

RAPID REVIEW OF

English Grammar

JEAN PRANINSKAS

PRENTICE-HALL, INC.

RAPID REVIEW OF

English
Grammar

For Students of English as a Second Language

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University of Illinois

Englewood Cliffs, N.J.

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Preface

Rapid Review of English Grammar is not a text for beginners. Neither is it “intermediate” or “advanced.” It is a remedial text, designed for students whose knowledge of English is extensive but imperfect when they come to the United States to study in our colleges and universities. It is intended mainly for students who need English as a tool, rather than for those who plan to specialize in the language or to teach it.

In the 24 lessons, which can be mastered in one semester of intensive study, *Rapid Review of English Grammar* includes all of the inflectional forms, all of the basic word-order patterns of American-English sentences, and many of the more difficult uses of function words.¹ The material is presented in the form of an integrated course. The first few lessons deal with the simplest, most basic statement and question patterns. In later lessons it is shown how these basic patterns are combined and/or rearranged to produce longer, more complex sentences which express relationships between ideas. Some of the more difficult aspects of the language, such as the use of the definite article, the choice of prepositions, idioms, and two-word verbs are introduced in the early lessons, explained in greater detail in later ones, and reviewed toward the end of the course. A complete index is included for those who do not need to study the course but wish to use the book as a reference grammar.

Several of the lessons include sections headed “Pronunciation Helps.” It should be clearly understood that these are in no way intended to substitute for a systematic treatment of the pronunciation of English. They serve merely to indicate, for both teacher and student, the points of the lesson at which many students have pronunciation difficulty. The advice to the student, in each case, is to imitate the pronunciation of his instructor, who is presumably a native speaker of American English. Students who have difficulty understanding and making themselves understood will require specialized training in the sound, rhythm, and intonation patterns of the language. That training is beyond the scope of this course.

TO THE STUDENT. Many brilliant young men and women who come to this country to pursue technical education not available in their own areas of the world are not particularly good language students. Moreover, many of them are not interested in language learning, and they prefer not to “waste” their precious time abroad practicing grammar patterns. Since they find no difficulty renting a room, ordering a meal, or buying a winter coat, they believe that their English is good enough for them to get by, and that it will improve with time.

The unhappy fact is that it doesn’t improve with time, and the more often they repeat their habitual errors, the more difficult it becomes for them to eliminate those errors and to replace them with normal English patterns. As they become more advanced in their studies, the demands upon them to use the language effectively become greater. One needs a much more thorough grasp of sentence structure to comprehend a lecture on food technology than he does to order a bowl of soup. Answering a true-false question on an examination—where a word, a prefix, or a

¹ The term *function word* as used in this book applies to articles, prepositions, certain types of adverbs, conjunctions, modal auxiliaries, impersonal *it*, and the expletive *there*.

comma may reverse the meaning of a statement—requires even more. Writing a technical report or an essay-type examination demands mastery of the basic word-order patterns. The student who studies in a foreign language must have a sufficient command of that language to make himself understood at all times and in all situations if he is to be successful in his academic career.

This course is designed to help you eliminate your errors and replace them with normal English. It presents the language as a complex series of patterns, to be memorized and imitated. The classroom exercises consist of extensive supervised repetition of the patterns of each lesson and thus afford you an opportunity to establish new language habits. Only after the patterns have been mastered, the new habits established, can you be sure of being understood when you try to express your ideas and opinions.

If you come to this course with a basic vocabulary of approximately 2,000 common English words, an ability to read and understand written instructions, and the conviction that it is important for you to improve the quality of your English, you should have no difficulty completing the assignments in one semester. Students lacking one or more of these qualifications usually require a longer period of time.

Suggestions for Study

1. Read each lesson through carefully. The model paragraphs on the first page of each lesson illustrate the patterns to be learned. Read them over many times and underline the patterns.
2. Memorize all word forms and be sure that you understand in which situation each is used.
3. Memorize each sentence pattern. Become particularly aware of the basic formula, *S-V-O-P-T*.
4. While looking at each sentence formula, write original sentences, using any words that you know, which illustrate the same pattern. Read your sentences aloud. Ask a native speaker if they are good sentences.
5. Don't hesitate to use the same word-order pattern for many sentences; language can't be learned without a great deal of repetition.
6. Concentrate on learning to express your thoughts as clearly and precisely as possible, in a way that cannot be misunderstood. Don't worry about variation or literary style. You can learn those niceties later, if you need them.
7. When you begin to write a homework assignment, open your textbook to the page on which the sentence patterns for the lesson on which you are working are illustrated. Check frequently to be sure that you are practicing the patterns of the lesson.
8. Read each written assignment critically before handing it in. Check for errors in word forms, verb tenses, function words, and sentence patterns. Make minor corrections by crossing out the wrong forms and supplying the correct ones. Do not copy your paper over unless you find many errors.

TO THE TEACHER. Many of the students with whom you will use this book have recently arrived in the United States. They have studied English extensively in their own countries and can

read it quite well, but they have never had an opportunity to hear it spoken by a native speaker or to speak it themselves. Others who have been here for a semester or more may have become quite fluent and have little trouble making themselves understood in simple social situations, but their sentence structure is not typically English and frequently leads to ambiguity or unintelligibility in more sustained communication.

Rapid Review of English Grammar, with its copious drills, offers a solution to both problems. After your students have been assigned a lesson to learn and have had an opportunity to ask questions about any points they do not find clear, the exercises for that lesson should be practiced orally in the classroom with books closed and at a normal rate of speech. When a student does not understand you, as will frequently be the case at the beginning of the course, repeat your question or statement at the same rate several times before resorting to slowing down or writing it on the blackboard. The drills have all been prepared in the context of the lessons to facilitate comprehension. With sufficient preparation on the part of the student, he will soon be able to respond to your cues the first time they are given.

In monitoring a student's responses, be acutely aware of every word form, function word, and structure pattern. Remember that he was quite able to "get along" before he entered the course. If your training is to be of any value to him, you must demand perfect responses. A response which has had to be supplemented or corrected should be repeated in its entirety before the next drill item is presented.

In addition to the stress on oral comprehension and the production of patterned speech, *Rapid Review of English Grammar* aims at preparing its students to write paragraphs of clear expository prose. Each homework assignment is planned to give practice in writing the sentence patterns of the lesson in the context of a paragraph. In addition to these homework assignments, frequent dictation and paragraph writing in class, with books closed, are recommended. When correcting papers, the same standards as those suggested for oral responses should be applied. Corrected papers should be carefully copied and, since students sometimes misunderstand corrections, examined for errors.

By the end of the course, each student should have a clear concept of what a paragraph is and should be able to write one on any topic with which he is familiar, using the appropriate verb tenses, number forms, and sequence signals. It must be understood, though, that our aim is clarity, not style. Repetition of a useful sentence pattern is to be encouraged, not discouraged, since it serves to establish that pattern in the language of the writer. Students who must prepare for thesis writing and those who aspire to become literati in their adopted language will require further training in the techniques of advanced rhetoric.

ACKNOWLEDGMENTS. Through the devious process of remembrance of things past, I have come to the conclusion that this book was conceived during a high school sophomore English class under the spell of Myrle Allen, long-time teacher to Hawaiian children, who had an ingenious knack of making grammar seem simple even to the most unlettered. If that be so, it has had an abnormally long gestation. During that time I have had the good fortune to meet, either "live" or in print, many of the great scholars of language teaching and of structural analysis, and many of the most skillful and creative classroom teachers of our day. It is to these people, most of whom must remain anonymous, that I am indebted for whatever of value this book contains.

I wish especially to thank: my professors, Charles C. Fries, Kenneth Pike, Bernard Bloch, Hans Kurath, and Albert Marckwardt, for initiating me into the wonders of linguistic science;

my former colleagues on the teaching staff of the English Language Institute at Michigan, particularly Lois McIntosh, Roy Strozzi, and Maxine Buell, for demonstrating the most inspired classroom techniques and for generously sharing their knowledge of how to master them; my chairman, Helen Brennan, for creating and patiently maintaining the environment essential to the production of such a work; my colleagues at Illinois, for ferreting out the weaknesses in the text and suggesting improvements; and June Rumery, friend, for continuous enthusiastic encouragement and the three best exercises in the book.

Contents

Preface	iii
Lesson I Sentence Patterns with Present Forms of <i>BE</i>	1
1. Present forms of <i>be</i> 2. Uses of <i>be</i> 3. Pronouns used with <i>be</i> 4. Question words: <i>who, what, where</i> 5. Demonstratives 6. Place words 7. Contractions with <i>be</i> 8. <i>A/ an</i> 9. <i>The</i> 10. Names and titles 11. Words which describe 12. Adjective forms for nationalities 13. Sentence patterns defined 14. Statement pattern with the verb <i>be</i> 15. Simple question pattern with <i>be</i> 16. Information question pattern with <i>be</i> 17. Pronunciation helps 18. Punctuation 19. Paragraphing 20. Questions students sometimes ask 21. Exercises 22. Assignments	
Lesson II S-Forms and Uses of <i>DO</i>	13
1. Verb forms 2. Spelling of <i>s</i> -forms 3. Uses of <i>do</i> 4. Object forms of pronouns 5. Question words: <i>whom, when</i> 6. Connectives and sequence signals 7. Phrases defined 8. Place phrases 9. Time phrases 10. Prepositions determined by the preceding word 11. Two-word verbs 12. Motion toward a place 13-18. Sentence patterns for present tense 19. Pronunciation helps 20. Punctuation 21. Questions students sometimes ask 22. Exercises 23. Assignments	
Lesson III Ing-Forms and the Present Continuous; the Expletive <i>THERE</i>	27
1. Ing-forms 2. Spelling of ing-forms 3. Possessive forms of pronouns 4. <i>Whose</i> 5. <i>There</i> in subject position 6. Prepositions in place phrases 7. Two-word verbs 8-11. Sentence patterns for present continuous tense 12. Verbs not used in progressive tenses 13. Sentence patterns with expletive <i>there</i> 14. Pronunciation helps 15. Punctuation 16. Common errors to avoid 17. Exercises 18. Assignments	
Lesson IV Time, Place, and Frequency	37
1. Numbers 2. Telephone calls 3. Addresses 4. Prepositions in time phrases 5. Dates 6. Telling time 7. Days, months, seasons 8. U.S. money 9. Simple mathematical terms 10. Two-word verbs 11. Adverbs of frequency 12. Positions of adverbs of frequency 13. Positions of time and place expressions 14. Pronunciation helps 15. Punctuation 16. Common errors to avoid 17. Exercises 18. Assignments	
Lesson V Countables and Uncountables: The Problem of Number	51
1. Countable and uncountable: the forms of nouns 2. Two way nouns 3. Plural forms of nouns 4. Spelling of regular plural forms 5. Foreign plural forms 6. Irregular plural forms 7. Countables without plural forms 8. Nouns never used with singular verb forms 9. Some uses of <i>the</i> 10. Where not to use <i>the</i> 11. <i>No</i> and <i>none</i> 12. <i>Some</i> and <i>any</i> 13. Small quantities 14. Large quantities 15. Quantity terms as pronouns 16. <i>Of</i> with identified nouns 17. Reflexive pronouns 18. Two-word verbs 19. A pattern with <i>go</i> 20. Pronunciation helps 21. Punctuation 22. Exercises 23. Assignments	

Lesson VI Four Ways to Express Future Activity	67
1. <i>Will</i> 2. Contractions with <i>will</i> 3. Some ways to express time 4. <i>Then</i> 5. <i>You</i> , indefinite 6. Question words: <i>which</i> 7. Possessive forms of nouns 8. Position of apostrophe 9. Apostrophe forms of time expressions 10. Apostrophe forms expressing measure 11. Miscellaneous apostrophe forms 12. Phrases that indicate future time 13. More place phrases 14. The importance of <i>the</i> again 15. Phrases that modify 16. Verb phrases 17. Present pattern with future meaning 18. Clauses 19. Time clauses 20-22. Sentence patterns expressing future time 23. Summary of sentence patterns 24. Pronunciation helps 25. Punctuation 26. Questions students sometimes ask 27. Exercises 28. Assignments	
Lesson VII Patterns with Past Forms; <i>WHILE</i> and <i>WHEN, AGO</i>	81
1. Past forms of regular verbs 2. Spelling of regular past forms 3. Past forms of irregular verbs 4. <i>Do</i> and <i>be</i> as function words 5. <i>Ago</i> 6. <i>In, at, on</i> again 7. <i>Of</i> for part or origin 8. One of many 9. <i>Of</i> for possession 10. <i>Was going to</i> 11. Time clauses: <i>while, when</i> 12-14. Sentence patterns with past tense 15. Statements about unfulfilled plans 16. Pronunciation helps 17. Exercises 18. Assignments	
Lesson VIII <i>USED TO; HAVE TO; Impersonal IT</i>	95
1. Nouns that modify nouns 2. <i>Until</i> 3. <i>For</i> 4. Infinitives defined 5. <i>Very/ too/ enough</i> 6. Modification of adjectives 7. Accompaniment 8. Clauses that modify nouns 9. Past custom 10. Sentence patterns for past customary action 11. Necessity 12. Sentence patterns with <i>have to</i> 13. Patterns with the function word <i>it</i> 14. Pronunciation helps 15. Exercises 16. Assignments	
Lesson IX Compound Sentence Patterns; the Past Continuous; Tag Questions	107
1. <i>Each/ every/ all</i> 2. Compound words 3. <i>Any</i> again 4. <i>One</i> 5. <i>Other</i> 6. Clauses that modify nouns 7. The conversation question 8. New sentence patterns for compound sentences 9. Compound sentences with <i>so</i> and <i>neither</i> 10-13. Past continuous action 14. Pronunciation helps 15. Punctuation 16. Exercises 17. Assignments	
Lesson X Two-Word Verbs; Indirect Address; Tense Sequence	121
1. Two-word verbs: separable and inseparable—fifty common two-word verbs 2-3. Question phrases 4. Indirect objects 5. <i>Say/ tell/ talk/ speak</i> 6. Clauses as objects 7. Position of place and time elements 8. Tense sequence 9. Word order of noun modifiers 10. Punctuation 11. Exercises 12. Assignments	
Lesson XI The Modal Auxiliaries	137
The modal auxiliaries: 1. <i>Can</i> 2. <i>Could</i> 3. <i>May</i> 4. <i>Might</i> 5. <i>Must</i> 6. <i>Ought</i> 7. <i>Shall</i> 8. <i>Should</i> 9. <i>Will</i> 10. <i>Would</i> 11-14. Sentence patterns with modal auxiliaries 15. Pronunciation helps 16. Questions students sometimes ask. Summary chart of modal auxiliaries and related idioms. 17. Exercises 18. Assignments	
Lesson XII Directions, Instructions, Suggestions; Order of Modifiers	153
1. Function words of place or position 2. Function words of direction 3. <i>On time</i> 4. <i>Interested in</i> 5. Words that sometimes get confused 6. Modifiers of compound words 7. <i>Else</i> 8. Order of noun modifiers 9. Giving directions or instructions 10. Making requests 11. Making suggestions including the speaker 12. Extending invitations 13. Exercises 14. Assignments	

CONTENTS

ix

Lesson XIII The Uses of Infinitives	163
<p>Infinitives: 1. Not in <i>V</i> position 2. In <i>S</i> position 3. Displaced subjects 4. Infinitive subjects with subjects 5. Infinitives in <i>O</i> position 6. Infinitive objects with subjects 7. Choice of pattern 8. Infinitive phrases 9. In compound sentences 10. As modifiers 11. Exercises 12. Assignments</p>	
Lesson XIV Question and Answer Patterns with <i>HOW</i>	173
<p>1. <i>Depend on</i> 2. <i>By a certain time</i> 3. Appositives 4. <i>Be used to</i> 5. <i>Get used to</i> 6. <i>Be used to/ get used to vs. used to</i> 7. <i>How</i> 8. Transportation or communication 9. Action 10. Condition 11. Instrument/ equipment/ technique 12. Manner 13. Adverbs of manner 14. Adjectives in <i>-ly</i> 15. Positions of adverbs of manner 16. Question phrases with <i>how</i> 17. Responses to <i>how often</i> 18. Punctuation 19. Exercises 20. Assignments</p>	
Lesson XV The Uses of Ing-Forms	183
<p>1. Relational words 2. Ing-forms in <i>S</i> position 3. Ing-form subjects with subjects 4. Ing-forms in <i>O</i> position 5. Ing-form objects with subjects 6. Verbs followed by ing-form objects 7. <i>Stop/ forget/ remember</i> 8. Sense perception verbs 9. Ing-form phrases 10. Ing-forms as modifiers 11. Meanings of ing-form modifiers 12. Ing-forms in time phrases 13. Ing-forms after prepositions 14. Pronunciation 15. Punctuation 16. Exercises 17. Assignments</p>	
Lesson XVI Forms and Patterns for Comparison	197
<p>Comparison: 1. Complete sameness 2. Similarity in many respects 3. Similarity in one respect 4. Modification of similarity terms 5. General statements of difference 6. Modification of terms of general difference 7. Two things which differ 8. Double comparative structure 9. Three or more things which differ 10. Irregular forms 11. Absolutes 12. Problems with comparison 13. Exercises 14. Assignments</p>	
Lesson XVII Types and Uses of Dependent Clauses	207
<p>Dependent Clauses: 1. Classification 2. Clauses as subjects 3. Clauses as complements 4. Clauses as objects 5. Verbs which frequently have clause objects 6. The difference between <i>wish</i> and <i>hope</i> 7. <i>Demand/Suggest</i> 8. Clauses as modifiers 9. Possessives and modifying clauses 10. Terminology 11. Pronunciation helps 12. Punctuation 13. An error to avoid 14. Exercises 15. Assignments</p>	
Lesson XVIII The Causative Verbs; Cause and Result	217
<p>1. One-way words 2. <i>Insist on</i> 3. <i>All ready/ already</i> 4. <i>Why/ what... for?</i> 5. The causative verbs: <i>have/make/get</i> 6. Sentence patterns expressing causation 7. <i>Let</i> 8. <i>Help</i> 9. A limited causative pattern 10. Cause-result relationships 11. Result/reason 12. <i>Because of</i> 13. Result/purpose: <i>for/to/in order/so that</i> 14. A colloquial pattern with <i>so</i> 15. <i>So (adj/adv) that</i> 16. <i>Such (modifiers + noun) that</i> 17. Illogical or unexpected result 18. <i>Although/ even though</i> 19. <i>In spite of</i> 20. <i>But... anyway</i> 21. Punctuation 22. Exercises 23. Assignments</p>	

Lesson XIX	The Conditional: IF; <i>WHETHER</i> ; <i>UNLESS</i>	231
	1. <i>If</i> -clauses 2. Future conditional 3. Present conditional 4. Past conditional 5. Reversed order of clauses 6. Modal auxiliaries in <i>if</i> -clauses 7. <i>Whether... or not</i> 8. Another use of <i>whether</i> 9. <i>Unless</i> 10. Punctuation 11. Exercises 12. Assignments	
Lesson XX	The Passive Voice	239
	1. Troublesome function words 2. Some function words determined by the preceding word 3. The passive voice 4. Word-order patterns with passives 5. When to use the passive voice 6. Past participles as modifiers 7. Exercises 8. Assignments	
Lesson XXI	Patterns and Uses of the Present Perfect Tenses	247
	1. The Present Perfect Tenses. A-Continuous: 1. The verb phrase 2. Contractions 3. Meaning, emphasis, and implication 4. Time expressions 5-6. Sentence patterns 7. Verbs not used in present continuous 8. Summary and comparison of continuous tenses. B-Completed: 1. The verb phrase 2. Contractions 3. Meaning and emphasis 4. Time expressions 5-6. Sentence patterns 7-8. Choosing a tense 9. Adverbs of frequency 10. Pronunciation helps 11. Exercises 12. Assignments	
Lesson XXII	Patterns and Uses of the Past Perfect Tenses	259
	The Past Perfect Tenses. A-Continuous: 1. The verb phrase 2. Contractions 3. Meaning and emphasis 4. Time expressions 5. Expression of "other" action 6. Graphic representation of past perfect continuous 7. In time clauses 8. Modal auxiliaries 9. Verbs not used in continuous tenses 10. Comparison of perfect continuous tenses 11. Sentence patterns. B-Completed: 1. The verb phrase 2. Contractions 3. Meaning 4. Time expressions 5. Expression of "other" action. 6. Past perfect in indirect discourse 7. Sentence patterns 8-10. Choosing a tense 11. Pronunciation helps 12. Exercises 13. Assignments	
Lesson XXIII	Patterns and Uses of the Future Perfect Tenses	271
	The Future Perfect Tenses. A-Continuous: 1. The verb phrase 2. Contractions 3. Meaning and emphasis 4. Time expressions 5. Graphic representation 6. Comparison of future continuous and future perfect continuous 7. Sentence patterns. B-Completed: 1. The verb phrase 2. Contractions 3. Meaning 4. Time expression 5. Graphic representation 6. Choosing a tense 7. Sentence patterns 8. Pronunciation helps 9. Exercises 10. Assignments	
Lesson XXIV	Summary and Review	279
	1. Review of verb tenses 2. Some new adverbs 3. Review of time expressions 4. Modifiers of two-word verbs 5. Question words and clause connectors 6. Pronunciation helps 7. Punctuation 8. Exercises 9. Assignments	
Appendix I	Cumulative Review Drills	286
Appendix II	Review Exercises for Writing	303
Appendix III	Spelling Patterns	305
Appendix IV	Summary of Rules for Punctuation	306
Index	308

Lesson I

Sentence Patterns with Present Forms of BE



This is Mr. William Allen. He's a professor. He's tall. He's handsome. He's clever.

He's well. He's American. He's an American professor. He is here.



That's Mrs. Allen.
She's there.



This is Mrs. Allen. She's a housewife. She's an instructor. She is thin. She is pretty.

She's ambitious. She's healthy.



These are students. They're here. They're foreign. They are young. They're diligent.



Those are students.
They're there.



This is Jack. He's twenty-one. He isn't a foreign student. He's an American student.

He is not well. He is sick.

This is a lesson. It's an English lesson. Professor Allen is the teacher. He's a good teacher. Those are foreign students. They are foreign students. They're well. They're busy. They're good students.

1 PRESENT FORMS OF BE

	Singular	Plural
1	am	
2		are
3	is	

- 2 USES OF BE.** The present forms of *be* express facts about the present or all-time truths. We do not distinguish between now and all the time when we use the verb *be*. For example, we say "I am hungry" (now) and we also say "The world is round" (all the time).

In English *be* is used to express some situations which are expressed by different verbs—or by no verb at all—in other languages. *Be* is always expressed in these situations in English.

- | | |
|--|---|
| <p>a. PROFESSION, TRADE, OCCUPATION
Mr. Allen is a professor.
Mrs. Allen is a housewife.</p> <p>b. NATIONALITY
Mr. Allen is American.
George is Greek.</p> <p>c. SIZE AND SHAPE
Mr. Allen is tall.
Mrs. Allen is thin.
The class is small.</p> <p>d. AGE
Jack is twenty-one.</p> | <p>e. CHARACTERISTICS
Mr. Allen is clever.
Mrs. Allen is ambitious.</p> <p>f. CONDITION
Jack is sick.
Mr. Allen is well.</p> <p>g. PLACE
The students are here.
Mr. Allen is there.</p> <p>h. COLOR
This page is white.</p> |
|--|---|

3 PRONOUNS USED WITH BE¹

a.

	Singular	Plural
1	I	we
2		you
3	he she it	they

- b. Never use a #3 pronoun without first mentioning the person or thing to which it refers.
Example: Jack is an American student.
He is sick.
- c. Repeat the pronoun each time when making several statements about the same person or thing. This is necessary to complete the sentence pattern.


4 QUESTION WORDS²

- Who* asks about a person or persons.
What asks about a thing or things.
Where asks about a place or places.

¹These are called subject pronouns. They are also sometimes referred to as nominative case pronouns.

²Also called interrogatives

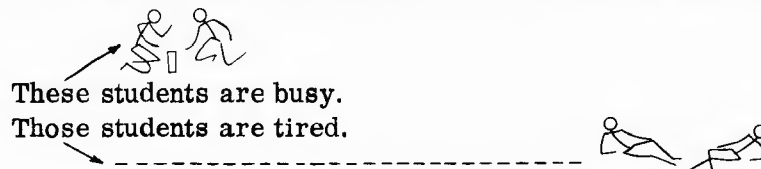
5 DEMONSTRATIVES³

	<u>Singular</u>	<u>Plural</u>
	this	these
	that	those

This and *these* refer to people or things close to the speaker.

That and *those* refer to people or things which are some distance from the speaker and can be pointed to.

Demonstratives are used when the persons or things being referred to are present and are being pointed to or indicated in some way. They stand alone in the subject position in a sentence (see Sentence Patterns). They are also used before nouns in the modifying position.



6 PLACE WORDS⁴



Here is where the speaker is.



There is any other place which can be pointed to, or another place previously mentioned in the conversation.

Demonstratives and Place Words are relative terms. *Here* can mean in this room, in this city, in this country, on earth, etc. *There* can mean in another part of the room or in another city, country, or continent. The limits of *this* and *that*, *here* and *there* are determined by the context.

7 CONTRACTIONS WITH BE. In speech and in all writing except the most formal we usually combine the forms of *be* with other words to make contracted forms.

a. WITH PRONOUNS

	Singular		Plural
1	I'm		we're
2	← you're →		
3	he's she's it's		they're

These are never used as the last word in a sentence.

b. WITH NOT

	Singular		Plural
1			
2	← aren't →		
3	isn't		

Am is not combined with *not*.

c. WITH QUESTION WORDS, DEMONSTRATIVES AND PLACE WORDS

who's	that's
what's	here's
where's	there's

These words are not usually combined with *are* in writing (see Pronunciation Helps).

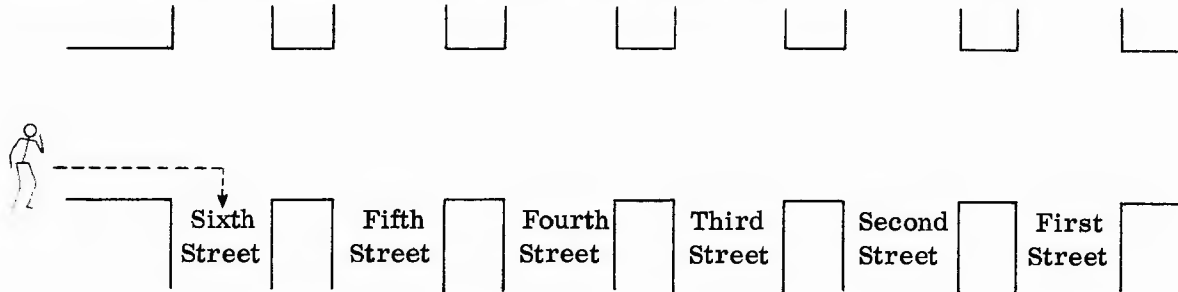
³ Also called demonstrative pronouns

⁴ Also called adverbs

- 8 **A/AN.**⁵ *A* and *an* are two forms of the same word. It means *one*. Most singular nouns are preceded by *a* or *an*. *One* is used before nouns only when in contrast with two or more, as in the sentence "I have three cigarettes but only one match"—or in other situations when it is important to emphasize the number.

Rules	Examples	
<i>a</i> before a word which begins with a consonant sound ⁶	a professor a student	a housewife a university
<i>an</i> before a word which begins with a vowel sound ⁶	an author an instructor	an honor an umbrella

- 9 **THE.**⁷ There are many problems about the use of *the*. Students who do not have a similar word in their languages often feel that it is impossible or unimportant to learn how *the* is used. These are false ideas. Many of the uses of *the* can be generalized and easily learned. Besides, *the* can be very important. Consider the case of the student who was told to turn right at First Street, and who turned right at the first street, which was Sixth Street. He didn't arrive at the reception until the other guests were ready to leave.



We will discuss and practice various uses of *the* throughout the course. For this lesson it is sufficient to remember that *the* is used before a noun to indicate that there is only one of something.

the sun	the president of the university
the moon	the captain of the football team
the universe	the richest man in the world

Mr. Allen is the teacher of this class. (This class has only one teacher.)

⁵Sometimes called the indefinite article

⁶For definitions of the terms *consonant* and *vowel* see Pronunciation Helps.

⁷Sometimes called the definite article

10 NAMES AND TITLES.

Title	Given Name	Family Name	
Mr.	William	Allen	No title is used before a given name when the family name is not mentioned.
Mr.	-----	Allen	
---	William	-----	
Mrs.	William	Allen	In social situations a married woman uses her husband's given name.
Mrs.	Ruth	Allen	
Mrs.	----	Allen	On legal documents she uses her own given name.
----	Ruth	-----	
Miss	Betty	Allen	<i>Miss</i> is used for a woman who has never been married.
Miss	-----	Allen	
----	Betty	-----	

11 WORDS WHICH DESCRIBE.⁸ Many different kinds of words describe. There is no sure way that we can tell from the form of a word that it is a describing word. There are some patterns that recur frequently, however.

Some end in <i>y</i>	Some end in <i>ious</i>	Some end in <i>ent</i>	Some do not fit a pattern
pretty happy wealthy healthy busy	ambitious nutritious delicious religious anxious	diligent patient different excellent	tall good thin sick young well clever comfortable

12 ADJECTIVE FORMS FOR NATIONALITIES

Many end in <i>n</i>	Many end in a sibilant sound ⁹	Some do not fit a pattern
American Belgian Indian Iranian Hungarian German Korean Brazilian Colombian	English Turkish Danish French Dutch Japanese Swiss	Greek Yugoslav Israeli Arabic Thai

⁸Most words which describe are called adjectives.








⁹For an explanation of *sibilant sounds* see Pronunciation Helps.

13 SENTENCE PATTERNS. The sentence pattern is the basic unit of written English. We don't always talk in sentences. Sometimes when people ask us questions we just smile, or point, or shake our heads. Sometimes we answer with one word, such as *here* or *there* or *American* or *twenty-one*. These are responses but they aren't sentences. When we write in English, whether to give information or to ask for it, we write in sentences. It is necessary to learn the basic sentence patterns of English in order to be able to write intelligibly.

There are three main types of sentences: statements, simple questions, and information questions. Statements give information. Simple questions ask for an affirmative or negative (*yes* or *no*) answer. Information questions ask for more information. Almost everything that you read in English is composed of one or more of these types of sentences.¹⁰ All three types occur in both affirmative and negative patterns, but some types are much more frequently affirmative.

The basic patterns of sentences in which a present form of *be* is the main verb are listed on the following pages. The headings show the formula for each type of sentence; the examples below show the possible variations. Note that there are only a few examples of information questions in the plural. *Who*, *what*, and *where* are regularly followed by singular verb forms except when a plural noun or pronoun or two or more names follow the verb.

14 STATEMENT PATTERN

SUBJECT		VERB	COMPLEMENT			
DEMONSTRATIVE NAME OR PRONOUN		<i>BE (NOT)</i>	ARTICLE	ADJEC-TIVE	NAME OR NOUN	PLACE
1 This		is			Mr. Allen.	
2 This		isn't			Dr. Jones.	
3 Mr. Allen		is	a		professor.	
4 He		isn't	a		doctor.	
5 He's			an	English	teacher.	
6 He's		not	a	French	teacher.	
7 He's				tall.		
8 He's		not		short.		
9 He's						there.
10 He's		not				here.
11 Those		are			textbooks.	
12 They		aren't			comics.	
13 They		are		old	textbooks.	
14 They're		not		new	textbooks.	
15 They're				old.		
16 They're		not		new.		
17 They're						 there.
18 They're		not				here.

¹⁰ The notable exceptions are directions or instructions, and suggestions, both of which are discussed in Lesson XII. Advertisements are also often exceptions, but we are not concerned with them in this course.

15 SIMPLE QUESTION PATTERN

VERB	SUBJECT		COMPLEMENT				RESPONSE
	BE (NOT)	DEMONSTRATIVE NAME OR PRONOUN	ARTICLE	ADJECTIVE	NAME OR NOUN	PLACE	
1 Is		that			Mr. Allen?		Yes, it ¹¹ is.
2 Isn't		that			Dr. Jones?		No, it isn't.
3 Is		Mr. Allen	a		professor?		Yes, he is.
4 Isn't		he	a		doctor?		No, he isn't.
5 Are		you	a	foreign	student?		Yes, I am.
6 Isn't		George	a	foreign	student?		Yes, he is. ¹²
7 Is		Mrs. Allen		American?			Yes, she is.
8 Isn't		George		Greek?			Yes, he is.
9 Is		Jack				there?	No, he isn't.
10 Isn't		Jack				there?	No, he isn't.
11 Are		those			textbooks?		Yes, they are.
12 Aren't		those			comics?		No, they're not.
13 Are		they		old	textbooks?		Yes, they are.
14 Aren't		they		old	textbooks?		Yes, they are.
15 Are		Mr. & Mrs. Allen		American?			Yes, they are.
16 Aren't		they		young?			Yes, they are.
17 Are		they				here?	No, they aren't.
18 Aren't		they				here?	No, they're not.

16 INFORMATION QUESTION PATTERN

QW	VERB	COMPLEMENT				RESPONSE
	BE (NOT)	ARTICLE	ADJECTIVE	DEMONSTRATIVE NAME, NOUN OR PRONOUN	PLACE	
1 Who	is			Jack?		An American student.
2 What	is			this?		A textbook.
3 Where	is			George?		There.
4 Who	is	a		professor?		Mr. Allen.
5 What	is	an		instructor?		A teacher.
6 Who	is	a	foreign	student?		George.
7 Who	isn't	a	foreign	student?		Jack.
8 Who	is	a	busy	person?		Mrs. Allen.
9 Who	is		sick?			Jack.
10 Who	isn't		American?			George.
11 Who	is				there?	George.
12 Who	isn't				here?	Mrs. Allen.
13 What	are			these?		Textbooks.
14 Who	are			they?		Foreign students.
15 Where	are			Mr. & Mrs. Allen?		Here.
16 What	are		foreign	students?		Students from other lands.

¹¹When the subject of a question is *this* or *that* the answer is *it*, even when a person is indicated. See VIII, 13, d.

¹²Notice that the answer to a negative question is not always negative. A short response is always all affirmative or all negative. We never say, "Yes, he isn't."

17 PRONUNCIATION HELPS

- a. **VOWEL SOUNDS.** You have probably learned that the vowels are *a, e, i, o, u* and sometimes *y*. These are the letters which usually represent vowel sounds, but there are many more than six vowel sounds in English. Vowel sounds are the sounds produced when the vocal cords vibrate and the air escapes from the mouth without being stopped (as for *p* or *k*) or squeezed (as for *f* or *s*) in any way. Examples of vowel sounds are:

The sound represented by *a* in *at*
 The sound represented by *e* in *be*
 The sound represented by *i* in *it*

- b. **CONSONANT SOUNDS.** All the sounds which are not called vowel sounds are called consonant sounds. Examples of consonant sounds are:

The sound represented by *l* in *lesson*
 The sound represented by *m* in *man*
 The sound represented by *s* in *see*

- c. **SIBILANT SOUNDS.** Sibilant sounds are consonant sounds which are characterized by a noise which is called hissing. There are six sibilant sounds in English. They are:

The first sound in *sing*
 The first sound in *zoo*
 The first sound in *shirt*
 The middle consonant sound in *measure*
 The first and last sounds in *church*
 The first and last sounds in *judge*

- d. **A/AN.** The usual pronunciation of *a* when it precedes a noun is a central vowel sound which phoneticians write /ə/. Listen to your instructor's pronunciation and imitate it. *An* is pronounced with the same vowel sound.
- e. **THE.** Many speakers of English pronounce *the* in two different ways, depending upon what follows it. *The* rhymes with *a* (/ə/) when it is followed by a word beginning with a consonant sound. *The* rhymes with *be* when it is followed by a word beginning with a vowel sound.
- f. **NAMES FOLLOWED BY IS.** Although we write contractions *he's* and *she's*, we don't usually write contractions with names. However, we often omit the vowel sound of *is* when it follows a name.

Mr. Allen is... sounds like *Mr. Allenz*
 Jack is... sounds like *Jacks*

- g. **NAMES AND QUESTION WORDS FOLLOWED BY ARE.** *Are* is usually pronounced like *her* without the *h* when it follows names and question words. It is not usually stressed.

Mr. and Mrs. Allen are here.	<i>Mr. and Mrs. Allen-er here.</i>
Who are they?	<i>Who-er they?</i>
What are they here for?	<i>What-er they here for?</i>
Where are they from?	<i>Where-er they from?</i>

- h. *ISN'T*. Although we remove a vowel when we make a contraction from *is not*, we add a vowel sound when we pronounce it, but in a different place.

isn't sounds like *izint*

- i. *THIS AND THESE*. These two words differ from each other in two ways. Their vowel sounds are different and their final sibilant sounds are different. Be sure to make both of these differences in your pronunciation. Your instructor will help you hear them.
- j. *THEY'RE/THERE*. *They're* and *there* are pronounced in the same way. When they occur together in a sentence, however, they don't sound exactly alike because one is stressed and the other isn't, and stress changes the pronunciation of words somewhat. Which one of the words is stressed depends upon the situation in which they are used. Your instructor will help you hear the difference.

18 PUNCTUATION

Notice the circled capital letters and marks of punctuation in the following sentences.

- Mr. William Allen is a professor.
- Is Mrs. Allen a professor?
- No, she isn't. She's an instructor.
- Is Miss Brown an instructor?
- No, she's a student.
- This is an English class.
- The teacher is Professor Allen.

a. CAPITALS

The first word of every sentence begins with a capital (large) letter.

All titles begin with capital letters.

All names¹³ begin with capital letters.

Adjective forms derived from the names of nations begin with capital letters.

b. APOSTROPHES

Every contraction contains an apostrophe (') in the place where one or more letters have been left out.

c. PERIODS

Every statement is followed by a period (.).

Most abbreviations are followed by periods (*Mr.*, *Mrs.*, *Dr.*).¹⁴

d. COMMAS

A comma (,) follows *yes* or *no* in a short or long response.

e. QUESTION MARKS

Every question is followed (not preceded) by a question mark (?).

¹³Sometimes called proper nouns

¹⁴An abbreviation is a short way of writing something. Abbreviations are standard forms; you cannot invent them. Some short forms such as *TV* and *UN* are not abbreviations. They are pronounced as they are written and they are not followed by periods.

19 PARAGRAPHING

A paragraph is a sequence of sentences about one topic. One way to indicate a paragraph is to indent the first sentence. To indent means to start writing a few spaces to the right of the left-hand margin. There are five paragraphs on page one of this lesson. This is a paragraph. It is a sequence of six sentences about the topic of paragraphing, and the first sentence is indented.

20 QUESTIONS STUDENTS SOMETIMES ASK

- a. Is it really correct to use contractions? Are they good English?

Yes, they are very good English and they are much more generally used than the long forms.

- b. Is it better to say *he's not* or *he isn't*?

It doesn't make any difference which you use because they both mean exactly the same thing. Some people use *he's not* when they want to emphasize the *not* and *he isn't* at all other times.

- c. Why is *professor* sometimes written with a capital initial and sometimes with a small one?

When the word *professor* stands before a name it is a title, as in *Professor Allen*. In all other positions it is an ordinary common noun and is not capitalized.

- d. Must a simple question always be answered *yes* or *no*?

No, but it is the usual practice and a good one to adopt. Note that in English it is impossible to say *yes* followed by a negative statement. It is also impossible to say *no* followed by an affirmative statement.

21 EXERCISES

- a. Complete the following sentences. In each case use the words from the preceding sentence, making only the necessary changes in word forms and structure patterns.

- | | |
|---------------------------------------|--------------------------|
| 1. We are students. | 11. chemists. |
| 2. They | 12. He |
| 3. Mr. Wong | 13. He and I |
| 4. Maria | 14. I |
| 5. I | 15. Mrs. Allen |
| 6. a teacher. | 16. a scientist. |
| 7. Mr. Smith. | 17. They |
| 8. Miss Bailey | 18. We. |
| 9. Mr. Smith and Miss Bailey. | 19. I |
| 10. They | 20. He |

- b. Repeat exercise a, using contractions of *be* where possible.
- c. Complete each of the following with an appropriate describing word.

1. This room is (size)
2. It is (shape)
3. It is (color)
4. It is (condition) light, dark, comfortable, etc.
5. It is (temperature) hot, cold, warm, etc.

6. Mr. Allen is (nationality)
7. He is (size)
8. He is (condition of health)
9. He is (condition of finances)
10. He is (a characteristic of personality)

11. George is (nationality)
12. He is (age)
13. He is (condition of health)
14. He is (a characteristic of personality)
15. He is (occupation)

- d. Tell the following things about yourself.

1. profession or occupation
2. age
3. nationality
4. personality characteristics
5. condition of health

- e. Complete the following statements, being careful to use the correct title in each case. Use the order of names which is used in English.

1. My name is
2. My father's name is
3. My mother's name is
4. My adviser's name is
5. My English teacher's name is

- f. Following is a list of words. They are all names of things which are in this room. Put *a* or *the* before each word, whichever is appropriate.

- | | | |
|------------|------------|--------------|
| 1. student | 6. teacher | 11. radiator |
| 2. book | 7. pen | 12. light |
| 3. floor | 8. ceiling | 13. eraser |
| 4. window | 9. seat | 14. notebook |
| 5. door | 10. desk | 15. pencil |

g. Make negative statements to oppose the following affirmative ones.

Example: George is Greek.

He isn't American.

- | | | |
|------------------------|----------------------|-------------------------------|
| 1. Mr. Allen is tall. | 6. You're happy. | 11. This lesson is easy. |
| 2. Jack is sick. | 7. You're ambitious. | 12. This room is comfortable. |
| 3. Mrs. Allen is thin. | 8. You're clever. | 13. These seats are hard. |
| 4. George is young. | 9. You're well. | 14. The windows are large. |
| 5. I'm wealthy. | 10. You're patient. | 15. The door is closed. |

h. Tell your nationality. Use the adjective forms for nationalities.

i. Introduce the student sitting next to you to the class. Tell his nationality. Use the adjective forms for nationalities.

j. Change the following statements to simple questions.

- | | |
|--------------------------------------|--|
| 1. This is an English lesson. | **6. <u>The room</u> is large (small). |
| **2. <u>It's</u> easy. | **7. <u>The radiator</u> is hot (cold). |
| *3. <u>Mr. Allen</u> is the teacher. | 8. <u>The blackboards</u> are clean (dirty). |
| *4. <u>The students</u> are foreign. | **9. <u>The chalk</u> is white. |
| *5. <u>The teacher</u> is American. | **10. <u>The ceiling</u> is high (low). |
| | *11. <u>George</u> is twenty. |
| | **12. He is <u>here</u> . |
| | *13. <u>Jack</u> is twenty-one. |
| | **14. He is <u>there</u> . |
| | *15. <u>He's</u> sick. |

k. Make information questions from the items marked *
Substitute question words for the underlined words.¹⁵

l. Make information questions from the items marked **

m. Make information questions from the items marked ***

n. Combine exercises k, l, and m.

22 ASSIGNMENTS

- Write a paragraph about a friend of yours. Use only the sentence patterns in Lesson I. Be sure to indent your paragraph and to punctuate it carefully.
- Draw a very simple sketch of some object which you see every day, such as a textbook, a slide rule, or a pen. Write a paragraph about it. Use only the sentence patterns in Lesson I.
- Write five simple questions to ask your classmates using the present forms of *be*.
- Write five information questions to ask your classmates. Use only the sentence patterns in Lesson I.

¹⁵ To the Drill Instructor: This type of drill exercise can be done orally without the use of books if you raise your hand while pronouncing the underlined words.

Lesson II

S-Forms and Uses of DO



Jack lives in a dormitory. He gets up at seven o'clock in the morning. He eats breakfast at seven-thirty. He goes to class at eight o'clock. He studies in the library in the afternoon. He does homework assignments and he watches TV in the evening. He goes downtown on Saturdays and he goes to the movies on Saturday nights. He goes to church on Sundays.



Bill doesn't live in a dormitory; he has a private room. He doesn't have classes in the morning on Tuesdays and Thursdays. On those days he sleeps until nine o'clock. He doesn't like movies but he likes concerts. He listens to music on the radio at night.



Jack doesn't know Bill but he sees him every day. They are in the same chemistry class. Betty Allen is in that class too. She knows them both and they know her. They work in the same laboratory. It is a large sunny laboratory and they like it very much.

1 **VERB FORMS.** In Lesson I we learned about present forms of *be*. We learned that those forms express present facts and all-time truths. Other English verbs do not have as many forms as the verb *be*, nor are their uses in respect to time the same as those of *be*.

Other verbs have what we will call **SIMPLE FORMS**,¹ because they have no special endings, and **S-FORMS**, which are simply verb forms that end in *s*.² These forms are not used in statements about the present time.³ They are used to express the following:

a. **ALL-TIME TRUTHS**

Mr. and Mrs. Allen speak English.
Bill likes concerts.
Betty knows the boys.

b. **REPEATED ACTIONS**

The students work in the same laboratory.
Jack studies in the library in the afternoon.
Bill sleeps until nine on Thursdays.

c. **CUSTOMS AND HABITS** (these are just two special cases of repeated action)

(custom) Americans eat turkey on Thanksgiving.
(habit) Mr. Allen smokes a pipe.

The *s*-form is used after a singular name or noun, or after one of the pronouns *he*, *she*, or *it*. The simple form is used in all other cases (see Sentence Patterns).

2 **SPELLING OF S-FORMS.**

Rules	Examples								
a. Most <i>s</i> - forms are made by adding <i>s</i> to the simple form of the verb.	<table> <tr><td>get</td><td>gets</td></tr> <tr><td>live</td><td>lives</td></tr> <tr><td>eat</td><td>eats</td></tr> </table>	get	gets	live	lives	eat	eats		
get	gets								
live	lives								
eat	eats								
b. When the simple form ends in <i>o</i> , or in a letter or combination of letters which represent a sibilant sound, such as <i>s</i> , <i>sh</i> , <i>ch</i> , <i>x</i> , or <i>z</i> , <i>es</i> is added to the simple form.	<table> <tr><td>go</td><td>goes</td></tr> <tr><td>do</td><td>does</td></tr> <tr><td>miss</td><td>misses</td></tr> <tr><td>watch</td><td>watches</td></tr> </table>	go	goes	do	does	miss	misses	watch	watches
go	goes								
do	does								
miss	misses								
watch	watches								
c. When the simple form ends in <i>y</i> preceded by a consonant, the <i>y</i> is changed to <i>i</i> and <i>es</i> is added.	<table> <tr><td>study</td><td>studies</td></tr> <tr><td>hurry</td><td>hurries</td></tr> </table>	study	studies	hurry	hurries				
study	studies								
hurry	hurries								
d. <i>Be</i> and <i>have</i> are irregular. ⁴	<table> <tr><td>be</td><td>is</td></tr> <tr><td>have</td><td>has</td></tr> </table>	be	is	have	has				
be	is								
have	has								

¹The simple form of a verb is the form which is listed in the dictionary. Some grammars refer to this form as the infinitive without *to*.

²*S*-forms are often called third person singular present tense indicative.

³For exceptions see III, 12.

⁴When we say that a form is irregular we mean that it does not fit a pattern.

3 *DO* has many uses. They can be summarized as follows:

Uses		Examples
a. ACTION VERB	when followed by certain nouns, particularly <i>work</i> and its compounds	We <i>do</i> homework. Mrs. Allen <i>does</i> housework. Students <i>do</i> assignments.
b. SUBSTITUTE VERB	in questions which ask about action	What do you <i>do</i> for recreation?
c. FUNCTION VERB	placed before the subject to indicate a question placed before <i>not</i> in making negative statements placed before a simple verb to indicate contrast, contradiction and/or emphasis	<i>Do</i> the boys know Betty? Bill <i>does</i> not like movies. Bill <i>doesn't</i> like movies but he <i>does</i> like concerts.

When *do* is used before *not* the two words are usually combined in a contracted form.

do not = *don't* does not = *doesn't*

4 OBJECT FORMS OF PRONOUNS. In Lesson I we learned the forms of the pronouns used with *be*. These forms are also used with other verbs in the subject (before verb) position in a sentence pattern. Pronouns which follow verbs occur in different forms which we will call OBJECT FORMS. These forms are also used after prepositions.

a.

	Singular		Plural
1	me		us
2	←	(you)	→
3	him her (it)		them

b. Never use a #3 pronoun without first mentioning the person or thing to which it refers.

Betty knows the boys.
After verb: She likes them.
After preposition: She studies with them.

c. Notice that the circled forms are the same as those we use in subject position. Only the uncircled ones are special object forms.

d. *It* is used to refer to babies and to animals when the sex is unknown.

e. *She* and *her* used to be used to refer to ships and countries, but *it* is more generally used today.

5 QUESTION WORDS

Whom is the object form of the question word *who*. It is seldom used in conversation except directly after a preposition, as in the question "With whom does Betty work?" A much more common and perfectly acceptable pattern in speech is "Who does Betty work with?"

When asks about time.

6 CONNECTIVES AND SEQUENCE SIGNALS

- a. **AND** is a connective.⁵ It is used to join two (or more) grammatically parallel structures which are closely related in the thought of the speaker or writer.

Two titles: Mr. and Mrs. Allen

Two names: Jack and Bill

Two verbs: Bill studies and sleeps in his room.

Two phrases: Jack reads in the morning and in the evening.

Two sentence patterns: Jack goes downtown on Saturdays and he goes to the movies on Saturday nights.

- b. **TOO** is sometimes added at the end of such a sentence. It means *also* and it is used for emphasis.

Betty knows Jack and she knows Bill too.

It is sometimes placed at the end of a simple sentence⁶ to indicate that that sentence is related, in an additive way, to the sentence which precedes it.

Jack and Bill are in the same chemistry class.

Betty Allen is in that class too.

Do not confuse this word with *to* or *two*.

- c. **BUT** is a connective which expresses contrast. It frequently connects an affirmative sentence pattern and a negative sentence pattern.

Bill doesn't like movies but he likes concerts.

Jack doesn't know Bill but he sees him every day.

- d. When two sentence patterns are joined by a connective the result is one *compound sentence* and it is punctuated as one sentence.

- 7 PHRASES.** The word *phrase* is used in different ways by different people. At this time we will use it to refer to any group of two or more words which is used as a single unit in a sentence,⁷ that is, a group of words which performs a single function, such as to tell the time when an action occurred, or the place where it occurred.

⁵ A connective is simply a word which connects. Connectives are also called conjunctions. *And* and *but* are called coordinating conjunctions because they connect sentence parts which are equal.

⁶ A single sentence pattern

⁷ Later we will discuss other word groups called clauses.

8 PLACE PHRASES. In Lesson I we learned two place words, *here* and *there*. Place is often expressed by a phrase. A place phrase has the following pattern:

a.

PREPOSITION	(ARTICLE) ⁸	(ADJECTIVE) ⁸	NOUN
at			home
in	a		dormitory
in	the	sunny	laboratory
on	the		floor
near	the		door

b. Sometimes place is expressed by two phrases, one following the other.

on the floor near the door

9 TIME PHRASES. Time is often expressed by a phrase. Many time phrases have the following pattern:

a.

PREPOSITION	(THE) ⁸	DAY, PART OF DAY, HOUR (O'CLOCK)
in	the	morning
in	the	afternoon
in	the	evening
at		noon
at		seven-thirty
at		night
on		Monday
on		Saturday nights

The particular preposition and the presence or absence of *the* are governed by the word or words which follow. These are standard phrases; the prepositions can not be changed.

b. The *s* ending on *Saturdays* and *Saturday nights* indicates that the action occurs regularly. We often add *s* to days of the week and to some other time words.

on Thursdays	on week ends	on holidays	on week days
--------------	--------------	-------------	--------------

c. Another kind of time phrase expresses regularity by the word *every*. This kind of time phrase is not introduced by a preposition.

every day	every afternoon	every week	every year
-----------	-----------------	------------	------------

d. Sometimes time is expressed by two phrases, one following the other.

at seven-thirty in the morning	at four-thirty every afternoon
--------------------------------	--------------------------------

⁸The parentheses indicate that these parts are not present in all phrases.

10 PREPOSITIONS DETERMINED BY THE PRECEDING WORD. In the time and place phrases above, the prepositions are determined by the words that follow them. There are many prepositions which are determined by the words which precede them. The word (it may be a noun, a verb, or an adjective) and its associated preposition should be learned as a unit. *Listen to* is such a unit. Others are listed in XX, 2.

11 TWO-WORD VERBS. There are many actions and situations which are expressed by phrases consisting of a verb followed by a function word (a preposition or an adverb). When a verb-plus-function-word combination expresses an action which is different from the action expressed by the verb alone, the phrase is called a two-word verb. *Get up* is a two-word verb which means arise from one's bed. *Gets up* is the s-form. Two-word verbs are discussed more fully in X, 1.

12 MOTION TOWARD A PLACE. Some verbs—such as *go, walk, run, hurry, travel, ride, fly*—express motion toward a place. The word or phrase which follows the motion verb is determined by the place of destination. The ones listed below are those with which students have most difficulty.

SUBJECT	MOTION VERB	(TO)	(THE)	PLACE
a. Jack	rides			downtown.
He	walks			home.
b. He	hurries	to		class.
He	runs	to		school.
He	goes	to		church.
He	goes	to		bed.
He	flies	to		New York.
c. He	walks	to	the	library.
He	hurries	to	the	store.
He	goes	to	the	movies.
He	travels	to	the	country.
He	flies	to	the	city.

13 SENTENCE PATTERNS:⁹ AFFIRMATIVE STATEMENTS

SUBJECT	VERB	OBJECT	PLACE	TIME
NAME, NOUN OR SUBJECT PRONOUN	SIMPLE FORM OR S-FORM	NAME, NOUN OR OBJECT PRONOUN	WORD OR PHRASE	WORD OR PHRASE
1 Jack	lives		in a dormitory.	
2 He	gets up			at seven o'clock.
3 He	eats	breakfast		at seven-thirty.
4 Jack and Bill	work		in the same laboratory.	
5 They	know	Betty Allen.		
6 They	study			every day.

⁹The verb forms in these sentences are quite generally referred to as present tense forms although they obviously do not correspond to present time.

14 NEGATIVE STATEMENTS

SUBJECT	DO NOT	VERB	OBJECT	PLACE	TIME
NAME, NOUN OR SUBJECT PRONOUN	SIMPLE FORM OR S-FORM	SIMPLE FORM	NAME, NOUN OR OBJECT PRONOUN	WORD OR PHRASE	WORD OR PHRASE
1 Bill	doesn't	live		in a dormitory.	
2 He	doesn't	have	classes		on Tuesdays.
3 Jack	doesn't	know	Bill.		
4 Mr. & Mrs. Allen	don't	live		in a dormitory.	
5 They	don't	eat	breakfast		at seven-thirty.
6 They	don't	study		in the library	in the afternoon.

15 SIMPLE QUESTIONS

DO (NOT)	SUBJECT	VERB	OBJECT	PLACE	TIME	RESPONSE
SIMPLE OR S- FORM		SIMPLE FORM				
1 Does	Jack	live		in a dorm?		Yes, he does.
2 Does	Bill	eat	breakfast		at seven-thirty?	No, he doesn't.
3 Doesn't	Bill	live		in a room?		Yes, he does.
4 Doesn't	Betty	know	Jack and Bill?			Yes, she does.
5 Do	Jack & Bill	take	chemistry?			Yes, they do.
6 Do	they	work		in a laboratory?		Yes, they do.
7 Don't	they	know	Betty Allen?			Yes, they do.
8 Don't	they	study			on Saturday nights?	No, they don't.

16 INFORMATION QUESTION PATTERN A (AFFIRMATIVE)¹⁰

QW	VERB	OBJECT			PLACE	TIME	RESPONSE
	(S-FORM)	ARTICLE	ADJECTIVE	NOUN			
1 Who	lives						Jack.
2 Who	has	a	private	room?			Bill.
3 Who	likes	the		lab?			Betty.
4 Who	studies					on Saturdays?	Nobody.
5 What	entertains			Jack?			TV
6 What	pleases			Bill?			Good music.

17 INFORMATION QUESTION PATTERN A (NEGATIVE)

QW	DOES NOT	VERB	OBJECT	PLACE	TIME	RESPONSE
		(SIMPLE)				
1 Who	doesn't	have	classes		on Thursdays?	Bill.
2 Who	doesn't	know	Bill?			Jack.
3 Who	doesn't	do	homework	in the library?		Betty.
4 What	doesn't	entertain	Bill?			TV

18 INFORMATION QUESTION PATTERN B

QW	DO (NOT)	SUBJECT	VERB	OBJECT	PLACE	TIME
	(SIMPLE OR S-)		(SIMPLE)			
1 Where	does	Jack	live?			
2 When	does	he	eat	breakfast?		
3 When	does	he	study		in the library?	
4 Who ¹¹	does	he	see			every day?
5 What	does	he	do			on Sundays?
6 Who ¹¹	doesn't	he	know?			
7 What	doesn't	he	do			on Saturday nights?
8 Where	do	Mr. & Mrs. Allen	live?			
9 When	do	they	entertain		at home?	
10 Who ¹¹	do	they	entertain			on Sundays?
11 What	don't	they	do			on week days?
12 When	do	they	eat	dinner?		

¹⁰ This pattern is used only in the singular, although the answer may be in the plural. It is limited to questions beginning with *who* or *what*.

¹¹ *Whom* may be used in this position. It is rather pedantic, however.

19 PRONUNCIATION HELPS

- a. **VOICED SOUNDS.** These are all of the sounds which are made while the vocal cords are vibrating. All of the vowels and more than half of the consonants represent voiced sounds.
- b. **VOICELESS SOUNDS.** Sounds which are made without vibrating the vocal cords are called voiceless. The sounds represented by the letters f, p, t, and k are examples of voiceless sounds.
- c. **PRONUNCIATION OF S-FORMS.** The pronunciation of an s-form is dependent upon the final sound of the simple form of the verb from which it is formed.

Rules	Examples
When the simple form ends in a sibilant sound, the s-form has one more syllable than the simple form has, and that syllable sounds like the verb <i>is</i> .	reaches misses dresses watches
When the simple form ends in a voiced sound which is not a sibilant, the final sound of the s-form is voiced. It sounds like the <i>z</i> in <i>zoo</i> .	lives does goes has
When the simple form ends in a voiceless sound which is not a sibilant, the final sound of the s-form is voiceless.	gets eats sleeps

Imitate your instructor's pronunciation of the examples. Be sure to pronounce the additional syllable after a sibilant sound.

- d. **DO, DOES, DON'T.** Listen carefully to the pronunciation of these three forms of *do*. Notice that the vowel sound in each form is different from that of the others, although they are all represented by *o*.
- e. **THEM.** Be sure to hold your lips firmly together when pronouncing the last sound in this word. Unless you do, it will sound as though you are saying *then*, which is an entirely different word.

20 PUNCTUATION

- Jack gets up at seven o[Ⓢ] clock.
- He eats breakfast at seven ⊖ thirty.
- Bill doesn't live in a dormitory ⊙ he has a private room.
- He doesn't have classes on ⊕ Tuesdays.
- Jack and Bill are in the same ⊙hemistry class.
- Professor Baker teaches ⊙hemistry 212.
- Americans eat turkey on ⊕hanksgiving.

a. CAPITALS

Names of specific courses are written with capital initials.

Names of areas of study are not written with capital initials.

Names of the days of the week are written with capital initials.

Names of holidays are written with capital initials.

b. APOSTROPHES

Notice the apostrophe in the word o'clock.

c. HYPHENS (-)

A hyphen is placed between the hour and the minutes when writing time.

d. SEMICOLONS (;)

When two statements are about the same topic and are closely related in idea or are in contrast, they are sometimes joined by a semicolon and the two statements constitute one sentence. A semicolon is not used when two statements are joined by a connective.¹² (See II, 6)

e. COMMAS

You may have learned to put commas between adjectives in a series (a large, sunny laboratory) and before connectives in compound sentences (Betty knows the boys, and they know her). It is not exactly wrong to put commas in those places but it is rather out of style. Most modern writers don't use them, particularly when there are only two or three adjectives, or when the parts of the compound sentence are very short. Avoid the use of unnecessary commas in your writing.

21 QUESTIONS STUDENTS SOMETIMES ASK

- a. There is a sentence in the reading as follows: *Bill doesn't have classes in the morning on Tuesdays and Thursdays.* Shouldn't it be *Bill hasn't classes. . . ?*

No. In American English the main verb *have*¹³ follows the same pattern as all verbs except *be*. The patterns *Bill hasn't classes* and *Hasn't Bill classes* are alternate patterns which are quite acceptable and are sometimes used, but the patterns with *do* are in general use.

- b. Is *do* ever used in different ways in the same sentence? Do two forms of *do* ever occur together?

Yes. Observe the example: *We never do our assignments on Saturday nights but we do do them on Sunday afternoons.*

- c. In section 5 there is a sentence as follows: *Who does Betty work with?* Isn't it wrong to end a sentence with a preposition?

No, it isn't wrong and it is a very common practice, particularly in conversation. You will find many more sentences which end in prepositions in the following lessons.

¹² Except in very long sentences which we will not use in this course.

¹³ *Have* is also used as a function verb. In that case it follows a different pattern. See XXI,A,5.

22 EXERCISES

a. Answer the following questions with short responses.

1. Do you live in a dormitory?
2. Do you live in a private room?
3. Do you get up at seven o'clock in the morning?
4. Do you eat breakfast at home?
5. Do you study on Saturday nights?
6. Does Jack live in a private room?
7. Does he watch TV in the evening?
8. Does he study in his room in the afternoon?
9. Does he take chemistry?
10. Does he know Betty Allen?
11. Do Jack and Bill study chemistry?
12. Do you study chemistry?
13. Does Betty Allen study chemistry?
14. Do Mr. and Mrs. Allen study chemistry?
15. Does Professor Baker teach chemistry?

b. Answer the following questions with short responses.

- | | |
|--|--|
| 1. Who lives in a dormitory? | 6. When does he study in the library? |
| 2. When does he get up? | 7. When does he do homework assignments? |
| 3. When does he eat breakfast? | 8. When does he watch TV? |
| 4. Where does he go at eight o'clock? | 9. When does he go downtown? |
| 5. Where does he study in the afternoon? | 10. When does he go to church? |
11. Where does Bill live?
 12. When doesn't he have classes?
 13. What doesn't he like?
 14. What does he like?
 15. What does he do at night?

c. Answer the following questions about yourself. Answer in complete sentence patterns.

- | | |
|--|---------------------------------|
| 1. What do you do at seven o'clock in the morning? | 6. Where do you study? |
| 2. What do you do at ten o'clock in the morning? | 7. Where do you sleep? |
| 3. What do you do at noon? | 8. Where do you eat? |
| 4. What do you do in the afternoon? | 9. Where do you work? |
| 5. What do you do in the evening? | 10. Where do you go on Sundays? |
11. When do you get up?
 12. When do you attend classes?
 13. When do you eat breakfast?
 14. When do you do your assignments?
 15. When do you go to the movies?

- d. Change the subject of each of the following sentences to *Mr. Baker*.
1. We have many books.
 2. We study hard.
 3. We catch a bus every morning.
 4. We go to class every day.
 5. We arrive on time.
 6. We write on the blackboard.
 7. We use chalk.
 8. We ask questions.
 9. We do exercises.
 10. We take quizzes.
 11. We walk to class.
 12. We talk to the teacher.
 13. We watch TV in the lounge.
 14. We eat lunch at noon.
 15. We read in the library in the afternoon.
- e. Change the sentences in exercise d to the negative, using contractions wherever they are appropriate. Alternate the subjects *we* and *Mr. Baker*.
- f. Change the statements in exercise d to simple questions. Include first, second, and third person, singular and plural subjects.
- g. First Student: Ask the student nearest you a simple question about his daily activities.
Second Student: Answer the question with a short response.
- h. Repeat the following sentences, substituting pronouns for the underlined words.
1. Betty knows Jack and she likes Jack.
 2. She knows Bill too and she works with Bill in the chemistry laboratory.
 3. She sees the boys every day.
 4. Betty asks Bill questions and he helps Betty.
 5. They like chemistry and they get good grades in chemistry.
 6. Bill never goes to movies; he doesn't like movies.
 7. He likes music and he listens to music every night.
 8. He has a sister and he visits his sister on holidays.
 9. She cooks delicious dinners and he always enjoys those dinners very much.
 10. Bill always thanks his sister for dinner after he eats dinner.
 11. Our teacher helps my classmates and me with the English language.
 12. He doesn't learn the language for us.
 13. He teaches my classmates and me the patterns of English.
 14. He gives everyone in the class opportunities for practice.
 15. When we make mistakes he corrects our mistakes.

- i. Make information questions from the items in exercise d. Substitute question words for the underlined words.
- j. First Student: Ask the student nearest you an information question about his daily activities.
Second Student: Answer the question with a short response.
- k. First Student: Ask one of your classmates a question about the customs in his country.
Second Student: Answer the question with a short response.
- l. Change the pattern of the following sentence to the ones required by the different places of destination.

We go to school every day.

- | | | |
|-------------|--------------|-----------------|
| 1. home | 6. classes | 11. city |
| 2. library | 7. home | 12. church |
| 3. downtown | 8. store | 13. library |
| 4. church | 9. country | 14. school |
| 5. movies | 10. downtown | 15. bed (night) |

- m. Repeat the following pairs of sentences. Include an emphatic *do* in the second sentence.

Instructor: Mr. Allen doesn't speak French.
He reads French.

Student: Mr. Allen doesn't speak French. He *does* read it.

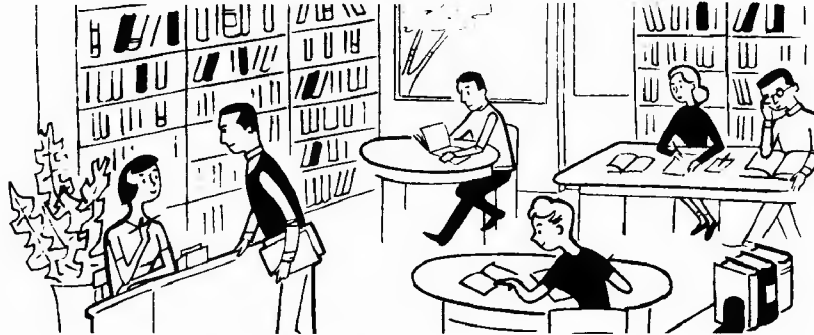
1. Mrs. Allen doesn't teach full time. She teaches part time.
2. Mr. Allen doesn't teach all the foreign students. He teaches some of the foreign students.
3. Betty Allen doesn't eat at home everyday. She eats at home on Sundays.
4. Mr. Allen doesn't smoke cigarettes. He smokes a pipe.
5. Mr. and Mrs. Allen don't live on campus. They live in College Town though.
6. Jack never goes to movies on Monday nights. He goes on Saturday nights.
7. He doesn't always do his English assignments. He always does his chemistry assignments.
8. He doesn't always get to his 8 o'clock class on time. He always gets to his 10 o'clock class on time.
9. He doesn't like concerts. He likes popular music.
10. He doesn't drink fruit juice for breakfast. He drinks it at noon.
11. Bill doesn't go home every week end. He goes home many week ends.
12. He doesn't have a car. He has a bicycle.
13. He doesn't like movies. He likes concerts.
14. He doesn't have eight o'clock classes on Tuesdays and Thursdays.
He has them on Mondays, Wednesdays and Fridays.
15. Bill doesn't sleep late on Sundays. He sleeps late on holidays.

23 ASSIGNMENTS

- a. Write a paragraph about your daily activities. Use as many of the sentence patterns from Lessons I and II as you can. Be sure to include some sentence patterns joined by *and* and *but*. Try to find an appropriate place to use a semicolon.
- b. Write a paragraph about a friend who has different daily activities. Tell what he does on week days and on Sundays and holidays. Use only the patterns in Lessons I and II.
- c. Write ten questions to ask your instructor about his customary activities. Be sure to include many different question patterns. Use only the question words in Lessons I and II.

Lesson III

Ing-Forms and the Present Continuous; the Expletive THERE



This is the reference room in the main library. There are many books on the shelves. There are many large tables in this room and many students are working at the tables. One student is looking up a word in the big dictionary on the table near the door. A tall boy is asking the reference librarian a question. Several people are reading. A pretty blond girl is copying some information from an encyclopedia into her notebook.



This is the school cafeteria. There is a long line of people by the counter. Some people are standing and waiting. Some are choosing their food and putting it on their trays. A fat boy is ordering an ice cream sundae. A thin lady is picking out a salad. The cashier is taking money and making change. Some people are already eating. Betty Allen is eating in the cafeteria this evening. She is finishing her dessert right now.



This is our classroom. We are sitting in our seats and we are paying attention to the instructor. We are listening carefully but we don't understand everything. We are looking at the blackboard and we see the sentence patterns there. We are thinking about prepositions but we don't remember them very well. We want to learn English well now because we need it.

1 **ING-FORMS.** All English verbs except 10 have *ing-forms*.¹ These are simply forms of the verb that end in *ing*. These forms have many different uses. They are used with present forms of *be* to express present moment activity. It is not necessary to mention the time in the following sentences because the *ing-form* tells us that the time is right now.

You are sitting in a chair. You are holding your book. You are reading this sentence.

2 **SPELLING OF THE ING-FORMS.**

Rules	Examples	
a. When the simple form of a verb ends in a single <i>e</i> , the <i>e</i> is dropped before adding <i>ing</i> . ²	have write choose	having writing choosing
b. When a one-syllable verb ends in a single consonant (except <i>h</i> , <i>w</i> , <i>x</i> , and <i>y</i>) preceded by one vowel, the consonant is doubled before adding <i>ing</i> .	sit stop run	sitting stopping running
A final consonant preceded by two vowels is not doubled.	look wear	looking wearing
c. When a verb of more than one syllable ends in a single consonant preceded by one vowel, the final consonant is doubled when the last syllable is stressed.	admít propél prefér	admitting propelling preferring
The final consonant is not doubled when the last syllable is unstressed.	lísten remémber	listening remembering
d. When the simple form of a verb ends in <i>ie</i> , the <i>e</i> is dropped and the <i>i</i> is changed to <i>y</i> before adding <i>ing</i> .	die tie lie	dying tying lying
e. With all other verbs, <i>ing</i> is added to the simple form.	stand do try see	standing doing trying seeing

¹These forms are referred to in traditional grammars by a variety of names depending upon how they are used. They are called present participles, gerunds, verbals, verbal nouns, and verbal adjectives.

²Exception: *be-being*

3 POSSESSIVE FORMS OF PRONOUNS. The special forms of pronouns which are used to show possession are the following:

a. BEFORE NOUNS³

	Singular		Plural
1	my		our
2	← your →		
3	his her its ⁴		their

b. WITHOUT NOUNS

	Singular		Plural
1	mine		ours
2	← yours →		
3	(his) hers (its)		theirs

Examples:

This is your book.
Where is my book?

Notice that the circled forms are the same as those used before nouns.

This book is yours.
Where is mine?

c. These forms are used to show other relationships besides possession. For instance, they are always used before parts of the body.

Wash your hands. Close your eyes.

d. They are also used with family and acquaintance relationship terms.

Betty lives with her uncle.
Jack and Bill are her classmates.

4 WHOSE⁵ is the possessive form of *who*. It is usually followed by a noun.

Whose book is this?
Whose uncle is Mr. Allen?

However, it can be used without a noun when the thing possessed is in sight and can be pointed to, or when it has been mentioned previously in the conversation.

Whose are these? (The speaker is pointing to a package of cigarettes.)
Someone's cigarettes are on my desk. Whose are they?

5 THERE IN SUBJECT POSITION.⁶ The position just before the verb is the usual position for the subject. Sometimes, particularly before *be*, the word *there* occurs in this position. When it does, it expresses existence, not place,⁷ and the sentence must contain a place word or phrase. The verb form agrees in number with the subject which follows it (see 13, a).

The expression *there is* is often contracted to *there's*. Sometimes, but less often, *there are* is contracted to *there're*. These contractions are never used as the last word in a sentence.

³In some books these are called possessive adjectives.

⁴Do not confuse *its* with *it's*. What is the difference? (I, 7)

⁵Do not confuse *whose* with *who's*. They sound the same.

⁶Sometimes referred to as an expletive

⁷For the exception see IV, 13, c.

6 PREPOSITIONS IN PLACE PHRASES. (Cf. II, 8)

Rules	Examples	
a. <i>in</i> before continents countries states cities and towns	in Europe in Brazil in Illinois in Chicago	in South America in France in New York in Urbana
b. <i>on</i> before streets	on Main Street	on Broadway
c. <i>at</i> before numbers of buildings	at 85 Harding Drive	

When number, street, and town or city occur together, the number always precedes the name of the street, and no preposition is used before the street.

George lives at 5629 South Wood Street in Chicago.

When the state is also named, no preposition is used before the city or the state.

George lives at 5629 South Wood Street, Chicago, Illinois.

7 TWO-WORD VERBS. There are two two-word verbs in the model paragraphs of this lesson.

To *look up* a word or article means to search for it in a reference book.

To *pick out* means to choose.

8 STATEMENT PATTERN

SUBJECT	VERB PHRASE ⁸	OBJECT	PLACE
1 A tall boy	is asking	a question.	
2 A pretty blond girl	is copying	some information	from an encyclopedia.
3 One student	is looking up	a word	in the dictionary on the table near the door.
4 Betty	isn't standing		in line.
5 The cashier	isn't eating.		
6 The fat boy	isn't ordering	a salad.	
7 Many people	are working		in the reference room.
8 Jack and Bill	aren't eating		in the cafeteria.

9 SIMPLE QUESTION PATTERN

BE	SUBJECT	ING-FORM	OBJECT	PLACE	RESPONSE
1 Is	the tall boy	asking	a question?		Yes, he is.
2 Is	the blond girl	talking?			No, she isn't.
3 Are	many students	reading?			Yes.
4 Aren't	Jack and Bill	studying		in the library?	No, they aren't.

⁸ This type of verb phrase is called the present progressive tense or the present continuous.

10 INFORMATION QUESTION PATTERN A

QW	VERB PHRASE	OBJECT	PLACE	RESPONSE
1 Who	is making	change?		The cashier.
2 Who	is finishing	dessert?		Betty.
3 What	is happening		at the counter ?	A boy is ordering a sundae.
4 Who	isn't studying		in the library?	Jack and Bill. ⁹

11 INFORMATION QUESTION PATTERN B

QW	BE	SUBJECT	ING-FORM	RESPONSE
1 What	is	Betty	doing?	Eating.
2 Where	is	she	eating?	In the cafeteria.
3 What	is	the thin lady	doing?	Picking out a salad.
4 What	are	many students	doing?	Waiting.

12 VERBS NOT USED IN PROGRESSIVE TENSES. Certain verbs never occur in the patterns (8, 9, 10, 11) above. They are verbs which express situation rather than action. Present moment situation is expressed by the simple form or the s-form verb as in the patterns (13-18) illustrated in Lesson II.

We see the sentence patterns on the blackboard.
 We don't understand everything.
 We don't remember the prepositions very well.

These verbs do have ing-forms, but they are not used as parts of verb phrases. The most common of these verbs are:

cost hear like need prefer see want
 forget know love own remember understand

Have is used in both patterns with different meanings.

I have (hold, possess) a good job.
 I am having (experiencing) a good time (right now).

13 SENTENCE PATTERNS WITH EXPLETIVE *THERE*

a. STATEMENT

THERE	VERB (NOT)	SUBJECT	PLACE
1 There	is	a line	in the cafeteria.
2 There	are	many books	on the shelves in the library.
3 There	isn't	anyone	at the door.
4 There	aren't	many librarians	in the reference room.

⁹See footnote #10, Lesson II.

b. SIMPLE QUESTION

VERB	THERE	SUBJECT	PLACE	RESPONSE
1 Is	there	a line	in the cafeteria?	Yes, there is.
2 Are	there	many people	in line?	Yes, there are.
3 Isn't	there	someone	at the door?	No, there isn't.
4 Aren't	there	any American students	in this class?	No, there aren't.

c. INFORMATION QUESTION

QW	VERB	THERE	SUBJECT	PLACE OR TIME	RESPONSE
1 When	is	there	a long line	in the cafeteria?	At noon.
2 Where	are	there	many people	at noon?	In the cafeteria.
3 When	isn't	there	a line	in the cafeteria?	At five o'clock.
4 When	aren't	there	many people	in the cafeteria?	At five o'clock.

14 PRONUNCIATION HELPS

- a. **ING-FORMS.** The letters *ng*, when they occur together at the end of a word, represent a single sound which is quite different from the usual sound of a final *g*. Listen carefully to your instructor's pronunciation of the *ing*-forms to be sure you are pronouncing them correctly.
- b. **THERE/ THEIR/ THEY'RE.** These three words are all pronounced the same. Be careful not to confuse them when writing.

15 PUNCTUATION

George lives at 5629 (S)outh (W)ood (S)treet (C)hicago (I)llinois.

The bus stops across the (s)treet from his house.

Mr. Garcia comes from (C)olombia, (S)outh America.

Many birds fly (s)outh in (w)inter.

a. CAPITALS

Names of streets, cities, states, countries and continents are capitalized.
The word *street* is not capitalized when it is not part of a name.

The words *north*, *east*, *south*, and *west* are not capitalized except when they are used as parts of names or as names of regions.

The names of the seasons are not capitalized.

b. COMMAS

Commas separate street from city and city from state when there are no prepositions in these positions.

16 AVOID THESE COMMON ERRORS

- a. Students often forget that it is necessary to use a present form of the verb *be* with an ing-form to express present moment activity. They say things like *I trying to understand* instead of *I'm trying to understand*. An ing-form alone never functions as a verb. It must be used with *be* to fit the sentence pattern.
- b. Another common error is the use of *there* in subject position without including a place word or phrase in the sentence. The following example is taken from a student paper.

I like Miami. There are many nice beaches.

The *there* in that sentence does not refer to place and consequently the sentence is incomplete. To complete it we must add a place word.

I like Miami. There are many nice beaches there.

17 EXERCISES

- a. Answer the following questions with complete statements.

1. Are you standing?
2. Are you looking at the ceiling?
3. Are you listening to music?
4. Are you writing a letter?
5. Are you thinking about home?
6. Are you sitting in a chair?
7. Are you looking at the blackboard?
8. Are you listening to your instructor?
9. Are you writing notes?
10. Are you thinking about your lesson?
11. Where are you sitting?
12. What are you looking at?
13. Who are you listening to?
14. What are you writing?
15. What are you thinking about?

- b. Answer the following question with a complete statement, giving number, street, and town.

Where are you living now?

- c. Give a short response to the following question in accordance with the cue word.

Where is your home?

Cue words: street, town or city, continent, country

- d. First Student: Using the given verb in the ing-form, ask your neighbor a simple question about the reading material in the model paragraphs.

Second Student: Answer the question.

- | | | | | |
|------------|----------|-----------|--------------|-------------------|
| 1. work | 4. read | 7. wait | 10. order | 13. make (change) |
| 2. look up | 5. copy | 8. choose | 11. pick out | 14. eat |
| 3. ask | 6. stand | 9. put | 12. take | 15. finish |

- e. Ask information questions about the model paragraphs in this lesson using the verbs in exercise d.
- f. Repeat the following sentences adding possessive pronouns in the appropriate places.

Example:

Instructor: We do assignments in the evening.

Student: We do our assignments in the evening.

1. I eat breakfast at seven o'clock.
 2. You eat breakfast at eight o'clock.
 3. George likes cream in coffee.
 4. Mr. and Mrs. Allen drink coffee black.
 5. Their pet cat drinks cream every morning.
 6. We have English class at three o'clock.
 7. John always brings a notebook to class.
 8. The other students don't always bring notebooks.
 9. They write notes in the textbooks.
 10. I don't like to write notes in a textbook.
 11. Betty is wearing a new dress today.
 12. She is preparing a chemistry lesson in the library now.
 13. Bill is listening to records.
 14. Mr. Allen is smoking a pipe.
 15. You are studying an English lesson.
- g. Point to a part of your body and tell what it is. Use the words *right* and *left* when appropriate.

Example: (instructor points to his left foot)

Instructor: This is my left foot.

- h. First Student: Point to something in the room and ask whose it is.
Choose something that belongs to someone in the room.
- Second Student: Answer the question by pointing to the owner and using the appropriate pronoun.

Example: First Student: (pointing to a brief case)
Whose brief case is that?

Second Student: (pointing to the owner)
It's his.

- i. Your instructor will read two sentences. Repeat the first sentence, but change the second one so that the noun is not repeated. Make the necessary change in the pronoun form.

Example: (note the instructor's stress pattern and imitate it)

Instructor: This is my pen. Your pen is in your pocket.

Student: This is my pen. Yours is in your pocket.

1. Your language is Spanish.
My language is English.
2. John brings his notebook to class.
George doesn't bring his notebook to class.

3. Bill works his problems in his room.
Betty works her problems in the library.
 4. Professor Baker likes his students.
Mr. and Mrs. Allen like their students too.
 5. Jack and Bill have their chemistry class at three o'clock.
We have our chemistry class in the morning.
 6. Bill helps Betty with her problems.
No one helps Bill with his problems.
 7. Jack writes his English homework in ink.
George writes his English homework in pencil.
 8. Jack carries his slide rule on his belt.
Bill and George carry their slide rules in their hands.
 9. Professor Allen has his classes in the morning.
Mrs. Allen has her classes in the afternoon.
 10. Some people eat their dinner at noon.
I eat my dinner in the evening.
 11. Betty is eating her dinner in the cafeteria.
Mr. and Mrs. Allen are eating their dinner at home.
 12. Mrs. Allen is eating her dinner.
Mrs. Baker is preparing her dinner.
 13. The reference librarian is doing his work.
The cafeteria cashier is doing his work.
 14. Some people do their assignments on time.
Some people do their assignments late.
 15. Jack receives his check every week.
I receive my check once a month.
- j. Compose a statement consisting of two sentences. In the first, mention a place. In the second, use *there* with two different meanings.

Example: My cousin lives in North Carolina.
There are many beautiful mountains there.

- k. Make a sentence beginning with *there* and including the given word or words.
- | | | |
|--------------|--------------|-------------------------|
| 1. stars | 6. windows | 11. a tall boy |
| 2. fish | 7. radiators | 12. a thin lady |
| 3. trees | 8. desk | 13. a fat boy |
| 4. mountains | 9. door | 14. a librarian |
| 5. birds | 10. students | 15. a pretty blond girl |

1. Substitute each of the given words into the sentence below, making all the necessary changes in sentence patterns.

1. I am listening to the birds.

John	watch	own	listen	train
he	like	understand	see	admire
hear	raise	feed	count	want

2. We are studying our lesson now.

need	do	read	study	discuss
write	listen	like	forget	plan
understand	remember	know	prepare	understand

3. George is writing to his mother.

think about	remember	support	write	forget
love	read to	understand	assist	hear
work for	help	need	speak	see

18 ASSIGNMENTS

- a. Go to a place where there are many people doing different things. Write a paragraph telling about the activities of the people around you. Be careful to use the appropriate sentence patterns.
- b. Write five simple questions to ask your classmates about their countries. Use the expletive *there* in each question.
- c. Write the s-forms and the ing-forms of the following verbs. Be sure that each one is spelled correctly.

1. make	6. go	11. blow	16. answer	21. save
2. say	7. die	12. watch	17. begin	22. pay
3. think	8. have	13. plan	18. call	23. run
4. write	9. employ	14. mix	19. cut	24. start
5. worry	10. read	15. contain	20. hear	25. happen

Lesson IV

Time, Place, and Frequency



Bill doesn't have a private telephone; he uses the public phone in the drug store near his house. Sometimes he calls up his mother, long distance. He usually makes a person-to-person call. He picks up the receiver, drops a dime in the coin box, and dials the operator. He says, "I want Mrs. William Brown in Westview. Her number is Westview 7-3972." Bill often calls his mother after 9 p.m. The charge is always less at night. He calls her in the morning on the twenty-first of April. That's her birthday. He wishes her a happy birthday and asks her how she feels. After three minutes he says good-bye and hangs up.

1 **NUMBERS.** a. There are two kinds of numbers, cardinal and ordinal. Cardinal numbers are used in counting and to indicate quantities. Ordinal numbers are used to indicate position in a series. There are some inconsistencies in the spelling and pronunciation of the numbers. Pay particular attention to the underlined forms.

1	one	1st	first
2	two	2nd	second
3	three	3rd	<u>third</u>
4	four	4th	fourth
5	five	5th	<u>fifth</u>
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	<u>eighth</u>
9	nine	9th	<u>ninth</u>
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	<u>twelfth</u>
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	<u>twentieth</u>
21	twenty-one	21st	twenty-first
30	thirty	30th	thirtieth
40	<u>forty</u>	40th	fortieth
50	<u>fifty</u>	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	a (one) hundred	100th	one hundredth
101	a (one) hundred (and) one	101st	one hundred (and) first
200	two hundred	200th	two hundredth
1,000	a (one) thousand	1,000th	one thousandth
2,000	two thousand ¹	2,000th	two thousandth
1,000,000	a (one) million	1,000,000th	millionth
2,000,000	two million ¹	2,000,000th	two millionth
1,000,000,000	a (one) billion ²	1,000,000,000th	billionth

We also have the number forms *once* and *twice* which express frequency. Frequency is expressed with the larger numbers as *three times*, *four times*, *a hundred times*, etc.

b. When a noun is modified by an ordinal number and a cardinal number, the ordinal always precedes.

	ORDINAL	CARDINAL	NOUN	
Dial the	first	two	letters	of Walbrook.
The	first	five	lessons	are easy;
the	second	five	lessons	are difficult.

¹Note that there is no *s* on *thousand* or *million*.

²American usage of this term and terms for larger amounts differs from British usage. Students in economics should make sure they understand the difference.

- 5 DATES.** When reading or saying a date, the number of the day is expressed by an ordinal number; the year is expressed in groups of tens.

January 1, 1956	January first, nineteen fifty-six
July 4, 1776	July fourth, seventeen seventy-six
December 25, 1881	December twenty-fifth, eighteen eighty-one

In the United States, abbreviated dates are written with the month first. This is different from the practice in many parts of the world.

March 1, 1955 is written 3-1-55 or 3/1/55

6 TELLING TIME

The following expressions are used to tell the time of day.

6:00	six six o'clock
6:10	six ten ten (minutes) ³ after six
6:15	six fifteen a quarter after six a quarter past six
6:30	six thirty half past six
6:45	six forty-five a quarter to seven a quarter of seven a quarter till seven
6:55	six fifty-five five (minutes) to seven five (minutes) of seven five (minutes) till seven
12:00	noon midnight

Hours of the day are not numbered beyond twelve. We use the abbreviations a.m. and p.m. instead. The hours before noon are designated a.m.; those after noon are designated p.m. You will also see these two terms written in capital letters: A.M., P.M. Either way is correct, but be consistent in your usage.

- 7 DAYS, MONTHS, AND SEASONS.** Be sure that you know the correct spelling of all the following words and their standard abbreviations. The abbreviations are used only in in-

³The word *minutes* may be omitted.

formal situations, such as at the top of a note that you write to a friend. When writing paragraphs for homework or from dictation, or when writing longer papers, spell these words out in full.

DAYS	ABBREVIATIONS	MONTHS	ABBREVIATIONS	SEASONS
Sunday	Sun.	January	Jan.	spring
Monday	Mon.	February	Feb.	summer
Tuesday	Tue. or Tues.	March	Mar.	fall, autumn
Wednesday	Wed.	April	Apr.	winter
Thursday	Thur. or Thurs.	May	---	
Friday	Fri.	June	---	
Saturday	Sat.	July	---	
		August	Aug.	
		September	Sept.	
		October	Oct.	
		November	Nov.	
		December	Dec.	

8 UNITED STATES MONEY

- a penny - one cent
- a nickel - five cents
- a dime - ten cents
- a quarter - twenty-five cents
- a half-dollar - fifty cents
- change - a collective term for coins (metal money)

When we write amounts of money in numbers, a cent sign follows the number but a dollar sign precedes it.

5¢	\$.05	\$1.49	a dollar forty-nine
10¢	\$.10	\$5.20	five dollars and twenty cents
25¢	\$.25		

We frequently omit the words *dollars* and *cents* when we express quantities of money. Whether we mean dollars and cents or only dollars is known from the context.

Macy's sells sport shirts for two ninety-eight. (\$2.98)
 A new RCA-TV costs two ninety-eight (\$298).

9 SIMPLE MATHEMATICAL TERMS

- + - plus
- - minus
- + - divided by
- × - times
- multiplied by
- = - equals
- $\frac{1}{4}$ - one fourth
- one over four
- 6^2 - six squared
- 5^9 - five to the ninth power

- perimeter* - the distance around a figure
- circumference* - the perimeter of a circle
- diameter* - the distance across a circle, through the center
- radius* - $\frac{1}{2}$ of the diameter
- hypotenuse* - the diagonal side of a right-angled triangle
- area* - measure of surface, always described in squares

- 10 TWO-WORD VERBS.** There are three very common two-word verbs which are used in discussing telephoning.

To *call up* means to telephone.⁴

To *pick up* means to lift with one's fingers.⁵

To *hang up* means to place the telephone receiver on its hook.

- 11 ADVERBS OF FREQUENCY.** The adverbs of frequency are words which tell in a general way (i.e. not specifically, as *twice* or *five times*) how many times an action is repeated. They are used in sentence patterns which express customary or repeated action (II, 13-18). They are not generally used with progressive tenses (III, 8-11).⁶ The following are the most common ones, listed in order of declining frequency.

always	often	seldom
usually	sometimes	rarely (hardly ever)
frequently	occasionally	never

The words *seldom*, *rarely* and *never* are negatives. They aren't used with *not*. The affirmative form of *never* is *ever*. It is used with *not* and in questions.

Does Bill ever call up his mother collect?

No, he doesn't ever call her collect.
No, he never calls her collect. } (same meaning)

He seldom calls her collect.
He rarely calls her collect. } (not often)

12 THE POSITIONS OF ADVERBS OF FREQUENCY

- a. In affirmative statements they usually occur immediately before the main verb when it isn't *be*.⁷

SUBJECT	FA	VERB	OBJECT	PLACE	TIME
1 Bill	usually	makes	a person-to-person call.		
2 He	often	calls	his mother		after 9 p.m.

- b. They follow *be* when it is the main verb in a sentence.

SUBJECT	VERB	FA	COMPLEMENT ⁸	PLACE	TIME
3 The charge	is	always	less		at night.

⁴ *Call* alone is also used in place of the verb *telephone*.

⁵ This verb has other meanings in other situations.

⁶ Can you tell why?

⁷ *Sometimes* and *occasionally* also occur at the beginnings and at the ends of sentences.

Sometimes Bill calls up his mother.

Jack calls up his mother *occasionally*.

⁸ Nouns and adjectives that follow *be* stand in a different relation to the subject from those that follow most other verbs. They are called complements. Find the complements in the sentence patterns in Lesson I.

c. In negative statements they follow *not*.

SUBJECT	DO/BE NOT	FA	VERB	OBJECT OR COMPLEMENT	PLACE	TIME
4 Bill	doesn't	often	call	his mother		in the morning.
5 She	isn't	usually			at home	at that time.

d. In questions, they follow the subject.

DO/BE	SUBJECT	FA	VERB	OBJECT OR COMPLEMENT	PLACE	TIME
6 Does	Bill	ever	call	his mother		in the morning?
7 Is	she	usually			at home	in the evening?

13 THE POSITIONS OF TIME AND PLACE EXPRESSIONS. In all the sentence patterns we have studied so far the place and time expressions come at the end of the sentence and the place precedes the time (Cf. Sentence Patterns in Lessons I-IV). Place and time expressions also occur at the beginnings of sentences, before the subject. However, the usual practice is to put either time or place before the subject, but not both. Time expressions occur more frequently in pre-subject position except possibly in sentences containing the expletive *there*.

TIME OR PLACE	BASIC SENTENCE PATTERN	PLACE OR TIME
1 At eight o'clock	Jack goes	to class.
2 In the afternoon	he studies	in the library.
3 In the reference room	there are many large tables.	
4 On the blackboard	there are some sentence patterns.	
5 In the cafeteria	there is a long line	every noon.

a. The place words *here* and *there* sometimes precede the subject. When they refer to places previously mentioned in the conversation the word order of the sentence is normal.

6 There	Jack he	goes studies	to the library	every afternoon. until five o'clock.
---------	------------	-----------------	----------------	---

- b. When they refer to places indicated by gesture, the positions of the subject and verb are reversed.

7 Here	come	the Allens.
8 There	goes	the bus.
9 There	is	the bookstore.

- c. *There* before *be* is a place word only in speech, and only when the person speaking is pointing or otherwise indicating a place (Cf. III, 5).

14 PRONUNCIATION HELPS

- a. PAUSE AND INTONATION. There are several places in the model paragraph of this lesson where a comma indicates a slight pause and a standard intonation pattern (rise and fall of the voice). Almost every native speaker of American English uses the same patterns in those positions. Listen carefully while your instructor reads the paragraph and try to imitate his tune. Pay particular attention to the fourth and fifth sentences.
- b. TEENS AND -TIES. It is often difficult to distinguish between a foreign person's pronunciation of 40 and his pronunciation of 14, or of 30 and 13. To be sure of being understood stress the last syllable of the teens and the first syllable of the *-ties*.

thirtéen	fiftéen	thírty	fffty
fourtéen	sixtéen	fórtý	síxy

- c. THE ORDINALS. The sounds (there are two different ones) represented by the letters *th* are often very difficult for foreign students to pronounce because there are many languages in which these sounds do not occur. The voiceless *th* sound at the end of ordinal numbers seems particularly difficult when it follows another consonant sound. Practice the pronunciation of *fifth*, *eighth*, *twentieth*, etc. and make sure you can be understood.
- d. TELEPHONE NUMBERS. When you give a telephone number to an operator, it facilitates her hearing it correctly if you pause and drop your voice in the places where she expects you to. If a number has four digits, pause after the second; if it has five digits, pause after the first and third.

Extension 2617	26 (pause) 17
6-8537	6 (pause) 85 (pause) 37

15 PUNCTUATION

The meeting is at 2 o'clock on (T)uesday, (A)ugust 15th.

It's not in the (m)orning.

Bill calls up his mother after 9 p () m ()

He calls her person () to () person, not station () to () station.

He picks up the receiver () drops a dime in the coin box () and dials the operator.

He says () () I want Mrs. William Brown in Westview.

Her number is Westview 7-3972. ()

There are over 50 () 000 () 000 telephones in the United States.

Jack is twenty () one.

a. CAPITALS

Names of the days of the week are capitalized.

Names of the months are capitalized.

Words designating parts of the day are not capitalized.

b. PERIODS

Note the periods in a.m. and p.m. When one of these abbreviations comes at the end of a sentence no additional sentence-closing period is required.

c. HYPHENS

Note the hyphens in the expressions *person-to-person* and *station-to-station*.

Compound numerals such as *twenty-one* and *thirty-six* are hyphenated.

d. COMMAS

Note the commas after *receiver* and *box*. The sentence in which they occur has only one subject but it has three verbs with their objects. Commas are used to separate three or more grammatically equal sentence parts in a series.

Note the comma after *says*. In direct quotation a comma separates the introductory statement from the actual words of the speaker.

Commas, not periods, are used to separate numbers into groups of thousands.

e. QUOTATION MARKS

Quotation marks (") are placed before the first word and after the last word of a quoted utterance. Both marks are above the words, not below them. In handwriting, quotation marks should be made to curve toward the words they enclose, although on a typewriter they are straight for an obvious reason.⁹ Even though the quotation includes more than one sentence it is enclosed by only one set of marks.

16 AVOID THESE COMMON ERRORS

Students whose languages do not employ punctuation as we know it often place marks in what seem to be very peculiar places. The following examples of incorrect placement of punctuation are taken from student papers.

While I was waiting for the reaction to take place

⊙ I wrote up my report on yesterday's experiment.

My roommate and I are good friends

⊙ We like the same things. He always says, ⊙

We get along fine."

- a. Commas, semicolons, and periods always go on the line with the words that precede them.

While I was waiting for the reaction to take place,

I wrote up my report on yesterday's experiment.

My roommate and I are good friends.

- b. Quotation marks go on the line with the words they enclose.

He always says,

"We get along fine."

⁹What is it?

17 EXERCISES

a. Give a cardinal number for an ordinal, an ordinal for a cardinal.

- | | | |
|---------|---------|----------|
| 1. 2nd | 6. 83rd | 11. 81st |
| 2. 12th | 7. 16th | 12. 5 |
| 3. 3 | 8. 61 | 13. 101 |
| 4. 72 | 9. 40 | 14. 44 |
| 5. 57 | 10. 9th | 15. 75th |

b. Write on the blackboard.

- | | | |
|--------------|--------------|--------------------|
| 1. 6,700 | 6. 824 | 11. 976 |
| 2. 15,021 | 7. 342,076 | 12. 12,000,000,000 |
| 3. 3,000,002 | 8. 3,017 | 13. 83,706 |
| 4. 14,000 | 9. 8,647,000 | 14. 9,017 |
| 5. 2,010 | 10. 21,042 | 15. 611 |

c. How do you say the following addresses?
(Instructor writes them on the board)

- | | | |
|----------------------------|-----------------------|--------------------------|
| 1. 614 Green Street | 6. 743 Grove Street | 11. 2759 Prospect Avenue |
| 2. 21 South Mathews Street | 7. 808 Ward Lane | 12. 4532 Ocean Boulevard |
| 3. 8907 Broad Street | 8. 97 Park Place | 13. 847 Cherry Lane |
| 4. 85 West 14th Street | 9. 1442 Broadway | 14. 111 Wilson Road |
| 5. 2186 Cook Avenue | 10. 611 Wright Street | 15. 1821 Pine Street |

d. Spell your last name.

e. How do you say the following telephone numbers?

- | | | |
|-----------|------------|------------|
| 1. 6-8537 | 6. 627 | 11. 321 |
| 2. 4763 | 7. 0000 | 12. 7-9999 |
| 3. 5420 | 8. 3-2549 | 13. 5-6900 |
| 4. 2617 | 9. 8761 | 14. 6-2000 |
| 5. 7-3209 | 10. 9-0077 | 15. 6-5359 |

f. Repeat the following sentence, adding one hour and one day each time.

Example: I get up at 5 o'clock in the morning on Mondays.
I get up at 6 o'clock in the morning on Tuesdays.

Change to noon and afternoon when necessary.

g. Same as exercise f with the following sentence.

I go to bed at 7 o'clock in the evening on Mondays.

h. Give a short response to the following question in accordance with the cue word.

When were you born?

Cue words: season, year, month, date

- i. Repeat the following sentence and then change it to accommodate each given word. Don't try to remember the original sentence. Listen carefully to your neighbor and make your sentence from his.

Jack has dinner in the dormitory in the evening.

lunch	dinner	I	my friends
Miss Liu	the school cafeteria	a snack	hotel
breakfast	breakfast	restaurant	home
many students	drugstore	dinner	every day

- j. First Student: Ask your neighbor his telephone number.

Second Student: Answer the question with a short response, not a complete sentence.

- k. How do you say the following dates?

1. 6-9-42	6. 2-29-56	11. 4-7-37
2. 8-4-55	7. 1-1-87	12. 9-8-34
3. 12-2-47	8. 5-3-21	13. 7-22-16
4. 3-5-98	9. 7-6-54	14. 3-18-45
5. 11-11-18	10. 10-12-10	15. 6-17-58

- l. Express these times in another way.

1. 4:35	6. 6:20	11. 10:40
2. 7:45	7. 2:30	12. 12:30
3. 8:15	8. 5:10	13. 1:15
4. 12:00	9. 9:25	14. 3:55
5. 1:05	10. 11:50	15. 6:45

- m. Answer the following questions with complete sentences.

1. What can you buy for a penny?
2. What can you buy for a nickel?
3. What can you buy for a dime?
4. What can you buy for a quarter?
5. What can you buy for a half-dollar?
6. How many quarters are there in a dollar?
7. How many cents are there in a quarter?
8. I have a nickel and six pennies. How many coins do I have?
9. I have ten dimes. How much do I have in change?
10. I have a quarter, a dime, and a nickel. How much do I have in change?
11. You want to make a telephone call from a public telephone. You have only a one-dollar bill. What can you do?
12. You want to make a long distance call but you don't have enough money. What can you do?
13. What is a local call?
14. What does *hang up* mean?
15. How often do you call up your mother?

n. Answer the following questions with complete sentences.

1. What costs about a dollar ?
2. What costs about two dollars ?
3. What costs about five dollars ?
4. What costs about ten dollars ?
5. What costs about twenty dollars ?
6. What costs about twenty-five dollars ?
7. What costs about fifty dollars ?
8. What costs about a hundred dollars ?
9. What costs about five hundred dollars ?
10. What costs about a thousand dollars ?
11. What costs about three thousand dollars ?
12. What costs about twenty thousand dollars ?
13. What costs about forty dollars ?
14. What costs about three dollars ?
15. What costs about ten cents ?

o. Do the following problems orally. Tell what each equals.

- | | | |
|-----------------|----------------------------|------------------|
| 1. $5 + 2$ | 6. $\frac{1}{2} \times 4$ | 11. 6×3 |
| 2. 5×6 | 7. $\frac{1}{4} \times 12$ | 12. $9 + 2$ |
| 3. $6 + 3$ | 8. $9 - 5$ | 13. 5^2 |
| 4. $27 + 9$ | 9. 4^2 | 14. $7 - 7$ |
| 5. $8 - 3$ | 10. $8 + 7$ | 15. $9 + 0$ |

p. Change each of the following sentences to sentences which mean approximately the same thing but which include adverbs of frequency.

Example: John is late to class every day.

Response: John is always late to class.

1. Betty eats in the school cafeteria about once a week.
2. Bill calls up his mother in the morning once a year.
3. Professor Allen doesn't ever smoke cigarettes.
4. Jack has eight o'clock classes every semester.
5. Does Bill go to movies at any time?
6. George gets to class early on most days.
7. He isn't ever absent.
8. Mrs. Allen entertains her friends many times.
9. Betty studies with Bill some days.
10. There are people in the reference room all the time.
11. Are foreign students homesick at any time?
12. Do they think about home some days?
13. Mrs. Allen eats candy about once a year.
14. She eats desserts when she entertains guests.
15. Her husband is at home most times when she entertains.

q. Change the word order of the following sentences to another acceptable word order.

1. Jack goes downtown every Saturday.
2. He watches TV in the evening.
3. He studies in the library in the afternoon.
4. He sees many other students in the library.
5. He goes home at five o'clock.

6. Bill doesn't have classes on Tuesdays and Thursdays.
7. He sleeps late on those days.
8. There is a hot plate in his room.
9. There he often makes coffee.
10. He often goes home on week ends.
11. At noon George eats dinner.
12. After dinner he takes a nap.
13. Everyone takes a nap after dinner in George's country.
14. It is very hot there in summer.
15. George often thinks about his country on holidays.

18 ASSIGNMENTS

- a. Write a paragraph about the usual activities of a member of your family. Include several of the adverbs of frequency in both affirmative and negative patterns. Include time and place expressions in different positions in the sentence.
- b. Write five information questions based on the model paragraph. Use as many different question patterns (of those in Lessons I-IV) as you can.
- c. Write out the words for the following numbers.

14	9th
8th	12th
20th	50
40	90
3rd	32

Lesson V

Countables and Uncountables: The Problem of Number



This is a conversation between Jack and Betty.

Jack: What do you do here in summer?

Betty: I take one course in summer school and I play a lot of tennis. Sometimes I go on picnics with my friends. We have lots of fun.

Jack: Where do you go on picnics?

Betty: There aren't many good places near here. We usually go to Lake-of-the-Woods.

Jack: What do you take with you?

Betty: We always take a lot of food: bread, meat, tomatoes, potato chips, pickles, fruit, cake, and coffee. We buy a little ice cream and a few cold drinks at the lake. There's a refreshment stand there.

Jack: Are there any boats at the lake?

Betty: Yes, there are some, but we don't use them. None of my friends like to go boating. We just eat lunch and talk and sing. Sometimes we take off our shoes and go wading. On very hot days we put on our swimming suits and go swimming.

Jack: Is there a charge for swimming?

Betty: Yes, there is, but it's not very much.

Jack: Is there any entertainment at the lake in the evening?

Betty: No, there isn't any entertainment; we entertain ourselves. We always have a good time at Lake-of-the-Woods. My aunt and uncle go with us sometimes and they always enjoy themselves too.



George frequently consults his adviser. This is a conversation between them.

Adviser: Do you need a little help again?

George: Yes, I do. I need some information and some advice.

Adviser: Are you having any trouble?

George: Yes, I'm taking economics but I don't have much knowledge of mathematics. What do you advise?

Adviser: I advise hard work. Economics is a difficult subject but it doesn't require much knowledge of mathematics.

1 COUNTABLE AND UNCOUNTABLE: THE FORMS OF NOUNS

- a. Nouns which represent things which can be counted have simple forms and plural forms: *book, books*. The simple form preceded by *a/an* is called a singular noun construction: *a book, an umbrella*. When you refer to one of something be sure to use the sign of the singular.

SIMPLE FORM	SINGULAR	PLURAL FORM
course	a course	courses
picnic	a picnic	picnics
place	a place	places
adviser	an adviser	advisers

- b. Certain nouns in English are not used in singular noun constructions and they do not have plural forms. We say these nouns represent uncountable things, although you may feel that some of them are countable. Languages differ in this respect; it is often not possible to translate the idea of number. Following is a short list of some of the most troublesome words in this group. As you encounter others with which you have difficulty, add them to the list.

SIMPLE FORM ONLY	EXPRESSION OF THE SINGULAR	EXPRESSION OF THE PLURAL
apparatus equipment furniture	a piece of apparatus a piece of equipment a piece of furniture	pieces of apparatus pieces of equipment pieces of furniture
lightning thunder	a flash of lightning a bolt of thunder	flashes of lightning bolts of thunder
bread	a slice of bread a loaf of bread	slices of bread loaves of bread
toast corn	a piece of toast an ear of corn	pieces of toast ears of corn
jewelry luggage mail music	a piece of jewelry a piece of luggage a piece of mail (a letter) a piece of music	pieces of jewelry pieces of luggage pieces of mail pieces of music

c. Many material things and many phenomena, both natural and psychological (ideas, ideals), are uncountable by their very nature. The nouns which represent them are not preceded by *a/an* and do not generally occur in plural forms. Following are the most common categories with a few examples of each. Add to each list the special words with which you have difficulty and practice using them correctly.

GASES	FLUIDS	NATURAL PHENOMENA
hydrogen oxygen nitrogen air smoke	water oil milk soup ink	electricity heat darkness sunshine weather
MATERIALS WITH PARTICLES TOO SMALL TO BE COUNTED (granulated, pulverized, etc.)	FIELDS OF ACADEMIC ENDEAVOR—RESEARCH— STUDY	ABSTRACTIONS: IDEAS— IDEALS—MODES OF BEHAVIOR—EMOTIONS
dirt dust flour rice salt sand grass hair	chemistry economics mathematics physics	bravery courage happiness honesty love luck enjoyment recreation relaxation fun laughter peace
OTHER INTANGIBLES	STUDENT'S OWN PROBLEM WORDS	
advice ignorance information intelligence knowledge trouble work	homework	

2 A great many nouns are used in two ways. When the simple form is used without *a/an* it refers to all of the material named, e.g. "Glass breaks easily" means that all of the material known as glass breaks easily. But in the sentence "Would you like a glass of milk?" *a glass* refers to a receptacle from which we drink; in the sentence "I can't read without my glasses", *glasses* refers to lenses used to correct defects of vision.

It would be impossible to make a list of all of the nouns which are used in these two ways. Below are a few of those which seem to cause foreign students difficulty. Add to the list any words which are special problems for you.

SIMPLE FORM WITHOUT A/AN	SINGULAR AND PLURAL EXPRESSIONS		SPECIALIZED MEANINGS
business cake candy change (coins) company (visitors)	a business a cake a candy a change a company	businesses cakes candies changes companies	stores or factories cake of a special size and form individual pieces of candy alterations (1) business establishments (2) military units
experience glass	an experience a glass	experiences glasses	isolated instances of experience (1) receptacle for drinking (2) mirrors (3) eye glasses (plural only)
iron (metal)	an iron	irons	household appliances for smoothing clothing
lace (needlework) lamb (meat) mint (the plant) paper	a lace a lamb a mint a paper	laces lambs mints papers	strings for lacing (e.g. shoes) animals candies flavored with mint (1) newspapers (2) written compositions
room (space) salt (NaCl) stone talk	a room a salt a stone a talk	rooms salts stones talks	partitioned areas saline compounds pieces of rock or pebbles (1) conversations (2) informal lectures
tea wood	a tea a wood	teas woods	parties where tea is served a species of wood (maple, teak)
work	a work	works	areas where many trees grow pieces of literary, musical, or other artistic composition
youth (the quality of being young)	a youth	youths	individual young people

3 PLURAL FORMS OF NOUNS: There are a few nouns whose plurals are irregular but most plural forms regularly end in *s*.

4 SPELLING OF REGULAR PLURAL FORMS

Rules ¹	Examples
Most plurals are formed by adding <i>s</i> to the simple form.	picnic picnics place places
When the simple form ends in a sibilant sound, <i>es</i> is added.	box boxes wish wishes
When the simple form ends in <i>y</i> preceded by a consonant, the <i>y</i> is changed to <i>i</i> and <i>es</i> is added.	party parties library libraries
A final <i>y</i> preceded by a vowel is not changed.	day days
When the simple form ends in <i>o</i> preceded by a consonant, <i>es</i> is added. ²	tomato tomatoes mosquito mosquitoes
When the simple form ends in <i>f</i> or <i>fe</i> the <i>f</i> is changed to <i>v</i> and <i>es</i> is added. ³	leaf leaves self selves

5 FOREIGN PLURAL FORMS

a. A few nouns of Greek or Latin origin retain their original plural forms.

analysis	analyses	datum	data
basis	bases	phenomenon	phenomena
parenthesis	parentheses	radius	radii

b. Other common nouns from Latin have two plural forms. Both forms are in general use. The original is more formal than the anglicized form.

Simple Form	Original Plural	Anglicized Plural
formula	formulae	formulas
medium	media	mediums
memorandum	memoranda	memorandums

6 IRREGULAR PLURAL FORMS. These are characterized by having a different vowel sound from their simple forms. There are only a few, the most common of which are:

foot	feet	mouse	mice	man	men
tooth	teeth	child	children	woman	women

7 COUNTABLES WITHOUT PLURAL FORMS. The words *deer*, *fish*, and *sheep* do not have plural forms. We say *two deer*, *three fish*, *four sheep*.

8 NOUNS NEVER USED WITH SINGULAR VERB FORMS. *People*, *scissors*, *trousers*, *pants*, *eye-glasses*, and *clothes* are plural forms. They never occur with singular verb forms.

¹Note that these rules are the same as the rules for spelling the *s*-forms of verbs (see page 14) except for words ending in *f*.

²There are some exceptions to this rule, e.g. *piano pianos*

³There are some exceptions to this rule, e.g. *chief chiefs*

9 SOME USES OF THE

Rules	Examples	
a. Use <i>the</i> before nouns which are modified by a following phrase or clause. ⁴	Unmodified (no <i>the</i>) Books are expensive. Ink is cheap. Jack attends school every day. He attends church on Sundays. Dinner is at seven.	Modified (<i>the</i>) The books <i>for this course</i> are expensive. The ink <i>in my pen</i> is red. The school <i>in this town</i> is progressive. The church <i>on the corner</i> is very old. The dinner <i>Betty is eating</i> is nutritious.
b. Use <i>the</i> before names of languages only when the word <i>language</i> follows immediately.	Without <i>Language</i> (no <i>the</i>) Spanish is an easy language. Miss Liu speaks Chinese.	With <i>Language</i> (<i>the</i>) The Spanish language is easy. Miss Liu speaks the Chinese language.
c. Use <i>the</i> to identify a person or thing just mentioned.	First Mention (no <i>the</i>) I see some boys and girls. I have a pen and a pencil. Names - with or without Title (no <i>the</i>) Dr. Green is out. We study with Professor Miller.	Second Mention (<i>the</i>) The boys are playing baseball. The pencil is broken.
d. Use <i>the</i> before nouns representing professions or offices when they refer to specific persons whose names are not mentioned but are known from the context.		Common Nouns referring to Specific Persons (<i>the</i>) Dr. Green's secretary said, "The doctor is busy." One of the students said, "The professor is late today."
e. Use <i>the</i> before the names of kinds of musical instruments.		Many children play the piano. The violin is a difficult instrument. There isn't much good music for the tuba.

⁴ See VI, 15 and XVII, 8, a.

10 WHERE NOT TO USE **THE**

Rules	Examples (no <i>the</i>)	Exceptions (<i>the</i>)
a. Do not use <i>the</i> before the names of countries, ⁵ except those which have some form of modification in their names.	Pierre comes from France. Athens is the capital of Greece.	He lives in the U.S.A. now. Moscow is the capital of the USSR.
b. Do not use <i>the</i> before the names of states, cities or towns.	Philadelphia is in Pennsylvania. St. Louis is in Missouri.	The capital of Holland is The Hague.
c. Do not use <i>the</i> before the names of streets.	My office is on Wright Street.	Boys play baseball in the street. (the word <i>street</i>)
d. Do not use <i>the</i> before the names of games.	Betty plays tennis. Boys play baseball. Bill likes chess.	

⁵ The word *country* as used in the sentence means *nation*. When we say *the country* we mean any rural area.

EXPRESSIONS OF QUANTITY

11 NO AND NONE

No is used before nouns. It signifies that the thing named does not exist.

There is no entertainment at Lake-of-the-Woods.

None means not (even) one. It is a pronoun and therefore is never used to modify a noun.

None of my friends like⁶ to go boating.

Bill has many relatives in this country but George has none.

12 SOME AND ANY

Some means an unspecified number. It is used before nouns which represent uncountable things (1 b, c and the simple forms in 2) and before plurals, in affirmative statements and in questions. It also functions as a pronoun.

We always take some meat.

We usually take some pickles.

Do you want some coffee?

Are there any boats on the lake? Yes, there are some.

Any also means an unspecified number.⁷ It is used in questions and in negative statements. It does not make a statement negative, however.

Are you having any trouble?

No, I'm not having any trouble.

Are there any boats at the lake?

No, there aren't any.

13 SMALL QUANTITIES

A little is used before nouns representing uncountable things.

a little help

a little information

a little ice cream

*A few*⁸ is used before plurals.

a few cold drinks

a few minutes

14 LARGE QUANTITIES

Lots of and *a lot of* (same meaning) are used before plural forms and before nouns representing uncountable things in affirmative statements and in questions.

We have lots of fun.

We take a lot of food.

Do you have a lot of trouble with economics?

⁶ . . . or *likes*. Authorities disagree as to whether the verb should agree with the true subject *none* or with the noun in the phrase which modifies it. Notice the *s* of *friends*.

⁷ *Any* has another meaning. It is discussed in IX. 3.

⁸ Although it seems contradictory, *little* without *a* means not much, but *quite a little* means a rather large amount. Likewise *few* without *a* means not many (*few people master the prepositions*) whereas *quite a few* means a rather large number (*quite a few people take this course*).

Many is used before plurals in affirmative and negative statements and in questions.

Betty has many friends.
 She doesn't have many relatives.
 Does Betty have many relatives?

Much is used before nouns representing uncountable things in negative statements and in questions.

Economics doesn't require much knowledge of mathematics.
 Is George having much trouble?

- 15 All of the expressions in Sections 13 and 14 are used without nouns, but only after they have been used to modify nouns in the same conversation.⁹

No matter how much lunch they carry there is never much left.
 When people go on a picnic they always eat a lot.

- 16 **OF WITH IDENTIFIED NOUNS.** *Much, many, a few* and *a little* are followed by *of* when the nouns that they modify are identified. A noun is identified when it is preceded by *the, this, these,* or a possessive form of a noun (*Betty's*) or pronoun (*his*).

Many of Betty's friends go on picnics.
 They don't spend much of their time studying.
 A few of the serious students take books with them.
 They spend a little of their time studying.

17 REFLEXIVE PRONOUNS

a. FORMS

	Singular	Plural
1	myself	ourselves
2	yourself	yourselves
3	himself herself itself	themselves

b. USES

1. They are used to indicate that the performer of an action is also the receiver (object) of that action.

We entertain ourselves.
 My aunt and uncle enjoy themselves.

2. They are also often used to emphasize the fact that the action of the verb is performed by the subject rather than, as might be expected, by someone else. When used for this purpose they either follow the object or immediately follow the subject.

None of Betty's friends prepare the lunch.
 Betty herself prepares it. } (same meaning)
 Betty prepares it herself. }

⁹This is the same as saying never use a pronoun without first mentioning the noun to which it refers (I, 3, b).

3. A reflexive preceded by *by* means *alone*.

Bill usually studies *by himself*.

4. Sometimes it has the additional meaning of *without assistance*. When used in this way it is often preceded by *all*. *All* shows emphasis.

Bill cleans his room *all by himself*.

- 18** **TWO-WORD VERBS.** There are three very common two-word verbs used in reference to clothing.

To *take off* (clothing) means to remove it.

To *put on* (clothing) means to dress yourself.

To *try on* means to put on a piece of clothing to see if it fits properly and if it is becoming.

- 19** **A PATTERN WITH GO.** *Go* is regularly used to express participation in certain activities for the purpose of recreation.

go boating	go hiking	go for a walk
go climbing	go skating	go on a picnic
go dancing	go swimming	
go fishing	go wading	

- 20** **PRONUNCIATION HELPS**

- a. PRONUNCIATION OF REGULAR PLURALS (Cf. II, 19, c)

Rules	Examples
When the simple form ends in a sibilant sound, the plural form has one more syllable than the simple form has, and that syllable sounds like the verb <i>is</i> .	dishes sandwiches places
When the simple form ends in a voiced sound which is not a sibilant, the final sound of the plural form is voiced.	tomatoes shoes days
When the simple form ends in a voiceless sound which is not a sibilant, the final sound of the plural form is voiceless.	picnics drinks boats

Imitate your instructor's pronunciation of the examples. Be sure to pronounce the additional syllable after the sibilant sounds.

- b. **IRREGULAR PLURALS.** It is particularly important to pronounce the vowel sounds of irregular plural forms clearly because it is the vowel sounds which distinguish singular and plural forms. Imitate your instructor's pronunciation paying particular attention to the contrasts *man* and *men* and *woman* and *women*. Note in the latter word that although the spelling difference is in the second syllable, the pronunciation difference is in the first.

- c. *ADVICE* AND *ADVISE*. Listen to the difference in the pronunciation of these two words, and note the difference in spelling. *Advice* is a noun; *advise* is a verb.
- d. Review the pronunciation of *the* (I, 17, e).

21 PUNCTUATION

Jack ☹ What do you take with you ?

Betty ☺ We always take a lot of food ☹ bread, meat, tomatoes, potato chips,
 —————> pickles, fruit, cake, and coffee.

a. COLONS

A colon is used between a general statement and a long (five or more items) list of examples.

A colon is used after the name of each speaker when writing dialogue without the use of quotation marks.

b. INDENTATION

Note in the model dialogues that none of the speakers' words are written under their names. This type of indentation, used for play writing, court reporting, and conversation lessons, greatly simplifies the reading of dialogue. Use this style of punctuation when writing dialogue.

22 EXERCISES

- a. Your instructor will read the simple form of a noun. Respond with the appropriate singular expression.

Example:	Instructor: boy	Instructor: corn
	Student: a boy	Student: an ear of corn

- | | | | |
|--------------|---------------|------------|---------------|
| 1. lake | 6. day | 11. bread | 16. chair |
| 2. boat | 7. place | 12. egg | 17. desk |
| 3. picnic | 8. experience | 13. orange | 18. furniture |
| 4. basket | 9. thunder | 14. fruit | 19. piano |
| 5. equipment | 10. lightning | 15. toast | 20. apparatus |

- b. Some of the following simple forms are names of things that cannot be counted and some of them are names of things that can be counted. Respond by saying *a/an* before the countables and *some* before the uncountables.

Example:	Instructor: pen	Instructor: information
	Student: a pen	Student: some information

- | | | |
|---------------|------------------|--------------------|
| 1. homework | 6. luggage | 11. chance |
| 2. housework | 7. average | 12. change (money) |
| 3. assignment | 8. privilege | 13. heat |
| 4. trouble | 9. knowledge | 14. smoke |
| 5. problem | 10. intelligence | 15. advice |

c. Tell the specialized meanings of the following terms.

- | | | |
|------------|-------------|----------------|
| 1. an iron | 6. a salt | 11. talks |
| 2. a tea | 7. a stone | 12. businesses |
| 3. works | 8. company | 13. changes |
| 4. woods | 9. youth | 14. room |
| 5. glasses | 10. a glass | 15. a youth |

d. Substitute the given words into the following sentence. Make all the necessary changes. Do not omit *the* from the sentence.

The weather is fine.

- | | | |
|----------|-----------|------------|
| 1. child | 6. old | 11. are |
| 2. are | 7. men | 12. teeth |
| 3. big | 8. is | 13. good |
| 4. fish | 9. small | 14. news |
| 5. is | 10. mouse | 15. people |

e. Answer the following questions. Include *no*, *none*, a number, *some* or *any* in your answer.

- | | |
|---|--|
| 1. Do you have any cigarettes? | 6. Are there any Americans in this class? |
| 2. Do you have any money? | 7. Are there any maps in this room? |
| 3. Do you have any spare time? | 8. Are there any pictures in this book? |
| 4. Do you have any good friends? | 9. Are there some lazy people in this class? |
| 5. Do you have any relatives in this country? | 10. Are there some ambitious ones? |
11. Is George having trouble with economics?
 12. Is he having trouble with English?
 13. Are you having trouble with English?
 14. Do you have some knowledge of mathematics?
 15. Do you do some problems for homework every night?

f. Substitute the given words into the following sentence and make the necessary changes in the expression of quantity. Keep all the quantities large.

Do you have much homework?

- | | | |
|----------------|--------------|-----------------|
| 1. spare time | 6. money | 11. know |
| 2. pencils | 7. want | 12. people |
| 3. need | 8. advice | 13. mathematics |
| 4. these books | 9. my advice | 14. rules |
| 5. friends | 10. things | 15. rhetoric |

g. Substitute the given words into the following sentence and make all the necessary changes in the expression of quantity. Keep all quantities small.

Betty wants a little water.

- | | | |
|-------------|---------------------|--------------------------------|
| 1. sugar | 6. matches | 11. those tomatoes |
| 2. spoons | 7. soup | 12. that cake |
| 3. potatoes | 8. pickles | 13. those cookies |
| 4. catsup | 9. mustard | 14. those delicious sandwiches |
| 5. salt | 10. slices of bread | 15. ice cream |

h. Substitute for the underlined words one of the following expressions: *little, quite a little, few, quite a few*. Make the necessary changes in sentence structure.

(See footnote 8.)

1. A rather large number of students have trouble with economics.
 2. It requires a rather large amount of reading.
 3. George's adviser spends a rather large amount of time with him.
 4. Not many advisers spend so much time with their students.
 5. George spends a rather large number of hours a week studying.
 6. He hasn't much hope of passing.
 7. He doesn't understand much of the reading.
 8. There is a rather large number of students in his class.
 9. He doesn't know many people in the class.
 10. He worries a rather large amount.
 11. Jack spends a rather large amount of money on clothes.
 12. Bill doesn't spend much money on clothes.
 13. Jack has a rather large number of suits.
 14. Bill doesn't have many suits.
 15. He spends a rather large amount on records.
- i. Repeat the sentence read by the instructor and follow it with another sentence about one of the items mentioned in the first.

Example: Instructor: I have a textbook and a workbook.
 Student: I have a textbook and a workbook.
 The workbook has drills in it.

1. Jack has a gray suit and a brown suit.
 2. Bill has a record player and a radio.
 3. There is a typewriter and a telephone on Professor Allen's desk.
 4. There is a coat hanger and a file cabinet near his desk.
 5. His secretary has a red pen and a blue one.
 6. There are American students and foreign students in this university.
 7. There is a YMCA and a Student Union Building on the campus.
 8. There is a main reference room and an undergraduate reference room in the library.
 9. A blond girl and a dark girl are working at a table in the reference room.
 10. A fat boy and a thin lady are picking out their food in the cafeteria.
 11. Boys and girls go dancing.
 12. Young people and old people go on picnics in summer.
 13. Students and professors go to football games.
 14. Boys and men go fishing.
 15. Girls and women go shopping.
- j. Change the following sentences in such a way that *the* must be included.
1. Books are expensive.
 2. Students are always busy.
 3. English is difficult.
 4. Spanish is easy.
 5. Homework is endless.

6. Jack attends church.
7. Bill uses a public telephone.
8. Mr. Allen is a teacher.
9. George is a foreign student.
10. Betty likes picnics.
11. Professor Miller teaches economics.
12. Professor Baker teaches chemistry.
13. Sometimes Professor Allen speaks Spanish.
14. Mrs. Allen knows a little Greek.
15. Sometimes she attends a Greek church.

k. Answer the following questions with complete sentences.

1. Do you take off your hat in an elevator ?
2. Do you take off your overcoat on hot days ?
3. Do you take off your gloves to shake hands ?
4. Do you take off your wrist watch at night ?
5. Do you take off your shoes in the movies ?
6. Do you put on a heavy coat in winter ?
7. Do you put on rubbers on rainy days ?
8. Do you put on pajamas in the morning ?
9. Do you put on a sweater on cold days ?
10. Do you put on your shoes first in the morning ?
11. What do you take off in church ?
12. What do you put on on rainy days ?
13. What do you put on on cold days ?
14. What do you take off in the morning ?
15. When do you take off your wrist watch ?

l. Name some of the things that you try on before you buy them.
Name some of the things that you don't usually try on before you buy them.

m. Change the following sentences in such a way that you use a reflexive pronoun in each.
Do not change the meaning.

1. Bill studies alone.
2. He cleans his room; no one helps him.
3. He doesn't always use a mirror when he shaves.
4. Sometimes he cuts his face.
5. He should take better care.
6. On Sundays Betty often goes for a walk alone.
7. She always enjoys the walk.
8. On picnics her friends provide their own entertainment.
9. They sing songs for amusement.
10. After swimming they put on their clothes.
11. Nobody washes a cat.
12. Someone has to dress a baby.
13. We must help sick people.
14. No one helps us.
15. We are learning the reflexives without assistance.

23 ASSIGNMENTS

- a. Write a ten-speech dialogue (five questions and five answers) between an American student and a foreign student in which the foreign student asks questions and the American student answers them. Give your students names. Include words from the lists in sections 1 and 2. Use only sentence patterns in the first five lessons.
- b. Write another ten speech dialogue in which the American student asks questions and the foreign student answers them. Include several expressions of quantity.
- c. Copy the following paragraph. Write on each blank line *a*, *an*, *the*, or *x*. *x* means that no word is needed.

_____ first time I saw _____ American movie I didn't like it at all.
_____ people in the film all seemed strange to me. They spoke _____
English, but it didn't sound like _____ language that I had learned at school.
Besides, _____ cars in the picture all seemed too shiny and new, and
_____ streets all looked too wide to be real, especially _____ Fifth Avenue
in _____ New York. Now that I am living in _____ United States, I like
American movies very much.

Lesson VI

Four Ways to Express Future Activity

Mrs. Allen is going to have a party next Sunday. She's going to invite Betty's friends. She's going to invite some of her husband's students too. She is making a list of guests right now.

Later today she will write the invitations. Then she'll plan the games and the refreshments. There will be singing and dancing at the party. Everyone will have a good time.



Mrs. Allen is having her party now. Betty is about to introduce the guests. They'll talk for a while and then they'll play games. Let's listen to their conversation.

Betty: Jack, this is Bill Brown. Bill, this is Jack Jones. You're in the same chemistry class.

Bill: How do you do.¹

Jack: Glad to meet you,¹ Bill. That's a pretty big class. You can't know everybody. Which lab section are you in?

Bill: Section H, at three o'clock. My table is in the back of the room near the assistant's desk.

Jack: I'm in that section too. Mine is the table by the door in the front of the room. That tall girl with red hair works on my right. Do you know her?

Bill: Yes, she's my friend's sister. She's very shy but she's friendly when she knows you. She's coming to the party later. She'll be here in a little while. I will introduce you when she arrives.

¹How do you do and glad to meet you are phrases that people say when they are introduced. If you don't know these phrases, learn them. People expect you to say them when you are introduced.

- 1 **WILL** is a function verb. It is one of a group generally called modal auxiliaries. These verbs have no *s*-forms or *ing*-forms. They always accompany other verbs and modify their meanings in some way. Auxiliaries never occur without other verbs except in responses.

Question: Who will introduce the boys?
Response: Betty will.

- 2 **CONTRACTIONS WITH WILL.** *Will* is often combined with subject pronouns and with *not*. The contraction of *will not* is irregular.

a.

	Singular		Plural
1	I'll		we'll
2	←	you'll	→
3	he'll she'll it'll		they'll

b. *will not* = *won't*

c. Contractions with pronouns never occur in sentence final position. *Won't* does occur sentence final.

3 SOME WAYS TO EXPRESS FUTURE TIME

later	next Sunday
later today	next week
tomorrow	next month
the day after tomorrow	next year

Note that the expressions with *next* are not preceded by *the*² or by prepositions.

- 4 a. **THEN**³ indicates a time previously mentioned in the conversation.

Mrs. Allen is going to have a party *next Sunday*.
Betty will introduce Jack and Bill *then*.

- b. It is also used in describing a sequence of events, in which case it means *after the action just mentioned*.

Later today she'll write the invitations.
Then she'll plan the games and refreshments.

- c. Note that *then* is not a connective. It does not connect sentences. A sentence beginning with *then* is often joined to a preceding sentence by a connective. Sometimes, but less often, they are joined by a semicolon.

They'll talk for a while and then they'll play games.
They'll talk for a while; then they'll play games.

²There are situations in which these expressions are preceded by *the*, but not when they are used in the way illustrated in this lesson. Learn to use these terms without *the*.

³In writing and speaking be careful not to confuse *then* with *than* or *them*.

5 YOU, INDEFINITE. The pronoun *you* usually refers to the person or persons being spoken to. Sometimes, however, it refers to no particular person or persons; it just means anyone or everyone. This is mainly a colloquial expression. *You* is not generally used with this meaning in writing except when it is of a very informal nature.

You can't know everybody.
She's friendly when she knows you.

6 QUESTION WORDS

*Which*⁴ asks about one or more of a group.

Which lab section are you in? (There are three sections.)
Which girl is Bill's friend's sister? (There are fourteen girls in the class.)

What is sometimes used in place of *which* in sentences like those above.
Which is more specific but *what* is acceptable.

Note that *which* is usually followed by a noun. It is used without a noun only when the thing referred to is present and being pointed to, or when it has been mentioned before in the conversation (Cf. III, 4).

Which is yours? (The speaker is pointing to several coats on a hook.)
One of these coats is Betty's. I wonder which.

7 POSSESSIVE FORMS OF NOUNS. Nouns which refer to persons, animals, and places have special possessive forms characterized, in writing, by an apostrophe. The position of the apostrophe is determined by the final letter of the base form.

8 POSITION OF THE APOSTROPHE IN POSSESSIVE FORMS OF NOUNS

Rules	Examples
a. When the base form ends in <i>s</i> and it is a plural form, only an apostrophe is added.	the guests' coats the Allens' house
b. When the base form ends in <i>s</i> and it is a singular form, you may add either just an apostrophe or an apostrophe and <i>s</i> .	Jack Jones' ⁵ coat Jack Jones's coat Illinois' ⁶ governor
c. When the base form ends in any letter except <i>s</i> an apostrophe plus <i>s</i> is added, regardless of whether the base is a singular or a plural form.	the assistant's desk Betty's friends men's coats children's voices Canada's resources

⁴Note the spelling of this word. There is another word, *witch*, pronounced in the same way by many people, but it is not much used except on October 31st. If you are curious, look it up in a dictionary.

⁵Many people use this form in writing but pronounce an extra syllable in speech.

⁶There is no choice with this word (see Pronunciation Helps).

- 9 APOSTROPHE FORMS OF TIME EXPRESSIONS.** The words *second, minute, hour, day, week, month, year, today, yesterday* and *tomorrow* all have apostrophe forms. These are sometimes called possessives but they really indicate specific time or duration of time.

a second's hesitation	yesterday's newspaper
two weeks' notice	tomorrow's weather forecast
a month's rent	

- 10 APOSTROPHE FORMS EXPRESSING MEASURE.** Monetary terms have apostrophe forms used in the following way.

ten cents' worth of candy
a dollar's worth of gasoline

- 11 MISCELLANEOUS APOSTROPHE FORMS.** In general, nouns representing things do not have apostrophe forms. There are a few quite common exceptions such as *the earth's surface, the moon's diameter, a ship's crew*, but these expressions all have alternate forms with *of*.⁷ It is quite wrong to make an apostrophe form from a word like *desk* or *window*, although you may happen to see such a form somewhere. To be sure of being correct, make apostrophe forms only from the kinds of nouns listed in sections 7-10 above.

12 PHRASES THAT INDICATE FUTURE TIME

- a. The preposition *in* followed by a time expression indicates future time when it occurs with a verb phrase which indicates the future.

She'll be here in a little while.
In nine months Richard will have his degree.

- b. A time expression followed by the words *from now* indicates a future time.

She'll arrive a few minutes from now.
Richard will have his degree nine months from now.

- 13 MORE PLACE PHRASES.** Observe the following rules for specifying location within a certain area, or in reference to one's self.

Rules	Examples	
<i>in</i> before front and back	in the front of the room ⁸ in the back of the room	in front of me in back of me
<i>on</i> before right and left	on the right on the left	on my right on my left

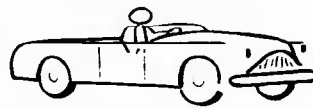
We drive on the right.
We pass on the left.

100
100
100

⁷See VII, 7.

⁸Many rooms do not have a front and back. It is probably only appropriate to use these expressions in reference to classrooms, lecture halls, auditoriums, etc.

14 THE IMPORTANCE OF *THE* AGAIN



This man is sitting in the front of the car.



This man is sitting in front of the car.

Notice how the word *the* changes the meaning.

15 PHRASES THAT MODIFY. Place phrases (II, 8) and other phrases in the same pattern are used to identify, describe, or otherwise modify nouns.

PREPOSITION	(ARTICLE) (PRONOUN) (DEMONSTRATIVE)	(ADJECTIVE)	NOUN
with		red	hair
for	this		course ⁹
in	my		pen
on	the		corner

Although adjectives precede the words they modify, phrases always follow.

the tall girl with red hair

16 VERB PHRASES. There are five different ways to express future activity or situation and four of them require the use of a phrase in the verb position of the sentence pattern.

a. For immediate future, just after speaking:

BE (PRESENT)	ABOUT TO	MAIN VERB (SIMPLE)
is	about to	introduce

b. For simple statement of future intention:

BE (PRESENT)	GOING TO	MAIN VERB (SIMPLE)
is	going to	invite
are	going to	play

c. For a statement of future intention plus the idea of promise, determination, or inevitability:

WILL	MAIN VERB (SIMPLE)
will	have
will	talk

⁹For this example and the two following ones see V, 9.

- d. The type of verb phrase illustrated in III, 8 is also occasionally used in statements of future intention. In this case the sentence must include a word or phrase which expresses future time.

VERB PHRASE		TIME EXPRESSION
(PRESENT)	MAIN VERB (ING-FORM)	FUTURE
is	coming	later
is	graduating	in June
is	graduating	nine months from now

- 17 PRESENT PATTERN WITH FUTURE MEANING.** The presence of a future time phrase after a simple or s-form verb indicates that the statement refers to an event in the future and not to a customary repetitive activity.

Richard graduates in June.
The meeting is at seven this evening.

- 18 CLAUSES.** A clause is usually defined as any group of words containing a subject and a verb. According to that definition all of the sentence patterns we have studied so far are clauses. The kinds of sentence patterns we have studied are called *independent clauses*.

In this lesson we are interested in a different kind of clause called a *dependent clause*. A dependent clause is one which is not a complete sentence but which performs a single function in a sentence (Cf. II, 7).¹⁰

19 TIME CLAUSES

a. The Pattern

WHEN	SUBJECT	VERB	OBJECT/COMPLEMENT . . .
when	she	knows	you
when	she	arrives	

b. The Verb Form

When the verb form of the independent clause (main sentence pattern) is a simple form or an s-form, the verb form in the time clause is also a simple form or an s-form.

Bill *sees* Jane when he *works* in the laboratory.
Mr. and Mrs. Allen *enjoy* themselves when they *have* a party.

When the independent clause contains a verb phrase which expresses future time, the verb form in the time clause is a simple or s-form.

Bill *will introduce* Jane when she *arrives*.
Bill *is going to help* Jane with her problems when she *needs* help.

¹⁰These are also called subordinate clauses. There are many different kinds. They are discussed separately in subsequent chapters and summarized in Lesson XVII.

20 STATEMENT PATTERNS. A careful review of the sentence patterns in the first four lessons will reveal that the basic statement pattern is S-V-O (for subject, verb, object) and that many sentences also include some expression of P (place) and T (time), either before the subject or after the object. We note that the verb position may be filled by a single verb form or by a verb phrase. By placing a verb phrase which expresses future action in the V position we make a statement about the future.

a.

	P/T	S	V	O	P	T
1		Mrs. Allen	is going to have	a party.		next Sunday.
2	Later today	she	will write	the invitations.		
3		There	will be	singing and dancing	at the party.	
4		Betty	is about to introduce	the guests.		

b. A verb form or phrase which is not distinctively a future construction must be accompanied by an appropriate word or phrase in the T position to make a statement about the future.

	S	V	O	P	T
5	She's	coming		to the party	later.
6	Richard	graduates			in nine months.

c. When the T position is filled by a time clause, the verb in the clause is a simple or s-form, not a future verb phrase.

	P/T	S	V	O/C	T
7		I	will introduce	you	when she arrives.
8		We're	going to have	fun	when the party begins.
9	When Mrs. Allen plays the piano	everyone	will sing.		
10		They	will be	tired	when they go home.

21 SIMPLE QUESTION PATTERN. A review of the patterns of *yes* or *no* questions shows that they begin with function verbs.¹¹ Simple questions about the future begin with the first function verb of the future verb phrase. The remainder of the sentence follows the basic S-V-O (P-T) order.

FUNCTION VERB	S	V	O/C	P	T
11 Is	Betty	about to introduce	the boys?		
12 Is	Mrs. Allen	going to have	a party?		
13 Will	everyone	have	a good time	at the party?	
14 Will	the guests	be	tired		when they go home?

¹¹Except when a form of *be* is the main verb (See I, 15).

- 22 INFORMATION QUESTION PATTERNS.** Review the patterns for information questions in Lessons II and III. You will note that there are two patterns and that Pattern A does not have a subject. If you look carefully at Pattern B you will again find the basic statement order. In information questions it is preceded by a question word and a function verb.

QW	FV	S	V	O	P	T
15 A	Who is		going to have	a party		next Sunday ?
16 B	When is	Mrs. Allen	going to have	a party ?		
17 A	Who is		about to introduce	Jack and Bill ?		
18 B	Who is	Betty	about to introduce ?			
19 A	Who will		arrive		at the party later ?	
20 B	What will	Bill	do			when his friend's sister arrives ?

- 23 SUMMARY.** It should be quite clear by now that the word order S-V-O is basic to all sentence patterns. Other elements which we have not yet discussed such as indirect objects, adverbs of manner, clauses of result, and clauses of condition all find their places in a sentence relative to the S-V-O pattern. Some of those elements are movable, i.e., can go in one of two or three positions as can the P and T elements (IV, 13). Others have only one position in each kind of sentence, as do most adverbs of frequency (IV, 12).

The V position may be filled by a single word or by a verb phrase, and the verb phrase may include the negative element *not*. All of the other positions may be filled by single words, phrases, or clauses. When several of the positions are filled by clauses, or by words modified by clauses, a very long sentence results, but the basic structure of the sentence is still S-V-O.

24 PRONUNCIATION HELPS

- a. **CONTRACTIONS WITH WILL (VI, 2).** These contractions are very difficult for some students. Check your pronunciation with that of your instructor to make sure it is reasonably like that of a native speaker.

Nouns are not usually contracted with *will* in writing but in speech we often omit the first two sounds of *will* when it follows a noun and is not stressed.

Mr. Allen will be there.

Mr. Allen-l be there.

Bill's friend will come later.

Bill's friend-l come later.

- b. **WORDS WITH INITIAL WH.** Many native speakers make no sound distinction between words which begin with *wh* and those that begin with *w*, such as *whether* and *weather*. You will be understood whether you make the distinction or not.
- c. **APOSTROPHE FORMS.** An apostrophe does not represent a sound. Apostrophe forms all end in *s* and the rules for pronouncing them are the same as the rules for pronouncing *s*-forms of verbs (II, 19, c) and regular plural forms of nouns (V, 20, a).

With *s*-ending base words, many people regularly choose the more formal pattern for writing and the less formal one for speech.

They write: Jack Jones' coat

They say: *Jack Jones-iz coat*

When the base word ends in an *s* which is ordinarily unpronounced, that *s* is pronounced when it is followed by an apostrophe. Listen to the contrast.

The governor of Illinois
Illinois' governor

25 PUNCTUATION

Every ⊖
one will have a good time.

Let's listen to their con ⊖
versation.

Jack ⊙ this is Bill Brown.

Glad to meet you ⊙ Bill.

Tell me ⊙ Bill ⊙ which section are you in?

a. HYPHENS

A hyphen is used at the end of a line (never at the beginning) to indicate that a word has been broken. Words are only divisible at syllable boundaries and it is sometimes difficult to know just where the syllable boundaries are. If you are not absolutely sure, either look the word up in a dictionary or write the whole word on the next line.

b. COMMAS

When recording speech in which one person addresses another by name, the name is always set off from the rest of the sentence by a comma or commas. This kind of statement is called *direct address*.

26 QUESTIONS STUDENTS SOMETIMES ASK

- a. The last sentence in the model paragraph is *I will introduce you when she arrives*. Shouldn't it be *I shall introduce you . . . ?*

No. Regardless of what you may have learned, *shall* is not generally used in statements about the future. It is used in a few formalized statements which occur in business letters and speeches.

We shall be very happy to have you with us.

I shall appreciate hearing from you at your earliest convenience.

In everyday speech and in most writing the usual word in this position is *will* or a contraction of *will* with a pronoun.

- b. Why don't you say *Bill will introduce Jane when she will arrive?*

Every language has some expressions which cannot be explained on the basis of logic, and this is one such case in English. We don't because we don't and that's all there is to it. Accept the fact and learn the pattern. To use *will* in the time clause is wrong.

- c. With so many ways of talking about the future, how do you know which one to choose?

By far the most common pattern for talking about the future is *going to*.

When the speaker wishes to suggest promise, determination, or inevitability he uses *will*.

There are many situations for which *going to* and *will* can be used interchangeably.

To be about to applies only to the immediate future and it is somewhat literary in tone, not very much used in ordinary speech.

The learner will be wise to avoid choosing verb forms and phrases which are not distinctly future patterns, for they are not applicable in all situations.

27 EXERCISES

a. Repeat the following sentences using contractions wherever they are appropriate.

- | | |
|---|--|
| 1. Betty will introduce the boys. | 11. I will hear him answer. |
| 2. She will talk to them. | 12. You will hear him answer. |
| 3. I know she will. | 13. Mr. Allen will not hear him answer. |
| 4. They will talk about chemistry class. | 14. Mrs. Allen will not hear him answer. |
| 5. I know they will. | 15. They will be busy. |
| | |
| 6. Jack will ask Bill a question. | |
| 7. He will ask Bill which section he is in. | |
| 8. Bill will answer. | |
| 9. I know he will. | |
| 10. We will all hear him answer. | |

b. Answer the following questions with short responses.

- | | |
|--|---------------------------------------|
| 1. Where are you eating dinner tonight? | 11. What are you going to do in June? |
| 2. Who are you eating with? | 12. Where are you going to go? |
| 3. What are you doing after dinner? | 13. Who are you going with? |
| 4. Who are you studying with? | 14. When do you get your degree? |
| 5. Which course are you working on? | 15. What will you do then? |
| | |
| 6. Where are you going after class? | |
| 7. What are you doing then? | |
| 8. What are you doing at 3 o'clock this afternoon? | |
| 9. When are you going to the library? | |
| 10. When are you writing to your parents? | |

c. Tell the class what you are doing now and what you are going to do at some other time. Include the given time expression.

- | | | |
|---------------------------|---------------------------|-------------------------------|
| 1. tomorrow | 6. in half an hour | 11. when I finish this course |
| 2. next Sunday | 7. ten minutes from now | 12. when the bell rings |
| 3. later | 8. next year | 13. half an hour from now |
| 4. the day after tomorrow | 9. the day after tomorrow | 14. in three days |
| 5. next week | 10. later today | 15. when I get my degree |

d. Answer the following questions with complete sentences.

- | | |
|-------------------------------------|--|
| 1. What's in the front of the room? | 11. What's on the right? |
| 2. What's in the back of the room? | 12. What's on the left? |
| 3. Where are the windows? | 13. Who sits in front of you? |
| 4. Where is the door? | 14. Who sits in back of you? |
| 5. Where is the instructor's desk? | 15. Who sits in the first seat of the front row? |
6. Who sits on your right?
 7. Who sits on your left?
 8. Who stands in the front of the room?
 9. Who sits in the back of the room?
 10. Where does the instructor stand?

e. Tell the class about two things that you usually do in succession. Use the word *then* to begin your second sentence.

Example: I take a shower when I get up.
 Then I put on my clothes.

f. In the following questions *you* means anybody or everybody. Answer the questions using *you* in the same way.

- | | |
|--|---------------------------------------|
| 1. Where do you pay your tuition? | 6. Where do you cash a check? |
| 2. Where do you get your ID card? | 7. Where do you buy a stamp? |
| 3. Who do you see about your schedule? | 8. Where do you catch a bus? |
| 4. Who do you go to for advice? | 9. Where do you buy football tickets? |
| 5. Where do you go when you're sick? | 10. Who do you buy them from? |
11. What do you do when you run out of ink?
 12. Where do you sharpen a pencil?
 13. Who gives you your exams?
 14. When do you find out your grades?
 15. Which English course do you take after this one?

- g. Pronounce the possessive (apostrophe) forms of each of the words below which have possessive forms. If the given word doesn't ordinarily have such a form say "no possessive."

Example:	Instructor:	John	Instructor:	desk
	Student:	John's	Student:	no possessive
1. horse		6. car		11. women
2. hour		7. chair		12. Alaska
3. man		8. today		13. room
4. month		9. telephone		14. bench
5. mouse		10. quarter		15. professor

- h. To each of the following questions make a response which is a word, a phrase or a clause that indicates some future time.

- When will we put our homework on the board?
- When will we have dictation?
- When will this class be over?
- When will we have another class?
- When will we have a holiday?
- When does the next semester begin?
- When is it going to get colder?
- When will it snow?
- When will it get warmer?
- When will we have hot weather?
- When will you get your degree?
- When will you start to work?
- When are you going to go home (to your country)?
- When are you going to get married?
- When are you going to come back to visit the U.S.?

- i. Change the following to statements about some future time. Use the most common pattern.

- | | |
|---------------------------------------|--|
| 1. Bob gets up at 7 o'clock. | 11. He has a cup of coffee at the Newman Club. |
| 2. He takes a shower. | 12. He meets his girl friend there. |
| 3. He doesn't shave. | 13. They go to the library together. |
| 4. He puts on his clothes. | 14. They stay there for an hour. |
| 5. He doesn't wear a tie. | 15. They leave before noon. |
| 6. He eats breakfast. | |
| 7. He puts on his jacket. | |
| 8. He doesn't wear a hat. | |
| 9. He rides his bicycle to school. | |
| 10. He attends his first two classes. | |

- j. Combine each of the following pairs of sentences into one sentence in which the information in the second modifies a word in the first.

Example: There is a tall girl in my chemistry class. She has red hair.

Response: There is a tall girl with red hair in my chemistry class.

1. The desk is small. It's in the front of the room.
 2. The sentence patterns are easy. They are on the blackboard.
 3. The lighting is not very good. It is in this room.
 4. The seats are not movable. They are in the rooms of this building.
 5. The windows are dirty. They are on the right.
 6. There are three girls in this class. They are from China.
 7. Jack likes a girl. She is in his chemistry class.
 8. A girl likes him. She is in his math class.
 9. Bill reads many books. They are about photography.
 10. We use theme paper. It has lines on both sides.
 11. Professor Baker is an old white-haired man. He has a beard.
 12. He has an old-fashioned typewriter. It has a loud bell on it.
 13. Professor Miller is a young man. He is in his thirties.
 14. He gives many free lectures. They are for the residents of the community.
 15. He is going to give a lecture tonight. It will be on the cost of living.
- k. Add a different time clause to each of the following sentences. Repeat the whole sentence.
1. Mrs. Allen will invite Jack and Bill.
 2. Betty will introduce the guests.
 3. Jack will meet Bill.
 4. They will talk about their chemistry class.
 5. Bill will introduce Jane.
 6. I am going to read a novel.
 7. I am going to learn French.
 8. I am going to take a trip to Washington.
 9. I am going to buy a camera.
 10. I am going to take pictures.
- (Instructor: fill in names of students in the class)
11. Mr. _____ is going to make a lot of money.
 12. Mr. _____ is going to buy a new car.
 13. Mr. _____ is going to be very famous.
 14. Mr. _____ is going to be very happy.
 15. Mr. _____ is going to get married.

28 ASSIGNMENTS

- a. Find five sentences in one of your other textbooks or in a magazine or newspaper which appear to have the pattern S-V-O-P-T. Copy the sentence parts under the appropriate headings.
- b. Write a paragraph about what you are going to do next summer. Tell several details and include the word *then*. Include at least one time clause. Do not use the word *plan*.
- c. Write five information questions to ask your classmates about their plans for the future. Try to choose the most appropriate future verb phrase for your meaning. Include time clauses in at least two of your questions.
- d. Copy the following sentences filling each blank with *will* or with *going to* preceded by the appropriate form of *be*.
 1. When the professor arrives, the lesson _____ begin.
 2. Professor Allen _____ have dinner with a friend this evening.
 3. Bill says to Betty: I _____ help you with your math assignment.
 4. Jack _____ go home this week end.
 5. The bell _____ ring in a minute.
 6. I _____ go to Chicago next week end.
 7. I _____ take the train that leaves at 5:20.
 8. I _____ arrive in Chicago at 8 o'clock.
 9. When I go to Chicago, I _____ buy theater tickets for you.
 10. I _____ get the best tickets available.
 11. If you study hard you _____ pass.
 12. If you don't study hard you _____ pass.
 13. George _____ go swimming on Saturday.
 14. He (neg.) _____ go boating.
 15. He is sure that he _____ be home by 5 o'clock.

Lesson VII

Patterns with Past Forms; WHILE and WHEN; AGO



Bill introduced Jack and Jane at Mrs. Allen's party last Sunday. They talked about their studies and about their hobbies. They sang folk songs while Mrs. Allen played the piano. They played records and danced in the large rumpus room in Mrs. Allen's basement. They ate ice cream and drank cokes and had a good time. When the party was over Jack took Jane home.



George came to this country a year ago. He didn't know much English then but he worked hard and studied every day and now he speaks well and understands everything. He was one of Mr. Allen's best students. He was going to major in history but he changed his mind. He's in engineering now.



The foreign students of this university went on a trip to the TVA last spring. They visited several campuses on the way. They stopped in Kentucky and saw the famous race track there. They observed experimental farms in the Tennessee Valley and they listened to lectures about farming and soil conservation. They stayed overnight with American families.

1 PAST FORMS OF REGULAR VERBS. All past forms of regular verbs end in *ed*.

2 SPELLING OF REGULAR PAST FORMS

Rules	Examples	
a. When the simple form of a verb ends in <i>e</i> only <i>d</i> is added	change dance	changed danced
b. When a one-syllable verb ends in a single consonant (except <i>c, h, w, x</i> or <i>y</i>) preceded by a single vowel, the final consonant is doubled and <i>ed</i> is added.	plan drag stop	planned dragged stopped
c. When a verb of more than one syllable ends in a single consonant preceded by a single vowel, the final consonant is doubled when the final syllable is stressed.	omít occúr	omitted occurred
The final consonant is not doubled when the final syllable is unstressed. ¹	vísit lísten	visited listened
d. When the simple form of a verb ends in <i>y</i> preceded by a consonant, the <i>y</i> is changed to <i>i</i> and <i>ed</i> is added.	carry hurry study	carried hurried studied
e. The past forms of all other regular verbs are formed by adding <i>ed</i> to the simple form.	work talk play	worked talked played

3 PAST FORMS OF IRREGULAR VERBS. About 140 English verbs are irregular. Their past forms are not related to their simple forms in any of the ways listed above. Most of them are very common words that are used every day and you will need to know them perfectly. A few, those marked *, are somewhat literary and it is not necessary for you to learn to use them, but you should know what they mean when you come across them in your reading.

The irregular verbs listed below are divided into groups on the basis of their form characteristics to facilitate learning. If you think that you know most of them and would prefer an alphabetized list for reference you can make one by combining all of the verbs in the nine groups. The copy-work will probably make you aware of some forms of which you are not quite sure.

a. VERBS WITHOUT PAST FORMS. The following verbs have no special past forms; the simple forms are used to express past activity.

bet	cost	let	set	spread
bid	cut	put	shed	*thrust
*burst	hit	quit	slit	*wed
cast	hurt	*rid	split	wet

¹In British English *l* in this position is doubled.

- b. **IRREGULAR PAST FORMS IN D.** The following verbs all have past forms that end in *d*, but they are not formed in the regular way.

<u>Simple Form</u>	<u>Past Form</u>
flee	fled
have	had
hear	heard
lay	laid
make	made
pay	paid
say	said
sell	sold
*shoe	shod
tell	told

- c. **THE D-TO-T GROUP.** The simple forms of all the following verbs end in *d*; the *d* is replaced by *t* in the past forms.

<u>Simple Form</u>	<u>Past Form</u>
bend	bent
build	built
lend	lent
*rend	rent
send	sent
spend	spent

- d. **PAST FORMS IN T.** The following verbs all have past forms that end in *t*, but the past forms are spelled and pronounced entirely differently from the simple forms.

<u>Simple Form</u>	<u>Past Form</u>	<u>Simple Form</u>	<u>Past Form</u>
bring	brought	leave	left
buy	bought	lose	lost
catch	caught ²	mean	meant
creep	crept	*seek	sought
deal	dealt	sleep	slept
*dwell	dwelt	sweep	swept
feel	felt	teach	taught ²
keep	kept	think	thought
kneel	knelt	*weep	wept

- e. **VERBS WITH VOWEL CHANGE ONLY.** The following verbs have the same consonant sounds at the beginnings and the ends of their past forms that they have at the beginnings and ends of their simple forms, but the internal vowels differ.

<u>Simple Form</u>	<u>Past Form</u>	<u>Simple Form</u>	<u>Past Form</u>
bind	bound	dig	dug
bleed	bled	feed	fed
breed	bred	fight	fought
come	came	find	found

²Notice particularly the spelling of *caught* and *taught*. These words are spelled with an *a* where all other past forms with the same vowel sound have *o*, e.g. *bought*.

<u>Simple Form</u>	<u>Past Form</u>	<u>Simple Form</u>	<u>Past Form</u>
grind	ground	shoot	shot
hang ³	hung	sit ⁷	sat
hold	held	slide	slid
lead	led	stand	stood
light ⁴	lit	stick	stuck
meet	met	strike	struck
read	read ⁵	win	won
run	ran	wind	wound
shine ⁶	shone		

f. THE *I-TO-U* GROUP. The simple forms of all the following verbs have the vowel *i*; the *i* is replaced by *u* in the past forms.

<u>Simple Form</u>	<u>Past Form</u>	<u>Simple Form</u>	<u>Past Form</u>
*cling	clung	sting	stung
*fling	flung	string	strung
*sling	slung	swing	swung
*slink	slunk	wring	wrung
spin	spun		

g. THE *I-TO-A-TO-U* GROUP. The following verbs have two past forms, the second being called the past participle. They all have the same vowel sounds and they all end in nasals.

<u>Simple Form</u>	<u>Past Form</u>	<u>Past Participle</u>
begin	began	begun
drink	drank	drunk
swim	swam	swum
ring	rang	rung
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
spring	sprang	sprung
stink	stank	stunk

h. PAST PARTICIPLES IN *N*. The following verbs also have past participles. They end in *n*, *en* or *ne*.

<u>Simple Form</u>	<u>Past Form</u>	<u>Past Participle</u>
be	was/were	been
bear	bore	born/borne ⁸
beat ⁹	----	beaten
bite	bit	bitten

³When *hang* means to put to death by hanging, the past form is *hanged*.

⁴*Light* also has a regular past form *lighted*. Both forms are used. *Lit* is the older form.

⁵Note that both forms of this word look alike. They sound different. See Pronunciation Helps.

⁶This verb is irregular only when it means to send off light, as in *the sun shines*. When it means to polish, as in *John shines his shoes every day*, the past form is regular.

⁷Do not confuse *sit* with *set*. *Sit* means to take a seat or to rest in a certain position. *Set* (group a) means to place an object in a position, as in *I set my books on my desk a few minutes ago*.

<u>Simple Form</u>	<u>Past Form</u>	<u>Past Participle</u>
blow	blew	blown
break	broke	broken
choose	chose	chosen
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
*forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten ¹⁰
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden
know	knew	known
lie ¹¹	lay	lain
ride	rode	ridden
rise ¹²	rose	risen
see	saw	seen
shake	shook	shaken
*slay	slew	slain
*smite	smote	smitten
speak	spoke	spoken
steal	stole	stolen
*stride	strode	stridden
strive	strove	striven
swear	swore	sworn
take	took	taken
tear	tore	torn
throw	threw	thrown
*tread	trod	trodden
wear	wore	worn
weave	wove	woven
write	wrote	written

⁸The past participle of *bear* is spelled in two ways, both pronounced the same. When *bear* means to give birth, the past participle is *born*; in other cases it is spelled *borne*.

George was born in Greece.

The expense of his trip to America was borne by his uncle.

⁹*Beat* is the only verb with a past participle but no past form.

¹⁰*Got* is sometimes used in place of *gotten* especially in British English.

¹¹Do not confuse *lie*, *lay*, *lain* with *lay*, *laid* (group b). *Lie* means to recline on a bed or other surface. *Lay* means to place an object on a surface. The difference is similar to that between *sit* and *set*. *After class I lay my books on my desk. Then I lie down and take a nap.*

¹²Do not confuse *rise* with the regular verb *raise*. *Rising* is a voluntary movement upward. *To raise* means to lift something up.

In America students do not rise when the teacher enters the room.

On hot days we raise the windows.

- 4 DO AND BE AS FUNCTION VERBS.** The past forms of *do* and *be* are used in making negative statements and questions about the past (see Sentence Patterns). Note the contracted forms.

was not - *wasn't* were not - *weren't* did not - *didn't*

- 5 AGO** is used only in sentences with past forms of verbs. It refers to a specific time in the past, counting backward from the present. *Ago* is the only word that can be used in this situation. Do not use *before*.

George came to this country a year ago.

We studied ing-forms two weeks ago.

- 6 IN, AT, AND ON AGAIN**

Rules	Examples
a. <i>In</i> often indicates the position of something surrounded.	in the cafeteria in the laboratory in the dormitory
<i>On</i> often indicates contact with a surface.	the cigarettes on the desk the sentence on the blackboard
<i>At</i> is often used in expressions of position to indicate proximity.	the blond girl at the table someone at the door
b. <i>In</i> is also used to indicate one's course of study, profession, or business.	in political science in engineering in auto sales (a salesman) in men's clothing (a manufacturer)

- 7 OF FOR PART OR ORIGIN.** We learned in VI, 11 that nouns which represent things do not ordinarily have apostrophe forms. Relationships such as part of a whole, origin, and measure are expressed by placing *of* between the simple forms of the related nouns.

the top of a desk the beginning of the semester
the body of a car the teacher of this class
the fruit of a tree the students of this university

This construction is sometimes used in place of an apostrophe form with nouns that represent people when it is necessary to avoid ambiguity. See VII, 9 below.

- 8 ONE OF MANY.** Phrases which start with *one of* must always contain a plural form noun. The *of* indicates that *one* is only part of a larger group. This also applies to *none* (not one).

one of Professor Allen's best students
none of Betty's friends (V, 11)

9 OF FOR POSSESSION, TO AVOID AMBIGUITY. Suppose that you had lunch at a private home and that the home belonged to one of your friends. When someone asks you where you had lunch, what will you say? Here are three wrong answers taken from student papers.

- at one of my friend's home (this is wrong because *one of* requires a plural)
- at one of my friends' home (this means that several friends own one home)
- at one of my friend's homes (this means that one friend owns several homes)

Solution: *at the home of one of my friends* (Note that no apostrophe is needed; the *of* shows possession.)

10 WAS GOING TO. In Lesson VI we learned to recognize *going to* as part of a verb phrase expressing future. When preceded by a past form of *be*, it indicates a plan made in the past but abandoned before it was executed.¹³ The pattern of the verb phrase is

BE (PAST)	GOING TO	MAIN VERB (SIMPLE)
was	going to	major
were	going to	say

11 TIME CLAUSES: WHILE/WHEN (Cf. VI, 19). All of the time clauses in Lesson VI begin with *when*. Some other words which frequently introduce time clauses are *while*, *after*, and *before*.

CLAUSE MARKER ¹⁴	S	V	O	P
while	Mrs. Allen	played	the piano	
before	George	came		to this country
after	he	changed	his major	

While emphasizes the passage of time whereas *when* is used in reference to instantaneous events.

- Class will begin *when* Professor Baker arrives.
- We will listen carefully *while* he lectures.
- We will leave *when* he dismisses the class.

¹³For another meaning see X, 8.

¹⁴Clause markers are called subordinating conjunctions in some books and relative adverbs in others. It will simplify matters if you just remember that when one of these words is followed by an S-V-O pattern the whole unit is a clause which fills one of the T positions in a sentence pattern. If you remember this you will never confuse a time clause with a complete sentence.

12 PATTERNS FOR STATEMENTS ABOUT PAST EVENTS

a. AFFIRMATIVE STATEMENTS follow the basic pattern.

S	V	O/C	P	T
1 George	was	a good student	in high school.	
2 He	came		to this country	a year ago.

b. NEGATIVE STATEMENTS. When *be* is the main verb of a statement, the past negative is formed by adding *not* to the verb. With all other verbs, negative statements about the past are made with the past form of *do* followed by *not* and the simple form of the main verb (Cf. II, 14).

S	V	O/C	P	T
	<i>BE/DO</i> (PAST)	<i>NOT</i>	MAIN VERB (SIMPLE)	
3 George	wasn't		a good student	in economics.
4 He	didn't	know	much English	when he came here.

13 SIMPLE QUESTION PATTERNS

a. WHEN *BE* IS THE MAIN VERB

V(PAST)	S	C	P	T
5 Was	George	a good student	in high school?	

b. WHEN *BE* IS NOT THE MAIN VERB

FV(PAST)	S	V(SIMPLE)	O/C	P	T
6 Did	George	come		to this country	a year ago?
7 Did	he	study	English		every day?

14 INFORMATION QUESTION PATTERNS. Note that Pattern A has neither a function verb nor a subject¹⁵ and that the V is a past form. In Pattern B the V is a simple form; the past time is indicated by the FV.

QW	FV	S	V	O/C	P	T
8 A			was	Jane		when the party started?
9 A			introduced	Jack and Jane?		
10 B	did	they	talk about?			
11 B	did	they	do		in the rumpus room?	
12 A			took	Jane	home	after the party?

15 STATEMENTS ABOUT UNFULFILLED PLANS. These almost always include the connective *but* followed by an independent clause (VI, 18), i. e., another sentence pattern, which explains why the plan was not carried out.

CONNECTIVE	S	V	O	P	T
13 but	George he	was going to major changed	his mind.		in history ¹⁶

16 PRONUNCIATION HELPS

a. REGULAR PAST FORMS

Rules	Examples
When the simple form of a verb ends in a <i>d</i> or <i>t</i> sound, the past form has one more syllable than the simple form has. Listen to the examples and imitate the pronunciation.	want wanted wade waded omit omitted benefit benefited
When the simple form ends in a voiceless sound other than <i>t</i> , the past form is pronounced with a final <i>t</i> sound and the number of syllables in the past form is the same as that in the simple form, i. e., the <i>e</i> is not pronounced.	talk talked dance danced work worked introduce introduced
When the simple form ends in a voiced sound other than <i>d</i> , the past form is pronounced with a final <i>d</i> sound and the number of syllables is the same as the number in the simple form.	play played change changed study studied

¹⁵Some grammarians classify the question words as subjects in these sentences.

¹⁶To speak exactly *in history* is not a place. However, if we say he was going to do his major work in the History Department there would be no argument. There are other ways that this sentence could be analyzed but this way best illustrates our purpose.

- b. **IRREGULAR PAST FORMS.** You will note from the lists of irregular verbs that most of them are characterized by vowel changes. It is very important to master the vowel sounds of the irregular verbs so that you will be understood. Your instructor will go through the lists with you. Ask about any form of which you are not sure.

Some of the irregular verbs have silent letters, i.e., letters which are not pronounced. The main ones are the *k* before *n* (kneel), *w* before *r* (write, wring), and the *gh* in *light* and in the past forms such as *bought* and *taught*.

A few of the most common verbs seem to be consistently mispronounced by many foreign students. Check your pronunciation against these:

heard rhymes with *bird* *read* (past) sounds the same as *red*
meant rhymes with *went* *said* rhymes with *red*

c. **CONTRACTIONS**

Wasn't has two syllables. It is pronounced as if there were a vowel between the *s* and the *n*. was-int

Weren't also has two syllables, as the spelling shows. wer-ent

Didn't has two syllables. The second syllable does not have a true vowel sound but rather what is called a syllabic *n*. The second *d* is not released. Imitate your instructor's pronunciation. did-nt

17 EXERCISES

- a. **First Student:** Ask your neighbor an information question suggested by the instructor's words. Begin your question with *when*.

Second Student: Give a short response to the question using the word *ago*.

Example: Instructor: get here
 First Student: When did you get here?
 Second Student: Five minutes ago.

- | | |
|--------------------------------|--------------------------------------|
| 1. graduate from high school | 9. buy your textbook for this course |
| 2. apply for admission | 10. see your consul |
| 3. get your visa | 11. get a letter from home |
| 4. say good-bye to your family | 12. eat lunch (breakfast, dinner) |
| 5. leave home | 13. have your hair cut |
| 6. meet the dean | 14. buy those shoes |
| 7. register | 15. learn to dance |
| 8. buy your notebook | |

- b. Change the following sentences to indicate that the action occurred once in the past.

- | | |
|---|---|
| 1. I take a shower every morning. | 9. The class begins promptly at eight. |
| 2. I don't always shave. | 10. I am never late. |
| 3. I drink orange juice while I dress. | 11. I read when it is my turn. |
| 4. I have coffee and rolls for breakfast. | 12. I answer questions when the instructor calls on me. |
| 5. I smoke a cigarette after breakfast. | 13. I write my homework on the board. |
| 6. I put on my jacket. | 14. I take dictation. |
| 7. I pick up my books. | 15. I usually do quite well. |
| 8. I hurry to class. | |

c. Answer the following questions with complete, affirmative statements. Include time phrases or clauses where they are appropriate.

1. Did you ever take a trip on a plane?
2. Did you leave in the morning or in the afternoon?
3. What time did you get on the plane?
4. Did you choose a seat in the front of the plane or in the back?
5. Did you fasten your seat belt when you sat down?
6. Did the hostess hang up your coat?
7. Did she bring you some coffee?
8. Did she offer you any food?
9. Did she make you comfortable?
10. Did you thank her?
11. When did you land?
12. What did you do then?
13. Where did you go?
14. Were you tired?
15. Did you enjoy your trip?

d. Give short responses to the following questions, using contractions where they are appropriate.

1. Was it hot last night?
2. Did it rain?
3. Did it snow?
4. Were there stars in the sky?
5. Were they bright?
6. Did you go to the football (basketball, baseball) game last week?
7. Was it a good game?
8. Were there many people there?
9. Did we win?
10. Did anyone get hurt?
11. Did George come to this country five years ago?
12. Did he know a lot of English when he came?
13. Was he a good student in English?
14. Was he a good student in economics?
15. Is he in engineering now?

e. First Student: Ask your neighbor what field he is in.

Second Student: Answer, using the pattern "I am in _____."

First Student: Ask the same neighbor what his father does.

Second Student: Answer, telling your father's trade or profession. Use *in* (6, b).

(If your father is retired or dead tell about an uncle or some other relative.)

f. Following is a list of simple forms of nouns. State for each the form which must be used after the expression *one of*. Use a possessive pronoun where it is appropriate.

Example:

Instructor: boy

Student: one of the boys

Instructor: brother

Student: one of my brothers

- | | | |
|----------|------------|----------------------|
| 1. table | 6. cousin | 11. furnace |
| 2. box | 7. room | 12. pencil sharpener |
| 3. man | 8. piece | 13. picture |
| 4. foot | 9. friend | 14. neighbor |
| 5. fence | 10. church | 15. eye |

- g. Make a sentence suggested by the two given words. Use *in*, *on*, or *at* in your sentence.

Example:

Instructor: eat - cafeteria

Student: I eat in a cafeteria.

- | | | |
|---------------------------|---------------------|----------------------|
| 1. write - white paper | 6. study - library | 11. swim - pool |
| 2. cigarettes - pocket | 7. stamp - envelope | 12. pencil - floor |
| 3. hat - head | 8. candy - mouth | 13. secretary - desk |
| 4. family - table | 9. bandage - arm | 14. book - shelf |
| 5. bus - railroad station | 10. salesman - door | 15. milk - glass |

- h. Show the relationship between the pairs of words below by use of an apostrophe form or the word *of*. Make each answer specific by adding *the* where necessary.

Example:

Instructor: table - top

Student: the top of the table

Instructor: John - uncle

Student: John's uncle

- | | | |
|-----------------|---------------------|------------------------------|
| 1. car - color | 6. man - gloves | 11. student - vacation |
| 2. horse - tail | 7. wife - Mr. Smith | 12. month - journey |
| 3. chair - legs | 8. news - today | 13. car - Mr. Jones |
| 4. book - pages | 9. bus - windows | 14. university - president |
| 5. top - box | 10. book - teacher | 15. telephone number - store |

- i. Make one statement to explain each of the following situations (See Section 9).

1. You went for a ride in a car.
The car belonged to one of your friends.
2. You sat and talked in the evening.
You were in a yard.
The yard belonged to one of your neighbors.
3. You went to a party.
It was in a private home.
The home belonged to one of your professors.
4. At an adviser's suggestion you changed your field of study.
The adviser is one of many.
5. You bought a present for a lady.
She is married to one of your brothers.

- j. Tell the class about something that you planned to do but didn't. Be sure that your sentence is complete.

- k. Make an information question from each of the following statements. Substitute question words for the underlined words.

1. Mrs. Allen had a party last Sunday.
2. Jack met Jane there.
3. Jack met Jane at Mrs. Allen's party.
4. They danced in the rumpus room.
5. Jack took Jane home after the party.

6. George came to this country a year ago.
7. He spoke Greek then.
8. He speaks English now.
9. He was Mr. Allen's best student.
10. He changed his mind about his major field after he got here.

11. The foreign students went to the TVA last spring.
12. They went with a man from the YMCA and a lady from the YWCA.
13. They saw the famous race track in Kentucky.
14. They listened to lectures about farming.
15. They stayed overnight with American families.

1. Combine each of the following pairs of sentences into one sentence. Do this by making one of the given sentences into a time clause. Use the most appropriate clause marker that you know. Remember that a time clause may be at the beginning or at the end of a sentence.

1. Bill picked up the receiver.
Then he dropped a dime in the coin box.
2. Bill dropped a dime in the coin box.
Then he dialed the operator.
3. Bill talked to his mother.
There was a strange noise in the telephone.
4. Bill called his mother after 9 p.m.
The charge was less.
5. He talked for three minutes.
Then he hung up.

6. George came to this country.
He didn't know how to study.
7. He listened to the radio.
He studied at the same time.
8. He got a low grade on a test.
Then he went to his adviser.
9. His adviser told him how to study.
He listened.
10. Now he studies without the radio.
He doesn't listen to the radio and study at the same time.

11. We don't listen carefully.
We don't understand.
 12. We listen carefully.
We understand.
 13. Our teacher shows us our mistakes.
Then we correct them.
 14. Bill works in the chemistry laboratory.
He talks to Betty during that time.
 15. Jack does his experiments in the chemistry laboratory.
He talks to Jane during that time.
- m. Spelling Bee. Pronounce and spell the past forms of the following verbs.

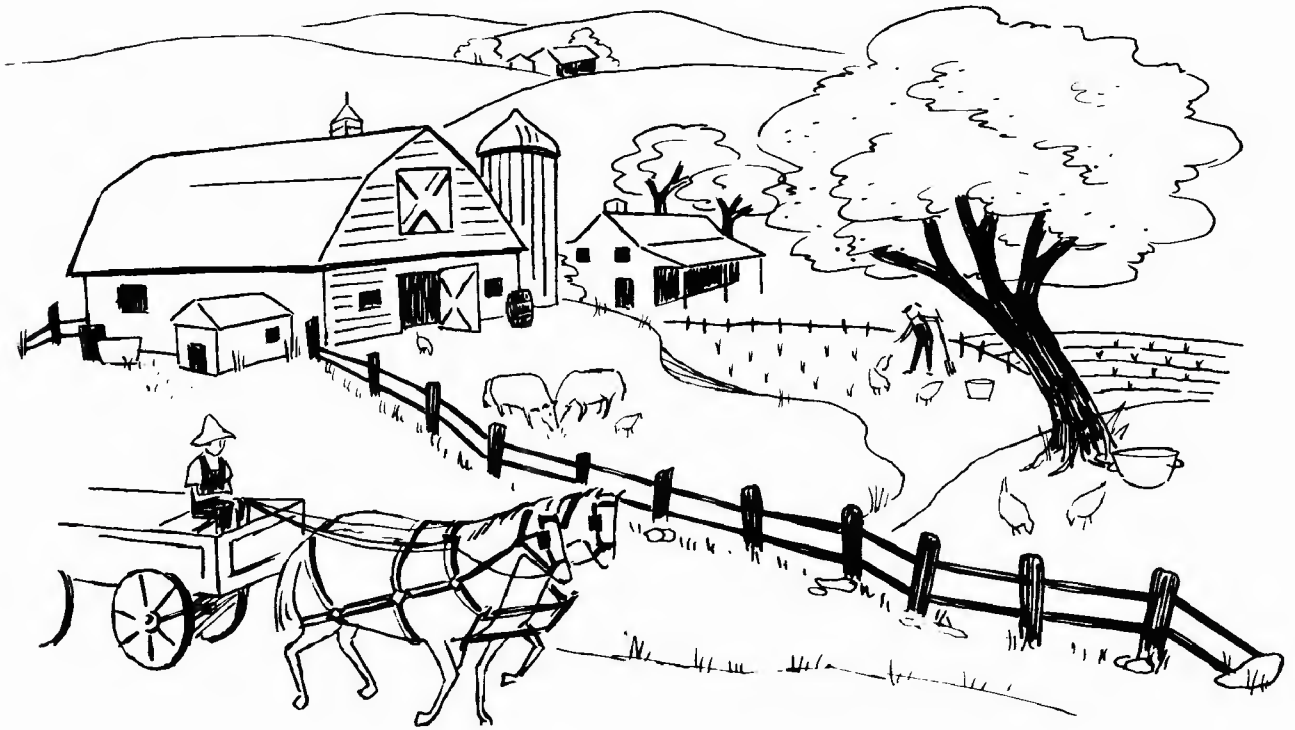
teach	buy	tear	travel	draw	weave
reach	tie	grow	feed	find	break
choose	sleep	speak	hang	go	come
lose	hold	fall	help	swear	try
drink	light	wear	shake	omit	plan
think	know	take	hide	change	say
win	swing	lie	ride	want	eat
pin	bring	lay	swim	read	throw
build	shoot	die	play	kill	sew
cost	run	work	see	steal	mean

18 ASSIGNMENTS

- a. Write a paragraph telling what you did last Sunday. Include one statement about something you planned to do but didn't (VII, 10). Include at least one time clause beginning with *while*.
- b. Write a paragraph in which you describe a trip that you took for pleasure. Tell where you went, who you went with, what you saw, and what you did. Include the word *ago* in your introductory sentence. Use only the sentence patterns in Lessons I-VII.

Lesson VIII

USED TO; HAVE TO; Impersonal IT



When George was a very little boy he lived on a farm in the country. It was his grandfather's vegetable farm and George used to feed the chickens and fill their water pans early in the morning. Then he played in the fields with his brothers until noon. They used to pick blackberries and dig for worms and chase rabbits out of the carrots. After dinner it was too hot to work or play. Everyone took a nap for two or three hours.

It was pleasant to live on the farm but it was impossible for George to stay there after he became old enough to go to school. It was three miles to school and that was too far for George to walk. He had to go and live with his uncle who had a shoe store in town, not far from the school.

- 1** **NOUNS THAT MODIFY NOUNS.** When two or more common nouns occur in sequence, only the final one functions as a noun. The others are used to describe. When the function of a noun is to describe, the simple form is used whether the modified noun is singular or plural.

a vegetable farm
 water pans
 a shoe store

There are a few exceptions to this rule. You may see a sign in the library which reads *Periodicals Room - Serials Division*, or you may be assigned a project to do in the *Materials Testing Laboratory* or be advised to attend a lecture given by a *munitions expert*. These are all simply exceptions and not to be used as models. When you use a common noun in modifying position, be sure that it is a simple form.

Proper nouns, i.e. names, which are plural forms are sometimes used in modifying position.

United States citizens
 United Nations observer groups

- 2** **UNTIL** introduces a time phrase or a time clause which expresses a specific time, not duration. It is never used before a place word.

Phrases

until noon
 until dinner time
 until twelve o'clock

Clauses

until dinner was ready
 until he ate dinner
 until his grandmother called him

- 3** **FOR** introduces time phrases that express duration. It is usually followed by a cardinal number or a quantity expression (V, 13-15) and a term for a division of time.

for two or three hours
 for six days

for a little while
 for a long time

- 4** **INFINITIVES.** When *to* is followed by the simple form of any verb, the two words together form a unit which performs a single function in a sentence pattern, and this unit is called an *infinitive*. Infinitives are used in many different ways. We will discuss two of the ways in this lesson.

- 5** **VERY/ TOO/ ENOUGH**

- a. **VERY** is an intensifier.¹ It intensifies the meaning of the word which immediately follows it. It precedes adjectives and other words referring to time, frequency,² quantity, distance, manner, and condition.

George was very little.
 The school was very far from the farm.

- b. **TOO** does not intensify. It has a more specific meaning than *very*. *Too* is used when some action, either expressed by an infinitive or implied, is impossible as the result of the condition described by the word which follows *too*.

It was too hot to work. (It was impossible to work.)
 Three miles was too far to walk. (It was impossible for George to walk three miles.)

¹Classified as an adverb in traditional terminology.

²Not all adverbs of frequency are intensified.

A native speaker does not always express what is impossible but the use of *too* implies the impossibility.

My professor speaks too fast. (It is impossible for me to understand him.)
 Don't work too hard. (Don't work so hard that it is impossible for you to enjoy life.)

- c. **ENOUGH** means a sufficient amount. It is used when the action expressed by the infinitive after *enough* is made possible by the situation described by the word which precedes *enough*. A negative statement, of course, has the opposite meaning.

George was old enough to go to school.
 He wasn't strong enough to walk six miles every day.

Note that *enough* follows the word it modifies, whereas *very* and *too* precede. *Enough* is also used with nouns, in which case it may precede or follow without any difference in meaning.

George's uncle had enough room in his house for George.
 George's uncle had room enough in his house for George.

- d. Be very careful in choosing between *too* and *very*. Don't be like the Latin-American student who said in his farewell speech at his graduation banquet that he had made *too many good friends in the United States*. No one can have too many good friends anywhere, although it might be possible to have too many friends to invite to your house at one time. If you have that many good friends you are a lucky person indeed.

6 MODIFICATION OF ADJECTIVES. In the sentences above, the infinitives modify the adjectives, i.e., they limit the meanings of the adjectives to specific situations. Let's look at a similar pattern, but without *too* or *enough*, to see how the meaning of an adjective is limited.

- a. **BY INFINITIVES.** The sentence *This story is easy* is an unqualified statement which implies that a certain story is easy in every respect for every person. If, however, we add the infinitive *to read*, making our sentence *This story is easy to read*, we are allowing the possibility that it may be very difficult to explain or to understand or to repeat or to remember. The infinitive indicates that the adjective *easy* applies only to the process of reading and not to any other process.
- b. **BY FOR-PHRASES.** Adjectives are also limited by phrases which have the pattern *FOR (MODIFIERS) NOUN/PRONOUN*. For instance, we might have the sentence *This story is easy for some students*. The phrase indicates that the adjective *easy* applies only to certain persons, not to all.
- c. **BY FOR-PHRASES AND INFINITIVES.** When an adjective is modified in both of the above ways the *for*-phrase always precedes the infinitive.

	1	2
This story is easy	for some students	to read.
Three miles was too far	for George	to walk.

- d. If the adjective modifies a noun it cannot be separated from the noun it modifies. The limiting phrase must follow the noun. It is the meaning of the adjective, not the noun, that is limited.

This is an easy story *for some students to read.*

Three miles was a long way *for George to walk.*

7 ACCOMPANIMENT. Phrases which have the pattern *WITH (MODIFIERS) NOUN/PRONOUN* frequently indicate accompaniment. They may occur in four different positions in a sentence pattern. Two of these positions are used mainly in literature, rarely in speech or informal writing.

a. COMMON PATTERNS

S	V	O	(accom)	P	(accom)	T
George	lived		(with his uncle)	in town	(with his uncle)	...
He	played		(with his brothers)	in the fields	(with his brothers)	...
He	took	his dog	(with him)	to town	(with him)	...

b. LITERARY PATTERNS

(accom)	S	V	(accom)	O	P	T
(With him)	George	took	(with him)	his dog

Find phrases of accompaniment in the model paragraphs of Lessons V and VII and analyze their positions in the basic sentence pattern.

8 CLAUSES THAT MODIFY NOUNS. In VI, 15 we noted the position of phrases that modify nouns. Nouns are also modified by clauses. Clauses that describe follow the nouns they modify.

Modifying clauses do not all have the same pattern. Some have clause markers that function as subjects of the clauses; others have separate clause markers; still others have no clause markers at all. In this lesson we will practice the first type, like the one in the model paragraph.

NOUN	MODIFYING CLAUSE				
	CLAUSE MARKER SUBJECT	V	O	P	T
<u>George's uncle</u>	<u>who</u>	<u>had</u>	<u>a shoe store</u>	<u>in town</u>	<u>not far from the school ...</u>

9 PAST CUSTOM. We learned in II, 1 that sentences which have simple or s-form verbs in the V position express customary, habitual, or other repetitive actions. To express repetitive action in the past which no longer occurs we have the verb phrase:

USED TO	MAIN VERB ³ (SIMPLE)
used to	feed
used to	pick
used to	chase

10 SENTENCE PATTERNS FOR PAST CUSTOM

QW	FV	S	V (note forms)	O	P	T
1		George	used to feed	the chickens	on the farm	early in the morning.
2	Did	George	use to feed	the chickens	on the farm	early in the morning?
3 A	Who		used to feed	the chickens	on the farm	early in the morning?
4 B	What	did	George use to do		on the farm	early in the morning?

Used to is seldom used in the negative. When it is, the pattern is formed with the function verb *did*.

Didn't George use to live on a farm?

11 NECESSITY. There are several ways to express the idea of necessity. One way is with the phrase

HAVE TO	MAIN VERB (SIMPLE)
have to	go
had to	live
has to	study

12 SENTENCE PATTERNS WITH HAVE TO

a. AFFIRMATIVE STATEMENTS

	S	V (note forms)	O	P	T
Present	1 We	have to study	English	at home	every night.
	2 George	has to study	math.		
Past	3 He	had to live		in town	when he went to school.
Future	4 He	will have to return		to Greece	when he gets his degree.

³Do not confuse this phrase with the expression *to be used to* something. They are entirely different both in pattern and in meaning. See XIV, 4.

b. NEGATIVE STATEMENTS

	S	V	O	P	T
Present	5 We	don't have to study	French.		
	6 George	doesn't have to study	economics.		
Past	7 He	didn't have to walk	three miles to school.		
Future	8 He	won't have to stay			in America after he graduates.

c. SIMPLE QUESTIONS

	FV	S	V (phrase)	O	P	T
Present	9 Do	we	have to study	English	at home	every night?
	10 Does	George	have to study	math?		
Past	11 Did	George	have to live		in town	when he went to school?
Future	12 Will	he	have to return		to Greece	when he graduates?

d. INFORMATION QUESTIONS

QW	FV	S	V (phrase)	O	P	T
13 A	Who		has to study	English?		
14 B	What	do	we	have to study?		
15 B	What	does	George	have to study?		
16 B	Where	did	George	have to live		when he went to school?
17 B	When	will	George	have to return		to Greece?

13 PATTERNS WITH THE FUNCTION WORD *IT*. In Lesson I we read "never use a #3 (third person) pronoun without first mentioning the person or thing to which it refers." That is a good rule, but there are situations in which *it* is used without a referent. In these situations *it* does not refer to anything; it is a function word which is used to fill a position in a sentence pattern. Observe the following special uses of *it*.

a. TIME

Is it late? No, it's early.

What time is it? It's two o'clock.

What day is it? It's Wednesday.

b. WEATHER

What's it like out? It's pretty cold.

Is it raining? No, but it looks like rain.

What's it like here in summer? It's hot and it rains a lot.

c. DISTANCE

How far is it to George's school? It's quite far.
 It's about three miles.⁴
 How long does it take to get there? It takes a long time.

d. IDENTIFICATION

Is that Mr. Allen? Yes, it is. (See I, 15)
 Someone is at the door.
 Who is it? I don't know who it is.
 There was a telephone call for you this afternoon.
 Who was it? It was Jack Jones.

e. *IT* IN SUBJECT POSITION, WITH ADJECTIVE AND INFINITIVE

S	V	C			
		ADJECTIVE	INFINITIVE	P	T
It	was	pleasant	to live	on the farm.	
It	was	impossible	to stay	there	while he went to school.

14 PRONUNCIATION HELPS

a. NOUNS IN SEQUENCE. When one noun modifies another the stronger stress is on the modifying noun. Listen to the following examples.

végetable farm fárm house
 chícken feed shóe store

Note that *vegetable* has only three syllables.

b. *USED TO*. When *d* and *t* come together only one stop sound is heard. Pronounce *used to* as if it were one word with voiceless *s* and *t* and no *d*. Imitate your instructor's pronunciation of the following phrases.

used to like used to wear
 used to think used to be

c. *HAVE TO*. When *have to* means necessity the *v* sounds like *f* and the *o* is somewhat reduced. Imitate your instructor's pronunciation of the following phrases.

have to breathe
 have to sleep
 have to grow

⁴Note that *far* does not occur in the statement when the distance is stated.

15 EXERCISES

a. What do we call the following? Answer by giving the noun and its modifiers. Be careful to distinguish singular and plural. Example:

Instructor: a farm where vegetables are grown

Student: a vegetable farm

Instructor: stores where shoes are sold

Student: shoe stores

1. cream that we put in our coffee
2. watches that we wear on our wrists
3. a factory that produces dresses
4. a lamp that we use on a desk
5. a check that is worth ten dollars
6. a ticket that we need in order to ride on a bus
7. cups that are made out of paper
8. a trip that covers 1300 miles
9. a book from which we study history
10. coats that are worn in winter
11. a table that is placed beside a bed
12. a radio that is placed on a table
13. a soda that has ice cream in it
14. soup that has vegetables in it
15. salad made of different kinds of fruit

b. Make the following word groups into time phrases or clauses by preceding each with *until* or *for*.

- | | | |
|-----------------|-------------------|-------------------|
| 1. three hours | 6. Monday | 11. Friday night |
| 2. two o'clock | 7. twenty minutes | 12. two weeks |
| 3. several days | 8. a short time | 13. a few days |
| 4. next week | 9. this evening | 14. quite a while |
| 5. George comes | 10. half an hour | 15. we understand |

c. Express the following ideas in good idiomatic sentences which include *very* or *too*.

1. It is hot today.
2. It is impossible to work today because of the heat.
3. It is cold in Canada in September.
4. It is impossible to go swimming there then.
5. It is impossible to swim across Lake Michigan because of its size.
6. George is a good student.
7. He works hard.
8. His adviser is busy. He can't see George until Friday.
9. George comes from a large family.
10. His little brother is only ten. He can't go to college.
11. Most foreign students aren't happy when they first come here.
12. They are homesick.
13. They think that Americans work hard and do not play enough.
14. They learn American ways quickly.
15. They make many friends while they are here.

d. Express the following ideas in sentences which include the word *enough*.

1. Richard has many credits. He will graduate in June.
2. Bill has a small amount of money. He can go home this week end.
3. Jack studied thoroughly. He got A in his chemistry quiz.
4. Betty wasn't well. She couldn't go to the ball game on Saturday.
5. Mrs. Allen is very pretty. She could win a beauty contest.
6. Professor Baker makes a good salary. He drives a Buick.
7. Professor Miller doesn't make much money. He drives a Ford.
8. One semester is not very long. You can't learn a language in that time.
9. Ten minutes is plenty of time for a quiz.
10. Our instructor doesn't have much paper. He can't give everyone a piece.
11. Betty didn't finish her assignments. She didn't have time.
12. Bill doesn't play his radio loud. It doesn't disturb the other boys in the house.
13. Jack wants to invite Jane to a dance. He doesn't have the necessary money.
14. Richard can vote. He is twenty-three.
15. Mr. Allen has a lot of work. It will keep him busy for a long time.

e. Make each of the following word groups into a sentence in which the adjective is modified by a *for*-phrase and an infinitive. Example:

Instructor: The distance was too far

Student: The distance was too far for George to walk.

1. A bowling ball is very heavy
2. A Buick is too expensive
3. Dogs are too noisy
4. The sun was too bright yesterday
5. It is too dark now
6. A summer coat is too light
7. George's suitcase was very heavy
8. From New York to San Francisco is very far
9. Your apartment isn't big enough
10. Ten p.m. is very early
11. Twenty dollars is a lot of money
12. A thousand miles is a long way
13. Languages are difficult
14. English spelling is strange
15. Four years is a long time

f. Add a phrase which expresses accompaniment to each of the following sentences. Be sure to put it in an appropriate position in the pattern.

1. George used to play in the fields when he was very little.
2. He went to school when he got older.
3. He didn't take his dog to school.
4. He doesn't live in Greece now.
5. He lives in College Town.
6. Bill often goes to concerts on Friday evenings.
7. He spends most week ends in Westview.
8. He gets a ride half way to Westview.
9. He takes his books when he goes home.
10. He doesn't take many clothes.

11. Mrs. Allen usually goes to church on Sunday.
 12. Betty often goes too.
 13. Jack doesn't; he goes to a different church.
 14. George goes to the Greek church.
 15. After church Mrs. Allen usually goes for a walk.
- g. Make one sentence from each of the following pairs. Construct your sentence in such a way that the information in the second sentence becomes a clause which modifies a noun in the first one. Make any necessary changes (see V, 9, a). Example:

Instructor: Mrs. Allen is a professor's wife.

She had a party.

Student: Mrs. Allen is the professor's wife who had a party.

1. I met a man. He came from France.
 2. He introduced me to his sister. She is going to be a student here in the fall.
 3. She wanted to meet a person. That person is going to be her adviser.
 4. It was a man. He was on vacation.
 5. She met another person. That person works in the office with her adviser.
 6. Mr. Miller is a professor of economics. He gives free lectures sometimes.
 7. Professor Baker is an old man. He has a beard.
 8. Dr. Jones is a dentist. He examines the students' teeth.
 9. Jane is a tall girl. She has red hair.
 10. Miss Liu is a girl in this class. She speaks Chinese.
 11. Jack is one of many students. They go to the movies on Saturday nights.
 12. Bill is one of few students. They never go to the movies.
 13. Betty is one of many students. They play tennis in the summer.
 14. Richard is a senior. He graduates in June.
 15. George is a foreign student. He came here from Greece.
- h. First Student: Ask your neighbor about his habits before he came to the U.S. and about his habits now.
- Second Student: Answer the question with a complete sentence.

Example: Instructor: get up

First: What time did you use to get up and what time do you get up now?

Second: I used to get up at eight o'clock but I get up at seven o'clock now.

- | | | |
|------------------------|-----------------------|------------------------|
| 1. pay for a hair cut | 6. read | 11. eat for a snack |
| 2. do on Sundays | 7. go to bed | 12. do in the evenings |
| 3. drink for breakfast | 8. buy your clothes | 13. travel |
| 4. wear to school | 9. visit | 14. write letters |
| 5. live | 10. do for relaxation | 15. do on holidays |

- i. **First Student:** Ask your neighbor about what he has to do.
Second Student: Give a negative answer. Do not give a short response.

Example: Instructor: hand in a report

Student 1: Do you have to hand in a report?

Student 2: No, I don't have to hand in a report.

- | | |
|------------------------------|------------------------------|
| 1. make your bed | 9. write to your girl friend |
| 2. cook your meals | 10. get your visa extended |
| 3. wash your dishes | 11. have an ID card |
| 4. do your own laundry | 12. look up many words |
| 5. clean your room | 13. go to the Health Service |
| 6. get up at six | 14. take an entrance exam |
| 7. write up your experiments | 15. shave every day |
| 8. take P. E. | |
- j. Ask your neighbor a question about:
1. the day of the week
 2. the time of day
 3. the weather today
 4. the weather yesterday
 5. the climate of his country
 6. the distance to his country
 7. the length of time necessary to travel to his country
 8. the distance from campus to his room
 9. the length of time to go there
 10. the distance from New York to San Francisco

What question would you ask in the following situations?

11. You want to know who is on the telephone
12. You want to know who is at the door
13. You want to know the time
14. You want to know the day of the week
15. You want to know about the weather

ASSIGNMENTS

- a. Write a paragraph in which you tell about some of the things you used to do and some of the things you had to do when you were a child.
- b. Write a paragraph about the climate of your country. Use *it* as a function word and include the words *very*, *too*, and *enough*.
- c. Complete each of the following by adding a modifying clause which has the same pattern as the one in today's lesson.
 1. George had an uncle
 2. Professor Allen has a niece
 3. Professor Baker has a student
 4. I have a friend
 5. My friend knows a man

Lesson IX

Compound Sentence Patterns; The Past Continuous; Tag Questions



Saturday was a very busy day at the dormitory where Jack lives. The boys were preparing for their annual Parents' Day celebration. Everyone who lives in the dorm had to participate. Each boy had a special job to do; no one was excused. When Betty walked past the dorm in the morning, one boy was holding a ladder and another was painting "WELCOME" on a sign over the front door. The others were working inside. Some were decorating the dining hall and others were planning entertainment. Jack was working with the decorating committee and his roommate was too. He didn't know much about decorating and his roommate didn't either, but they learned from the other boys who were on the committee with them.

Many of the boys' parents visited the dorm on Sunday and enjoyed the celebration. The ones who didn't come this Sunday will visit their sons on another Sunday. Sunday is the only day when parents visit their sons. Jack's roommate's parents are going to come next Sunday but there won't be any entertainment then, will there?

1 EACH/ EVERY/ ALL

- a. *EACH* directs attention to the separate members of a group.

Each boy had a special job to do.

- b. *EVERY* has the same meaning as *each*, but it emphasizes the idea of inclusiveness.

Every boy had to participate.

Note that although *every* refers to a group with many parts it precedes a singular noun, not a plural.

- c. *EACH AND EVERY*. You may hear or see a sentence which contains the expression *each and every*. It is a redundant expression, i.e., it says the same thing twice. It is used for emphasis.

It is the duty of each and every citizen to vote.

- d. *ALL* means whole, entire. It stresses the concept of a unit.

All (of)¹ the boys worked hard.

They did all (of) the work in one day.

Note that *all* is used before plurals and before uncountable nouns.

- e. *NOT ALL* means part.

Not all (of) the boys were on the decorating committee.

Not all (of) the boys' parents visited the dorm on Sunday.

2 COMPOUND WORDS. The quantity words *some, any, no* (V, 11-12) and *every* form compounds with other words as follows:

someone	anyone	no one ²	everyone
somebody	anybody	nobody	everybody
something	anything	nothing	everything
somewhere	anywhere	nowhere	everywhere

3 ANY AGAIN. Besides being an expression of quantity (V, 12), *any* also means *it doesn't matter which one, indiscriminately*. This is the usual meaning of *any* when it is used in affirmative statements.

Parents may visit their sons any Sunday.

Any father may visit his son's room.

Anyone can learn to decorate.

4 ONE. In addition to meaning the number 1, this word is used in two ways.

- a. AS AN INDEFINITE PRONOUN *one* means any or every person (Cf. VI, 5). This is a very formal use. You will see it in writing and you may hear it in lectures but it is seldom used in conversation.

One must eat to live.

One can't know everything.

¹*Of* is optional.

²*No one* is always written as two separate words but it patterns as a compound. See XII, 7.

- b. AS A NOUN SUBSTITUTE, TO AVOID REPETITION. *One* often refers to something previously mentioned in the conversation or another object or person of the same category. When used in this way *one* has a plural form *ones*.

The dorm where Jack lives has an annual Parents' Day celebration.
 Not every dorm has one.

Many of the boys' parents visited the dorm on Sunday.
 The ones who didn't will visit their sons another time.

- c. DON'T USE ONES immediately after *these, those, several, a few, cardinal numbers, or possessive forms of nouns or pronouns*. It is used after these words when another modifier stands between. Observe the examples.

Salesman: Do you need any ties?
 Bill: Yes, I need two.
 Jack: I need a couple too.
 Salesman: Do you like this one?
 Bill: No, I don't like that one but I like this one.
 Salesman: Do you like these?
 Jack: I like the brown ones but I don't like the blue one.
 Salesman: How about these gray ones?

(later) Betty: I like Bill's new ties but I don't like Jack's.
 Jane: I like his gray one but I don't like his brown ones.

5	<i>OTHER</i> has three forms.	SIMPLE FORM	SINGULAR FORM	PLURAL FORM
		other	another	others

It is used as a modifier (adjective) and as a pronoun.

- a. AS AN ADJECTIVE *other* stands before the word it modifies. The plural form is never used in modifying position (Cf. VIII, 1).

another boy	other boys
another day	other days

- b. AS A PRONOUN *other* fills the subject or object position in a sentence pattern or the noun position in a phrase or clause.

(conn)	S	V	O	P	T
. . .	another	was painting	"Welcome"	over the front door.	
and	Some	were decorating	the dining hall		
	others	were planning	the entertainment.		
	Jack	helped	the others	on the committee.	

- c. *THE* AGAIN. When *other* or *others* is preceded by *the*, those words indicate the remaining item or all the remaining items of a group.

. . . the other boys on the committee (all except Jack and his roommate)
 . . . the others were working inside (all except the two boys by the front door)

Never use *the* before *another*.

6 CLAUSES THAT MODIFY NOUNS. In the model paragraph of this lesson there are three clauses of the pattern described in VIII, 8. Find them, underline them, and indicate the word that each one modifies.

a. In this lesson we will practice modifying clauses of a different pattern.

NOUN	MODIFYING CLAUSE			
	CLAUSE MARKER	S	V	O
dorm	where	Jack	lives	
day	when	parents	visit	their sons

b. **AVOID THIS COMMON ERROR.** When using a clause to modify a noun, be careful not to include an object or place which the clause marker represents, e.g.

This is a new watch. My uncle bought it for me.
 This is the³ new watch which my uncle bought — for me.
 Smith Hall is a dorm. Jack lives there.
 Smith Hall is the dorm where Jack lives. —

7 THE CONVERSATION QUESTION.⁴ In colloquial language a question is often added to the end of a statement just for the sake of making conversation, or for the speaker to assure himself that the listener agrees with him. This is a very common pattern in many languages and it could be translated except for the fact that in most languages there is only one *tag* which is added on to the end of all statements whereas in English the *tag* changes with every sentence pattern. Observe these facts about conversation questions.

- a. When the statement is affirmative the question is negative; when the statement is negative the question is affirmative.
- b. When the verb in the statement is a single *be* form, the verb in the question is that same form.

Jack is from Chicago, isn't he?
 You're not a senior, are you?

- c. When the verb in the statement is a single form of any verb except *be*, the verb in the question is that same form (simple, s-, or past) of *do*.

Mr. Allen smokes a pipe, doesn't he?
 The Allens live in College Town, don't they?
 They had a party, didn't they?

- d. In most other cases, the verb in the question is the first function (auxiliary) verb of the verb phrase.

Jack's parents are visiting him, aren't they?
 His roommate's parents didn't come, did they?
 They'll come another time, won't they?
 They're going to come next Sunday, aren't they?

³For an explanation of the change of article see V, 9, a.

⁴This construction is called a *tag question* in some books.

- e. When the verb phrase in the statement is made with *used to* or *have to* the verb in the question is *do*.

George used to live on a farm, didn't he?
 He had to move to town, didn't he?
 He has to write to his parents now, doesn't he?
 We have to work hard, don't we?

- f. The second word of a conversation question is always a subject form of a personal pronoun (I, 3) or the expletive *there*; it is never a noun or any other noun substitute.

This is a hard lesson, isn't it?
 This was a busy day, wasn't it?
 Two boys worked outside, didn't they?
 There was a lot to do, wasn't there?
 There won't be any entertainment next Sunday, will there?

- g. The answer to a conversation question is always a short response like those given to other simple questions. It is important to remember that in English an answer is either completely affirmative or completely negative (I, 15, footnote 12).

Questions	Responses
You're from New York, aren't you?	Yes, I am.
You're not from New York, are you?	Yes, I am.
George is from Greece, isn't he?	Yes, he is.
He's not from Athens, is he?	No, he isn't.

8 NEW SENTENCE PATTERNS FOR COMPOUND SENTENCES (Cf. II, 6)

- a. *AND . . . TOO*. The second independent clause (VI, 18) of a compound sentence made with the connective *and* is not always complete. When the action referred to in the second clause is the same as that referred to in the first clause, the whole verb and the words that follow it are not repeated. A function verb is used instead. The choice of function verb is dependent upon the verb in the first clause and it is determined in the same way as the verb in a conversation question is (See IX, 7 above).

(conn)	S	V	(acc)	too
and	Jack his roommate	was working with the decorating committee was		too.

- b. *AND . . . EITHER*. When the two statements joined by *and* are both negative we use the word *either* at the end instead of *too*.

(conn)	S	V	O	either
and	Jack his roommate	didn't know much about decorating didn't		either.

- c. **BUT**. When the connective is *but* no sequence word (*too* or *either*) follows the second clause.

(conn)	S	V	O
but	Jack and his roommate the other boys	didn't know much about decorating did.	

- 9 **COMPOUND SENTENCES WITH SO AND NEITHER**. The same ideas that are expressed in the illustrative sentences in section 8 are sometimes said in another way. *So* is sometimes used instead of *too*, and *neither* instead of *either*. When these words are used they immediately follow the connective, and the word order of the basic sentence pattern of the second clause is inverted.

Basic WO	(conn) <i>so, neither</i>	Inverted WO
S V		V S
Jack was working with the decorating committee	and so	was his roommate.
Jack didn't know much about decorating	and neither	did his roommate.

So and *Neither* are not used when the subject of the second statement is the same as the subject of the first.

- 10 **PAST CONTINUOUS ACTION (Cf. III, 8-11)**. To express the idea of continuous action which took place at some time in the past we use a verb phrase made from a past form of *be* and the ing-form of the main (action) verb.⁵

(PAST)	MAIN VERB (ING-FORM)
was	holding
was	painting
were	working

- 11 **TIME ESSENTIAL**. In our review of sentence patterns in Lesson VI we noted that the basic statement pattern is S-V-O and that many sentences also include some expression of P and T. In all the patterns we have studied so far the T is optional; it can be put in or left out.

The situation is quite different with statements about continuous action in the past. They must be stated in relation to some specific past time or some other past action.

⁵This verb phrase is often called the past progressive tense or the past continuous.

Observe the following illustrations.

S	V	O	T (specific)
The boys were preparing their Parents' Day celebration all day Saturday.			

(conn)	T (another past action)	S	V	O	P
	When Jane walked past the dorm	one boy	was holding	a ladder,	
		another	was painting	a sign	over the door
and		the others	were working		inside.

The time or the other past action must be stated either in the same sentence or in a preceding sentence in the same conversation.

Time mentioned: What was Bill doing while Jack was decorating the dining hall?

Not mentioned: He was studying in the library.

12 CHOICE OF TIME EXPRESSION. It is very important to choose an appropriate time expression when speaking of continuous action in the past. For instance, if you say to a person "What were you doing yesterday?" you are suggesting that that person continued the same activity all day, as did the boys at the dormitory. Better questions are:

- What were you doing at three o'clock yesterday?
- Where were you going when I met you?
- Who were you talking to when I interrupted you?
- What was Bill doing while Jack was decorating the dining hall?

Note particularly the verb forms in the time clauses. A *when* clause usually has a past form verb whereas a *while* clause has a past continuous verb phrase.⁶ Review the difference between *while* and *when* (VII, 11) and see if you can figure out why this is so.

13 PATTERNS FOR PAST CONTINUOUS SENTENCES. These are exactly the same as the patterns for the present continuous sentences (III, 8-11) except for the fact that they must include time, as explained in IX, 11 above. The time expression may be at the beginning of the sentence or at the end (IV, 13).

14 PRONUNCIATION HELPS

Sometimes a person makes a statement about which he isn't really sure, and then he adds a question like the ones in IX, 7 above. When he isn't sure, he raises his voice at the end of the question. Very often, however, such questions are just "talk." The speaker knows very well that his statement is true; he just wants his listener to confirm it. In these cases he does not raise his voice at the end but drops it, as he would for a statement. This is a difficult intonation pattern for a foreigner to imitate. You will have ample opportunity to imitate and practice this pattern in the oral drills.

⁶This statement applies only to past continuous sentences.

15 PUNCTUATION

Jack is from Chicago ① ①sn't he ②

You're not a senior ① ②re you ②

Note the punctuation of a sentence containing a conversation question. A comma (not a period or a semicolon) precedes the question. The first word of the question begins with a small letter, not a capital. A question mark is placed at the end.

16 EXERCISES

- a. Suppose that you are shopping for sport shirts. Tell the clerk what you want by substituting the given words into the following sentence. Use a form of *one* wherever it is appropriate.

I want this one.

- | | | |
|----------------|---------------|-----------------------|
| 1. that | 6. those | 11. four |
| 2. the green | 7. the brown | 12. the expensive |
| 3. two | 8. several | 13. a three dollar |
| 4. these green | 9. a few | 14. two short sleeved |
| 5. a large | 10. some blue | 15. this |

- b. Repeat the sentence read by your instructor and add a sentence including the word *another* in modifying position. Example:

Instructor: I won't wear this tie tomorrow.

Student: I won't wear this tie tomorrow.
I'll wear another tie.

1. I won't eat in this restaurant tomorrow.
 2. I don't have to go to math class tomorrow.
 3. I sent my brown suit to the cleaner yesterday.
 4. We don't buy our books in that store.
 5. Jack didn't go to the movies with Jane last night.
 6. Harry doesn't go to City College.
 7. Bob isn't going on the 12:20 train.
 8. This isn't the only rhetoric course I have to take.
 9. We don't take our exam in this room.
 10. This isn't the only pair of shoes I have.
 11. We don't take this bus.
 12. We don't get off at this stop.
 13. We aren't going to Macy's. (a department store)
 14. We aren't going to the Rialto. (a theater)
 15. I cashed a check this morning.
- c. Change the following sentences so that some form of *other* is used as a pronoun.
1. The first two lessons are short; the other lessons are long.
 2. This exercise is easy; some of the other exercises are hard.
 3. Do the first ten problems; don't do the other problems.
 4. Jack answered some of the questions; he didn't answer the other questions.
 5. Some students have classes on Saturdays; other students don't.

6. Some drivers are careful; other drivers aren't.
 7. Some pedestrians look before they cross a street; other pedestrians don't.
 8. Some cars have good brakes; other cars don't.
 9. Some accidents could be prevented; other accidents couldn't.
 10. Some people obey traffic regulations; other people don't.
 11. Some newspapers are worth reading and some are not.
 12. Some of the news articles are interesting but some are alarming.
 13. I bought a newspaper this morning; I'm going to buy a newspaper this evening.
 14. The New York Times is the only paper I like; I don't like any other paper.
 15. Some reporters tell the news; some tell their opinions about the news.
- d. Complete the following. Include an appropriate form of *other*.
1. There were 47 students in this course last semester. Thirty-nine of them passed.
 2. Four of them got A's; eight got B's and . . .
 3. Three of the A students were from Europe . . .
 4. There are thirty seats in this room. Thirteen of them are occupied.
 5. One of the windows is open.
 6. Two of the students are absent.
 7. There are three stores on Wright Street. Two of them are book stores.
 8. There are two university buildings on Springfield Avenue. One of them is a gym.
 9. There are two camera shops in this town. One is on campus.
 10. Of the five men on our basketball team, three are over six feet tall.
 11. The tall ones have an advantage over . . .
 12. I'm going to go to four games this season.
 13. On the day before Parents' Day at the dorm, two of the boys were working outside.
One was holding a ladder and . . .
 14. Jack and his roommate didn't know much about decorating but . . .
 15. Many of the parents of the boys who live in the dorm visited their sons on Parents' Day.
- e. Make one sentence from each of the following pairs. Construct your sentences in such a way that the information in the second sentence becomes a clause which modifies a noun in the first one. Use *where* and *when* as clause markers. Make the necessary changes in articles. Example:
- Instructor: Smith Hall is a dormitory. Jack lives there.
Student: Smith Hall is the dormitory where Jack lives.
1. Mr. Smith just bought a rooming house. Bill Brown is living there.
 2. There are the college tennis courts. Betty plays tennis there.
 3. Macy's is a department store. Bill buys his ties there.
 4. Chicago is a city. Jack was born there.
 5. This is a classroom. We practice English here.
 6. Sunday is a day. Parents visit their sons then.
 7. Thursday is a week day. Bill doesn't have classes.
 8. Three o'clock is a time. The boys have their chemistry class then.
 9. The twenty-first of April is Mrs. Brown's birthday. Bill calls up his mother in the morning on that day.
 10. Summer is a season. People go on picnics then.

11. Westview is a town. Mrs. Brown lives there.
 12. Seven o'clock is a time. Jack gets up then.
 13. The Allens have a rumpus room. Jack and Jane danced there.
 14. June is a month. Richard will graduate then.
 15. Lincoln Hall is a large building. We take our placement exams there.
- f. First Student: Repeat the statement read by the instructor and add a conversation question.
- Second Student: Answer the question.
1. Mr. Allen is a professor.
 2. His wife is pretty.
 3. They are young.
 4. They're not French teachers.
 5. They're English teachers.
 6. Mrs. Allen was in Greece once.
 7. Mr. Allen never was.
 8. Foreign students are often homesick.
 9. George isn't homesick.
 10. You aren't homesick.
 11. This is an English class.
 12. This exercise is easy.
 13. The others are hard.
 14. The last exercise was difficult.
 15. There were lots of hard questions in it.
 16. Bill likes music.
 17. He plays records at home.
 18. He has a private room.
 19. He introduced Jack to Jane.
 20. Jack and Jane like each other.
 21. Betty and her friends go on picnics.
 22. They went on several last summer.
 23. Betty didn't go swimming very often.
 24. Her aunt and uncle had a good time when they went along.
 25. Picnickers entertain themselves.
 26. George came here a year ago.
 27. He didn't like it here at first.
 28. He likes it now though.
 29. His parents write to him often.
 30. They don't write in English.
 31. We are practicing conversation questions.
 32. We aren't writing on the blackboard.
 33. We're going to write on the blackboard later.
 34. That will be in about half an hour.
 35. We won't write on the blackboard until we finish the oral drills.
 36. Professor Miller is going to give a lecture tonight.
 37. There won't be any charge.

38. He is preparing his speech now.
 39. His secretary will type it for him.
 40. It will be a good speech.
 41. It was raining hard at seven o'clock last night.
 42. You were going home at that time.
 43. That was a bad time to be going home.
 44. You were going to go home at six.
 45. Someone detained you.
 46. George used to live on a farm.
 47. He and his brothers used to play together.
 48. They used to chase rabbits.
 49. George's uncle used to have a shoe store.
 50. George used to help his uncle.
 51. We have to come to class on time.
 52. We have to do our homework every night.
 53. Scholarship students have to keep up their grades.
 54. Every foreign student has to take a placement exam.
 55. Some people don't have to take rhetoric.
 56. You used to drink tea for breakfast.
 57. You have to drink coffee now.
 58. You aren't used to American food yet.
 59. You have to eat it anyway.
 60. You'll have to get used to it.
 61. College Town is a small town.
 62. Many nice people live there.
 63. Betty lives there with her aunt and uncle.
 64. She used to live with her father and mother.
 65. She's going to stay with her aunt and uncle until she graduates.
 66. Students who don't study don't pass.
 67. This isn't a hard course.
 68. Anyone who works hard will pass.
 69. We're going to have a test after the next lesson.
 70. It won't be hard.
 71. You didn't use to have many tests.
 72. You had to get used to the American system of testing.
 73. You don't like it.
 74. It helped you learn though.
 75. You'll be glad some day.
- g. Combine each of the following pairs of sentences into one compound sentence. Use an appropriate connective.
1. American women vote. Swiss women don't vote.
 2. England is a limited monarchy. Iran is a limited monarchy.
 3. Japan has an emperor. The U. S. doesn't have an emperor.
 4. All U. S. citizens who are registered may vote. Foreigners may not vote.
 5. Every eligible citizen should vote. Not every eligible citizen votes.

6. Detroit has a very large population. Los Angeles has a very large population.
 7. Chicago is a very large city. New Orleans is not a very large city.
 8. Boston is one of the oldest cities in the U.S. Beverly Hills is not very old.
 9. Oranges grow in California. They don't grow in Michigan.
 10. New York is on the east coast. Florida is on the east coast.
 11. Football is an interesting game. Basketball is an interesting game.
 12. Swimming is a summer sport. Tennis is a summer sport.
 13. Bill plays chess. Jack doesn't play chess.
 14. George learned wrestling in school. He didn't learn fencing.
 15. Many women in America go bowling. Not many women play pool.
- h. Combine each of the following pairs of sentences into one compound sentence using the connective *and* and completing your sentence with *too* or *either* when appropriate. Make the necessary changes in the second part of your sentence.
1. Mr. Jones is studying engineering. Mr. Smith is studying engineering.
 2. Mr. Jones doesn't take calculus. Mr. Smith doesn't take calculus.
 3. Mr. Jones isn't going to graduate this year. Mr. Smith isn't going to graduate this year.
 4. We have to have ID cards. American students have to have ID cards.
 5. Mr. Jones is a good student. Mr. Jones works hard.
 6. California is a large state. Texas is a large state.
 7. New Jersey isn't very large. Massachusetts isn't very large.
 8. Illinois is a farm state. Iowa is a farm state.
 9. Oregon is on the west coast. The state of Washington is on the west coast.
 10. It doesn't get cold in Georgia. It doesn't get cold in Alabama.
 11. The New York Times is an excellent newspaper.
The St. Louis Post Dispatch is an excellent newspaper.
 12. Good Housekeeping Magazine doesn't interest men.
The Ladies' Home Journal doesn't interest men.
 13. Businessmen read the Wall Street Journal.
Businesswomen read the Wall Street Journal.
 14. Time is a news magazine. Newsweek is a news magazine.
 15. My favorite newscaster isn't on the radio on Saturdays.
My favorite newscaster isn't on the radio on Sundays.
- i. Using the items in exercise h, give the pattern with *so* or *neither* wherever possible. If a pattern with *so* or *neither* is not possible, tell why.
- j. First Student: Ask your neighbor what he was doing at a specific time in the past. Give the hour and day.
Second Student: Answer the question. Include the time in your sentence.
- First Student: What were you doing at 6:30 this morning?
Second Student: I was sleeping at 6:30 this morning.
- k. First Student: Ask your neighbor what he was doing when another action took place.
Second Student: Answer the question. Include the time in your sentence also.
- First Student: Where were you living when you bought your car?
Second Student: I was living in Detroit when I bought my car.

1. Combine each of the following pairs of sentences into one sentence including a time clause beginning with *when*. Be careful where you put the *when*.

1. Jack and Jane were walking home from school. It began to rain.
2. George was talking to Mrs. Allen. Betty got home.
3. Jack was sleeping. His roommate returned.
4. Someone called Bill on the telephone. He was taking a shower.
5. Betty's escort arrived. Betty was waiting.
6. Mrs. Allen was peeling potatoes. She cut herself.
7. Mr. Allen was reading the Sunday newspaper. He fell asleep.
8. Jane was waiting for a bus. One of her friends came along with a car.
9. My roommate turned the radio on. I was reading a magazine.
10. Betty slipped and fell. She was playing tennis.
11. Professor Baker was working in his garden. His wife called him to lunch.
12. Professor Miller was washing his car. He noticed a scratch on it.
13. The English teacher entered the room. Miss Liu was speaking Chinese.
14. Jack was watching TV. His eyes began to water.
15. I was working on a problem. The bell rang.

m. Change the sentences in Exercise l to include a time clause beginning with *while*. Be sure to put *while* before the appropriate clause.

17 ASSIGNMENTS

a. Copy the following sentences, filling each blank with *each*, *all*, or a compound of *every*.

1. _____ student in this class has a special assignment.
2. _____ student must hand in his assignment on Friday.
3. When _____ the papers are in we will have a quiz.
4. The instructor discussed errors with _____ member of the class individually.
5. Then he asked _____ to write a paragraph.
6. _____ the paragraphs were interesting.
7. We study _____ day.
8. _____ time we study we learn something.
9. We'll never know _____.
10. Nobody in America works all summer; _____ takes a vacation.
11. _____ needs some relaxation in the summer.
12. Do _____ the people in your country take vacations?
13. Not _____ the parents went to the Parents' Day celebration.
14. _____ father who went visited his own son's room.
15. _____ parent who went enjoyed himself.

b. Write a ten speech dialogue of questions and answers all in the past continuous. Be careful to punctuate correctly (V, 21) and to include the essential time expressions (IX, 11).

c. Write a short paragraph (8-10 sentences) about any topic you choose. Include as many of the words and patterns from today's lesson as you can. Underline the words and patterns that illustrate today's lesson.

Lesson X

Two-Word Verbs; Indirect Address; Tense Sequence



Professor Baker was a little late to class this afternoon. When he entered the room, he said "Good afternoon" to his students. Then he said, "I am sorry to be late. I lost my watch. What time is it?"

One of the students told him that it was ten after two, and he apologized again. Then he told his students that he was going to give them an exam on Friday of next week. He always announces exams to his students a week before he gives them. Someone asked him which chapters the exam was going to cover. Professor Baker said that it was going to cover the first ten easy chapters. Another student said, "We didn't take up Chapter Six, on oxidation." Then Professor Baker said that he was going to take up oxidation on Monday.

Someone asked him, "What kind of exam will we have?"

"It won't be a true-false exam or a multiple choice exam," he replied. "It will be an essay type exam and there will be problems on it. There will be one question on each chapter."

Before he began to lecture the professor asked his students a few questions about last week's lecture. He called on several members of the class and most of them knew what he asked them. "This is a very good class," he told them. "You won't have any trouble with the exam."

After class Professor Baker called his wife up and told her that he wasn't going to be home until six o'clock. "I have to prepare an exam for the students in my elementary chemistry class," he said.

1 **TWO-WORD VERBS.** In Lessons II, III, IV, and V we had examples of two-word verbs. Such units are very common in English and they present a real problem to foreign students because they frequently can't be found in a dictionary.

The common two-word verbs can be classified into two groups according to the order in which the parts of the verb occur in a sentence.

- a. **INSEPARABLE.** The two particles of some two-word verbs always occur contiguously in a sentence.¹

Professor Baker *called on* several members of the class.

- b. **SEPARABLE.** Other two-word verbs frequently have an object between the two parts of the verb.

- (1) **NOUN OBJECTS.** When the object is a noun, and it is not modified by a phrase or a clause, it may occur after the whole verb or between the two parts.

Professor Baker called up *his secretary*.
Professor Baker called *his secretary* up.

When a noun object is modified by a phrase or a clause it is placed after the whole verb.

Professor Baker called up *the lady who works in his office*.

- (2) **PRONOUN OBJECTS.** When the object is a pronoun it is always placed between the two parts of a separable two-word verb.

Professor Baker called *her* up.

Below and on the following page is a list of fifty of the most common two-word verbs. Check your knowledge of these vocabulary items and try to use them in sentences. Ask about those that you do not understand. Whenever you learn a new two-word verb, find out whether it is separable or inseparable and use it accordingly.

FIFTY COMMON TWO-WORD VERBS

INSEPARABLE

1. call on - ask to recite
2. come back - return
3. come over - pay a casual visit
4. get up - arise
5. get along - progress
6. get along with² - be friendly
7. get out of - escape, evade
8. get through - finish
9. get by - succeed with minimum effort

SEPARABLE

26. call up - telephone
27. do over - repeat
28. fill out - complete
29. give back - return
30. give up - cease, surrender
31. hand in - submit
32. keep up - maintain
33. leave out - omit
34. look up - search for

¹This statement is not exactly true. There are a few verb modifiers that sometimes occur between the parts of an inseparable two-word verb. (See XXIV, 4). The terms *inseparable* and *separable* are really just short ways of saying *never separated by an object* and *sometimes separated by an object*.

²A few of these items have three particles. They pattern in the same way as two-word verbs and we place them in the same category. When a three-particle verb is separable, the object comes between the verb and the first function word.

INSEPARABLE

SEPARABLE

- 10. get over (an illness) - recover
- 11. go on - take place, happen
- 12. go over - review
- 13. keep on - continue
- 14. look into - investigate
- 15. look for - seek
- 16. look out - beware
- 17. look like - resemble
- 18. make out - succeed
- 19. make sure of - verify
- 20. run over - hit by a car
- 21. run out of - exhaust one's supply
- 22. run across - discover by chance
- 23. run into - meet by chance
- 24. show off - display
- 25. show up - appear

- 35. look over - examine
- 36. make up - prepare, invent, compensate
- 37. make (one's mind) up - decide
- 38. pick out - choose
- 39. put off - postpone
- 40. put (clothing) on - dress
- 41. put out - extinguish
- 42. take off- remove, undress
- 43. take up - introduce, discuss
- 44. take down - record in writing
- 45. talk over - discuss
- 46. try out - test
- 47. turn (a report) in - deliver
- 48. turn off - put out of operation
- 49. turn on - put into operation
- 50. use up- consume

2 **TWO-WORD QUESTION PHRASES.** All of the patterns for information questions that we have studied so far have one word in the QW position. The question words *what, which* and *whose* are often followed by a noun and the two words together form a unit which occupies the position of the interrogative in an information question.³ Observe the following illustrations.

a. WITH MAIN VERB *BE*

QP	V	C
What time	is	it?
Which professor	was	late?
Whose watch	is	lost?

b. WITH OTHER VERBS - PATTERN A

QP	V	O	P	T
What class	is going to have	an exam?		
Which professor	announced	an exam	in class	today?
Whose work	pleased	the professor?		

c. WITH OTHER VERBS - PATTERN B

QP	FV	S	V	P	T
What time	did	the professor	get	to class	this afternoon?
Which chapters	is	the exam	going to cover?		
Whose answers	did	the professor	like?		

³ There are also many question phrases formed with *how*. See XIV, 16.

- 3 LONGER QUESTION PHRASES.** The nouns in question phrases are often modified or qualified in some manner. The words *color, flavor, make* (a noun meaning the trade name of a manufacturer), *size, style, type, and kind* are commonly used. *Kind* is always followed by *of*.

QP	FV	S	V
What color tie	did	Bill	buy?
What flavor ice cream	did	the Allens	serve?
What style fiction	does	Professor Miller	read?
What make car	does	Professor Baker	drive?
What type exams	does	he	give?
What kind of assignments	do	you	have in English?

- 4 INDIRECT OBJECTS.** All of the sentence patterns that we have taken up so far have only one object or no object at all. Many sentences have two objects. When a sentence has two objects, one is called the direct object and the other is called the indirect object. An indirect object usually represents a person to whom or for whom something is done. The position of the indirect object in a sentence pattern depends upon what the main verb is. Observe the following patterns.

- a. **WITHOUT PREPOSITIONS.** When an indirect object is not preceded by a preposition it precedes the direct object.

S	V	I.O.	D.O.
Professor Baker	asked	his students	a few questions.
One student	told	him	the time.
Mrs. Baker	bought	her husband	a present.
She	got	him	a new watch.

- b. **AFTER TO AND FOR.** Only a limited number of verbs permit the above pattern. With other verbs the direct object precedes, and the indirect one is introduced by *to* or *for*. The main verb determines which preposition is used.

S	V	D.O.	TO/FOR	I.O.	T
Professor Baker	announced	an exam	to	his students	today.
He	is going to explain	oxidation	to	them	on Monday.
He	is going to prepare	an exam	for	them	tonight.
Mrs. Baker	bought	a present	for	her husband.	
She	got	a new watch	for	him.	

- c. It would be impossible, or at least impractical, to memorize long lists of verbs which require the different patterns. The following short lists were compiled from errors most frequently made by foreign students. Learn which patterns to use with each of the following verbs.

I.O. AFTER <i>TO</i>	I.O. WITHOUT PREPOSITION	I.O. AFTER <i>FOR</i>	
announce explain introduce say ⁴ speak ⁵	ask charge cost	answer cash change design do ⁶	prepare prescribe pronounce
I.O. AFTER <i>TO</i> OR WITHOUT PREPOSITION		I.O. AFTER <i>FOR</i> OR WITHOUT PREPOSITION	
give lend pay sell	send take tell	build buy draw	find get ⁷ make

5 *SAY/ TELL/ TALK/ SPEAK*. Students frequently have difficulty deciding which of these words to use, and that is not surprising because they all refer to the same activity. The difference is that they are used in different patterns.

a. *SAY* is most frequently used to introduce direct or indirect quotation.

S	V	D.O. (a direct or indirect quotation)
Professor Baker said, "I am going to take up oxidation in class on Monday." Professor Baker said that he was going to take up oxidation in class on Monday.		

It is seldom followed by an indirect object, except when the direct object is a very short quotation.

S	V	D.O.	I.O.
Professor Baker said "Good afternoon" to his students.			

b. *TELL* is rarely used with direct quotation. It requires an indirect object except in certain idioms.

S	V	I.O.	D.O.
Professor Baker told his students that he was going to take up oxidation.			

⁴*Say* seldom has an indirect object. See X, 5a.

⁵*Speak* seldom has a direct object. See X, 5d.

⁶*Do* is used without a preposition in the idiom *do someone a favor*.

⁷*Get* has many different meanings and different idiomatic uses. In this pattern it means to *purchase or obtain*.

TELL is also used in the following expressions, with or without an indirect object.

- | | |
|----------------------------------|---|
| tell (someone) a story | tell where |
| tell (someone) a secret | tell when |
| tell (someone) the truth | tell what |
| tell (someone) a lie | tell who |
| tell (someone) the time | tell (someone) how (something happened) |
| tell (someone) about (something) | tell (someone) why (something happened) |

c. *TALK* usually refers to a conversation between two or more people. It is not followed by a direct object (except in a few idioms, e.g., *talk business*). It sometimes has an indirect object after *to*.

S	V	to I.O.	T
The students	talked		until the professor arrived.
Students	do not talk	to one another	during an examination.

d. *SPEAK* sometimes means to greet. In this case it is followed by an indirect object introduced by *to*.

Professor Baker always speaks to his students when he meets them on campus.

Speak is also used in reference to more formal situations.

Professor Miller spoke at the Rotary Club. (He gave a lecture.)

The dean spoke to Jack about his attendance record. (He reprimanded him.)

Speak is always used with the names of languages.

Miss Liu speaks Chinese with her friends and English with her teachers.

6 CLAUSES AS OBJECTS. As illustrated in two of the sentences in 5a above, the direct object position in a sentence pattern is frequently filled by a dependent clause.

a. Clauses of indirect quotation after *say* and *tell* have *that* as a clause marker. *That* is often omitted by native speakers, making it difficult for a learner to understand the structure of the sentence. It is permissible to leave out *that* but you will probably make fewer mistakes in sentence structure if you put it in.

S	V	I.O.	D.O. (clause)					
			CM	S	V	O	P	T
He	said		(that)	he	was going to take up	oxidation	in class	on Monday.
He	told	them	(that)	he	was going to take up	oxidation	in class	on Monday.

b. Clauses of indirect quotation after *ask* never have *that* as a clause marker. They frequently have question phrases as clause markers.

S	V	I.O.	D.O. (clause)		
			CM	S	V
Someone asked			which chapters	the exam	would cover.
Someone asked him			what kind of exam	they	would have.

c. Clauses after *ask* are often introduced by *if* or *whether* (see also Lesson XIX).

S	V	I.O.	D.O. (clause)			
			CM	S	V	C
Someone asked			if	the exam	was going to be	difficult.
Someone asked Professor Baker			whether	the exam	was going to be	difficult or not.

d. Clauses are used as objects in situations other than indirect address. We will take these up in more detail in another lesson. Find in the model paragraphs at the beginning of this lesson the clause that is the object of the verb *knew* and analyze its pattern.

7 POSITION OF PLACE AND TIME ELEMENTS. When the object in a sentence pattern is a long clause which mentions place and time, the place and time elements of the independent clause (the main sentence) are usually placed at the beginning of the sentence (IV, 13).

P		T		S	V	I.O.
In the classroom		this afternoon		Professor Baker	told	his students . . .
At the jewelry shop		this afternoon		Mrs. Baker	told	the jeweler . . .
D.O. (clause)						
CM	S	V		O	P	T
that	he	was going to take up		oxidation	in class	on Monday.
that	her husband	lost		his watch	at the lake	last Sunday.

8 TENSE SEQUENCE

- a. When the main verb in a sentence pattern is a past form, the verb in the clause-object is also a past form, regardless of the time referred to, unless the clause is a direct quotation.⁸ Note the different forms in the following illustrations.

Professor Baker said, "I *am* going to take up oxidation in class on Monday."
 Professor Baker said that he *was* going to take up oxidation in class on Monday.

Note also that in this type sentence "was going to" does not refer to an unfulfilled plan (VII, 10). It refers to a future time which was spoken about in the past.

b.

SUBJECT	VERB	OBJECT			
		QP	FV	SUBJECT	VERB
One student	asked,	"What kind of exam	will	we	have?"
One student	asked	what kind of exam		they	would have. ⁹

- 9 WORD ORDER OF NOUN MODIFIERS. We have studied several different kinds of noun modifiers. It should be profitable at this time to review them and determine their relative word order.

- a. Articles and possessives never modify the same noun. An article before a possessive modifies the possessive.

the assignment my assignment the student's assignment

- b. A possessive pronoun frequently modifies an apostrophe form.

your roommate's assignment your father's advice

- c. Two or more apostrophe forms may follow one another in a sentence. Each modifies the word it precedes.

Mrs. Baker's husband's students' exams

- d. Ordinal numbers precede cardinals (IV, 1, b).

- e. Two or more descriptive adjectives often modify the same noun.

large bright sunny laboratory

- f. Adjectives precede nouns which are used as modifiers.

large bright sunny *chemistry* laboratory.

- g. Modifying phrases and clauses follow the nouns they modify (VI, 15 and VIII, 8). We will take up their relative positions in another lesson.¹⁰

⁸There are some exceptions to this pattern but it is applicable in most cases.

⁹In this sentence *would* functions as a past form of *will*. See XI, 10, e. Note the difference in the word order of the two objects. Clauses have statement word order even when they refer to questions (See 6, b).

¹⁰See XII, 8.

h. SUMMARY—RELATIVE WORD ORDER OF NOUN MODIFIERS

ARTICLES DEMONSTRATIVES POSSESSIVES	APOSTROPHES	ORDINALS	CARDINALS QUANTITIES	DESCRIPTIVE ADJECTIVES	MODIFYING NOUNS	NOUNS
the		first	ten	easy		chapters
this	week's	next	few	difficult	chemistry	experiments
my	brother's	first	two	serious	automobile	accidents

10 PUNCTUATION

When Professor Baker entered the room he said \circ “**G**ood afternoon” \circ to his students. Then he asked them what time it was.

→ Someone asked Professor Baker \circ “**W**hat kind of exam will we have?”

→ “It won’t be a true-false exam and it won’t be a multiple choice exam \circ ” he replied.

“It will be an essay type exam and there will be problems on it \circ ”

a. CAPITALS

The first quoted word of a speaker is always capitalized, even when it occurs in the middle of a sentence.

b. COMMAS

Commas separate a quoted speaker’s words from the rest of the sentence in which they occur, except when the quotation is merely a greeting or a very short comment (Cf. IV, 15, d).

c. QUOTATION MARKS

Review the rules for the use of quotation marks (IV, 15, e).

Note that there are no quotation marks around indirect quotations, i.e. when the actual words of the speaker are not recorded.

Note that end-of-statement commas and periods go inside the quotation marks. Question marks are placed inside the quotation marks when the quotation is a question.

d. PARAGRAPHING

When writing material which contains quotations it is customary to start a new paragraph with each change of speaker.

11 EXERCISES

- a. Some of the following sentences sound very peculiar to a native speaker of English because in every sentence a single word or a phrase is used where a native speaker would use a two-word verb. Change the sentences to include the appropriate two-word verbs.
1. Professor Baker asked Jack to recite in class today.
 2. George is going to Greece this summer but he will return in the fall.
 3. Mrs. Baker asked the Allens to pay her a casual visit.
 4. What time do you arise in the morning?
 5. How are you progressing?
 6. Are you friendly with your roommate?
 7. Is it possible to evade the Qualifying Exam?
 8. When do you expect to finish?
 9. Some people always try to succeed with minimum effort.
 10. It takes a long time to recover from pneumonia.
 11. What's taking place at the YMCA tonight?
 12. A good student reviews his lecture notes before an exam.
 13. Continue writing until I tell you to stop.
 14. Miss Liu is going to investigate the possibility of getting a scholarship next year.
 15. Is Professor Miller seeking a better position?
 16. Beware! There's a car coming.
 17. John resembles his father.
 18. How are you succeeding?
 19. When you write a report always verify the facts.
 20. Have you ever been hit by a car?
 21. Betty exhausted her supply of ink while she was taking an exam.
 22. While reading the newspaper I discovered by chance an article about a friend of mine.
 23. Bill often meets by chance some of his friends at the YMCA.
 24. Some people display their knowledge by talking a lot in class.
 25. Some of the students thought that Professor Baker wasn't going to appear this afternoon.
- b. This exercise is similar to exercise a except that the two-word verbs that are appropriate for these sentences are all separable. When you change the sentence, separate the two parts of the two-word verb if it is appropriate to do so.
1. Bill telephones his mother quite often.
 2. We will repeat the first exercise.
 3. You have to complete several registration forms before you can register.
 4. Always return things that you borrow.
 5. Never cease trying to write perfectly.
 6. We submit our papers when the bell rings.
 7. You may omit the third question.
 8. Search for the word 'oxidation' in the dictionary.
 9. A good student always examines his paper before handing it in.
 10. When we miss a lesson we have to compensate for it.
 11. One should never postpone an examination.
 12. Bill dresses in five minutes in the morning.
 13. Be sure to extinguish the light when you leave the room.
 14. A boy must learn to remove his hat in an elevator.

15. Is Professor Baker going to introduce and discuss oxidation soon?
 16. Upperclassmen record everything that their professors say.
 17. George wanted to discuss a problem with his adviser.
 18. Our professor is testing a new method of teaching.
 19. It's too hot; please put the radiator out of operation.
 20. It's cold now; please put the radiator into operation.
- c. Change the underlined words in the following sentences to pronouns and make the necessary changes in sentence structure.
1. I ran into my psychology professor on campus today.
 2. He asked me why I hadn't turned in my term paper.
 3. I told him that I had just gotten over pneumonia.
 4. He said that I had to make up the exam that I missed.
 5. I wish that I could get out of that exam.
 6. George's adviser asked him how he was getting along with his work.
 7. George said that he wanted to talk over his work with his adviser.
 8. His adviser told him not to give up his studies.
 9. He also told George never to put off his assignments.
 10. He said that George should go over his notes everyday.
 11. Jane handed in an assignment this afternoon but it wasn't satisfactory.
 12. Professor Baker told her that she had to do over the assignment.
 13. Jane looked over her paper.
 14. She discovered that she had left out part of the assignment.
 15. The next time she will make sure of her work before she hands it in.
- d. Make information questions from the following statements, substituting question phrases for the underlined words.
1. It's Wednesday.
 2. It's half past two.
 3. Professor Miller drives a Ford.
 4. The three o'clock bell just rang.
 5. This is Betty's coat.
 6. Jack gets up at seven o'clock.
 7. Jane rides the #4 bus to school every day.
 8. Mrs. Allen's party was a success.
 9. Of all his courses, Jack prefers chemistry.
 10. He likes Professor Baker's lectures.
 11. Bill usually takes the 9:20 train to Westview.
 12. He arrives in Westview at 10:45.
 13. He returns to campus on Sunday nights.
 14. Sometimes he rides back in his friend's car.
 15. He came back on the midnight train last Sunday.
- e. Make information questions from the following statements, substituting question phrases for the underlined words.
1. Bill bought a green tie.
 2. The girl who is working in the reference room in the library has blond hair.
 3. The Allens' house is white and green.

4. Jack likes chocolate ice cream.
 5. Jane prefers strawberry.
 6. You can buy vanilla ice cream in the school cafeteria.
 7. Professor Baker drives a Buick.
 8. His lawn mower has a Westinghouse motor.
 9. He uses a Remington typewriter.
 10. We have to do our assignments on 8½ x 11 paper.
 11. Jack wears a 15½ shirt.
 12. Professor Miller carries a large briefcase.
 13. Jack wears sport shirts in summer.
 14. Betty wears tennis shoes when she goes on picnics.
 15. I bought a loose-leaf notebook today.
- f. Add an appropriate indirect object to each of the following sentences. Do not use a pronoun. Example:
- Instructor: Mrs. Baker asked the price of the watch.
Student: Mrs. Baker asked the jeweler the price of the watch.
1. Professor Baker asked what time it was.
 2. One student asked what the exam would cover.
 3. Mrs. Baker asked how long the watch was guaranteed for.
 4. The watch cost \$79.95 plus tax.
 5. The jeweler didn't charge for adjusting the watch.
 6. Professor Baker announced an exam.
 7. He is going to explain oxidation on Monday.
 8. He will introduce the subject on Monday.
 9. He will speak about it again on Wednesday.
 10. He will ask a question on oxidation on the exam.
 11. Bill bought a green tie.
 12. He got a brown one.
 13. He didn't have enough money with him but the clerk cashed a check.
 14. The clerk also found a box to put the tie in.
 15. Then he prepared the package for mailing.
- g. Each of the following sentences contains some form of the word *tell*. Wherever possible, change *tell* to some form of *say*. Make any necessary changes in structure. You may use direct quotation or indirect statement and omit the indirect object where it is appropriate to do so. If it is not possible to change the verb, repeat the sentence.
1. Professor Baker told us that he would take up oxidation on Monday.
 2. He told us to study Chapter Six.
 3. One boy told Professor Baker the time.
 4. Professor Baker told Jane to do her assignment over.
 5. He told the class that the exam would not be difficult for them.
 6. Mrs. Allen told Betty that she was going to have another party.
 7. She told Betty about her plans.
 8. Jack told Mrs. Allen that he had a good time at the party.
 9. Bill's mother told Bill to bring Jack home with him some time.
 10. Mrs. Baker told her neighbor that she bought her husband a new watch.

11. George's adviser told him to work hard.
 12. When George was a little boy he didn't always tell the truth.
 13. The foreign students told the YMCA director that they enjoyed their trip to the TVA.
 14. Mr. Smith told me that his wife was well.
 15. He told me that his son was going to go to Germany.
- h. Change the following quotations from direct to indirect discourse. Be careful to change the pronouns and the verb forms.
1. Bill said, "I am cold."
 2. His landlady said, "The furnace is out of order."
 3. Another boy in the house said, "It's too cold to take a shower."
 4. George, who was visiting, said, "I'm not cold."
 5. "I used to live in a much colder house," George said.
 6. Jack's parents told their neighbors, "Jack lives in a very nice dormitory."
 7. His father said, "He and one other boy share a very large room."
 8. His mother said, "I like the lounge. It is very nicely furnished."
 9. They both said, "The food is very good in the dorm where Jack lives."
 10. Jack said, "My parents like the dorm where I live."
 11. Bill said, "I want to speak to Mrs. William Brown in Westview."
 12. The operator asked, "What is her number?"
 13. Bill answered, "Westview 7-3972."
 14. The operator said, "I will get it for you."
 15. Then she added, "The line is busy," and she asked him to wait.
- i. Add the given modifiers to the following sentences in their proper order. Omit words from the original sentences when they do not fit the pattern.
1. Some suits are at the cleaners'.
brown - Jack's - two - brother's - old
 2. The cups are on the table.
coffee - our - dirty - three - china
 3. The machines are on the first floor.
vending - candy - chocolate - handy - two
 4. The lesson was not difficult.
short - first - English - our - few
 5. The bill was on the table.
dollar - last - Bill's - five - landlady's
 6. The watch was lost.
gold - expensive - Professor Baker's - wrist - very

12 ASSIGNMENTS

- a. Make sensible sentences from the following beginnings. Include both direct and indirect objects wherever possible.

- | | | |
|----------------------|---------------------------|---------------------------|
| 1. Architects design | 6. Newspapers announce | 11. Parents buy |
| 2. Doctors prescribe | 7. Salesmen charge | 12. Foreigners pronounce |
| 3. Artists draw | 8. Department stores sell | 13. Employers pay |
| 4. Engineers build | 9. Contractors build | 14. Librarians answer |
| 5. Banks lend | 10. Teachers explain | 15. Foreign students send |

- b. Complete each of the following with a clause-object beginning with *that*. Be careful to use the correct form of the verb in your clause. Be sure that your sentences are complete.

- | | |
|--------------------------|-----------------|
| 1. Professor Allen says | 6. Betty said |
| 2. Mrs. Allen says | 7. Jack said |
| 3. Professor Baker says | 8. Bill said |
| 4. Mrs. Baker says | 9. Jane said |
| 5. Professor Miller says | 10. George said |
11. Bill's father was telling
 12. Jack's roommate was telling
 13. The Dean of Foreign Students told
 14. George's adviser often says
 15. The cashier in the cafeteria told Jack

- c. Complete each of the following with an appropriate clause-object. You may include an indirect object if you wish.

- | | |
|-------------------|-----------------|
| 1. Professors ask | 6. Jane asked |
| 2. Students ask | 7. Betty asked |
| 3. Librarians ask | 8. George asked |
| 4. Advisers ask | 9. Bill asked |
| 5. Landladies ask | 10. Jack asked |
11. Strangers ask
 12. Foreigners ask
 13. The citizens of the community asked
 14. Children ask
 15. The parents of the boys who live in Jack's dorm asked

- d. Write a paragraph or two on any topic that you wish. Include at least five of the two-word verbs from the list in this lesson. Include a few sentences of direct quotation.
- e. Write five information questions that you would like to ask someone that you know. Begin each one with a question phrase.
- f. Copy the following paragraphs, filling each blank line with some form of *ask*, *answer*, *say*, *tell*, *speak*, or *talk*.

I saw Mr. Smith on the street today. He _____ to me and we stopped and _____ .
 I _____ him about his wife, and he _____ by saying that she was never better. However,
 he _____ that his son had a bad cold. He also _____ me that his son was learning to _____
 German because he was going to go to Germany in June. "That's wonderful," I _____ .

“Do you think that John will _____ at a meeting of our International Club when he comes back? He always _____ such interesting stories about his trips.”

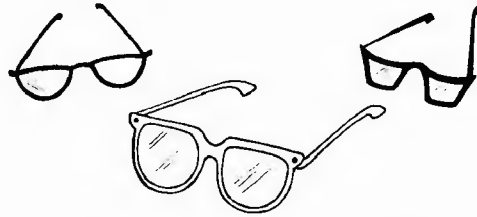
“To _____ the truth, I don’t know,” Mr. Smith replied. “I’ll _____ him if he’s interested. I think he’ll _____ ‘Yes’.”

Mr. Smith and I _____ some more and then we _____ “Good-bye.”

- g. Report a conversation that you had recently. Use indirect quotation and include the clause marker *that*.

Lesson XI

The Modal Auxiliaries



Miss Liu can't read for very long without getting a headache. One of the girls in the dorm where she lives told her that she should go to the Health Service and see a doctor. "You ought to see a doctor as soon as possible," she said. "You might need glasses."

As soon as Miss Liu had some free time, she went to the Health Service and asked for an appointment with an eye doctor. "I'd like an eye examination," she said.

The appointment clerk said that the doctor could see her at 3:15. "The doctor can see you at 3:15 this afternoon," she said.

Miss Liu replied that she would not be able to be there at 3:15 because she had a three o'clock class.

"The doctor might take you at about ten to four," the appointment clerk suggested, "but I'm not sure. Sometimes he goes home at four o'clock. Shall I put you down for ten to four or would you rather come tomorrow?"

"I'll come at ten to four," Miss Liu replied. "I should have come last week. I may be straining my eyes."

When Miss Liu went to her three o'clock class, she asked her instructor for permission to leave a little early. "May I leave at 3:45 today?" she asked. "I have to have an eye examination. I get terrible headaches when I read. I must need glasses."

The instructor said that she might leave at 3:45, and then he added, "You had better take down the assignment for next time."

Miss Liu went back to the Health Service at 3:45. The doctor was busy and she had to wait about half an hour. She could have read her assignment in that time but she didn't. She would have done it if she hadn't had a headache. She couldn't help thinking, "I should be reading my assignment."

When she saw the doctor, he put drops in her eyes and then she couldn't read at all. "The effect of these drops will have worn off by midnight," the doctor told her. "You had better not try to read tonight."

THE MODAL AUXILIARIES

There are ten words in the English language which give learners just about ten times as much trouble as any other words. Those ten are:

can	could	may	might	must
ought	shall	should	will	would

As far back as we have knowledge of our language these words have been exchanging meanings and time references until it's a wonder that we understand them at all. Yet they are used so often that native speakers, even little children and uneducated adults, seldom use them in a way that is confusing to the listener. Foreign students are not so lucky. They frequently make statements with these words that don't mean anything at all to a native speaker of English.

Modal auxiliaries are sometimes called verbs, yet one alone never functions as a complete verb, except in a response to a question (VI, 1). They are always used with other verbs the meanings of which they modify in one way or another. They are not inflected, i.e. they do not have s-forms or ing-forms or participles. They used to have past forms and, in a sense, some of them still do, for *could* is sometimes a past of *can* and *would* sometimes functions as a past form of *will* (X, 8)—but not always. Besides, these so-called past forms are also used to express ideas about present and future time, and about both real and imagined activities.

Most of the modal auxiliaries form contractions with *not*, the most common ones being *can't*, *couldn't*, *mightn't*, *mustn't*, *shouldn't*, *won't* (VI, 2) and *wouldn't*. *May*, *ought* and *shall* are seldom contracted in modern English. *Will* and *would* form contractions with subject pronouns as follows:

I'll	you'll	he'll	she'll	it'll	we'll	they'll
I'd	you'd	he'd	she'd	---	we'd	they'd

These forms are never used in sentence final position.

The best way to learn to use the modal auxiliaries correctly is to practice the different kinds of sentences in which they are used, being sure that you understand the meaning in each case. This lesson does not guarantee to solve all of your problems about modal auxiliaries, but it will help you avoid the most common errors that many students make.

1 *CAN* expresses ability. In meaning it is equivalent to *be able*.

a. In some sentences it refers to ability which is not in any way limited by time.

Miss Liu is not able to read for very long without getting a headache.

(1) Miss Liu can't read for very long without getting a headache.

b. *Can* is also used in reference to ability which is limited to the present moment.

(2) You can read this page right now.

c. It is also used in reference to an ability expected at some time in the future.

(3) "The doctor can see you at 3:15 this afternoon," the clerk said.

d. *Can* is never used to refer to the past.

THE MODAL AUXILIARIES

- e. In colloquial language *can* is frequently used to express permission although *may* is preferred.

“You may leave at 3:45,” Miss Liu’s instructor said.

(4) “You can leave at 3:45,” Miss Liu’s instructor said.

- f. *CAN’T HELP* is an idiom. When followed by an ing-form it means can’t avoid. The past form is *couldn’t help*.

(5) The doctor can’t help keeping people waiting.

(6) Miss Liu couldn’t help thinking that she should be reading her assignment.

2 *COULD* also expresses the idea of ability.

- a. Sometimes it refers to past ability which no longer exists.

(7) Until a short time ago Miss Liu could read for a long time without getting a headache.

- b. Sometimes it refers to future ability, in which case it is almost synonymous with *can*.¹

(8) “The doctor could see you at 3:15 this afternoon,” the clerk said. (Cf. (3) above.)

- c. *Could* is also used to express permission which was granted in the past but is no longer granted. *Could* (not *might*) is by far the most generally used word in this situation.

(9) When Mrs. Allen was a student anyone could borrow books from the library.
Now only students may borrow books

- d. *Could* functions as the past of *can* when a direct quotation is changed to an indirect statement.

The clerk said, “The doctor can see you at 3:15.”

(10) The clerk said that the doctor could see Miss Liu at 3:15.

- e. *Could* is used in the result clauses of conditional sentences. We will study these in more detail in Lesson XIX. Note the pattern of the conditional sentence with *could*.

(11) Miss Liu could read her assignment now if she didn’t have drops in her eyes.

(12) She could read it tomorrow morning if she didn’t have a class.

- f. *COULD HAVE DONE*. To express a past opportunity to perform an action which was not performed, i.e. the opportunity was not exploited, we use a verb phrase with *have* and a past participle.

(13) Miss Liu could have read her assignment while she waited for the doctor.
(She didn’t.)

- g. A past opportunity which was exploited is expressed in another way.

(14) Miss Liu was able to get an appointment with the doctor this afternoon.

¹*Can* and *could* are used interchangeably in this pattern by some people. Others may reserve *could* for conditional sentences. See Lesson XIX.

THE MODAL AUXILIARIES

- h. *COULDN'T HAVE DONE*. The negative form has quite a different meaning from that of the affirmative. It states that one situation is known to be impossible as the result of another situation.

(15) Bill couldn't have gone home this week end.

I saw him at the ball game on Saturday and in the library on Sunday.

3 *MAY* expresses permission granted.

- a. When the sentence has no time expression it refers to the present moment.
- (16) You may go home. (right now)
- b. The same sentence structure is used with the addition of a time expression to refer to a future time.
- (17) You may go home at 3:45 this afternoon.
- c. *May* meaning permission is never used in statements about the past. That idea must be expressed in a different way.
- (18) Miss Liu had permission to leave at 3:45 yesterday.
(19) Miss Liu was allowed to leave at 3:45 yesterday.
- d. *May* sometimes indicates conjecture (guess) about the future.
- (20) It may rain tomorrow.
- e. When *may* indicates conjecture about the present it occurs in a verb phrase with an ing-form. There is frequently a place reference in a sentence of this type.
- (21) It may be raining in Chicago right now.²
- f. Conjecture about the past is expressed with a different verb phrase.
- (22) It may have rained in Chicago yesterday.

4 *MIGHT* also indicates conjecture.

- a. When used in a sentence without a time expression it refers to the future, sometimes the very near future, or a present situation.
- (23) It might rain. (very near future)
(24) Miss Liu might need glasses. (right now)
- b. The same statement can be made more specific by the addition of a future time expression. In this case it is synonymous with *may* (3, d).
- (25) It might rain tomorrow.
- c. *Might* is synonymous with *may* for expressing conjecture about present moment action (3, e).
- (26) It might be raining in Chicago right now.

²Do not confuse *may be* with the single word *maybe*. The two are related historically but they are now used in entirely different patterns.

THE MODAL AUXILIARIES

- d. Conjecture about the past is also synonymous with the *may* pattern (3, f).
 (27) It might have rained in Chicago yesterday.
- e. *Might* functions as the past form of *may* when changing from direct quotation to indirect statement.

Miss Liu's instructor said, "You may leave at 3:45.")
 (28) Miss Liu's instructor said that she might leave at 3:45.) permission

Miss Liu said, "I may be a little late.")
 (29) Miss Liu said that she might be a little late.) conjecture

5 *MUST* expresses necessity.

- a. Without a time expression it sometimes states a general truth.
 (30) One must eat to live.
- b. *Must* meaning necessity is used in the same pattern to refer to both present and future.
 (31) I must leave right now.
 (32) I must leave at 3:45 tomorrow.
- c. The negative form of *must* (*mustn't*) does not mean that it is not necessary to do something. It means that it is necessary for someone not to do something. It is the doing that is made negative, not the necessity. In other words, the *not* modifies the following verb.
 (33) We must not neglect our eyes.
- d. Lack of necessity is expressed in an entirely different way (See VIII; 12, b).
 (34) Miss Liu's roommate doesn't have to have an eye examination.
- e. *Must* has no past form. To express past necessity we use *had to*.
 (35) Miss Liu had to leave class early to go to the Health Service.
- f. *Must* expresses deduction about a present situation or action.
 Miss Liu gets headaches when she reads.
 (36) She must need glasses.
 I see people carrying umbrellas.
 (37) It must be raining.
- g. A deduction about the future includes the future marker *going to*.
 It is getting very dark.
 (38) It must be going to rain.
- h. A deduction about the past may be expressed by a progressive verb phrase.
 Miss Liu was carrying a wet umbrella when she entered the Health Service.
 (39) It must have been raining while she was walking there.

THE MODAL AUXILIARIES

- i. A deduction about the past may also be expressed by a verb phrase with a past participle.

Everything was very wet this morning.
(40) It must have rained last night.

6 *OUGHT TO*³ expresses obligation. It is synonymous with *should*.

- a. Without a time expression *ought* often expresses a general truth.
(41) We ought to be careful crossing streets.
- b. *Ought* plus infinitive is often followed by a future time expression.
(42) Miss Liu ought to see a doctor as soon as possible.
- c. Obligation to act at the present moment is expressed by a verb phrase with an ing-form.
(43) She kept thinking, "I ought to be reading my assignment."
- d. An obligation of the past which was not discharged is expressed by a verb phrase with a past participle.
(44) Miss Liu ought to have gone to the doctor last week.
- e. When changing a sentence from direct quotation to indirect discourse *ought* does not change.

Miss Liu's friend said, "You ought to have your eyes examined."
(45) Miss Liu's friend said that she ought to have her eyes examined.

7 *SHALL* is used almost exclusively in first person questions (Cf. VI, 26). It asks about advisability.

- a. Without a time expression it refers to the immediate future, right after speaking.
(46) Shall I put you down for ten to four?
- b. It may refer to a more distant future time in which case a future time expression is included in the sentence.
(47) Shall we go to Lake-of-the Woods next Sunday?

8 *SHOULD* expresses obligation. It is a synonym for *ought* and they are used in the same patterns except that *ought* is followed by an infinitive and *should* by a simple verb (see Sentence Patterns). *Should* is more generally used in questions and in negative statements.

- a. Without a time expression *should* often states a general truth.
(48) We should be careful when we cross streets.
- b. *Should* is also used in sentences about the future.
(49) Miss Liu should see a doctor as soon as possible.

³*Ought* is the only one of the modal auxiliaries that is followed by *to*. (See XI, 14).

THE MODAL AUXILIARIES

- c. Present moment obligation to do something is expressed by a verb phrase with an *ing*-form.

(50) She kept thinking, "I should be reading my assignment."

- d. A past obligation not discharged requires the use of a past participle.

(51) Miss Liu should have gone to the Health Service last week.

- e. *Should* also expresses advisability. In questions of advisability it is synonymous with *shall* (Cf. sentences 46 and 47).

(52) Should I put you down for ten to four?

(53) Should we go to Lake-of-the-Woods next Sunday?

- f. In contrast to *shall* which is only used in questions, *should* is also used in making statements about advisability.

(54) Miss Liu should not try to read; she should rest her eyes.

- g. **HAD BETTER**. Another way to express advisability is by the idiom *had better* plus a simple verb form.

(55) You had better take down the assignment for next time.

Although *had* is a past form, it does not refer to past time in this idiom. The advisability is present and the action suggested refers to the immediate future. *Had* is usually contracted with subject pronouns as follows:

I'd you'd he'd she'd we'd they'd

- h. In changing from direct quotations to indirect statements *should* does not change form regardless of its meaning in the sentence.

Miss Liu kept thinking, "I should be reading my assignment."

(56) Miss Liu kept thinking that she should be reading her assignment.

- i. **SHOULD IN CONDITIONAL CLAUSES**. *Should* sometimes occurs in an *if*-clause. It has no specific function and could be left out without changing the meaning of the sentence. To some people it may suggest an element of chance.

(57) If you should see Mr. Allen give him my regards.

If you see Mr. Allen give him my regards.

9 **WILL** is an indication of the future. It is explained in VI, 16, c.

- a. *Will* usually suggests promise, determination, or inevitability, in addition to future time.

(58) I'll come at ten to four. (That is a definite appointment.)

- b. *Will* sometimes expresses volition or agreement with another person's wishes.

(59) "I will do whatever you advise," Miss Liu said to the doctor.

THE MODAL AUXILIARIES

- c. *Will* is sometimes used to express a polite request for action in the immediate or more distant future.

(60) Will you close the door? (right now)
 (61) Will you lock the door when you come in? (later)

- d. The continuative aspect of an activity planned for the future is expressed by a verb phrase with *will*.

(62) At midnight Miss Liu will be reading her assignment.

- e. Completion of an activity planned for the future is expressed by a different verb phrase with *will*.

(63) By midnight the effect of the drops will have worn off.

10 *WOULD* states the probable result of a hypothetical condition.

- a. It occurs in the result clause of a conditional sentence and refers to present or immediate future.

(64) If I didn't have a headache I'd read my assignment.

- b. The continuative aspect of the same activity is expressed by a different verb phrase.

(65) If I didn't have a headache I'd be reading my assignment.

- c. Past hypothetical result of a condition which did not exist is expressed by a verb phrase with a past participle.

(66) If Miss Liu had gone to the Health Service last week the doctor would have examined her eyes.

- d. *Would* is used in the same pattern as *will* to state a polite request. It is synonymous with *will* in this pattern.

(67) Would you close the door? (now)
 (68) Would you lock the door when you come in? (later)

- e. *Would* functions as a past form of *will* when changing from direct quotation to indirect statement.

(69) Miss Liu said, "I will come at ten to four."
 (70) Miss Liu said that she would come at ten to four.

- f. *WOULD RATHER* is a very common idiom which means prefer. Note the sentence pattern.

I prefer coming at ten to four to coming tomorrow.
 (71) I would rather come at ten to four than tomorrow.

- g. *WOULD LIKE* is a synonym for *want*. It does not mean *like* (*enjoy*) and the two expressions must not be confused.

I like chocolate cake. (I enjoy eating it).
 (72) I'd like a piece of chocolate cake. (This is an order given in a restaurant.)

- h. *Would Like* is also a polite form of invitation (See XII, 12).

(73) Would you like to go to a movie?

SENTENCE PATTERNS

11 STATEMENTS

a. **AFFIRMATIVE.** The basic pattern for affirmative statements does not change. The V position, with one exception,⁴ is filled by a phrase which consists of a modal auxiliary followed by a simple form verb. Regardless of how long the verb phrase is, the verb which immediately follows the modal is always a simple form.

S	V (modal) (simple) (other)	O	P	T
You	can read	this page.		now.
Miss Liu	could have read	her assignment.		yesterday.
It	may be raining		in Chicago	now.
It	must be going to rain.			
The doctor	must have been doing	something important.		

b. **NEGATIVE** statements are made by adding *not* to the verb phrase immediately after the auxiliary. The contractions are very generally used (see the introduction to this lesson).

S	V (modal) (<i>not</i>) (simple) (other)	O	P	T
Miss Liu	can't read			for long.
Bill	couldn't have gone		home	this week.
It	may not be raining		in Chicago	now.

12 SIMPLE QUESTIONS. The modal auxiliary precedes the subject in simple questions. The function verb *do* is never used with modals; the position of the modal indicates a question. In negative questions the negation goes with the auxiliary.

MA (<i>not</i>)	S	V (simple) (other)	O	P	T
Can	Miss Liu	read			for long?
Could	Miss Liu	have read	her assignment		yesterday?
Couldn't	Bill	have gone		home	this week?

⁴The exception is *ought*. See XI, 14.

SENTENCE PATTERNS

13 INFORMATION QUESTIONS. In information questions with modal auxiliaries the modals fill the position of the function verb.

a. PATTERN A

QW	V (modal)	(simple)	(other)	O	P	T
Who	could	have	read	her assignment		yesterday?
Who	must	go			to a doctor?	
What	may	be	happening		in Chicago	now?

b. PATTERN B

QW	FV (modal)	S	V (simple)	(other)	P
What	should	Miss Liu	do?		
What	must	the doctor	be	doing?	
When	should	Miss Liu	have	gone	to the Health Service?

14 SENTENCE PATTERNS WITH *OUGHT*. *Ought* is followed by an infinitive instead of by a simple form. It is seldom used in negative statements or questions. *Should* is used instead.

		Miss Liu	ought	to go	to a doctor	tomorrow.
	Ought	Miss Liu		to go	to a doctor	tomorrow?
What	ought	Miss Liu		to do		tomorrow?

15 PRONUNCIATION HELPS

- a. **CONTRAST OF CAN AND CAN'T.** Very often when a foreign student says that he can do something the listener thinks he says that he can't do it. The trouble lies not with the pronunciation of the *t*, but with the vowel sound. *Can* is almost always unstressed⁵ and, as a result, the vowel is shortened and centralized. The vowel in *can't* is usually given its full value and this provides a very noticeable contrast of the two words in the speech of a native speaker. Listen while your instructor pronounces the following sentence and note the contrast. Practice making the contrast in sentences of your own.

Mr. Allen can read French but he can't speak it.

- b. **SILENT L.** Do not pronounce the *l* in *could*, *should* or *would*. *Would* is homophonous with *wood* and the other two words rhyme with it.
- c. **CONTRAST OF COULD AND WOULD.** These two words sound very different when pronounced correctly. The *w* sound is produced in the front of the mouth with the lips, and the *c* sound is produced in the very back with the velum. Besides those differences, the *c* represents a stop sound (I, 17, a) whereas the *w* represents a continuant (a sound which you can hold for a long time). Nevertheless some students, because of the interference of the sounds of their own native languages, have difficulty distinguishing between the two, and those same students often pronounce something that is neither *could* nor *would* but somewhere in between. Check your pronunciation of these two words with that of your instructor and make sure that you do not confuse them.
- d. **THE NEGATIVES.** *Couldn't*, *mightn't*, *mustn't*, *shouldn't*, and *wouldn't*, all have two syllables, and the second syllable of each contains a syllabic *n*. (See VII, 16, c). The first *t* in *mustn't* is not pronounced.

16 QUESTIONS STUDENTS SOMETIMES ASK

- a. How do you know whether *I'd*, *he'd*, *she'd*, etc. mean *I had* or *I would*?

You can usually tell from what follows. *Would* is always followed by a simple form, *had* by a past participle. When the main verb of a sentence is one of those which has no special past forms (see list VII, 3, a) you will know from the context (what is said before and after).

- b. In cases where there are two or three ways of expressing the same idea, how do you choose which one to use?

It is a matter of habit more than anything else. Different native speakers choose different forms. You should understand all of the verb phrases in this lesson, but you won't need to use all of them.

⁵It is only stressed when it is emphasized, as in a contradiction: You think I can't read Spanish but I *can*.

SUMMARY CHART OF MODAL AUXILIARIES AND RELATED IDIOMS

Times → ↑ Meanings	All-Time General Truth Custom-Habit	Past Continuous	Past Finished	Present Moment Situation	Present Moment Activity	Future Situation	Future Continuous	Future Completed
	1 ability	am able to do can do		was able to do could do	can do	should be doing	could do can do	
2 advisability					should be doing	should (we) do? shall (I) do?		
3 avoidance	can't help doing		couldn't help doing		can't help doing	won't be able to help doing		
4 condition						should be (unnecessary)		
5 conjecture		may have been doing might have been doing must have been doing	may have done might have done must have done	may be might be must be	may be doing might be doing must be doing	may be might do must be going to do	may be doing might be doing	may have done
6 deduction	must be							
7 determination						will do	will be doing	
8 impossibility		couldn't have been doing	couldn't have done					
9 inevitability						will do	will be doing	
10 invitation				would (you) like to do?				
11 lack of necessity	don't have to do		didn't have to do	don't have to do		won't have to do don't have to do		
12 necessity	must do have to do		had to do	must do		must do		
13 obligation	should be ought to be	should have been doing ought to have been doing	should have done (didn't) ought to have done (didn't) was able to do (did)		should be doing ought to be doing	should do ought to do		
14 opportunity			could have done (didn't) had permission to do could do					
15 permission	would rather do	would rather have been doing	would rather have done	may do would rather be	has permission to be doing would rather be doing	may do can do would rather do		would rather have done will have done
16 preference						will do	will be doing	
17 promise								
18 request						would (you) do? will (you) do?		
19 result of condition		would have been doing	would have done	could do	could be doing	will do	would be doing	
20 statement of fact						will do	will be doing	will have done
21 volition						will do		
22 want			would have liked to do		would like to be doing	would like to do		

17 EXERCISES

- a. Make a statement about permission that you granted and then change your statement to a direct quotation. Example:

I told my roommate that he might borrow my key.
I said, "You may borrow my key."

- b. Change the following statements to refer to past time.

- | | |
|--|--|
| 1. We must pass the health exam. | 9. We must get to classes on time. |
| 2. We must take a placement exam. | 10. We must work hard. |
| 3. We must register with the government. | 11. We must use theme paper in rhetoric class. |
| 4. We must have our visas extended. | 12. We must write in ink. |
| 5. We must improve our English. | 13. We must put our names on our papers. |
| 6. We must register at school. | 14. We must spell correctly. |
| 7. We must pay tuition. | 15. We must punctuate correctly. |
| 8. We must attend all classes. | |

- c. Tell what you deduce from the following. Use the cue word. Example:

Instructor: Miss Liu is holding her hand on her head. (headache)
Student: She must have a headache.

- | | |
|---|---------------------------------------|
| 1. Your pen won't write. (ink) | 6. I smell smoke. (burn) |
| 2. You can't open your door. (lock) | 7. I feel a draft. (window) |
| 3. It is getting dark. (late) | 8. I hear footsteps. (come) |
| 4. Your room is cold. (furnace) | 9. I see a student running. (late) |
| 5. Jack drinks milk with every meal. (like) | 10. Mr. Baker is absent today. (sick) |
| 11. Bill didn't eat any breakfast this morning. (hungry) | |
| 12. You just called your friend up but no one answered the telephone. (out) | |
| 13. Jane won the girls' swimming contest. (good) | |
| 14. Mrs. Allen goes to the library every week. (read) | |
| 15. Professor Baker drives a new Buick. (money) | |

- d. Tell what you deduce about the past from the following statements.

1. Mr. Park was late to class today. (get up)
2. He seemed very tired. (bed)
3. He was wearing rubbers when he arrived. (rain)
4. He knew that we were going to have a test. (tell)
5. He answered all the questions in twenty minutes. (study)
6. Professor Miller found a ticket on his car this afternoon. (park)
7. Then he couldn't find his car keys. (lose)
8. After he found them, he couldn't start his car. (gas)
9. He phoned his garage but no one answered for a long time. (busy)
10. Professor Miller had to take a taxi home to dinner. (angry)
11. Mrs. Allen had dinner at a friend's house last night. (invited)
12. Her husband ate at home, alone. (invited)
13. Betty stayed on campus and ate in the cafeteria. (work)
14. Mrs. Allen went right to bed when she got home. (tired)
15. She woke up early this morning. (sleep)

- e. Change the items in exercise b to express lack of necessity. Change the subject to *you*.

f. Change *ought* to *should* in the following sentences. Make any other necessary changes.

1. I ought to go to a dentist.
2. I ought to have my hair cut.
3. I ought to tell my landlady that I will be home late.
4. I ought to buy the textbook for this course.
5. We ought to finish this assignment tonight.
6. Ought we to bring our workbooks to class?
7. Ought we to stand when the teacher enters?
8. Ought we to get written excuses when we are absent?
9. Ought we to ask questions in class?
10. Ought we to carry our ID cards at all times?
11. We ought not to be careless.
12. We ought not to relax until we finish our work.
13. We ought not to neglect our friends.
14. We ought not to worry.
15. We ought not to spend all of our money in one place.

g. Change the following sentences so that one of the modal auxiliaries appears in each.

Example:

Instructor: Miss Liu has permission to leave class early.

Student: Miss Liu may leave class early.

1. It is advisable for Miss Liu to go to a doctor.
2. She promises to go this afternoon.
3. She is not able to go at 3:15.
4. I guess she will go at 3:50.
5. She has permission to leave her three o'clock class early.
6. Teachers are obligated to help their students.
7. George's adviser promised to help George.
8. He told George that it was possible for him to have an appointment on Friday.
9. George asked, "Do you want me to come at eight o'clock?"
10. His adviser answered, "Yes, if you are able."
11. It is necessary for all students to have ID cards.
12. They are obligated to do their best work.
13. If they do their best they are going to pass.
14. George had the ability to pass economics if he had tried.
15. Perhaps students don't always know how to study.

h. Tell what the person mentioned had better do in the situation. Use a contracted form.

Example:

Instructor: Mrs. Jones is tired.

Student: She'd better go to bed.

- | | |
|----------------------------------|--|
| 1. Miss Liu is sick. | 6. Mrs. Baker has a toothache. |
| 2. Mr. Lee is late. | 7. Mr. Miller needs a new pair of shoes. |
| 3. We are late. | 8. Jack's hair is too long. |
| 4. Mr. Baker's phone is ringing. | 9. Jane's pen is empty. |
| 5. My phone is ringing. | 10. You haven't any theme paper. |

11. I have to go out and it's raining.
 12. Bill is very hungry.
 13. He is cold.
 14. Jack and Bill both have tests today.
 15. You have a test today.
- i. Change the following sentences to include the idiom *would rather*. Do not change the meaning.
1. Betty prefers tennis to swimming.
 2. Jack prefers jazz to classical music.
 3. He also prefers chemistry to English.
 4. Bill prefers concerts to movies.
 5. Jane prefers parties to studies.
 6. Mr. Jones prefers steak to chicken.
 7. Mrs. Jones prefers tea to coffee.
 8. Mrs. Allen prefers teaching to housework.
 9. Mr. Allen prefers a pipe to cigarettes.
 10. Professor Miller prefers lecturing to writing.
 11. Jack prefers chocolate ice cream to vanilla.
 12. Bill prefers green ties to brown ones.
 13. Professor Baker prefers a Buick to a Packard.
 14. Professor Miller prefers being single to being married.
 15. George prefers Greek girls to American girls.

18 ASSIGNMENTS

- a. Write one sentence to express each of the following.
1. Something that you have the ability to do now
 2. Something you don't have the ability to do
 3. An action that you had an opportunity to perform but didn't
 4. Something that you had an opportunity to do and you did
 5. A conjecture about some time in the future
 6. A conjecture about the present, another place
 7. A conjecture about the past
 8. Something that you mustn't do and something that you don't have to do
 9. Something that you can't avoid
 10. A question of advisability
 11. A situation which is known to be impossible
 12. A past obligation which you did not discharge
 13. Something that you like
 14. Something that you would like
 15. An invitation
- b. Write a story, not more than three or four paragraphs long, in which you use several of the modal auxiliaries in different patterns. Underline each verb phrase that contains a modal, and beneath the line write the number of the model sentence which it imitates, as in the following sentences.

George might need some help. He must find a new place to live.

24

32

The family he is living with now is going to move to Florida next week.

George should have looked for a new room last week, but he was very busy.

51

Lesson XII

Directions, Instructions, Suggestions; Order of Modifiers



The doctor in the Health Service who examined Miss Liu's eyes told her that she needed glasses but he did not prescribe any for her. "I do not prescribe lenses," he said. "You will have to go to someone else for that. You will have to go to an optometrist." He gave her a card with a name and address on it. "Don't put it off," he warned. "Make an appointment today."

Miss Liu called the telephone number on the card and made an appointment to see the optometrist. She asked the appointment clerk how to get to the office. "Take a #2 bus to Main and Elm," the clerk said. "Get off there and walk two blocks east on Elm. Go as far as Beech Street. Cross Beech Street and then turn left and walk about half a block along Beech until you come to 457. It's across the street from the Town Building. Take the elevator; the doctor's office is on the third floor, Room 323. Please get here on time. Please don't be late; the doctor is very busy."

Miss Liu was very interested in what she saw in the optometrist's office. There was a large chair in the middle of the room with a cabinet full of lenses beside it. On the wall opposite the chair was a chart with letters of all sizes on it. There was a mirror on the wall in back of the chair which had a small light above it. Before Miss Liu finished looking around, the doctor entered and asked her to sit down in the large chair. He asked her who had recommended him to her. She couldn't remember the doctor's name just then, but she remembered it afterwards.

1 FUNCTION WORDS OF PLACE OR POSITION. We have already discussed the different uses of *at*, *in* and *on* in place phrases (III, 6). Following is a list of some of the other function words used in describing the location of things. Check your knowledge of these terms by seeing if you can use each of them correctly.

at	against	in front of	above	with	upstairs
in	beside	in back of	below	together	downstairs
on	inside	before	beneath	around	on top of
by	outside	behind	over	opposite	in the middle of
near	along side of	between	under	across	underneath

2 FUNCTION WORDS OF DIRECTION. The following words and expressions indicate direction when they are used after verbs of motion.

from	up	through	on	east	upstairs
to	down	past	off	west	downstairs
into ¹	across	as far as ²	right	north	
out of	along	around	left	south	

3 ON TIME means at the appointed time; not late.

4 INTERESTED IN. The word *interested* is never followed by any preposition except *in*. This is a case where the preposition is determined by the preceding word. Learn the expression as a unit. (See II, 10)

5 WORDS THAT SOMETIMES GET CONFUSED

a. *CROSS AND ACROSS*

Cross is a verb; it indicates action.

Cross Beech Street.

Never cross a street without looking both ways.

Across is a function word of position or direction.

The doctor's office is across the street from the Town Building.
Walk across Beech Street.

b. *PAST AND PASSED*

Past is a function word of direction when used after a verb of motion.

Go past the drug store on the corner.

Passed is the past form of the verb *pass*.

Miss Liu passed a drug store on her way to the optometrist's office.

c. *REMINDE AND REMEMBER*

Remember means to think of something without any assistance. There is only one person involved.

Miss Liu remembered the doctor's name after she left the optometrist's office.

¹Note that *into* is written as one word but *out of* is written as two.

²Do not confuse this expression with *until* (VIII, 2).

Remind means to cause someone to think about something. There are usually two persons involved. The first person mentioned is the agent.

Miss Liu's *roommate* reminded *her* to keep her appointment with the optometrist.
 (1) (2)

The agent may be a thing instead of a person.

The *chair* in the optometrist's office reminded *Miss Liu* of a dentist's chair.
 (1) (2)

d. AFTER AND AFTERWARDS

After introduces a time phrase or a time clause which fills the T position in a sentence pattern (see VII, 11).

S	V	O	P	T
Miss Liu	remembered	the doctor's name		after she got home.

Afterwards is a time word which stands at the beginning or at the end of an independent clause. It shows a sequence relationship between two independent actions. It is a synonym for *later*.

(conn)	S	V	O	T
but	Miss Liu she	couldn't remember remembered	the doctor's name it	when the optometrist asked her afterwards.

Sometimes it is a synonym for *then* (see VI, 4, b).

(conn)	T	S	V	I.O.	D.O.
and	afterwards	The optometrist he	asked examined	Miss Liu	some questions her eyes.

6 MODIFIERS OF COMPOUND WORDS. A word which modifies a compound of *some*, *any*, *no*, or *every* (IX, 2) follows the compound it modifies.

nothing interesting everywhere near
anybody important someone else

7 *ELSE* is a modifier (adjective) which means *in addition*, *more*. It is used only with compound words and with question words. It always follows the word it modifies.

someone else what else? no one else
 everybody else where else? anybody else

- 8** ORDER OF NOUN MODIFIERS (Cf. X, 9). When a noun is modified by both a phrase and a clause, the phrase precedes.

the doctor in the Health Service who examined Miss Liu's eyes

Sometimes a noun in a modifying phrase is modified by another phrase.

a mirror on the wall in back of the chair which had a light above it

- 9** GIVING DIRECTIONS OR INSTRUCTIONS. The clearest, most easily understood, way to give directions or instructions is to use the sentence pattern that starts with a simple form verb and has no subject.³

a. THE AFFIRMATIVE PATTERN

V	O	P	T
Take	a #2 bus	to Main and Elm.	
Walk		half a block along Beech	until you come to 457.
Cross	Beech Street.		
Take	the elevator	to the third floor.	

- b. THE NEGATIVE PATTERN usually begins with the function verb *do*. Sometimes *never* is substituted for *do not*.

DO NOT	V	O
Don't	put off	seeing an optometrist.
Never	neglect	your eyes.

10 MAKING REQUESTS

- a. The sentence pattern described in section 9 above becomes a request when it is preceded by the courtesy term *please*.⁴

PLEASE	(neg) ⁵	V	O/C	P	T
Please		get		here	on time.
Please	don't	be	late.		

³This pattern is called the imperative in some grammars.

⁴*Please* may follow the sentence pattern also, but in that position it is not quite so courteous.

Never put *please* between a verb and its object.

Best: Please tell me the way.

Acceptable: Tell me the way, please.

Wrong: Tell me, please, the way.

⁵*Never* is not used in the position after *please*. Occasionally you will hear *don't ever* in this position.

b. Requests are sometimes made in the form of simple questions beginning with *will you* or *would you* (XI, 9, c and XI, 10, d). To be very polite use this form with *please*.

Would you please come on time?

11 **MAKING SUGGESTIONS INCLUDING THE SPEAKER.** The word *let's*, which is really a contraction of *let us*, is commonly used to make a suggestion which includes the speaker.

LET'S	(neg)	V	O	P	T
Let's		have	a picnic	at Lake-of-the-Woods	next Sunday.
Let's	not	take	dessert.		
Let's		buy	ice cream	at the lake.	

12 **EXTENDING INVITATIONS.** For informal oral invitations the expression generally used is *would you like* (XI, 10, h) followed by an infinitive.

- Would you like to play ping-pong?
- Would you like to have dinner with me?
- Would you like to go to a movie?

At a dance, the proper way to invite a lady to dance depends upon whether or not you are the lady's escort. If you are, use the auxiliary of advisability (XI, 7): *Shall we dance?* If you are not, use the auxiliary of permission (XI, 3): *May I have this dance?*

13 **EXERCISES**

- a. Modify the compound word in each of the following sentences. Use a single word modifier, a phrase, or a clause.
1. I wish I had something to do.
 2. Nothing happened while you were away.
 3. Ask anybody where the bus stops.
 4. Don't believe everything.
 5. Jack invited everyone to his party.
 6. I met somebody in the drug store.
 7. You can go anywhere.
 8. The doctor did everything to save the patient's life.
 9. No one speaks English very well.
 10. I haven't heard anything from my family.
 11. Nothing was lost in the fire.
 12. We looked everywhere for the ball.
 13. We need someone to do this work.
 14. No one can do it.
 15. Some people can afford to buy everything.

- b. Tell the class what you are interested in.
- c. Give some instructions, both affirmative and negative, that you would expect to hear in the following places.

- | | | |
|------------------------------------|----------------------|---------------------|
| 1. In a doctor's office | 6. In a bus | 11. At a party |
| 2. In a dentist's office | 7. In an airplane | 12. On a picnic |
| 3. At a dry cleaning establishment | 8. At a restaurant | 13. On a farm |
| 4. At a gas station | 9. At a cafeteria | 14. In a laboratory |
| 5. In an elevator | 10. On the telephone | 15. In a classroom |

- d. Extend an invitation to one of your classmates. Be sure to use the traditional expression.

- e. State a request, either affirmative or negative, that you might hear from each of the following people.

1. Someone who has a cigarette but no match
2. Someone who has his hands full and wants to go through a door
3. Someone who didn't understand what you said
4. A student who hands in an assignment late
5. A clerk who must write down a name but doesn't know how to spell it
6. Someone who wants someone else to turn on a radio
7. Someone who wants a guest to stay longer
8. A person who wants a librarian to notify him when a certain book is available
9. A person who needs help with a problem
10. A person who needs to borrow some money
11. A person who is riding on a bus and wants to get off at Main and Elm
12. A person who is riding in an elevator and wants to get off at the third floor
13. Someone who doesn't want someone else to be late for an appointment
14. Someone who wants someone else to return a book which he borrowed
15. A teacher who wants his students to do well on their examinations

- f. Combine each of the following units in such a way that the noun is modified by a phrase and a clause. Do not make sentences.

Example:

Instructor: A carrel - It is in the library. You work there.

Student: The carrel in the library where I work

1. Words - The instructor is pointing to them. They are on the blackboard.
2. Theme paper - It has a margin. We do our homework on it.
3. Slide rules - They are on sale at the book store. They cost \$23.
4. Book covers - They are made of plastic. They keep our books dry.
5. A desk - It's in the front of the room. The teacher uses it.
6. A bus - It stops at Main and Elm. It is on this line.
7. A telephone - Bill uses it to make long distance calls. It is in a drug store.
8. A farm - It is in Greece. George's grandfather lives there.
9. A bank - Jack's father works there. It is in Chicago.
10. A wristwatch - It had a leather band. Professor Baker lost it.

11. A girl - She is in Bill's chemistry class. He goes to concerts with her.
 12. A gentleman - He is wearing a brown suit. He is smoking a pipe.
 13. A boy - He never smokes. He is on the swimming team.
 14. Young men - They are in this class. They are from Colombia.
 15. A lady - She is the house mother in the dorm where Jack lives.
She is from California.
- g. Combine each of the following pairs of sentences into one sentence including *after* or *afterwards* in each. Make any necessary changes in sentence structure.
1. Mrs. Brown went shopping today.
She paid her electric bill first.
 2. She bought a tablecloth.
Later, she bought some clothes.
 3. She shopped until four o'clock.
Then she went home and prepared dinner.
 4. She put the potatoes on first.
She put the meat on later.
 5. She ate dinner.
She washed the dishes.
 6. Jack finished his assignments.
Then he went to the Drivers' License Bureau.
 7. He had to read a book of traffic regulations.
Then he took a written test.
 8. He passed the written test.
He took a road test.
 9. He parked.
He didn't put on the brakes.
 10. Jack and the examiner walked back to the Bureau.
Then the examiner told Jack that he had made a mistake.
 11. Miss Liu left the Health Service.
Then she telephoned the optometrist.
 12. She asked the appointment clerk how to get to the optometrist's office.
She made an appointment first, though.
 13. The appointment clerk made an appointment for Miss Liu.
Then she asked her not to be late.
 14. Miss Liu got off the bus at the corner of Main and Elm.
Then she walked two blocks east on Elm.
 15. She didn't remember the doctor's name when the optometrist asked her.
She remembered it later.
- h. Make a suggestion, either affirmative or negative, to do something in which the whole class can participate.

14 ASSIGNMENTS

a. Copy the following sentences, filling in each blank with a word or phrase of place or position, or with the name of someone in your class.

1. The lights are_____ our heads.
2. The floor is_____ our feet.
3. There is a chair_____ the teacher's desk.
4. The radiators are_____ the windows.
5. The door is_____ the windows.
6. We have to leave our bicycles_____ the building.
7. It is against regulations to bring them_____ .
8. Some students put locks_____ their bicycles.
9. Others just lean them _____ trees.
10. I saw a bicycle lying on the ground _____ a bush when I came to class just now.
11. Mr. _____ sits beside Mr. _____ .
12. Mr. _____ sits in front of Mr. _____ .
13. Mr. _____ sits behind Mr. _____ .
14. Mr. _____ sits between Mr. _____ and Mr. _____ .
15. Mr. _____ sits near the door.

b. Copy the following sentences, filling in each blank with a word or phrase of direction. Pay particular attention to the word order of the sentences.

1. Miss Liu asked the clerk how to get _____ campus _____ the optometrist's office.
2. The clerk told her to take a bus and get _____ at Main and Elm.
3. She told Miss Liu to walk _____ Elm.
4. She told her to go _____ Beech Street at the corner of Beech and Elm.
5. "Then," she said, "turn _____ ."
6. Walk _____ Beech Street _____ #457.
7. When Miss Liu reached the building she got _____ the elevator.
8. The operator wasn't listening when she said "Third floor please" and he went right _____ the third floor.
9. She got _____ the elevator on the fourth floor.
10. She had to walk _____ one flight.
11. She wandered _____ the hall for a while before she found Room 323.
12. When she found it she opened the door and went _____ the reception room.
13. There was no one there, so she went _____ that room and entered the next one.
14. The optometrist entered _____ another door.
15. "I am sorry that there was no one in the reception room," he said. "My receptionist went _____ for some coffee a few minutes ago."

c. Word Choice

(1) Fill in the blanks in the following sentences with *cross* or *across*.

1. You can't _____ a bridge until you come to it.
2. The pitcher threw the ball _____ the plate.
3. Jack and Jane were sitting _____ the table from each other.
4. Mrs. Allen _____ the room and sat down at the piano.
5. Lindbergh was the first pilot to _____ the Atlantic in a plane.

(2) Fill in the blanks in the following sentences with *past* or *passed*.

6. We drove _____ the United Nations Building.
7. We _____ many other tall buildings on the way.
8. Do you go _____ a drug store on your way to school?
9. The instructor _____ out the examinations and we began to write.
10. An ambulance just drove _____.

(3) Fill in the blanks in the following sentences with *remind* or *remember*.

11. Try to _____ to wear your rubbers when it rains.
 12. Please _____ me to turn the radio on at 6:45.
 13. Do you always _____ to take your medicine?
 14. No, I don't always _____, but my roommate _____ me when I forget.
 15. George can't _____ how much his slide rule cost.
- d. Write a paragraph in which you tell someone how to go from your English classroom to the place where you are now living. Give all details. Use the patterns in today's lesson.
- e. Write a description of your room telling where each piece of furniture is located. Remember that most rooms do not have a front or back. It is better to use expressions such as *on the south side*, *in the northwest corner*, etc.
- f. Draw a map showing how to go from the corner of Main and Elm to 457 Beech Street. Let the top of your paper represent the north.

Lesson XIII

The Uses of Infinitives



It is sometimes difficult for a teacher to persuade a student to work hard enough to pass. Most foreign students who come here want to succeed and they try to understand their assignments and do their work well. Unfortunately, many of them fail to realize their language handicap. They don't like to study language; they prefer to spend their time on other things. Consequently, they allow themselves to believe that they will learn by listening and they pretend to understand when they don't. They need to practice sentence patterns and their English teachers advise them to, but teachers can't force students to practice.

No matter what field you are in you will not do your best until you know the language well. Decide right now to master the word forms and the sentence patterns. Don't hesitate to ask questions when you don't understand. Don't refuse to face the truth; give yourself a chance to do your best. Ask your American friends to correct your mistakes and do not fail to benefit from their corrections. It is not easy to study in a foreign language, but you can be very successful if you are determined to.

INFINITIVES

In Lesson VIII the infinitive is defined (VIII, 4) and two of its uses are explained. This lesson deals with the other uses of infinitives.

- 1** **NOT IN V POSITION.** One very important thing to remember about infinitives is that they never fill the V position in a sentence pattern. That is sometimes difficult to remember because infinitives have many of the qualities of verbs: they frequently describe action, they may have subjects and objects, and they are modified in the same way as verbs are. Nevertheless, they never function as verbs.
- 2** **INFINITIVES IN S POSITION.** Infinitives do sometimes function as subjects, although this is not a very common pattern. When used, it is almost always in a statement, not a question. An infinitive subject is followed by an s-form verb in the present.

S (infinitive)	V (s-form)	C/O
To pretend	is	foolish.
To succeed	takes	hard work.

- 3** **DISPLACED SUBJECTS (Cf. VIII, 13, e).** A much more common pattern than the one above is the sentence with the function word *it* in subject position and an infinitive after the verb. This pattern is described in an earlier lesson and should be reviewed. In some grammar books the infinitive in this sentence pattern is called a displaced subject.

a. STATEMENT PATTERN

S	V	C/O	
		(noun or adjective)	(infinitive)
It	is	foolish	to pretend.
It	takes	hard work	to succeed.

b. SIMPLE QUESTION PATTERNS

FV	S	V	C/O	
			(noun or adjective)	(infinitive)
Is	it		foolish	to pretend?
Does	it	take	hard work	to succeed?

c. INFORMATION QUESTION PATTERNS

QW	FV	S	V	C/O	
				(noun or adjective)	(infinitive)
Why	is	it		foolish	to pretend?
Where	does	it	take	hard work	to succeed?

INFINITIVES

4 **INFINITIVE SUBJECTS WITH SUBJECTS.** When an infinitive is one that expresses action it is often desirable to mention the actor, i.e. the one who does the action. In the sentence patterns above, the actor can be expressed in the form of a phrase which precedes the infinitive and is introduced by *for*.

a. IN S POSITION

S		V	C/O
(actor)	(infinitive)		
For a person	to pretend	is	foolish.
For a student	to succeed	takes	hard work.

b. WITH FUNCTION WORD *IT*

QW	FV	S	V	C/O		
				(noun or adjective)	(actor)	(infinitive)
		It	is	foolish	for a person	to pretend.
		It	takes	hard work	for a student	to succeed.
	Does	it	take	hard work	for a student	to succeed?
Why	does	it	take	hard work	for a student	to succeed?

c. **OBJECT FORM PRONOUNS.** When the actor is expressed by a pronoun it is always an object form.

It is foolish for *us* to pretend.
 It will take hard work for *us* to pass.

5 **INFINITIVES IN O POSITION.** Infinitives often function as direct objects. The basic sentence patterns do not change except that both the action of the main verb and that expressed by the infinitive can be made negative.

a. AFFIRMATIVE PATTERN

S	V	O (infinitive)
Most students	want	to succeed.
They	plan	to study.
They	pretend	to understand.

b. NEGATIVE PATTERNS

S	(neg)	V	(neg)	O
They	don't	pretend		to understand.
They		pretend	not	to understand.
They	don't	pretend	not	to understand. ¹

¹If you don't understand this pattern don't worry about it. It is seldom used.

INFINITIVES

c. SIMPLE QUESTION PATTERN

FV	S	V	O (infinitive)
Do	most students	pretend	to understand?

d. INFORMATION QUESTION PATTERNS

QW	FV	S	V	O (infinitive)
A Who			pretends	to understand?
B What	do	most students	pretend	to do?

6 **INFINITIVE OBJECTS WITH SUBJECTS.** When an infinitive in O position has a subject (actor), it stands between the verb and the direct object (the infinitive) in the sentence pattern (Cf. X, 4, a). It is not preceded by a preposition. When it is a pronoun it is an object form.

S	V	O	
		(actor)	(infinitive)
Most fathers	want	their sons	to succeed.
They	encourage	them	to study.
They	expect	them	to try.

7 **CHOICE OF PATTERN WITH INFINITIVE OBJECT.** A few verbs occur in both patterns 5 and 6 above. Many others, however, because of their meanings, occur in either one pattern or the other. The lists below are not complete but they include many of the most common verbs used in these patterns. Be sure that you understand all of these verbs and that you know which pattern is used after each of them. Be prepared to make sentences with these verbs in V position and with infinitives as direct objects.

a. These verbs have infinitive objects without actors.	b. These verbs have infinitive objects with actors.	c. These verbs pattern in both ways.
----- Most students plan to study.	----- Their fathers advise them to study.	
agree intend pretend begin learn promise continue neglect refuse decide offer remember fail plan start hesitate prefer try hope	advise invite allow permit convince persuade encourage remind force teach hire tell instruct	ask ² expect like want would like

²The meaning of *ask* is somewhat different in the different patterns.

Permission: Miss Liu asked to leave early. She said, "May I leave early?"

Request: The clerk asked Miss Liu to come early. She said, "Please come early."

INFINITIVES

8 **INFINITIVE PHRASES.** A group of words consisting of an infinitive followed by its object and/or a P and/or T expression is called an infinitive phrase.

a. Note the following examples of infinitive phrases from the model paragraphs.

Infinitive	O	P	T
to understand	their assignments		
to practice	sentence patterns		
to ask	questions	in class	when you don't understand ³
to believe	that they will learn by	listening ⁴	
to study		in a foreign country	

b. Infinitive phrases occur in all of the sentence patterns illustrated in sections 2-6 above. Following are some illustrations from the model paragraphs.

(1)

S (infinitive phrase)	V	C/O
To pretend to know something that you don't	is	foolish.
To succeed in college	takes	hard work.

(2)

S	V	C/O
		(noun or adjective) (infinitive phrase)
It	is	foolish to pretend to know something that you don't.
It	requires	hard work to succeed in college.

(3)

S	V	C/O
(actor) (infinitive phrase)		
For a person	to pretend to know something that he doesn't	is foolish.
For a student	to succeed in college	takes hard work.

(4)

S	V	O (infinitive phrase)
Most students	want	to succeed in their studies.
They	plan	to study every day.

(5)

S	V	O
		I.O. (actor) D.O. (infinitive phrase)
Most fathers	want	their sons to succeed in college.
They	encourage	them to study something that they like.
They	expect	them to do their best.

³The time clause is part of the infinitive phrase.

⁴This is an infinitive phrase with a clause object.

INFINITIVES

9 **INFINITIVE AND INFINITIVE-PHASE OBJECTS IN COMPOUND SENTENCES.** When a compound sentence has an infinitive or an infinitive phrase in the O position of the first independent clause, the sentence frequently ends in *to*. The *to* indicates that the second independent clause has the same object as the first one.

SIMPLE SENTENCES

Their teachers advise them to practice sentence patterns.
 Their teachers can't force them to practice sentence patterns.

COMPOUND SENTENCE PATTERN

Their teachers advise them to practice sentence patterns
 but they can't force them to.

10 **INFINITIVES AS MODIFIERS**

a. **OF NOUNS.** Infinitives often modify nouns. Observe the following pattern.

Betty has a term paper to write. She has a report to finish, too.

b. **OF ADJECTIVES.** See VIII, 5, b-c and 6, a.

c. **OF COMPOUND WORDS.** Infinitives are often used to modify the compounds of *some*, *any*, *every* and *no*. The modifying infinitive always follows the compounds (Cf. XII, 6).

somewhere to go nobody to love
 anything to do everybody to tell

d. **OF QUESTION WORDS AND PHRASES.** Objects consisting of question words or question phrases are often modified by infinitives.

S	V	O	(conn)
Some students	don't know	how to plan their time.	
They	can't decide	which subject to study first	or
		how long to spend on each assignment.	

This sentence pattern also occurs with some verbs which require actors (7, b).
 The actors are the indirect objects in the sentence pattern.

S	V	O		
		I.O (actor)	D.O.	(conn)
George's adviser	advised	him	what to do.	
He	showed	him	where to go.	
He	told	him	who to see	and
			what to say.	

11 EXERCISES

a. Add an actor to each of the following sentences. Make any necessary changes.

1. It is foolish to have a car on campus.
2. It is dangerous to drive fast.
3. It is important to obey traffic signals.
4. It is wise to have your brakes checked periodically.
5. It would be a good idea to have your motor checked too.
6. To eat in a restaurant is expensive.
7. To cook takes a lot of time.
8. To eat canned food is bad for one's health.
9. To go without eating is impossible.
10. To eat in the school cafeteria is the only solution.
11. It is pleasant to have all your classes in the morning.
12. It is often impossible to arrange such a schedule.
13. It is necessary to take certain required courses.
14. It is a good idea to take those courses first.
15. It is difficult to carry a heavy schedule when you don't know the language well.

b. Substitute the appropriate form of the given verb for the main verb in the sentence below. Make any necessary changes in structure.

Mr. Smith agreed to go to the meeting.

- | | | | |
|-----------|----------------|--------------|--------------|
| 1. refuse | 8. persuade | 16. decide | 24. intend |
| 2. invite | 9. ask | 17. allow | 25. force |
| 3. want | 10. promise | 18. fail | 26. neglect |
| 4. plan | 11. advise | 19. remember | 27. expect |
| 5. tell | 12. would like | 20. convince | 28. promise |
| 6. expect | 13. permit | 21. offer | 29. hope |
| 7. hope | 14. remind | 22. hire | 30. persuade |
| | 15. encourage | 23. agree | |

c. Make infinitive phrases from the following infinitives. Do not make sentences.

- | | | | |
|---------------|-------------|-----------------|-----------------|
| 1. to play | 5. to lose | 9. to waste | 13. to continue |
| 2. to compete | 6. to earn | 10. to conserve | 14. to keep on |
| 3. to gamble | 7. to save | 11. to begin | 15. to finish |
| 4. to win | 8. to spend | 12. to start | |

d. Substitute the given words into the second part (after the connective) of each of the following sentences. Change the connective or leave it out whenever it is appropriate to do so.

1. We don't like to work hard but we have to.

plan promise will learn refuse persuade

2. Fathers don't like to study but they expect their sons to.

tell want ask teach remind

3. Not all students who go to college pass, but most of them try to.

hope expect want would like fail

e. Join each pair of sentences below with *and* or *but*, whichever is appropriate. Make the appropriate changes in the sentence structure of the second independent clause.

1. Mr. Allen would like to be able to speak French.
He doesn't know how to speak French.
2. Mrs. Allen wants to make a cherry pie.
She never learned how to make a cherry pie.
3. The Rotary Club asked Professor Miller to make a speech.
Professor Miller plans to make a speech.
4. Professor Baker said that he would give his chemistry students an exam.
Professor Baker will give his chemistry students an exam.
5. Mrs. Baker said that she would buy her husband a new wrist watch.
Mrs. Baker bought her husband a new wrist watch.
6. Bill's father advised him to be careful with his money.
Bill is trying to be careful with his money.
7. Jack doesn't know how to drive a car.
Jack is learning to drive a car.
8. The examiner didn't remind Jack to put on his brakes.
Jack forgot to put on his brakes.
9. Jack tried to pass the driver's exam.
Jack couldn't pass the driver's exam.
10. Jack doesn't know whether he can pass it now or not.
He is going to try to pass it.
11. The appointment clerk asked Miss Liu to get to the optometrist's office on time.
Miss Liu promised to get to the optometrist's office on time.
12. Miss Liu didn't know how to get to the optometrist's office.
She asked the appointment clerk how to get to the optometrist's office.
13. Jane doesn't want to have her eyes examined.
Jane ought to have her eyes examined.
14. She spends a lot of time shopping.
She shouldn't spend a lot of time shopping.
15. She should spend all of her afternoons studying.
She doesn't like to spend all of her afternoons studying.

f. Complete the following with infinitives or infinitive phrases.

- | | |
|--|---|
| 1. George wanted to have a party.
He asked his landlady when. . . . | 6. Bill needed someone. . . . |
| 2. She told him when. . . . | 7. He couldn't find anyone. . . . |
| 3. She also told him what. . . . | 8. He asked his mother. . . . |
| 4. He wanted to serve ice cream but
he didn't know where. . . . | 9. She couldn't because
she had something. . . . |
| 5. He didn't know how much. . . . | 10. Bill decided to ask someone. . . . |

11. I need some theme paper.
Can you tell me where. . . .
12. I want permission to drop a course.
Can you tell me who. . . .
13. I don't want to be late.
Will you tell me when. . . .
14. I don't know where the Allens live.
Will you tell me how. . . .
15. I want to make a good impression.
Will you advise me what. . . .

12 ASSIGNMENTS

- a. Make sentences, either statements or questions, in which the following infinitives are either subjects or "displaced subjects" after *it*.
 1. to dance
 2. to sing
 3. to swim
 4. to skate
 5. to travel
 6. to smoke
 7. to relax
 8. to study
 9. to work
 10. to succeed
 11. to marry
 12. to fight
 13. to sleep
 14. to dream
 15. to die
- b. Write a story, three or four paragraphs long, in which you use several of the verbs from the lists in Section 7 of this lesson. Underline each verb from the lists that you use in your story.

Lesson XIV

Question-and-Answer Patterns with HOW



The Allens had a house guest last week end. One of Professor Allen's friends, a young man who teaches sociology in a small college in Vermont, stayed at their house on Saturday and Sunday. Professor Allen and his friend, Professor Young, had the following conversation.

Young: How do your students come to the United States?

Allen: Most of them come by plane but some of them come by ship.

Young: How do they find places to live?

Allen: By inquiring at the Student Housing Bureau or at the Office of the Dean of Foreign Students.

Young: How do they answer questions when they first arrive and don't know the language very well?

Allen: By smiling, or nodding, or shaking their heads.

Young: How do you speak to them at first? Do they understand you?

Allen: Oh, yes. They can understand when I speak slowly and clearly.

Young: How do you begin to teach them? What do you do first?

Allen: I begin with sentence patterns and I finish with sentence patterns. All foreign students need a lot of practice with sentence patterns.

Young: How do they like American food?

Allen: Not very well at first, but they get used to it.

Young: How long does it take them to get used to eating American food?

Allen: That depends on the student and where he is from. Latin Americans never get used to our coffee. They like their coffee very strong. Students from the Middle East usually like their meat well-done¹ and highly spiced; they never eat meat rare.² Most students are used to American food and American ways by the end of their first semester but some of them never do get used to living here.

Young: How often do you have students from many different countries in the same class?

Allen: I always do. There are always students from South America and I usually have some from China or Japan. I often have students from Iran and I sometimes have one or two from Afghanistan. I seldom have any from Africa, although I had two from Ghana in my class last semester. I used to teach Europeans but I rarely do now. I have had students from most of the countries of the world but I have never had a student from Tibet.

¹*Well-done* describes meat which has been cooked for a long time. It is sometimes written without the hyphen.

²*Rare*, in reference to meat, is the opposite of *well-done*.

1 **DEPEND ON.** *Depend* is always followed by *on* or *upon*. Learn the expression as a unit (see II, 10; XII, 4).

2 **BY A CERTAIN TIME.** When we say that something was done or will be done *by* a certain time, we usually refer to an activity or a process which requires an indefinite but considerable length of time. *By* indicates that the activity or process is or will be finished at the time mentioned or before that time. Time phrases beginning with *by* are most often used with perfect tenses (see XXIII, A, 6).

Most of the students are used to American food by the end of their first semester here.

Find an example of this construction on the first page of Lesson XI.

3 **APPOSITIVES.** An appositive is a noun, or a phrase or clause which functions as a noun, and it refers to the person or thing just previously mentioned in the same sentence.

Professor Allen and his friend, Professor Young, had the following conversation.

Sometimes an appositive contains a modifying clause.

One of Professor Allen's friends, a young man who teaches sociology in a small college in Vermont, stayed at their house on Saturday and Sunday.

4 **BE USED TO** means be accustomed to. It is an extremely common idiom and should be used in preference to the word *accustomed*. It is always followed by a noun (which may be modified), a pronoun, or an ing-form.

George is used to American food now but Miss Liu isn't used to it yet.
George is used to eating American food now.

5 **GET USED TO** means become accustomed to. It is the same as the idiom above except that it indicates that a change takes place. It is followed by a noun, a pronoun, or an ing-form.

It took George several months to get used to American food.
Miss Liu probably never will get used to eating American food.

6 **USED TO/ BE USED TO/ GET USED TO.** Be very careful not to confuse the idioms illustrated in sections 4 and 5 with the expression of past custom (VIII, 9). They are entirely different structures with different meanings. Note that *used to* is followed by a simple form verb; *be used to* and *get used to* are followed by ing-forms or nouns.

<i>USED TO</i> + SIMPLE FORM			
George	used to	feed	the chickens.
<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 10px;"> <i>BE USED TO</i> <i>GET USED TO</i> </div> <div style="font-size: 2em; margin-right: 10px;">}</div> <div style="margin-right: 10px;">+ ING-FORM</div> <div style="margin-right: 10px;">AND/OR</div> <div>NOUN</div> </div>			
George	is used to	eating	American food.
George	got used to		American food very quickly.

7 THE QUESTION WORD *HOW*. *How* does not have so specific a meaning as *when* or *who*. *How* asks about means, method, manner, condition, agent, or instrument. There are many different ways to answer *how* questions. Some of the more common ones are listed in the following sections.

8 TRANSPORTATION OR COMMUNICATION. When *how* asks about a method of transportation or communication the response is *by* followed by a singular noun.

- | | |
|----------------------|--------------|
| by ship | by telephone |
| by plane | by airmail |
| by bicycle | by telegraph |
| by foot ³ | by radio |

9 ACTION. When *how* asks about an action, the response is *by* followed by an ing-form.

- | | |
|------------|--|
| by smiling | by shaking their heads |
| by nodding | by inquiring at the Student Housing Bureau |

10 CONDITION. When *how* asks about the condition or the description of something the response is an adjective.

Q	R
How do Latin Americans like their coffee? How do Near Easterners like their meat?	Strong. Spiced.

When the response is made in the form of a sentence the adjective follows the noun it modifies.

Latin Americans like their coffee strong.

Near Easterners like their meat spiced.

11 INSTRUMENT/ EQUIPMENT/ TECHNIQUE. *How* questions are sometimes answered by *with* followed by the name of an instrument or other equipment or a method or technique.

Q	R
How do you unlock a door? How do you keep your ears warm in winter? How do you begin to teach foreign students?	With a key. With ear muffs. I begin with sentence patterns.

³On foot is also quite generally used.

- 12** **MANNER.** When *how* asks about the manner in which something is done the response is an adverb of manner. Adverbs of manner modify verbs.

Q	R
How do you speak to your students? How should we prepare our assignments?	Slowly and clearly. Carefully.

13 **ADVERBS OF MANNER**

- a. **REGULAR.** Most adverbs of manner are formed by adding *-ly* to adjectives.

ADJECTIVES	ADVERBS
quick	quickly
careful	carefully
wise	wisely

- b. **IRREGULAR.** A few words have the same form whether they are used to modify nouns or verbs.

USED AS ADJECTIVES	USED AS ADVERBS
Bill is a fast worker.	Bill works fast.
He is a hard worker too.	He works hard. ⁴

- c. **GOOD/WELL**

Good is an adjective. It always modifies a noun. It has no adverbial form.

Jane is a good swimmer.

Well is sometimes an adjective meaning in a state of good health, i.e. the opposite of sick.

Jack is not well; he is sick. (Lesson I)

Well is also an adverb of manner.

Jane can swim very well.

- 14** **ADJECTIVES IN -LY.** A few words which end in *ly* are adjectives, not adverbs. They do not have adverbial forms and can not be used to modify verbs. These words are:

friendly homely⁵ lonely lovely manly ugly

⁴Do not confuse *hard* (strenuously) with *hardly*. *Hardly* means almost not at all. *Hardly ever* is a term of frequency synonymous with *rarely* (IV, 11).

⁵The modern meaning of *homely* is unattractive, not pleasant to look at. It has nothing to do with *home*.

17 RESPONSES TO *HOW OFTEN*. The question *how often* asks about frequency of occurrence.

- a. It is sometimes answered with an adverb of frequency (IV, 11-12).

Q	R
How often does Bill go to the movies?	Rarely. Hardly ever.

- b. Other responses are time phrases or clauses with *every* (II, 9, c) or with frequency numbers (IV, 1, a).

Q	R
How often does Jack go to the movies?	Every Saturday. Once a week.
How often do we have rhetoric class?	Three times a week. Every other week-day.
How often should we clean our teeth?	Three times a day. Every time we eat.

18 PUNCTUATION

Oh ⊙ yes. They understand when I speak slowly.

One of Professor Allen's friends ⊙ a young man who teaches sociology in a small college in Vermont ⊙ visited the Allens last week end. Professor Allen and his friend ⊙ Professor Young ⊙ had the following conversation.

COMMAS

- a. A comma, not an exclamation mark, is placed after a mild exclamation such as *oh* or *well*.
- b. Commas are used to set off an appositive from the rest of the sentence in which it occurs. Be sure to include both commas; one alone may cause misreading.

19 EXERCISES

- a. Tell which of the following things you can depend on and which you can't depend on. Answer with complete sentences.

- | | | |
|----------------------------|-------------------------|-----------------------|
| 1. a weather forecast | 6. an imperfect motor | 11. a safety valve |
| 2. an electric clock | 7. a steel bridge | 12. a pair of dice |
| 3. a reliable person | 8. a leaky fountain pen | 13. a young child |
| 4. an irresponsible person | 9. an untested drug | 14. a politician |
| 5. a pocket dictionary | 10. foreign exchange | 15. a careless driver |

b. Answer the following questions with complete statements.

1. Are you used to American food?
2. Are you used to having classes after lunch?
3. Is your roommate used to sitting up late?
4. Are your parents used to your being away from home?
5. Are you used to our cold winters?

6. How long did it take you to get used to American food?
7. Do you think you will ever get used to having classes after lunch?
8. Has your roommate always been used to sitting up late?
9. When are your parents going to get used to your being away from home?
10. Was it hard for you to get used to our cold winters?

11. Did you use to eat rice instead of potatoes?
12. Did you use to sleep after lunch?
13. Did your roommate use to go to bed early?
14. Did you use to spend your evenings with your parents?
15. Did you use to enjoy warm weather all year around?

c. Answer the following questions. Use *by* in your answer.

1. How did you come to the United States?
2. How did you come to class today?
3. How can you travel to Europe? Another way?
4. How can you go to Chicago? Another way?
5. How can you get from the south side to the north side of Chicago?

6. How do you keep in touch with your friends?
7. How do you send messages to your family?
8. How can you send a message faster than by letter?
9. How does our president talk to his people?
10. How do we detect aircraft?

11. How can you get upstairs quickly?
12. How can you get around campus quickly?
13. How can you get to a railroad station in a hurry?
14. How can you get downtown when it is raining without getting wet?
15. How do ships communicate with each other?

d. Answer the following questions. Include an *ing*-form in your answer.

1. How does one learn a foreign language?
2. How does one build a new vocabulary?
3. How can I find out how to spell a word?
4. How can you improve your pronunciation?
5. How can you be sure that your sentence patterns are correct?

6. How can I find out what the temperature is?
7. How can I keep up with current events?
8. How can I find out where the Auditorium is?
9. How can I find out if the library has a book that I want?
10. How can I find out what's playing at the movies?

11. How do parents educate their children?
12. How do children learn about religion?
13. How do some people become rich?
14. How do some people become poor?
15. How does Professor Young earn his living?

e. Answer the following questions with complete sentences. Include an adjective in your answer.

- | | |
|--|-------------------------------------|
| 1. How do you like your steak? | 6. How do you like to eat carrots? |
| 2. How do you like your tea? | 7. How do Americans drink beer? |
| 3. How do Latin Americans like their coffee? | 8. How do they like their desserts? |
| 4. How do Near Easterners like their meat? | 9. How do you eat fruit? |
| 5. How do you like to eat potatoes? | 10. How do you drink wine? |

11. How does George wear his hair?
12. How did he use to wear his hair?
13. How do most American college boys wear theirs?
14. How do they cook their hamburgers?
15. How do they drink their cokes?

f. Answer the following questions. Include *with* in your answer.

1. How do you comb your hair?
2. How do you brush your teeth?
3. How do you write a letter?
4. How do you open a can?
5. How do you cool your drinking water?
6. How do you light your room?
7. How did people use to light their rooms?
8. How do you keep the sun out of your room?
9. How do you keep your hands warm in winter?
10. How do you draw a straight line?
11. How do you keep your feet dry on a rainy day?
12. How do you keep rain off of your head?
13. How do you keep warm at night in winter?
14. How do you cut bread?
15. How do you unlock a door?

g. Answer each of the following questions with one word only, if possible.

1. How does an interesting lecturer lecture?
2. How does a careful student do his assignments?
3. How does a graceful person dance?
4. How does a kind person treat others?
5. How does an awkward person walk?
6. How does a happy child play?
7. How does an intelligent student answer questions?
8. How does an old man walk?
9. How do many foreigners speak English?
10. How does a clever writer write?
11. How does a hard working person work?

12. How does a quick person move?
13. How does a fast plane fly?
14. How does a good swimmer swim?
15. How does a friendly person treat others?

h. Add an adverb of manner to each of the following sentences.

- | | |
|--|------------------------------|
| 1. Jane does her lesson. | 6. Betty learns languages. |
| 2. She swims. | 7. She plays the piano. |
| 3. She dances. | 8. She doesn't cook. |
| 4. She danced with Jack at Mrs. Allen's party. | 9. Her aunt cooks. |
| 5. She should do her lessons. | 10. Mrs. Allen also teaches. |
11. Jack wanted a job for the summer.
 12. He went to the college employment bureau.
 13. He asked the clerk for an application form.
 14. He took the form home and filled it out.
 15. He returned it to the bureau.

i. First Student: Use the given word in a question phrase beginning with *how* and complete the question.

Second Student: Answer the question.

Example: Instructor: late

1st Student: How late was Professor Baker the other day?

2nd Student: About ten minutes.

- | | | |
|------------|--------------|--------------|
| 1. long | 6. warm | 11. accurate |
| 2. wide | 7. heavy | 12. large |
| 3. old | 8. expensive | 13. smooth |
| 4. careful | 9. important | 14. tall |
| 5. easy | 10. early | 15. deep |

j. First Student: Use the given word in a question phrase beginning with *how much* or *how many*.

Second Student: Answer the question.

- | | | |
|--------------------|--------------|-----------------------|
| 1. post office | 6. insurance | 11. air mail stamp |
| 2. letter | 7. envelope | 12. money order |
| 3. mail | 8. postage | 13. registered mail |
| 4. postman | 9. mail box | 14. post card |
| 5. four cent stamp | 10. delivery | 15. second class mail |

k. Answer each of the following questions with an adverb of frequency or a time phrase or clause.

1. How often do we have class?
2. How often do we begin class on time?
3. How often do we finish early?
4. How often does someone arrive late?
5. How often is someone absent?
6. How often do you skip lunch?
7. How often do you read the college paper?
8. How often do you listen to the radio?
9. How often do you go to concerts?

10. How often do you feel homesick?
11. How often do you write to your parents?
12. How often do you telephone home?
13. How often do you oversleep?
14. How often do you eat in a drug store?
15. How often do you go to bed after midnight?

20 ASSIGNMENTS

a. Copy the following sentences, filling in each blank with some form of *used to*, *be used to*, or *get used to*.

1. Some people _____ changes more easily than others do.
2. I _____ the weather now but I can't _____ the food.
3. My mother _____ cook special dishes for me.
4. I didn't _____ thank her; I was thoughtless.
5. She _____ my thoughtlessness; she didn't mind.
6. George (neg.) _____ wearing his hair very short when he came to the U.S.
7. He _____ go to a barber once a month when he lived in Greece.
8. He _____ short hair gradually.
9. Most American boys have their hair cut short while they are in high school. They _____ it by the time they come to college.
10. College boys didn't _____ wear short hair; it's only a recent fad.
11. When Tom was a young boy he _____ go swimming every day.
12. When he got older he had to _____ going less often.
13. That was hard, but he _____ it now.
14. He didn't _____ spend much time on school work.
15. He (past) _____ having a good time all the time.

b. Write sentences in which you use the following words. Be sure that each one means something and that it is worth saying.

- | | | |
|---------------|-------------|-------------|
| 1. willingly | 6. well | 11. lovely |
| 2. friendly | 7. slowly | 12. manly |
| 3. diligently | 8. clearly | 13. noisily |
| 4. sincerely | 9. steadily | 14. ugly |
| 5. lonely | 10. busily | 15. homely |

- c. Write a paragraph or two in which you tell how you came here, how you found a place to live, how you got registered and found your way around the first few days you were here. Tell also how you like American food and American customs and whether or not you are used to them yet. If you are used to them, tell how long it took you to get used to them.
- d. Write ten information questions beginning with *how* to ask your classmates. Be prepared to answer your classmates' *how* questions with appropriate responses.
- e. Write five sentences containing appositives. Be sure to punctuate them correctly.

Lesson XV

The Uses of Ing-Forms



Learning to speak a foreign language requires mastering new sounds and sound combinations. Writing, on the other hand, is concerned with symbolizing those sounds. The student who wishes to learn to write must first learn to spell words in the traditional manner. That is not easy if the language he is learning is English because many of the sounds of English are represented by more than one symbol, and many of the symbols represent more than one sound. English spelling is not entirely without pattern, however. A student's becoming conscious of the sound-symbol correlates which do exist in the language is the first step toward his overcoming his spelling difficulties. Memorizing the spelling rules that apply to word-form changes, and frequently referring to a dictionary are other recommended procedures.

Besides learning new sounds, a student of speech must develop new habits of stress, rhythm, and intonation. In writing, these aspects of language are represented, to a limited degree, by punctuation. A person's omitting a period or a question mark can be just as confusing to a reader as his using an inappropriate intonation pattern is to a listener.

The words that we choose for speaking are not always the same words that we choose for writing either. There are several vocabulary items in your lessons that are classified as colloquial. That means that they are generally used in conversation but not in writing. You should avoid using those words when you write reports or themes. Begin noticing the difference between the spoken and written expressions of the same ideas.

There is still another way that speaking and writing differ. When we hear someone speaking, we see him smiling, or shaking his head, or pointing his finger. If we don't understand him he notices us frowning or looking puzzled, and he stops talking. Then he tries explaining his ideas in another way. But when we write we don't see the reader, and when we read we don't see the writer. For this reason our writing must be more explicit than our speaking, and more precise. We must not risk being misunderstood.

Some of the readings in the lessons to date are records of conversations and consequently they are more closely related to the spoken language than to the written. Exercises in conversation forms are important for visiting students, for they must understand what they hear as well as what they read. In more advanced courses you will learn techniques for making your language more precise and more efficient.

1 RELATIONAL WORDS. The connectives *and* and *but* (II, 6), the words indicating something added, *too* (II, 6) and *else* (XII, 7), and the sequence signals *then* (VI, 4), *after*, and *afterwards* (XII, 5, d) were all discussed and practiced in earlier lessons. Some other words and expressions which show relationships between the ideas expressed in sentence patterns are listed below. Note particularly which ones are sentence connectors and which are not.

a. ADDITION. *and, besides,¹ as well as*

Language students must learn new sounds and new intonation patterns.

Language students must learn new sounds as well as new intonation patterns.

Besides learning new sounds, language students must learn new intonation patterns.

b. CONTRAST: *but, however, on the other hand*

English spelling is irregular but it is not entirely without pattern.

English spelling is irregular. It is not entirely without pattern, however.

English spelling is irregular. On the other hand, it is not without pattern.

c. CAUSE: *because, for, since* (See Lesson XVIII)

English spelling is difficult because it is irregular.

English spelling is difficult for it is irregular.

Since English spelling is irregular, it is difficult.

d. RESULT: *thus, therefore, consequently, as a result*

All of these pattern in the same way. They are not sentence connectors but are often used with sentence connectors (usually *and*).

English spelling is irregular. Consequently, it is difficult.

English spelling is irregular and consequently it is difficult.

e. EXTENT: *to a limited degree means not entirely.*

to date means during all time until the present.

These expressions function as modifiers rather than connectors.

Observe the examples:

Intonation is indicated, to a limited degree, by punctuation.

Some of the readings in the lessons to date are records of conversations.

¹Do not confuse *besides* with *beside* (XII, 1).

ING-FORMS

2 **ING-FORMS IN S POSITION** (Cf. XIII, 2). Some ing-forms are so generally used as subjects that we often think of them as nouns and forget their verbal origin.²

a. STATEMENT PATTERN

S	V	C/O
Swimming	is	Jane's favorite sport.
Writing	must be	precise.
Spelling	isn't	entirely without pattern.

b. SIMPLE QUESTION PATTERNS

FV	S	V	C/O
Is	swimming		Jane's favorite sport?
Must	writing	be	precise?
Is	spelling		entirely without pattern?

c. INFORMATION QUESTION PATTERNS

QW	FV	S	V	C/O
A What	is	Jane's favorite sport?		
B Whose		favorite sport	is	swimming?
B Why	must	writing	be	precise?
B How	does	spelling	show	pattern?

3 **ING-FORM SUBJECTS WITH SUBJECTS** (Cf. XIII, 4). When we wish to mention the actor of the action expressed by the ing-form we use an apostrophe form noun (VI, 8-11) or a possessive pronoun (III, 3).

S (actor)	(ing-form)	V	C/O
Jane's	swimming	takes	a lot of practice.
A student's	writing	must be	precise.
His	spelling	should indicate	knowledge of the patterns.

²Ing-forms in S and O position are traditionally called gerunds.

ING-FORMS

4 **ING-FORMS IN O POSITION.** Ing-forms are used as direct objects of a limited number of verbs.

a. STATEMENT PATTERN

S	V	O
We	should avoid	misspelling.
We	must practice	writing.
Many people	enjoy	studying.

b. SIMPLE QUESTION PATTERN

FV	S	V	O
Should	we	avoid	misspelling?
Must	we	practice	writing?
Do	many people	enjoy	studying?

c. INFORMATION QUESTION PATTERNS

QW/QP	FV	S	V	O
A Who			enjoys	studying?
A What kind of people			enjoy	studying?
B How	can	we	avoid	misspelling?
B When	should	we	practice	writing?
B What	do	many people	enjoy	doing?

5 **ING-FORM OBJECTS WITH SUBJECTS.** These are apostrophe form nouns or possessive pronouns.

S	(freq)	V	O (actor)	(ing-form)
I		appreciate	your	coming.
We		enjoyed	Betty's	singing.
Students	sometimes	neglect	their	studying.

ING-FORMS

6 VERBS OFTEN FOLLOWED BY ING-FORM OBJECTS. Some verbs are regularly followed by nouns or ing-forms, never by infinitives. Others have either ing-forms or infinitives as objects. To avoid making errors it is necessary to know which pattern to use after each of the following verbs.

<p>a. These verbs frequently have ing-form objects. They never have infinitive objects.</p> <p>-----</p> <p>Mrs. Allen enjoys cooking.</p>	<p>b. These verbs may be followed by ing-forms or infinitives. The meaning of the two patterns is the same.</p> <p>-----</p> <p>Mrs. Allen likes cooking. Mrs. Allen likes to cook.</p>																											
<table> <tr><td>admit</td><td>keep</td></tr> <tr><td>appreciate</td><td>keep on</td></tr> <tr><td>avoid</td><td>postpone</td></tr> <tr><td>can't help</td><td>practice</td></tr> <tr><td>consider</td><td>recall</td></tr> <tr><td>deny</td><td>regret</td></tr> <tr><td>enjoy</td><td>risk</td></tr> <tr><td>finish</td><td>stop</td></tr> <tr><td>get through</td><td>suggest</td></tr> </table>	admit	keep	appreciate	keep on	avoid	postpone	can't help	practice	consider	recall	deny	regret	enjoy	risk	finish	stop	get through	suggest	<table> <tr><td>begin</td></tr> <tr><td>continue</td></tr> <tr><td>intend</td></tr> <tr><td>like</td></tr> <tr><td>neglect</td></tr> <tr><td>plan</td></tr> <tr><td>prefer</td></tr> <tr><td>start</td></tr> <tr><td>try</td></tr> </table>	begin	continue	intend	like	neglect	plan	prefer	start	try
admit	keep																											
appreciate	keep on																											
avoid	postpone																											
can't help	practice																											
consider	recall																											
deny	regret																											
enjoy	risk																											
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7 STOP// FORGET/ REMEMBER

a. *STOP* is listed in 6a, yet you will often hear it followed by an infinitive. The infinitive is not an object, however; it does not answer the question *who* or *what*. It answers the question *why* and is, consequently, an expression of purpose (see XVIII, 13, b).

Mrs. Allen met Mrs. Baker downtown yesterday.
They stopped to talk. (They stopped for the purpose of talking.)

b. *FORGET* and *REMEMBER* are followed by both infinitives and ing-forms but the different patterns express different meanings. The difference is in the time relationship between the main verb and its object. Observe the following illustrations, paying particular attention to the words in parentheses.

Jack forgets (regularly, all the time) to buy theme paper.
(He never buys it.)

Jack forgets (now) buying (past) theme paper.
(He bought it but he doesn't remember.)

Bill remembers (regularly, every year) to call his mother on her birthday.
(He does it.)

Bill remembers (now) calling (past) his mother on her birthday.
(He did it and he remembers.)

ING-FORMS

8 **SENSE PERCEPTION VERBS.** Verbs which express sense perceptions often have ing-form direct objects. These are invariably preceded by actors which are object forms, when pronouns, and which occupy the usual position of an indirect object.

a. THE VERBS

feel	observe	taste
hear	see	watch
notice	smell	

b. THE SENTENCE PATTERN

S	V	O	
		(actor)	(ing-form)
I	heard	someone	speaking.
I	noticed	him	smiling.
He	watched	me	working.

c. Sense perception verbs also have simple form verbs for direct objects. The actor must be expressed in this pattern also. There is no real difference in meaning. The ing-form emphasizes the duration of the activity, the simple form does not.

S	V	O	
		(actor)	(simple form)
I	heard	someone	speak.
I	noticed	him	smile.
I	watched	Bill	work.

9 **ING-FORM PHRASES (Cf. XIII, 8).** Even more common than any of the above sentence patterns are those in which the S or O position is occupied by an ing-form plus its object and/or P or T expression. Note the following examples from the reading.

S	V	O
Learning to speak a foreign language	requires	mastering new sounds.
Memorizing spelling rules	is	a recommended procedure.
A person's omitting a period	can be	very confusing.
We	must not risk	being misunderstood.

ING FORMS

10 **ING-FORMS AS MODIFIERS.** Ing-forms are quite generally used to modify nouns. They occupy the same positions as ordinary adjectives.³

- a. After the verb *be* (I, 2): Errors in punctuation are *confusing*.
- b. Before the noun to be modified (I, 14):
Visiting students need practice in conversation forms.
- c. After the noun to be modified (XIV, 10): I like my tea *steaming*.

11 **MEANINGS OF ING-FORM MODIFIERS (Cf. XX, 6).** Many foreign students have difficulty deciding whether to use an ing-form or some other verbal form to modify a noun. Ing-forms are used in the following situations:

- a. To describe the effect of one person or situation on another

An interesting person is a person who interests you.
A boring lecture is a lecture which bores you.
A challenging lesson is a lesson which challenges you.
A disappointing experience is an experience which disappoints you.

- b. To indicate an action in process

A growing boy is a boy who is in the process of growing.
An aching tooth is a tooth which is in the process of aching.
A rolling stone is a stone which is in the process of rolling.

- c. Some ing-form modifiers can not be explained by either of the above patterns.

Spelling lessons are lessons which teach us to spell.
Working papers are papers which permit us to work.
Shopping days are days during which we may shop, i.e. days when the stores are open for business.

12 **ING-FORMS IN TIME PHRASES.** The only verb form ever used immediately after the time words *before*, *after*, *until*, *since*, *while* and *when* is the ing-form.⁴ Never place an infinitive immediately after one of these words.

We finish our assignments before relaxing.
We relax after finishing our assignments.
Don't try to listen to the radio while studying.

13 **ING-FORMS AFTER PREPOSITIONS.** The only verb form which occurs immediately after a preposition (except *to*) is the ing-form.

- a. Review the use of ing-forms after *by* (XIV, 9).
- b. Note the examples of ing-forms after prepositions in the following paragraph.

Jack was thinking *about buying* a car. He was interested *in getting* a Studebaker. He planned *on borrowing* the money from his father. His father was surprised *on learning* that. "I was figuring *on your earning* the money for your first car, Jack," he said.

³Ing-forms in modifying position are traditionally called present participles or verbal adjectives.

⁴All of these words may also be followed by clauses as explained in earlier lessons.

ING-FORMS

14 PRONUNCIATION. Check your pronunciation of the final sound of ing-forms (III, 14, a) to make sure that it is acceptable.

15 PUNCTUATION

- a. English spelling is not entirely without pattern [⊙] however.
- b. Some of the readings are records of conversations and [⊙] consequently [⊙] they are more closely related to the spoken language than to the written.
- c. Writing [⊙] on the other hand [⊙] is concerned with symbolizing sounds.
- d. In writing [⊙] certain aspects of language are represented [⊙] to a limited degree [⊙] by punctuation.
- e. Besides learning new sounds [⊙] a student of speech must develop new habits of stress and intonation.

THE ARBITRARY USE OF COMMAS. Some uses of the comma are standard, i.e. conformed to by most educated writers of the language. Many others are a matter of style (Cf. II, 20, e), there being no absolute right and wrong. The sentences above illustrate some of the structures with which commas may be included or omitted at the discretion of the author. A perusal of artistic literature proves that individual authors are seldom consistent in their use of punctuation although newspapers and magazines, which have established policies on such matters, are. If you have not developed a style which pleases you and which seems to be acceptable to your instructors, try the following:

Omit commas which set off individual relationship words such as those in a and b.

Include commas which set off parenthetical phrases as in c and d.

Place a comma after an introductory (before S) phrase or clause which is more than three or four words in length, as in e, or after a shorter one wherever there is a possibility of misreading, as in d.

16 EXERCISES

- a. Use the following ing-forms to modify nouns. Do not make sentences. Pay particular attention to the number of the noun you use.

- | | | |
|---------------|------------------|--------------|
| 1. growing | 6. annoying | 11. sinking |
| 2. struggling | 7. disappointing | 12. singing |
| 3. fighting | 8. boring | 13. thinking |
| 4. working | 9. tiring | 14. smiling |
| 5. daring | 10. sleeping | 15. laughing |

- b. Change the following statements to information questions. Substitute question words or phrases for the underlined words.

1. Getting up is the hardest thing I do all day.
2. Dressing takes only five minutes.
3. Sleeping is a luxury for students.
4. Dreaming is caused by eating before going to bed.
5. Exercising helps to keep us in condition.

6. Dancing is popular in South America.
 7. Skating requires a good sense of balance.
 8. Swimming exercises the arm and leg muscles.
 9. Gambling is against the law.
 10. Hurrying tires one out.
 11. Reading influences our thinking.
 12. Traveling takes less time than it used to.
 13. Dining means eating in a formal atmosphere.
 14. Entertaining gives one pleasure.
 15. "Parting is such sweet sorrow."
- c. Repeat the following sentences, adding to each an actor for the action expressed by the ing-form. Use the names of characters from the stories when they are appropriate. Make any necessary changes in the sentences.

Example:

Instructor: Swimming takes a lot of practice.

Student: Jane's swimming takes a lot of practice.

1. Going to concerts is expensive.
 2. Watching TV is cheaper.
 3. Good teaching is the result of considerable experience.
 4. Tennis playing keeps Betty fit.
 5. Changing a major cost George a semester of work.
 6. Wearing a beard makes Professor Baker look older than he is.
 7. Teaching and housekeeping keep Mrs. Allen busy.
 8. Taking part in too many social activities may cause Jane to fail.
 9. Giving free lectures on economics is a community service.
 10. Being without a watch caused Professor Baker to be late to class.
 11. Writing letters takes George all Sunday afternoon.
 12. Driving fast is dangerous.
 13. Speaking should reflect one's thinking.
 14. Reading should be carefully chosen.
 15. Budgeting one's time is wise.
- d. Substitute the given verb for the main verb in the sentence below. Make any other necessary changes.

We decided to try.

- | | | | | |
|-------------|------------|----------------|-------------|-------------|
| 1. refuse | 6. risk | 11. need | 16. promise | 21. remind |
| 2. consider | 7. advise | 12. see | 17. watch | 22. like |
| 3. want | 8. avoid | 13. begin | 18. start | 23. neglect |
| 4. stop | 9. keep on | 14. can't help | 19. hear | 24. finish |
| 5. tell | 10. notice | 15. expect | 20. intend | 25. prefer |
- e. Make sentences suggested by those below. In each case use the verb *stop* followed by either an infinitive or an ing-form.

1. George finished his studies at midnight.
2. Betty interrupted her dinner when the phone rang.
3. Mrs. Baker stopped for the purpose of talking to a friend.
4. Bill used to work in the school cafeteria.

5. Jane stopped for the purpose of looking in a store window.
 6. Mr. Allen used to smoke a pipe.
 7. Mrs. Baker stopped at the jeweler's for the purpose of buying her husband a new watch.
 8. Jack used to go to a movie every Sunday when he was a freshman.
 9. While driving to the Allens', Professor Young stopped for the purpose of asking his way.
 10. At seven o'clock every evening Professor Miller stops whatever he is doing for the purpose of listening to a news broadcast.
 11. Professor Baker stops his work at five o'clock.
 12. Jane often dreams. She should stop it and start to work.
 13. Bill stopped his car for the purpose of letting a little girl cross the street.
 14. Mrs. Baker used to teach before she was married.
 15. Let's stop for the purpose of having a cup of coffee.
- f. Combine each of the following pairs of sentences into one sentence. Be careful not to change the meaning.
1. Jane made a mistake in her homework.
She remembers it now.
 2. Jack took Jane to a party six months ago.
He remembers it.
 3. Jack's father asked him to write home every week.
He remembered and he did it.
 4. Bill had an appointment to meet a friend in the library yesterday.
He remembered and he did it.
 5. George said good-bye to all his friends when he left for the United States.
He often remembers it.
 6. Miss Liu should wear her glasses when she reads.
Sometimes she forgets.
 7. Betty planned to go to a lecture last night.
She forgot it.
 8. Betty lived in California when she was three years old.
She doesn't remember it.
 9. Professor Miller met Dr. Jones several years ago.
He forgets it.
 10. Mrs. Smith was very ill for three months.
She doesn't remember it.
 11. Jane planned to buy some stamps this afternoon.
She forgot.
 12. I promised to remind my friend to buy cigarettes.
I remembered and I reminded him.
 13. Professor Baker asked Mrs. Baker to remind him to grade the test papers.
She forgot.

14. Bill couldn't find his glasses when he got up this morning.
Finally, he found them in his bureau drawer.
He must have put them there but he doesn't remember it.
 15. Our homework must be done before we go to bed.
We mustn't forget.
- g. Answer the following questions with short answers, not complete sentences. Be sure to answer in the correct number (singular or plural).
1. If information reassures you, what kind of information is it?
 2. If an ice-pack soothes your headache, how could you describe it?
 3. If John's job exhausts him, what kind of job does he have?
 4. If a book fascinates you, what kind of book is it?
 5. If a noise disturbs you, what kind of noise is it?
 6. If an incident upsets you, what kind of incident is it?
 7. If entertainment diverts you, what kind of entertainment is it?
 8. If a line of latitude divides two countries, what kind of line is it?
 9. If a man works for a living, how can he be described?
 10. If a companion travels with you, what kind of companion is he?
 11. If you receive reward for your work, what kind of work is it?
 12. If a problem irritates you, what kind of problem is it?
 13. If a question puzzles you, what kind of question is it?
 14. If a situation confuses you, what kind of situation is it?
 15. If an expression is used in conversation but not in writing, what kind of expression is it?
- h. Repeat the following sentences including in each the appropriate form of the verb in parentheses.
1. We always review before (take) an exam.
 2. After (take) an exam we always worry.
 3. We don't have time to worry while (write).
 4. Since (enter) the university we have made many friends.
 5. We often meet friends while (walk) across campus.
 6. Betty was thinking about (go) home for Christmas.
 7. She was planning on (take) a plane.
 8. She was looking forward to (see) her parents.
 9. She depended on their (meet) her at the airport.
 10. She didn't figure on the weather's (be) bad.
 11. She didn't think there was any necessity for (check) the train schedule.
 12. Bill is fond of (listen) to classical music.
 13. He isn't interested in (hear) jazz.
 14. When (buy) records he always insists on (get) the best.
 15. No salesman, however clever, is capable of (sell) him an inferior record.

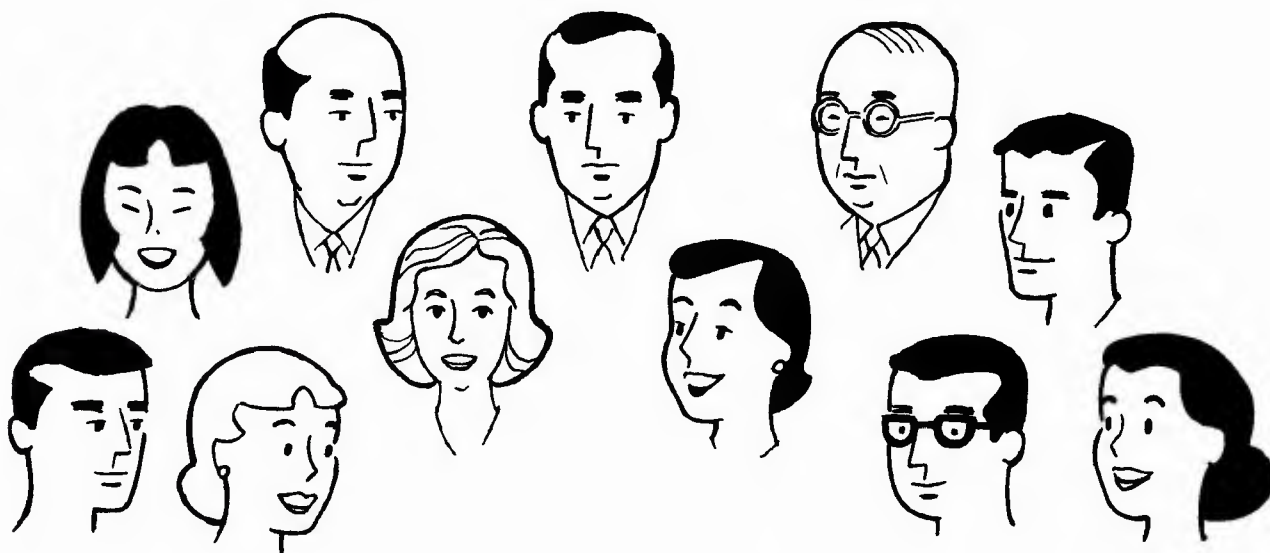
17 ASSIGNMENTS

- a. Make sentences from the following beginnings. Include an ing-form or a simple verb form object in each.
- | | | |
|---------------|-----------------------------|-----------------------|
| 1. Jack saw | 6. We are going to observe | 11. Can you hear |
| 2. He heard | 7. We will probably smell | 12. Did you notice |
| 3. He noticed | 8. We might taste | 13. We should watch |
| 4. He watched | 9. We will undoubtedly hear | 14. One can observe |
| 5. He felt | 10. We may feel | 15. It is hard to see |
- b. Write a short paragraph similar to the one in Section 13 b, in which you use ing-forms after prepositions and/or time words.
- c. Look up the following words in an American English dictionary and copy down for each word the definition which best fits its use in the reading. Copy also the full name of your dictionary.
- colloquial efficient explicit precise technique
- d. Change the following sentences in such a way that each one includes *besides* or *as well as*. Follow the sentence patterns illustrated in the lesson, paying particular attention to word forms and word order.
1. Language students must learn new sounds and new intonation patterns.
 2. Students who want to write well must learn spelling and grammar.
 3. To be sure of spelling correctly one must memorize many rules and frequently refer to a dictionary.
 4. Foreign students must learn colloquial expressions and acceptable written forms.
 5. When a person speaks to us we listen to his voice and we watch his expression.
- e. Change the following items in such a way that each one includes *however* or *on the other hand*, paying particular attention to the sentence structure of your sentences.
1. English spelling is irregular but it is not entirely without pattern.
 2. When someone speaks to us we see him but when we read we do not see the writer.
 3. Learning to read a foreign language is not very difficult but learning to write one is.
 4. Punctuation should indicate the rhythm and intonation of a language but it doesn't always do so.
 5. Leaving out important marks of punctuation is confusing to a reader but putting in punctuation which is not appropriate is even more confusing.
- f. Change *because* to *since* in the following sentences and make the other necessary changes in structure.
1. Learning to write English is easier for Latin American students than it is for Chinese students because the Latin Americans use the same alphabet in their language.
 2. A reading knowledge of English is not enough because we have to understand what our professors say.
 3. Colloquial expressions should not be used in themes because they are not appropriate.
 4. We should be very careful when we write because we don't want to be misunderstood.
 5. PhD candidates have to take more advanced courses in writing because they have to write theses.

- g. Include a word or phrase in each of the following pairs of sentences to show that one situation is the result of the other.
1. Some lessons are more difficult than others.
It takes longer to master them.
 2. We practice oral English six hours a week.
We soon learn to understand spoken English.
 3. Some of the model paragraphs are records of conversations.
They include some colloquial expressions.
 4. This course is designed for students who have studied English for a long time.
There are many patterns in each lesson.
 5. Mispunctuating what we write is very confusing to a reader.
We should try to avoid it.
- h. Write two or three paragraphs of informative prose, similar to the paragraphs on the first page of this lesson. Include several of the verbs from the lists in sections 6, 7, and 8. Underline each of the verbs.

Lesson XVI

Forms and Patterns for Comparison



Since we have to learn the patterns of comparison, let's compare the people we know in College Town. Let's compare the professors first. Professor Allen, who teaches English to foreign students, is about the same age as Professor Miller, the economics teacher. They are much younger than Professor Baker. (As a matter of fact, Professor Baker is the oldest member of the staff. He is going to retire next year.) Professor Allen's personality is quite different from Professor Miller's. They are both good teachers and in that respect they are alike, but Professor Miller is much more serious than Professor Allen. Professor Allen is livelier and friendlier than Professor Miller; he participates more in social activities than Professor Miller does, and he doesn't work as hard as Professor Miller does. Professor Miller works like a beaver. He's probably the most ambitious member of the faculty.

Mrs. Allen and Mrs. Baker differ from each other in many ways besides age. Ruth Allen is taller and slimmer than Emily Baker. She walks faster and she gets things done more quickly than Mrs. Baker does. Mrs. Baker, on the other hand, is less busy than Mrs. Allen because she only keeps house; she doesn't teach. She is much more interested in politics than Ruth Allen is. She's a member of the League of Women Voters.

Bill is probably the best student of those we know, and Jane is undoubtedly the poorest. Jack's social interests are the same as Jane's but he gets better grades than she does. Betty is like Bill. She studies hard and she doesn't relax until her assignments are finished. George, the boy from Greece, is one of the most intelligent students in the college but his grades aren't quite as good as Bill's because he still has a little trouble with the language. The least happy of all the students is Miss Liu. She came here just a few months ago and she isn't used to it here yet. She will be much happier when she has been here longer and knows the language better.

COMPARISON

The sentence patterns used in comparing two or more things, people, groups, conditions, etc. are quite different from the patterns we have learned in the lessons to date. The following sections illustrate those which are most generally used.

1 COMPLETE SAMENESS is expressed in two ways.

- a. *THE SAME AS*. Learn this expression as a unit. Do not substitute any other word for *as*.

ONE (person, place, etc.)	V	<i>THE SAME AS</i>	ANOTHER (person, place, etc.)
Jack's social interests	are	the same as	Jane's (social interests). ¹
My book	is	the same as	yours.
The front window	is	the same as	the rear window.

- b. *ALIKE*. Note that in this pattern all the things being compared are stated before the verb.

THINGS BEING COMPARED	V	<i>ALIKE</i>
Professor Allen's and Professor Miller's teaching	are	alike.
Your book and mine	are	alike.
The two windows in this room	are	alike.

2 SIMILARITY IN MANY RESPECTS: *LIKE*²

ONE	V	<i>LIKE</i>	ANOTHER
Betty	is	like	Bill.
Professor Miller	works	like	a beaver.

3 SIMILARITY IN ONE RESPECT is expressed in two ways.

- a. *THE SAME (NOUN) AS*: when the characteristic being compared is expressed by a noun.

ONE	V	<i>THE SAME (NOUN) AS</i>	ANOTHER
Professor Allen	is	the same age as	Professor Miller (is).
Jack	has	the same interests as	Jane (has).
My book	is	the same color as	yours.
The rear window	is	the same size as	the front one.

¹The words in parentheses are usually omitted. The reader or listener understands the statement without them.

²Do not confuse this term with the verb *like* which means *derive pleasure from*.

COMPARISON

- b. *AS (ADJ/ADV) AS*: when the characteristic being compared is expressed by an adjective or an adverb

(conn)	ONE	V	O	<i>AS (ADJ/ADV) AS</i>	ANOTHER
	Professor Allen	doesn't work		as ³ hard as	Professor Miller.
	George's grades	aren't		as good as	Bill's.
	Jane	doesn't play	tennis	as well as	I ⁴ do.
but	I	can't swim		as well as	she ⁴ does.

4 **MODIFICATION OF SIMILARITY TERMS.** All of the above terms of similarity are sometimes modified.

- a. *ALMOST, NEARLY, ABOUT* suggest less similarity than an unqualified statement expresses.

Professor Allen is almost the same age as Professor Miller.
George's grades are nearly as good as Bill's.

- b. *JUST AND EXACTLY* emphasize the similarity.

My book is just like yours.
They are exactly alike.

5 **GENERAL STATEMENTS OF DIFFERENCE** are expressed in two ways.

- a. *DIFFER(S) FROM*⁵

ONE	<i>DIFFER(S) FROM</i>	ANOTHER	
Ruth Allen	differs from	Emily Baker	in many ways.
Bill's personality	differs from	Jack's.	
Children (often)	differ from	their parents.	

- b. *DIFFERENT FROM*

ONE	V	<i>DIFFERENT FROM</i>	ANOTHER
Professor Allen's personality	is	different from	Professor Miller's.
Mrs. Baker's interests	are	different from	Mrs. Allen's.
The British pattern	is	different from	the American.

³British English has *so* in this position when the verb is negative. *So* is sometimes used in American English but *as* is more common.

⁴Notice that the pronouns after the comparative phrase are subject forms, not object forms. The verb is usually expressed after a subject form. Subject form pronouns are also used after *than* (See Section 7).

⁵Note that *differ* is a verb. When using this pattern it is necessary to choose the appropriate verb form.

COMPARISON**6** MODIFICATION OF TERMS OF GENERAL DIFFERENCE

- a. *SOMEWHAT* AND *A LITTLE* suggest less difference than the unqualified patterns do. Note the positions of the qualifiers in the following illustrations.

The British pattern differs somewhat from the American one.

The British pattern is a little different from the American one.

- b. *QUITE*, *VERY* and *ENTIRELY* emphasize the difference. An expression of quantity (V, 13-14) must also be included to qualify pattern 5a. Note the following patterns.

Bill's personality differs quite a lot from Jack's.

Bill's personality is entirely different from Jack's.

7 COMPARISON OF TWO THINGS OR GROUPS WHICH DIFFER. Comparative forms of adjectives and adverbs end in *er* and are usually followed by *than*.

- a. ONE-SYLLABLE ADJECTIVES AND ADVERBS have comparative forms made by adding *er* to the simple forms.

<i>Simple</i>	<i>Comparative</i>
young	younger than
tall	taller than
slim	slimmer ⁶ than
fast	faster than
long	longer than

- b. TWO-SYLLABLE ADJECTIVES ENDING IN *y* have comparative forms made by changing the *y* to *i* and adding *er*.

lively	livelier than
friendly	friendlier than
busy	busier than
happy	happier than

- c. ADJECTIVES AND ADVERBS OF TWO OR MORE SYLLABLES (except as in *b* above) do not usually have comparative forms.⁷ Comparison is expressed by placing *more* before the simple forms and *than* after them.

serious	more serious than
quickly	more quickly than
interested	more interested than

- d. *LESS* is the opposite of *more*. It is used in the same pattern and also with two-syllable adjectives which end in *y*.

studious	less studious than
ambitious	less ambitious than
busy	less busy than

⁶A single final consonant preceded by a single vowel is doubled before adding *er* or *est*.

⁷A few of the more common ones do. You will hear *oftener* and *more often* used interchangeably.

COMPARISON

8 THE DOUBLE COMPARATIVE STRUCTURE. When we wish to express the fact that the degree of one quality or characteristic is dependent upon the degree of another, we use the following sentence pattern.

<i>THE</i> + { <i>-ER</i> <i>MORE</i>	S	V	P/T	<i>THE</i> + { <i>-ER</i> <i>MORE</i>	S	V	P/T
The longer	we	study		the tireder	we	get.	
The farther	we	live	from campus	the earlier	we	have to get up.	
The more	we	study	{during the semester}	the less	we	{have to study}	{before exams.}

9 COMPARISON OF THREE OR MORE THINGS OR GROUPS WHICH DIFFER. Superlative forms of adjectives and adverbs end in *est* and are usually preceded by *the*.

a. ONE-SYLLABLE ADJECTIVES AND ADVERBS have superlative forms made by adding *est* to the simple forms.

<i>Simple</i>	<i>Superlative</i>
old	the oldest
poor	the poorest
slim	the slimmest ⁶

b. TWO-SYLLABLE ADJECTIVES ENDING IN *y* have superlative forms made by changing the *y* to *i* and adding *est*.

pretty	the prettiest
happy	the happiest
lucky	the luckiest

c. ADJECTIVES AND ADVERBS OF TWO OR MORE SYLLABLES (except as in *b* above) do not have superlative forms. Comparison of three or more items is expressed by placing *the most* before the simple forms.

serious	the most serious
ambitious	the most ambitious
intelligent	the most intelligent

d. *LEAST* is the opposite of *most*. It is used in the same pattern and also with two-syllable adjectives which end in *y*.

serious	the least serious
ambitious	the least ambitious
happy	the least happy

COMPARISON

- 10** **IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS.** A few of the most common adjectives and adverbs have irregular forms.

good	better than	the best
well	better than	the best
bad	worse than	the worst
badly	worse than	the worst
little	less than	the least
much	more than	the most
many	more than	the most
far	farther than	the farthest

- 11** **ABSOLUTES.** The adjectives *right* and *wrong* are considered absolutes. They do not have comparative or superlative forms.

12 **PROBLEMS IN MAKING STATEMENTS OF COMPARISON**

a. AVOID "ADVERTISERS' COMPARATIVE"

It is neither good grammar nor defensible logic to use a comparative form unless you are comparing one thing with another. Nevertheless, American advertisers have adopted that practice and it is now widely used in advertising. You will see slogans such as these:

Chesterstrikes: the Better Cigarette
Finer Quality at Greater Savings

The implication seems to be that whatever product is being advertised is better than every other product of its kind on the market. If you are wise, you will leave this kind of trickery to the advertisers and use comparatives only when your listener or reader knows what two things are being compared.

There are some times, however, when it is not necessary to state the complete comparison because it is obvious. There are three such examples in the last sentence of the model paragraphs. The complete comparisons would read as follows: "She will be much happier *than she is* when she has been here longer *than she has* and knows the language better *than she does*."

b. BEWARE AMBIGUITY

As indicated in footnote #1 and by the illustrative sentence in 12a above, we frequently leave out part of a comparative structure when it is long and when the meaning is obvious. We must be very careful, however, not to omit words when doing so results in an ambiguous statement. Consider the following:

Betty is more like Bill than Jane.

That sentence can be interpreted in two ways as follows:

Betty is more like Bill than Jane (is like Bill).
Betty is more like Bill than (she is like) Jane.

In such cases it is necessary to include the whole pattern to make the meaning clear.

COMPARISON

c. COMPARE ONLY COMPARABLE ITEMS

The following sentence, taken from a student paper, illustrates a common error in the use of the comparative.

The Department of Agriculture of the University of Rangoon is bigger than the University of Illinois.

With all due respect to the writer's admirable pride in his Alma Mater, we had to question his statement because he had compared one department with an entire university. He readily admitted that he meant to compare one department with one department. He corrected the sentence as follows:

The Department of Agriculture of the University of Rangoon is bigger than the Department of Agriculture of the University of Illinois.

True or false, it is now a good sentence and a plausible one, but it is very long. It can be shortened in the following way.

The Department of Agriculture of the University of Rangoon is bigger than *that* of the University of Illinois.

An example of the same pattern in the plural is as follows.

Most of the highways in the United States are wider than *those* in Europe.

13 EXERCISES

a. Compare the following in respect to sameness or difference. Use the terms *the same as*, *alike*, *differ from* and *different from*. Give your answers in complete sentences.

- | | |
|-----------------------------------|----------------------------------|
| 1. Two windows in the room | 6. Two pencils |
| 2. Two lights in the room | 7. Two pieces of chalk |
| 3. Two seats in the room | 8. A pencil and a piece of chalk |
| 4. The teacher's chair with yours | 9. Two notebooks |
| 5. Two radiators | 10. Two textbooks |
| | 11. Two pairs of shoes |
| | 12. Two shirts |
| | 13. Two coats |
| | 14. Two dollar bills |
| | 15. Two dimes |

b. Compare in one particular respect, as indicated.

Two Pencils

1. color
2. length
3. hardness
4. sharpness
5. usefulness

Two Notebooks

1. color
2. size
3. neatness
4. number of pages
5. strength

Two Trees (outside)

1. height
2. sturdiness
3. beauty
4. age
5. number of branches

c. Compare two students in your class in respect to:

- | | | |
|---------------------|----------------------|------------------------------|
| 1. height | 6. size of feet | 11. talkativeness |
| 2. color of hair | 7. kind of clothes | 12. speed of talking |
| 3. kind of hair | 8. weight | 13. age |
| 4. color of skin | 9. number of courses | 14. seriousness |
| 5. darkness of eyes | 10. ambition | 15. interest in girls (boys) |

d. Compare the speed of

- | | |
|----------------------------|--|
| 1. an airplane and a ship | 6. telegraph and telephone |
| 2. a tractor and a donkey | 7. a bus and an auto |
| 3. walking and running | 8. a bicycle and a car |
| 4. a train and an airplane | 9. a horse and a bicycle |
| 5. a train and a bus | 10. a bus and a streetcar |
| | 11. a sailboat and a rowboat |
| | 12. a sailboat and a motorboat |
| | 13. a hare and a tortoise |
| | 14. light and sound |
| | 15. reading a foreign language and
reading your native language |

e. Of all the means of transportation that you know, which is:

- | | |
|--------------------------|---|
| 1. the cheapest | 9. the safest |
| 2. the most expensive | 10. the most widely used |
| 3. the most comfortable | 11. the most reliable |
| 4. the least comfortable | 12. the most modern |
| 5. the most enjoyable | 13. the best in a jungle |
| 6. the most popular | 14. the best in mountainous country |
| 7. the oldest | 15. the best way to ship perishable produce |
| 8. the least dangerous | |

f. Compare the following games, sports, recreations, etc. and tell the class about your preference. You can consider yourself either a spectator or a participant.

Example:

Instructor: football - baseball - soccer

Student: I like football more than baseball.

I prefer soccer to both baseball and football.

I like soccer the most.

I would rather play (watch) soccer than baseball or football.

- | | |
|--|--|
| 1. tennis, golf, croquet | 9. dog races, horse races, auto races |
| 2. wrestling, boxing, judo | 10. reading, movies, TV |
| 3. track, high-jump, broad-jump | 11. piano, violin, flute |
| 4. swimming, diving, boating | 12. news, sports, drama |
| 5. roller skating, ice-skating, skiing | 13. ocean, lake, mountains |
| 6. billiards, ping-pong, bowling | 14. fishing, hunting, trapping |
| 7. bridge, poker, rummy | 15. square dancing, round dancing,
social dancing |
| 8. samba, mambo, tango | |

g. Modify the similarity terms in the following sentences.

1. No two people look alike.
 2. Sometimes twins look alike.
 3. They are usually the same size.
 4. They often have the same coloring.
 5. They frequently wear the same style clothes.

 6. Professor Miller has been teaching as long as Professor Allen.
 7. George's grades are as good as Bill's.
 8. The Allens' house is the same size as the Bakers'.
 9. Betty doesn't have as many clothes as Jane has.
 10. Bill doesn't make as many dates as Jack does.

 11. My book is like yours.
 12. Our books are alike.
 13. Not all the seats in this room are alike.
 14. This lesson is as long as the last lesson.
 15. It is as difficult as the last lesson, too.
- h. Tell the class how far it is from here to your country (city). Write the distance on the board. With the information on the board, students ask each other questions, using the different patterns of comparison.

Examples: Is Mr. Lee as far from his home as Miss Liu is?
Who lives the farthest from here?
Whose country is the nearest?

i. Modify the terms of difference in the following sentences.

1. Jane's study habits are different from Betty's.
2. Her taste in clothes differs from Betty's too.
3. Bill's ambitions are different from Jack's.
4. His family background differs from Jack's too.
5. Mr. and Mrs. Allen come from different parts of the country.

6. Freshman theme paper is different from ordinary theme paper.
7. Teaching beginners requires a different technique from teaching advanced students.
8. Graduate students differ from undergraduates.
9. The last part of this course is different from the first part.
10. Fountain pens are different from ball point pens.

11. British spelling is different from American spelling.
12. Oriental music is different from western music.
13. Playing a wind instrument is different from playing a string instrument.
14. Living in a city is different from living in the country.
15. Our ideas differ from those of our grandparents.

- j. Which country of the world . . .
1. is the largest?
 2. is the most densely populated?
 3. is the smallest?
 4. is the most highly industrialized?
 5. grows the most coffee?
 6. has the longest history?
 7. exports the most oil?
 8. has the most famous art collection?
 9. has the longest sea coast?
 10. has the largest city?
 11. has the largest river?
 12. has the least crime?
 13. changes government most often?
 14. has the largest desert?
 15. has the tallest buildings?
- k. Substitute the appropriate form of the given word into the question and have your neighbor answer it. He may have to answer, "I don't know who . . ."

Who was the *oldest* person in the world?

- | | | |
|--------------|---------------|-----------|
| 1. rich | 6. brave | 11. funny |
| 2. wise | 7. courageous | 12. kind |
| 3. powerful | 8. ambitious | 13. cruel |
| 4. strong | 9. miserly | 14. tall |
| 5. beautiful | 10. innocent | 15. fat |

14 ASSIGNMENTS

- a. Write three statements which you believe to be true and which have the sentence pattern illustrated in section 8. They may be proverbs translated from your language if you know any appropriate ones.
- b. Write four sentences, two singular and two plural, which illustrate the pattern explained in 12, c.
- c. Write a paragraph in which you compare the members of your family. If you don't have sisters and brothers write about your cousins or about a few of your friends or about your children.
- d. Write a paragraph in which you compare your education in high school with your education in college.
- e. Write a paragraph in which you compare the place where you live now with some place where you used to live.

Lesson XVII

Types and Uses of Dependent Clauses



Many students realize that it is a privilege to attend college but a few think that college is a place for recreation. It is true that most campuses have many fine recreation facilities, but students who spend all their time watching TV or playing ping-pong or going to dances soon find out¹ that their work is not satisfactory. They are usually told that it must improve or they must leave school.

Most freshmen don't know how to plan their time when they first enter college. They are impressed with the large number of social activities listed in the college newspaper and the result is that they want to attend all of them. The older students try to warn them of the difficulties that will result, but they seldom believe what other people say. Later they regret what happens and they wish that they had taken the advice of the older students.

How a person budgets his time is very important. That all work and no play makes Jack a dull boy is a fact which is expressed in practically every language. Whoever wants to succeed should plan his time carefully and stick to his plan. He should allow time for play as well as for work, but not too much.

¹*Find out* is a separable two-word verb which means *discover*.

DEPENDENT CLAUSES

Dependent clauses are defined in VI, 18 and several of their uses are explained and illustrated in the subsequent lessons. In this lesson the various types of dependent clauses which have already been discussed are classified and their uses are summarized.

1 CLASSIFICATION OF DEPENDENT CLAUSES. Other than clauses of cause, result, and condition which are treated in later chapters (see Lessons XVIII and XIX), we recognize three types of dependent clauses.

A - Those which cannot be introduced by any clause marker except *that*.

Mr. Baker said (*that*)² *he was going to take up oxidation.* (X, 6)

B - Those which are introduced by question words or question phrases which also function as subjects of the clauses.³

George's uncle *who had a shoe store in town.* . . (VIII, 8)

C - Those which are introduced by question words or question phrases which function only as clause markers, not as subjects.

The dormitory *where Jack lives.* . . (IX, 6)

2 CLAUSES AS SUBJECTS

a. Dependent clauses often occupy the S position in a basic sentence pattern.

A - *That all work and no play makes Jack a dull boy* is a fact which is expressed in practically every language.

B - *Whoever wants to succeed* should plan his time carefully.

C - *How a person budgets his time* is very important.

b. Type A clauses are often referred to as displaced subjects when they occur after adjectives in sentences which have the function word *it* in subject position (Cf. XIII, 3).

A - It is true (*that*) *most campuses have many fine recreation facilities.*

3 CLAUSES AS COMPLEMENTS (IV, fn. 8). All three types of clauses occur after *be*.

A - The result is (*that*) *they want to attend all of the activities.*

B - Careful budgeting of time is *what leads to success.*

C - The best thing to do is *what your adviser suggests.*

4 CLAUSES AS OBJECTS. Clauses occur as direct objects of a limited number of verbs.

A - Most students realize (*that*) *it is a privilege to attend college.*

B - They regret *what happens.*

C - They don't believe *what other people say.*

²Wherever *that* occurs in parentheses, it may be omitted and frequently is by native speakers. It is a good practice for the learner to identify his clauses by including *that*.

³These are sometimes called relative pronouns.

DEPENDENT CLAUSES

5 **VERBS WHICH FREQUENTLY HAVE CLAUSE OBJECTS.**⁴ The following verbs very frequently have clauses as direct objects, although many of them are occasionally followed by other patterns also.

believe	discover	hope	realize	suggest	wish
demand	find (out)	know	say	think	

6 **THE DIFFERENCE BETWEEN WISH AND HOPE**

a. *Wish* is used in two distinctly different ways.

(1) When followed by an infinitive it is synonymous with *want*.

The dean wants to see you.	} Same meaning
The dean wishes to see you.	

(2) When followed by a clause it expresses a desire for a situation which can not or did not occur.

WISH	FACT
Miss Liu wishes that she <i>knew</i> English well.	She doesn't know it well.
Jack wishes that he <i>had</i> a car.	He doesn't have one.

Note that the verb forms in the clauses are past forms although they refer to present time. The past forms after *wish* indicate contrary-to-fact statements.⁵ When we want to express contrary-to-fact situations in the past we must use a past perfect verb phrase (see Lesson XXII) which consists of *had* and a past participle.

Miss Liu wishes that she *had studied* English in Formosa.
 Freshmen often wish that they *had taken* the advice of the older students.

b. *Hope* is used to express a desire for a situation to occur. *Hope* indicates a possibility. It is followed either by an infinitive (XIII, 7, a) or by a clause. The meaning is the same.

I hope to find a better apartment soon.	} Same meaning
I hope that I will find a better apartment soon.	

7 **DEMAND/ SUGGEST.** Verbs in *that*-clauses after *demand* and *suggest* are always simple forms.⁶

The administration demands that every student *maintain* a C average to remain in school.
 Professor Baker demanded that Jane *hand* in her report before taking the exam.
 An upperclassman will usually suggest (that) a freshman *limit* his social activities.
 George's adviser suggested (that) he *change* his major.

⁴Never use a Type A (that) clause after *want*, *like*, or *would like*.

⁵In traditional grammars this structure is called the subjunctive mood.

⁶These are also called subjunctives.

DEPENDENT CLAUSES**8** CLAUSES AS MODIFIERS

- a. OF NOUNS (Cf. VIII, 8; IX, 6). Clause Types B and C regularly modify nouns. They follow the nouns they modify.

B - students *who spend all their time watching TV. . .*

difficulties *that¹ will result*

C - most freshmen *(whom) I know. . .*

the activities *(which) they enjoy*

- b. OF SENTENCES (Cf. VI, 19; VII, 11). Clauses of Type C which state time and place are often referred to as sentence modifiers. Some grammarians state that they modify the main verb in a sentence pattern. Whichever interpretation you prefer does not matter so long as you remember that they occupy the P and T positions in the basic sentence pattern.

S	V	O	P	T
Freshmen	don't know	how to plan their time		when they enter college.
They	should plan	to study	where they will	not be interrupted.

- 9** POSSESSIVES AND MODIFYING CLAUSES. It frequently happens that a possessive relationship which would ordinarily be expressed by a possessive form (VI, 8) must instead be expressed by *of* (VII, 9) because of the presence of a modifying clause.

What is *Jack's brother's name*?

What is *the name of Jack's brother who lives in New York*?

- 10** TERMINOLOGY: ANOTHER CLASSIFICATION. Dependent clauses are sometimes classified according to the functions which they perform in a sentence.

- Noun Clauses* are those which occupy S and O positions.
- Adjective Clauses* are those which modify nouns.
- Adverb Clauses* are those which occupy P and T positions.

- 11** PRONUNCIATION HELPS. When a clause marker *that* is immediately followed by a demonstrative *that* which is the subject of the clause, the two words are pronounced differently because the clause marker is unstressed and the demonstrative is stressed (Cf. I, 17, j). Listen while your instructor reads the following sentence paying particular attention to his pronunciation of the two *that's*. Try to imitate his pronunciation.

Dick participated in too many social events during his first semester in school and he thinks that that is why he failed algebra.

¹*That* is frequently used in place of *who* or *which* in clauses of Types B and C.

DEPENDENT CLAUSES**12 PUNCTUATION**

Clauses which modify nouns are of two different kinds, restrictive and non-restrictive. It is important to be able to recognize the difference in order to avoid faulty punctuation which is confusing to a reader.

- a. A restrictive clause is one which is necessary to identify the thing it modifies. It cannot be omitted from the sentence in which it occurs without completely changing the meaning of the sentence. All of the clauses in section 8, a, are restrictive. The clause in the following sentence is restrictive.

A freshman *who tries to attend all the social events on campus* can't pass all his courses.

Restrictive clauses are never separated from the words they modify by any mark of punctuation.

- b. A non-restrictive clause is one which can be removed from the sentence in which it occurs without changing the meaning of the rest of the sentence.

George [⊙] *who came here from Greece about a year ago* [⊙] is one of the best students in the college.

Non-restrictive clauses are always set off from the rest of the sentence in which they occur by commas.

13 AVOID THIS COMMON ERROR

Many students mispunctuate sentences containing non-restrictive clauses by placing one comma either before the clause or after it. One comma is more confusing to a reader than none at all. Be sure to place one before the non-restrictive clause and one after it, unless the clause comes at the end of the sentence.

14 EXERCISES

- a. Identify each of the following as a phrase, a statement, a question, or a dependent clause.
1. which we are studying
 2. in lesson seventeen
 3. this is a clause
 4. when we begin
 5. how difficult is it
 6. most colleges have recreational facilities
 7. who plays ping-pong every day
 8. that their work isn't satisfactory
 9. what other people say
 10. when they don't pass
 11. how much a good dictionary costs
 12. where the auditorium is located
 13. what time is it
 14. when is the concert
 15. that Bill was going to go

- b. Each of the following sentences contains a dependent clause. For each sentence tell which word is the clause marker and which word is the subject of the clause.
1. Students who want to succeed should budget their time.
 2. Everyone agrees that students need some recreation.
 3. No one thinks we should study all the time.
 4. What we need is a balanced schedule.
 5. When freshmen first come to college someone should help them plan their time.
 6. Jack is the boy who likes jazz.
 7. The records that Jack buys are cheap.
 8. Bill doesn't like the records Jack buys.
 9. He says that jazz is just a lot of noise.
 10. Most young people who like music like jazz.
 11. Professor Baker told Mrs. Baker that he had lost his watch.
 12. Mrs. Baker decided that she should buy him a new one.
 13. She went to the shop of the man who had been her family's jeweler for many years.
 14. She asked the jeweler about a watch which she saw in his shop.
 15. He said that was a good watch.
- c. Answer each of the following questions with complete statements. Begin your answer with "I don't know. . ."
1. What time is it?
 2. What day is it?
 3. What month is it?
 4. What lesson are we on?
 5. What page are we on?
 6. Where is Professor Allen going?
 7. When will he be back?
 8. How long is he going to stay?
 9. Who is going with him?
 10. Which train is he going to take?
 11. How old is Jack?
 12. How many sisters does Betty have?
 13. How much does Jane study?
 14. Whose work is unsatisfactory?
 15. Where did Professor Baker lose his watch?
- d. From each of the following questions make another question beginning with "Does anybody know. . .?"
1. What's the date?
 2. What's it like out?
 3. What kind of weather are we going to have tomorrow?
 4. When does the Thanksgiving holiday begin?
 5. What day do we have to be back?
 6. How many foreign students are there in this university?
 7. Where do most of them come from?
 8. How long do they usually stay?
 9. How much tuition do they have to pay?
 10. What percentage of them stay in this country?

11. Why do we study grammar?
 12. What does *subjunctive* mean?
 13. When are we going to take up the conditional?
 14. Which lessons will the final exam be on?
 15. When do we get our final grades?
- e. Combine each of the following pairs of sentences into one sentence in such a way that the object is a clause.
1. Someone called on the phone. I don't know who.
 2. The secretary gave the message to someone. I don't know who.
 3. The secretary said that she would be back. She didn't say when.
 4. She was going to go on an errand. She didn't say where.
 5. When will she be back? Do you know?
 6. Mr. Smith didn't attend class on Saturday. Professor Miller asked him why.
 7. Mr. Smith has been absent many times. Professor Miller asked him how many.
 8. Mr. Smith answered him. He said he didn't know.
 9. Regular attendance is compulsory in state universities. Some students don't know that.
 10. Regular attendance is not required in some private colleges. Did you know that?
 11. Mr. Allen wants the tape recorder for something. I don't know what.
 12. He wants to lend it to someone. Do you know who?
 13. He is going to help one of his students prepare a speech. I don't know which.
 14. They are going to work together in the laboratory. Professor Allen didn't say when.
 15. I hope that they will be finished with the tape recorder by next week. Do you think that they will?
- f. Combine each of the following pairs of sentences into one sentence in such a way that the information in the second sentence modifies a word in the first sentence.
1. I read a good book today.
My teacher lent it to me.
 2. I also went to an art exhibition.
Bill told me about it.
 3. There were some art critics there.
The lady in charge pointed them out to me.
 4. I enjoyed the figure drawings the most.
They were on the third floor.
 5. I don't care much for modern art.
I don't understand it.
 6. I have a friend from South America.
His father is a famous musician.
 7. Dr. Allport is a famous psychologist.
His work is known all over the world.
 8. Professor Sato gave a lecture here last year.
His book on philosophy was published last week.
 9. Professor Miller is an ambitious man.
He believes that hard work makes one successful.
 10. Professor Baker has a grown son.
He is in the military service.

11. Economics is a difficult course.
You have to work hard to get a good grade in it.
12. A knowledge of the fundamentals of mathematics is a valuable asset to anyone.
It is essential for engineering students.
13. Stress, rhythm and intonation are aspects of spoken language.
They are represented by punctuation in writing.
14. Professor Young teaches sociology in Vermont.
He is on the faculty of a small college there.
15. Chemistry is very difficult for some students.
It is a required course in the Home Economics curriculum.

g. Complete the following:

1. Jane doesn't know whether she will pass chemistry or not but she hopes. . . .
2. Betty doesn't think. . . .
3. . . . but she wishes. . . .
4. George knows that he must go home as soon as he gets his degree but he wishes. . .
5. He hopes. . . .
6. He thinks. . . .
7. Mrs. Baker knows that she isn't going to Europe next summer but she wishes. . . .
8. She hopes. . . .
9. She thinks. . . .
10. Jack doesn't study very hard. His father wishes. . . .
11. He suggests. . . .
12. Jack realizes. . . .
13. I'm not sure whether we have a test on Saturday or not but I hope. . . .
14. We always seem to have tests on Saturdays and I wish. . . .
15. I would like. . . .

h. Make a statement about one of your classmates based on one of the following models.

Mr. Lee thinks that he has to take a make-up exam but he wishes that he didn't have to.

Miss Liu knows that she can't write English perfectly but she wishes that she could.

- i. Each of the following sentences contains a clause which modifies a noun. Tell which are restrictive and which are non-restrictive and tell how they should be punctuated.
1. Students who come late miss their assignments.
 2. Students who don't hear well should sit in the front row.
 3. Foreign students who read more slowly than American students don't get enough sleep.
 4. Miss Liu who wears glasses now doesn't get headaches any more.
 5. George who came here from Greece two years ago is one of the best students in the college.

6. Trucks which weigh more than five tons are not permitted on the highway.
7. Passenger cars which are considerably lighter than trucks don't wear out the roads so fast.
8. Owners of passenger cars who have to pay high road taxes don't like the trucks to wear out the roads.
9. Pedestrians who don't look both ways before crossing a street are likely to get run over.
10. Bicycle riders who should not be permitted on busy streets cause many accidents.
11. The French language which is spoken in many parts of the world is a Romance language.
12. The French which one hears in Provence is quite different from the French which one hears in Paris.
13. People who live in glass houses shouldn't throw stones.
14. The Lord helps those who help themselves.
15. This is my beloved Son in Whom I am well pleased.

15 ASSIGNMENTS

- a. Copy the following sentences, filling in each blank with an appropriate verb.
 1. An instructor has the right to demand that a student _____ in his homework on time.
 2. A father has the right to demand that his son _____ him.
 3. An employer has the right to demand that each employee _____ to work on time.
 4. A customer has the right to demand that he _____ shown all the available merchandise.
 5. A court of law can demand that a witness _____ testimony.
 6. A teacher usually suggests that a student _____ up any work he misses.
 7. Doctors usually suggest that a person _____ eight hours sleep every night.
 8. Miss Liu's doctor suggested that she _____ an optometrist.
 9. The optometrist suggested that she _____ a pair of glasses made.
 10. Bill's mother suggested that he _____ her up after nine o'clock.
 11. I suggest that you _____ the verb forms used in this sentence pattern.
 12. Other teachers have suggested that you _____ them before this.
 13. If you don't know them by tomorrow I will demand that you _____ a long exercise, for practice.
 14. I don't like to demand that you _____ exercises.
 15. I prefer to suggest that you _____ the forms in whatever way you can.
- b. Complete each of the following with a clause object. Be sure that your sentences mean something sensible.

1. George's adviser suggested. . . .	6. Miss Liu found out. . . .
2. George thought. . . .	7. She went to an optometrist who suggested. . . .
3. He said. . . .	8. He said he hoped. . . .
4. He realized. . . .	9. She said she believed. . . .
5. Later he wished. . . .	10. The optometrist knew. . . .

 11. People who elect officials should demand. . . .
 12. They shouldn't just hope. . . .
 13. They should remove an official from office if they find out. . . .
 14. If citizens would do that I believe. . . .
 15. Of course I realize. . . .

- c. Complete each of the following with an appropriate object which contains some verb form (an infinitive, an ing-form, or a clause).
- | | | |
|---------------------|----------------------------|------------------|
| 1. Mrs. Allen wants | 6. Professor Miller wanted | 11. I like |
| 2. She hopes | 7. He asked | 12. I wish |
| 3. She would like | 8. The dean suggested | 13. I hope |
| 4. She realizes | 9. Professor Miller said | 14. I think |
| 5. She wishes | 10. He would like | 15. I would like |
- d. Write ten sentences, one for each verb in section 5. Include a clause object in each sentence.
- e. Write three sentences containing non-restrictive clauses. Punctuate carefully.
- f. Write a paragraph in which you tell what you knew, what you thought, and what you hoped about this country before you came here. Tell also what you wish were different now that you are here.

Lesson XVIII

The Causative Verbs; Cause and Result



Joe is a freshman and he is having all the problems that most freshmen have. As a matter of fact, his problems started before he even left home. He had to do a lot of things that he didn't like to do just because he was going to go away to college. He had his eyes examined and he had his cavities filled, although he hates to go to a dentist, and he got his watch fixed by a neighborhood jeweler. Then, at his mother's suggestion, he had his father's tailor measure him for a suit. He didn't have a suit made, though, because his father wouldn't let him order one. "You're still growing, son," he said. "You're growing so fast that you'd outgrow a suit in no time. Buy yourself a pair of slacks and a sport jacket. Klein's has such a large selection that I'm sure you will find something you like there." Joe's father always suggested Klein's for clothes.

Joe went to Klein's in order to please his father but he didn't find anything that he liked there so he went to another store to buy the slacks. He took them out of the box as soon as he got home so that his father wouldn't notice where they came from.

When Joe was all ready to leave for school, his mother suggested that he visit all his relatives. "What do you want me to do that for?" he asked, and she answered, "To say good-bye." She made him go to see his cousins in Bellevue and his Uncle Ned in Plaintown and his Great-Aunt Lizzie who lives in the southern part of the state. He didn't want to visit all those people but he did it anyway because of his mother's insistence.

On the day that he left for college his sister helped him pack his clothes. She let him borrow her suitcase because he didn't have one of his own. When everything was all ready, he got his father to drive him to the station and the whole family went along. Of course his mother insisted on kissing him good-bye in spite of his embarrassment. As soon as the train pulled into the station Joe jumped on and hurriedly found his seat. By the time it pulled out he was already contemplating his new life away from home.

- 1 ONE-WAY WORDS.** Just as we have one-way streets, we also have a few one-way words. *Borrow* is one of them. When a person uses something that belongs to someone else and he returns it when he is finished, we say that he borrows it, but if we speak of the action of the owner we don't use the word *borrow* at all; we use the word *lend*.

Joe borrowed his sister's suitcase.
Joe's sister lent him her suitcase.

Thus we see that the person away from whom the object goes *lends*, but the person toward whom the object goes *borrows*. There are a few other one-way words, the most common of which are:

← <i>Away</i> →	→ <i>Toward</i> ←
give	take (accept)
teach	learn
go	come
take (carry)	bring

- 2 INSIST ON.** The only prepositions ever used after *insist* are *on* and *upon*. Learn *insist on* as a unit (II, 10).
- 3 ALL READY/ ALREADY.** Although these two terms sound the same except for a slight difference in stress pattern, they should not be confused in writing. *All ready* means completely prepared; *already* means at a time earlier than expected.
- 4 WHY/WHAT ... FOR?** The question word *why* asks about reason or purpose; it asks what caused an action or situation. *What for* is a separable colloquial expression which has the same meaning as *why*.

Why did Joe's mother want him to visit his relatives?
What did Joe's mother want him to visit his relatives *for*?

- 5 THE CAUSATIVE VERBS: HAVE/ MAKE/ GET.** All three of these verbs are used in several different patterns with different meanings. They are all used as causatives, i.e. to express the fact that one person or thing causes another person or thing to perform some action.
- a. *HAVE* is used when we engage or employ someone.
- Jack had the tailor measure him for a suit.
- b. *MAKE* indicates the use of force or pressure, either physical or social.
- Joe's mother made him visit his relatives.
- c. *GET* indicates persuasion.
- Joe got his father to drive him to the station.

6 SENTENCE PATTERNS EXPRESSING CAUSATION. The sentence pattern with *get* is slightly different from the one used with *have* and *make*. Note the difference.

	S	CAUSATIVE V (inflected) ¹	ACTOR	ACTION VERB	O...
				(simple form)	
HAVE	Joe	had	a tailor	measure	him for a suit.
MAKE	His mother	made	him ²	visit	his relatives.
				(infinitive)	
GET	He	got	his father	to drive	him to the station.

7 LET. The verb *let*, when it means *allow* or *permit*, is used in the same pattern as *have* and *make*, although it is not considered a causative verb.

	S	CV	ACTOR	ACTION V	O...
	Professor Allen	makes	his students	write	their exams in ink.
	Professor Miller	lets	his students	write	their exams in pencil.

8 HELP. The verb *help*, when it means *assist*, is used in both causative patterns. The first one is the more common. The second pattern, in which the action is expressed by an infinitive, is used when the actor position contains a long modifying clause.

	S	CV	ACTOR	ACTION V	O...
	Joe's sister	helped	him	pack	his suitcase.
	The federal government	helps	states which suffer floods and earthquakes	to rebuild	their cities.

9 A LIMITED CAUSATIVE PATTERN. The causative *have* also occurs in another pattern in which the actor is not generally mentioned, but can be mentioned at the end of the sentence after *by*. *Get* is sometimes used in this pattern in speech, but not in formal writing. When used in this pattern *get* does not indicate persuasion; it is a synonym for *have*.

S	CV	O	ACTION VERB (past participle) ³	BY	ACTOR
Joe	had	his eyes	examined.		
He	had	his temperature	taken	by	the family doctor.
He	got	his watch	fixed.		

¹When we say that a verb is inflected we mean that we do not always use the same form in that position. The form depends upon the time referred to.

²When the actor is expressed as a pronoun it is always an object form.

³Verbs which don't have special past participle forms have past forms in this position (Cf. VII, 3, g-h).

10 CAUSE-RESULT RELATIONSHIPS. When we ask the question *why* we ask about the cause of some action or situation. The action or situation is the result; the answer to the question *why* tells the cause. Cause and result are usually expressed in the same sentence and they are joined by a connective or clause marker which expresses the relationship between them. There are several different connectives that are used to show the cause-result relationship (see XV, 1, c) and each is followed by a particular word order pattern. Some of the most common patterns are listed in the following paragraphs.

11 RESULT/REASON: BECAUSE/ FOR/ SINCE/ AS

- a. *BECAUSE* is the usual connective when the result is expressed first and the reason told. Other words which are used in the same pattern are *for*, *since* and *as*.⁴

RESULT CLAUSE (independent)	REASON CLAUSE (dependent)
	<i>BECAUSE</i> + S - V - O ...
Joe borrowed his sister's suitcase He didn't have a suit made	because he didn't have one of his own. because his father didn't want him to.

- b. *SINCE* is most often used when the reason clause precedes, although *because* also occurs in that position. *As* seldom does; *for* never does.

REASON CLAUSE (dependent)	RESULT CLAUSE (independent)
CM + S - V - O ...	
Since Joe didn't have a suitcase, Because Joe was still growing,	his sister lent him hers. his father didn't want him to order a suit.

- 12** *BECAUSE* is also followed by *of* and a noun or an ing-form. An ing-form in this position is usually preceded by a possessive.

RESULT CLAUSE (independent)	REASON (not a clause)
	<i>BECAUSE OF</i> + (modifiers) + NOUN
Joe visited his relatives She wanted him to visit them	because of his mother's insistence. because of his going away.

⁴It is best for the language learner to use *because* to express cause-result relationship. *For*, *since* and *as* all have other uses and sometimes lead to ambiguous sentences.

13 **RESULT/PURPOSE: FOR/ TO/ IN ORDER/ SO THAT.** When the result is stated in the independent clause, purpose may be expressed by four different connectives. Each one is followed by a different word order pattern. All of them are in very general use.

a. *FOR*

RESULT CLAUSE (independent)	PURPOSE	
	<i>FOR</i>	NOUN ⁵
Joe's father always suggested Klein's	for	clothes.
Joe went to another store	for	slacks.

b. *TO* (INFINITIVE)

RESULT CLAUSE (independent)	PURPOSE		
	<i>TO</i> + V (simple)	O	
Joe visited his relatives	to say	good-bye.	
He went to another store	to buy	slacks.	

c. *IN ORDER*

RESULT CLAUSE (independent)	PURPOSE		
	<i>IN ORDER</i> ⁶ + Infinitive	O	
He went to Klein's	in order	to please	his father.
He visited his relatives	in order	to say	good-bye.

d. *SO THAT*

RESULT (independent)	PURPOSE CLAUSE			
	<i>SO THAT</i>	S	V (modal)	
He threw away the box	so that	his father	wouldn't see	where he bought the slacks.

e. **REVERSED ORDER.** Patterns 13 a-d may be reversed, the expression of purpose preceding the result clause. Such patterns are rather literary, however; they are seldom spoken.

⁵Never use an ing-form in this position.

⁶Never use *for* in this position.

- 14** A COLLOQUIAL PATTERN: *SO*. When the cause is expressed in the independent clause, the result is often expressed in a clause introduced by *so*. This pattern is quite common in speech but it is not used in formal writing.

CAUSE CLAUSE (independent)	RESULT CLAUSE (dependent) <i>SO</i>
Joe didn't find any slacks that he liked in Klein's His sister wanted to help him pack	so he went to another store. so he let her do it.

- 15** *SO (ADJ/ADV) THAT*. In this pattern neither clause is really independent, i.e. neither could stand alone.

CAUSE			RESULT		
S	V	<i>SO</i> (adj/adv)	<i>THAT</i>	S	V . . .
Joe is		so tall	that	last year's suit	doesn't fit him.
He is growing		so fast	that	he	would outgrow a suit quickly.

- 16** *SUCH (MODIFIERS + NOUN) THAT*

CAUSE			RESULT		
S	V	(modifiers + noun)	<i>THAT</i>	S	V . . .
Klein's	has	such a large selection	that	I	am sure you will find something.
College	was	such a long way	that	Joe	traveled for eight hours.
Joe	uses	such long sentences	that	I	don't understand him.

- 17** ILLOGICAL OR UNEXPECTED RESULT. When a result is not the logical or expected result of a situation, but is exactly the opposite, that fact is indicated by the choice of connective. Some of the connectives which are used in this situation are *although*,⁷ *even though*, *in spite of*, and *but*. . . *anyway*.

- 18** *ALTHOUGH/ EVEN THOUGH*. When these connectives are used the unexpected result is expressed in the independent clause and the connective introduces the situation clause. The order of the clauses is arbitrary.

a. RESULT BEFORE SITUATION

UNEXPECTED RESULT	SITUATION
Joe had his cavities filled Joe visited his relatives	although he hates to go to a dentist. even though he didn't want to.

⁷The shorter spelling *altho* is not accepted in formal writing. It may be used in memorandums and in personal correspondence.

b. SITUATION BEFORE RESULT

SITUATION	UNEXPECTED RESULT
Although Joe hates to go to a dentist Even though ⁸ Joe didn't want to visit his relatives	he had his cavities filled. he did it.

19 *IN SPITE OF* is followed by a noun or an ing-form phrase.

a. RESULT BEFORE SITUATION

UNEXPECTED RESULT	SITUATION <i>IN SPITE OF</i> NOUN OR ING PHRASE
His mother kissed him good-bye His mother kissed him good-bye	in spite of his embarrassment. in spite of his being embarrassed.

b. SITUATION BEFORE RESULT

SITUATION <i>IN SPITE OF</i> NOUN OR ING PHRASE	UNEXPECTED RESULT
In spite of his embarrassment In spite of his being embarrassed	his mother kissed him good-bye. his mother kissed him good-bye.

20 *BUT...ANYWAY* is a colloquial pattern

SITUATION	<i>BUT</i>	UNEXPECTED RESULT	<i>ANYWAY</i>
Joe didn't want to visit his relatives	but	he did it	anyway.

21 PUNCTUATION

a. Because Joe was still growing \odot his father didn't want him to have a suit made.

b. Joe's father didn't want him to have a suit made \circ because he was still growing.

A dependent cause-clause in sentence initial position is frequently separated from a result clause by a comma (a). When the independent result clause is sentence initial no comma is used (b).

⁸Never use *even* without *though* in this position; you will sometimes hear *though* without *even*, however.

22 EXERCISES

- a. What can you do in the following situations? Use a causative pattern in your answer. Do not include the actor (see section 9).
1. You need a new suit. You can't find one your size.
 2. Your suit is wrinkled.
 3. All of your shirts are dirty.
 4. Your shoes are too tight.
 5. Your heels are run down.
 6. Your eyes hurt. You can't see well.
 7. Your throat feels sore.
 8. You have a toothache.
 9. Your tonsils are infected.
 10. Your appendix is inflamed.
 11. Your watch doesn't keep the right time.
 12. There is something wrong with the motor of your car.
 13. Your alarm clock doesn't ring.
 14. One of the keys of your typewriter is broken.
 15. You always get a wrong number when you try to call someone on your telephone.
- b. What can Bill do in the following situations? Use a causative pattern whenever it is appropriate to do so.
1. Jack wants to borrow his notebook.
 2. Jane needs help with her chemistry.
 3. Bill has some books that are over-due. He is in the hospital.
 4. The boy in the next room is playing his radio very loud.
 5. A friend wants to read a book that Bill has.
 6. Bill is riding on a bus.
He wants to get off at Second Avenue.
 7. He is at home and he is trying to study.
His younger brother is annoying him.
 8. He is at home where he keeps his pet dog.
He wants his dog to come into the house.
 9. He is going to go back to school.
He thinks he may get hungry on the way.
 10. He wants to go to the station.
He doesn't have a car.
 11. His hair is too long.
 12. His ties are wrinkled.
 13. His shoes are dirty.
 14. A button came off his shirt.
 15. His gloves are worn out.
His girl friend knows how to knit.
- c. Change the pattern of the following sentences in such a way that the actor is mentioned at the end of the sentence.
1. George had his adviser check his schedule.
 2. He had the dean approve his transfer.
 3. He had the consul extend his visa.

4. He had his teacher correct his sentences.
5. He had the librarian renew his book.
6. Professor Baker has the janitor wash his windows.
7. He has a neighbor boy cut his lawn.
8. He has his secretary type his letters.
9. He has his wife prepare his meals.
10. He has an accountant figure his income tax.
11. Mrs. Allen has a hairdresser wash her hair.
12. She has a dressmaker make her dresses.
13. She has a cleaning woman clean her house.
14. She has a paper boy bring her paper.
15. She has her butcher deliver her meat.

d. Answer the following questions. Use the connective *because* (not *because of*).

1. Why didn't you wear a tie today?
2. Why do you wear a coat in winter?
3. Why don't you wear a hat?
4. Why do American boys wear blue jeans?
5. Why do we wear rubbers when it rains?
6. Why do you like to get letters from home?
7. Why do you like to get good grades in your courses?
8. Why don't you work harder than you do?
9. Why were you absent last week?
10. Why were you late to class?
11. Why is Professor Miller looking for another job?
12. Why is Professor Baker going to retire?
13. Why doesn't Jane study harder?
14. Why does George want to stay in this country?
15. Why is Miss Liu unhappy?

e. Change *because* to *because of* in the following sentences. Make any other necessary changes.

1. Jack didn't go downtown on Monday because it was raining.
 2. He didn't go downtown on Tuesday because he didn't feel well.
 3. He didn't go downtown on Wednesday because he missed the bus.
 4. He didn't go downtown on Thursday because he didn't have any money.
 5. He didn't go downtown on Friday because I advised him not to.
- Jane did go downtown. She tried on a dress.
6. She didn't buy it because it was a strange color.
 7. She didn't buy it because it was too long.
 8. She didn't buy it because it wasn't a good style.
 9. She didn't buy it because it had buttons on it.
 10. She didn't buy it because the price was too high.
 11. We don't feel like working in summer because it's too hot.
 12. We don't feel like working in winter because it's too cold.
 13. We don't feel like working on holidays because we have visitors.
 14. We don't feel like working at night because it is late.
 15. We don't feel like working now because our assignments are difficult.

f. Change *for* to *to* in the following sentences. Make any other necessary changes.

1. We came here for the engineering course.
2. We study hard for good grades.
3. We need good grades for scholarships.
4. We need scholarships for tuition.
5. We read for information.
6. We talk for pleasure.
7. We play cards for amusement.
8. We take walks for enjoyment.
9. We drink coffee for stimulation.
10. We take showers for refreshment.
11. We listen to the radio for news.
12. We watch TV for sports.
13. We play records for dancing.
14. We eat fruit for health.
15. We work for a living.

g. Change *to* to *for* in the following sentences. Make any other necessary changes.

1. Joe went to the bank to get some money.
2. He went to a store to buy a new shirt.
3. He went to a restaurant to eat dinner.
4. He went to the library to get a book.
5. He went to bed to get some rest.
6. He asked his doctor to prescribe some medicine for his hay fever.
7. He asked his jeweler to show him a wrist band for his watch.
8. He asked his dentist to send him a bill.
9. He asked the waiter in the restaurant to bring him a cup of coffee.
10. He asked his friend to let him have a cigarette.
11. His landlady asked him to give her two references.
12. His landlady asked him to pay her the rent.
13. His landlady asked him to give her two weeks' notice when he was going to move.
14. He asked his landlady to give him a key.
15. He asked his landlady to give him a clean towel.

h. Complete the following:

1. Jack didn't know what the chemistry assignment was so. . . .
2. He couldn't do one of the problems so. . . .
3. His pencil broke so. . . .
4. He was hungry so. . . .
5. It was late so. . . .
6. Jane wanted to get downtown in a hurry so. . . .
7. She wanted to buy a new dress so. . . .
8. She didn't like the dresses she saw so. . . .
9. She saw a hat that she liked so. . . .
10. She saw a pair of shoes that she liked too but they were too expensive. . . .

11. Bus fare is cheaper than taxi fare so. . . .
12. Taxis are faster than buses so. . . .
13. Miss Liu lives very near the library so. . . .
14. George lives a long way from the school buildings so. . . .
15. There are no classes tomorrow so. . . .

i. Use the following in sentences:

- | | |
|------------------|--------------------------|
| 1. so rich that | 11. so interesting that |
| 2. so poor that | 12. so boring that |
| 3. so tall that | 13. so easy that |
| 4. so short that | 14. so hard that |
| 5. so happy that | 15. so cheap that |
| 6. so sad that | 16. so expensive that |
| 7. so fat that | 17. so much trouble that |
| 8. so thin that | 18. so many times that |
| 9. so busy that | 19. so much money that |
| 10. so lazy that | 20. so many people that |

j. Use the following in sentences:

1. such a long lecture that
2. such a time-consuming exercise that
3. such long assignments that
4. such a hard problem that
5. such a difficult course that

6. such a pleasant day that
7. such a terrible dream that
8. such a bad storm that
9. such a good idea that
10. such a good time that

11. such an expensive car that
12. such an old song that
13. such good meals that
14. such helpful people that
15. such a worthy cause that

k. Complete the following:

1. We always complete our assignments although. . . .
2. Even though we don't get much sleep. . . .
3. On Sundays we always rest even though. . . .
4. Although we are away from home on holidays. . . .
5. Although we aren't always successful. . . .

6. It was snowing very hard one morning but Betty went to class in spite of. . . .
7. It was ten after eight when she reached school but she went to class in spite of. . . .
8. She discovered that the class was having a quiz. She hadn't prepared for a quiz but she got A in spite of. . . .
9. She wanted to go downtown. It was late when she got out of class but she went downtown in spite of. . . .
10. Some people do anything they want to in spite of. . . .

11. Bill's mother doesn't expect him to call her every week but. . . .
 12. Jane knows that she shouldn't spend her time shopping and going to parties but. . . .
 13. George doesn't always understand what his assignments mean but. . . .
 14. Miss Liu doesn't like American food but. . . .
 15. Betty knows that Jane isn't a good student but. . . .
1. Answer the following questions with any patterns you think appropriate.
1. Why do you look in the mirror?
 2. Why do you always count your change?
 3. Why do you set your alarm clock at night?
 4. Why do you budget your income?
 5. Why do you look at the traffic light before you cross the street?
 6. Why should we look at our lessons when we do our homework?
 7. Why should we listen carefully?
 8. Why must we get to class on time?
 9. Why must we write in ink?
 10. Why should we look over our papers before we hand them in?
 11. What do we read textbooks for?
 12. What do we read novels for?
 13. What do we read advertisements for?
 14. What do we read instructions for?
 15. What do we read comics for?

23 ASSIGNMENTS

- a. Copy the following sentences, supplying the appropriate form of the correct verb chosen from those in parentheses.
1. Juan (come/go) here from Mexico three months ago.
 2. When he finishes his course he will (come/go) back home.
 3. He (come/go) to the telephone last night and called up his father.
 4. He said, "Dad, I'm (come/go) home right now."
 5. "Don't (come/go) now," said his father. "Wait until next summer and (come/go) during your holiday."
 6. Betty (lend/borrow) her aunt's best handbag.
 7. She (bring/take) it to a dance.
 8. She (give/take) it to the check room attendant.
 9. When she was ready to (come/go) home the handbag was missing.
 10. That experience (learn/teach) her a lesson.
 11. She never (lend/borrow) handbags any more.
 12. George received a letter from the Greek consulate which said, "You must (come/go) to see your consul and (bring/take) your visa with you."
 13. He (come/go) but he forgot to (bring/take) his visa.
 14. You can't (lend/borrow) a visa from anyone because each person has his own.
 15. The consul told George he would have to get his visa and (come/go) back.
- b. Write five sentences in which you tell about different things which you did in the past and for each case tell your purpose in doing what you did. Use the connective *so that* (see section 13, d).

- c. Complete the following. Be sure that your sentences make sense.
1. Joe visited all of his relatives in spite of. . . .
 2. Although he wanted a new suit. . . .
 3. He had so many things to pack that. . . .
 4. His suitcase was so old that. . . .
 5. His father drove him to the station so that. . . .
 6. I (don't) smoke because. . . .
 7. I would like to go to bed early so that. . . .
 8. I am so tired that. . . .
 9. I go to the movies to. . . .
 10. I go to the Union Bookstore for. . . .
 11. This is such a hard exercise that. . . .
 12. Although I studied for three hours. . . .
 13. We don't always do our best on exams because of. . . .
 14. I couldn't do one question on the last exam so. . . .
 15. Most people have to work in order to. . . .
- d. Write three sentences in which you tell about things that you always have done for you, i.e. that you never do for yourself. Use the causative patterns.
- e. Write a causative sentence in which you express the use of force or pressure.
- f. Write a causative sentence in which you express the use of persuasion.
- g. Write a paragraph in which you tell why you came to this country. Use as many of the sentence patterns from this lesson as you can. Underline each pattern and place the number of the section in which it is explained under the underlining, as in the following sentence.

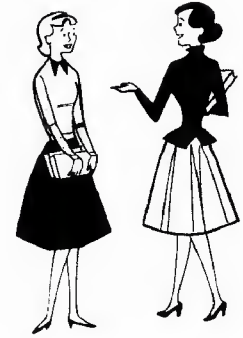
Joe visited his relatives even though he didn't want to.

18a

- h. Write a paragraph in which you tell why you chose the major that you did. Use as many of the patterns as you can. Underline and number them.

Lesson XIX

The Conditional: IF; WHETHER; UNLESS



Betty likes Jane even though she isn't a very good student. Betty worries about the poor marks that Jane gets in chemistry quizzes. "What will you do if you don't pass chemistry?" she once asked her friend.

"If I don't pass it, I'll take it again," Jane answered. "It's a required course in my field. I'm in Home Economics." After a little while she added, "Professor Baker says that my work is improving and that I can still pass if I do well on the final exam. I didn't understand the lectures at all at first but I understand them better now." Betty said that she hoped that Jane would pass, and that she would help her review.

If Betty didn't have an aunt and uncle living in College Town, she would live in a dormitory. One day Jane asked her where she would live if her uncle went to teach in another college. "I don't know what I'd do if Uncle Bill moved away," Betty answered. "I suppose I would live in a dorm unless I went with him. Perhaps I would live where you do."

Miss Liu told George that she wouldn't have come to this country if she had known how difficult it was to study in a foreign language. "Of course, if I had known that my father was going to send me here I would have studied English in Formosa," she added. "I had an opportunity to but I didn't know whether I'd ever have a chance to use the language or not."

George told her to do her best and not to worry. "Give yourself a little more time," he said. "One doesn't learn a language overnight."

- 1 IF-CLAUSES.** The principal action stated in a sentence may be limited to one or more conditions. Conditions are often expressed in clauses introduced by *if*. The verb form in the conditional clause is never the same as that in the independent clause.
- 2 FUTURE CONDITIONAL.** When a sentence refers to future time the verb in the conditional clause is a simple form or an s-form.

RESULT CLAUSE	CONDITIONAL CLAUSE	
Future Verb Construction	<i>if</i>	Simple or S-form Verb
What will you do	if	you don't pass chemistry?
Jane can pass	if	she does well on her final exam.
Betty will help Jane	if	Jane needs help.

- 3 PRESENT CONDITIONAL.** When a sentence refers to present time we customarily use a verb phrase made from *would*, *could*, or *might* and a simple verb form in the main clause. The verb in the conditional clause is a past form.

RESULT CLAUSE	CONDITIONAL CLAUSE	
<i>Would</i> + Simple Form	<i>if</i>	Past Form Verb
Jane would live in a dorm	if	she didn't have an uncle in College Town.
Betty might live where Jane does	if	Professor Allen were ¹ not in College Town.

- 4 PAST CONDITIONAL.** When a sentence refers to past time the verb phrase in the main clauses is *would*, *could*, or *might* + *have* + a past participle. The verb phrase in the conditional clause consists of *had* + a past participle.²

RESULT CLAUSE	CONDITIONAL CLAUSE	
<i>would</i> + <i>have</i> + past participle	<i>if</i>	<i>had</i> + past participle
Miss Liu wouldn't have come here	if	she had known . . .
She would have studied English	if	she had known . . .

- 5 REVERSED ORDER.** The relative position of the two clauses is arbitrary; the conditional clause can precede the result clause. Placing the *if*-clause first emphasizes the condition.

CONDITIONAL CLAUSE	RESULT CLAUSE
If Jane doesn't pass chemistry	she will take it again.
If Professor Allen were not in College Town	Betty would live in a dorm.
If Miss Liu had known that she was coming here	she would have studied English in Formosa.

¹Note the use of *were* instead of *was*. *Were* is traditionally used in statements contrary to fact but many modern speakers use *was* and it is not considered incorrect. Since *be* is the only verb with two past forms, the problem of choosing the correct form does not arise with other verbs.

²This construction is known as the past perfect tense. See Lesson XXII.

6 MODAL AUXILIARIES IN *IF*-CLAUSES (See Lesson XI). The patterns illustrated above are fairly easy to learn and to follow so long as the *if*-clause does not contain a modal auxiliary. When it does, the learner is often at a loss to choose the correct form because modal auxiliaries do not have the same forms that other verbs have. One way to acquaint yourself with the appropriate forms is to memorize a group of typical sentences and use them as patterns when making your own sentences. Memorize the following statements and be sure that you know what they mean.

Joe *will come* if he *can*. (He doesn't know whether he can or not.)
 Joe *would come* if he *could*. (He can't.)
 Joe *would have come* if he *could have*. (He wasn't able to come; he didn't come.)

If Joe *has to go* he *will*. (He doesn't know whether he has to or not.)
 If Joe *had to go* he *would*. (He doesn't have to.)
 If Joe *had had to go* he *would have*. (He didn't have to and he didn't.)

7 *WHETHER . . . OR NOT*. Conditions are also expressed by clauses introduced by *whether*³ and followed by *or not*. This pattern indicates that the mentioned action will take place with or without the condition occurring.

Joe will eat turkey on Thanksgiving if he goes home.
 Joe will eat turkey on Thanksgiving if he doesn't go home.
 Joe will eat turkey on Thanksgiving whether he goes home or not.

a. VERB PATTERNS AFTER *WHETHER*. The verb patterns in conditional sentences with *whether* are the same as those in sentences with *if*.

Joe *will eat* turkey whether he *goes* home or not.
 Joe *would eat* turkey whether he *went* home or not.
 Joe *would have eaten* turkey whether he *had gone* home or not.

b. LONG *WHETHER*-CLAUSES. When the conditional clause is very long the words *or not* immediately follow *whether*.

Joe would have eaten turkey on Thanksgiving *whether or not* his parents had been able to send him money to go home.

c. REVERSED ORDER. The conditional clause can precede the result clause in this pattern also, but the reversed order is not as common as it is with *if*-clauses. Placing the *whether*-clause first emphasizes the fact that the action takes place regardless of the condition.

Whether Joe goes home on Thanksgiving or not, he will eat turkey.

8 ANOTHER USE OF *WHETHER*. *Whether* is also used to introduce two or more alternatives which are not conditions.

a. VERB FORM. When the *whether*-clause is not a conditional, the verb form agrees with the time reference.

I don't know whether the Allens *have* a Plymouth or a Ford.
 Do you know whether Bill *is* a sophomore or a junior?
 Jane didn't say whether she *was* alone or with friends.
 I don't know whether it's still raining or not.⁴

³Do not confuse this word with *weather*. Many native speakers of English pronounce both words exactly the same.

⁴You will hear this pattern with the *or not* omitted. The complete pattern is preferred, however.

- b. **WHETHER + INFINITIVE PHRASE.** When *whether* does not introduce a conditional clause it is often followed by an infinitive phrase.

Jane can't decide whether *to study* or go to Jack's party.

Joe didn't know whether *to go home* by train or by bus.

Miss Liu didn't know whether or not *to study English* when she was in Formosa.

- 9** **UNLESS** also introduces conditional clauses. It means *if* plus negation.

Jane won't pass chemistry *if* she doesn't work hard.

Jane won't pass chemistry *unless* she works hard.

- a. **VERB PATTERNS.** The verb patterns in conditional sentences with *unless* are the same as those in conditional sentences with *if*.

Jane *won't pass* chemistry unless she *works* hard.

Jane *wouldn't pass* the quizzes unless she *studied*.

She *wouldn't have taken* chemistry unless she *had needed* it.

- b. **THE ORDER OF CLAUSES.** The order of the clauses is sometimes reversed. The meaning is the same.

Unless Jane works hard, she won't pass chemistry.

10 PUNCTUATION

If Miss Liu had known that she was coming to this country, she would have studied English.

Whether Joe goes home on Thanksgiving or not, he will eat turkey.

Unless Jane works hard, she won't pass chemistry.

THE ARBITRARY USE OF COMMAS. You will note from the above sentences that a conditional clause which comes at the beginning of a sentence is not always separated from the rest of the sentence by a comma. Whether or not you place a comma after an introductory conditional clause is a matter of style. Many modern American writers never use a comma in this type of sentence.

11 EXERCISES

- a. Complete the following:

1. I will stay here for three years if. . . .
2. I will work this summer if. . . .
3. I will take Rhetoric 114 next summer if. . . .
4. I will move to a better apartment in January if. . . .
5. I will buy a new record player if. . . .
6. You won't get to your next class on time if. . . .
7. You won't get a good grade in your exam if. . . .
8. You can't get the right answer to a problem if. . . .
9. You won't get any letters if. . . .
10. You won't make any new friends if. . . .

11. Mrs. Allen will invite Jack and Bill if. . . .
12. Jane will fail chemistry if. . . .
13. George will go back to Greece in two years if. . . .
14. Betty will go to summer school if. . . .
15. Jack will buy some new records this week end if. . . .

b. Complete the following:

(Instructor: Read five items at a time before having the students complete them.)

1. Professor Baker would lose weight if. . . .
2. Mrs. Baker would be happy if. . . .
3. He would go on a diet if. . . .
4. Mrs. Baker would prepare special food for him if. . . .
5. He would eat the special food if. . . .
6. Jane would study harder if. . . .
7. Jack would take Jane out more often if. . . .
8. Jane would have to buy some more new clothes if. . . .
9. She would need more money than she gets if. . . .
10. She would have to get a job if. . . .
11. Bill wouldn't go home so often if. . . .
12. He wouldn't be able to train his dog if. . . .
13. He wouldn't be able to go hunting if. . . .
14. He wouldn't catch any rabbits if. . . .
15. His mother couldn't make him rabbit pie if. . . .

c. Complete the following:

1. Joe wouldn't have visited his **great aunt** if. . . .
2. He wouldn't have had the tailor **measure him for a suit** if. . . .
3. He wouldn't have finished **packing in time** if. . . .
4. He wouldn't have reached the station **in time** if. . . .
5. He wouldn't have let his mother **kiss him good-bye** if. . . .
6. George wouldn't have changed his **major** if. . . .
7. His adviser wouldn't have advised him **to** if. . . .
8. He might have become a **great historian** if. . . .
9. His parents would have been **happier** if. . . .
10. He would have graduated a year **from June** if. . . .
11. Bill wouldn't have called his **mother up in the morning** if. . . .
12. He wouldn't have hung up **after three minutes** if. . . .
13. His mother would have had to **pay for the call** if. . . .
14. He wouldn't have liked it if. . . .
15. His father wouldn't have cared if. . . .

d. Complete the following:

1. If it rains tomorrow. . . .
2. If I don't receive a letter today. . . .
3. If I don't pass this course. . . .
4. If I run out of money. . . .
5. If I don't get my visa extended. . . .

6. If I didn't get along with my roommate. . . .
 7. If I were late to class. . . .
 8. If my parents were here. . . .
 9. If I had a good job. . . .
 10. If I didn't have to study so much. . . .
 11. If I hadn't known any English. . . .
 12. If my friend hadn't helped me. . . .
 13. If I hadn't been invited. . . .
 14. If we hadn't had a vacation. . . .
 15. If we had had a longer vacation. . . .
- e. Tell the class about something that you will do if you can.
- f. Tell the class about something that you would do if you could.
- g. Tell the class about something you would have done if you could have.
- h. Answer the following questions in the affirmative. Use the expression *whether . . . or not*.
1. Will you go downtown on Saturday if it doesn't rain?
 2. Would you play tennis with someone if you had homework to do?
 3. Would you go to a concert if you were late?
 4. Will you take the final exam if you are sick?
 5. Would you have come here if you had been advised not to?
 6. Will you take some courses next summer if your adviser suggests that you do?
 7. Will you go back home in two years if you get a degree?
 8. Would you go back home if you had a chance to stay in the United States?
 9. Would you travel by bus if it were cheaper to travel by plane?
 10. Will you keep writing to your girl friend if she stops answering your letters?
 11. If you felt sick, would you go to a doctor even if you didn't have enough money to pay him?
 12. If you were invited to a dance, would you go even if you didn't have a tuxedo?
 13. If a nice girl invited you to a party, would you go even if she were not very good looking?
 14. If a friend of yours needed money, would you lend him some even if you didn't have very much for yourself?
 15. If you were invited to dinner and you didn't like the food, would you eat it anyway?
- i. Change the structure of the following sentences to include the word *unless*.
1. Don't eat the dessert if you don't like it.
 2. Don't come to class if you don't feel well.
 3. Don't buy a wrist watch if it isn't guaranteed.
 4. Don't smoke if your doctor told you it is harmful.
 5. Don't go walking in the rain if you don't have a raincoat.
 6. I'll help you if I'm not too busy.
 7. I'll correct your papers tonight if I have time.
 8. You can stay after class and discuss them if you don't have another class after this one.
 9. The bell will ring in two minutes if it isn't out of order.
 10. I'll collect your papers then if you are finished writing.

11. Miss Liu is going to New York at Christmas time if she doesn't have a paper to write.
 12. She'll go by plane if the weather is clear.
 13. She'll buy some new clothes if she has enough money.
 14. She'll see some plays if any tickets are available.
 15. She'll fly back on New Year's Eve if she can get a reservation.
- j. Following is a list of situations and their results. State what the result would be if the situations were reversed.

Example:

Instructor: I want to buy cigarettes. I don't have a quarter.

Student: If I had a quarter I would buy cigarettes.

1. The lake isn't frozen. I won't go ice skating.
2. The suit I just tried on doesn't fit properly. I won't buy it.
3. The magazines in the barber shop aren't interesting. I don't read them.
4. We can't have dinner now. It isn't six o'clock yet.
5. I won't take organic chemistry. It's too difficult.
6. I won't go to the Health Service. I'm not sick.
7. John won't mail the letter I gave him. It doesn't have a stamp on it.
8. My breakfast coffee was cold. I didn't drink it.
9. My brother isn't here. He can't give me any advice.
10. Mr. Jones doesn't have a pen. He can't sign my check.
11. I am not a singer. I can't sing on the Sunday evening program.
12. Jack won't eat much today. He doesn't feel well.
13. The eight o'clock train doesn't stop here. There is no signal.
14. Bill won't vote in the next election. He isn't old enough.
15. His grandfather won't either; he's too old to be interested.

12 ASSIGNMENTS

- a. Write a paragraph about yourself which begins "If I become a great . . . (engineer, chemist, teacher, statesman, etc.)." Tell what you will do. It is sufficient to include the if-clause in the first sentence only.
- b. Write a paragraph about yourself which begins "If I were . . . (Kennedy, Khrushchev, Nasser . . . some important person alive today)." Tell what you would do.
- c. Write a paragraph which begins "If I had been . . . (Napoleon, Bolivar, Sun Yat-Sen . . . some great historical figure)." Tell what you would have done.
- d. Write a paragraph telling where you would have gone this morning (afternoon, evening) if you hadn't had to come to this class. Tell some of the things that you think you would have done. Tell what you think you would be doing right now if you were not writing this assignment.

Lesson XX

The Passive Voice



In large universities elementary science courses are often taught by groups of staff members instead of by individual professors. Each series of lectures is presented by a different lecturer. The lecturers are chosen according to the areas of a field in which they have done research. The lectures are presented in large auditoriums, and they are often attended by as many as 200 students.

In addition to listening to lectures, the students are required to attend quiz sections which are supervised by assistants. In the quiz sections the lectures are discussed and text readings are assigned. Quizzes are given regularly once a week, and the quiz grades are recorded and averaged at the end of the semester. Most foreign students aren't used to taking weekly quizzes and they don't like this system at first. Once they get used to it they like it because they find that it helps them keep up to date in their assignments.

Laboratory experience is also provided for in these elementary science courses. Each student must complete certain prescribed experiments, some of which require complicated equipment which must be set up by a lab assistant. Sometimes two students working on the same experiment check each other's results. This practice is advantageous as long as each student does his best and has confidence in his own ability. It is unprofitable when one fellow perpetually depends on the other for the right answer.

Besides lectures, quizzes, and laboratory experiments, science students make oral reports on assigned research projects. For instance, when Bill took biology he was assigned a project concerning the reproductive cycle of the pine. Before he started his research, however, he found out that another fellow in his class had been assigned the same project. He thought at first that they would be able to work together but, unfortunately for Bill, the mistake was discovered, and Bill was given another project.

1 TROUBLESOME FUNCTION WORDS. Among the most difficult things to learn about English is the proper use of function words. We have already learned several function words which are determined by what follows them, e.g. *in* June but *on* June 4th. We have also recognized a few which are determined by what precedes them, such as listen *to* (II, 10) interested *in* (XII, 4) and depend *on* (XIV, 1). There are many more such combinations—so many, in fact, that it would be impractical to try to prepare a complete list of them. Those listed on this page should be memorized because they are among the most common ones and also because they were taken from errors frequently found on student papers.

2 SOME FUNCTION WORDS DETERMINED BY THE PRECEDING WORD

according to	laugh at
in accordance with	lend to
accustomed to	limited to
afraid of	listen to
angry with (someone)	
about (something)	married to
apologize to (someone)	
for (something)	necessity for
ask for	
based on	object to
believe in	out of
blame (something) on (someone)	privilege of
blame (someone) for (something)	proud of
borrow from	provide for
capable of	
combine with	reason for
compliment (someone) on	recover from
composed of	in regard to
confidence in	remind (someone) of
consist of	(something)
content with	in respect to
convince (someone) of	have respect for
(something)	get rid of
depend on (upon)	
derive from	satisfied with
disagree with	separate from
disappointed in (with)	similar to
due to	substitute for
	succeed in
followed by	superiority of (something)
fond of	to (something else)
independent of	
insist on	tired of
interested in	translate from (one language)
introduce to	into (another)
invite (someone) to	
(some place)	wait for (someone)
	at (some place)

3 THE PASSIVE VOICE. Although in the usual order of the English sentence the subject is the one who performs the action expressed by the verb, there are some sentences in which the subject is the person or thing that receives the action.

Active	S (actor)	V	O (receiver)
	A different lecturer presents each series of lectures.		
Passive	S (receiver)	V (<i>be</i> + past participle)	AGENT (<i>by</i> + actor)
	Each series of lectures is presented by a different lecturer.		

The part of the sentence which indicates to the reader that the subject receives the action is the verb construction. Sentences in the passive voice always contain some form of the verb *be* which would not be present if the subject were the actor. The form of *be* which occurs in these sentences is the same form that the main verb would be if the subject were the performer.¹ Other auxiliaries (if any) precede *be*. The main verb follows *be* and is a past participle.

4 WORD ORDER PATTERNS FOR PASSIVE SENTENCES

S	V			O - P - AGENT - T <i>by</i> ---
	AUXILIARIES	<i>BE</i>	MAIN VERB	
	(if any)	(inflected)	(past participle)	
<u>PATTERNS FROM THE MODEL PARAGRAPHS</u>				
Science courses		are	taught	by groups of professors.
The lectures		are	presented	in large auditoriums.
Equipment	must	be	set up	by lab assistants.
Another fellow	had	been	assigned	the same project.
<u>OTHER POSSIBLE PATTERNS</u>				
Lectures	are	being	given	in the auditorium.
Lectures	were	being	given	in the auditorium.
Lectures	have	been	given	in the auditorium.
Lectures	must have	been	given	in the auditorium.
Lectures	ought to have	been	given	in the auditorium.
Lectures	could	be	given	in the auditorium.
Lectures	had to	be	given	in the auditorium.

¹Note, for example, that *presents* and *is* in the sentences above are both s-forms.

5 **WHEN TO USE THE PASSIVE VOICE.** The verb construction called the passive voice is not used as much in English as it is in some other languages. It is sometimes used by a writer simply to vary the style of his sentence patterns, but that use is not important to students who are striving mainly for clarity. The active voice patterns, those in which the subject is the performer, are by far more common in English both in speaking and in writing. There are, however, specific situations in which the passive voice is used. They are the following.

a. **WHEN WE DON'T KNOW WHO PERFORMED THE ACTION**

Bill's slide rule *was made* in Germany.
The second-hand book that he bought *had been written in*.

b. **WHEN IT IS PREFERABLE NOT TO MENTION THE PERFORMER**

Miss Liu *was given* some bad advice when she first arrived here.
She *was told* that her English was satisfactory for university work.

c. **WHEN WE WISH TO EMPHASIZE THE RECEIVER RATHER THAN THE PERFORMER**

Bill *was assigned* a project.
Another fellow *had been assigned* the same project.
The mistake *was discovered*.

d. **IN SITUATIONS OF SOCIAL AND HISTORICAL SIGNIFICANCE**, when the work resulting from the action is as well or better known than the performer, as in the case of famous music, writing, paintings, and inventions.

Romeo and Juliet *was written* by Shakespeare.
The Moonlight Sonata *was composed* by Beethoven.
The Mona Lisa *was painted* by da Vinci.
The electric light bulb *was invented* by Edison.

In sentences of types a and b, the performer is never mentioned. In sentences of type c, the performer may be mentioned or omitted. In sentences of type d, the performer must be mentioned to complete the statement. The performer, or agent as it is sometimes called, follows the verb and is introduced by *by*.

6 **PAST PARTICIPLES AS MODIFIERS.** A structure pattern which is closely related to the passive construction is the use of past participles (or past forms) as noun modifiers.

Passive: The lecturers are chosen by the department chairman.
Modifier: The chosen lecturers prepare their topics for presentation.

Passive: Quiz sections are supervised by assistants.
Modifier: The students attend supervised quiz sections.

Passive: Certain experiments are prescribed for each student.
Modifier: Each student does certain prescribed experiments.

Passive: Research projects are assigned for oral reports.
Modifier: Oral reports are made on assigned research projects.

Students who have difficulty deciding whether to use this kind of modifier or an ing-form (XV, 11) should note the fact that a past participle is used when something has been done to the thing which is modified.

Boiled coffee is coffee which has been boiled.

Satisfied customers are customers who have been satisfied.

Prepaid postage is postage which has been prepaid.

7 EXERCISES

a. Which of the following sentences are active and which are passive?

1. Birds fly south in the fall.
2. They are usually gone by the end of September.
3. The leaves change color at that time, too.
4. They are blown off the trees by the north wind.
5. The trees are pruned and their roots are covered with straw to protect them from the cold.
6. In the northernmost parts of the United States the winters are very cold.
7. Lakes and ponds freeze over and children go skating on them.
8. The children are taught to skate by their parents.
9. Many years ago horse-drawn sleighs were used for transportation in those areas.
10. One never sees a horse-drawn sleigh any more.
11. Spring is the busiest season of the year for farmers.
12. The ground has to be plowed and crops have to be planted.
13. In many farming communities teen-aged boys are excused from school to help their fathers with the planting.
14. When the planting has been finished the boys return to school.
15. The school authorities feel that this practice contributes to the success of the community.

b. All of the verb constructions in the following sentences are active. Which would sound better in the passive? Change them accordingly.

1. Mr. Jones went to Minneapolis on a business trip last week.
2. He arrived at his hotel at 4:30 p.m.
3. He asked what time the waitresses would serve dinner.
4. The clerk told him that someone would open the dining room at 5:45.
5. He bought a newspaper and went to his room.
6. The furniture in his room was new.
7. Some manufacturers in Denmark had made it.
8. The appearance of the room pleased Mr. Jones.
9. Someone had designed it for comfort.
10. He sat down in a large leather chair and started to read his newspaper.
11. He read a news report about a woman whom somebody had run over.
12. The impact of the car didn't injure her seriously according to the report.
13. An ambulance driver took her to the hospital.
14. A young intern treated her for minor bruises and scratches.
15. The hospital clerk released her half an hour after he admitted her.

- c. Change the following sentences from active to passive. Include the agent only when it seems appropriate to do so.
1. The farmers raise large quantities of corn in Illinois.
 2. Machines harvest the corn.
 3. The farmers store it in grain elevators.
 4. Farmers produce butter in Wisconsin.
 5. They can't store butter in grain elevators.
 6. Frank Lloyd Wright designed a beautiful church a few years ago.
 7. The builders made it of natural stone.
 8. The people of the community used it as a community church.
 9. Thousands of tourists have visited it.
 10. Many who have seen it have proclaimed it the most beautiful modern church ever built.
 11. The university admitted several Burmese students last year.
 12. The Burmese government paid their tuition.
 13. They formed an association of Burmese students on the campus.
 14. Most of them attended the regular meetings which were held on Thursday afternoons.
 15. When they finish their work here, their government is going to send them home by plane.
- d. Mention the name of a world famous piece of literature and tell who wrote it. Use a passive construction.
- e. Mention the name of a world famous musical composition and tell who composed it. Use a passive construction.
- f. Mention a world famous discovery or invention and tell who discovered or invented it. Use a passive construction.
- g. Answer the following questions by giving the noun and its modifiers. Do not make complete sentences.
1. If a house has just been freshly painted, how might it be described?
 2. If a car has been completely repaired, how might it be described?
 3. If a TV set has been broken, how would one refer to it?
 4. If furniture has been used and a person wishes to sell it, how must he advertise it?
 5. If a refrigerator has been rebuilt, how could we refer to it?
 6. What do we call orange juice which has been solidified by keeping it at low temperature?
 7. What do we call grapes that have been dried in the sun?
 8. What do we call apples that are picked by hand?
 9. What do we call apples after someone bakes them?
 10. What do we call apples after someone has covered them with candy?
 11. If certain facts are well known, what kind of facts are they?
 12. If someone hides a treasure, what kind of treasure is it?
 13. If money is taken by someone to whom it does not belong, what do we call it?
 14. If an agreement has never been put into writing, how do we refer to it?
 15. If someone cancels a reservation, how is that reservation described?

8 ASSIGNMENTS

a. Copy the following paragraphs filling each blank with the appropriate function word.

1. A science student who is really interested _____ his subject won't depend _____ someone else to do his work for him. He will listen carefully _____ the lectures and he will attend all of the meetings of his quiz section. He will look forward _____ each new assignment and he will not limit his reading _____ the text but will insist _____ having a list of supplementary readings. He may ask his professor _____ one or he may borrow one _____ a graduate student in his field. He won't object _____ doing an experiment over several times if his lab assistant isn't satisfied _____ his results.

2. If you are truly fond _____ someone, you don't laugh _____ his mistakes and you do not become disappointed _____ him when he doesn't seem capable _____ doing all he sets out to do. If you believe _____ his ability, you help him develop confidence _____ himself by complimenting him _____ his successes and minimizing his failures. If you convince him _____ his ability, he will have a reason _____ trying again. There is no substitute _____ the faith of a good friend.

3. I like to listen _____ the radio, but I don't like to watch TV, because all TV programs are alike. A pretty young girl is introduced _____ a handsome young man. She isn't at all interested _____ him at first, but he insists _____ taking her to dinner. Then he invites her _____ the theater. He compliments her _____ her appearance and thanks her for allowing him the privilege _____ escorting her. She laughs _____ him at first and tries to get rid _____ him, but she soon becomes fond _____ him and begins to look forward _____ seeing him.

Then there's a commercial.

4. After the commercial she doesn't object _____ his company any longer and she never gets angry _____ him, no matter what he does. She develops great confidence _____ his ability and she doesn't like anyone who disagrees _____ him. She cooks a meal for him and he is very satisfied _____ it. He tells her that he is very proud _____ her cooking and that it reminds him _____ his mother's. Then he tells her that he would like to provide _____ her for the rest of his life, so they get married _____ each other and live happily ever after.
- b Write a short paragraph (8 or 10 sentences) about any topic you wish. Include several of the expressions from XX, 2.
 - c Write five sentences in the passive voice. Underline the complete verb phrase in each. Tell why each of your sentences should be expressed in the passive rather than in the active.
 - d Review the sentences in XV, 11. Write five sentences similar to the ones in that section. Write five others similar to those in XX, 6 above.

Lesson XXI

Patterns and Uses of the Present Perfect Tenses



We have been reviewing English grammar since the beginning of this semester and we have taken up several different verb forms and verb constructions but we haven't mentioned the perfect tenses yet. We have learned when to use the present tense (the simple form and the s-form) and when to use the present continuous. We have written many paragraphs and we have tried to remember to use the appropriate verb tenses but we haven't always succeeded. We will keep on trying, though, and some day we will be able to say that we have mastered the verb system of English.



Professor Allen has been teaching English to foreign students for quite a long time. He has been working in this field for about six years as a matter of fact. He has tried several different methods of teaching the verb tenses but he has never found a way that is completely satisfactory. He has spoken to many of his students and they have assured him that his explanations are easy to understand but he is still trying to make them better.



Miss Liu came here about three months ago. She has been here for three months. She found a room near the library the first day she was here and she has been living there ever since. She could have rented a larger room for less money in another part of town but she didn't because she wanted to be near the library.

THE PRESENT PERFECT TENSES
A. CONTINUOUS

1 THE VERB PHRASE PATTERN

<i>HAVE</i> (Simple or S-form)	<i>BE</i> (Past Participle)	MAIN VERB (Ing-form)
have	been	reviewing
has	been	teaching
has	been	living

- 2 CONTRACTIONS IN THE VERB PHRASE.** The first word of the verb phrase is frequently combined with the subject, both in speech and in writing, particularly when the subject is a pronoun.

We've been reviewing ...
He's been teaching ...
She's been living ...

- 3 MEANING, EMPHASIS, AND IMPLICATION.** An ing-form in the main verb position always indicates continuation of some action or situation for some measurable length of time. The verb phrase illustrated above¹ emphasizes the duration of the action or situation mentioned. Unless otherwise stated, it implies that the action or situation will continue for some time into the future.

- 4 TIME EXPRESSION ESSENTIAL.** The most important thing to remember about the present perfect continuous is that it can only be used in the presence of a time expression (Cf. IX, 11). The time expression must be one of the following kinds.

- a. A phrase or clause introduced by *since* and stating when the principal action was initiated

since two o'clock since I entered the university
since last year since Miss Liu came here
 since the beginning of the semester

or: *ever since*, which means since the time just mentioned

- b. A phrase introduced by *for* and stating the specific length of time that the action or situation continued

for three months for quite a long time
for about six years for over a year

- c. A less specific expression indicating a recent time

lately this week
recently the past few days

The time is not always expressed in the same sentence; sometimes it occurs earlier in the conversation, but it is always expressed. When you practice using this construction always include the time expression in the same sentence.

¹Known as the present perfect continuous tense or the present perfect progressive.

5 SENTENCE PATTERNS

	QW	FV	S	V (phrase)	O	P (not essential)	T (essential)
Statement			We	have been reviewing	English grammar	-----	since the beginning of the semester.
Simple Question			Mr. Allen	has been working	-----	in this field	for about six years.
Information Question	Have		we	been reviewing	English grammar	-----	since the beginning of the semester?
	Has		Mr. Allen	been working	-----	in this field	for about six years?
Information Question	What	have	we	been reviewing	-----	-----	since the beginning of the semester?
	Who	has		been working	-----	in this field	for about six years?

Note particularly the simple question pattern. In the perfect tenses simple questions are signaled by placing the function verb *have* before the subject. The function verb *do* is never used in this pattern (Cf. II, fn. 13).

6 SENTENCE PATTERNS WITH MODAL AUXILIARIES. The modal auxiliaries (Lesson XI) are frequently used with present perfect continuous verb phrases. When they are, the question pattern changes because the modal precedes *have*.

	QW	FV	S	V	O	T (essential)
Statement			Miss Liu	should have been studying	her sociology	while she was waiting for the doctor.
Simple Question	Should		Miss Liu	have been studying	her sociology	while she was waiting for the doctor?
Information Questions	What	should	Miss Liu	have been studying	-----	while she was waiting for the doctor?
	What	should	she	have been doing	-----	while she was waiting for the doctor?

7 **VERBS NOT USED IN PRESENT PERFECT CONTINUOUS.** There are certain verbs which are not generally used in continuous tenses. You will find a list of them in lesson III, section 12. Review the list to be sure that you do not use them while practicing the sentence patterns in this lesson.

8 **SUMMARY AND COMPARISON OF CONTINUOUS TENSES**

	S	V (phrase)	O	T
Present Continuous (III, 8)	I	am studying	English	right <u>now</u> .
Past Continuous (IX, 10-13)	I	was studying	English	<u>at</u> seven o'clock last night. <u>when</u> you called. <u>while</u> you were reading.
Present Perfect Continuous	I	have been studying	English	<u>for</u> a long time. <u>since</u> September. <u>recently</u> .

The underlined words in the chart above are key words. DON'T CROSS A HORIZONTAL LINE. Never use a past continuous verb with *for*, *since*, or *recently*. Never use a perfect continuous verb phrase with *at*, *when*, or *while*.² Never use either a past continuous or a perfect continuous with *now*.

²Exception: *While* may be used with a perfect continuous if the verb in the *while*-clause is also a perfect continuous. *I have been reading while you have been studying.*

THE PRESENT PERFECT TENSES
B. COMPLETED

1 THE VERB PHRASE

<i>HAVE</i> (Simple or S-Form)	MAIN VERB (Past Participle) ³
have	taken (up)
haven't	mentioned
have	written
haven't (always)	succeeded
has (never)	found
has	spoken
has	been (here)

- 2** **CONTRACTIONS** of *has* and *have* with pronoun subjects are very common in this verb construction also.

we've learned	he's never found
we've tried	they've assured

- 3** **MEANING AND EMPHASIS.** The name *Present Perfect* is frequently misleading to students because they don't understand it. It means "Now (*Present*) this business is finished (*Perfect*)."⁴ Some grammar books state that using the present perfect tense instead of the simple past emphasizes the idea of completion but it would be very difficult to defend that statement, as we shall see later.

4 SPECIFIC PAST TIMES NOT STATED

- a. It is not necessary to include any time expression in the environment of a present perfect tense.

Professor Allen has tried many different methods of teaching verb tenses.

His students have assured him that his explanations are easy to understand.

- b. Phrases and Clauses beginning with *for* or *since* and expressing duration are frequently included, but they are not essential to the pattern.

Miss Liu has lived near the library since she came to College Town.

Miss Liu has lived near the library for three months.

- c. Specific times such as *at seven o'clock*, *this afternoon*, *the day before yesterday* or *the first day she was here* never occur in sentences which have present perfect tenses in the main clause.

³In Lesson VII we learned that only 150 English verbs have special forms which are known as past participles. All regular verbs and irregular verbs of groups b-f have past forms in this position in the verb phrase. Verbs of group a and *come* and *run* have simple forms in this position. Traditional grammarians call all (correct) verb forms in this position past participles.

⁴The name *perfect* is not suitable for a continuous tense, although it is used. It is obviously a misnomer.

5 SENTENCE PATTERNS

	QW	FV	S	V (phrase)	O	T (not specific)
Statement			Professor Allen	has tried	many different methods	since he started teaching.
Simple Question		Has	Professor Allen	tried	many different methods	since he started teaching?
Information Questions	Who	has		tried	many different methods	since he started teaching?
	How many different methods	has	Professor Allen	tried	-----	since he started teaching?

6 SENTENCE PATTERNS WITH MODAL AUXILIARIES

	QW	FV	S	V	O	P
Statement			Miss Liu	could have rented	a larger room	in another part of town.
Simple Question		Could	Miss Liu	have rented	a larger room	in another part of town?
Information Questions	Who	could		have rented	a larger room?	
	Where	could	Miss Liu	have rented	a larger room?	

5 SENTENCE PATTERNS

	QW	FV	S	V (phrase)	O	T (not specific)
Statement			Professor Allen	has tried	many different methods	since he started teaching.
Simple Question		Has	Professor Allen	tried	many different methods	since he started teaching?
Information Questions	Who	has		tried	many different methods	since he started teaching?
	How many different methods	has	Professor Allen	tried	-----	since he started teaching?

6 SENTENCE PATTERNS WITH MODAL AUXILIARIES

	QW	FV	S	V	O	P
Statement			Miss Liu	could have rented	a larger room	in another part of town.
Simple Question		Could	Miss Liu	have rented	a larger room	in another part of town?
Information Questions	Who Where	could could	Miss Liu Miss Liu	have rented have rented	a larger room? a larger room?	

11 EXERCISES

- a. Give the present perfect continuous tense for each of the following verbs which are used in that tense. For those that are not used in continuous tenses give the present perfect verb phrase.

- | | | |
|----------|-----------|----------------|
| 1. write | 6. eat | 11. need |
| 2. walk | 7. want | 12. own |
| 3. see | 8. live | 13. try |
| 4. know | 9. cost | 14. look |
| 5. work | 10. think | 15. understand |

- b. Answer the following questions with complete sentences. Use contractions wherever they are appropriate.

Use for

1. How long have you been living in the United States?
2. How long have you been attending this university?
3. How long have you been studying English?
4. How long have you been working toward a degree?
5. How long have you been attending this class?

Use since

6. How long have you been wearing glasses?
7. How long have you been shaving?
8. How long have you been wearing long trousers?
9. How long have you been making your own decisions?
10. How long have you been sitting in that seat?

Use for or since

11. How long have the pyramids of Egypt been standing?
12. How long has Iran been producing oil?
13. How long has China been under Communist rule?
14. How long has Korea been independent?
15. How long has France been a republic?

- c. Answer the following questions with complete statements.

1. What have we been reviewing since the beginning of the semester?
2. What have we been practicing in the classroom?
3. What have we been writing at home?
4. What have we been trying to do?
5. Why have we been trying to improve our English?
6. What subject has Professor Allen been teaching for the past six years?
7. What kind of students has he been teaching?
8. What has he been trying to do?
9. Why has he been trying to improve his explanations?
10. Have his students been trying to assure him that his explanations are easy to understand?

11. Where has Miss Liu been living for the past three months?
 12. Has she been looking for a larger room?
 13. Has she been going to the library daily since school began?
 14. Has she been planning to move to a larger room in another part of town?
 15. Why hasn't she been planning to move?
- d. The following sentences are arranged in pairs. Give a short answer to the first and a complete answer to the second of each pair. Be careful to include all the parts of the verb phrases in your second response.
1. What were you doing at four o'clock yesterday afternoon?
What should you have been doing?
 2. What were you doing at eight o'clock last night?
What should you have been doing?
 3. What were you doing at nine o'clock last night?
What should you have been doing?
 4. What were you doing at 10 o'clock last night?
What should you have been doing?
 5. What were you doing at ten o'clock last Sunday morning?
What should you have been doing?
 6. What were you doing at nine o'clock yesterday morning?
What would you have been doing if you hadn't had to...?
 7. ...ten o'clock?
 8. ...eleven o'clock?
 9. ...two o'clock yesterday afternoon?
 10. ...three o'clock yesterday afternoon?
 11. What were you thinking about while you were doing your English homework?
What might you have been thinking about at that time if you hadn't had to concentrate on sentence patterns?
 12. ...math*...?
 13. ...economics...?
 14. ...chemistry...?
 15. ...biology...?
- e. First Student: Repeat the question, changing the verb to a present perfect verb phrase.
Second Student: Answer the question with a complete statement.
1. Did you ever catch a fish?
 2. Did you ever ride on a camel?
 3. Did you ever bet on a horse race?
 4. Did you ever eat lobster?
 5. Did you ever drink cocoanut milk?
 6. Did you ever cut your finger?
 7. Did you ever oversleep?
 8. Were you ever late to class?
 9. Did you ever make a mistake?
 10. Did you ever tell a lie?

*Instructor: Use the names of courses which you know your students are taking.

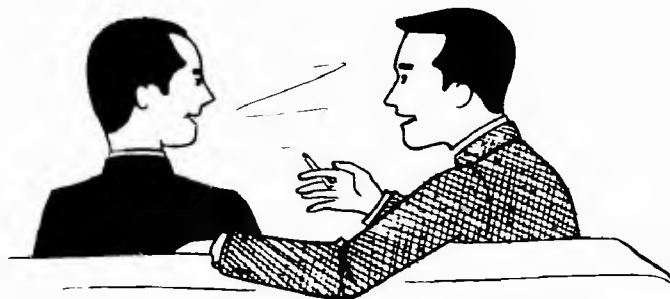
11. Did you ever play football?
 12. Were you ever on a soccer team?
 13. Did you ever see a big league baseball game?
 14. Did you ever watch a bullfight?
 15. Did you ever go skiing?
- f. Change the verbs in the following statements from past forms to present perfect verb phrases. Make any other changes which are necessary to make the sentences good idiomatic English.
1. We took a placement exam when we came here.
 2. We didn't see our papers afterwards.
 3. We were given other exams during the semester.
 4. We corrected the errors on them when we saw them.
 5. We threw them away after we corrected them.
 6. We took up irregular verbs in Lesson VII.
 7. We didn't take up the past perfect yet.
 8. We had the passive explained to us at the last class meeting.
 9. We were told when it should be used.
 10. We didn't have any trouble with the passive construction while we practiced it.
 11. Jane broke the point of her pencil a few minutes ago.
 12. Bill wrote to his brother last night.
 13. His pen started to leak while he was writing to his brother.
 14. Jack sent a telegram to his father yesterday.
 15. He asked for some money.
- g. Add the given adverb of frequency to each of the following sentences.
1. George has thought about getting a part time job. (often)
 2. He has been almost completely out of money. (frequently)
 3. He has had to borrow from friends. (occasionally)
 4. He has wanted to do that. (never)
 5. He has been very prompt about repaying his debts. (always)
 6. Jane has considered quitting school. (frequently)
 7. She has thought that she would be happier working in an office. (often)
 8. She has enjoyed her studies. (never)
 9. She has enjoyed the social life at college very much though. (always)
 10. Her father hasn't allowed her to quit, however. (ever)
 11. The Allens have invited Professor Young to visit them. (often)
 12. He has accepted their invitations. (seldom)
 13. He has wanted to. (usually)
 14. But he has been too busy. (almost always)
 15. The Allens have understood why he couldn't come. (always)

12 ASSIGNMENTS

- a. Write five simple questions, some affirmative and some negative, to ask your classmates. State them in the present perfect tense and include an adverb of frequency in each.
- b. Write a paragraph in which you tell some of the things you did before you came here and some of the things you have done since you came here.
- c. Write a paragraph in which you tell about some ideas that you had when you were a child. Tell what you have learned about those ideas since you became an adult.

Lesson XXII

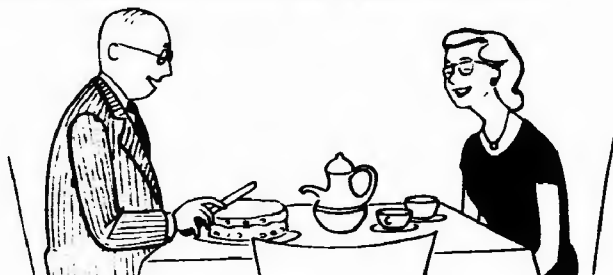
Patterns and Uses of the Past Perfect Tenses



George had been living in College Town for almost six months when his cousin Nick arrived from Greece. He had been boarding with an American family since his arrival and he had learned a great deal about American habits and customs. He had gained considerable facility in English and he had gotten used to eating American food. He hadn't had many letters from home, however, and he was anxious for news of his family. Nick told him that his father had been quite ill for several weeks during the summer but that he had recovered completely before Nick left Greece.



Bill had been working on the same problem for two hours when Jack called him up and asked if he had solved it. Bill said that he hadn't but that he was still trying to. Jack said that he had spent from two o'clock until six o'clock trying to solve it but that he hadn't been able to. He told Bill that he had given up at six o'clock and gone to dinner.



Professor Baker and Mrs. Baker knew each other when they were children but they hadn't seen each other for six years when they met on a ship going to England. They had gone to the same elementary school and the same high school but they had chosen different colleges and they hadn't seen each other since their high school graduation. After renewing their acquaintance, they started to go together.¹ After they had been going together for three months they got married. That was more than forty years ago. They have been married for over forty years.

¹*Going together* is an idiom which means that a young man and a young lady attend social functions together.

THE PAST PERFECT TENSES

The past perfect tenses are verb constructions which show the time relationship existing between two different actions or situations which occurred in the past. Both actions or situations must be mentioned in the environment of the past perfect verb phrase.

A. CONTINUOUS

1 THE VERB PHRASE²

<i>HAVE</i> (Past Form)	<i>BE</i> (Past Participle)	MAIN VERB (Ing-Form)
had	been	living
had	been	boarding
had	been	working
had	been	going together

2 CONTRACTIONS IN THE VERB PHRASE. Just as with the present perfect, the first word of the verb phrase is frequently combined with the subject, particularly when the subject is a pronoun.

He'd been boarding . . .

They'd been going together . . .

3 MEANING AND EMPHASIS. As in the present perfect continuous (XXIA, 3), the ing-form of the past perfect continuous indicates continuation of some action or situation for some measurable length of time. The difference between the two tenses (present perfect continuous and past perfect continuous) is that the former tells about an action which continues to the moment of speaking or writing whereas the latter tells about action which continued to some time in the past which has been mentioned.

4 TIME EXPRESSION ESSENTIAL. Any sentence containing a past perfect continuous verb phrase must also include (or be in the environment of) one of the following kinds of time expressions.

- a. A phrase or clause introduced by *since* and stating when the principal action was initiated (see XXIA, 4, a).
- b. A phrase introduced by *for* and stating the specific length of time that the action or situation continued (see XXIA, 4, b).

²Known as the past perfect continuous tense or the past perfect progressive.

II SENTENCE PATTERNS

	QW	FV	S	V (phrase)	O
Statement			George Bill	had been boarding had been trying to solve	----- the same problem . . .
Simple Question		Had Had	George Bill	been boarding been trying to solve	----- the same problem . . .
Information Questions	Who How long	had had	---- Bill	been boarding been trying to solve	----- the same problem . . .

	P	T ₁ Duration (essential)	T ₂ -Related Action (essential)
. . .	with an American family	for six months	when his cousin Nick arrived from Greece.
. . .	-----	for two hours	when Jack called him up.
. . .	with an American family	for six months	when his cousin Nick arrived from Greece?
. . .	-----	for two hours	when Jack called him up?
. . .	with an American family	for six months	when Nick arrived from Greece?
. . .	----- ³	----- ³	when Jack called him up?

³The duration clause in this sentence is replaced by the question phrase *how long*.

11 SENTENCE PATTERNS

	QW	FV	S	V (phrase)	O
Statement			George Bill	had been boarding had been trying to solve	----- the same problem . . .
Simple Question		Had Had	George Bill	been boarding been trying to solve	----- the same problem . . .
Information Questions	Who How long	had had	----- Bill	been boarding been trying to solve	----- the same problem . . .

	P	T ₁ Duration (essential)	T ₂ -Related Action (essential)
. . .	with an American family	for six months	when his cousin Nick arrived from Greece.
. . .	-----	for two hours	when Jack called him up.
. . .	with an American family	for six months	when his cousin Nick arrived from Greece?
. . .	-----	for two hours	when Jack called him up?
. . .	with an American family	for six months	when Nick arrived from Greece?
. . .	----- ³	----- ³	when Jack called him up?

³The duration clause in this sentence is replaced by the question phrase *how long*.

THE PAST PERFECT TENSES
B. COMPLETED

1 THE VERB PHRASE

HAVE (Past)	MAIN VERB (Past Participle) ⁴
had	gained
had	gotten
hadn't	had
had	solved
had	spent
had	gone
hadn't	seen
had	chosen

2 CONTRACTIONS of *had* with pronoun subjects are very common in this verb construction also.
 he'd solved we'd gone they'd chosen

3 MEANING. The past perfect tense is used in sentences which tell about two completed past events. The verb construction indicates which event was completed first.

4 T₁ TIME EXPRESSION NOT ESSENTIAL.

a. It is not necessary to include the time of initiation or duration in a sentence containing a past perfect tense.

Jack had given up trying to solve the problem when he went to dinner.
 The Bakers had gone to the same school when they were children.

b. Phrases and clauses stating time of initiation or duration are frequently included but they are not essential to the pattern.

... his father had been ill *for several weeks* during the summer ...
 ... the Bakers hadn't seen each other *since their high school graduation* ...

5 EXPRESSION OF "OTHER" ACTION ESSENTIAL. The "other" action is usually expressed in the form of a time clause.

MAIN ACTION	OTHER ACTION
George's father had recovered	before Nick left Greece.
Bill hadn't solved the problem	when Jack called.

6 PAST PERFECT IN INDIRECT DISCOURSE. In reporting speech, an event which occurred in the past is expressed by a past form in direct discourse and by a past perfect tense in indirect discourse.

Nick said, "Your father *was* quite ill during the summer, George."
 Nick told George that his father *had been* quite ill during the summer.
 Jack said, "I *gave up* trying to do that problem at six o'clock."
 Jack said that he *had given up* trying to do that problem at six o'clock.

⁴See XXIB, footnote 3.

7 SENTENCE PATTERNS

	QW/QP	FV	S	V (phrase)	O
Statement			George Jack The Bakers	had had had given up hadn't seen	only a few letters from home . . . trying to solve the problem . . . each other . . .
Simple Question		Had Had Hadn't	George Jack the Bakers	had given up seen	any letters from home . . . trying to solve the problem . . . each other . . .
Information Questions	How many letters What Which two people	had had ----	George Jack ----	had given up hadn't seen	----- . . . trying to do . . . each other . . .

	P (not essential)	T ₁ (not essential)	T ₂ -Related Action (essential)
...	-----	-----	when his cousin arrived and told him the news.
...	-----	-----	when he called Bill.
...	-----	since their high school graduation	when they met on a ship going to England.
...	-----	-----	when his cousin arrived and told him the news?
...	-----	-----	when he called Bill?
...	-----	since their high school graduation	when they met on a ship going to England?
...	-----	-----	when his cousin arrived?
...	-----	-----	when he called Bill?
...	-----	since their high school graduation	when they met on a ship going to England?

8 CHOOSING A TENSE: PAST/PAST PERFECT

- a. Whenever we want to make a statement about a single event that happened in the past, and we are not interested in stating how that event was related in time to any other event, we use a simple past tense.

Jack *spent* two hours trying to solve the problem.
George's father *was* ill during the summer.

- b. When we want to show the time relationship between two events in the past, we must choose between a past tense and a past perfect.

- 1) A past tense may be used when the "other"-event clause is introduced by *before* or *after*.

Jack *called* *before* Bill solved the problem.
Bill *solved* the problem *after* Jack called.

- 2) When the "other"-event clause is introduced by *when*, the main clause must include a past perfect tense.

Bill *hadn't solved* the problem *when* Jack called.
Jack *had* already *called* *when* Bill solved the problem.

9 CHOOSING A TENSE: PRESENT PERFECT/PAST PERFECT

Students frequently confuse these two tenses although they are applicable to quite different situations. Remember that the present perfect states a situation which exists at the moment of speaking and the past perfect states the relationship of two events which occurred in the past. Compare the following two sentences.

SITUATION	DURATION	PAST EVENT
The Bakers have been married	for forty years.	
The Allens had been married	for four years	when they moved to College Town.

10 CHOOSING A TENSE: PAST PERFECT/PAST PERFECT CONTINUOUS (Cf. XXIB, 8)

There are some situations which can be expressed with either of these two tenses. The continuous tense emphasizes the duration whereas the past perfect merely states it. What difference a speaker means, if any, is very slight and very subtle. Either tense may be used.

Bill had been working on the same problem for two hours when Jack called.
Bill had (already)⁵ worked on the same problem for two hours when Jack called.

11 PRONUNCIATION HELPS

Be careful to pronounce the 'd of *I'd*, *we'd*, *he'd*, etc. when speaking in the past perfect tense.

⁵The adverb *already*, which means at a time sooner than expected, is frequently used with the past perfect tense.

12 EXERCISES

a. Complete the following. Use the information in the model paragraphs.

1. George had been living in College Town. . . .
2. He had been boarding. . . .
3. Bill had been working. . . .
4. He had been trying. . . .
5. Mr. and Mrs. Baker had been going together

6. Had George been living in College Town. . . .
7. Had he been boarding. . . .
8. Had Bill been working. . . .
9. Had he been trying. . . .
10. Had Mr. and Mrs. Baker been going together

11. How long had George been living. . . .
12. With whom had he been boarding. . . .
13. What had Bill been working on. . . .
14. What had he been trying to do. . . .
15. How long had Mr. and Mrs. Baker been going together

b. Answer the following with complete sentences.

1. How long had you been planning to come to the United States when you finally came?
2. How long had you been attending this university before you knew the names of all your professors?
3. How long had you been saving up for a car when you got enough money to buy one?
4. How long had you been waiting for your last check when it finally arrived?
5. How long had you been thinking about doing your assignment before you finally did it?

6. How long had Joe been traveling when he finally reached College Town?
7. How long had Bill been talking to his mother on the telephone when he hung up?
8. How long had George been having trouble with economics when he decided to drop it?
9. How long had Professor Baker been getting along without a watch when his wife bought him a new one?
10. How long had Miss Liu been getting a headache every time she read when she decided to have her eyes examined?
11. How long had Peron been ruling Argentina when he was forced to resign?
12. How long had Manolete been fighting bulls when he decided to retire?
13. How long had Stalin been ruling Russia when he died?
14. How long had man been trying to fly when the Wright Brothers first succeeded?
15. How long had man been exploiting atomic energy when the first atomic submarine was launched?

c. Answer the following with complete sentences.

1. If you hadn't come here to school, where would you have gone?
2. If you had gone to France, what language would you have had to study?
3. If you had studied French, would it have been easier or harder for you than studying English?
4. If you had gone to Paris to study, what are some of the things you would have seen there?
5. What are some of the things that you have seen here that you wouldn't have seen if you had gone to Paris?
6. If you had not chosen engineering (agriculture, accounting, etc.), what field might you have chosen?
7. If you had chosen chemistry (agriculture, accounting, etc.), what would you have learned?
8. If you had changed your major, would your parents have been disappointed?
9. If you had not taken the English placement exam, would you have been permitted to register?
10. If you hadn't been permitted to register, would you have gone home?
11. If Simon Bolivar had not lived, what might have become of South America?
12. If Ghandi had not lived, what might have happened in India?
13. If he had not been assassinated, how long might he have lived?
14. If China had not become Communist, what might have happened in Korea?
15. If Germany had won World War II, what might we be doing today?

d. Change each of the following sentences to include a past perfect verb construction. Add the word *already* wherever it seems appropriate to do so.

1. Joe had his eyes examined before he went to the dentist.
2. He went to the dentist before he got his watch repaired.
3. He bought some sport shirts before he bought his jacket.
4. He took his new slacks out of the box before his father got home from work.
5. He had his father's tailor measure him for a suit before he found out that his father wasn't going to let him have a suit made.
6. Joe didn't visit his relatives for a long time. Then his mother suggested that he do so.
7. He visited all his relatives before he left for college.
8. He went to see his cousins before he went to see his great-aunt.
9. He went to Bellevue before he went to Plaintown.
10. He said good-bye to all his relatives before he left for college.
11. Joe got on the train after the porter put his luggage on.
12. He got on the train after he shook hands with his father.
13. He got on the train after he kissed his mother.
14. He started to look for his seat after the conductor shouted "All aboard."
15. He found his seat after the train pulled out of the station.

e. Repeat the following, supplying the most appropriate tense of the verb in parentheses.

1. John (go) to the Museum of Modern Art yesterday.
2. He (take) his cousin with him.
3. John (be) there several times before.

4. His cousin never (be) there before.
 5. They (enjoy) the museum very much.
 6. We (study) the present perfect tense yesterday.
 7. We (ask) about *had* yesterday.
 8. The teacher just now (finish) explaining the past perfect.
 9. Most of us (neg. understand) it before.
 10. We (understand) it when the teacher explained it.
 11. Jane (play) in the school orchestra several times.
 12. She (play) in the school orchestra all last year.
 13. Jane (play) in the school orchestra since she was a freshman.
 14. She (play) in a school orchestra before she entered high school.
 15. She (be) happy to have the opportunity to join the orchestra when she (enter) high school.
- f. Change each of the following statements to include a past perfect.
1. John finished his assignment.
Then he wrote his father a letter.
 2. After he wrote to his father he went to the library.
 3. He waited for fifteen minutes before the librarian brought him the book he wanted.
 4. He read part of the book.
Then he returned it to the librarian.
 5. He had a cup of coffee.
Then he went to bed.
He didn't sleep well.
 6. Helen came here in 1956.
She was in Turkey for three years before that.
 7. She was here for six months.
Then I met her.
 8. I knew her for a long time.
One day she told me about her family.
 9. She said, "My father died when I was very young."
 10. She said, "I started to work when I was sixteen."
 11. Betty finished playing a game of tennis with Bill.
Then Jane asked Betty to play with her.
 12. Betty said she was too tired.
Then she changed her mind and decided to play.
 13. She played one game with Jane.
Then she went home.
 14. She took a shower and dressed.
A friend called her and invited her to dinner.
 15. She did her homework before she played tennis.
Therefore, she was able to accept the invitation.
- g. Choose the correct verb construction for each sentence.
1. The weather (has been/was) getting colder since the end of November.
 2. Many of the students in this class (haven't seen/hadn't seen) snow before they came to this country.

3. They (have been/had been) looking forward to seeing snow for a long time when we finally had a good storm.
4. When the snow started to fall they (have become/became/had become) very excited.
5. After it (fall, fell, felt, had fallen, had been falling) for half an hour they went outside to make snowballs.
6. How long (are you living/have you lived) in the United States?
7. How long (has it taken/did it take) you to come here?
8. (Have/Had) you traveled much before you made that trip?
9. (Have/Had) you ever been in New York?
10. (Have/Had) your parents been living in the same city (town, village) all their lives?
11. How long (did the students wait/have the students waited/had the students been waiting) when Professor Baker finally arrived?
12. (Do/Have) students usually (wait/waited) that long for a professor?
13. (Did/Have) Professor Allen's students (wait/waited) that long the day his car wouldn't start?
14. We (didn't have/haven't had) a quiz yesterday.
15. We (didn't have/haven't had) a dictation exercise in a long time.

h. Change the following to indirect discourse.

1. Professor Allen said, "I bought my house two years ago."
2. Professor Baker said, "Emily and I knew each other when we were children."
3. Professor Young said, "I visited the Allens last week."
4. Professor Miller said, "I was planning to start my book in September."
5. His dean said, "You'd better wait until January."
6. George asked his cousin, "Did you see my father before you left Greece?"
7. His cousin replied, "I saw him the day before I left. He was quite well then."
8. Then George asked, "Did you enjoy your trip?"
9. Nick replied, "Not very much. The sea was very rough. Most of the passengers were seasick."
10. George said, "That's too bad."
11. Joe said, "My mother made me visit my relatives before I came to college."
12. Jack added, "So did mine."
13. Joe said, "My sister helped me pack."
14. Jack said, "I had to pack by myself."
15. "I don't have a sister," he added.

13 ASSIGNMENTS

- a. Write five simple questions to ask your fellow students. Include a past perfect verb phrase in each. Be sure that your patterns are complete.
- b. Write five information questions to ask your instructor. Include a past perfect verb phrase in each. Be sure that your patterns are complete.
- c. Think of some event which was a turning point in your life. Write a paragraph in which most of the sentences contain past perfect verb constructions using the turning point as the point of reference (the "other" event).

Lesson XXIII

Patterns and Uses of the Future Perfect Tenses



Richard is a senior now and he is going to graduate in June. As soon as he graduates he will go into military service. He will receive a commission because he had military training while he was in college. When he goes home for Christmas next year, he will be wearing a uniform. By that time he will have been doing military duty for six months. He will have completed one-fourth of his military service.



Joe is a freshman and he is having all the problems that most freshmen have. He attends too many social functions and he spends too much time drinking coffee and talking with his friends. He gets behind in his assignments and then he worries so much that he can't do them properly. He doesn't know how to budget his time. He is going to go to summer school, though, so that by this time next year he will have been living on campus for over a year and he will have learned how to study and how to manage his time better. If he passes all his courses, he will have completed thirty-six hours by the end of summer session.



When we come to the end of this course, we will have been reviewing grammar for four months. We will have taken up all the verb tenses and all the sentence patterns that we need to know. We will have mastered the causatives, the comparatives, and the conditionals and we will be looking forward to a vacation from studying. We think we will have earned it; don't you?

7 SENTENCE PATTERNS

	QW/QP	FV	S	V (phrase)	O	P
Statement			Richard Joe We	will have been doing will have been living will have been reviewing	military duty ----- grammar	----- on campus -----
Simple Question		Will Will Will	Richard Joe we	have been doing have been living have been reviewing	military duty ----- grammar	----- on campus -----
Information Questions	Who How long What	will will will	----- Joe we	have been doing have been living have been reviewing	military duty ----- -----	----- on campus -----

T ₁ (duration)	T ₂ (specific) ²
...	when he goes home for Christmas next year.
...	by this time next year.
...	when we come to the end of this course.
...	when he goes home for Christmas next year?
...	by this time next year?
...	when we come to the end of this course?
...	when he goes home for Christmas next year?
...	by this time next year? ³
...	when we come to the end of this course?

²This time clause frequently precedes the main clause, as in the model paragraphs.

³The question phrase takes the place of the duration phrase.

THE FUTURE PERFECT TENSES
B. COMPLETED

1 THE VERB PHRASE

<i>WILL</i> (Simple)	<i>HAVE</i> (Simple)	MAIN VERB (Past Participle)
will	have	completed
will	have	learned
will	have	taken (up)
will	have	mastered
will	have	earned

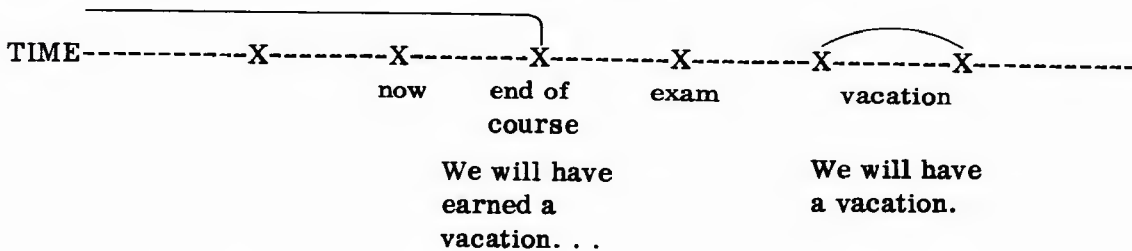
2 CONTRACTIONS of subject pronouns with *will* are the usual form in both speech and writing.

3 MEANING. The future perfect tense relates the completion of an activity at some specific time in the future.

4 TIME EXPRESSION ESSENTIAL TO THE PATTERN. Any sentence which contains a future perfect verb construction must also include (or be in the environment of) a future time expression. These are usually in the form of *when*-clauses or phrases introduced by *by*.

- when he goes home for Christmas next year*
- by that time*
- by this time next year*
- by the end of the summer session*
- when we come to the end of this course*

5 GRAPHIC REPRESENTATION OF FUTURE PERFECT



6 CHOOSING A TENSE: FUTURE PERFECT/FUTURE PERFECT CONTINUOUS

There are many situations which may be described equally well with either of these tenses (Cf. XXIB, 8). The difference is only a matter of emphasis. When we wish to emphasize duration we use the continuous tense; when we wish to emphasize completion we use the future perfect.

7 SENTENCE PATTERNS

	QW/QP	FV	S	V (phrase)	O
Statement			Richard Joe He	will have completed will have learned will have completed	one-fourth of his military service . . . how to study . . . thirty-six hours . . .
Simple Question		Will Will Will	Richard Joe he	have completed have learned have completed	one-fourth of his military service . . . how to study . . . thirty-six hours . . .
Information Questions	Who What How many hours	will will will	----- Joe he	have completed have learned have completed	one-fourth of his military service . . . how to do -----

P	T (future, definite)
at Camp Washington	when he goes home for Christmas next year. by this time next year. by the end of the summer session.
at Camp Washington	when he goes home for Christmas next year? by this time next year? by the end of the summer session?
at Camp Washington	when he goes home for Christmas next year? by this time next year? by the end of the summer session?

8 PRONUNCIATION HELPS

The *have* of the future perfect tenses is never stressed. Rather it is squeezed quickly between the *will* and the *been* or other past participle with which it is used. It frequently sounds more like *of* than *have*. The full form *have* is always used in writing, however. Imitate your instructor's pronunciation of the following verb phrases, paying particular attention to the reduced form of *have*.

will have been doing	will have learned
will have been living	will have completed
will have been reviewing	will have mastered

9 EXERCISES

a. Answer the following questions with complete statements.

1. What will you be doing at this time tomorrow?
2. What will you be doing at 9:30 tonight?
3. What will you be doing at midnight?
4. When will you be leaving for home?
5. Where will you be living at this time next year?
6. Will classes be meeting at this time next week?
7. Will you be thinking about sentence patterns while you are taking your final examination?
8. What courses will you be taking next semester?
9. Will you be working two years from now?
10. Would you like to know what you will be doing ten years from now?
11. What will Richard be wearing next Christmas?
12. What will Joe be doing next summer?
13. What might the Bakers be doing at this time next year?
14. What might Jane be doing at this time next year?
15. What will we be looking forward to when we come to the end of this course?

b. Change the following statements to information questions. Substitute question words for the underlined words.

1. When Richard gets his degree he will have been studying for it for four years.
2. When Joe arrives home he will have been traveling for eight hours.
3. At the end of the summer Betty will have been playing tennis for seven years.
4. Jack will have been going with Jane for three months next Sunday.
5. George will have been working in the school cafeteria for two weeks on Sunday.
6. By the end of June, Professor Allen will have been teaching foreign students for seven years.
7. When Professor Baker retires he will have been teaching chemistry for forty-three years.
8. The Allens will have been living in their new house for eighteen months next September.
9. Betty will have been living with them for two years soon.
10. Professor Miller will have been working on his book, "Cost of Living," for several years when it is finally published.

11. We will have been reviewing grammar patterns for sixteen weeks when we come to the end of this course.
12. We will have been coming to class three times a week during that time.
13. We will have been reciting oral exercises in class for sixteen weeks.
14. We will have been writing three homework assignments every week for sixteen weeks.
15. We will have been looking forward to a vacation from studying for quite a while when we come to the end of the course.

c. Answer the following questions with complete statements.

1. How many months (years) will you have been in the United States when you go home?
2. How many famous United States cities will you have visited?
3. Do you think you will have made many American friends?
4. Do you think you will have had time to see most of the things that you want to see?
5. Do you think you will have spent more money than you planned to?
6. How many months will Richard have been in the service of his country when he gets his discharge?
7. How long will Joe have lived on campus by the end of summer session?
8. How many hours will he have completed?
9. What are some of the grammar patterns you will have mastered by the end of this course?
10. What will you have earned?
11. If a train is due at 10:06 and it doesn't arrive until 10:27, how long will you have waited when it finally arrives?
12. If a train starts at 8 a.m. and travels at an average speed of fifty miles an hour, how far will it have traveled by noon?
13. If your class begins at one o'clock and you arrive at 1:15, what part of the class will you have missed?
14. If you start now and save twenty dollars a month, including this month, how much will you have saved by the end of June?
15. If you begin to live on a budget on the first of January and you spend two dollars a day on food, how much will you have spent on food by the fifteenth (after dinner)?

10 ASSIGNMENTS

- a. Write a paragraph in which you tell how long you will have been in this country when you go home. Tell some of the things that you think you will have done by that time. Tell some of the things that you hope you will have had an opportunity to do.
- b. Write five information questions to ask your classmates. Use the following question for a pattern.

How many hours will you have completed by the end of this semester?

Lesson XXIV

Summary and Review



Most of us in this course had already studied English grammar for several years when we came to this country. Many of us had learned to speak fluently, but we used to make a lot of mistakes. We weren't aware of them, though, because we had been making them for a long time and no one had corrected us. Since the beginning of this semester we have been trying to eliminate our mistakes and replace them with normal English patterns. During that time we have had ample opportunity to practice sentence patterns and to ask about points of grammar which we didn't understand. Many of the mistakes which we used to make we won't make any more, because we have established new habits. We haven't mastered all of the patterns yet, though. Those of us who plan to use the English language in the future are going to have to keep right on practicing until we speak and write as well in English as we do in our native languages. We must remember how carefully we wrote our sentences while we were taking our English course and we must write just as carefully for our other courses. We should go very thoroughly over every paper before we hand it in, in order to find our errors and eliminate them.

Right now we are thinking about our final exams. A few days from now we will be taking them and we hope to do well. By the end of the semester we will have been working hard for sixteen weeks and we will want to forget about studying for a while and just relax and enjoy ourselves. By the end of the month everyone will have left the campus to spend the holiday somewhere else. Those of us who have worked hard at our language learning will leave with the satisfaction that we have learned a lot, and with the knowledge that we still have a lot to learn.

1 **REVIEW OF VERB TENSES.** The word *tense*, as used in most grammars, refers to a classification of verb forms and constructions. A simple or s-form verb which fills the V position in a sentence pattern is said to be in the *present tense*, although it doesn't usually refer only to present time. A past-form of a verb is said to be in the *past tense*. Other tenses consist of verb phrases made by combining auxiliaries and/or other function words with verb forms, as exemplified in the foregoing lessons. The model paragraphs for this lesson contain examples of all the tenses we have studied.

Present Tense: We *hope* to do well.

Present Continuous: Right now we *are thinking* about our final exams.

Past Customary¹: We *used to make* a lot of mistakes.

Past Tense: We *were* not aware of our mistakes.

Past Continuous: While we *were taking* our English course we wrote our sentences carefully.

Future Tense: We *will want* to forget about studying for a while.

Future Continuous: A few days from now we *will be taking* our exams.

Present Perfect: We *have had* ample opportunity to practice sentence patterns.

Present Perfect Continuous: We *have been trying* to eliminate our mistakes.

Past Perfect: Most of us *had* already *studied* English grammar when we came here.

Past Perfect Continuous: We *had been making* the same mistakes for a long time when we came here.

Future Perfect: By the end of the month everyone *will have left* the campus.

Future Perfect Continuous: By the end of the semester we *will have been working* hard for sixteen weeks.

2 **SOME NEW ADVERBS**

- a. *STILL* indicates that a situation continues the same as before. It is used in both affirmative and negative statements and in questions. It occupies the same position in the sentence pattern as does an adverb of frequency (IV, 12).

We had a lot to learn when we came here.

We *still* have a lot to learn.

Miss Liu didn't like American food at first.

She *still* doesn't like American food.

Do we *still* have a lot to learn?

¹This verb phrase is not generally listed as a tense in traditional grammars, although it certainly functions as one. It is parallel to the all-time present, as in:

I get up at seven (every day).

I used to get up at eight (every day, during some period in the past).

- b. *ANY MORE* is the opposite of *still*. It indicates that a situation which used to exist doesn't exist now. It occurs only at the ends of negative independent clauses.

We used to make a lot of mistakes, but we don't make many mistakes *any more*.

George was majoring in history but he isn't *any more*; he's majoring in civil engineering now.

- c. *ALREADY* (see XVIII, 3 and XXII, fn. 5) indicates a time sooner or earlier than expected. It is used in affirmative statements and in questions. It sometimes occupies the same position as an adverb of frequency. At other times it occurs at the end of an independent clause.

Most of us had *already* studied grammar when we came here.

When we came here most of us had studied grammar *already*.

- d. *YET* indicates a time later or longer than expected. It is used in negative statements and in questions. It is placed at the end of an independent clause.

We haven't mastered all of the patterns *yet*.

Miss Liu hasn't gotten used to American food *yet*.

- e. *THOUGH* indicates something unexpected. It is sometimes used as a short form of *although* (XVIII, 18).

(A1) *Though* we have learned a lot, we still have a lot to learn.

It also occurs at the ends of independent clauses (usually preceded by a comma) which is a position never occupied by *although*. In that position it is a synonym for *however* (XV, 1, b).

We have worked very hard. We haven't mastered all of the patterns, *though*.

We had been making mistakes for a long time. We weren't aware of them, *though*, because no one had corrected us.

3 REVIEW OF TIME EXPRESSIONS

- a. *SINCE* indicates that a situation has remained unchanged, or that an action has occurred between some specified time in the past and the present moment. It is used mainly with the perfect tenses.

Since the beginning of the semester we *have been trying* to eliminate our mistakes.

- b. *FOR* introduces time phrases which express duration (VIII, 3). They are used in many different sentence patterns. They are essential to a sentence pattern in which the main verb is in the past perfect continuous tense (XXIIA, 4 b).

We *had been making* mistakes *for a long time* when we came here.

We *had studied* English grammar *for several years* when we came here.

- c. *UNTIL* (VIII, 2) indicates a time that stops at the beginning of another time. It may be followed by a specific time or by a clause. When followed by a clause, if the main verb of the sentence is in a future tense, the verb in the time clause is a simple or s-form (Cf. VI, 19, b).

We *will have to keep* right on practicing *until* we *speak* and *write* English as well as we do our native languages.

- d. *DURING* indicates duration, a span of time. It is followed by names of events which have time limitations, by parts of the day, and by seasons.

during this semester	during the morning
during our final exam	during the summer

4 MODIFIERS OF TWO-WORD VERBS (see X, fn. 1).

- a. Many, but not all, two-word verbs are modified by adverbs of manner or degree which are placed between the particles of the verb. This is true of both separable and inseparable ones. Some of those from the list on pages 122-123 which are commonly used in this pattern are the following:

INSEPARABLE	SEPARABLE
3. come <i>right</i> ² over	27. do <i>completely</i> over
4. get <i>right</i> up	29. give <i>right</i> back
7. get <i>completely</i> out of	31. hand <i>right</i> in
12. go <i>thoroughly</i> over	33. leave <i>completely</i> out
13. keep <i>right</i> on	34. look <i>right</i> up
14. look <i>thoroughly</i> into	35. look <i>carefully</i> over
17. look <i>just</i> like	42. take <i>right</i> off
19. make <i>entirely</i> sure of	43. take <i>right</i> up
21. run <i>completely</i> out of	44. take <i>right</i> down
25. show <i>right</i> up	50. use <i>completely</i> up

- b. When the parts of a two-word verb are separated by both an object and a modifier, the object always precedes.

V1	OBJECT	MODIFIER	V2
Jack left	the third problem	completely	out.
Joe took	his wet shoes	right	off.

- 5 QUESTION WORDS AND CLAUSE CONNECTORS. Most clause connectors, traditionally known as relative pronouns or relative adverbs depending upon the type of clause they introduce, are exactly the same forms as question words, and we have called them by that name throughout the course. The exceptions are *what* and *how* which are never used to introduce clauses which modify nouns.

QW	RELATIVE
<i>Who</i> is it?	the man <i>who</i> came to dinner
<i>Where</i> are you?	the town <i>where</i> I was born
<i>When</i> can you come?	the day <i>when</i> you arrived
<i>Which</i> pencil do you want?	the pencil <i>which</i> I gave you
<i>Why</i> did you leave?	the reason <i>why</i> I left
<i>What</i> book did you read?	the book <i>that</i> (not <i>what</i>) I read
<i>How</i> did you manage?	the way <i>that</i> (not <i>how</i>) I managed

²*Right* in this pattern means *immediately*.

6 PRONUNCIATION HELPS. All of the hints in this book on how to improve your pronunciation are based on imitating a native speaker. There are many other things which you can do to improve your pronunciation but they are beyond the scope of this course. If people have trouble understanding you, you should investigate the possibility of getting some special training in pronunciation.

7 PUNCTUATION. The purpose of punctuation is to clarify and simplify the reading of written communication. Unfortunately for the learner, in English, at least, there is not a one-to-one correspondence between pauses and commas, or voice drops and periods (full stops). Question marks tell us that an answer is expected, but they don't tell us how to read the question aloud because there are three distinctly different intonation patterns (voice rise and fall) which precede question marks. We also know that a great deal of the punctuation used in English is merely a matter of style.

Learn the rules for punctuation in these lessons for they are basic. Above all, remember to place a period at the end of each sentence pattern, and never place a period after a group of words which does not constitute a complete sentence pattern.³ Avoid excessive punctuation; it is out of fashion.

8 EXERCISES

a. Change the second sentence of each of the following pairs of sentences in such a way that it includes one of the following: *still, any more, already, yet*. Combine the two sentences when it seems appropriate to do so.

1. We had a lot to learn when we came here.
We have a lot to learn now.
2. Jack expected his parents to visit him today.
They haven't come.
3. Professor Young taught in Vermont last year.
He is teaching in Vermont this year.
4. Bill used to work in the school cafeteria.
He doesn't work there now.
5. Mrs. Allen used to teach before she was married.
She has been teaching ever since she got married.
6. Professor Baker has been talking about retiring for two years.
He hasn't retired.
7. Professor Rice, who taught physics, is only sixty-one.
He retired last year.
8. Jack used to go to a movie every week.
He doesn't now.
9. Miss Liu has been trying to learn to cook.
She hasn't succeeded.
10. Bill thought he could do his math assignment before eight-thirty.
It is nine o'clock and he hasn't finished.
11. He used to be able to budget his time very well.
Now that he is taking calculus he doesn't seem to be able to budget his time.

³You will sometimes see sentence fragments (pieces of sentence patterns) followed by periods, particularly in poetry and imaginative fiction. That is an artistic use of language and is not to be confused with expository prose.

12. George's cousin Nick arrived in College Town this summer.
He found that George had become very Americanized in his habits.
 13. Miss Liu took a room near the library the first day she was in College Town.
She has been living there ever since.
 14. George used to board with an American family.
He doesn't now.
 15. Jane plans to quit school.
She hasn't spoken to her father about it.
- b. Change the word *though* in the following sentences to *although* or *however*, whichever is appropriate.
1. Though we've tried very hard, we haven't eliminated all our mistakes.
 2. Though we had a long holiday we didn't catch up on our work.
 3. Though English spelling is difficult it's not impossible to learn it.
 4. Though I knew a lot of English when I came here, I didn't write it perfectly.
 5. Though I've studied and practiced the modal auxiliaries I don't understand them perfectly.
 6. We've tried very hard; we haven't eliminated all our mistakes though.
 7. We had a long holiday; we didn't catch up on all our work though.
 8. English spelling is difficult; it's not impossible to learn it though.
 9. I knew a lot of English when I came here.
I didn't write it perfectly though.
 10. I've studied and practiced the modal auxiliaries. I don't understand them perfectly though.
 11. Professor Baker hasn't retired yet though he has been talking about it for two years.
 12. Mrs. Allen doesn't remember much Greek. She tried to talk to Nick though, when he first came here, and he understood her.
 13. Professor Miller likes giving public lectures though it takes a lot of time to prepare them.
 14. He won't be able to give any next year, though, because he will be on leave.
 15. None of the other professors in his department will give public lectures though he has asked them to.
- c. Fill in each blank with *for*, *since*, *during*, *until*, *before*, *after* or *afterwards*.
1. Bill studied _____ several weeks _____ the summer. He had classes _____ two o'clock every afternoon and then he studied _____ that time. He always finished his assignments _____ he ate dinner so that he could relax _____.
 2. Betty attended a symphony concert last night but she should have stayed at home. All _____ the concert she worried about her French quiz. She studied her French lessons _____ two hours _____ she got home. She studied _____ twelve-thirty and then she ate a snack and went to bed. She always eats _____ she goes to bed.
 3. Richard wants to go to Alaska _____ he graduates but he has to wait _____ he has finished his military duty. He has to serve _____ two years. _____ that time he may travel a great deal. If he does he will probably decide to stay home. _____ he is discharged.

4. Professor Young gave up smoking _____ his third year of college. He hasn't smoked _____. He hasn't even touched a cigarette _____ almost eight years. _____ that time a lot of people have offered him cigarettes. At first he felt tempted to accept but he hasn't felt that way _____ a long time now.
5. George hadn't heard from his folks _____ six weeks when his cousin Nick arrived and told him the news. George's father can't write _____ the week because he works very long hours in his store. _____ the middle of August he has been going to the family farm every Saturday and staying _____ Monday morning to help his father. _____ the harvest season is over he will write to George more regularly.

d. Use the following expressions in sentences. Use any tense of the verb that fits your purpose.

- | | | |
|------------------------|-----------------------|---------------------------|
| 1. look something like | 6. do completely over | 11. come right over |
| 2. get entirely over | 7. keep right on | 12. get completely out of |
| 3. run almost out of | 8. leave entirely out | 13. go thoroughly over |
| 4. use all up | 9. take right off | 14. hand right in |
| 5. make quite sure of | 10. look right up | 15. give right back |

e. The following word groups contain adjective clauses without clause markers. Repeat the word groups supplying appropriate clause markers.

1. some people I know
2. a song we used to sing
3. the books we read
4. the things we have to do
5. the advice my father gave me
6. the luggage I brought with me
7. the information I received
8. some trouble we had
9. the way I did it
10. the kind of music Jack likes
11. the dog the Allens have
12. the first time Betty played tennis
13. the method Professor Allen uses
14. the materials the lab assistant uses
15. the final exams we take

9 ASSIGNMENTS

- a. Write a paragraph or two about the gradual development of your interest in your major field of study. Use all of the following terms: *still, any more, already, yet, though, since (time), for (time), until, during*.
- b. Write a paragraph about any subject you wish, in which you try to include all of the verb tenses. If you can't use them all, include as many as you can. Underline and label each tense.
- c. Write a short, direct, honest appraisal of the material in this book. Tell which features you found helpful and which you did not find helpful and try to explain why. Check your sentences to make sure that you have written in the patterns of English sentences.

Appendix I

Cumulative Review Drills

Whereas the exercises included in each lesson are designed to give practice in the patterns of that lesson, the drills in this section are so constructed that for each item the student must choose between a pattern he has just learned and one that he learned some time before. They may be practiced daily after each lesson if time permits, or they may be used as review exercises in preparation for a quiz or examination. The types of exercises are similar to those in the body of the text. When factual questions are asked, the answers will be found in the model paragraphs of the lessons.

LESSON II

a. Change the following statements to simple questions.

1. We're in class.
- *2. We understand the lesson.
3. Some students understand everything.
- *4. They're lucky.
- *5. They get good grades.
- *6. George is lucky.
- *7. He works hard.
8. He gets good grades.
9. He has three brothers.
10. They work hard too.
11. This is an English class.
- *12. The classroom is small (large).
13. It has blackboards on the walls.
- *14. The students write on the blackboards.
15. George erases the blackboards after class.

b. Change the items marked * to negative statements. Use contractions wherever they are appropriate.

c. Make information questions from the statements in Drill a. Substitute question words for the underlined words.

d. Repeat the following sentences substituting a pronoun or a place word for the underlined words.

1. We have classes in this room three times a week.
2. Mr. Allen is our teacher and Mr. Allen corrects our papers.
3. We listen to Mr. Allen.
4. Mr. Allen helps the students in this class.
5. He invites the students to his house on Sundays and they go to his house.

REVIEW DRILLS

6. Mrs. Allen serves tea at her house.
7. The Chinese students like tea.
8. The Colombian students don't like tea; the Colombian students prefer coffee.
9. Mrs. Allen serves cookies with the tea.
10. All the students like the cookies.
11. The foreign students talk to Mrs. Allen and they tell Mrs. Allen about their countries.
12. When students tell her about Greece she tells them that she was in Greece.
13. She asks the students if they are happy in the United states.
14. The students usually say that the students are.
15. They miss their families, though, and their families miss the students.

LESSON III

- a. First Student: Ask your neighbor a question about one of his habits and then ask him a question about his present moment activity. Include the given words.

Second Student: Give short responses to the questions.

Example: Instructor: smoke
 First Student: Do you smoke?
 Second Student: Yes, I do.
 First Student: Are you smoking?
 Second Student: No, I'm not.

- | | | |
|-------------------|----------------------|----------------------|
| 1. eat candy | 6. drink coffee | 11. practice English |
| 2. chew gum | 7. play tennis | 12. draw pictures |
| 3. play chess | 8. wear a tie | 13. write letters |
| 4. drive a car | 9. swim | 14. play baseball |
| 5. read magazines | 10. discuss politics | 15. think about home |

- b. Change the following statements to information questions. Substitute question words for the underlined words.

1. A tall boy is asking the librarian a question.
2. The librarian is listening to the tall boy.
3. The librarian is listening to the tall boy's question.
4. A blonde girl is copying information.
5. A big dictionary is on the table near the door.
6. There is a big dictionary on the table near the door.
7. Some students are working at a large table.
8. One student is looking up a word.
9. There is a long line of people by the counter in the cafeteria.
10. Some people are putting food on their trays.
11. Some people are putting food on their trays.
12. The cashier is taking money from the thin lady.
13. The coffee boy is servicing coffee.
14. Betty Allen is eating dessert.
15. She doesn't eat in the cafeteria on Sundays.

REVIEW DRILLS

c. Repeat the following sentences using two-word verbs in place of the underlined words.

1. Jack arises from his bed at seven o'clock.
2. Betty is just arising from bed now.
3. A serious boy is searching for a word in the big dictionary.
4. I search for words every day.
5. Students choose their own seats in the classrooms.
6. They don't choose their roommates in the dormitory.

d. Repeat the following sentences using contractions wherever they can be used.

1. It is not Sunday; it is Monday.
2. I am tired and I know you are.
3. We do not smoke in class.
4. Jack lives in a dormitory but Bill does not.
5. George thinks English spelling is hard and it is.
6. There is a boy from Germany in this class.
7. Is there a boy from France? No, there is not.
8. Is there one from Mexico? Yes, there is.
9. We do not have many students from Canada.
10. The students think the Allens are good teachers and they are.
11. Richard is a senior but Jack and Bill are not.
12. There are fifteen students in this class.
13. Are there fifteen students in this class? Yes, there are.
14. We are all foreign students.
15. Are we all foreign students? Yes, we are.

LESSON IV

a. Start with the given sentence and change it to accommodate each word in the list below.

Dr. Jones buys a new car every year.

- | | | |
|-----------|----------|----------------|
| 1. Mrs. | 6. month | 11. understand |
| 2. coat | 7. now | 12. Mr. |
| 3. winter | 8. a | 13. not |
| 4. two | 9. read | 14. like |
| 5. books | 10. the | 15. discuss |

b. Same as Drill a.

Bill is calling up his mother.

- | | | |
|---------------|-------------------|-----------------|
| 1. father | 6. pick up | 11. doesn't |
| 2. every week | 7. dial | 12. isn't |
| 3. every day | 8. a number | 13. study |
| 4. Betty | 9. 1-2345 | 14. eat |
| 5. now | 10. every evening | 15. is sleeping |

REVIEW DRILLS

LESSON V

- a. The following statements are all about Bill. We want to know the same things about Jack. Make the information question that you would have to ask to get that information. The underlined words will determine your question word.

Example:

Instructor: Bill reads magazines.

Student: What does Jack read?

1. Bill eats in the school cafeteria.
 2. He has classes on Mondays, Wednesdays, and Fridays.
 3. He borrows Betty's textbook.
 4. He likes mathematics.
 5. He goes home on week ends.
 6. Bill is taking chemistry, mathematics, rhetoric, drawing, and P.E.
 7. He is studying for a BA degree.
 8. He studies chemistry with Betty.
 9. Every evening he listens to music.
 10. He often thinks about his mother.
 11. Bill is downtown right now.
 12. He is shopping for a tie.
 13. He is looking at ties.
 14. He is talking to a salesman.
 15. He is picking out a tie for a friend.
- b. Repeat the following sentences adding *no* or *not* to each one in place of the blank. Do not add any other words. (Instructor: read the sentence with a short pause in place of the blank).
1. The Ozark Airlines have _____ accidents.
 2. In bad weather, _____ planes fly.
 3. They do _____ leave the ground.
 4. _____ many airlines have such a good record.
 5. People are _____ happy when the planes don't fly.
 6. George is _____ taking economics now.
 7. He has _____ trouble with his other courses.
 8. He does _____ need any help with them.
 9. He has _____ need for help.
 10. He has _____ worries about grades now.
 11. Bill eats _____ breakfast on Mondays.
 12. He does _____ get up very early.
 13. He has _____ time to waste.
 14. He does _____ want to be late to class.
 15. His professor would _____ like that.

REVIEW DRILLS

c. Repeat the following, preceding each by *in*, *at*, *on*, *to*, or *to the*. If none of these is appropriate, just repeat the word.

- | | | |
|----------------|------------------|---------------|
| 1. 1941 | 6. 1441 Broadway | 11. bed |
| 2. 14th Street | 7. 1932 | 12. Sundays |
| 3. 2 o'clock | 8. downtown | 13. breakfast |
| 4. library | 9. 4 o'clock | 14. June 14th |
| 5. Chicago | 10. Japan | 15. every day |

d. Substitute the given word or words into the sentence below and make the necessary changes. Be careful in your use of *the*, *in*, *on*, and verb forms and phrases.

The boys are playing basketball.

- | | | |
|------------------|---------------|--------------|
| 1. tennis | 6. Elm Street | 11. like |
| 2. flute | 7. country | 12. New York |
| 3. music teacher | 8. live | 13. French |
| 4. baseball | 9. Canada | 14. speak |
| 5. in the street | 10. work | 15. now |

LESSON VI

a. Substitute the given words into the following sentence. Make only the changes that are necessary.

Mr. Lee writes letters on Sunday afternoons.

- | | |
|----------------|----------------------|
| 1. Mrs. | 16. a month from now |
| 2. Smith | 17. Mr. Jones |
| 3. tomorrow | 18. station wagon |
| 4. a letter | 19. in two months |
| 5. now | 20. every six months |
| 6. story | 21. pair of shoes |
| 7. next month | 22. wears out |
| 8. every month | 23. his wife |
| 9. reads | 24. needs |
| 10. Harry | 25. in a week or two |
| 11. book | 26. a new handbag |
| 12. next week | 27. every season |
| 13. buy | 28. wants |
| 14. car | 29. coat |
| 15. every year | 30. going to |

b. Tell a story about a future event. Each person in the class contribute a sentence. Use the following for the first sentence.

Betty is going to go on a picnic next Sunday.

REVIEW DRILLS

LESSON VII

a. Include the given word or words in the sentence below and make the necessary changes.

The foreign students went to Tennessee.

- | | |
|-----------------------------|------------------------|
| 1. Chicago | 16. Bill |
| 2. a walk | 17. two weeks from now |
| 3. a picnic | 18. home |
| 4. tomorrow | 19. New York |
| 5. skating | 20. fly |
| 6. the day before yesterday | 21. visit |
| 7. September | 22. his cousin |
| 8. every Saturday | 23. Thursday |
| 9. have classes | 24. last week |
| 10. right now | 25. his mother |
| 11. party | 26. in Westview |
| 12. every month | 27. when she was sick |
| 13. January 1st | 28. ago |
| 14. will | 29. right now |
| 15. ago | 30. was going to |

b. Fill in the blanks in the following story with appropriate forms of two-word verbs.

John _____ at 7 o'clock yesterday. He _____ his pajamas and _____ his clothes. He _____ a green tie to wear with his brown suit. Then he _____ a telephone number and _____ his friend. He _____ the receiver and dialed the number but there was no answer so he _____.

LESSON VIII

Substitute the word that the instructor gives for a similar term in the original sentence and make the necessary changes in verb tenses. Be sure that each sentence is complete.

a. Jack watches TV in the evening.

- | | | |
|-----------------|----------------------|-----------------------|
| 1. every | 6. doesn't | 11. going to |
| 2. Monday | 7. seldom | 12. right now |
| 3. yesterday | 8. right now | 13. in a little while |
| 4. twice a week | 9. about to | 14. until |
| 5. very often | 10. when he finishes | 15. frequently |

b. Betty washes her hair once a week.

- | | | |
|---------------------------|---------------------------------|---------------------------|
| 1. Saturdays | 6. twice a month | 11. next Saturday |
| 2. last night | 7. used to | 12. have to - quite often |
| 3. the day after tomorrow | 8. before she went to the party | 13. right now |
| 4. about to | 9. always | 14. isn't |
| 5. was going to | 10. last Tuesday | 15. always - own |

REVIEW DRILLS

LESSON IX

Complete the following. Be sure to include all the required structures (sentence parts) for each type of sentence.

1. I was going to
2. I am going to
3. I was thinking about
4. I have to
5. I used to
6. I am about to
7. There are
8. There isn't
9. I know a man who
10. This is the place where
11. Jane is the girl
12. While the foreign students were traveling through Tennessee
13. Three years ago
14. Won't you
15. Isn't it

LESSON X

Make one sentence from each of the following pairs using *while* or *when* as a time clause marker in each sentence.

1. Mr. Jones waited. His wife dressed.
2. It was raining. They started toward College Town.
3. They arrived in College Town. It stopped raining.
4. Jack was waiting for them. They entered the dormitory.
5. He was reading a magazine. His father greeted him.
6. Jack and his parents were talking. Jack's roommate entered the lounge.
7. They waited for dinner. Jack showed his parents his room.
8. After dinner the boys provided entertainment. The parents watched.
9. One boy played a guitar. Two others sang.
10. The boys stopped singing. The audience clapped.
11. The entertainment was over. The Joneses started home.
12. They left. It was about six-thirty.
13. They were driving home. There was a lot of traffic.
14. They finally arrived home. It was very late.
15. Mrs. Jones prepared something to eat. Mr. Jones put the car in the garage.

LESSON XI

a. Complete each of the following in the simplest possible way.

1. Bill can sleep late on Tuesdays and Thursdays, but
2. Jack would rather listen to jazz than to classical music, but
3. Jane has to work very hard on chemistry, but

REVIEW DRILLS

4. Betty will go to summer school, but
5. George should not have dropped economics, but
6. All students must carry ID cards, but
7. Richard is going to graduate in June, but
8. Miss Liu could read English quite well when she came here, but
9. People can't help making mistakes, but
10. Professor Miller would like a better position, but
11. We ought to get more sleep than we do, but
12. Professor Baker might give an exam tomorrow, but
13. Mr. Allen would buy a new car if Mrs. Allen wanted him to, but
14. Professor Miller may get a better position, but
15. Shall I come at eight o'clock or

b. Add a conversation question to each of the following statements.

1. Jane can dance.
2. Betty likes to play tennis.
3. George might go home this summer.
4. People can't help making mistakes.
5. We shouldn't cross streets without looking both ways.
6. Students must take good care of their eyes.
7. They should have them examined.
8. Miss Liu had better have hers examined.
9. She will do it.
10. She promised her roommate that she would.
11. Mrs. Allen would like to have another party.
12. She might have one at Christmas time.
13. Jack and Jane would be invited.
14. They'd go.
15. Jane would rather go to a party than study.

LESSON XII

Include the given word or words in the appropriate place in each of the following sentences. Add any necessary function words.

1. The subject that we like best we study hardest. (usually)
2. Jack likes his chemistry class best. (inorganic)
3. He studies chemistry every day. (for at least two hours)
4. He gets good grades in the quizzes. (always)
5. The quizzes are hard. (that Professor Baker gives)
6. Bill wanted to buy a present for Mother's Day. (his mother)
7. He asked what he should get. (his sister)
8. His sister explained her idea about Mother's Day. (him)
9. She suggested, "Why don't you make something?" (her)
10. Then she added, "Or you could do some work like cleaning out the basement." (her)

REVIEW DRILLS

11. Jane went shopping today and she bought a handbag. (red)
12. She bought some gloves too. (made of leather)
13. She bought Jack some handkerchiefs for his birthday. (with his initials on them)
14. She didn't get him anything. (expensive)
15. She doesn't know him well. (enough)

LESSON XIII

Change the following sentences from direct quotation to indirect discourse.

1. Bob said, "It is very warm for May."
2. Bill added, "There is a nice breeze."
3. Jane announced, "I'm going swimming."
4. Bob said, "I will drive you to the lake."
5. Their friends said, "You had better take sweaters with you."
6. "I have a cold," said Tom.
7. "I am sorry," said Professor Miller. "I hope you will feel better tomorrow."
8. Tom answered, "I think I will."
9. Then Professor Miller said, "There is going to be a meeting of the Economics Club on Friday."
10. "I'll be there," Tom said.
11. George said, "I am having a little trouble."
12. His adviser asked, "What seems to be the matter?"
13. George said, "I am taking economics but I don't know much math."
14. His adviser replied, "You don't need much math for economics."
15. He added, "Work hard."

LESSON XIV

Make information questions from the following statements. Substitute question words or phrases for the underlined words.

1. Jack is sick.
2. Mr. Allen teaches foreign students.
3. Bill has a large room.
4. Professor Baker, the oldest professor on campus, teaches chemistry.
5. Thin people usually eat salads.
6. There are several thousand books in the reference room.
7. Bill usually telephones his mother after 9 p.m.
8. He makes the call from a public telephone in a drug store near his house.
9. Lake-of-the-Woods is about 15 miles from College Town.
10. When people go there on picnics they entertain themselves by singing.
11. Jane has red hair.
12. People always say "How do you do" when they are introduced.
13. The foreign students went on a trip to the TVA six months ago.
14. They visited experimental farms.
15. George used to live on his grandfather's farm.
16. He went to live with his uncle when he got old enough to go to school.

REVIEW DRILLS

17. Forty-seven visitors attended the Parents' Day celebration at Jack's dorm.
18. Everyone had an enjoyable time.
19. Professor Baker went to class late only once.
20. Mrs. Baker told her jeweler that she wanted to replace Mr. Baker's watch.
21. Miss Liu had to go to the Health Service twice before she saw a doctor.
22. While she was waiting for the doctor she couldn't help thinking that she should be reading her assignment.
23. The appointment clerk told her to take a #2 bus.
24. The optometrist's office is across the street from the Town Building.
25. English teachers always advise foreign students to practice sentence patterns.
26. They tell them not to hesitate to ask questions.
27. Professor Young visited Professor Allen last week end.
28. He asked Professor Allen about his foreign students.
29. He asked if they could understand English when they arrived.
30. Professor Allen told him that he had to speak slowly for them to understand.

LESSON XV

- a. Complete each of the following with a simple verb form, an infinitive, or an ing-form. Use the given verb. Make any necessary changes in structure.
 1. dance
 - a. Bill can't
 - b. He doesn't know how
 - c. He wishes he could
 - d. He thinks he might enjoy
 - e. He plans to learn
 2. make a speech
 - a. The Young Democrats asked Professor Miller
 - b. He said that he would
 - c. He likes
 - d. Have you ever tried
 - e. It isn't easy
 3. take a part time job
 - a. Have you ever considered
 - b. When George came here he intended
 - c. His adviser suggested (negative)
 - d. He said, "A foreign student shouldn't
 - e. "I advise you (negative)
 4. budget your time
 - a. Every student must
 - b. Professors encourage
 - c. Jane didn't
 - d. She neglected
 - e. Now she regrets (negative)

REVIEW DRILLS

5. help other people
 - a. Most adults like
 - b. They hate to refuse
 - c. Little children aren't interested in
 - d. Their parents have to persuade
 - e. They say, "We should

b. Change the following sentences from direct quotation to indirect discourse.

1. Betty said, "I can't do the third problem."
2. Bill said, "I will explain it to you."
3. Professor Allen said to Betty, "You shouldn't have Bill do your problems. You should do them yourself."
4. Bill said, "I'm not going to do the problem for her; I'm going to explain it to her."
5. Professor Allen added, "Betty, you'd better be sure that you understand it."
6. Miss Liu often says, "I can't help thinking of home."
7. Her roommate always answers, "You should try not to think of home so often."
8. Miss Liu replies, "I can't seem to get used to American food."
9. Then her roommate asks her, "Why don't you learn to cook?"
10. Miss Liu always answers, "I don't like to cook."
11. George: How many more credits do I need for graduation?
12. Adviser: Twenty-six.
13. George: Must I take a qualifying examination in English?
14. Adviser: No.
15. George: Why not?
16. Adviser: Because you have a grade of A in Rhetoric 115.

LESSON XVI

Answer the following questions to the best of your ability. Use complete sentences.

1. What can Mrs. Baker do better than Mrs. Allen can?
2. What could George do better if he knew English better?
3. What will Professor Miller do if another college offers him a better position?
4. What would Professor Baker do if he were a year older?
5. Shall we stop doing oral exercises now or later?
6. Should the person who knows the least talk the most?
7. May we have slightly shorter assignments in the future?
8. Might Miss Liu see better if she wore her glasses more often?
9. Must everyone do his best?
10. Ought we to work harder than we do?
11. Had Jane better start studying more diligently than she does?
12. Would Professor Miller rather give a lecture than go to a party?
13. Would Professor Young like to teach in a larger school?
14. Can't you help getting farther and farther behind in your work?
15. Does a person have to be richer than his neighbor to own a bigger car?

REVIEW DRILLS

LESSON XVII

Combine each of the following pairs of sentences to express the indicated relationship, making only necessary changes. Be very careful to use the appropriate articles in your sentences. (Review the use of articles, Lesson I and Lesson V).

1. Dr. Smith is a dentist.
He always repairs my teeth.
2. Dr. Brown is an optometrist.
His office is in this city.
3. Dr. Baker is a chemistry professor.
His class had a test last week.
(None of the other chemistry professors gave a test last week.)
4. Dr. Jones is a veterinary.
He takes care of the Allens' dog when they go on vacation.
5. Dr. Green is a biology teacher.
He used to teach in this university.
6. Mary is a college girl.
She likes to go to dances.
7. Bill is a boy in the story.
His mother lives in Westview.
8. Tom is an American student.
He is majoring in accounting.
9. John is a twelve-year-old boy.
He takes music lessons on Saturdays.
10. Jane is a girl in the story.
She has red hair.
11. The U.S.A. is an industrial country.
It produces the most automobiles.
12. New York is a large city.
The tallest buildings in the world are in New York.
13. Alaska is a state.
It is larger than any other state in the United States.
14. Australia is a continent.
It is also an island.
15. This is a difficult lesson.
Our teacher warned us about this one.

LESSON XVIII

Substitute the given verb for the main verb in the sentence below. Make any necessary changes in structure.

We want to study.

- | | | |
|-------------|-----------|-------------|
| 1. refuse | 5. make | 9. avoid |
| 2. consider | 6. tell | 10. help |
| 3. want | 7. risk | 11. keep on |
| 4. stop | 8. advise | 12. notice |

REVIEW DRILLS

- | | | |
|----------------|-------------|--------------|
| 13. need | 19. promise | 25. remind |
| 14. see | 20. have | 26. remember |
| 15. let | 21. watch | 27. like |
| 16. begin | 22. start | 28. neglect |
| 17. can't help | 23. hear | 29. finish |
| 18. expect | 24. try | 30. prefer |

LESSON XIX

Answer the following questions with complete statements. Substitute a pronoun for the direct object in each sentence.

1. Do you ever run out of cigarettes ?
2. Do you always put out your cigarettes when you finish smoking ?
3. Have you ever considered giving up smoking ?
4. Have you looked into doctor's reports about smoking ?
5. Have you talked over the idea with anyone ?
6. Will you look over this scholarship application blank ?
7. Would you like to talk over the questions with your adviser ?
8. Will you fill out this blank if you are interested ?
9. Will you give back the application tomorrow whether you have completed it or not ?
10. If you are interested in a scholarship, don't put off doing it. Do you promise ?
11. Do you look like your father (mother) ?
12. Do you get along well with your roommate ?
13. Do you talk over your problems with him ?
14. Do you often run into your friends downtown ?
15. Do you take off your hat when you meet your friends ?

LESSON XX

a. Answer the following questions with complete statements.

1. Did you use to take quizzes every week before you came here ?
2. Do you have quizzes every week now ?
3. Are you used to them yet ?
4. How long did it take you to get used to them ?
5. How often did you use to have quizzes ?
6. Are you used to getting up early and going to bed late ?
7. When do you expect to get used to it ?
8. What time did you use to get up ?
9. What time did you use to go to bed ?
10. How many hours did you use to sleep ?
11. How much did you use to pay for a hair cut ?
12. What did the barber use to do for that fee ?
13. Are you getting used to paying more ?
14. How often did you use to have your hair cut ?
15. How often do you have it cut now ?

REVIEW DRILLS

- b. In your answers to the following questions include a modifier which is an ing-form or a past participle (or past form).
1. If a story interests you what kind of story is it?
 2. If a person has been discouraged what kind of person is he?
 3. If eggs have been boiled what kind of eggs are they?
 4. Do we drink boiled milk or boiling milk?
 5. If a person's personality pleases you how do you describe it?
 6. If a person has become tired from a long journey, how might he describe his journey?
What might he say about himself?
 7. When a team is in the process of winning a game, what do we call the team?
What do we call the other team? What do we call the other team after the game is over?
 8. When a dog has been injured, how might we refer to him?
 9. When vegetables have been steamed, how can we describe them?
 10. When fruit has been ripened on a tree, how is it usually advertised?
 11. When fruit has been ripened artificially (colored with chemicals) is that fact usually advertised? How might we describe such fruit?
 12. If a movie disappoints us, how might we describe the movie? How might we describe ourselves?
 13. If a lecture bores you, what kind of lecture is it? What kind of person delivers it?
How could you describe yourself in this situation?
 14. If a report was made in writing, what kind of report was it?
 15. When acid is not diluted, what kind of acid is it?

LESSON XXI

- a. Repeat each of the following sentences supplying the appropriate tense of each verb in parentheses.
1. We (have) an English lesson right now.
 2. We (have) one at this time last Monday (Tuesday) too.
 3. We (have) classes at this hour since the beginning of the term.
 4. The bell (ring - neg.) right now.
 5. The bell (ring) when the teacher entered the classroom.
 6. The bell (ring - neg.) on time lately.
 7. Miss Liu (try) to get used to American food ever since she came to this country.
 8. Jane (get) poor marks in chemistry lately.
 9. Professor Miller (give) free lectures for over a year.
 10. He (give) one while we were attending the concert last night.
 11. Mrs. Allen (teach) ever since she graduated from college.
 12. Mrs. Baker (teach - neg.) for a long time now.
 13. She used to teach before she was married but she (take) a vacation when she met Mr. Baker.
 14. They (travel) to Europe on the same ship.
 15. They moved to College Town shortly after they were married and they (live) there ever since.

REVIEW DRILLS

b. Repeat each of the following sentences supplying the appropriate tense of each verb in parentheses.

1. George (come) here two years ago.
2. He (live) in College Town since he arrived.
3. He (board) with an American family at first.
4. Then he (move) to a private room.
5. He (live) in a private room for several months now.
6. Betty (learn) to play tennis when she was fourteen.
7. She (play) every summer since that time.
8. She (play - neg.) very much last summer because she (have - neg.) a good partner.
9. She (like) to play tennis.
10. She (think) that it is good exercise.
11. Mrs. Allen (give) many parties.
12. She (give) one last Sunday.
13. She is going to have another one next Sunday and she (invite - already) the Bakers.
14. Mrs. Baker (answer - neg.) her invitation yet.
15. She (plan) to answer it tomorrow after she (has) an opportunity to discuss it with Professor Baker.

LESSON XXII

a. Give short answers (not sentences) to the following questions.

1. How often do you clean your teeth?
2. How often do you go to a dentist?
3. How often do you have your eyes examined?
4. How often do you have your hair cut?
5. How often do you buy new shoes?
6. How often do you go to church?
7. How often do you go to the movies?
8. How often do you take your girl out?
9. How often do you ride in a taxi?
10. How often do you write to your family?
11. How often do you read a newspaper?
12. How often do you read a magazine story?
13. How often do you read a novel?
14. How often do you read a text book?
15. How often do you read a comic book?

b. Give short answers to the following questions.

1. How can you keep off the rain?
2. How do you get downtown?
3. How can you find someone's telephone number?
4. How do you spell your name?
5. How can you find out how to spell a word?

REVIEW DRILLS

6. How could you get some money if you didn't have any?
7. How can you open a locked door?
8. How do you like this country?
9. How do you find time to do all your assignments?
10. How do you get along with your roommate?
11. How can you meet more people?
12. How can you keep from being homesick?
13. How can we avoid automobile accidents?
14. How can we save money?
15. How can we make other people like us?

LESSON XXIII

First Student: Add a conversation question to the given statement.

Second Student: Make a short response to the question in accordance with the facts.

1. Elementary science courses are often taught by groups of staff members.
2. Students who study chemistry have to do lab experiments.
3. Trigonometry is a branch of mathematics.
4. Bill's slide rule was made in Italy. (See XX, 5, a).
5. The second-hand book that he bought hadn't been written in.
6. Miss Liu was given some bad advice when she first arrived here.
7. She was told that her English was satisfactory for university work.
8. It wasn't.
9. She hadn't studied English very seriously in Formosa.
10. She has been trying hard to improve it since she started classes.
11. We've been working hard lately.
12. You've done your assignment.
13. Jane would rather shop than study.
14. She'd better get to work.
15. She's already been warned.

LESSON XXIV

Join the following groups of sentences, using appropriate connectives or connective structures. Answer each with one sentence only.

1. You are going to a party tonight.
You have an exam tomorrow.
2. You joined a fraternity.
You wanted to make some friends.
3. We'd like to go ice skating.
There isn't any ice on the lake.
The skating rink is closed.
4. Jack is a very good swimmer.
We think he is going to win the championship.
5. His father used to be a swimmer.
He is very interested in Jack's success.

REVIEW DRILLS

6. It's a windy day.
You may lose your hat.
7. There is snow on the ground.
You should buy a pair of boots.
8. Sometimes it is very cold out.
You always open your window wide when you go to bed.
9. You're not used to cold weather.
You'll get used to it.
10. The weather is very changeable in College Town.
We like it here.
Our classes are interesting.
We have met some friendly people.
11. Jack got to class very late yesterday.
As a result, he didn't hear the assignment.
12. Helen is very short.
She can't reach the top shelf in the lab.
13. Mrs. Allen always buys the best meat.
She doesn't have much money.
14. Mrs. Young doesn't always buy the best meat.
She doesn't have much money.
15. Nick doesn't understand everything in his English textbook.
He reads all the assignments.
He does all the written work.
He feels that he learns something from every assignment.

Appendix II

Review Exercises for Writing

The following exercises are designed to give the student practice in choosing appropriate connectives to show the relationships which exist between facts and ideas. They offer an opportunity for review of many of the different sentence patterns illustrated in the text.

The following paragraphs are stories written almost entirely in simple sentences. Read each story carefully and determine the relationships which exist between the ideas expressed. Then rewrite the paragraphs into better prose by combining the ideas into compound and complex sentences.

- a. Mrs. Hubbard's dog was hungry. Mrs. Hubbard went to the market. She wanted to buy a large bone. The dog was very hungry. She had to buy a small bone. She had only a few cents. On the way home she saw a poor dog. It had not had anything to eat for several days. It was very, very hungry. Mrs. Hubbard gave the small bone to the strange dog. She didn't want it to die. She knew something. Her dog could get along without a bone that day. He was going to have a good supper on payday. Payday was the following day.
- b. Steve didn't want to go to summer school. He was tired of studying. He wanted to work. He couldn't find a job. He decided to go to summer school. His adviser recommended a course in painting. Steve decided to take the course. He wasn't an artist. He took a course in political science. His friend had told him it was easy. He took a course in journalism. Journalism was his major. Steve didn't like the painting class. It wasn't difficult for him. It bored him. He decided to drop it. The other two courses were difficult. He decided to drop them. He told his adviser. His adviser said, "I guess you're not an artist. You're not a serious student. You read mystery stories. The other students study. You should quit school. You don't intend to study." Steve decided to quit school that summer. He didn't agree with his adviser. He knew two things. He was tired and needed a rest. He would do much better in the fall semester.
- c. Billy and his brother wanted to play with rockets. They didn't have any. They had to find something else to do. They decided to go swimming. They looked out of the window. They saw rain. They couldn't go swimming. The weather was too bad. They got the idea of going to a movie. They asked their mother what time it was. She answered, "Three o'clock." The afternoon show starts at two o'clock. It was too late. Their mother made a suggestion: "Watch TV." They didn't want to. They watched it for a few minutes. It bored them. They were full of energy. They couldn't sit still. They began to wrestle playfully. They knocked over their mother's china closet. Their mother was very angry. She told them to go and clean their bedroom. Billy was only six. He didn't know how to clean a room. His brother was eight. He didn't know how. They wanted to do a good job. Their mother would forgive them for being naughty. They picked up their toys. They hung up their clothes. They made their beds. They dusted their furniture. Their father came home at six o'clock. They hadn't finished cleaning their room.

- d. Robert Smith is a businessman. He owns a department store. He operates it. It is small. It is in Westview. Most of the people in Westview buy their clothes there. He carries a fairly large selection. His prices are reasonable. His salespeople are courteous and helpful. Mr. Smith is very busy during the week. He manages his store then. On Saturday nights he likes to relax. He may go bowling. He may go to a movie. He may visit a friend. On Sundays he reads the Sunday newspaper. He especially reads the advertisements. He wants to see what the other businessmen in Westview are advertising. He usually eats Sunday dinner in the Westview Hotel. The prices are high. He likes good food and good service. Afterwards he goes for a short drive in the country. He goes to bed early. He has to get up early on Mondays.

Appendix III

Spelling Patterns

A Guide to Intelligent Guessing

The list below includes all of the sounds of American English and indicates the most common spellings of each sound. The symbols enclosed in / / are those of the International Phonetic Association (IPA) which are used in "A Pronouncing Dictionary of American English" by John S. Kenyon and Thomas A. Knott. Corresponding symbols used in "Webster's New World Dictionary" are listed on the inside of the cover of that publication. Several other systems of symbols are in current use but the sounds used by the native speakers vary only slightly, regardless of the method of notation used to describe them. C stands for any consonant.

This list should prove helpful in looking up words in a dictionary and also as a guide to intelligent guessing.

CONSONANT SOUNDS			VOWEL SOUNDS		
<i>pen</i>	/p/	p	<i>eat</i>	/i/	ea, ee, ie, ei,
<i>boy</i>	/b/	b	<i>it</i>	/ɪ/	iC, ICC, yC
<i>two</i>	/t/	t	<i>say</i>	/e/*	aCe, aCCe, ay
<i>dog</i>	/d/	d	<i>let</i>	/ɛ/	eC, ea
<i>come</i>	/k/	k, c, ck, ch	<i>cat</i>	/æ/	aC, aCC
<i>go</i>	/g/	g	<i>not</i>	/ɑ/	oC, oCC, a
<i>face</i>	/f/	f, ph	<i>saw</i>	/ɔ/	aw, au, ough, augh, al, oCC
<i>very</i>	/v/	v	<i>no</i>	/o/*	oCe, oa, ow, oCC, o
<i>thin</i>	/θ/	th	<i>put</i>	/ʊ/	u, oo, ou
<i>then</i>	/ð/	th	<i>you</i>	/u/	oo, u, ew, ue
<i>see</i>	/s/	s, c, ps	<i>but</i>	/ə/	(unstressed) a, e, i, o, u
<i>zip</i>	/z/	z, s, zz		/ʌ/	(stressed)
<i>she</i>	/ʃ/	sh, s before u, ch	These vary slightly in some dialects; in others they are pronounced exactly the same. In different words they are spelled with different letters.		
<i>measure</i>	/ʒ/	s before u, z before u	<i>bird</i>	/ɜ/	
<i>he</i>	/h/	h, wh		/ɝ/	er, ir, or, ur, ear
<i>cheap</i>	/tʃ/	ch, tch		/ɚ/	(unstressed)
<i>judge</i>	/dʒ/	j, ge, gi	These are also dialect variants. It is quite acceptable to pronounce them all the same way.		
<i>my</i>	/m/	m, mb, mn	DIPHTHONGS		
<i>no</i>	/n/	n, pn, gn, kn	<i>I</i>	/aɪ/	iCe, y, ie, igh, iCC, ei, uy
<i>sing</i>	/ŋ/	ng	<i>how</i>	/aʊ/	ou, ow
<i>live</i>	/l/	l	<i>boy</i>	/ɔɪ/	oi, oy
<i>we</i>	/w/	w, wh	<i>use</i>	/ju/	u, yu, iu
<i>when</i>	/w/	wh		/ɪu/	slight variants
<i>you</i>	/j/	y			
<i>room</i>	/r/	r, wr, rh			

*In many analyses of American-English sounds these two sounds are interpreted as diphthongs.

Appendix IV

Summary of Rules for Punctuation

a. The Apostrophe (')

Use an apostrophe

- 1) to indicate possession, origin, measure (VI, 7-11)
- 2) to mark omissions in contracted words (I, 18, b; II, 20, b)

b. The Colon (:)

Use a colon

- 1) to introduce a list (V, 21, a)
- 2) after the names of speakers in writing dialogue (V, 21, a)

c. The Comma (,)

Use a comma

- 1) after *yes* or *no* in responses (I, 18, d)
- 2) to separate items in addresses (III, 15, b)
- 3) to separate equivalent sentence parts in a series (IV, 15, d)
- 4) to separate a speaker's words from the introductory statement (IV, 15, d & X, 10, b)
- 5) to group large numbers into thousands (IV, 15, d)
- 6) to set off the addressee in direct address (VI, 25, b)
- 7) to separate a tag question from the rest of the sentence (IX, 15)
- 8) to set off mild exclamations (XIV, 18, a)
- 9) before and after an appositive (XIV, 18, b)
- 10) to set off a long introductory clause (XV, 15 and XVIII, 21, a)
- 11) before and after non-restrictive clauses (XVII, 12, b)

d. The Hyphen (-)

Use a hyphen

- 1) between the hour and minutes when writing time (II, 20, c)
- 2) in compound numerals (IV, 15, c)
- 3) at the end of a line when dividing a word (VI, 25, a)

e. The Period (.)

Use a period

- 1) at the end of every statement (I, 18, c)
- 2) after most abbreviations (I, 18, c and IV, 15, b)

f. The Question Mark (?)

Use a question mark

- 1) to indicate the end of a direct question (I, 18, e)
- 2) after a conversation question (IX, 15)

g. Quotation Marks (“ . . .”)

Use quotation marks

- 1) to enclose the actual words of a speaker (IV, 15, e & X, 10, c)
- 2) around foreign words used in English sentences

h. The Semicolon (;)

Use a semicolon

- 1) to separate two main clauses (sentence patterns) which are not joined by a sentence connector (II, 20, d)
- 2) between phrases in a series when they contain commas

i. Capital Letters

The following words are always written with a capital initial

- 1) the first word of every sentence (I, 18, a)
- 2) all titles (I, 18, a)
- 3) all proper nouns: names of people, places, courses (I, 18, a & II, 20, a)
- 4) all adjectives derived from names of nations (I, 18, a)
- 5) the days of the week (II, 20, a)
- 6) holidays (II, 20, a)
- 7) the months of the year (IV, 15, a)
- 8) streets, cities, states, countries, continents (III, 15, a)
- 9) the first quoted word of a speaker (X, 10, a)

Index

- A/an:*
 meaning and use, 4
 pronunciation, 8
- Accompaniment, position of, in sentence, 98
- Adjectives:
 forms of nationalities, 5
 modification of, 97-8
 some patterns of, 5
 that end in -ly, 176
- Addresses, how to express, 39
- Adverbs:
 of frequency, 42
 of manner, 176-7
 with perfect-tense verb phrases, 253
- Advice/advise*, 61
- After/afterwards*, 155
- Ago*, 86
- Already:*
 contrasted with *all ready*, 218
 position in sentence, 281
 used with past perfect tense, 265
- Any:*
 in affirmative statements, 108
 in negative statements, 58
 in questions, 58
- Any more*, 281
- Anyway*, 223
- Apostrophes:
 in contractions, 9
 in expressions of measure, 70
 in possessive forms of nouns, 69
 in time expressions, 22, 70
- Appositives, 174
- As:*
 in cause/result sentences, 220
 in expressions of comparison, 198-9
- At:*
 in place phrases, 30
 proximity, 86
 in time phrases, 39, 272
- Be:*
 contractions with, 3
 forms used in conditional clauses, 232
 present forms, 2
 pronouns used with, 2
 pronunciation of *isn't*, 9
 special uses, 2
 - *used to*, 174
- Because*, 220
- Beside/besides*, 184
- By:*
 agent, with causatives, 219
 methods of transportation and communication, 175
 in time phrases, 174, 272
- Can*, 138
 and *can't*, pronunciation, 147
- Can't help*, 139
- Capital letters, 307
- Causatives, 218-9
- Cause:
 sentence patterns, 220-2
 some words which express, 184
- Choosing a tense, 253, 265, 274
- Clause markers, 87, 282
- Clauses:
 classification of, 208, 210
 as complements, 208
 defined, 72
 after *demand* and *suggest*, 209
 independent/dependent, 72
 that modify nouns, 98
 restrictive/non-restrictive, 211
 as sentence modifiers, 210
 as subjects, 208
 time, 72
 verbs followed by, 209
- Colons, 306
- Commas, 306
- Comparison:
 double structure, 201
 irregular forms, 202
 modification of, 199-200
 problems, 202-3
 sentence patterns, 198-203
 terms used in, 198-203
- Compound sentences:
 defined, 16
 patterns with *so* and *neither*, 112
 patterns with *too* and *either*, 111
- Compound words, with *some*, *any*, *no*, *every*, 108
- Conditional clauses:
 with modal auxiliaries, 233
 positions in sentence, 232
 verb tenses and forms used in, 232
- Connectives, *and/but*, 16
- Consonant sounds, defined, 8
- Continuous tenses:
 compared, 250
 future perfect, compared, 272
 past, 112-3
 past perfect, 260-2
 perfect, compared, 261
 present, 30-1
- Contractions:
be with *not*, 3
be with place words, 3
be with question words, 3
did with *not*, 86
do with *not*, 15
had with subject pronouns, 143
let with *us*, 157
 modal auxiliaries with *not*, 138
 present forms of *be* with subject pronouns, 3
 propriety of, 10
- Contractions: (continued)
 used in perfect tenses, 248, 251, 260, 263
was and *were* with *not*, 86
will with pronouns and *not*, 68
will and *would* with subject pronouns, 138
- Contrary-to-fact, 209
- Contrast:
but, 16
however, 184
on the other hand, 184
- Conversation questions, 110-1
- Could*, 139-40
- Cross/across*, 154
- Cumulative review drills, 286
- Dates, how to read, 40
- Definite article, see *the*
- Demand*, verb form used after, 209
- Demonstratives:
 in expressions of comparison, 203
 pronunciation, 9
 not used with *ones*, 109
 uses, 3
- Days, spelling and abbreviations, 41
- Directions:
 function words, 154
 sentence patterns, 156
- Do:*
 contractions with *not*, 15
 past form, past negative, 86
 pronunciation of forms, 21
- During*, 282
- Each/every/all*, meaning and emphasis, 108
- Either*, 111
- Else*, 155
- Errors to avoid:
 with clauses which modify nouns, 110
 with expletive *there*, 33
 place of punctuation, 45
 in pronunciation of sentences with perfect tenses, 253
 in punctuation of non-restrictive clauses, 211
- For:*
 to express duration, 96, 248, 260, 281
 to introduce indirect object, 124
 to express purpose, 221
- Forget*, sentence patterns with, 187
- Frequency:
 adverbs of, 42
 expression of, 38
 position in sentence, 42
- Function words:
 determined by preceding word, 240

- Function words: (continued)
of direction, 154
in place phrases, 30
of place and position, 154
in time phrases, 17, 39
Future:
phrases that indicate, 70
time expressions which indicate, 68
verb phrases that express, 71-2
- Get*, causative, 218-9
Go, participation in recreation, 60
- Had better*, 143
Have, causative, 218-9
Have to:
to express necessity, 99
negative, past, 100
pronunciation, 101
Here, 3
Hope/wish, 209
How, ways to answer, 175-6
Hyphens, 306
- If* clauses, 232
In:
in place phrases, 30
in time phrases, 39
to indicate profession or business, 86
In order, to express purpose, 221
In spite of, 223
Indefinite article, see *a/an*
Indentation:
in paragraphing, 10
in writing dialogue, 61
Indirect discourse, 125
use of past perfect to express, 263
Infinitives:
in compound sentence patterns, 168
defined, 96
as modifiers, 97, 168
as noun substitutes, 164-6
in phrases, 167-8
in sentence patterns with *it*, 101
verbs often followed by, 166
Ing-forms:
defined, 28
as modifiers, 189
as objects, 185-6
in past continuous verb phrases, 112-3
in phrases, 188
after prepositions, 189
in reply to *how* questions, 179
spelling of, 28
as subjects, 185-6
in time phrases, 189
verbs followed by, 187
Instructions, sentence patterns, 156
Invitations, sentence patterns, 157
It:
indefinite, function word, 100-1
personal, with referent, 2, 7
- Let*, causative pattern with, 219
Let's, 157
Like:
contrasted with *would like*, 144
an expression of similarity, 198
Make, causative, 218-9
Mathematical terms, defined, 41
May, 140
- Might*, 140-1
Modal auxiliaries, 138-148
chart of meanings and uses, 148
in conditional clauses, 233
defined and listed, with contractions, 138
pronunciation, 147
sentence patterns with, 145-6
Modification:
of compound words, 155
by infinitives, 168
of nouns, 96, 128-9, 156, 175
of similarity terms, 199
of terms of general difference, 200
of two-word verbs, 282
of two-word verbs, 282
Money, ways of talking about, 41
Months, spelling and abbreviations, 41
Motion verbs, patterns used with, 18
Must, 141-2
- Neither*, 112
No/none, 58
Nouns:
countable and uncountable, 52-4
that modify nouns, 96
order of words that modify, 128-9
plural forms, 55
possessive forms, 69
Numbers:
cardinal and ordinal, 38
pronunciation, 44
- Objects:
clause, 128
direct/indirect, 124
position with two-word verbs, 122
pronoun forms, 15
- Of*:
with identified nouns, 59
for part or origin, 86
possession, 87
- On*:
contact with a surface, 86
— *time*, 154
in place phrases, 30
in time phrases, 39
- One*:
indefinite pronoun, 108
of many, with plural forms, 86
as noun substitute, 109
- One-way words, 218
Other, forms and uses, 109
Ought, 142
- Paragraphing:
explained and illustrated, 10
in direct quotation, 129
Passive voice, 241-2
Past continuous action, expression of, 112
Past custom, 99
Past participles:
forms, 84-5
as modifiers, 242-3
in passive-voice verb phrases, 241-2
in perfect tenses, 251, 263, 274
Past/passed, 154
Perfect tenses:
future completed, 274-5
future continuous, 272-3
past completed, 283
past continuous, 260-2
present, 251-2
- Perfect tenses: (continued)
present continuous, 248-9
Periods, 306
Phrases:
defined, 16
that indicate future, 70
that modify nouns, 71
pattern of place —, 17, 70
pattern of time —, 17
prepositions used in, 30
verb, to express future, 71
- Place:
function words of, 154
phrases, 30, 70
position in sentence, 43, 127
words, 3
- Please*, 156
Possessives:
and modifying clauses, 210
nouns, 69
pronouns, 29
Prepositions:
determined by preceding word, 18, 240
of place or position, list, 154
in place phrases, 30
in time phrases, 17, 39
Progressive tenses, verbs not used in, 31
Pronouns:
object forms, 15
possessive forms and uses, 29
reflexive, 59
special uses of, 15
subject forms, 2
you, indefinite, 69
- Quantity, expressions of, 58-9
Question marks, 306
Question phrases, 123-4
with *how*, 177
what...for, 218
Question words:
compared with clause connectors, 282
how, 175
what, 2
when, 16
where, 2
which, 69
who, 2
whom, 16
whose, 29
why, 218
- Questions students sometimes ask:
choice of modal, 147
choosing a future verb phrase, 75
do do, 22
doesn't have/hasn't, 22
he's not/he isn't, 10
interpretation of *I'd*, *he'd*, etc., 147
prepositions at the ends of sentences, 22
professor/Professor, 10
shall/will, 75
Quotation marks, 307
- Relational words, 184
Remember:
contrasted with *remind*, 154
and *forget*, sentence patterns, 187
Requests, 156-7

- Result:**
 illogical or unexpected, 222
 sentence patterns which express, 220-2
 some words which express, 184
 Review exercises for writing, 303
- Say/tell*, 125-6
 Semicolons, 307
 Sense perception verbs, forms of objects used with, 188
 Sentence patterns:
 basic formula, 74
 explained and classified, 6
 with expletive *there*, 31-2
 to express future, 73-4
 to express past events, 88
 with present forms of *be*, 6-7
 with present forms of all verbs except *be*, 18-20
 Sequence signals:
 tense in clause objects, indirect discourse, 128
then, 88
too, 16
Shall, 142
Should, 142-3
 Sibilant sounds, defined, 8
Since, *ever* —, 248
 with past perfect, 260
 with present perfect, 248, 250, 281
 to express reason, 220
So:
 — *that*, to express purpose, 221
 to introduce result clause, 222
 to mean *too*, 112
Some/any, 58
Speak/talk, 126
 Spelling:
 days of week, 41
 ing-forms of verbs, 28
 months, 41
 number forms, 38
 plural forms, 55
 s-forms of verbs, 14
 seasons, 41
 Spelling:
 days of week, 41
 ing-forms of verbs, 28
 months, 41
 number forms, 38
 plural forms, 55
 s-forms of verbs, 14
 seasons, 41
 Spelling patterns, a guide to guessing, 305
Still, 280
Stop, 187
 Subjunctive mood, 209
- Such*, in expression of cause/result, 222
Suggest, verb form used after, 209
 Suggestions, sentence patterns, 157
 Superlative forms and structures, 201-2
- Talk/speak*, 126
 Telephoning, terms used in, 39
Tell:
 contrasted with *say*, 125
 special expressions with, 126
Than:
 different from *then*, in 68
 in expressions of comparison, 200
The:
 to distinguish inside from outside, 71
 in expressions of comparison, 201-2
 with forms of *other*, 109
 to indicate *one*, 4
 in place and time phrases, 17
 pronunciation, 8
 some uses of, 56
 with verbs of motion, 18
 where not to use, 57
Then, 68
There:
 expletive, 29-32
 place word, 3, 43-44
This/these, pronunciation, 9
Though/although/even though, 222-3, 281
Time:
 clauses, 72, 87
 essential in perfect tenses, 248, 260, 272
 position in sentence, 43, 127
 prepositions used in — phrases, 39
 telling, terms used in, 40
 with *until* and *for*, 96
Too:
 in addition, 16
 in compound sentences, 111
 contrasted with *very*, 98
 prepositions used in — phrases, 39
 telling, terms used in, 40
 with *until* and *for*, 96
Two-word verbs:
 classified, separable and inseparable, 122
 defined, 18
 list of 50 common, 122
- Two-word verbs: (continued)
look up, 30
 modifiers of, 282
pick out, 30
 in reference to clothing, 60
 used in telephoning, 42
- Unless*, 234
Until, 96, 281
Used to:
 contrasted with *be used to* and *get used to*, 174
 meaning, sentence patterns, 99
 pronunciation, 101
- Verb forms:
ing, 28, 32
 past, 82-5, 89
 past participles, 84-5
s, 14, 21
 simple, 14
 Verb phrases, summarized, 280
 Verb tenses, reviewed and compared, 280
Verbs:
 that take clause objects, 209
 that take infinitive objects, 166
 that take ing-form objects, 187
 not used in continuous tenses, 31
Very/too/enough, 96-7
 Voiced sounds, defined, 21
 Voiceless sounds, defined, 21
 Vowel sounds, defined, 8
- Was going to*:
 abandoned plan, 87
 in indirect discourse, 128
Whether, 233
While/when:
 difference, 87
 use with past continuous, 113
Will:
 contractions with, 68
 uses summarized, 143-4
Wish/hope, 209
With:
 accompaniment, 98
 difference, 87
 use with past continuous, 113
Will:
 contractions with, 68
 uses summarized, 143-4
Wish/hope, 209
With:
 accompaniment, 98
 instrument, 175
Would, uses, —, *like*, — *rather*, 144
Yet, 281
You, indefinite, 69

