



# **Grammatical structure**

Dr. Abdullah Al Fardan

KFU - Faculty of Art

Distance Education

English Language



**3rd Semester**



# Lecture 1

## The Present Simple

• **Lecture Summary**

Present Simple uses

Structure

Spelling Rules

Practices










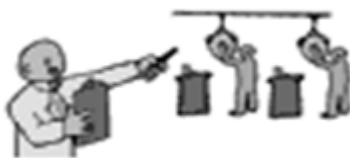






• **Simple Present Tense: Uses**






Everyday activities: What do you do every day?

Routines, habits

General truths

### What do these people do?

			
Bake	cut / style hair	Build	Deliver
			
draw / design	fix / repair plumbing, appliances	Fly	Drive
			
Garden	manage/supervise	Guard	Paint
			
serve, help customers	answer telephone, type, file, take messages	use a computer / program	Sell

				
Teach	research, do experiments	Weld	wash dishes	clean, wax

### Third Person

He / She / It

Singular subject (my friend, the boss, a co-worker)

Verb + s

Goes, works, talks, does, speaks

Spelling rules: Third person verbs in simple present tense

Rule 1: verbs ending in t **h**, **-sh**, **-ss**, and t **x** + **es**

1. Teach - research t wash t push t pass t fix t wax

teach → teaches  
 research → researches  
 wash → washes  
 push → pushes  
 pass → passes  
 fix → fixes  
 wax → waxes

Rule 2: final consonant + y -> **-y + ies**

2. Fly t dry t try t study

Fly → ~~fly~~ → flies  
 Dry → ~~dry~~ → dries  
 Try → ~~try~~ → tries

3. do t go - have

Do → does  
 Go → goes  
 Have → has

### Find and correct the mistakes:

- 1- I'm work for a very good company, and I also student at Mira Costa College. (I work)
- 2- The manager talks with all employees once a week. (Talks)
- 3- The manager and I has a meeting today . ( have )

### Negatives in Simple Present Tense

#### Change these to negative:

1. I work. ( I do not work )
2. I like my job. . ( I do not like my job )
3. They have benefits. ( They do not have benefits )
4. We have a nice boss. ( We do not have a nice boss )
5. She has a lot of experience. ( She does not have a lot of experience )
6. He drives to his work. ( He does not drive to his work )
7. The new employee comes early. ( The new employee does not come early )
8. My co-worker talks to me. ( My co-worker does not talk to me )

### Questions in Simple Present Tense

#### Change these statements to questions:

1. I work . ( Do you work ? )
2. I like my job . ( Do you like your job ? )
3. They have benefits . ( Do they have benefits ? )
4. We have a nice boss . ( Do we have a nice boss ? )
5. She has a lot of experience . ( Does she have a lot of experience ? )
6. He drives to his work . ( Does he drive to his work ? )
7. The new employee comes early . ( Does the new employee come early ? )
8. My co-worker talks to me . ( Does your co-worker talk to you ? )

1. I / you / we / they

Plural subject (the workers, the people)

+ do not (don't) + verb

2. He / she / it

Singular subject

+ does not (doesn't) + verb ( no -s )

1. Do + I / you / we / they + verb + ?

2. Does + he / she / it + verb + ?

## Lecture 2

### The Present Simple

#### • Lecture Summary

Present Simple uses

Structure

Spelling Rules

Practices

I-You-We-They	do not -don't	verb1	rest of sentence
<b>We</b>	<b>don't</b>	<b>visit</b>	<b>the moon</b>

#### **SNOB...**

Don't forget the snobs. He She It. They are very tricky. They also take the verb DO it becomes DOES

But the verb **looses (s)**

**It snows in the winter.**

It does not  
doesn't ~~snows~~ in the summer

#### Write in negative

1- **My cat has** a swimsuit .

My cat **doesn't have** a swimsuit .

2- **Dan and Dana** catch frogs .

Dan and Dana **don't** catch frogs .

3- **Robots** eat hot dogs .

Robots **don't** eat hot dogs .

#### Yes/ No Questions in Simple Present Tense

1. **Do** + ( **I – you – we – they** ) + verb + rest of sentence ?

2. **Does** + ( **he- she- it** ) + verb + rest of sentence ?

3. **IS** + ( **he-she-it** ) + rest of sentence ?

4. **Are** + ( **you-we-they** ) + rest of sentence ?

5. **AM** + ( **I** ) + rest of sentence ?

#### Change these statements to questions and then answer them :

- **I** work .

**DO you** work ?

Yes, **I do** .

- **you** like my Job .

**DO you** like my Job ?

Yes, **I do** .

- **he has** cats .

**Does he have** cats ?

Yes, **he has** .

## Lecture 3

### The Present Simple & Progressive

**Exercise 1 :** what do I already know?

correct the error in verb forms:

1. I **am** not agree with your opinion. ( I **do not** )
2. I **am not knowing** Sam's wife. ( I **do not know** )
3. My roommate usually **watch** television, **listen** to music, or **going** out in the evening.  
( **watches** ) ( **listens** ) ( **goes** )
4. When I turned **ed** the key, the car **was starting**. ( **started** )
5. Air **is consisting** of oxygen, nitrogen, and other gases. ( **consists** )
6. The children **drawed** some pictures in school this morning. ( **drew** )
7. **Right now** Sally **is in the** kitchen **eating** breakfast. ( Sally **is** in the )
8. While I **am** driving home **last night**, I **heard** a strange noise in the engine. ( I **was** ) ( **heard** )
9. A: What **you are** talking about? ( **are you** )  
B: I **am talking** about the political situation in my country. ( I **am** talking )

**Exercise 2 :** Warm-up.

work individually and then as a class.

Part 1 : Read each sentence and circle Yes or No. If the information is not **true**, restate it.

- |  |            |           |
|--|------------|-----------|
| 1. I <b>read</b> a newspaper <b>every day</b> .    | <u>Yes</u> | No        |
| 2. I <b>am sitting</b> next to someone from Asia . | <u>Yes</u> | No        |
| 3. The sun <b>revolves</b> around the earth.       | Yes        | <u>No</u> |

Part 2 : Answer the questions.

1. Which sentence discusses a **general truth**? **3**
2. Which sentence talks about **daily habit**? **1**
3. Which sentence talks about something that is happening **right now**? **2**

**exercise 4 : Looking at grammar.**

Complete the sentence with the simple present of the **present progressives** from of the verbs in parentheses.

1. Kristin can't come to the phone because she (wash) **is washing** her hair.
2. **Kristin** (wash) **washes** her hair every other day or so.
3. **Tom** (sit, usually) **usually sits** in the front row during the class, but today he (sit) **is sitting** in the last row.
4. Please be quiet I (try) **am trying** to concentrate.
5. (**you**, lock, always) **Do you always lock** the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (wait, still) **am still waiting** for a replay.
7. After six days of rain, I'm glad that **the sun** (shiny) **is shining** today.
8. Every morning **the sun** (shine) **shines** in my bedroom window and (wake) **wakes** me up.

## Lecture 4

### The Present Progressive (Continuous)

• **Lecture Summary**

Present Progressive- Uses

Questions

Negative

Test-Taking strategies

Rule

When you see **verb** to be you have to think of **ing**

Noun (pronoun) + Verb to be ( is - am -are ) + (verb) = verb + ing

Majid **is playing** tennis

Sara **is sleeping**

Present Continuous Affirmative

I	am	Eating (v=ing)
You	are	
She , He , It	is	
We , You , They	are	

Present Continuous Interrogative

Am	I	eating ?
Are	you	
Is	she , he , it	
Are	we , you , they	

Present Continuous Negative

I	am not	eating
You	aren't	
She , He , It	isn't	
We , You , They	aren't	

Present Continuous - Signal words





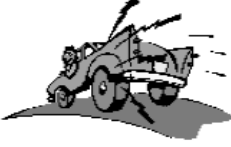













Now- right now

Look!

Listen!

At the moment

What are they doing?

<i>I am reading</i> 	<i>They are boxing</i>  nvtech.com	<i>He is cooking</i> 	<i>He is doing judo</i> 
<i>He is driving</i> 	<i>He is falling down</i>  nvtech.com	<i>He's playing golf</i> 	<i>They are playing hockey</i> 
<i>He's looking</i> 	<i>He's riding a bike</i> 	<i>It is eating</i> 	<i>They are shaking hands</i> 
<i>He is skateboarding</i> 	<i>He is weightlifting</i> 	<i>He's playing rugby</i> 	<i>He's working on the computer</i> 
<i>He's windsurfing</i> 	<i>He's surfing</i> 	<i>They are singing</i> 	

**Test-Taking Strategies**

- The boys     to the gym everyday  
a:going    b: **go**    c: goes
- Sary **is**     to the radio right now.  
a: **listening**    b: listens    c: listen
- Mubarak and Huda** usually     their parents  
a: Visits    b: visiting    c: **visit**
- Salim**     a lexus car  
a: **drives**    b: driving    c: drive
- Reem**     to a new house.  
a: moving    b: **is moving**    c: move
- Jamal**     at 9.30pm  
a: sleeping    b: sleep    c: **sleeps**
- We**     a new house  
a: buy    b: **are buying**    c: buys
- Maha**     as a manager.  
a: working    b: **works**    c: work
- I**     drinking milkshakes  
a: **Like**    b: liking    c: likes





## Lecture 5

### The Simple Future

#### Pre-Test (Affirmative Sentences)

Select the best answer.

\_\_\_ 1. The stores **s** \_\_\_\_\_ at noon today.

(A) is going to close (B) **are** going to close (C) am going to close

\_\_\_ 2. The secretary \_\_\_\_\_ the documents tomorrow morning.

(A) **is** going to fax (B) am going to fax (C) are going to fax

\_\_\_ 3. **Esteban** \_\_\_\_\_ us at the Mall tonight at 8:30.

(A) am going to meet (B) are going to meet (C) **is** going to meet

\_\_\_ 4. **I** \_\_\_\_\_ a health club next month.

(A) **am** going to join (B) is going to join (C) are going to join

\_\_\_ 5. The meeting \_\_\_\_\_ in 15 minutes.

(A) are going to begin (B) **is** going to begin (C) am going to begin

#### Pre-Test (Negative Sentences)

\_\_\_ 6. **Mr. and Mrs. Cardona** \_\_\_\_\_ their home near the beach.

(A) am not going to build (B) isn't going to build (C) **aren't** going to build

\_\_\_ 7. Some friends \_\_\_\_\_ to our welcome party next Friday.

(A) isn't going to come (B) **aren't** going to come (C) am not going to come

\_\_\_ 8. **I** \_\_\_\_\_ at any fast food restaurant this week.

(A) aren't going to eat (B) isn't going to eat (C) **am** not going to eat

\_\_\_ 9. **Elizabeth** \_\_\_\_\_ cards to her friends this Christmas. She's going to visit them.

(A) **isn't** going to send (B) aren't going to send (C) am not going to send

\_\_\_ 10. Luis fractured his ankle. **He** \_\_\_\_\_ basketball this basketball season.

(A) aren't going to play (B) am not going to play (C) **isn't** going to play

#### Pre-Test (Yes/No Questions)

\_\_\_ 11. \_\_\_ **George** \_\_\_\_\_ from California to Mexico next summer ?

(A) **is**, going to drive (B) Am, going to drive (C) Are, going to drive

\_\_\_ 12. \_\_\_ **you** \_\_\_\_\_ casual clothes to the get together activity next Saturday ?

(A) **Are**, going to wear (B) Is, going to wear (C) Am, going to wear

\_\_\_ 13. \_\_\_ **the students** \_\_\_\_\_ their e-mails this afternoon ?

(A) Is, going to read (B) Am, going to read (C) **Are**, going to read

\_\_\_ 14. \_\_\_ **the train** \_\_\_\_\_ in twenty minutes ?

(A) Am, going to leave (B) **is**, going to leave (C) Are, going to leave

\_\_\_ 15. \_\_\_ **I** \_\_\_\_\_ my reimbursement check next Friday ?

(A) Are, going to receive (B) Is, going to receive (C) **Am**, going to receive

#### Pre-Test (Information Questions)

\_\_\_ 16. Where \_\_\_ **Anita** \_\_\_\_\_ her job interview tomorrow morning ?

(A) am, going to have (B) **is**, going to have (C) are, going to have

\_\_\_ 17. When \_\_\_ **Paul** \_\_\_\_\_ the yard ?

(A) are, going to clean (B) **is**, going to clean (C) am, going to clean

\_\_\_ 18. Who \_\_\_\_\_ **Nancy** to the airport next Sunday ?

(A) are going to take (B) am going to take (C) **is** going to take

\_\_\_ 19. What \_\_\_ **you** \_\_\_\_\_ next weekend ?

(A) **are**, going to do (B) is, going to do (C) am, going to do

\_\_\_ 20. Why \_\_\_ **the manatees** probably \_\_\_ in the future ?

(A) is, going to disappear (B) **are**, going to disappear (C) am, going to disappear

### Simple Future Tense

You use the Simple Future Tense when you talk about **future** events or plans .

You also use the Simple Future Tense when you want to make **a prediction** or make a **promise**. ☺

There are two (2) ways to make the Simple Future Tense. In this module we will present Pattern #

1. In the module Simple Future Tense Part II, we will present Pattern # 2.

Pattern # 1:

SUBJECT + BE + **GOING TO** + VERB (BASE FORM)

Pattern # 2:

SUBJECT + WILL + VERB (BASE FORM)

Pattern # 1

Subject + BE (am, is, are) + going to + Verb (base form)...

Example:

**I** am **going** to **graduate** next May.

### Future Time Expressions

tomorrow	today
tomorrow ► morning ► afternoon ► evening ► night	This ► afternoon ► Friday ► week ► month ► year ► thanks giving
The day after tomorrow	In ► in ten minutes
Next ► Monday ► week ► weekend ► month ► year ► semester ► summer ► Eid	► three days ► two weeks ► nine months ► a few years ► a little while...
	soon
	tonight

Affirmative Sentences			
SUBJECT + BE	GOING TO	VERB (BASE FORM)	time
I'm	going to	study	tomorrow
you're			
she's , he's			
we're , you're , they're			
it's	going to	rain	

**Examples:**

1. I'm going to watch a movie tonight.
2. You're going to see the doctor tomorrow.
3. Miguel is going to fix his car later today.
4. Sarah and Daniel are going to buy a laptop next month.
5. The dog is going to eat its food soon.
6. We're going to move to Florida next year.
7. The game is going to begin in 10 minutes.
8. Mrs. Medina is going to sign the house contract next Monday.

**Negative Sentences:**

	Affirmative Sentences			
SUBJECT + BE	Not	GOING TO	VERB (BASE FORM)	time
I'm	not	going to	study	tomorrow
you're				
she's , he's				
we're , you're , they're				
it's	not	going to	rain	

**Examples:**

1. I'm not going to watch a movie tonight.
2. You're not going to see the doctor tomorrow.
3. Miguel is not going to fix his car later today.
4. Sarah and Daniel are not going to buy a laptop next month.
5. The dog is not going to eat its food soon.
6. We're not going to move to Florida next year.
7. The game is not going to begin in 10 minutes.
8. Mrs. Medina is not going to sign the house contract next Monday.

**Use of Contractions**

Contractions: A contraction is the combination of two words into one. In contractions, letters are replaced with an apostrophe (').

**Examples:**

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  
 they are not = they're not / they aren't



## Examples of Contractions in Negative Sentences

- |  |  |
|--|--|
| 1. I am not going to watch a movie tonight.      | 1. I'm not going to watch a movie tonight.       |
| 2. You're not going to see the doctor tomorrow.  | 2. You aren't going to see the doctor tomorrow.  |
| 3. We're not going to move to Florida next year. | 3. We aren't going to move to Florida next year. |
| 4. The game is not going to begin in 10 minutes. | 4. The game isn't going to begin in 10 minutes.  |

## Yes/No Questions and Short Answers

Yes/No Questions					
BE	SUBJECT	GOING TO	VERB (BASE FORM)	TIME	?
Am	I	Going to	study	tomorrow.	?
Are	you				?
Is	he , she				?
Are	you , we , they				?
Is	it				rain

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, you are.	No, you're not. / No, you aren't.
Yes, I am.	No, I'm not.
Yes, he is. Yes, she is.	No, he's not. / No, he isn't. No, she's not. / No, she isn't.
Yes, you are. Yes, we are. Yes, they are.	No, you're not. / No, you aren't. No, we're not. / No, we aren't. No, they're not. / No, they aren't.
Yes, it is.	No, it's not. / No, it isn't.

### Examples:

#### 1. Are you going to watch a movie tonight?

Yes, I am. / No, I am not. / No, I'm not.

#### 2. Are you going to see the doctor tomorrow?

Yes, I am. / No, I am not. / No, I'm not.

#### 3. Is Mike going to fix his car later today?

Yes, he is. / No, he's not. / No, he isn't.

#### 4. Are Sarah and Daniel going to buy a laptop next month?

Yes, they are. / No, they're not. / No, they aren't.

#### 5. Is the dog going to eat its food soon?

Yes, it is. / No, it's not. / No, it isn't.

#### 6. Are you going to move to Florida next year?

Yes, we are. / No, we're not. / No, we aren't.

#### 7. Is the game going to begin in 10 minutes?

Yes, it is. / No, it's not. / No, it isn't.

#### 8. Is Mrs. Medina going to sign the house contract next Monday?

Yes, she is. / No, she's not. / No, she isn't.

## Wh-Questions (Information Questions)

### WH-QUESTIONS ABOUT THE SUBJECT

WH-WORD	BE	GOING TO	VERB (Base Form)	TIME	?	SHORT ANSWERS
Who	is	Going to	Come	tomorrow	?	Robed and his family.
What			happen			There is going to be a cancer detection clinic.

### OTHER WH-QUESTIONS

WH-WORD	BE	SUBJECT	GOING TO	VERB (Base Form)	TIME	?
1. What	is	she	going to	do	tomorrow	?
2. where	is	The plan		land		
3. When	are	you		arrive		
4. Why	are	we		shop		
5. Who	are	they		visit		
6. How	am	I		finish		

#### More Examples:

1. (Q) What are you going to watch tonight?

(A) A terror movie.

2. (Q) When are you going to take a test?

(A) Tomorrow at 9:30 am.

3. (Q) What is Mike going to fix today?

(A) His car.

4. (Q) Where are you going to move to next year?

(A) To Florida.

5. (Q) Who is going to sign the house contract next Monday?

(A) Mrs. Medina.

#### Practice Exercises (Affirmative Sentences)

Select the best answer.

\_\_\_ 1. I \_\_\_ the laundry this afternoon.

(A) is going to do (B) am going to do (C) are going to do

\_\_\_ 2. Eliezer \_\_\_ to a pool party next Saturday.

(A) is going to go (B) are going to go (C) am going to go

\_\_\_ 3. We \_\_\_ at the new Italian restaurant tomorrow night.

(A) am going to eat (B) is going to eat (C) are going to eat

\_\_\_ 4. The tutors \_\_\_ the students in the English class next week.

(A) is going to help (B) are going to help (C) am going to help

\_\_\_ 5. Carolyn \_\_\_ her baby next month.

(A) is going to have (B) am going to have (C) are going to have



### Practice Exercises (Negative Sentences)

\_\_\_ 6. My mother \_\_\_ dinner tonight.

(A) am not going to cook (B) isn't going to cook (C) aren't going to cook

\_\_\_ 7. The temperature \_\_\_ in the 90s tomorrow.

(A) isn't going to be (B) am not going to be (C) aren't going to be

\_\_\_ 8. Bob and his family \_\_\_ at the lake next weekend.

(A) aren't going to fish (B) isn't going to fish (C) am not going to fish

\_\_\_ 9. I \_\_\_ new decorations for the house this Christmas.

(A) aren't going to buy (B) am not going to buy (C) isn't going to buy

\_\_\_ 10. The meeting \_\_\_ at three o'clock. It's going to end later.

(A) am not going to end (B) isn't going to end (C) aren't going to end

### Practice Exercises (Yes/No Questions)

\_\_\_ 11. \_\_\_ you and your family \_\_\_ your house before you sell it?

(A) Is, going to remodel (B) Am, going to remodel (C) Are, going to remodel

\_\_\_ 12. \_\_\_ Henry \_\_\_ in the university next semester?

(A) Is, going to register (B) Am, going to register (C) Are, going to register

\_\_\_ 13. \_\_\_ your parents \_\_\_ their wedding anniversary next July?

(A) Am, going to celebrate (B) Are, going to celebrate (C) Is, going to celebrate

\_\_\_ 14. \_\_\_ Julian and Carol \_\_\_ a business next year?

(A) Is, going to own (B) Am, going to own (C) Are, going to own

\_\_\_ 15. \_\_\_ Wal-Mart \_\_\_ until 10:00 pm next Sunday?

(A) Am, going to open (B) Are, going to open (C) Is, going to open

### Practice Exercises (Information Questions)

\_\_\_ 16. Who \_\_\_ your sister \_\_\_ to her wedding?

(A) are, going to invite (B) is, going to invite (C) am going to bring

\_\_\_ 17. When \_\_\_ the students \_\_\_ their science projects?

(A) are, going to finish (B) am, going to finish (C) is, going to finish

\_\_\_ 18. What trick \_\_\_ the dolphin \_\_\_ next?

(A) am, going to do (B) is, going to do (C) are, going to do

\_\_\_ 19. Why \_\_\_ Peter \_\_\_ his sports car next month?

(A) am, going to sell (B) are, going to sell (C) is, going to sell

\_\_\_ 20. How \_\_\_ the engineers \_\_\_ houses in the future?

(A) are, going to design (B) am, going to design (C) is, going to design

### Post Test (Affirmative Sentences)

Select the best answer.

\_\_\_ 1. The stores \_\_\_ at noon today.

(A) is going to close (B) are going to close (C) am going to close

\_\_\_ 2. The secretary \_\_\_ the documents tomorrow morning.

(A) is going to fax (B) am going to fax (C) are going to fax

\_\_\_ 3. Esteban \_\_\_ us at the Mall tonight at 8:30.

(A) am going to meet (B) are going to meet (C) is going to meet

\_\_\_ 4. I \_\_\_ a health club next month.

(A) am going to join (B) is going to join (C) are going to join

\_\_\_ 5. The meeting \_\_\_ in 15 minutes.

(A) are going to begin (B) is going to begin (C) am going to begin

**Post Test (Negative Sentences)**

- \_\_\_ 6. Mr. and Mrs. Cardona \_\_\_ their home near the beach.  
(A) am not going to build (B) isn't going to build (C) aren't going to build
- \_\_\_ 7. Some friends \_\_\_ to our welcome party next Friday.  
(A) isn't going to come (B) aren't going to come (C) am not going to come
- \_\_\_ 8. I \_\_\_ at any fast food restaurant this week.  
(A) aren't going to eat (B) isn't going to eat (C) am not going to eat
- \_\_\_ 9. Elizabeth \_\_\_ cards to her friends this Christmas. She's going to visit them.  
(A) isn't going to send (B) aren't going to send (C) am not going to send
- \_\_\_ 10. Luis fractured his ankle. He \_\_\_ basketball this basketball season.  
(A) aren't going to play (B) am not going to play (C) isn't going to play

**Post Test (Yes/No Questions)**

- \_\_\_ 11. \_\_\_ George \_\_\_ from California to Mexico next summer ?  
(A) Is, going to drive (B) Am, going to drive (C) Are, going to drive
- \_\_\_ 12. \_\_\_ you \_\_\_ casual clothes to the get together activity next Saturday ?  
(A) Are, going to wear (B) Is, going to wear (C) Am, going to wear
- \_\_\_ 13. \_\_\_ the students \_\_\_ their e-mails this afternoon ?  
(A) Is, going to read (B) Am, going to read (C) Are, going to read
- \_\_\_ 14. \_\_\_ the train \_\_\_ in twenty minutes ?  
(A) Am, going to leave (B) Is, going to leave (C) Are, going to leave
- \_\_\_ 15. \_\_\_ I \_\_\_ my reimbursement check next Friday ?  
(A) Are, going to receive (B) Is, going to receive (C) Am, going to receive

**Post Test (Information Questions)**

- \_\_\_ 16. Where \_\_\_ Anita \_\_\_ a job interview tomorrow morning ?  
(A) am, going to have (B) is, going to have (C) are, going to have
- \_\_\_ 17. When \_\_\_ Paul \_\_\_ the yard ?  
(A) are, going to clean (B) is, going to clean (C) am, going to clean
- \_\_\_ 18. Who \_\_\_ Nancy to the airport next Sunday ?  
(A) are going to take (B) am going to take (C) is going to take
- \_\_\_ 19. What \_\_\_ you \_\_\_ next weekend ?  
(A) are, going to do (B) is, going to do (C) am, going to do
- \_\_\_ 20. Why \_\_\_ the manatees probably \_\_\_ in the future ?  
(A) is, going to disappear (B) are, going to disappear (C) am, going to Disappear



## Lecture 6

### The Past

#### • Lecture Summary

Simple Past- Uses

Past Perfect

Present Perfect

Questions

Negative

#### The Simple Past Tense :

1. It is used for actions completed in the past at definite time:

**\*For a past action when the time is given**

Ex: I met him yesterday

**\*When the action clearly took place at a definite time even though this time is not mentioned**

Ex: I bought this car in Montreal

**\*It used for an action whose time occupied a period of time now terminated**

Ex: I worked in that bank for four years

#### SOME SIGNAL WORD :

® Yesterday

® Last Night

® Last Week

® Last Year

® A month ago. . .

® Two years ago. . .

#### FORMING THE SIMPLE PAST:

For regular verbs, add ed to the simple form of the verb	I <u>visited</u> New Orleans last year
For irregular verbs, change the verb.	I <u>went</u> to the movies yesterday
For negatives, use did not or didn't with the simple form of the verb.	She <u>didn't</u> come to class
For questions, use did before the simple form of the verb.	<u>Did</u> he call you last night?

**Affirmative:** I talked to her last night

**Question:** When did you talk to her?

**Negative:** I didn't talk to her

**SPELLING OF REGULAR VERBS :**

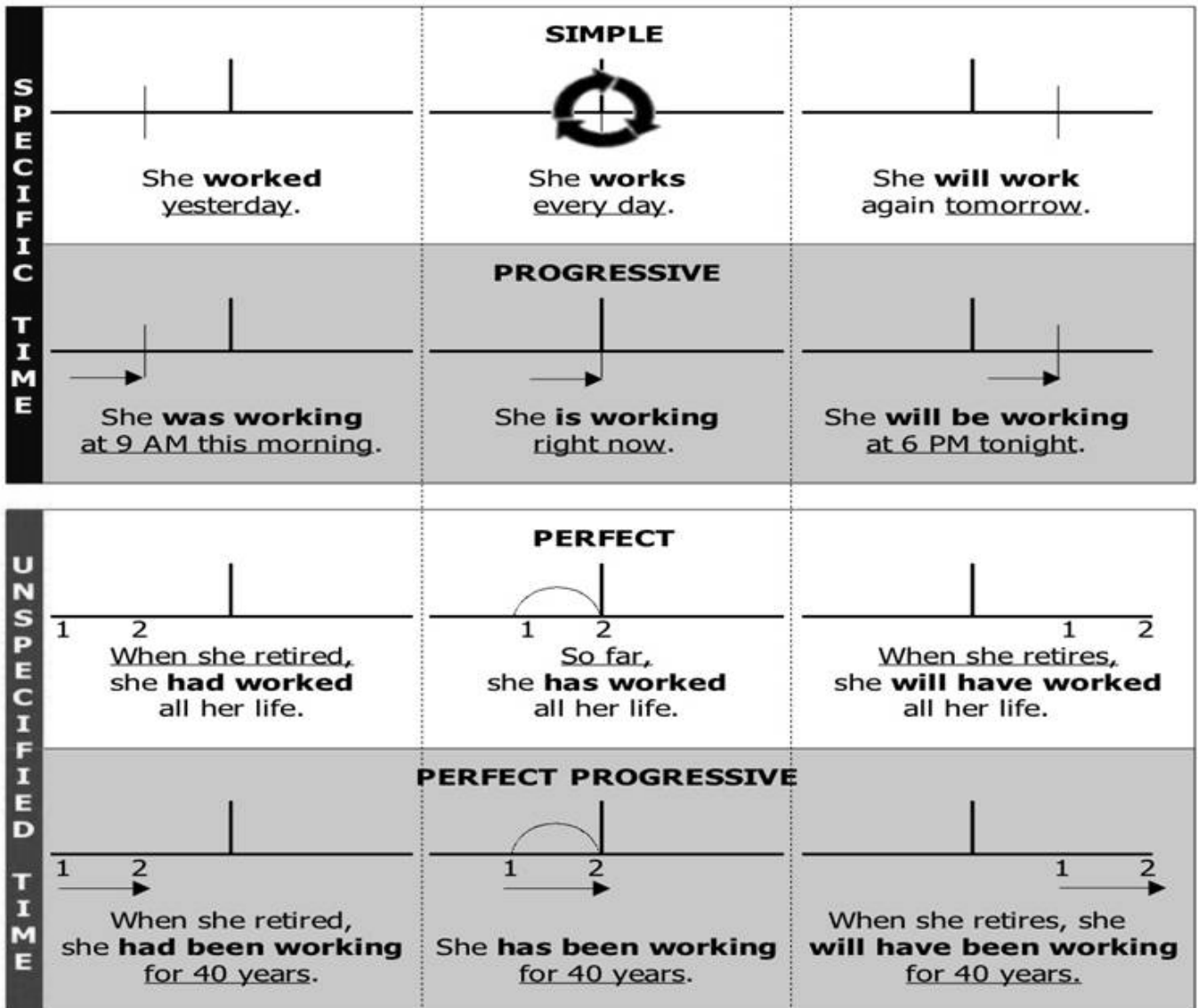
VERB ENDING	EX	ED FORM	EX
1. CONSONANTS + e	Change	ADD - d	Changed
2. CONSONANTS + y	Study	DROP -y, ADD -ied	Studied
3. VOWEL + y	Play	ADD -ed only	Played
4. ONE VOWEL + ONE CONSONANT	Stop	DOUBLE THE CONSONANT AND ADD -ed	Stopped
5. TWO VOWELS + ONE CONSONANTS	Clean	ADD -ed only	Cleaned
6. TWO CONSONANTS	Return	ADD -ed only	Returned

**A VISUAL OVERVIEW OF VERB TENSES**

PAST

PRESENT

FUTURE



## Lecture 7

**Exercise 33. Warm-up** Check ( ✓ ) the sentence that are correct. What do you notice about the use of always with verb tenses in these sentence?

1. \_\_\_\_\_ Nadia is always talking on the phone when I'm trying to study. ✓
2. \_\_\_\_\_ Frank always studies in the library after school. ✓
3. \_\_\_\_\_ My friends always do their homework together. ✓
4. \_\_\_\_\_ Our math teacher is always giving us surprise quizzes. ✓

All the sentences are correct. Always can also be used with the present progressive.

### Using Progressive Verbs with Always:

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

**Exercise 37. Looking at grammar.** Work individually, in small groups, or as a class. Use the given verbs and expressions op place to complete the dialogues. Use usual word order if the focus is on an activity in progress. If the focus is on the person's location, put the expression of place between be and the -ing verb.

1. **listen to music / in her room** A: Where's Sally? B: She is in her bedroom listening to music.
2. **listen to music / in the living room** A: What's Soon doing?  
B: He's listening to music in the living room.
3. **watch TV / in his bedroom** A: Where was Jim when you got home?  
B: He was in his bedroom watching TV .
4. **watch TV / in his bedroom** A: What was Jim doing when you got home?  
B: He was watching TV in his bedroom .
5. **take a nap / on the couch in the living room** A: What's Kurt doing?  
B: He's taking a nap on the couch in the living room .
6. **take a nap / on the couch in the living room** A: Where's Kurt?  
B: He's on the couch in the living room taking a nap .
7. **attend a conference / in Singapore** A: Where's Ms. Chang this week?  
B: She's attending a conference in Singapore .

**Exercise 38. Check your Knowledge.**

Correct the errors.

**1. Breakfast is an important meal. I'm always eating breakfast.**

Breakfast is an important meal. I always eat breakfast.

**2. While I was working in my office yesterday, my cousin stops by to visit me.**

While I was working in my office yesterday, my cousin stopped by to visit me.

**3. Yuki staided home because she caught a bad cold.**

Yuki stayed home because she caught a bad cold.

**4. My brother looks like our father, but I resembling my mother.**

My brother looks like our father, but I resemble my mother.

**5. Jun, are you listen to me? I am talk to you!**

Jun, are you listening to me? I am talking to you!

**6. While I was surfing the internet yesterday, I was finding a really interesting Web site.**

While I was surfing the internet yesterday, I found a really interesting Web site.

**7. Did you spoke English before you were come here?**

Did you speak English before you came here?

**8. Yesterday, while I was working at my computer, Shelley was suddenly coming into the room.**

**I wasn't knowing she was there. I was concentrate hard on my work. When she suddenly speak, I am jump. She startle me.**

Yesterday, while I was working at my computer, Shelley suddenly came into the room. I didn't know she was there. I was concentrating hard on my work. When she suddenly spoke, I jumped. She startled me.

❖ **Will vs. Be Going To**

<b><u>Prediction</u></b>	
(a) According to the weather report, it will be cloudy tomorrow. (b) According to the weather report, it is going to be cloudy tomorrow.	Will and be going to mean the same when they make predictions about the future (prediction=a statement about something the speaker thinks will be true or will occur in the future) Examples (a) and (b) have the same meaning.
<b><u>Prior Plan</u></b>	
(c) __ Why did you buy this paint? __ I'm going to paint my bedroom tomorrow.	Be going to (but not will) is used to express a prior plan (i.e., a plan made before the moment of speaking).* In (c): The speaker already has a plan to paint his/her bedroom.
<b><u>Willingness</u></b>	
(d) __ The phone's ringing. __ I'll get it. (e) __ How old is Aunt Agnes? __ I don't know. She won't tell me. (f) The car won't start. Maybe the battery is dead.	Will (but not be going to) is used to express willingness. In this case, will expresses a decision the speaker makes at the moment of speaking. In (d): The speaker decides to answer the phone at the immediate present moment; she/he does not have a prior plan. Will not / won't can express refusal, as in (e) with a person or in (f) with an inanimate object.

### Exercise 10. Looking at grammar

Decide if each underline verb expresses a prediction, a prior plan, or willingness.

1. Dinner's almost ready. I'll <u>set</u> the table	Prediction	Plan	<u>Willingness</u>
2. Ivan has some vacation time. He <u>is going to take</u> next week off.	Prediction	<u>Plan</u>	Willingness
3. Heidi <u>will love</u> her birthday present, It's just what she wants.	<u>Prediction</u>	Plan	Willingness
4. I don't like my job. I'm <u>going to quit</u> when I get back from vacation.	Prediction	<u>Plan</u>	Willingness
5. That's okay. Don't worry about the spilled coffee. I'll <u>clean</u> it up.	Prediction	Plan	<u>Willingness</u>
6. Someday, there <u>are going to be</u> computers in every classroom in the world.	<u>Prediction</u>	Plan	Willingness
7. The light bulb is burned out. I'll get a new one from the supply room.	Prediction	Plan	<u>Willingness</u>
8. I'm going to the bookstore. Do you want to go with me?	Prediction	<u>Plan</u>	Willingness

### 4-3 Expressing the Future in Time Clauses

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

\*A time clause is an adverb clause. See Charts 17-1 (p. 365) and 17-2 (p. 368) for more information.

## Lecture 8

### Subject – verb agreement

#### Exercises 2. Warm-up.

Look at the word that end in -s. Are they singular or plural? Are they nouns or verbs?

	Singular	Plural	Noun	Verb
1. A new car <u>costs</u> a lot of money.	✓			✓
2. New <u>cars</u> cost a lot of money.		✓	✓	
3. My neighbor <u>makes</u> a lot of noise.	✓			✓
4. My <u>neighbors</u> make a lot of noise.		✓	✓	
5. Bill <u>drinks</u> tea for breakfast.	✓			✓
6. Cold <u>drinks</u> taste good on a hot day.		✓	✓	

#### Final -s / -es : Use, Pronunciation, and Spelling

Use	
(a) Noun+ -s: Friends are important. Noun + -es: I like my classes.	A final -s or -es is added to a noun to a noun to make the noun plural. Friend and class = singular nouns Friends and classes = plural nouns
(b) Verb + -s: Mary works at the bank. Verb + -es: John watches birds.	A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., Mary, my father, the machine) or third person singular pronoun (she, he, it) Mary works=singular                      She works=singular The students work=plural                      They work=plural
Pronunciation	
(c) seats → seat s  Ropes → rope s  backs → back s	Final -s is pronounced  s  after voiceless sounds, as in (c): "t", "p" and "k" are examples of voiceless sounds. *
(d) seeds → seed z  Robes → robe z  Bags → bag z  Sees → see z	Final -s is pronounced  z  after voiced sounds, as in (d): "d", "b", "g", and "ee" are examples of voiced sounds. *
(e) dishes → dish ləz  Catches → catch ləz  Kisses → kiss ləz  Mixes → mix ləz  Prizes → priz ləz  Edges → edg ləz	Final -s and -es are pronounced ləz  after "sh", "ch", "s", "x", "z", and "ge"/"dge" sounds. The ləz  ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.
Spelling	
(f) sing → sings song → songs	For most words (whether a verb or a noun), simply add a final -s to spell the word correctly

<p>(g) wash → washes  watch → watches  class → classes  buzz → buzzes  box → boxes</p>	<p>Final -es is added to words that end in -sh, -ch, -s, -z and -x</p>
<p>(h) toy → toys  buy → buys  (i) baby → babies  cry → cries</p>	<p>For words that end in -y:  In (h): If -y is preceded by a vowel, only -s is added.  In (i): If -y is preceded by a consonant, the -y is changed to -i and -es is added.</p>



# Lecture 9

## Count and Noncount nouns

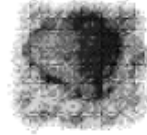
- **Whole groups or whole masses.**

Furniture, coffee and sugar.



- **Abstract concepts.**

Love, wisdom, spirituality.



- **Phenomenon of Nature**

Sunshine, rain, snow.



### SOME COMMON NONCOUNT NOUNS

Whole groups made up of similar items



#### Fluids



#### Solids



#### Gases



#### Particles

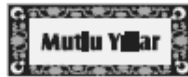




## Abstractions



## Languages



## Fields of Study



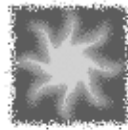
## Recreation



## Activities



## Natural Phenomena



### ❖ Generic Nouns

• Articles are used to make generalizations.

A is used for singular nouns

A banana is yellow.

An umbrella




An egg

O is used for plural nouns and noncount nouns




O Bananas are yellow.

O Fruit is good for you.



Singular	I ate a banana.	
Plural count noun (two, a few, several)	I ate some bananas.	
Noncount noun (a little, a lot of)	I ate some fruit.	

❖ Definite Nouns

The banana I ate this morning was delicious.	Singular	
I got the apples from the tree.	Plural	
The fruit from that market is inexpensive.	Noncount	

**Expressions of Quantity for Count nouns:**

One, Each, Every, Two, three, etc., A couple of, A few, Many, Several, A number of

**Expressions of quantity for noncount nouns:**

A little, Much, A great deal of

**Expressions of quantity for both count and noncount nouns:**

No, Some/any, A lot of/lots of, Plenty of, Most, all

**Negative vs. Positive:**

She has few friends.	She made a few friends.
I have little money.	I saved a little money.

## 6-2 Basic Subject-Verb Agreement

Singular Verb	Plural Verb	
(a) My <i>friend lives</i> in Boston.	(b) My <i>friends live</i> in Boston.	Verb + <i>-s/-es</i> = third person singular in the simple present tense Noun + <i>-s/-es</i> = plural
	(c) My <i>brother and sister live</i> in Boston. (d) My <i>brother, sister, and cousin live</i> in Boston.	Two or more subjects connected by <i>and</i> require a plural verb.
(e) <i>Every man, woman, and child needs</i> love. (f) <i>Each book and magazine is</i> listed in the bibliography.		EXCEPTION: <i>Every</i> and <i>each</i> are always followed immediately by singular nouns. (See Chart 7-11, p. 129.) In this case, even when there are two (or more) nouns connected by <i>and</i> , the verb is singular.
(g) That <i>book on political parties is</i> interesting. (i) The <i>book that I got from my parents was</i> very interesting.	(h) The <i>ideas in that book are</i> interesting. (j) The <i>books I bought at the bookstore were</i> expensive.	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase <i>on political parties</i> does not change the fact that the verb <i>is</i> must agree with the subject <i>book</i> . In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k) <i>Watching old movies is</i> fun.		A gerund (e.g., <i>watching</i> ) used as the subject of the sentence requires a singular verb. (See Chart 14-8, p. 322.)

### 6-3 Subject-Verb Agreement: Using Expressions of Quantity

Singular Verb	Plural Verb	
(a) <i>Some of the book is</i> good. (c) <i>A lot of the equipment is</i> new. (e) <i>Two-thirds of the money is</i> mine. (g) <i>Most of our homework is</i> easy.	(b) <i>Some of the books are</i> good. (d) <i>A lot of my friends are</i> here. (f) <i>Two-thirds of the boys are</i> here. (h) <i>Most of our assignments are</i> easy.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <b>of</b> .  For example, in (a) and (b): <i>some of</i> + singular noun = singular verb <i>some of</i> + plural noun = plural verb
(i) <i>One of my friends is</i> here. (j) <i>Each of my friends is</i> here. (k) <i>Every one of my friends is</i> here.		EXCEPTIONS: <b>One of</b> , <b>each of</b> , and <b>every one of</b> take singular verbs.  <i>one of</i> <i>each of</i> <i>every one of</i> } + plural noun = singular verb
(l) <i>None of the boys is</i> here.	(m) <i>None of the boys are</i> here.	Subjects with <b>none of</b> used to be considered singular in very formal English, but plural verbs are often used in informal English and sometimes even in formal writing.
(n) <i>The number of students in the class is</i> fifteen.	(o) <i>A number of students were</i> late for class.	COMPARE: In (n): <b>The number</b> is the subject. In (o): <b>A number of</b> is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

### 6-4 Subject-Verb Agreement: Using *There* + *Be*

(a) <i>There is a fly</i> in the room. (b) <i>There are three windows</i> in this room.	<b>There + be</b> introduces the idea that something exists in a particular place. <b>There + be + subject + expression of place*</b> The subject follows <b>be</b> when <b>there</b> is used. In (a): The subject is <i>a fly</i> . (singular) In (b): The subject is <i>three windows</i> . (plural)
(c) <b>INFORMAL:</b> <i>There's two sides</i> to every story.	In informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (c). The use of this form is fairly frequent but is not generally considered to be grammatically correct.

\*Sometimes the expression of place is omitted when the meaning is clear. For example, *There are seven continents*. The implied expression of place is clearly *in the world*.



## 6-5 Subject-Verb Agreement: Some Irregularities

### Singular Verb

(a) <i>The United States is big.</i> (b) <i>The Philippines consists of more than 7,000 islands.</i> (c) <i>The United Nations has its headquarters in New York City.</i> (d) <i>Harrods is a department store.</i>	Sometimes a proper noun that ends in <i>-s</i> is singular. In the examples, if the noun is changed to a pronoun, the singular pronoun <i>it</i> is used (not the plural pronoun <i>they</i> ) because the noun is singular. In (a): <b><i>The United States = it</i></b> (not <i>they</i> )
(e) <i>The news is interesting.</i>	<b><i>News</i></b> is singular.
(f) <i>Mathematics is easy for her. Physics is easy for her too.</i>	Fields of study that end in <i>-ics</i> require singular verbs.
(g) <i>Diabetes is an illness.</i>	Certain illnesses that end in <i>-s</i> are singular: <i>diabetes, measles, mumps, rabies, rickets, shingles.</i>
(h) <i>Eight hours of sleep is enough.</i> (i) <i>Ten dollars is too much to pay.</i> (j) <i>Five thousand miles is too far to travel.</i>	Expressions of time, money, and distance usually require a singular verb.
(k) <i>Two and two is four.</i> <i>Two and two equals four.</i> <i>Two plus two is/equals four.</i> (l) <i>Five times five is twenty-five.</i>	Arithmetic expressions require singular verbs.

### Plural Verb

(m) <i>Those people are from Canada.</i> (n) <i>The police have been called.</i> (o) <i>Cattle are domestic animals.</i> (p) <i>Fish live under water.</i>	<i>People,* police, cattle, and fish</i> do not end in <i>-s</i> , but they are plural nouns in the example sentences and require plural verbs.
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Singular Verb	Plural Verb	
(q) <i>English is spoken in many countries.</i> (s) <i>Chinese is his native language.</i>	(r) <i>The English drink tea.</i> (t) <i>The Chinese have an interesting history.</i>	In (q): <b><i>English</i></b> = language In (r): <b><i>The English</i></b> = people from England Some nouns of nationality that end in <i>-sh</i> , <i>-ese</i> , and <i>-ch</i> can mean either language or people, e.g., <i>English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.</i>
	(u) <i>The poor have many problems.</i> (v) <i>The rich get richer.</i>	A few adjectives can be preceded by <i>the</i> and used as a plural noun (without final <i>-s</i> ) to refer to people who have that quality. Other examples: <i>the young, the elderly, the living, the dead, the blind, the deaf, the disabled.</i>

\*The word *people* has a final *-s* (*peoples*) only when it is used to refer to ethnic or national groups: *All the peoples of the world desire peace.*

## 7-1 Regular and Irregular Plural Nouns

(a) song— <i>songs</i>			The plural of most nouns is formed by adding final <i>-s</i> .*
(b) box— <i>boxes</i>			Final <i>-es</i> is added to nouns that end in <i>-sh</i> , <i>-ch</i> , <i>-s</i> , <i>-z</i> , and <i>-x</i> .*
(c) baby— <i>babies</i>			The plural of words that end in a consonant + <i>-y</i> is spelled <i>-ies</i> .*
(d) man— <i>men</i> woman— <i>women</i> child— <i>children</i>	ox— <i>oxen</i> foot— <i>feet</i> goose— <i>geese</i>	tooth— <i>teeth</i> mouse— <i>mice</i> louse— <i>lice</i>	The nouns in (d) have irregular plural forms that do not end in <i>-s</i> .
(e) echo— <i>echoes</i> hero— <i>heroes</i>	potato— <i>potatoes</i> tomato— <i>tomatoes</i>		Some nouns that end in <i>-o</i> add <i>-es</i> to form the plural.
(f) auto— <i>autos</i> ghetto— <i>ghettos</i> kangaroo— <i>kangaroos</i> kilo— <i>kilos</i> memo— <i>memos</i>	photo— <i>photos</i> piano— <i>pianos</i> radio— <i>radios</i> solo— <i>solos</i> soprano— <i>sopranos</i>	studio— <i>studios</i> tattoo— <i>tattoos</i> video— <i>videos</i> zoo— <i>zoos</i>	Some nouns that end in <i>-o</i> add only <i>-s</i> to form the plural.  NOTE: When in doubt, use your dictionary or spellcheck.
(g) memento— <i>mementoes/mementos</i> mosquito— <i>mosquitoes/mosquitos</i> tornado— <i>tornadoes/tornados</i>	volcano— <i>volcanoes/volcanos</i> zero— <i>zeroes/zeros</i>		Some nouns that end in <i>-o</i> add either <i>-es</i> or <i>-s</i> to form the plural (with <i>-es</i> being the more usual plural form).
(h) calf— <i>calves</i> half— <i>halves</i> knife— <i>knives</i> leaf— <i>leaves</i>	life— <i>lives</i> loaf— <i>loaves</i> self— <i>selves</i> shelf— <i>shelves</i>	thief— <i>thieves</i> wolf— <i>wolves</i> scarf— <i>scarves/scarfs</i>	Some nouns that end in <i>-f</i> or <i>-fe</i> are changed to <i>-ves</i> to form the plural.
(i) belief— <i>beliefs</i> chief— <i>chiefs</i>	cliff— <i>cliffs</i> roof— <i>roofs</i>		Some nouns that end in <i>-f</i> simply add <i>-s</i> to form the plural.
(j) one deer— <i>two deer</i> one fish— <i>two fish</i> ** one means— <i>two means</i> one offspring— <i>two offspring</i>	one series— <i>two series</i> one sheep— <i>two sheep</i> one shrimp— <i>two shrimp</i> *** one species— <i>two species</i>		Some nouns have the same singular and plural form: e.g., <i>One deer is . . .</i> <i>Two deer are . . .</i>
(k) criterion— <i>criteria</i> phenomenon— <i>phenomena</i>	(m) analysis— <i>analyses</i> basis— <i>bases</i> crisis— <i>crises</i> hypothesis— <i>hypotheses</i> parenthesis— <i>parentheses</i> thesis— <i>theses</i>		Some nouns that English has borrowed from other languages have foreign plurals.
(l) bacterium— <i>bacteria</i> curriculum— <i>curricula</i> datum— <i>data</i> medium— <i>media</i> memorandum— <i>memoranda</i>			

\*For information about the pronunciation and spelling of words ending in *-s/-es*, see Chart 6-1, p. 85.

\*\**Fishes* is also possible but rarely used.

\*\*\*Especially in British English, but also occasionally in American English, the plural of *shrimp* can be *shrimps*.

## 7-4 Count and Noncount Nouns

(a) I bought <i>a chair</i> . Sam bought <i>three chairs</i> .			<b>Chair</b> is called a "count noun." This means you can count chairs: <i>one chair, two chairs, etc.</i>
(b) We bought <i>some furniture</i> . <i>INCORRECT: We bought some furniture s.</i> <i>INCORRECT: We bought a furniture.</i>			<b>Furniture</b> is called a "noncount noun." In grammar, you cannot use numbers ( <i>one, two, etc.</i> ) with the word <b>furniture</b> .
	<b>Singular</b>	<b>Plural</b>	
Count Noun	<i>a chair</i> <i>one chair</i>	<i>two chairs</i> <i>some chairs</i> <i>a lot of chairs</i> <i>many chairs</i> <i>∅ chairs*</i>	A count noun: (1) may be preceded by <i>a/an</i> or <i>one</i> in the singular. (2) takes a final <i>-s/-es</i> in the plural.
Noncount Noun	<i>some furniture</i> <i>a lot of furniture</i> <i>much furniture</i> <i>∅ furniture*</i>		A noncount noun: (1) is not immediately preceded by <i>a/an</i> or <i>one</i> . (2) has no plural form, so does not add a final <i>-s/-es</i> .

\*∅ = nothing (i.e., no article or other determiner).

## 7-10 Using *A Few* and *Few*; *A Little* and *Little*

COUNT: (a) We sang <i>a few songs</i> . NONCOUNT: (b) We listened to <i>a little music</i> .	<b>A few</b> and <b>few</b> are used with plural count nouns, as in (a). <b>A little</b> and <b>little</b> are used with noncount nouns, as in (b).
(c) She has been here only two weeks, but she has already made <i>a few friends</i> . (Positive idea: <i>She has made some friends.</i> )	<b>A few</b> and <b>a little</b> give a positive idea; they indicate that something exists, is present, as in (c) and (d).
(d) I'm very pleased. I've been able to save <i>a little money</i> this month. (Positive idea: <i>I have saved some money instead of spending all of it.</i> )	
(e) I feel sorry for her. She has (very) <i>few friends</i> . (Negative idea: <i>She does not have many friends; she has almost no friends.</i> )	<b>Few</b> and <b>little</b> (without <i>a</i> ) give a negative idea; they indicate that something is largely absent, as in (e). <b>Very</b> (+ <b>few/little</b> ) makes the negative stronger, the number/amount smaller, as in (f).
(f) I have (very) <i>little money</i> . I don't even have enough money to buy food for dinner. (Negative idea: <i>I do not have much money; I have almost no money.</i> )	

## 7-11 Singular Expressions of Quantity: *One, Each, Every*

(a) <i>One student</i> was late to class. (b) <i>Each student</i> has a schedule. (c) <i>Every student</i> has a schedule.	<b>One, each,</b> and <b>every</b> are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) <i>One of the students</i> was late to class. (e) <i>Each (one) of the students</i> has a schedule (f) <i>Every one of the students</i> has a schedule.	<b>One of, each of,</b> and <b>every one of*</b> are followed by specific plural count nouns (never singular nouns; never noncount nouns).

\*COMPARE:

**Every one** (two words) is an expression of quantity (e.g., *I have read every one of those books*).

**Everyone** (one word) is an indefinite pronoun. It has the same meaning as *everybody* (e.g., **Everyone/Everybody** has a schedule).

NOTE: **Each** and **every** have essentially the same meaning.

**Each** is used when the speaker is thinking of one person/thing at a time: *Each student has a schedule.* = *Mary has a schedule. Hiroshi has a schedule. Carlos has a schedule. Sabrina has a schedule. Etc.*

**Every** is used when the speaker means **all**: *Every student has a schedule.* = **All of the students** have schedules.



## Lecture 10

### Modal Auxiliary

#### **What do they mean?**

Can- Could  
will- Would  
Shall- Should  
Must- Have  
to – Ought to  
May- Might

#### **Modals Giving permission:**

Would you please help me?  
Could you help me  
Can you help me?  
Will you help me?  
May I ....?

#### **Modals Expressing ability:**

I can speak English (present ability)  
Last year I could speak English (past ability)  
I am able to .... (present)  
I was able to .... (past)  
I will be able to ..... (future)

#### **Modals Expressing expectation:**

The train should arrive now  
Ought to seldom used! (negative or questions only!)  
Should – ought to – had better (express advice)  
You are sick. You should see a doctor!  
You 'd better not stay home.

#### **Modals Expressing preferences:**

I would like .....

I would rather to go to Costa rather than Blockbuster

#### **Modals Expressing Need or obligation:**

Must (You must have a driving license to drive)  
Must not to ( you must not bother your parents)  
Have to  
You have to study for the exam.  
Not have to  
You do not have to come with us.



## Modals Expressing possibility and impossibility:

May --- may not  
 Might .... Might not  
 Could ... could not  
 ....have enough money  
 It can't be five!  
 That couldn't be my uncle!

## Borrow & Lend:

Borrow = you take from some one  
 May I borrow your pen?  
 Borrowing a book from a library  
 Lend= you ask someone to give you something  
 Can you lend me your car?  
 Lending someone money

## 9-1 Basic Modal Introduction

Modal auxiliaries generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes. Each modal has more than one meaning or use. See Chart 10-10, p. 204–205, for a summary overview of modals.

### Modal auxiliaries in English

can	had better	might	ought (to)	should	would
could	may	must	shall	will	

### Modal Auxiliaries

I You He She It We You They	+	<i>can do it.</i> <i>could do it.</i> <i>had better do it.</i> <i>may do it.</i> <i>might do it.</i> <i>must do it.</i> <i>ought to do it.</i> <i>shall do it.</i> <i>should do it.</i> <i>will do it.</i> <i>would do it.</i>	Modals do not take a final <b>-s</b> , even when the subject is <i>she</i> , <i>he</i> , or <i>it</i> . <i>CORRECT: She can do it.</i> <i>INCORRECT: She cans do it.</i>
		Modals are followed immediately by the simple form of a verb. <i>CORRECT: She can do it.</i> <i>INCORRECT: She can -to- do it. / She can -does it. / She can -did it.</i> The only exception is <b>ought</b> , which is followed by an infinitive ( <b>to + the simple form of a verb</b> ). <i>CORRECT: He ought to go to the meeting.</i>	

### Phrasal Modals

<i>be able to do it</i> <i>be going to do it</i> <i>be supposed to do it</i> <i>have to do it</i> <i>have got to do it</i>	Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: <b>be able to</b> is similar to <b>can</b> ; <b>be going to</b> is similar to <b>will</b> . An infinitive ( <b>to + the simple form of a verb</b> ) is used in these similar expressions.
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\*See Appendix Chart B-1 for question forms with modals.

\*\*See Appendix Chart D-1 for negative forms with modals.

## 9-2 Polite Requests with "I" as the Subject

<p><i>May I</i> <i>Could I</i></p>	<p>(a) <i>May I borrow your pen (please)?</i> (b) <i>Could I (please) borrow your pen?</i></p>	<p><i>May I</i> and <i>could I</i> are used to request permission. They are equally polite, but <i>may I</i> sounds more formal.*</p> <p>NOTE in (b): In a polite request, <i>could</i> has a present or future meaning, not a past meaning.</p>
<p><i>Can I</i></p>	<p>(c) <i>Can I borrow your pen?</i></p>	<p><i>Can I</i> is used informally to request permission, especially if the speaker is talking to someone she/he knows fairly well.</p> <p><i>Can I</i> is usually considered a little less polite than <i>may I</i> or <i>could I</i>.</p>
	<p>TYPICAL RESPONSES Certainly. Yes, certainly. Of course. Yes, of course. INFORMAL: Sure.</p>	<p>Often the response to a polite request is an action, such as a nod or shake of the head, or a simple "uh-huh," meaning "yes."</p>

\**Might* is also possible: *Might I borrow your pen?* *Might I* is quite formal and polite; it is used much less frequently than *may I* or *could I*.

## 9-4 Polite Requests with *Would You Mind*

### Asking Permission

<p>(a) <i>Would you mind if I closed the window?</i> (b) <i>Would you mind if I used the phone?</i></p> <p>TYPICAL RESPONSES No, not at all. No, of course not. No, that would be fine.</p>	<p>Notice in (a): <i>Would you mind if I</i> is followed by the simple past.*</p> <p>The meaning in (a): <i>May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?</i></p> <p>Notice that the typical response is "no." "Yes" means <i>Yes, I mind</i>. In other words: <i>It is a problem for me</i>. Another typical response might be "uh-huh," meaning "no."</p>
<h3>Asking Someone to Do Something</h3>	
<p>(c) <i>Would you mind closing the window?</i> (d) Excuse me. <i>Would you mind repeating that?</i></p> <p>TYPICAL RESPONSES No. I'd be happy to. Not at all. I'd be glad to. INFORMAL: No problem. / Sure. / Okay.</p>	<p>Notice in (c): <i>Would you mind</i> is followed by the <b>-ing</b> form of a verb (a gerund).</p> <p>The meaning in (c): <i>I don't want to cause you any trouble, but would you please close the window? Would that cause you any inconvenience?</i></p> <p>The informal responses "Sure" and "Okay" are common but not logical. The speaker means <i>No, I wouldn't mind</i> but seems to be saying the opposite: <i>Yes, I would mind</i>. Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the request.</p>

\*Sometimes, in informal spoken English, the simple present is used: *Would you mind if I close the window?*

NOTE: The simple past does not refer to past time after *would you mind*; it refers to present or future time. See Chart 20-3, p. 419, for more information.



## 9-6 Lack of Necessity and Prohibition: *Have To* and *Must* in the Negative

Lack of Necessity	
(a) Tomorrow is a holiday. We <i>don't have to go</i> to class.	When used in the negative, <i>must</i> and <i>have to</i> have different meanings.
(b) I can hear you. You <i>don't have to shout</i> .*	Negative form: <b>do not have to</b> = lack of necessity. The meaning in (a): <i>We don't need to go to class tomorrow because it is a holiday.</i>
Prohibition	
(c) You <i>must not tell</i> anyone my secret. Do you promise?	<b>must not</b> = prohibition (DO NOT DO THIS!) The meaning in (c): <i>Do not tell anyone my secret. I forbid it. Telling anyone my secret is prohibited.</i> Negative contraction: <b>mustn't</b> . (The first "t" is silent: "muss-ənt.")
(d) <i>Don't tell</i> anyone my secret. (e) You <i>can't tell</i> anyone my secret. (f) You <i>'d better not tell</i> anyone my secret.	Because <b>must not</b> is so strong, speakers also express prohibition with imperatives, as in (d), or with other modals, as in (e) and (f).

\*Lack of necessity may also be expressed by **need not** + the simple form of a verb: *You needn't shout*. The use of **needn't** as an auxiliary is chiefly British except in certain common expressions such as *You needn't worry*.

## 9-7 Advisability: *Should*, *Ought To*, *Had Better*

(a) You <i>should study</i> harder. You <i>ought to study</i> harder.	<b>Should</b> and <b>ought to</b> both express advisability. Their meaning ranges in strength from a suggestion ( <i>This is a good idea</i> ) to a statement about responsibility or duty ( <i>This is a very important thing to do</i> ). The meaning in (a): <i>This is a good idea. This is my advice.</i> In (b): <i>This is an important responsibility.</i>
(b) Drivers <i>should obey</i> the speed limit. Drivers <i>ought to obey</i> the speed limit.	
(c) You <i>shouldn't leave</i> your keys in the car.	Negative contraction: <b>shouldn't</b> . NOTE: the /t/ is often hard to hear in relaxed, spoken English.
(d) I <i>ought to</i> ("otta") <i>study</i> tonight, but I think I'll watch TV instead.	Native speakers often pronounce <b>ought to</b> as "otta" in informal speech.
(e) The gas tank is almost empty. We <i>had better stop</i> at the next gas station. (f) You <i>had better take</i> care of that cut on your hand soon, or it will get infected.	In meaning, <b>had better</b> is close to <b>should</b> and <b>ought to</b> , but <b>had better</b> is usually stronger. Often <b>had better</b> implies a warning or a threat of possible bad consequences. The meaning in (e): <i>If we don't stop at a service station, there will be a bad result. We will run out of gas.</i> Notes on the use of <b>had better</b> : • It has a present or future meaning. • It is followed by the simple form of a verb. • It is more common in speaking than writing.
(g) You <i>'d better take</i> care of it. (h) You <i>better take</i> care of it.	Contraction: <b>'d better</b> , as in (g). Sometimes in speaking, <b>had</b> is dropped, as in (h).
(i) You <i>'d better not be</i> late.	Negative form: <b>had better + not</b>

\***Ought to** is not commonly used in the negative. If it is, the **to** is sometimes dropped: *You oughtn't (to) leave your keys in the car*.

## 9-8 The Past Form of *Should*

<p>(a) I had a test this morning. I didn't do well on the test because I didn't study for it last night. I <i>should have studied</i> last night.</p> <p>(b) You were supposed to be here at 10:00 P.M., but you didn't come until midnight. We were worried about you. You <i>should have called</i> us. (You did not call.)</p>	<p>Past form: <b>should have + past participle</b>.*</p> <p>The meaning in (a): <i>I should have studied = Studying was a good idea, but I didn't do it. I made a mistake.</i></p> <p>Usual pronunciation of <b>should have</b>: "should-əv" or "should-ə."</p>
<p>(c) My back hurts. I <i>should not have carried</i> that heavy box up two flights of stairs. (I carried the box, and now I'm sorry.)</p> <p>(d) We went to a movie, but it was a waste of time and money. We <i>should not have gone</i> to the movie.</p>	<p>The meaning in (c): <i>I should not have carried = I carried something, but it turned out to be a bad idea. I made a mistake.</i></p> <p>Usual pronunciation of <b>should not have</b>: "shouldn't-əv" or "shouldn't-ə."</p>

\*The past form of *ought to* is *ought to have + past participle* (*I ought to have studied*). It has the same meaning as the past form of *should*. In the past, *should* is used more commonly than *ought to*. *Had better* is used only rarely in a past form (e.g., *He had better have taken care of it*.) and usually only in speaking, not writing.

## 10-1 Degrees of Certainty: Present Time

<p>— <i>Why isn't John in class?</i></p> <p><b>100% sure:</b> He <i>is</i> sick.</p> <p><b>95% sure:</b> He <i>must be</i> sick.</p> <p><b>50% sure or less:</b> { He <i>may be</i> sick. He <i>might be</i> sick. He <i>could be</i> sick.</p> <p>NOTE: These percentages are approximate.</p>	<p><i>Degree of certainty</i> refers to how sure we are — what we think the chances are — that something is true.</p> <p>If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick," I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.</p>
<p>— <i>Why isn't John in class?</i></p> <p>(a) He <i>must be</i> sick. (Usually he is in class every day, but when I saw him last night, he wasn't feeling good. So my best guess is that he is sick today. I can't think of another possibility.)</p>	<p><b>Must</b> expresses a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%.</p> <p>In (a): The speaker is saying, "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."</p>
<p>— <i>Why isn't John in class?</i></p> <p>(b) He <i>may be</i> sick. (c) He <i>might be</i> sick. (d) He <i>could be</i> sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)</p>	<p><b>May, might, and could</b> express a weak degree of certainty.</p> <p>In (b), (c), and (d): The meanings are all the same. The speaker is saying, "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities."</p>

\**Maybe* (one word) is an adverb: *Maybe he is sick*. *May be* (two words) is a verb form: *He may be sick*.



## 10-2 Degrees of Certainty: Present Time Negative

100% sure:	Sam <i>isn't</i> hungry.
99% sure:	{ Sam <i>couldn't be</i> hungry. Sam <i>can't be</i> hungry.
95% sure:	Sam <i>must not be</i> hungry.
50% sure or less:	{ Sam <i>may not be</i> hungry. Sam <i>might not be</i> hungry.

NOTE: These percentages are approximate.

(a) Sam doesn't want anything to eat. He <i>isn't</i> hungry. He told me his stomach is full. I heard him say that he isn't hungry. I believe him.	In (a): The speaker is sure that Sam is not hungry.
(b) Sam <i>couldn't/can't be</i> hungry. That's impossible. I just saw him eat a huge meal. He has already eaten enough to fill two grown men! Did he really say he'd like something to eat? I don't believe it.	In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). When used in the negative to show degree of certainty, <i>couldn't</i> and <i>can't</i> forcefully express the idea that the speaker believes something is impossible.
(c) Sam isn't eating his food. He <i>must not be</i> hungry. That's the only reason I can think of.	In (c): The speaker is expressing a logical conclusion, a "best guess."
(d) I don't know why Sam isn't eating his food. He <i>may not/might not be</i> hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows?	In (d): The speaker uses <i>may not/might not</i> to mention a possibility.

## 10-6 Ability: Can and Could

(a) Tom is strong. He <i>can lift</i> that heavy box.	<i>Can</i> is used to express physical ability, as in (a).
(b) I <i>can see</i> Central Park from my apartment.	<i>Can</i> is frequently used with verbs of the five senses: <i>see, hear, feel, smell, taste</i> , as in (b).
(c) Maria <i>can play</i> the piano. She's been taking lessons for many years.	<i>Can</i> is used to express an acquired skill. In (c): <i>can play</i> = <i>knows how to play</i> .
(d) You <i>can buy</i> a hammer at the hardware store.	<i>Can</i> is used to express possibility. In (d): <i>you can buy</i> = <i>it is possible for one to buy</i> .
COMPARE: (e) I'm not quite ready to go, but you <i>can leave</i> if you're in a hurry. I'll meet you later. (f) When you finish the test, you <i>may leave</i> .	<i>Can</i> is used to give permission in informal situations, as in (e). In formal situations, <i>may</i> rather than <i>can</i> is usually used to give permission, as in (f).
(g) Dogs <i>can bark</i> , but they <i>cannot/can't talk</i> .	Negative form: <i>cannot</i> or <i>can't</i>
(h) Tom <i>could lift</i> the box, but I <i>couldn't</i> .	The past form of <i>can</i> meaning "ability" is <i>could</i> , as in (h). Negative form: <i>could not</i> or <i>couldn't</i>

## 10-7 Using *Would* to Express a Repeated Action in the Past

(a) When I was a child, my father <i>would read</i> me a story at night before bedtime. (b) When I was a child, my father <i>used to read</i> me a story at night before bedtime.	<i>Would</i> can be used to express <i>an action that was repeated regularly in the past</i> . When <i>would</i> is used to express this idea, it has the same meaning as <i>used to (habitual past)</i> . Sentences (a) and (b) have the same meaning.
(c) I <i>used to live</i> in California. He <i>used to be</i> a Boy Scout. They <i>used to have</i> a Ford.	<i>Used to</i> expresses <i>a situation that existed in the past</i> , as in (c). In this case, <i>would</i> may not be used as an alternative. <i>Would</i> is used only for regularly repeated actions in the past.

## 10-10 Summary Chart of Modals and Similar Expressions

Auxiliary	Uses	Present/Future	Past
<i>may</i>	(1) polite request (only with "I" or "we")	<i>May I borrow your pen?</i>	
	(2) formal permission	You <i>may leave</i> the room.	
	(3) 50% or less certainty	— <i>Where's John?</i> He <i>may be</i> at the library.	He <i>may have been</i> at the library.
<i>might</i>	(1) 50% or less certainty	— <i>Where's John?</i> He <i>might be</i> at the library.	He <i>might have been</i> at the library.
	(2) polite request ( <i>rare</i> )	<i>Might I borrow your pen?</i>	
<i>should</i>	(1) advisability	I <i>should study</i> tonight.	I <i>should have studied</i> last night, but I didn't.
	(2) 90% certainty ( <i>expectation</i> )	She <i>should do</i> well on the test tomorrow.	She <i>should have done</i> well on the test.
<i>ought to</i>	(1) advisability	I <i>ought to study</i> tonight.	I <i>ought to have studied</i> last night, but I didn't.
	(2) 90% certainty ( <i>expectation</i> )	She <i>ought to do</i> well on the test tomorrow.	She <i>ought to have done</i> well on the test.
<i>had better</i>	(1) advisability with threat of bad result	You <i>had better be</i> on time, or we will leave without you.	( <i>past form uncommon</i> )
<i>be supposed to</i>	(1) expectation	Class <i>is supposed to begin</i> at 10:00.	
	(2) unfulfilled expectation		Class <i>was supposed to begin</i> at 10:00, but it began at 10:15.
<i>must</i>	(1) strong necessity	I <i>must go</i> to class today.	(I <i>had to go</i> to class yesterday.)
	(2) prohibition ( <i>negative</i> )	You <i>must not</i> open that door.	
	(3) 95% certainty	Mary isn't in class. She <i>must be</i> sick.	Mary <i>must have been</i> sick yesterday.
<i>have to</i>	(1) necessity	I <i>have to go</i> to class today.	I <i>had to go</i> to class yesterday.
	(2) lack of necessity ( <i>negative</i> )	I <i>don't have to go</i> to class today.	I <i>didn't have to go</i> to class yesterday.
<i>have got to</i>	(1) necessity	I <i>have got to go</i> to class today.	(I <i>had to go</i> to class yesterday.)
<i>will</i>	(1) 100% certainty	He <i>will be</i> here at 6:00.	
	(2) willingness	— <i>The phone's ringing.</i> I'll get it.	
	(3) polite request	<i>Will you please help me?</i>	
<i>be going to</i>	(1) 100% certainty ( <i>prediction</i> )	He <i>is going to be</i> here at 6:00.	
	(2) definite plan ( <i>intention</i> )	I'm <i>going to paint</i> my bedroom.	
	(3) unfulfilled intention		I <i>was going to paint</i> my room, but I didn't have time.

## Lecture 11

### Phrasal Verbs

#### What do they mean?

Verb + preposition (particles)  
separable- inseparable

#### Inseparable Phrasal Verbs:

agree with  
belong to  
talk to  
wait for  
look for  
Remind – of  
Ask ----- about

#### Inseparable verbs:

Check into (register)  
Come across ( find/ met)  
Drop by (visit)  
Keep up with (stay on the same level)  
Go over (review)  
Go through (experience/ have)  
Take care of (supervise)  
Stay up ( remain awake)

#### Separable Phrasal verbs:

Bring up (raise)  
Look over (review, read quickly)  
Try out (test)  
Work out (find a solution)

#### Separable phrasal verbs:

Academic:  
Add up  
Finish up  
Write up  
Check in  
Check out  
Do over  
Look over  
fill in  
fill out  
hand in  
hand out  
hand back

## Lecture 12 Global Connections

### **What do they mean?**

They connect two sentences

And– But – Nor – Or – So

### **Adverb clauses (condition/ contrast/ reason/ time) :**

If after/ before

Unless until

Although when / since

Even though

So that

Because

### **Transitions:**

For example

In addition/ furthermore

In fact/ as a matter of fact

However/ in contrast

Therefore/ as a result/ consequently

First/ second/ third etc..

### **Exercise:**

He gained a lot of weight ..... he bought a new car

a. Therefore

b. Because

c. Nor

d. Although



## Lecture 13

### The Passive voice

**Active sentence:**

Sara made a cake

**Passive voice:**

The cake was made by Sara

<b>Tense Forms of the Past</b>				
	<b>Active</b>		<b>Passive</b>	
(a) simple present	Mary	helps	the boy.	The boy is helped by Mary.
(b) present progressive	Mary	is helping	the boy.	The boy is being helped by Mary.
(c) present perfect*	Mary	has helped	the boy.	The boy has been helped by Mary.
(d) simple past	Mary	helped	the boy.	The boy was helped by Mary.
(e) past progressive	Mary	was helping	the boy.	The boy was being helped by Mary.
(f) simple future	Mary	had helped	the boy.	The boy had been helped by Mary.
(g) past perfect*	Mary	will help	the boy.	The boy will be helped by Mary.
(h) simple future progressive	Mary	is going to help	the boy.	The boy is going to be helped by Mary.
(i) future perfect*	Mary	will have helped	the boy.	The boy will have been helped by Mary.
(j) Was the boy helped by Mary?			In the question form of passive verbs, an auxiliary verb precedes the subject.	
(k) Has the boy been helped by Mary?				

The progressive forms of the present perfect, past perfect, and future perfect are rarely used in the passive.

**Structure of the passive voice:**

Present

Is/am/are + verb ed + by

Past

Was/ were + verb ed + by

The cake was made of strawberry

The cake was made for the guests

**Passive voice with it:**

People believe that the Earth is round. (active present)

It is believed that the Earth is round. (passive present)

People thought that English was a difficult language . (active past)

It was thought that English was a difficult language. (passive past)

### **Exercise 3a Warm-up.**

Complete the sentences. Change the verbs in *italics> from active to passive.*

1. Tom *opens* the door.                      The door is opened \_\_\_\_\_ by Torn.
2. Tom *is opening* the door.                The door is being opened \_\_\_\_\_ by Torn.
3. Tom *has opened* the door.                The door has been opened \_\_\_\_\_ by Torn.
4. Tom *opened* the door.                      The door was opened \_\_\_\_\_ by Torn.
5. Tom *was opening* the door.                The door was being opened \_\_\_\_\_ by Torn.
6. Tom *had opened* the door.                The door had been opened \_\_\_\_\_ by Torn.
7. Torn *will open* the door.                    The door will be opened \_\_\_\_\_ by Torn.
8. Torn *is going to open* the door.            The door is going to be opened \_\_\_\_\_ by Torn.
9. Torn *will have opened* the door.            The door will have been opened \_\_\_\_\_ by Torn.
10. *Did Tom open* the door?                    Was the door \_\_\_\_\_ opened \_\_\_\_\_ by Tom.
11. *Will Tom open* the door?                    Will the door \_\_\_\_\_ be opened \_\_\_\_\_ by Tom.
12. *Has Torn opened* the door?                Has the door \_\_\_\_\_ been opened \_\_\_\_\_ by Tom.

### **Exercise 5. Looking at grammar.**

Change the active verbs to passive if possible.

Some verbs are intransitive and cannot be changed

1. A strange thing happened yesterday.	(no change)
2. Jackie scored the winning goal.	The winning goal was scored by Jackie.
3. I agree with Dr. Ikeda's theory.	Dr. Ikeda was agreed with him
4. Dr. Ikeda developed that theory.	That theory was developed by Dr. Ikeda.
5. A hurricane destroyed the small fishing village.	The small fishing village was destroyed by a hurricane.
6. A large vase stands in the corner of our front hallway.	(no change)
7. The children seemed happy when they went to the zoo.	(no change)
8. After class, one of the students always erases the board.	After class, the board is always erased by one of the students.
9. The solution to my problem appeared to me in a dream.	(no change)
10. Our plan succeeded at last.	(no change)
11. Barbara traveled to Uganda last year.	(no change)
12. A special committee is going to settle the dispute.	The dispute is going to be settled by a special committee.
13. Did the police catch the thief?	Was the thief caught by the police?
14. This room is a mess. What happened?	(no change)

**Lecture 14**  
**The Final exam**

1. I bought \_\_\_\_\_ **pepper** yesterday.  
a) a few      b) many      c) **a little**      ✓      d) how much
2. \_\_\_\_\_ **people** **are** there in the hall?  
a) **How many**      ✓      b) How much      c) How a few      d) A few
3. Please give me \_\_\_\_\_ **stamps** to send these two letters  
a) much      b) a little      c) how many      d) **a few**      ✓
4. I eat \_\_\_\_\_ **chicken** every day.  
a) **a little**      ✓      b) many      c) how much      d) a few
5. \_\_\_\_\_ **wood** do you need to make a chair?  
a) How many      b) How      c) A little      d) **How much**      ✓
6. \_\_\_\_\_ **a** business executive's life stressful?  
a. Are      b. **Is**      ✓      c. Am
7. **The baby** \_\_\_\_\_ at the moment.  
a sleep      b. are sleeping      c. **is sleeping**      ✓      d. is sleep
8. **Fred is tired** because \_\_\_\_\_  
a. she has failed her exams      b. you haven't switched on      c. **he** has **worked all night**      ✓
9. **Yousef** \_\_\_\_\_ a book after lunch **every day**.  
a. read      b. is reading      c. reads **s**      ✓      d. are reading
10. \_\_\_\_\_ go out **last night**?  
a. Do you      b. **Did you**      ✓      c. Does he      d. Does you
11. \_\_\_\_\_ that **new film** yet?  
a. Did you see      b. **Have you seen**      ✓      c. Was you see
12. She **saw** the police car while she \_\_\_\_\_ to work.  
a. **was driving**      ✓      b. drove      c. drive

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Done by Bisan - 2014  
I wish you all the success