon.

a. look him up

b. examine him

**D2. Editing**

Some of these sentences have errors. Find the errors and correct them.

1. I can look after your children tomorrow if you want. 2. Tom is always on time; you can count out him.

3. I haven’t seen your book, but I'll tell you if I come across.

4. The doctor told me to cut salt down on.

5. I'm not going to put up with that noise any longer.

6. It’s not a very good paper; I might do over it.

**Beyond the Classroom**

**Searching for Authentic Examples**

Look up these phrasal verbs in an English-language dictionary. Write down two meanings for each, and indicate whether the meanings are transitive or intransitive. Then write a sentence for each meaning.

blow up

call up

check out

get down

turn out

work out

**Speaking**

Follow these steps to prepare a demonstration of how to do something. You can use one of the ideas below or an idea of your own.

bathe a dog

make a paper airplane

polish shoes

wrap a package

1. First make notes on cards for the different steps. You can use some of the phrasal verbs below or any other phrasal verbs. Try to use at least six phrasal verbs.

|  |  |  |  |
| --- | --- | --- | --- |
| brush off  dry off  fold down  make up  sit down | check out  end up with  fold over  pick up  start out | clean up  figure out  hold down  put down  throw away | do over  fill up  look over  put together  tie up |

2. Bring objects to class to demonstrate the activity as you are explaining it. If this is not possible, draw pictures or diagrams to illustrate the steps. Show a small group of your classmates how to do the task you have chosen.

I’m going to explain how to polish shoes. First, pick up one of the shoes. Then, take a stiff brush and brush off any dried mud or dirt....

## WORKBOOK

### Chapter 1. ADJECTIVES

**FORM**

**1. Examining form**

Read this gossip column and complete th task below.

**Talk of the town**

Everybody important is getting ready for next Wednesday’s dinner at the Concert House. The famous writer Susan Stravinsky will be at this special event. She plans to wear an elegant black wool dress by designer Claude Brache.

Actress Trudy Koh is shopping for something unusual to wear. It’s her birthday next week: She’ll be twenty-four years old. Trudy and her boyfriend, Sam Hamilton, spent a relaxing weekend in Easthampton. While they were there, they gave a dinner for artist Raoul Solvenberg. Everyone says the food was excellent. The menu included lamb with creamed red potatoes and fresh local corn. Joe Gardner, the actor (and Trudy’s previous boyfriend), was a guest at the dinner-and Joe seemed very happy to be there.

Finally, supermodel Lili Andersen was in town last week to show her new creams for the face and body. The creams are based on an accident Indian formula that Lili discovered on her recent trip to South Asia. At Mackie’s Department Store on Tuesday, Lili looked beautiful in a pink silk sleeveless dress and white straw hat.

Look back at the gossip column. Find the adjectives that modify the nouns in the chart. Some nouns have more than one adjectives. Which adjectives follow statives verbs?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOUN** | **LINE** | **MODIFIER(S)** | **NOUN** | **LINE** | **MODIFIER(S)** |
| 1. everybody  2. writer  3. event  4. dress  5. something  6. weekend  7. food  8. potatoes | 1  3  4  5  8  11  14  16 | important | 9. corn  10.boyfriend  11. Joe  12. creams  13. formula  14. Lili  15. dress  16. hat | 16  17  18  21  23  26  27  28 |  |

**2. Forming adjectives from nouns**

Form an Adjective from the underlined noun in each sentence. Use the endings in parentheses.

**A. (-ful)**

1. Politicians have a lot of **power**. They’re **powerful** people.

2. I have a **pain** in my leg. It’s quite …….

3. There is a lot of **stress** in your job. It’s very ……. work.

4. I'd like to have **success** in business. I'd like to be a ……. businessperson.

**B. (-less)**

1. I don't see the **point** of this homework. It seems ……

2. Ben never does things with **care**. He's quite a ……. person.

3. That old man doesn't have a home. He's …….

4. I don't have much **hope** we'll get the loan. The situation looks pretty …….

**C. (-able)**

1. The designers of that car really thought about **comfort**. It's a very ……. car.

2. The expert has a lot of knowledge. He's very …….

3. The value of this camera is over $1,000. It’s a ……. camera.

4. Bob is making a good profit from his bookstore. It's a ……. bookstore.

**D. (-y)**

1. It is very pleasant to sit in the **shade**. Move your chair under this ……. tree.

2. The tools are covered with **rust**. They are very …….

3. Add salt to the soup. However, make sure it's not too …….

4. There was a lot ot **dirt** on the floor. The windows were also very …….

**E. (-ic)**

1. The mayor said that the fireman was a **hero**. His actions were …….

2. He writes like a real **poet**. His letters are very …….

3. To succeed in this job, you need to act like a **diplomat**. You have to be very …….

4. He’s a professional **athlete**. His brother is also very……

**3. Working on Placement of Adjectives**

Use the words below to make sentences. Some sentences can be written in more than one way. Punctuate your sentences correctly.

1. tired / man/ old/ looked/ the

The old man looked tired.

2. actor / tall/ the/ and/ was/ handsome/ dark

……………………………………………………………..

3. man/ rich/ is/ previous/ boss/ my/ a

……………………………………………………………..

4. anything/ didn’t/ I/ special/ buy

……………………………………………………………..

5. tree/ over/ thirty/ this/ is/ old/ years

……………………………………………………………..

6. tiring / had/ we/ trip/ a/ difficult

……………………………………………………………..

**MEANING AND USE**

**4. Understanding the Order of Adjectives**

Rewrite these sentences, adding the adjectives in parentheses. Be careful about the order of the adjectives. Make any necessary changes.

1. She was wearing pants. (blue/ fishing/ heavy)

She was wearing heavy blue fishing pants.

2. They have a table. (beautiful/ dining room/wooden)

…………………………………………………………….

3. Enjoy a glass of water. (delicious/ mineral)

……………………………………………………………..

4. I'm going to wear my shoes. (running/ comfortable/ old)

……………………………………………………………..

5. I love my typewriter. (black/old)

……………………………………………………………..

6. He has a car. (expensive/new)

……………………………………………………………..

**5. Choosing –ed or –ing adjectives**

Choose the best adjective from the box to complete each sentence.

|  |  |  |  |
| --- | --- | --- | --- |
| amazed  annoyed  bored  embarrassed | amazing  annoying  boring  embarrassing | excited  interested  terrified  tired | exciting  interesting  terrifying  tiring |

1. Celia is getting a degree in archaeology. She's always been **interested** in ancient history.

2. When I felt the earthquake, I thought, "This is it. I'm going to die." I was ………

3. I can't be late to class. The teacher gets really ……… when people come in late.

4. I don't want to go to that class. The professor is so ……… that I fall asleep in my seat.

5. I ran into an old friend the other day, and I couldn't remember his name. It was so ……… ! I didn't know what to say.

6. Long plane trips are pretty ……… . You always miss sleep when you cross time zones.

7. When I woke up and looked at the clock, I was ……… to find that I had slept for 12 hours.

8. Sorry about the noise. The kids are all ……… because they're going to the zoo this afternoon.

**COMBINING FORM, MEANING, AND USE**

**6. Thinking about meaning and use**

Look at this picture and use adjectives to complete the description below.

I saw a(n) **unusual** woman yesterday. She had … hair. She was wearing a(n) … jacket, a(n) … … sweater, and a(n) … skirt. Her boots were … and had … heels. She looked really …

**7. Writing**

On a separate sheet of paper, write a paragraph describing an unusual-looking person that you know or that you have seen. You can describe the person as he/she looks now, using present tenses. Or using past tenses, you can describe the person as he/she looked at some time in the past. Use a variety of adjectives in your paragraph.

My friend Emily looks very interesting and unusual. She is about thirty-five years old. She is tall and has beautiful eyes ………..

### Chapter 2. ADVERBS

**FORM**

**1. Examining Form**

Read this excerpt from a novel and complete the task below.

**Chapter 4**

**Romance in the Raindrops**

Margaret walked to the window and stood there silently for a long time. She stared at the raindrops that were moving slowly down the window. Umberto wondered what she was thinking. Finally, she turned and she looked at him quite sadly.

"I’ve been thinking about it all." she said very carefully, "and I’ve decided that I can't marry you."

Umberto rose to leave.

"Wait!" she cried desperately. "Sit down, Umberto, please. I must tell you why."

"But I know why," Umberto replied. "It's because of the money. The money that your father has promised if you marry Giorgio. The money that I cannot give you. The money..."

"No, Umberto," Margaret said quietly. "It's because of me." She began to cry.

Find and write the adverbs of manner that answer the questions below.

a. How did Margaret stand at the window? silently

b. How were the raindrops moving down the window? …….

c. How did Margaret look at Umberto? …….

d. How did Margaret speak? …….

**2. Identifying Adverbs and Adjectives**

Read these sentences. Is the underlined word an adverb or an adjective? Check (x) the correct column.

|  |  |  |
| --- | --- | --- |
|  | **ADJECTIVE** | **ADVERB** |
| 1. We caught an **early** plane to Phoenix. | x |  |
| 2. Let's get there **early**. |  |  |
| 3. Please don't drive **fast.** |  |  |
| 4. It's a **hard** decision to make. |  |  |
| 5. I’ll **definitely** be there. |  |  |
| 6. Don't hit it **hard**. You’ll break it. |  |  |
| 7. The neighbors are really **friendly**. |  |  |
| 8. Are you feeling **lonely**? |  |  |
| 9. They arrived **late** for dinner. |  |  |
| 10. I don’t sing very **well.** |  |  |

**3. Forming Adverbs from Adjectives**

Rewrite each sentence, changing the underlined noun into a verb and changing the adjective into an adverb. Make any other necessary changes. Do not change the tense.

1. The woman's **disappearance** was mysterious.

The woman disappeared mysteriously.

2. I feel tremendous **admiration** for Jake.

………………………………………………………………

3. The President made a brief **appearance.**

………………………………………………………………….

4. Chris and Gina have constant **arguments**.

………………………………………………………………….

5. Marta’s **writing** is very goo.

………………………………………………………………….

6. She gave the children a loving **hug**.

………………………………………………………………….

**4. Working on Placement of Adverbs**

Rewrite these sentences, putting the adverbs in parentheses in the correct places. More than one answer may be possible.

1. She ran to the phone and dialed. (quickly/nervously)

She ran quickly to the phone and dialed nervously.

2. The hurricane hit the Florida coast. (hard)

………………………………………………………………….

3. We’re going to move. (probably)

………………………………………………………………….

4. It’s not raining. (definitely/hard)

………………………………………………………………….

5. You didn't like him. (obviously)

………………………………………………………………….

6. She speaks Spanish. (maybe/well)

………………………………………………………………….

7. He drove. (yesterday/ carefully)

………………………………………………………………….

8. She dances. (beautifully/certainly)

………………………………………………………………….

**5. Working on So… That; Such (a)… That**

Complete these sentences with so, such, or such a and an appropriate adjective.

1. The buildings are **so tall** that you can't see the sky.

2. That was …… movie that I went to see it again.

3. The beach is …… that we can walk to it.

4. We’ve had …… weather that we haven't been able to go out.

5. The restaurant serves …… portions that we can never finish our food.

6. This is …… jacket that I don't notice the cold.

7. You gave me …… advice last time that I'm asking you for advice again.

8. This computer is …… that you can download material in seconds.

**MEANING AND USE**

**6. Using adverbs**

Read this speech and complete the tasks below.

“Hello, everybody. I'd just like to say how very happy I am to see you all here today.

"First, I would like to thank Betty. She organized this event so well. Betty works quietly, so some of you might not realize how much work she does. I don't know what we'd do without her.

"And I'd like to say how delighted I am to see Susan Beck back with us this year. As you know, Susan was ill recently but is now back at her desk and working hard. I think we all noticed that the orders are certainly moving smoothly, now. So, thanks, Susan!

"And now I have some good news. As you may know, sales have risen dramatically. If this continues, we will probably meet our sales goals soon, and we can confidently move forward into the new year. Obviously, you are the reason for our success. So I would like to thank all of you."

There are six adverbs that answer the question How...? (adverbs of manner). Find the adverbs and the verbs they modify, and write them below.

|  |  |
| --- | --- |
| **ADVERB** | **VERB** |
| a. Well  b. ………………  c. ………………  d. ………………  e. ………………  f. ……………… | a. organized  b. ………………  c. ………………  d. ………………  e. ………………  f. ……………… |

2. Find two adverbs that answer the question When …? (adverbs of time).

3. Find one adverb that gives an opinion about a sentence (adverb of opinion).

4. Find two adverbs that show how sure the speaker is (adverbs of certainty).

**7. Using Too and Not Enough**

Rewrite these sentences in two different ways, using the words in parentheses and too or not... enough + an infinitive phrase. Do not change the meaning.

1. I’m not a teacher. I don’t have any patience.

(patient) I’m not patient enough to be a teacher.

(impatient) I’m too impatient to be a teacher.

2. That suitcase won't hold all my clothes.

(big) …………………………………………

(small) …………………………………………

3. I can't watch that show because I don't get home in time.

(late) …………………………………………

(early) …………………………………………

4. That computer is very slow. It can't handle the job.

(slow) …………………………………………

(fast) …………………………………………

**COMBINING FORM, MEANING, AND USE**

**8. Thinking about Meaning and Use**

Choose the correct words to complete each conversation.

1.

A: Did you buy the car?

B: Yes, we did. …………

a. It wasn't too expensive.

b. It was too expensive.

2.

A: Have you finished the report?

B: No, but I want to. That’s why …………

a. I'm hardly working on it.

b. I'm working hard on it.

3.

A. How do you like your new apartment?

B: I love it. …………

a. It’s very big.

b. It’s too big.

4.

A. Is he going to Mexico this summer?

B: I'm not sure. …………

a. He’s definitely going.

b. Maybe he'll go.

5.

A. Did you get a ride to the airport?

B: Yes, but we got there ………… . We missed the plane.

a. late

b. lately

6.

A: Why aren't you wearing gloves?

B: It’s ………… to wear gloves.

a. warm enough

b. too warm

**9. Using adverbs in writing**

Read this story and complete the task below.

Maria came into the room and sat down on the sofa. There was one other person there-a man. He was looking out the window and pulling his beard. The woman picked up a book and pretended to read it.

Everything was quiet. A clock ticked on the mantelpiece. Some children were playing on the street outside. The man sighed.

At 12 o'dock, the door opened and a woman looked in. "The dentist will see you now, Mrs. Harrison,” she said.

Rewrite the story, adding adverbs to make it more interesting. Choose from the adverbs in the box or use your own ideas.

|  |  |  |  |
| --- | --- | --- | --- |
| slowly  nervously | quietly  loudly | happily  obviously | suddenly |

- Maria came into the room and sat down quietly on the sofa…

……………………………………………………………… ………………………………………………………………

………………………………………………………………

**10. Writing**

**A.** Look back at the story in Exercise 1. Think about the answers to these questions:

- Why can’t Margaret marry Umberto?

- How does Umberto feel?

- Who is Giorgio?

**B.** On a separate sheet of paper, write the next part of the story. Try to indude various kinds of adverbs-adverbs of manner, time, opinion, certainty, and degree.

**REVIEW CHAPTERS 1-2**

**A.** Find and correct the errors in these sentences.

1. The children became terribly exciting when it started to snow.

2. We can talk later. It's important nothing.

3. You look hot and tiring. Do you want to sit down?

4. I like your leather black boots. Are they new?

5. Lorraine drives very slow.

6. It was so a hot day that we decided to go for a nice, long swim in the lake.

7. You don’t exercise enough often. You should come to that new gym with me.

8. I have visited recently Japan and Korea. It was a wonderful trip.

9. Have you got enough money to buy the computer? It's extreme expensive.

10. You need to work hardly if you want to do well in this class.

**B.** Rewrite these sentences, adding the words in parentheses. Make all the necessary changes. More than one order make be possible.

11. Could I have some sparkling water? (mineral)

………………………………………………………………

12. It's a Chinese custom. (traditional)

………………………………………………………………

13. Your father will call tonight. (perhaps)

………………………………………………………………

14. The princess was wearing a long evening dress. (black)

………………………………………………………………

15. He doesn't want anything. (probably)

………………………………………………………………

16. The officer examined my papers. (suspiciously)

………………………………………………………………

17. Please don't do anything for my birthday. (special)

………………………………………………………………

18. We bought a lot of expensive equipment. (camping)

………………………………………………………………

19. They have some beautiful old furniture. (Italian)

………………………………………………………………

20. We are going away this summer. (definitely)

………………………………………………………………

**C.** Complete these sentences with the correct word or phrase.

21. Drive …… ! The roads are icy.

a. careful

b. carefully

22. He's not …… tired to go out.

a. enough

b. too

23. Mr. Parker was …… teacher that everyone wanted to be in his class.

a. a so good

b. such a good

24. I think archaeology is a …… subject.

a. fascinated

b. fascinating

25. Don't hit the window too …… or the glass will break.

a. hard

b. hardly

26. It’s …… to go out today. Let's wait until tomorrow.

a. too wet

b. very wet

27. Ask Celia to sing. She sings ……

a. beautiful

b. beautifully

28. Tony is …… good at math that he gets As in all his classes.

a. so

b. such

29. We were all very …… to hear your news.

a. excited

b. exciting

30. You are all …… good students that I'm not going to give you any homework.

a. so

b. such

### Chapter 3. COMPARATIVES

**FORM**

**1. Examining form**

Read this article and complete the tasks below.

**Rich in Cash, but Not in Happiness**

We may deny it, but most of us secretly believe that people with more money are happier. We think that a higher salary, a more expensive car, and a larger house in a better neighborhood will somehow bring happiness.

But is this true? Studies show that Americans have become richer but not happier. For example, Americans' income increased by one-third from 1972 to 1991. Over the same period, the percentage of Americans saying they were “very happy” actually decreased.

Why is this? Richard Easterlin, an economist at the University of Southern California, believes that we always compare our situations with our neighbors’. When we feel we are doing better than our neighbors, we are satisfied. But when our neighbor buys a more beautiful home or a newer car, we think we have to have those things, too. As a result, we never feel happy for very long.

We work harder in order to compete, and then we feel under stress. Too much stress can actually shorten our lives. Economist Robert Frank says that Americans should use their wealth to live life more fully, to develop a more relaxed lifestyle, and to spend more time with friends and family. He points out that people who don't have close social relationships tend to have more problems with health and to die at a younger age.

1. There are eleven comparative adjectives in the article. The first one is underlined. Underline ten more.

2. Circle the three comparative adverbs.

3. Put a box around the comparative form of three nouns.

**2. Forming conparative adjectives and adverbs**

Write the comparative form of these adjectives and adverbs.

1. high - higher

2. big - ……

3. quickly - ……

4. close - ……

5. happy - ……

6. softly - ……

7. thin - ……

8. healthy - ……

9. well - ……

10. satisfied - ……

11. comfortable - ……

12. bad - ……

**3. Working on comparative adjectives and adverbs**

Complete this story with the comparative form of the adjectives and adverbs in parentheses.

We are delighted with our new house, which is much **nicer** (nice) than the old one. It's in a(n) …… (attractive) neighborhood, and it's also …… (conveniently) located because it’s …… (close) to both our jobs. I can leave work 15 minutes …… (late) and arrive home at the same time as before. The other house was very dark; this one is …… (sunny) because it has …… (big) windows and it faces south. So even though it’s actually a little …… (small) than the old one, it feels …… (spacious). The whole house is in …… (good) condition than the old one. The washer and other appliances are new and run …… (efficiently). The amazing thing is that the new house was even a little …… (cheap)!

**4. Completing comparative sentences**

Complete each sentence with one word, either a verb or a pronoun. More than one answer may be possible.

1. My sister is older than me/I.

2. She’s taller and prettier than I ……

3. But I'm more intelligent than ……

4. I work harder in school than she ……

5. I got a higher TOEFL score than she ……

6. I can run faster than she …….

7. I’m a better athlete than she …….

8. She has more friends than ……

**5. Working on As… As**

Use the cues to write sentences with (not) as... as. Include a verb or an auxiliary at the end of the sentence when possible. More than one answer may be possible.

1. that child/ eat / food/ I

That child eats as much food as I do.

2. my/ brother/ be not/ old/ I

…………………………………………………..

3. You/ speak/ fluently/ she

…………………………………………………..

4. Amy/ take/ classes/ he

…………………………………………………..

5. they/ be not/ friendly/ she

…………………………………………………..

6. Kevin/ work/ hard/ they

…………………………………………………..

7. They/ travel/ we

…………………………………………………..

8. Luisa/ watch/ TV/ I

…………………………………………………..

**MEANING AND USE**

**6. Using comparatives with nouns**

Rewrite these sentences, using the information given and the comparative forms of the nouns. More than one answer may be possible.

1. I don't have much time, but Myles does.

I have less time than Myles OR than Myles has.

2. They have a lot of money, but we don't.

They have ………………………………………………

3. There are only 16 math students and 25 foreign language students.

There are ………………………………………… math students.

4. Stefan does a lot of work, but Holly doesn't.

Holly does ………………………………………………

5. Read this article. It has a lot of information. The other one doesn't.

This article has ………………………………………………

6. We own two TVs. The Smiths own four TVs.

We own ………………………………………………

**7. Understanding (Not) As … As**

Rewrite these sentences, using the words in parentheses. Make other changes and add not as necessary. More than one answer may be possible.

1. She’s taller than I am. (tall as)

I’m not as tall as her/ she is.

2. Biology isn't as difficult as physics. (easier)

………………………………………………

3. I write better than Larry. (as well as)

………………………………………………

4. Children aren't as polite as adults. (more polite)

………………………………………………

5. The neighbor's dog barks more loudly than my dog. (as loudly as)

………………………………………………

6. Morning traffic isn't as bad as evening traffic. (worse)

………………………………………………

**COMBINING FORM, MEANING, AND USE**

**8. Expressing Differences with Comparatives and Not As … As**

Write two answers to each question. Use comparative forms and not as… as

What are the differences between...

1. a motorcycle and a scooter?

A motorcycle is bigger than a scooter. A scooter is not as expensive as a motorcycle.

2. a coat and a raincoat?

………………………………………………

3. a paperback book and a hardcover book?

………………………………………………

4. an airplane and a helicopter?

………………………………………………

**9. Writing**

**A.** Compare yourself with a brother or sister or with a close friend. Think about these questions:

- Who is more popular? more outgoing? more confident?

- Who is quieter? shyer?

- Who is more traditional?

- Who is more ambitious and hardworking?

Think about other differences and similarities and take some notes.

**B.** On a separate sheet of paper, write a paragraph comparing yourself to this person.

Use comparatives and (not) as... as to express differences; use (about/ almost/ nearly) as... as to express similarities. Develop your ideas with examples. Do not use comparative forms in every sentence.

My brother Mark is older than I am. He is quieter and more hardworking. He likes people, but I have more friends because he isn’t as outgoing as I am…

### Chapter 4. SUPERLATIVES

**FORM**

**1. Examining form**

Read this magazine article and complete the tasks below.

**Unusual Weather**

The weather in the year from summer 1997 to summer 1998 was extremely unusual. In some parts of the world, it was the hottest and the driest year on record. In other parts, it was the wettest year. That year everyone became aware of the weather pattern called “El Nino”.

El Nino is part of a period of unusual weather that occurs every two to eight years. During El Nino, a pool of very warm water forms on the surface of the western Pacific. This pool of warm water can disturb normal weather patterns around the world. By some measures, the 1997-1998 El Nino was the most powerful and the most destructive of the twentieth century.

Areas of the world that normally get very little rain, such as the coasts of southern Ecuador, Peru, and northern Chile, received large amounts of rain. On the other hand,the tropical areas of Indonesia and northern Australia stayed dried during the period when the heaviest rain usually falls. In the United States, El Nino also brought very hot and dry weather to Texas and Florida. For example, College Station, Texas, had the hottest weather in its history when the temperature stayed over 100 degrees Fahrenheit for 30 days in a row.

1. There are seven superlative forms in the article. The first one is underlined. Underline six more.

2. How are superlatives formed from one-syllable adjectives?

3. How are superlatives formed from most adjectives of two or more syllables?

**2. Forming superlatives with adjetives and adverbs**

Complete these sentences with the superlative form of the adjectives and adverbs in parentheses.

1. What was the highest (high) score?

2. You really deserve a raise. Everyone here is a hard worker, but you work ……… (hard) of all.

3. She had ……… (unusual) costume at the party.

4. That is ……… (expensive) dish on the menu.

5. Who's been waiting ……… (long)?

6. This machine is ……… (fast) on the market right now.

7. We guarantee ……… (efficient) service.

8. Of my three brothers, Mark drives ……… (bad).

**3. Working on superlative sentences**

Rewrite these sentences as superlative sentences.

1. Young-soo is a good worker.

Young-soo is the best worker.

2. He works hard.

…………………………………………….

3. He’s very reliable.

…………………………………………….

4. He arrives early.

…………………………………………….

5. He does a lot of work.

…………………………………………….

6. He’s popular with the customers.

…………………………………………….

7. He works carefully.

…………………………………………….

8. He’s very friendly.

…………………………………………….

**MEANING AND USE**

**4. Using superlatives to compare members of a group**

Rewrite these sentences, using the superlative. Don't change meaning.

1. Derek and Eva have old cars, but mine is older.

My car is the oldest.

2. My roommates have comfortable beds, but my bed is more comfortable.

I …………………………………………….

3. My sisters swim well, but my brother swims better.

My brother …………………………………………….

4. I have some time on Tuesday and Wednesday, but I don't have as much time on Thursday.

I …………………………………………….

5. I have two children. My sister Megan has three children, and so does my brother Gary.

I …………………………………………….

6. I drive fast. You drive fast. Carl drives even faster.

Carl …………………………………………….

**5. Giving opinions with One of + Superlatives**

Write sentences giving your opinions about the following things. Use one of+ a superlative. End your sentences by indicating the group with an expression like in the world/in the state, off all, or I’ve ever seen/I know.

1. a beautiful city

San Francisco is one of the most beautiful cities in the world.

2. a tall building

…………………………………………….

3. a dangerous sport

…………………………………………….

4. a good musician (or singer)

…………………………………………….

5. an important leader

…………………………………………….

**COMBINING FORM, MEANING, AND USE**

**6. Thinking about Meaning and Use**

Use the information in the chart to complete the tasks below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COUNTRY** | **AREA (SQUARE MILES)** | **COASTLINE (MILES)** | **NEIGHBORING COUNTRIES** | **POPULATION** |
| Brazil | 3,286,475 | 4,652 | 10 | 174,468,575 |
| Canada | 3,851,794 | 151,492 | 1 | 31,592,805 |
| China | 3,705,392 | 9,112 | 14 | 1,273,111,290 |

1. Write two superlative sentences about the size of the three countries in the group.

Canada is the largest country.

2. Write two superlative sentences about the length of the coastlines of the three countries.

…………………………………………….

3. Write two superlative sentences about the number of neighbors that these three countries have.

…………………………………………….

4. Write two superlative sentences about the population of these three countries.

…………………………………………….

**7. Editing**

There are six superlative forms with errors in this paragraph. The first one has been corrected. Find and correct five more.

We tested three car models: the Cheetah XS, the Onyx 2000, and the Zebra Deluxe. We agreed that, of the three, the Onyx gave us the smoothest and the **most** comfortable ride. It was also the more quiet, even though it has the most powerful engine of the three. However, the Cheetah was most easiest to handle, and it performed the best at high speeds. At 50 miles per gallon, the Zebra was the most economical of the three models, but it was also the more expensive. All three cars were attractive, but we thought the Onyx was the beautifulest. Overall, we agreed that the most good buy is probably the Onyx 2000.

**8. Writing**

On a separate sheet of paper, write a paragraph about the city where you live. Use superlative forms to discuss the best and worst aspects of your city. Here are some topics you can write about:

|  |  |  |  |
| --- | --- | --- | --- |
| neighborhoods  tourist sites | parks  restaurants | hotels  stores | seasons |

I live in a small town called Roseland. The nicest area to live is on the north end. Unfortunately, that is also the most expensive area. The best restaurants and stores are in the center of town on Main Street…

**REVIEW CHAPTERS 3-4**

**A.** Look at the chart. Complete the sentences below.

1. Derek Bridges is richer **than** most people.

2. Chris Wong is …… than Elena Black.

3. Elena Black has …… money than Chris Wong.

4. Elena Black earns the ……

5. Derek Bridges has …… money than me.

6. Chris Wong is not as rich …… Derek Bridges.

7. Of these three people, Bridges earns the ……

8. Bridges is the …… of the three.

|  |  |
| --- | --- |
| **NAME** | **ANNUAL INCOME** |
| Derek Bridges, millionaire | $1.6M |
| Chris Wong, doctor | $75,000 |
| Elena Black, teacher | $25,000 |

**B.** Complete this speech with the words in the box. Some words can be used more than once.

|  |  |  |
| --- | --- | --- |
| as  beter  does | fewer  least  less | more  most  than |

Vote for me in the next election. I am …… interested in your needs than my opponent is. I have attended …… neighborhood meetings …… he has. That's because I feel more concern about our neighborhoods than he ……

My opponent isn't as concerned about local business …… I am. He has spoken to …… local businesspeople. Therefore, with business, too, he has shown …… interest than I have.

Of all past mayors, he has spent the …… money on schools, and he has spent the …… money on entertainment. He takes …… care of himself than your children’s education! This is a disgrace! It's becoming more and …… obvious: I am a …… choice than my opponent. I will do the …… for our community.

**C.** Read the conversations in the chart. Check (x) OK if the response is logical or NOT OK if the response is not logical.

|  |  |  |
| --- | --- | --- |
|  | **OK** | **NOT OK** |
| 22.  A: I think the book is better than the movie.  B: I agree. The movie is not as boring. |  |  |
| 23.  A: These people have less money than we do.  B: Yes. They're a lot wealthier. |  |  |
| 24.  A: The weather is getting warmer and warmer.  B: I think you’re right. This winter is not as cold as winters in the past. |  |  |
| 25.  A: That car gets a lot more miles per gallon than the old one.  B: You’re right. It's a lot less economical. |  |  |
| 26.  A: This test was less difficult than the other tests.  B: Yeah. It's the easiest test we’ve had. |  |  |
| 27.  A: Why don't you do it? You have more time than me.  B: That’s not true! I'm just as busy as you are! |  |  |
| 28.  A: I don't think that table is big enough for ten people.  B: You’re right. Let's look for a smaller one. |  |  |
| 29.  A: There are fewer French classes than Spanish classes.  B: Yes. At this school, French is less popular. |  |  |
| 30.  A: Does Mexico City have the largest population of any city?  B: Well, Mexico City has one of the largest populations. There are several other cities that are similar to it. |  |  |

### Chapter 5. GERUNDS

**FORM**

**1. Examining form**

Read this magazine article and complete the tasks below.

**Exercise Your Way to Health**

Exercise is important for staying healthy. But what kind of exercise is best? The answer to this question depends on a person’s physical condition and his or her goals. For example, is the person simply trying to keep a basic level of fitness? Is losing weight the main goal?

The best exercises for maintaining general health involve the whole body and increase a person’s heart rate. Jogging, swimming, riding a bicycle, and playing tennis are good examples of such exercises. These kinds of exercises are also very effective in helping a person to lose weight.

Increasing strength requires other kinds of exercises: A person needs to force a limited number of muscles to do hard work within a short period of time. Gymnastics and weightlifting are examples of exercise that can help people improve strength. Doing both kinds of exercise-whole-body and concentrated muscular work-helps a person achieve balance in his or her exercise routine and leads to the greatest health benefits.

People with health problems should talk with their doctor before they begin exercising.

1. There are thirteen examples of words ending in -ing in the article. The first one is underlined. Underline twelve more.

2. One of these words is the present continuous form of a verb, rather than a gerund.

Which word is it? ……………………………

**2. Working on gerunds as subjects**

Complete these sentences with gerunds. Use the words and phrases in the box.

read/ to children

skydive

not/ eat/ too many sweets

walk

watch/ TV

join/ a club

1. Watching TV is the most popular pastime in the United States.

2. ………. is a dangerous sport.

3. ………. is a good idea if you’re on a diet.

4. ………. is a good way to meet people.

5. ………. helps them learn new words.

6. ………. is the cheapest form of exercise.

**3. Working on gerunds as objects**

Rewrite these sentences, using a gerund after the verb or verb phrase in parentheses. Make any other necessary changes.

1. It was great to work with you. (appreciated)

I appreciated working with you.

2. It’s OK with me if we leave early. (don’t mind)

…………………………………………………………

3. Min-hee hates to be late. (dislikes)

…………………………………………………………

4. We might get a new car. (are considering)

…………………………………………………………

5. Koji doesn't smoke anymore. (has quit)

…………………………………………………………

6. He said to talk to you. (suggested)

…………………………………………………………

**4. Working on gerunds after prepositions**

**A.** Complete these questions with the missing prepositions.

1. What is one thing you are looking forward **to** right now?

I’m looking forward to going away for the weekend.

2. When you are with your friends, what do you talk.…?

3. What do you sometimes worry …………..?

4. What do you not approve …………..?

5. What school subjects are you good…………..?

6. What do you find it hard to get used …………..?

7. What are you thinking ……… doing tonight?

8. What are you tired ……… right now?

9. What are you interested…………..?

10. What are you planning …… doing next summer?

**B.** Now write answers to the questions, using gerunds.

1. …………………………………

2. …………………………………

3. …………………………………

4. …………………………………

5. …………………………………

6. …………………………………

7. …………………………………

8. …………………………………

9. …………………………………

10. …………………………………

**MEANING AND USE**

**5. Understanding Subject and Object Gerunds**

**A.** Match the questions in Column 1 with the responses in Column 2.

|  |  |
| --- | --- |
| **Column 1** | **Column 2** |
| 1. What do you usually do on Saturdays?  2. What sports do you like?  3. Why don't you wear a skirt?  4. I'm studying. Would you mind not talking so loudly?  5. How do you open this box?  6. Why can't we go in there?  7. Does your dad watch a lot of TV?  8. Would you mind giving us a ride home? | a. Because I hate wearing skirts.  b. Because the sign says “No Trespassing”.  c. No, of course not. I'm sorry.  d. I like swimming, windsurfing, and scuba diving.  e. Not at all. Where do you live?  f. I do my laundry, and then I go shopping.  g. Oh, yes. He loves watching old movies.  h. By turning it upside down. I'll help you. |

**B.** Look again at the conversations. Find sentences in both colunms that use gerunds in the following ways. Write them below.

1. to talk about liking or disliking activities

Because I hate wearing skirts.

……………………………………………….

……………………………………………….

2. to tell if an activity is permitted or not

……………………………………………….

3. to talk about doing everyday activities

……………………………………………….

4. to make a polite request

……………………………………………….

5. to talk about how something is done

……………………………………………….

**COMBINING FORM, MEANING, AND USE**

**6. Editing**

There are twelve errors in this e-mail message. The first one has been corrected. Find and correct eleven more.

To: Rosa Ramos

From: Donna Green

Cc:

Subject: Thank you!

Dear Rosa,

Thanks for writing to me and especially for sending me the books. I really enjoyed to read them, especially The Secret Diary of Elizabeth. What a great story!

Anyway, I apologize for I didn't write back before now. I’ve been busy moving into my new apartment. It's more expensive than the old one, so I’m thinking about I might get a roommate. With a roommate, I can have more money to go ski, and I might even be able to save some money. Of course, the problem is finding someone I can live with, I’ve gotten used to live alone, and I’m not looking forward to share space with someone.

Also, I might look for another job. Writing letters are getting boring. And no getting along with my boss is unpleasant. I’m interested in move into a management position if I can find one. I wouldn’t even mind to work part time for awhile.

So when are you coming to see my new apartment? You can stay here-if you don't mind to sleep on the sofa! Write back soon and let me know.

Love, Donna

**7. Writing**

On a separate sheet of paper, write a letter to a friend. In your letter, do three of the following things. Use gerunds to:

- thank your friend for something.

- apologize for something.

- describe a plan for something.

- describe what you did last weekend.

- describe a new sport or hobby.

- invite your friend to do something.

Dear Ana,

Thank you so much for inviting Donna and me to your house last weeked. We enjoyed staying with you and seeing your new place…

### Chapter 6. INFINITIVES

**FORM**

**1. Examining form**

Read this essay and complete the tasks below.

**Happy Birthday!**

A birthday is usually a happy occasion, so it’s hard to imagine that in the past people considered birthdays to be dangerous. They believed that good and bad spirits followed a living person around. It was important to be very careful on a birthday because it was a time of change, and bad spirits could do the most damage then.

Therefore, people had birthday parties in order to protect against bad spirits. At a party, friends and family come together to scare away the bad spirits. People gave presents and had a cake in order to help the good spirits and to bring good luck to the person having the birthday. If the person managed to blow out all the candles on the cake, this helped to make his or her dreams come true.

It was common to put everyday objects such as coins, buttons, or rings inside the birthday cake. When the cake was cut, the person who found a particular object learned about his or her future. A coin meant wealth, and if someone found a ring, he or she could expect to marry soon.

1. Find three more examples of verb + (object +) infinitive and write them below.

a. considered birthdays to be

b. ………………………………………….

c. ………………………………………….

d. ………………………………………….

2. Find four examples of (in order) + infinitive.

a. ………………………………………….

b. ………………………………………….

c. ………………………………………….

d. ………………………………………….

3. Find three examples of it (subject) + infinitive.

a. ………………………………………….

b. ………………………………………….

c. ………………………………………….

d. ………………………………………….

**2. Working on Infinitives After Verbs**

**A.** Rewrite these sentences, using infinitives.

1. He thinks he'll pass.

He expects to pass.

2. Please let me come too.

I want ………………………………………….

3. We must get a new car.

We need ………………………………………….

4. I'm not going to go to college.

I’ve decided ………………………………………….

5. I won't tell anyone.

I promise ………………………………………….

6. He wouldn't help us.

He refused ………………………………………….

7. She said she can babysit the twins.

She has agreed ………………………………………….

8. They said they would help us.

They offered ………………………………………….

**B.** Choose the correct answer(s) to complete the sentences. More than one answer may be possible.

1. We need …… the mail from the post office.

a. you to pick up

b. to pick up

2. It was cold, so Irina told …… a jacket.

a. to bring

b. me to bring

3. I plan …… tonight.

a. us to go out

b. to go out

4. Tony needs …… the car to the garage.

a. to take

b. us to take

5. The police officer began …… the accident.

a. to describe

b. them to describe

6. I expected …… the race.

a. our team to win

b. to win

**3. Completing sentences with It subject … + Infinitive**

Use the words and phrases in the box to complete the sentences with it and an infinitive.

Difficult/ park the car

fun/ watch movies at home

tiring/ work all night

too expensive/ buy a new one

not easy/ find a job

important/ exercise

1. I take the bus downtown everyday because **it’s difficult to park the car.**

2. I got a VCR because ……………………………….

3. Hector went back to school because …………………………

4. Our car is pretty old, but ……………………………….

5. Josh likes his night job even though …………………………

6. I don’t exercise much, but I know that ……………………

**MEANING AND USE**

**4. Using Infinitives**

Use one item from each column and write six sentences with infinitives. Begin each sentence with You use....

|  |  |  |
| --- | --- | --- |
| a saw  wash  your food  a broom  cut  clothes | a washing machine  hold  wood  a trash can  cook  the floor | a hose  water  the yard  a stove  sweep  trash |

1. You use a saw (in order) to cut wood.

2. ……………………………………………………………

3. ……………………………………………………………

4. ……………………………………………………………

5. ……………………………………………………………

6. ……………………………………………………………

**5. Understanding Gerunds and Infinitives**

Look at the chart. Complete the sentences with going out, to going out, to go out. Check (x) the correct column.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **(… going out)** | **(…to going out)** | **(… to go out)** |
| 1. **Do** you enjoy | x |  |  |
| 2. I **don’t mind** |  |  |  |
| 3. She’**s looking forward** |  |  |  |
| 4. He **wanted** |  |  |  |
| 5. **I’m getting** **used** |  |  |  |
| 6. We **plan** |  |  |  |
| 7. She **expected** |  |  |  |
| 8. He **missed** |  |  |  |
| 9. I **disliked** |  |  |  |
| 10. We **are accustomed** |  |  |  |

**6. Using Gerunds and Infinitives**

Complete this story with the gerund or infinitive of the verbs in parentheses. In some cases, both forms are correct.

I’m planning **to go** (go) to Europe this summer with my friends Julie and Greg. I'm really looking forward to …… (be) back in Paris again. Greg doesn't want …… (spend) three weeks there, so Julie suggested …… (meet) him there, and we’ve decided …… (do) it that way.

Julie really enjoys …… (travel) to different countries. She wants …… (live) in Paris someday, but if she does, she'll have to get used to …… (go) everywhere on public transportation. It’s very difficult …… (have) a car in Paris.

I’m especially looking forward to …… (not have) anything to do for three whole weeks. I expect …… (spend) a lot of time at museums, although I think Julie is planning …… (go) shopping too. But she has promised …… (not spend) so much money this year!

**COMBINING FORM, MEANING, AND USE**

**7. Thinking about Meaning and Use**

Choose the correct word or phrase to complete each conversaton.

1.

Hiro: Did you remember …… that appointment?

Satomi: Oh, no! I forgot. I'll do it right now.

a. making

b. to make

2.

Alex: Tell us the whole story.

Victor: Well, I remember …… the restaurant, but I don’t know what happened after that.

a. leaving

b. to leave

3.

Sara: Dan, stop …… the table.

Dan: Sorry, Mom.

a. kicking

b. to kick

4.

Jake: Dad, why are we slowing down?

Paul: We're stopping …… gas.

a. getting

b. to get

5.

Nesha: Do you remember when the President was killed?

Jada: Yes. I’ll never forget …… the words, "The President is dead.”

a. hearing

b. to hear

6.

Min-woo: What's that smell?

Soo-jin: Oh, no! I forgot …… off the stove!

a. turning

b. to turn

**8. Writing**

On a separate sheet of paper, write a paragraph about what happens in your country on one of these occasions:

- a birthday (of a child or an adult, or a special birthday)

- a visit to someone's home

- a holiday or festival

Use some infinitives. Here are some useful expressions and some verbs that are followed by infinitives.

**EXPRESSIONS:**

It’s the tradition/custom to... (or) It's customary to... It’s important (not) to....

**VERBS**

|  |  |  |
| --- | --- | --- |
| ask  tell | want  expect | plan  invite |

In my country, it’s customary to bring a gift when someone invites you to their home for dinner. People don’t expect you to bring a large or expensive gift, but it’s important to show that you appreciate the invitation…

### Chapter 7. PHRASAL VERBS

**FORM**

**1. Examining form**

Read these conversations at a party and complete the task below.

A. Can you help us out over here? We need someone to move the cooler.

B. The wedding? Lynn called it off. She and Eric aren’t getting along very well at the moment. She says she can’t put up with him anymore.

C. Exuse me, I’m just going to call Bill up. He’s looking after the kids tonight.

D. I just ran into Kevin Wu’s sister. She said Kevin has to work tonight, but he’ll drop by later.

E. That cake looks good, but no thanks. I’m trying to cut down on sugar and do without chocolate.

1. There are ten phrasal verbs in the conversations. The first one is underlined. Underline nine more.

2. Eight of the phrasal verbs have objects. The first one is circled. Find and circle seven more.

3. Complete this chart with the base forms of the underlined phrasal verbs.

**Transitive**

a. Inseparable: look after

b. Three-word: ………………………..

c. Separable: ………………………..

**Intransitive**: ………………………..

**2. Working on separable and inseparable phrasal verbs**

Use the words to write sentences.

1. out/ leave/ it

Leave it out.

2. called/ for/ her/ I

………………………..

3. dropping off / it/ she's

………………………..

4. can't/ do/ it/ I/ without

………………………..

5. it/ over/ reading/ he’s

………………………..

6. after / looks/ him/ she

………………………..

**3. Rewriting sentences with Two-word verbs**

Complete the sentences below with the phrasal verbs in the box. Then put a T next to the sentences with transitive verbs and an I next to the sentences with intransitive verbs.

|  |  |
| --- | --- |
| sit down  drop by  get along | turn down  put on  go over |

T - 1. Paulo has to **go over** his notes tonight. He has a math test tomorrow.

… - 2. The Carsons are going to …… on Sunday. It will be good to see them.

… - 3. Please …… the music. It's too loud.

… - 4. Unfortunately, Ben and Kate don't ……. They fight all the time.

… - 5. It’s going to snow today, so …… your winter boots.

… - 6. Please come in and ……. Would you like some coffee?

**B.** Now circle the objects of the transitive verbs. Which two sentences can you change so that the object is between the verb and the particle? Write them that way.

**MEANING AND USE**

**4. Understanding phrasal verbs**

Choose the correct particle to complete each sentence.

1. I’m putting on weight again. I need to cut …… on fat.

a. in

b. down

c. off

2. I’m going to work late tonight. I have to go …… my report before tomorrow.

a. by

b. down

c. over

3. Be careful not to run …… a lot of expenses.

a. over

b. up

c. down

4. You have to get …… of the car to see the view.

a. down

b. in

c. out

5. I read your composition ……, and I liked it even better this time.

a. down

b. over

c. out

6. Pedro really looks …… to his father, and he wants to be a doctor just like him.

a. over

b. by

c. up

**5. Replaceing one-word verbs with phrasal verbs**

Complete these sentences, replacing the one-word verbs with phrasal verbs. More than one phrasal verb may be possible.

1. They have canceled the game.

They've called off the game.

2. I didn't find your gloves in the car.

I didn't …… your gloves in the car.

3. Please review your notes carefully.

Please …… your notes carefully.

4. You can omit this paragraph.

You can …… this paragraph.

5. I'll return the papers on Friday.

I’ll …… the papers on Friday.

6. You must complete the form in our office.

You must …… the form in our office.

**COMBINING FORM, MEANING, AND USE**

**6. Thinking about meaning and use**

Select verbs from the Phrasal Verbs chapter in the Student Book that you would like to be able to use correctly. Complete the information below for these verbs. For Type, say whether the phrasal verb is separable, inseparable, or intransitive.

1.

|  |  |
| --- | --- |
| **Phrasal verb** | come across |
| **Type** | inseparable |
| **Meaning** | to find something |
| **Chapter example** | I came across your watch while I was cleaning. |
| **My example** | I came across some old vacation photos when I was packing my suitcase. |

2.

|  |  |
| --- | --- |
| **Phrasal verb** |  |
| **Type** |  |
| **Meaning** |  |
| **Chapter example** |  |
| **My example** |  |

3.

|  |  |
| --- | --- |
| **Phrasal verb** |  |
| **Type** |  |
| **Meaning** |  |
| **Chapter example** |  |
| **My example** |  |

4.

|  |  |
| --- | --- |
| **Phrasal verb** |  |
| **Type** |  |
| **Meaning** |  |
| **Chapter example** |  |
| **My example** |  |

**7. Writing**

On a separate sheet of paper, write a three-paragraph composition about your experience learning English and taking English classes.

1. In the first paragraph, write about positive experiences: good things about learning English, teachers that you have liked, and successes that you have had.

2. In the second paragraph, write about negative experiences-for example, disappointments and things that you find difficult.

3. In the third paragraph, write a short conclusion.

Use at least five phrasal verbs in your composition. Here are some verbs you can use (for others, see Appendix 17 in the Student Book).

|  |  |  |
| --- | --- | --- |
| figure out  look up  read over  help out  work out | do over  keep up  give back  go over  drop out | catch up with  put off  count on  fill out  put up with |

When I first started to study English, I thought it would be hard to catch up with other people in class. However…

Later, English grammar and vocabulary became harder for me. I had to look up a lop of words and…

In conclusion, English can be easy in some ways and…

**REVIEW: CHAPTERS 5- 7**

**A.** Complete each sentence with the correct word or phrase.

1. …… alone can be difficult at times.

a. Living

b. Live

2. Avoid …… your problems.

a. thinking about

b. to think about

3. We're looking forward to …… some time together.

a. spending

b. spend

4. You can't learn a language just by …… television.

a. watching

b. watch

5. We’re going to Denver …… my grandparents.

a. for visiting

b. to visit

6. I'll never get used to …… famous.

a. being

b. be

7. The workers expect …… tomorrow.

a. finishing

b. to finish

8. I didn't enjoy …… the article.

a. to read

b. reading

9. They told me …… anything.

a. not saying

b. not to say

10. Would you mind …… the car for a minute?

a. stopping

b. to stop

11. There's no point in …… about that now.

a. worrying

b. worry

12. We're thinking of …… a house.

a. buying

b. to buy

13. I'm sorry for …… in touch, but we've been very busy.

a. not being

b. not to be

14. The baby is starting …… asleep.

a. falling

b. to fall

15. I plan …… my parents this weekend.

a. visiting

b. to visit

**B.** Choose the correct word or phrase to complete each sentence.

16.

Gary: Did you meet Janet?

Malik: I don’t remember …… her.

a. meeting

b. to meet

17.

Carlos: Why isn’t there any soda?

Luisa: Because I stopped …… soda.

a. buying

b. to buy

18.

Rick: Is Jeffrey still in bed?

Sasha: Oh, no! I forgot …… him up?

a. waking

b. to wake

19.

Takeshi: Tell the others I'll be late.

Fumiko: Don’t worry. I'll remember …… them.

a. telling

b. to tell

20.

Maria: Are you still going out with Louise?

Bob: No, I stopped …… her.

a. seeing

b. to see

21.

Lee: That was a great vacation.

Susan: Yes. I won't forget …… the Grand Canyon.

a. seeing

b. to see

**C.** Choose the correct word to complete each sentence. Use each word only once.

|  |  |  |
| --- | --- | --- |
| up  back  off | on  out  over | after  with  into |

22. My brother dropped …… of high school and started his own business.

23. My teacher is planning to give …… our papers.

24. It's getting dark. Please turn …… the lights.

25. I'll pick …… some milk on my way home.

26. When the parents died, there was nobody to look …… the children.

27. We'll have to call …… the picnic if it rains.

28. My husband doesn't get along …… his boss very well.

29. I ran …… an old school friend this morning.

30. I'll feel more comfortable if I go …… my speech again.

**APPENDICES**

1. Spelling of Verbs and Nouns Ending in -s and -es

2. Pronunciation of Verbs and Nouns Ending in -s and -es

3. Spelling of Verbs Ending in -ing

4. Spelling of Verbs Ending in -ed

5. Pronunciation of Verbs Ending in -ed

6. Irregular Verbs

7. Common Stative Verbs

8. Common Irregular Plural Nouns

9. Common Adjectives Ending in -ed and -ing

10. Spelling Rules for Adverbs Ending in -ly

11. Adjectives with Two Comparative and Superlative Forms

12. Irregular Comparative and Superlative Forms

14. Infinitives

15. Verb + Infinitive or Gerund

16. Contractions with Verb and Modal Forms

17. Phrasal Verbs

18. Phonetic Symbols

**1. Spelling of Verbs and Nouns Ending in -s and -es**

1). For most third-person singular verbs and plural nouns, add -s to the base form.

**Verbs**

swim - swims

**Nouns**

lake - lakes

2). If the base form ends with the letter s,z, sh, ch, or x, add -es

**Verbs**

miss - misses

**Nouns**

box - boxes

3). If the base form ends with a consonant + y, change y to i and add -es (compare vowel + y: obey - obeys; toy - toys.)

**Verbs**

try - tries

**Nouns**

baby - babies

4). If the base form ends with a consonant + o, add -s or -es. Some words take -s, some words take -es, some take both -s and –es. (Compare vowel + o: radio - radios; zoo - zoos.)

**/-s/**

auto - autos

photo - photos

piano - pianos

solo - solos

**/-es/**

do - does

echo - echoes

go - goes

hero - heroes

potato - potatoes

tomato - tomatoes

**Both /-s/ and /-es/**

tornado - tornados/tornadoes

volcano - volcanos/volcanoes

zero - zeros/zeroes

5). If the base form of certain nouns ends with a single f or fe, change the f or fe to v and add -es.

calf - calves

shelf - shelves

knife - knives

**Exceptions**

belief - beliefs

chief - chiefs

roof - roofs.

scarf - scarfs/scarves

**2. Pronunciation of Verbs and Nouns Ending in -s and -es**

1). If the base form of the verb or noun ends with the sound /s/, /z/, /∫/, /ჳ/, /t∫/, /dჳ/, or /ks/, then pronounce -es as an extra syuable /iz/.

|  |  |
| --- | --- |
| **Verbs**  slice - slices  lose - loses  wash - washes  watch - watches  judge - judges  relax - relaxes | **Nouns**  price - prices  size - sizes  dish - dishes  garage - garages  inch - inches  language - languages  tax - taxes |

2). If the base form ends with the voiceless sound /p/, /t/, /k/, /f/, or /θ/, then pronounce -s and -es as /s/.

|  |  |
| --- | --- |
| **Verbs**  sleep - sleeps  hit - hits  work - works  laugh - laughs | **Nouns**  grape - grapes  cat - cats  book - books  cuff - cuffs  fifth - fifths |

3). If the base form ends with any other consonant or with a vowel sound, then pronounce -s and -es as /z/.

|  |  |
| --- | --- |
| **Verbs**  learn - learns  go - goes | **Nouns**  name – names  boy - boys |

**3. Spelling of Verbs Ending in -ing**

1). For most verbs, add -ing to the base form of the verb.

sleep - sleeping

talk - talking

2). If the base form ends in a single e, drop the e and add -ing (exception: be - being).

live - living

write - writing

3). If the base form ends in ie, change ie to y and add -ing.

die - dying

lie - lying

4). If the base form of a one-syuable verb ends with a single vowel + consonant, double the final consonant and add -ing. (Compare two vowels + consonant: eat - eating.)

hit - hitting

stop - stopping

5). If the base form of a verb with two or more syllables ends in a single vowel + consonant, double the final consonant only if the stress is on the final syllable. Do not double the final consonant if the stress is not on the final syllable.

admit - admitting

begin - beginning

develop - developing

listen - listening

6). Do not double the final consonants x, w, and y.

fix - fixing

plow - plowing

obey - obeying

**4. Spelling of Verbs Ending in -ed**

1). To form the simple past and past participle of most regular verbs add -ed to the base form.

brush - brushed

ptay - played

2). If the base form ends with e, just add -d.

close - closed

tive - tived

3). If the base form ends with a consonant + y, change the y to i and add -ed. (Compare vowel +y: play – ptayed; enjoy - enjoyed.)

study - studied

dry - dried

4). If the base form of a one-syuable verb ends with a single vowel + consonant, double the final consonant and add -ed.

plan - planned

shop - shopped

5). If the base form of a verb with two or more syllables ends with a single vowel + consonant, double the final consonant and add -ed only when the stress is on the final syllable. Do not double the final consonant if the stress is not on the final syllable.

prefer - preferred

enter - entered

6). Do not double the final consonants x, w, and y.

coax - coaxed

snow - snowed

stay - stayed

**5. Pronunciation of Verbs Ending in -ed**

1). If the base form of the verb ends with the sounds /t/ or /d/, then pronounce -ed as an extra syllable /rd/.

***/t/***

start - started

wait - waited

***/d/***

need - needed

decide - decided

2). If the base form ends with the voiceless sounds /f/, /k/, /p/, /s/, /∫/. /t∫/, or /ks/, then pronounce -ed as /t/.

laugh - taughed

jump - jumped

wish - wished

fax - faxed

look - looked

slice - sliced

watch - watched

3. If the base form ends with the voiced sounds /b/, /g/, /dჳ/, /m/, /n/, /ղ/, /l/, /r/, /ბ/, /v/, /z/ or with a vowel, then pronounce -ed as /d/.

rob - robbed

brag - bragged

judge - judged

hum - hummed

rain - rained

bang - banged

call - called

order - ordered

bathe - bathed

wave - waved

close - closed

ptay - played

**6. Irregular Verbs**

|  |  |  |
| --- | --- | --- |
| **Base Form** | **Simple Past** | **Past Participle** |
| arise  be  beat  become  begin  bend  bet  bind  bite  bleed  blow  break  bring  build  buy  catch  choose  come  cost  creep  cut  deal  dig  dive  do  draw  drink  drive  eat  fall  feed  feel  fight  find  fit  flee  fly  forget  forgive  freeze  get  give  go  grow  hang  have  hear  hide  hit  hold  hurt  keep  know  lay (= put)  lead  leave  lend  let  lie (= recline)  light  lose  make  mean  meet  pay  prove  put  quit  read  ride  ring  rise  run  say  see  sell  send  set  sew  shake  shine  shoot  show  shrink  shut  sing  sink  sit  sleep  slide  speak  speed  spend  spin  split  spread  spring  stand  steal  stick  stink  strike  string  swear  sweep  swim  swing  take  teach  tear  tell  think  throw  understand  undertake  upset  wake  wear  weep  wet  win  write | arose  was/were  beat  became  began  bent  bet  bound  bit  bled  blew  broke  brought  built  bought  caught  chose  came  cost  crept  cut  dealt  dug  dove/dived  did  drew  drank  drove  ate  fell  fed  felt  fought  found  fit  fled  flew  forgot  forgave  froze  got  gave  went  grew  hung  had  heard  hid  hit  held  hurt  kept  knew  laid  led  left  lent  let  lay  lit  lost  made  meant  met  paid  proved  put  quit  read  rode  rang  rose  ran  said  saw  sold  sent  set  sewed  shook  shone  shot  showed  shrank  shut  sang  sank  sat  slept  slid  spoke  sped  pent  spun  split  spread  sprang  stood  stole  stuck  stank  struck  strung  swore  swept  swam  swung  took  taught  tore  told  thought  threw  understood  undertook  upset  woke  wore  wept  wet  won  wrote | arisen  been  beaten  become  begun  bent  bet  bound  bitten  bled  blown  broken  brought  built  bought  caught  chosen  come  cost  crept  cut  dealt  dug  dived  done  drawn  drunk  driven  eaten  fallen  fed  felt  fought  found  fit  fled  flown  forgotten  forgiven  frozen  gotten  given  gone  grown  hung  had  heard  hidden  hit  held  hurt  kept  known  laid  led  left  lent  let  lain  lit  lost  made  meant  met  paid  proven/proved  put  quit  read  ridden  rung  risen  run  said  seen  sold  sent  set  sewn  shaken  shone  shot  shown  shrunk  shut  sung  sunk  sat  slept  slid  spoken  sped  spent  spun  split  spread  sprung  stood  stolen  stuck  stunk  struck  strung  sworn  swept  swum  swung  taken  taught  torn  told  thought  thrown  understood  undertaken  upset  woken  worn  wept  wet  won  written |

**7. Common stative verbs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Emotions and Attitudes** | **Senses and Sensations** | **Knowledge and Beliefs** | **Descriptions and Measurements** | **Posession and Relationships** |
| admire  appreciate  care  desire  despise  dislike  doubt  envy  fear  hate  like  love  mind  need  prefer  regret  respect  want | ache  burn  feel  hear  hurt  itch  notice  see  smell  sound  sting  taste | agree  believe  consider  disagree  expect  feel (=think)  find  forget  guess  hope  imagine  know  mean  notice  realize  recognize  remember  suppose  think  understand | appear  be  cost  equal  look (like)  measure  resemble  seem  sound (like)  taste  weigh | belong  consist of  contain  depend on  have  include  own  possess |

**8. Common Irregutar Plural Nouns**

|  |  |
| --- | --- |
| **Singular** | **Plural** |
| child  fish  foot  man  mouse  person  tooth  woman | children  fish  feet  men  mice  people  teeth  women |

**9. Common Adjectives Ending in -ed and -ing**

|  |  |
| --- | --- |
| **-ed** | **-ing** |
| amazed  amused  annoyed  bored  confused  depressed  disappointed  embarrassed  excited  fascinated  frightened  interested  relaxed  satisfied  shocked  surprised  terrired  tired | amazing  amusing  annoying  boring  confusing  depressing  disappointing  embarrassing  exciting  fascinating  frightening  interesting  relaxing  satisfying  shocking  surprising  terrifying  tiring |

**10. Spelling Rutes for Adverbs Ending in -ly**

1). Many adverbs of manner are formed by adding -ly to an adjective.

careful - carefulty

quick - quickly

2). If the adjective ends with a consonant + y, change the y to i and add -ly.

easy - easily

happy - happily

3). If the adjective ends in le, drop the e and add -y.

gentle - gently

suitable - suitably

4). If the adjective ends in ic, add -ally.

fantastic - fantasticalty

terrific - terrifcally

**11. Adjectives with Two Comparative and Superlative Forms**

|  |  |  |
| --- | --- | --- |
| **Adjective** | **comparative** | **superlative** |
| common | commoner  more common | the commonest  the most common |
| friendly | friendlier  more friendly | the friendliest  the most friendly |
| handsome | handsomer  more handsome | the handsomest  the most handsome |
| happy | happier  more happy | the happiest  the most happy |
| lively | livelier  more lively | the liveliest  the most lively |
| lovely | lovelier  more lovely | the loveliest  the most lovely |
| narrow | narrower  more narrow | the narrowest  the most narrow |
| polite | politer  more polite | the politest  the most polite |
| quiet | quieter  more quiet | the quietest  the most quiet |

**12. Irregutar Comparative and Superlative Forms**

|  |  |  |  |
| --- | --- | --- | --- |
| **Adjective** | **Adverb** | **comparative** | **superlative** |
| bad  far  good  (a) littte  much/many | badly  far  well  (a) little  much/many | worse  farther/further  better  less  more | the worst  the farthest/furthest  the best  the least  the most |

**13. Gerunds:**

***Verb + Gerund***

These verbs may be followed by gerunds, but not by infinitives:

|  |  |  |  |
| --- | --- | --- | --- |
| acknowledge  admit  anticipate  appreciate  avoid  can't help  celebrate  consider  defend  defer  delay  deny | detest  discuss  dislike  endure  enioy  escape  excuse  feel like  finish  go  imagine  involve | keep (= continue)  loathe  mean (= involve)  mention  mind (= Object to)  miss  omit  postpone  practice  prevent  prohibit  quit | recall  recollect  recommend  regret  report  resent  resist  resume  risk  suggest  tolerate  understand |

***Verb with Preposition + Gerund***

These verbs or verb phrases with prepositions may be followed by gerunds, but not by infinitives:

|  |  |
| --- | --- |
| adapt to  adiust to  agree (with someone) on  apologize (to someone) for  approve of  argue (with someone) about  ask about  believe in  blame for  care about | comptain (to someone) about  concentrate on  consist of  decide on  depend on  disapprove of  discourage (someone) from  engage in  forgive (someone) for  help (someone) with |

***Be + Adjective + Preposition + Gerund***

Adjectives with prepositions typically occur in be + adjective phrases. These phrases may be followed by gerunds, but not by infinitives:

|  |  |
| --- | --- |
| be accustomed to  be afraid of  be angry (at someone) about  be ashamed of  be certain of/about  be concerned with  be critical of  be discouraged from  be enthusiastic about  be familiar with  be famous for  be fond of  be glad about  be capable of  be good at | be happy about  be incapable of  be interested in  be jealous of  be known for  be nervous about  be perfect for  be proud of  be responsible for  be sad about  be successful in  be suitable for  be tired of  be tolerant of  be upset about |

**14. Infinitives**

These verbs may be followed by infinitives, but not by gerunds:

***Verb + infinitive agree***

|  |  |  |
| --- | --- | --- |
| aim  appear  arrange  care  claim  consent  decide  decline  demand | fail  hope  intend  manage  offer  plan  pledge  pretend  refuse | resolve  seem  struggle  swear  tend  volunteer  wait |

***Verb + Object + infinitive***

|  |  |  |  |
| --- | --- | --- | --- |
| advise  command  convince  force | get  hire invite  order  persuade | remind  require  teach tetl | trust  urge  warn |

***Verb + (Object) + infinitive***

|  |  |  |  |
| --- | --- | --- | --- |
| ask  beg  choose  dare | desire  expect  help  know | need  pay  prepare  promise | want  wish  would like |

**15. Verb + infinitive or Gerund**

These verbs may be followed by infinitives or gerunds:

|  |  |  |  |
| --- | --- | --- | --- |
| attempt  begin  can't bear  can't stand  cease | continue  forget  hate  like  love | neglect  prefer  propose  regret  remember | start  stop  try |

**16. Contractions with Verb and Modat Forms**

***Contractions with Be***

I am = I’m

you are = you’re

he is = he’s

she is = she’s

it is = it’s

we are = we're

you are = you’re

they are = they're

I am not = I’m not

you are not = you’re not / you aren't

he is not = he’s not / he isn't

she is not = she’s not / she isn't

it is not = it's not / it isn't

we are not = we're not / we aren't

you are not = you’re not / you aren't

they are not = they're not / they aren't

***Contractions with Be Going To***

I am going to = I’m going to

you are going to = you’re going to

he is going to = he’s going to

she is going to = she’s going to

it is going to = it’s going to

we are going to = we're going to

you are going to = you’re going to

they are going to = they're going to

you are not going to = you’re not going to = you aren't going to

***Contractions with Was and Were***

was not = wasn't

were not = weren't

***Contractions with Have***

I have = I’ve

you have = you’ve

he has = he's

she has = she’s

it has = it’s

we have = we’ve

you have = you’ve

they have = they've

have not = haven't

has not = hasn't

***Contractions with Had***

I had = I’d

you had = you’d

he had = he’d

she had = she’d

we had = we’d

you had = you’d

they had = they’d

had not = hadn't

***Contractions with Do and Did***

do not = don't

does not = doesn't

did not = didn't

***Contractions with Will***

I will = I’ll

you will = you’ll

he will = he’ll

she will = she’ll

it will = it’ll

we will = we’ll

you will = you’ll

they will = they'll

will not = won't

***Contractions with Would***

I would = I’d

you would = you’d

he woutd = he’d

she would = she’d

we would = we’d

you would = you’d

they would = they’d

would not = wouldn’t

***Contractions with Modals and Phrasal Modals***

cannot = can't

could not = couldn't

should not = shoutdn't

have got to = ‘ve got to

has got to = ‘s got to

**17. Phrasal Verbs**

***Separable Transitive Phrasal Verbs***

Many two-word transitive phrasal verbs are separable. This means that a noun object can separate the two words of the phrasal verb or follow the phrasal verb. If the object is a pronoun (me, you, him, her, us, it or them), the pronoun must separate the two words of the phrasal verb. Pronoun objects cannot follow the phrasal verb.

|  |  |
| --- | --- |
| **Noun Object** | **Pronoun Object** |
| She turned the offer down. | She turned it down. |
| She turned down the offer. | \*She turned down it. (incorrect) |

These are some common separable transitive phrasal verbs and their meanings:

|  |  |
| --- | --- |
| **Phrasal Verb** | **Meaning** |
| bring (someone) up | raise someone (a child) |
| bring (something) up | introduce a topic |
| brush (something) off | remove something by brushing |
| call (something) off | cancel something |
| call (someone) up | telephone someone |
| clean (something) up | clean something completely |
| do (something) over | do something again |
| dry (something) off | dry something with a towel |
| fill (something) out | complete a form with information |
| get (someone) up | awaken someone |
| give (something) back | return something |
| hand (something) in | give something to a person in authority |
| hold (something) up | delay something |
| leave (something) out | omit something |
| let (something) out | alter clothes to make them larger |
| look (something) over | examine something carefully or review it |
| look (something) up | look for information in a book or on the internet |
| make (something) up | invent something |
| mark (something) down/up | decrease/increase the price of something |
| pick (something) out | choose something |
| pick (something/someone) up | lift something or someone; stop to get something or someone |
| put (something) away | put something in its usual place |
| put (something) off | postpone something |
| put (something) together | assemble something |
| take (something) away | remove something |
| take (something) back | return something |
| take (something) off | remove an article of clothing |
| talk (something) over | discuss something |
| tear (something) up | destroy something by ripping |
| think (something) through | consider something thoroughty |
| throw (something) away | get rid of something |
| try (something) on | put on clothing to see how it looks |
| turn (something) down | refuse a request; lower the heat or volume |
| turn (something) in | give something to a person in authority |
| turn (something) off | stop a machine or a light |
| turn (something) on | start a machine or a light |
| turn (something) over | turn something so that its top is facing down |
| use (something) up | use something until no more is left |

***Nonseparable Transitive Phrasal Verbs***

Some two-word and most three-word transitive phrasal verbs cannot be separated.

This means that a noun object or pronoun object cannot separate the parts of the phrasal verb.

|  |  |
| --- | --- |
| **Noun Object** | **Pronoun Object** |
| The teacher called on Sally. | The teacher called on her. |
| \* The teacher called Sally on. (INCORRECT) | \* The teacher called her on. (INCORRECT) |

These are some common nonseparable transitive phrasal verbs and their meanings:

|  |  |
| --- | --- |
| **Phrasal Verb** | **Meaning** |
| break into (something) | enter something illegally, such as a car or house |
| call on (someone) | ask someone to speak, especially in a class or meeting |
| come across (something) | find something unexpectedly |
| come by for (someone) | pick someone up, especially in a car |
| count on (someone)  cut down on (something) | depend on someone  use less of something |
| do without (something) | manage without having something |
| drop out of (something) | quit something, especially school |
| end up with (something) | have or get something in the end |
| find out (something) | discover something |
| get around (something) | avoid something |
| get on with (something) | continue something |
| go along with (someone/something) | agree with someone/something |
| get over (something) | recover from something, such as an illness |
| go over (something) | review something, such as a report |
| look after (someone) | take care of someone |
| look into (something) | research a subject |
| look up to (someone) | admire someone |
| put up with (something/someone) | tolerate something or someone |
| run into (someone) | meet someone unexpectedly |
| take after (someone) | resemble someone; act like someone |

***Intransitive Phrasal Verbs***

Intransitive phrasal verbs do not take objects.

My car broke down yesterday.

What time do you usually get up?

These are some common intransitive phrasal verbs and their meanings:

|  |  |
| --- | --- |
| **Phrasal Verb** | **Meaning** |
| blow up | explode |
| break down | stop working properly |
| burn down | burn completely |
| catch up | find out the latest news |
| come back | return |
| come over | visit |
| drop by | visit especially unexpectedly |
| eat out | eat in a restaurant |
| fall down | suddenly stop standing |
| get up | get out of bed |
| give up | stop trying, lose hope |
| go down | (of computers) stop functioning; (of prices or temperature) become lower; (of ships sink, (of the sun or moon) set |
| go off | (of lights or machines) stop functioning; (of alarms) start functioning; explode or make a loud noise |
| grow up | become an adult |
| hold on | wait on the telephone |
| look out | be careful |
| make out | manage or progress |
| move out | stop living somewhere, especially by removing all of your possessions |
| pass out | lose consciousness |
| show up | appear |
| start out | begin |
| take off | leave (usually by plane) |
| talk back | answer in a rude way |
| turn up | appear or arrive |
| wake up | stop sleeping |
| work out | exercise |

**18. Phonetic Symbols**

***Vowels***

i - see /si/

I - sit /sIt/

ε - ten /tεn/

æ - cat /kæt/

a - hot /hat/

ɔ - saw /sɔ/

υ - put /pυt/

u - too /tu/

^ - cup /k^p/

ə - about /ə’baυt/

eI - say /seI/

aI - five /faIv/

ɔI - boy /bɔI/

aυ - now /naυ/

oυ - go /goυ/

ər - bird /bərd/

Ir - near /nIr/

εr - hair /hεr/

ar - car /kar/

ɔr - north /nɔrθ/

υr - tour /tυr/

***Consonants***

p - pen /pεn/

b - bad /bæd/

t - tea /ti/

ƫ - butter /’b^ƫər/

d - did /dId/

k - cat /kæt/

g - got /gat/

ʧ - chin /ʧIn/

dჳ - June /dჳun/

f - fall /fɔl/

v - voice /vɔIs/

θ - thin /θIn/

ბ - then /ბεn/

s - so /soυ/

z - zoo /zu/

∫ - she /∫i/

ჳ - vision /’vIჳn/

h - how /haυ/

m - man /mæn/

n - no /noυ/

ŋ - sing /sIŋ/

l - leg /lεg/

r - red /rεd/

y - yes /yεs/

w - wet /wεt/

x - Chanukah /’xanəkə/

## GLOSSARY OF GRAMMAR TERMS

**ability modal**: See modal of ability.

**action verb**: A verb that describes a thing that someone or something does. An action verb does not describe a state or condition.

Sam **rang** the bell.

I **eat** soup for lunch.

It **rains** a lot here.

**active sentence**: In active sentences, the agent (the noun that is performing the action) is in subject position and the receiver (the noun that receives or is a result of the action) is in object position. In the following sentence, the subject **Alex** performed the action, and the object **letter** received the action. Alex mailed the letter.

**adjective**: A word that describes or modifies the meaning of a noun.

the **orange** car

a **strange** noise

**adverb**: A word that describes or modifies the meaning of a verb, another adverb, an adjective, or a sentence. Many adverbs answer such questions as How? When? Where? or How often? They often end in -ly.

She ran **quickly**.

She ran **very** quickly.

a **really** hot day.

**Maybe** she'll leave.

**adverb of degree**: An adverb that makes adjectives or other adverbs stronger or weaker.

She is **extremely** busy this week.

He performed **very** well during the exam.

He was **somewhat** surprised by her response.

**adverb of frequency**: An adverb that tells how often a situation occurs. Adverbs of frequency range in meaning from all of the time to none of the time.

She **always** eats breakfast.

He **never** eats meat.

**adverb of manner**: An adverb that answers the question How? and describes the way someone does something or the way something happens. Adverbs of manner usually end in -ly.

He walked **slowly**.

It rained **heavily** all night.

**adverb of opinion**: An adverb that expresses an opinion about an entire sentence or idea.

**Luckily**, we missed the traffic.

We couldn't find a seat on the train, **unfortunately**.

**adverb of possibility**: An adverb that shows different degrees of how possible we think something is. Adverbs of possibility range in meaning from expressing a high degree of possibility to expressing a low degree of possibility.

He'll **certainly** pass the test.

**Maybe** he'll pass the test.

He **definitely** won't pass the test.

**adverb of time**: An adverb that answers the question When? and refers to either a specific time or a more indefinite time.

Let’s leave **tonight** instead of **tomorrow**.

They’ve **recently** opened a new store.

**adverbial phrase**: A phrase that functions as an adverb.

Amy spoke **very softly**.

**affirmative statement**: A sentence that does not have a negative verb.

Linda went to the movies.

**agreement**: The subject and verb of a clause must agree in number. If the subject is singular, the verb form is also singular. If the subject is plural, the verb form is also plural.

**He comes** home early.

**They come** home early.

**article**: The words **a**, **an**, and **the** in English. Articles are used to introduce and identify nouns.

**a** potato

**an** onion

**the** supermarket

**auxiliary verb**: A verb that is used before main verbs (or other auxiliary verbs) in a sentence. Auxiliary verbs are usually used in questions and negative sentences. **Do**, **have**, and **be** can act as auxiliary verbs. Modals (**may, can, will**, and so on) are also auxiliary verbs.

**Do** you have the time?

I **have** never been to Italy.

The car **was** speeding.

I **may** be late.

**base form**: The form of a verb without any verb endings; the infinitive form without to. Also called simple form.

sleep

be

stop

**clause**: A group of words that has a subject and a verb. See also dependent clause and main clause.

If I leave,...

The rain stopped.

…. when he speaks.

….. that I saw.

Common noun: A noun that refers to any of a class of people, animals, places, things, or ideas. Common nouns are not capitalized.

man

cat

city

pencil

grammar

**comparative**: A form of an adjective, adverb, or noun that is used to express differences between two items or situations.

This book is **heavier than** that one.

He runs **more quickly than** his brother.

A CD costs **more money than** a cassette.

**complex sentence**: A sentence that has a main clause and one or more dependent clauses. When the bell rang, we were finishing dinner.

**conditional sentence**: A sentence that expresses a real or unreal situation in the if clause, and the (real or unreal) expected result in the main clause.

If I have time, I will travel to Africa.

If I had time, I would travel to Africa.

**consonant**: A speech sound that is made by partly or completely stopping the air as it comes out of the mouth. For example, with the sounds /p/, /d/, and /g/, the air is completely stopped. With the sounds /s/, /f/ and /l/, the air is partly stopped.

**contraction**: The combination of two words into one by omitting certain letters and replacing them with an apostrophe.

I will = **I’ll**

we are = **we're**

are not = **aren't**

**count noun**: A common noun that can be counted. It usually has both a singular and a plural form.

orange - oranges

woman - women

**definite article**: The word the in English. It is used to identify nouns based on assumptions about what information the speaker and listener share about the noun. The definite article is also used for making general statements about a whole class or group of nouns.

Please give me **the** key.

**The** scorpion is dangerous.

**dependent clause**: A clause that cannot stand alone as a sentence because it depends on the main clause to complete the meaning of the sentence. Also called subordinate clause.

I’m going home **after he calls.**

**determiner**: A word such **as a, an, the, this, that, these, those, my, some, a few**, and **three** that is used before a noun to limit its meaning in some way.

**those** videos

**direct object**: A noun or pronoun that refers to a person or thing that is directly affected by the action of a verb.

John wrote **a letter**.

Please buy **some milk**.

**first person**: One of the three classes of personal pronouns. First person refers to the person (I) or people (we) who are actually speaking or writing.

**Future**: A time that is to come. The future is expressed in English with **will, be going to**, the simple present, or the present continuous. These different forms of the future often have different meanings and uses.

I **will** help you later.

David **is going to** call later.

The train **leaves** at 6:05 this evening.

**I’m driving** to Toronto tomorrow.

**general quantity expression**: A quantity expression that indicates whether a quantity or an amount is large or small. It does not give an exact amount.

**a lot of** cookies

**a little** flour

**a few** people

**some** milk

**general statement**: A generalization about a whole class or group of nouns.

Whales are mammals.

A daffodil is a flower that grows from a bulb.

**generic noun**: A noun that refers to a whole class or group of nouns.

I like **rice.**

**A bird** can fly.

**The laser** is an important tool.

**Gerund:** An -ing form of a verb that is used in place of a noun or pronoun to name an activity or a state.

**Skiing** is fun.

He doesn't like **being sick**.

**If clause**: A dependent clause that begins with if and expresses a real or unreal situation.

**If I have the time**, I’ll paint the kitchen.

**If I had the time**, I’d paint the kitchen.

**Imperative**: A type of sentence, usually without a subject, that tells someone to do something. The verb is in the base form.

**Open** your books to page 36.

**Be** ready at eight.

**impersonal you**: The use of the pronoun you to refer to people in general rather than a particular person or group of people.

Nowadays **you** can buy anything on the internet.

**indefinite article**: The words a and an in English. Indefinite articles introduce a noun as a member of a class of nouns or make generalizations about a whole class or group of nouns.

Please hand me **a** pencil.

**An** ocean is **a** large body of water.

**independent clause**: See **main clause**.

**indirect object**: A noun or pronoun used after some verbs that refers to the person who receives the direct object of a sentence.

John wrote a letter to **Mary**.

Please buy some milk for **us**.

**Infinitive**: A verb form that includes **to** + the base form of a verb. An infinitive is used in place of a noun or pronoun to name an activity or situation expressed by a verb.

Do you like **to swim**?

**information question**: A question that begins with a wh- word.

Where does she live?

Who lives here?

**Intonation**: The change in pitch, loudness, syllable length, and rhythm in spoken language.

**intransitive verb**: A verb that cannot be followed by an object.

We finally **arrived.**

**irregular verb**: A verb that does not form the simple past by adding a -d or -ed ending.

put - put - put

buy - bought - bought

**main clause**: A clause that can be used by itself as a sentence. Also called independent clause.

I’m going home.

**main verb:** A verb that can be used alone in a sentence. A main verb can also occur with an auxiliary verb.

I **ate** lunch at 11:30.

Kate can't **eat** lunch today.

**mental activity verb**: A verb such as **decide, know**, and **understand** that expresses an opinion, thought, or feeling.

I don’t **know** why she left.

**Modal**: The auxiliary verbs **can, could, may, might, must, should, will**, and **would**. They modify the meaning of a main verb by expressing ability, authority, formality, politeness, or various degrees of certainty. Also called modal auxiliary.

You **should take** something for your headache.

Applicants **must** have a high school diploma.

**modal of ability**: **Can** and **could** are called modals of ability when they express knowledge, skill, opportunity, and capability.

He **can** speak Arabic and English.

**Can** you play the piano?

Yesterday we **couldn't** leave during the storm.

Seat belts **can** save lives.

**modal of necessity**: **Should** and **must** are called modals of necessity along with the phrasal modals **ought to, have to**, and **have got to**. They express various degrees of necessity in opinions, obligations, rules, laws, and other requirements.

Students **must** take two upper-level courses in order to graduate.

Employees **should** wear identification tags at all times.

**We've got to** arrive before the ceremony starts.

**modal of possibility**: **Could, might, may, should, must**, and **will** are called modals of possibility when they express various degrees of certainty ranging from slight possibility to strong certainty.

It **could/ might/ may/ will** rain later.

**modal of prohibition: Must not** is called a modal of prohibition when it means that something is not allowed (prohibited).

Drivers **must not** change lanes without signaling.

**modal of request**: **Can, could, will**, and **would** are called modals of request when they are used for asking someone to do something. They express various degrees of politeness and formality.

**Can** you **pass** the sugar, please?

**Would** you **tell** me the time?

**Modify**: To add to or change the meaning of a word. Adjectives modify nouns (**expensive** cars). Adverbs modify verbs (**very** fast).

**negative statement**: A sentence with a negative verb.

I **didn't see** that movie.

He **isn't** happy.

**noncount noun**: A common noun that cannot be counted. A noncount noun has no plural form and cannot occur with **a, an**, or a number.

information

mathematics

weather

**nonseparable:** Refers to two- or three-word verbs that don't allow a noun or pronoun object to separate the two or three words in the verb phrase. Certain two-word verbs and almost all three-word verbs are nonseparable.

Amy **got off** the bus.

We cut **down on** fat in our diet.

**Noun**: A word that typically refers to a person, animal, place, thing, or idea.

Tom

rabbit

store

computer

mathematics

**noun clause**: A dependent clause that can occur in the same place as a noun, pronoun, or noun phrase in a sentence. Noun clauses begin with **wh**- words, **if, whether**, or **that**.

I don’t know **where he is**.

I wonder **if he’s coming**.

I don’t know **whether it’s true**.

I think **that it’s a lie**.

**noun phrase**: A phrase formed by a noun and its modifiers. A noun phrase can substitute for a noun in a sentence.

She drank **milk**.

She drank **chocolate milk**.

She drank **the milk**.

**Object**: A noun, pronoun, or noun phrase that follows a transitive verb or a preposition.

He likes **pizza**.

She likes **him**.

Go with **her**.

Steve threw **the ball**.

**Particle**: Words such as up, out, and down that are linked to certain verbs to form phrasal verbs. Particles look like prepositions but don't express the same meanings.

He got **up** late.

Tom works **out** three times a week.

They turned **down** the offer.

**passive sentence**: Passive sentences emphasize the receiver of an action by changing the usual order of the subject and object in a sentence. In the sentence below, the subject (**The letter**) does not perform the action; it receives the action or is the result of an action. The passive is formed with a form of **be** + the past participle of a transitive verb.

The letter was mailed yesterday.

**past continuous**: A verb form that expresses an action or situation in progress at a specific time in the past. The past continuous is formed with **was** or **were** + verb + **-ing**. Also called past progressive.

A: What **were** you **doing** last night at eight o'clock?

B: I **was studying**.

**past participle**: A past verb form that may differ from the simple past form of some irregular verbs. It is used to form the present perfect, for example.

I have never **seen** that movie.

**past progressive**: See **past continuous**.

**phrasal modal**: A verb that is not a true modal, but has the same meaning as a modal verb. Examples of Phrasal modals are **ought to, have to**, and **have got to**.

**phrasal verb**: A two- or three-word verb such as **turn down** or **run out of**. The meaning of a phrasal verb is usually different from the meanings of its individual words.

She **turned down** the job offer.

Don't **run out of** gas on the freeway.

**Phrase**: A group of words that can form a grammatical unit. A phrase can take the form of a noun phrase, verb phrase, adjective phrase, adverbial phrase, or prepositional phrase. This means it can act as a noun, verb, adjective, adverb, or preposition.

The **tall man** left.

Lee **hit the ball**.

The child was **very quiet**.

She spoke **too last**.

They ran **down the stairs**.

**Plural**: The form of a word that rerers to more than one person or thing. For example, **cats** and **children** are the plural forms of **cat** and **child**.

**possibility modal**: See **modal of possibility**.

**Preposition**: A word such as **at, in, on**, or **to**, that links nouns, pronouns, and gerunds to other words.

**prepositional phrase**: A phrase that consists of a preposition followed by a noun or noun phrase.

on Sunday

under the table

**present continuous**: A verb form that indicates that an activity is in progress, temporary, or changing. It is formed with **be** + verb + **-ing**. Also called present progressive.

I’**m watering** the garden.

Ruth **is working** for her uncle.

He’**s getting** better.

**present perfect**: A verb form that expresses a connection between the past and the present. It indicates indefinite past time, recent past time, or continuing past time. The present perfect is formed with have + the past participle of the main verb.

I’**ve seen** that movie.

The manager **has** just **resigned**.

We’**ve been** here for three hours.

**present progressive**: See **present continuous**.

**Pronoun**: A word that can replace a noun or noun phrase. **I, you, he, she, it, mine**, and **yours** are some examples of pronouns.

**proper noun**: A noun that is the name of a particular person, animal, place, thing, or idea. Proper nouns begin with capital letters and are usually not preceded by **the**.

Peter

Rover

India

Apollo 13

Buddhism

**purpose infinitive**: An infinitive that expresses the reason or purpose for doing something.

**In order to operate this machine**, press the green button.

**quantity expression**: A word or words that occur before a noun to express a quantity or amount of that noun.

**a lot of** rain

**few** books

**four** trucks

**real conditional sentence**: A sentence that expresses a real or possible situation in the if clause and the expected result in the main clause. It has an if clause in the simple present, and the will future in the main clause.

If I get a raise, I won't look for a new job.

**regular verb**: A verb that forms the simple past by adding -ed, -d, or changing y to i and then adding -ed to the simple form.

hunt - hunted

love - loved

cry - cried

**rejoinder**: A short response used in conversation.

A: I like sushi.

B: **So do I.**

C: **Me too**.

**Response**: An answer to a question, or a reply to other types of spoken or written language. See also rejoinder.

A: Are you hungry?

B: Yes, **I am**. Let’s eat.

A: I’m tired of this long winter.

B: **So am I**.

**second person**: One of the three classes of personal pronouns. Second person refers to the person (you, singular) or people (you, plural) who are the listeners or readers.

**Separable**: Refers to certain two-word verbs that allow a noun or pronoun object to separate the two words in the verb phrase.

She **gave** her job **up**.

**short answer**: An answer to a Yes/No question that has yes or no plus the subject and an auxiliary verb.

A: Do you speak Chinese?

B: **Yes, I do. / No, I don’t.**

**simple past**: A verb form that expresses actions and situations that were completed at a definite time in the past.

Carol **ate** lunch.

She **was** hungry.

**simple present**: A verb form that expresses general statements, especially about habitual or repeated activities and permanent situations.

Every morning I **catch** the 8:00 bus.

The earth is round.

**Singular**: The form of a word that refers to only one person or thing. For example, cat and child are the singular forms of cats and children.

**stative verb**: A type of verb that is not usually used in the continuous form because it expresses a condition or state that is not changing. **Know, love, resemble, see**, and **smell** are some examples.

**Subject**: A noun, pronoun, or noun phrase that precedes the verb phrase in a sentence. The subject is closely related to the verb as the doer or experiencer of the action or state, or closely related to the noun that is being described in a sentence with be.

**Erica** kicked the ball.

**He** feels dizzy.

**The park** is huge.

**subordinate clause**: See **dependent clause**.

**Superlative**: A form of an Adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more.

This perfume has **the strongest** scent.

He speaks **the fastest** of all.

That machine makes **the most noise of the three**.

**tag question**: A type of question that is added to the end of a statement in order to express doubt, surprise, and certainty. Certain rising or falling intonation patterns accompany these different meanings.

You’re feeling sick, **aren't you?**

He didn't leave, **did he**?

**Tense**: The form of a verb that shows past, present, and future time.

He **lives** in New York now.

He **lived** in Washington two years ago.

He'**ll live** in Toronto next year.

**third person**: One of the three classes of personal pronouns. Third person refers to some person (he, she), thing (it), or people or things (they) other than the speaker/writer or listener/reader.

**three-word verb**: A phrasal verb such as **break up with, cut down on, and look out for**. The meaning of a three-word verb is usually different from the individual meanings of the three words.

**time clause**: A dependent clause that begins with a word such as **while, when, before**, or **after**. It expresses the relationship in time between two different events in the same sentence.

**Before Sandy left**, she fixed the copy machine.

**time expression**: A phrase that functions as an adverb of time.

She graduated **three years ago**.

I’ll see them **the day after tomorrow**.

**transitive verb**: A verb that is followed by an object.

I read the book.

**two-word verb**: A phrasal verb such as **blow up, cross out**, and **hand in**. The meaning of a two-word verb is usually different from the individual meanings of the two words.

**used to**: A special past tense verb. It expresses habitual past situations that no longer exist.

We **used to** go skiing a lot. Now we go snowboarding.

**Verb**: A word that refers to an action or a state.

Gina **closed** the window.

Tim **loves** classical music.

**verb phrase**: A phrase that has a main verb and any object, adverbs, or dependent clauses that complete the meaning of the verb in the sentence.

Who **called you?**

He **walked slowly**.

**I know what his name is**.

**Voiced**: Refers to speech sounds that are made by vibrating the vocal cords. Examples of voiced sounds are /b/, /d/, and /g/.

bat

dot

get

**voiceless**: Refers to speech sounds that are made without vibrating the vocal cords. Examples of voiceless sounds are /p/, /t/, and /f/.

up

it

if

**vowel**: A speech sound that is made with the lips and teeth open. The air from the lungs is not blocked at all. For example, the sounds /a/, /o/, and /i/ are vowels.

**Wh- word**: **Who, whom, what, where, when, why, how**, and **which** are **wh**- words. They are used to ask questions and to connect clauses.

**Yes/No question**: A question that can be answered with the words yes or no.

Can you drive a car?

Does he live here?

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GRAMMAR 6

Student’s Book

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