English Grammar and Vocabulary

A workbook for learning word families and building accurate sentences

Name _____ Start date _____

Use this workbook to learn how words change and how sentences express time, possibility, relationships, and emphasis. Each lesson combines grammar with three affix learning units. You will practise the form, choose it in context, correct errors, and use it in a short exchange or paragraph.

Work through a lesson

Read the explanation and the worked example. Say the model sentence aloud and identify its subject, verb phrase, and affixed words.

Complete A and B. Then use the grammar and vocabulary together in C, change the sentences in D, and repair every error in E.

Close earlier pages before doing F. In G, speak with a partner or write both sides of the exchange. Use the writing lines and continue on another sheet when needed.

Check your work with the separate answer key. Explain one correction, cover the answer, and write the sentence again. Revisit difficult items after a delay.

Use the full course or select a lesson

Units 1 to 14 develop sentence building and the twelve commonly taught tense and aspect patterns, including ways to express future time. Units 15 to 30 develop other core grammar and more advanced sentence choices. Reviews follow every five units. The reference pages collect the forms, irregular verbs, and all ninety affix learning units.

The course is designed for general English study. Its lesson sequence and affix priorities are teaching proposals rather than a validated placement scale. Use the diagnostic to identify topics to revisit. Later lessons may require support with unfamiliar base words.

Keep word building accurate

An affix supplies a clue. Check the base, the complete word, and the sentence. Similar letters do not always identify an affix. The -er in corner does not name a person doing an action. Hardly does not mean in a hard way. Learn established words and their meanings before trying to create new ones.

The workbook exercises and examples are original. Grammar references and research sources are identified in the companion answer key. British and American spelling variants are accepted where they are established.

Lessons 1 to 15

Unit	Grammar focus	Word formation	Page
1	Build a complete sentence	-able / -ible; -less; -ful	5
2	Present simple and everyday routines	-ness; -ment; un- negative	7
3	Present continuous and changing situations	in- / im- / il- / ir- negative; non-; mis-	9
4	Past simple and completed events	anti-; inter-; pre-	11
5	Past continuous and interrupted activities	post-; over- excess; under- insufficiency	13
6	Present perfect and present results	re- repetition; -er / -or agent or instrument; -ly adverb	16
7	Present perfect continuous and duration	-y adjective; -ish approximation or resemblance; -ion family	18
8	Past perfect and earlier past events	-ity / -ty; -ance / -ence; -ancy / -ency	20
9	Past perfect continuous and earlier duration	-ive; -ous including -ious and -eous; -al / -ial adjective	22
10	Choose a form for future time	-ic; -ical; -ize / -ise	24
11	Future continuous and activities at a future time	-ify / -fy; -ist; -ism	27
12	Future perfect and completed work by a deadline	-ee; -ship; -hood	29
13	Future perfect continuous and duration by a future point	de- removal or reversal; dis-; un- reversal	31
14	Future time clauses and future in the past	co-; counter-; trans-	33
15	Articles countability and quantities	sub-; super-; hyper-	35

Review after each block of five lessons. Each review includes earlier learning as well as the newest material.

Lessons 16 to 30

Unit	Grammar focus	Word formation	Page
16	Nouns pronouns and agreement	extra-; intra-; multi-	38
17	Adjectives adverbs and comparisons	semi-; out- surpassing; mal-	40
18	Prepositions and verb combinations	fore-; pro- support; ex- former status	42
19	Modals for ability advice and obligation	auto-; en- / em-; -en verb	44
20	Modals for deduction and past possibilities	-ant / -ent adjective; -ant / -ent noun; -ary adjective	46
21	Verb patterns and familiar habits	-ory / -atory adjective; -age; -ure	49
22	Passive voice and arranged services	-al noun; -ery / -ry; -dom	51
23	Questions indirect questions and question tags	-ate verb; -ward / -wards; -wise	53
24	General conditions and real future possibilities	micro-; macro-; mono-	55
25	Imagined situations and present wishes	uni-; bi-; tri-	57
26	Past alternatives and mixed conditionals	pseudo-; neo-; a- / an- negative	60
27	Relative clauses and precise descriptions	circum-; -some; -th abstract noun	62
28	Reported statements questions and requests	mid-; tele-; retro-	64
29	Connect ideas with reasons contrasts and purposes	-en material adjective; -esque; -let	66
30	Build clear sentences and control emphasis	-ling; -an / -ian; -ese	68

Review after each block of five lessons. Each review includes earlier learning as well as the newest material.

Find your starting points

Try these without the reference pages. Leave an item blank if you have not learned it. The answer key gives the related unit. This is a starting check, not a standardized proficiency test.

1 These tools _____ useful. Choose is or are.
2 She _____ every day. Use work.
3 They _____ now. Use work in the present continuous.
4 Yesterday, we _____ the guide. Use write.
5 At nine yesterday, I _____ . Use study in the past continuous.
6 She has _____ the guide. Use write.
7 We have been working _____ Monday. Choose for or since.
8 When I arrived, the meeting had already _____ . Use begin.
9 Before noon, she had _____ working for hours.
10 I promise I _____ help. Choose will or am.
11 At ten tomorrow, I will _____ working.
12 By Friday, we will have _____ . Use finish.
13 By June, we will have been _____ here for a year. Use live.
14 A cup you can wash is _____ . Use wash and -able.
15 We need _____ advice. Choose some or an.
16 Entry is forbidden. You _____ enter. Choose must not or do not have to.
17 The person _____ wrote it is here. Choose who or whose.
18 If I knew, I _____ tell you. Choose would or will.
19 The guide was _____ yesterday. Use revise.
20 Correct the word order. Do you know where is the guide?

Choose your first topics

After checking, write three topics you want to practise. Revisit these questions after studying the related units.

Unit 1 Build a complete sentence

A statement usually puts the subject before the verb. The subject tells us who or what the sentence concerns. Use am with I, is with he, she, it or one thing, and are with you, we, they or several things. An adjective describes a noun or follows be. A singular countable noun normally needs a determiner such as a or the.

To make a negative with be, put not after it. To ask a question, move be before the subject. An imperative uses the base verb and usually leaves out you. Use do not or don’t for a negative imperative.

The bag is washable. The bags are not washable. Is the bag washable? Wash the bag. Do not wash the label.

Worked example

A label says “You can wash this bag.” Add -able to wash to make washable. The adjective needs a verb in a complete statement. “The bag is washable.”

Affix	Meaning clue	Examples
-able / -ible	Possible or suitable	washable, reversible
-less	Without something	powerless, odorless
-ful	Having or showing a quality	resourceful, respectful

A Choose the grammar

A1 The bags _____ washable. Choose is or are.

A2 Mina _____ helpful. Choose am or is.

A3 Put the words in order. useful / is / this / tool

A4 Complete the negative. The machine is _____ powerless.

B Build or choose a word

B1 You can reuse this cup. It is _____ . Use reuse and -able.

B2 There is no hope left. They feel _____ . Use hope and -less.

B3 The guide gives help. The guide is _____ . Use help and -ful.

Reference G01. Word formation M01 to M04. Sources are listed in the answer key.

Unit 1 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The repair kit C1 _____ (be) useful. Its handle is C2 _____ (wash + -able). Please C3 _____ (not / leave) it outside.

C1

C2

C3

D Change the sentence

D1 Make a question. The guide is helpful.

D2 Make a negative. These batteries are useful.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The bag washable.

E2 The tools is usefull.

F Recall earlier learning

Close the teaching page before answering.

F1 Identify the subject. The guides are helpful.

F2 Which word names an action, wash or washable?

G Speak and write

Choose an everyday object. Ask a partner whether it is useful, washable, or reusable. Write four sentences describing it, including one negative and one question. Working alone, write both sides of the exchange.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 2 Present simple and everyday routines

Use the present simple for routines, repeated events, and states. Add -s or -es to the verb with he, she, it, or a singular noun. With other subjects, use the base form. Put an ordinary frequency adverb before the main verb, but usually after be.

Use do or does for questions and negatives with ordinary verbs. The main verb then returns to its base form. Be makes its own questions and negatives. A word such as improvement is a noun, so it can be the subject of a sentence.

She checks the equipment. She does not check it on Sundays. Does she check it every day?

Worked example

Improve is a verb. Improvement is a noun. “The improvement helps everyone.” Improvement is singular, so the verb is helps.

Affix	Meaning clue	Examples
-ness	A quality or state as a noun	awareness, fairness
-ment	An action or its result	improvement, adjustment
un- negative	Not	uncertain, unfair

A Choose the grammar

A1 Every morning, this worker _____ the equipment. Use check.

A2 We _____ at the same time every day. Use not / start.

A3 _____ this adjustment help? Use Do or Does.

A4 Put usually in the normal position. The room is quiet.

B Build or choose a word

B1 People value her _____ . Use kind and -ness.

B2 The new system shows an _____ . Use improve and -ment.

B3 Giving only one person a turn is _____ . Use fair and un-.

Reference G02. Word formation M01 to M04. Sources are listed in the answer key.

Unit 2 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Our club C1 _____ (meet) every Friday. Each member C2 _____ (have) a turn. The arrangement is fair, and members value its C3 _____ (fair + -ness).

C1

C2

C3

D Change the sentence

D1 Make a negative. The arrangement works.

D2 Ask about frequency. The team meets twice a week. Begin How often.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She don't agree with the arrangement.

E2 Does the improvement helps everyone?

F Recall earlier learning

F1 From Unit 1. You can reuse this cup. It is _____ . Use reuse and -able.

F2 From Unit 1. Mina _____ helpful. Choose am or is.

G Speak and write

Describe a routine that makes a shared space fairer or cleaner. Write four sentences using the present simple, one frequency adverb, one question, and two words formed with today's affixes.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 3 Present continuous and changing situations

Use am, is, or are plus the -ing form for an activity in progress around now or a temporary situation. The activity need not be happening at this exact second. Compare a routine with a temporary change. “She works at home” describes her usual situation. “She is working at home this week” describes a temporary one.

Verbs describing states often use a simple form. Say “I know the answer.” Some verbs change meaning. “I think it is useful” gives an opinion, while “I am thinking about the problem” describes an activity.

They are checking the figures. They are not checking the figures. Are they checking the figures?

Worked example

An inaccurate figure is a figure that is not accurate. “They are correcting inaccurate figures today.” The affix changes the adjective’s meaning. Are correcting locates the activity in progress.

Affix	Meaning clue	Examples
in- / im- / il- / ir- negative	Not, with different spellings	inaccurate, impractical, illogical, irregular
non-	Outside a category or without	nonverbal, nonfiction
mis-	Wrongly or unsuccessfully	misinterpret, misjudge

A Choose the grammar

A1 Look at the screen. The translator _____ now. Use speak.

A2 This week, we _____ a new system. Use test.

A3 I _____ what this sign means. Choose know or am knowing.

A4 Usually she checks alone, but today she _____ with a partner. Use work.

B Build or choose a word

B1 The answer is not correct. It is _____ . Add a negative prefix to correct.

B2 A message with no spoken words is _____ . Add non- to verbal.

B3 Please do not _____ my question. Add mis- to understand.

Reference G03. Word formation M01 to M04. Sources are listed in the answer key.

Unit 3 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The group C1 _____ (prepare) a nonverbal presentation this week. One diagram is C2 _____ (accurate with a negative prefix). They C3 _____ (check) it now.

C1

C2

C3

D Change the sentence

D1 Make a question. They are reviewing the inaccurate figures.

D2 Make a temporary statement. I work in the library. Add this week.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 They checking a nonverbal message.

E2 I am knowing why the answer is imcorrect.

F Recall earlier learning

F1 From Unit 2. People value her _____ . Use kind and -ness.

F2 From Unit 1. Mina _____ helpful. Choose am or is.

G Speak and write

Compare your normal routine with a temporary project. Write four sentences, including a simple state, two continuous forms, and a word with a negative prefix. Ask a partner what they are working on.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 4 Past simple and completed events

Use the past simple for completed events in a finished past period, such as yesterday or last year. Regular verbs take -ed. Irregular forms must be learned, such as go and went or write and wrote. A past narrative often puts events in the order they happened.

Use did plus the base verb for ordinary questions and did not plus the base verb for negatives. Be uses was or were and does not need did. An action can be long and still use the past simple if you present it as a completed event.

They prepared the room. They did not prepare the room. Did they prepare the room? The room was ready.

Worked example

Prepay means pay before an event. “We prepaid the fee yesterday.” The prefix stays, while the irregular verb changes from pay to paid.

Affix	Meaning clue	Examples
anti-	Against or preventing	antiwar, antibacterial
inter-	Between	interdependent, interregional
pre-	Before	prepayment, prewar

A Choose the grammar

A1 Last Friday, we _____ an international event. Use attend.

A2 The visitors _____ by train yesterday. Use come.

A3 We _____ the entrance fee last year. Use not / prepay.

A4 _____ the room ready at nine yesterday? Choose Was or Did.

B Build or choose a word

B1 The campaign opposed war. It was an _____ campaign. Add anti- to war.

B2 The project connected several nations. It was _____ . Use inter- and national.

B3 We paid before arrival. We made a _____ . Use pre- and payment.

Reference G04. Word formation M01 to M04. Sources are listed in the answer key.

Unit 4 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Yesterday, our school C1 _____ (hold) an international fair. We C2 _____ (prepay) for the hall last month. The event C3 _____ (not / start) late.

C1

C2

C3

D Change the sentence

D1 Make a question. The visitors brought antibacterial soap.

D2 Make a past negative. The international team was ready.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Did they prepaid the fee?

E2 We didn't went to the international event.

F Recall earlier learning

F1 From Unit 3. The answer is not correct. It is _____ . Add a negative prefix to correct.

F2 From Unit 1. Mina _____ helpful. Choose am or is.

G Speak and write

Tell a partner about a real or imagined event that ended yesterday. Write four sentences with a finished time expression, one irregular past verb, one negative, and two words from today's word families.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 5 Past continuous and interrupted activities

Use was or were plus -ing for an activity in progress at a past moment. Use the past simple to present an event that happened during it. “We were checking the figures when the alarm rang.” The checking provides the background, and the ringing is the event.

While often introduces an activity in progress. When can introduce different kinds of clauses, so choose the form from the intended meaning. Two simultaneous background activities can both use the past continuous.

She was checking the estimate. She was not checking it. Was she checking it?

Worked example

Underestimate means judge an amount too low. “We were underestimating the cost when a supplier sent the correct price.” The prefix changes the meaning of estimate. Were estimating would remove that meaning.

Affix	Meaning clue	Examples
post-	After	postoperative, postwar
over- excess	Too much	overestimate, overwork
under- insufficiency	Too little	underestimate, underfund

A Choose the grammar

A1 At ten yesterday, the team _____ the postwar photographs. Use examine.

A2 While I was reading, the phone _____ . Use ring.

A3 At that moment, they _____ the equipment. Use not / use.

A4 While I was writing, my partner _____ the figures. Use check.

B Build or choose a word

B1 The period after the war was the _____ period. Add post- to war.

B2 To estimate too high is to _____ . Add a prefix to estimate.

B3 To fund a project too little is to _____ it. Add a prefix to fund.

Reference G05. Word formation M01 to M04. Sources are listed in the answer key.

Unit 5 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

We C1 _____ (review) the budget when the manager C2 _____ (arrive). She explained that we were C3 _____ (estimate with a prefix meaning too little, in the -ing form) the cost.

C1

C2

C3

D Change the sentence

D1 Make a question. They were overworking the staff.

D2 Join the events with when. I checked the estimate. During the checking, the lights went out.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 We was reviewing the postwar records.

E2 While I was worked, the director arrived.

F Recall earlier learning

F1 From Unit 4. The campaign opposed war. It was an _____ campaign. Add anti- to war.

F2 From Unit 1. Mina _____ helpful. Choose am or is.

G Speak and write

Describe a problem that interrupted a project. Write four sentences with a background activity, an interrupting event, and a word beginning with over- or under-. Ask a partner what was happening at the time.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Review routines and past events

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 These bottles _____ reusable. Choose is or are.

2 Every day, the guide _____ the equipment. Use check.

3 At the moment, the team _____ a nonverbal display. Use prepare.

4 Yesterday, we _____ the fee in advance. Use prepay.

5 While we _____ the figures, the phone rang. Use check.

6 Make a question. She understands the instructions.

7 The answer is not accurate. It is _____ .

8 The new arrangement shows _____ . Use improve and -ment.

9 Correct both errors. Did she understood the usefull guide?

10 Transfer to a new word. A folder you can lock is _____ . Use lock and -able.

Use the language together

Write five sentences about a club preparing an event. Include a routine, a temporary activity, a completed past event, a background activity, and a question. Use three affixed words.

Write one form or word family to revisit after a delay. _____

Unit 6 Present perfect and present results

Use have or has plus the past participle for a past event connected to now, an experience before now, or a situation continuing to now. “The translator has finished” makes the present result relevant. “The translator finished yesterday” locates the event in a finished past period.

Use the past simple with a finished time such as yesterday. Present perfect questions about experience often use ever. Already, just, and yet can help express time, but they do not determine the tense by themselves. Some varieties also use the past simple with just, already, and yet.

She has rewritten the page. She has not rewritten it. Has she rewritten it?

Worked example

Rewrite means write again. Write, wrote, and written belong to the same verb. “The writer has rewritten the page carefully.” Has rewritten supplies the tense and aspect. Writer names the person, and carefully describes the action.

Affix	Meaning clue	Examples
re- repetition	Again	reassess, rebuild
-er / -or agent or instrument	A person or thing doing an action	employer, translator
-ly adverb	Manner or viewpoint	cautiously, theoretically

A Choose the grammar

A1 The page is ready now. The writer _____ it. Use finish in the present perfect.

A2 Yesterday, the translator _____ the introduction. Use rewrite.

A3 We _____ the revised version yet. Use not / see in the present perfect.

A4 _____ you ever _____ a formal report? Use have and write.

B Build or choose a word

B1 Please write the paragraph again. Please _____ it. Add re- to write.

B2 A person who translates is a _____ . Use translate and an agent suffix.

B3 Check it in a careful way. Check it _____ . Use careful and -ly.

Reference G06. Word formation M01 to M04. Sources are listed in the answer key.

Unit 6 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The C1 _____ (translate + agent suffix) has C2 _____ (write again, past participle) the instructions. She checked them C3 _____ (careful + -ly), so they are ready now.

C1

C2

C3

D Change the sentence

D1 Make a question. The editor has reread the article.

D2 Use a finished time. We have rewritten the report. Add yesterday and adjust the verb.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She has wrote the report carefully.

E2 I have translated it yesterday.

F Recall earlier learning

F1 From Unit 5. The period after the war was the _____ period. Add post- to war.

F2 From Unit 1. Mina _____ helpful. Choose am or is.

G Speak and write

Report progress on a real or imagined project. Write two present perfect sentences, one sentence with a finished past time, and one question. Include a person-forming suffix and an adverb.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 7 Present perfect continuous and duration

Use have or has been plus -ing to focus on an activity continuing up to now or recent activity with a present result. Use for with a duration and since with a starting point. “We have been working for two hours.” “We have been working since nine.”

The simple perfect often highlights completion or a quantity. The continuous often highlights activity or duration. “I have written three explanations” counts completed results. “I have been writing explanations” focuses on the activity. Some situations allow both forms. State verbs such as know usually take the simple form.

They have been working. They have not been working. Have they been working?

Worked example

Explain becomes explanation, with a spelling change. “We have been writing an explanation.” The noun names the result being created. “We have written an explanation” presents a completed result.

Affix	Meaning clue	Examples
-y adjective	Having a characteristic	dusty, risky
-ish approximation or resemblance	Somewhat or resembling	reddish, childish
-ion family	An action, process, or result	adaptation, restriction, expansion

A Choose the grammar

A1 The work began at nine and continues now. We _____ for two hours. Use work.

A2 The room is dusty because she _____ the shelves. Use clean in the continuous perfect.

A3 I have been studying _____ Monday. Choose for or since.

A4 We _____ each other for years. Use know.

B Build or choose a word

B1 The shelves are covered in dust. They are _____ . Use dust and -y.

B2 The paint is slightly red. It is _____ . Use red and -ish.

B3 Please give an _____ . Use explain and an -ion family ending.

Reference G07. Word formation M01 to M04. Sources are listed in the answer key.

Unit 7 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The room is C1 _____ (dust + -y). We C2 _____ (clean) it since nine, and we are still working. The cleaner has been here C3 _____ (for / since) two hours.

C1

C2

C3

D Change the sentence

D1 Ask about duration. They have been discussing the explanation for an hour. Begin How long.

D2 Make completion explicit. I have been writing an explanation. Say one explanation is finished.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She has been work since eight.

E2 We have been waiting since three hours.

F Recall earlier learning

F1 From Unit 6. Please write the paragraph again. Please _____ it. Add re- to write.

F2 From Unit 2. We _____ at the same time every day. Use not / start.

G Speak and write

Describe an activity that began earlier and matters now. Write four sentences including a duration, a starting point, a completed result, and a noun from a verb. A partner should identify which sentence focuses on completion.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 8 Past perfect and earlier past events

Use had plus the past participle to locate an event before another past reference point. “The meeting began after we had checked the evidence.” The checking happened first. Once the earlier time is clear, a narrative does not need every verb in the past perfect.

Before and after can make the order clear even with two past simple forms. The past perfect makes the earlier relation explicit or emphasizes completion. Use it when the distinction helps your reader, rather than changing every past verb to had plus a participle.

They had checked the evidence. They had not checked it. Had they checked it?

Worked example

Reliable becomes reliability. “We had checked the reliability of the figures before we presented them.” Reliability is what was checked, and had checked locates that action earlier.

Affix	Meaning clue	Examples
-ity / -ty	A quality or state	complexity, certainty
-ance / -ence	An action, state, or quality	acceptance, dependence
-ancy / -ency	A condition or quality	expectancy, consistency

A Choose the grammar

A1 By the time the meeting started, we _____ the report. Use finish.

A2 I could not enter because I _____ my pass at home. Use leave.

A3 Before that day, she _____ the process. Use not / see.

A4 Put the earlier event in the past perfect. The team checked the evidence. Then it published the results.

B Build or choose a word

B1 We tested how reliable the system was. We tested its _____ . Use reliable and -ity.

B2 She accepted the offer. Her _____ arrived yesterday. Use accept and -ance.

B3 The answers were consistent. We valued their _____ . Use consistent and -ency.

Reference G08. Word formation M01 to M04. Sources are listed in the answer key.

Unit 8 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Before the team published the report, it C1 _____ (check) the figures. Its review had confirmed their C2 _____ (reliable → noun). However, one supplier C3 _____ (not / send) a final price by then.

C1

C2

C3

D Change the sentence

D1 Make a question. They had checked the consistency.

D2 Combine with because and show the earlier cause. We delayed the decision. We did not receive her acceptance before then.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The team had went home before I arrived.

E2 We had checked the reliable of the report.

F Recall earlier learning

F1 From Unit 7. The shelves are covered in dust. They are _____ . Use dust and -y.

F2 From Unit 3. This week, we _____ a new system. Use test.

G Speak and write

Explain a past decision by describing what had happened earlier. Write four sentences. Include two past perfect forms and a noun ending in -ity, -ance, or -ency. Ask a partner to put the events in time order.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 9 Past perfect continuous and earlier duration

Use had been plus -ing to focus on activity continuing up to a past point, or earlier activity explaining a past result. “We had been working for hours when the power failed.” The continuous form highlights the activity and its duration.

Use the simple past perfect for a completed quantity or a state. “We had written three reports.” “I had known her for years.” A continuous form does not prove that the activity continued after the later event. The context must tell us that.

She had been working. She had not been working. Had she been working?

Worked example

Protect becomes protective. “The workers had been wearing protective clothing all morning.” Protective tells us the clothing’s function. Had been wearing tells us how the activity relates to the past reference point.

Affix	Meaning clue	Examples
-ive	A property, tendency, or function	protective, persuasive
-ous including -ious and -eous	Having a quality	hazardous, spacious
-al / -ial adjective	Related to something	cultural, managerial

A Choose the grammar

A1 At noon, we stopped. We _____ since eight. Use work in the continuous perfect.

A2 His hands were dirty because he _____ the engine. Use repair in the continuous perfect.

A3 By noon, she _____ three reports. Use complete in the simple past perfect.

A4 Before the move, I _____ him for years. Use know.

B Build or choose a word

B1 Clothing that protects is _____ clothing. Use protect and -ive.

B2 A task with danger is _____ . Use danger and -ous.

B3 An event related to culture is a _____ event. Use culture and -al.

Reference G09. Word formation M01 to M04. Sources are listed in the answer key.

Unit 9 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Before the cultural event opened, the workers C1 _____ (prepare) the hall for hours. They had worn C2 _____ (protect + -ive) gloves because some materials were C3 _____ (danger + -ous).

C1

C2

C3

D Change the sentence

D1 Ask about duration. She had been wearing protective gloves for two hours. Begin How long.

D2 Make a negative. They had been repairing the dangerous machine.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 We had been prepared the room for hours.

E2 They had been knowing about the dangerous fault.

F Recall earlier learning

F1 From Unit 8. We tested how reliable the system was. We tested its _____ . Use reliable and -ity.

F2 From Unit 4. The visitors _____ by train yesterday. Use come.

G Speak and write

Describe the preparation for an event. Write four sentences distinguishing an earlier continuing activity from a completed result. Include one adjective from today's affixes and one past reference point.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 10 Choose a form for future time

Use will for predictions, immediate decisions, promises, and offers. Use be going to for prior intentions and predictions based on present evidence. The present continuous can express an arrangement. The present simple can express a timetable. These uses overlap, so interpret the speaker’s purpose.

A future reference does not always require will. “The train leaves at six” gives a scheduled time. “We are meeting the engineer tomorrow” presents an arrangement. In grammar, English has present and past tense forms. Future time uses several constructions, often called future tenses in teaching.

I will help. I will not help. Will you help? We are going to modernize it. We are meeting tomorrow.

Worked example

Economic concerns the economy. Economical describes using little money or other resources. “We are going to choose an economical design.” The adjectives are related but do not have the same meaning.

Affix	Meaning clue	Examples
-ic	Related to or characteristic of	symbolic, economic
-ical	Related to or characteristic of	historical, economical
-ize / -ise	Make, become, or treat as	modernize, standardize

A Choose the grammar

A1 You decide now to help. Complete the offer. I _____ carry that box.

A2 We made the decision yesterday. We _____ modernize the library. Use going to.

A3 Our appointment is booked. We _____ the architect tomorrow. Use meet in the present continuous.

A4 According to the timetable, the bus _____ at six tomorrow. Use leave.

B Build or choose a word

B1 A report about the economy is an _____ report. Choose economic or economical.

B2 A car that uses little fuel is _____ . Choose economic or economical.

B3 To make a system modern is to _____ it. Use modern and -ize or -ise.

Reference G10. Word formation M01 to M04. Sources are listed in the answer key.

Unit 10 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

We have already decided that we C1 _____ (going to / modernize) the workshop. We want an C2 _____ (economic / economical) heating system. The engineer C3 _____ (visit, present continuous) us tomorrow at an agreed time.

C1

C2

C3

D Change the sentence

D1 Make a question. They will modernize the library.

D2 Use a negative with going to. We are going to buy the expensive machine.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She will modernizes the building.

E2 We going to buy an economical printer.

F Recall earlier learning

F1 From Unit 9. Clothing that protects is _____ clothing. Use protect and -ive.

F2 From Unit 5. While I was reading, the phone _____ . Use ring.

G Speak and write

Plan a small improvement to a shared space. Write an intention, an arrangement, an offer, and a prediction. Use modernize or modernise and explain whether economic or economical fits one sentence.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Review results duration and plans

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 The guide is ready now. We _____ it. Use finish in the present perfect.

2 We _____ the guide yesterday. Use rewrite.

3 She has been working _____ three hours. Choose for or since.

4 Before we published it, we _____ every example. Use check in the past perfect.

5 At noon we stopped. We _____ since eight. Use work in the past perfect continuous.

6 We decided yesterday. We _____ modernize the room. Use going to.

7 The machine uses little energy. It is _____ . Choose economic or economical.

8 Turn reliable into the noun for its quality.

9 Correct the question. Has the writer wrote the explanation?

10 Transfer to a new word. A path with mud is _____ . Use mud and -y.

Use the language together

Write a five-sentence project update. Distinguish a finished past event, a present result, an ongoing activity, an earlier past action, and a future plan. Use three affixed words.

Write one form or word family to revisit after a delay. _____

Unit 11 Future continuous and activities at a future time

Use will be plus -ing for an activity expected to be in progress at a future moment. “At ten tomorrow, the specialist will be testing the water.” The sentence places us inside the activity. It does not say that the work will be complete at ten.

Future continuous questions can ask about someone’s expected plans. “Will you be using the room?” can help arrange access. In a negative, put not after will. Keep be unchanged for every subject.

She will be testing the water. She will not be testing it. Will she be testing it?

Worked example

Pure becomes purify, meaning make pure. “The technician will be purifying water at ten.” Keep the final y when adding -ing to purify.

Affix	Meaning clue	Examples
-ify / -fy	Make or become	simplify, purify
-ist	A specialist, practitioner, or supporter	violinist, environmentalist
-ism	A system, belief, practice, or characteristic	idealism, favoritism

A Choose the grammar

A1 At noon tomorrow, the specialist _____ the filter. Use test in the future continuous.

A2 At this time tomorrow, we _____ to the conference. Use travel in the future continuous.

A3 At ten, she _____ the laboratory. Use not / use in the future continuous.

A4 Complete the question. _____ you _____ at nine? Use will and work in the continuous form.

B Build or choose a word

B1 To make an explanation simple is to _____ it. Use simple and -ify.

B2 Someone who plays the violin is a _____ . Use violin and -ist.

B3 Unfair preference for a particular person is _____ . Choose favorite or favoritism. Identify -ism.

Reference G11. Word formation M01 to M04. Sources are listed in the answer key.

Unit 11 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

At ten tomorrow, the C1 _____ (violin + -ist) will be rehearsing. In another room, teachers C2 _____ (simplify, future continuous) the instructions. They will be discussing ways to prevent C3 _____ (favoritism / favorite).

C1

C2

C3

D Change the sentence

D1 Ask about the expected activity. The technician will be purifying water at noon.

D2 Change to a future activity in progress. She tests the filter. Add at ten tomorrow.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The specialist will testing the machine.

E2 They will be simplify the explanation.

F Recall earlier learning

F1 From Unit 10. A report about the economy is an _____ report. Choose economic or economical.

F2 From Unit 6. Yesterday, the translator _____ the introduction. Use rewrite.

G Speak and write

Arrange a shared room with a partner. Ask what they will be doing at two future times. Write four sentences using future continuous forms, including a negative and two words from today's word families.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 12 Future perfect and completed work by a deadline

Use will have plus the past participle to look back from a future point at something expected to be complete. “By Friday, the trainee will have finished the course.” The completion happens before or at the future deadline.

By gives a latest point. Until describes continuation up to a point. “We will work until Friday” describes continuing work. “We will have finished by Friday” describes completion. Use the simple future perfect with states too, as in “We will have known each other for ten years.”

They will have finished. They will not have finished. Will they have finished?

Worked example

Train becomes trainee, a person receiving training. “By June, each trainee will have completed the program.” The noun identifies the participant, and the verb phrase gives the completion deadline.

Affix	Meaning clue	Examples
-ee	A participant, often a recipient	trainee, interviewee
-ship	A relationship, role, or status	partnership, membership
-hood	A condition, period, or collective identity	adulthood, parenthood

A Choose the grammar

A1 By Friday, the trainee _____ the course. Use finish in the future perfect.

A2 By next month, we _____ partners for a year. Use be in the future perfect.

A3 By noon, they _____ the final form. Use not / receive in the future perfect.

A4 The work will be complete _____ Friday. Choose by or until.

B Build or choose a word

B1 A person receiving training is a _____ . Use train and -ee.

B2 The state of being a member is _____ . Use member and -ship.

B3 The period of being a child is _____ . Use child and -hood.

Reference G12. Word formation M01 to M04. Sources are listed in the answer key.

Unit 12 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

By September, every C1 _____ (train + -ee) C2 _____ (complete, future perfect) the course. Their club C3 _____ (member + -ship) will begin after graduation.

C1

C2

C3

D Change the sentence

D1 Make a question. The trainee will have completed the task by noon.

D2 Express completion by a deadline. We finish the project before Monday. Use the future perfect.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 By June, she will has finished the course.

E2 They will have wrote the membership rules.

F Recall earlier learning

F1 From Unit 11. To make an explanation simple is to _____ it. Use simple and -ify.

F2 From Unit 7. The room is dusty because she _____ the shelves. Use clean in the continuous perfect.

G Speak and write

Set four milestones for a project or course. Use by with future deadlines and at least two future perfect forms. Include trainee, membership, or partnership. Ask which milestone will happen first.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 13 Future perfect continuous and duration by a future point

Use will have been plus -ing to express how long an activity will have continued by a future point. “By noon, we will have been working for four hours.” The focus is duration leading up to noon. Context tells us whether the work continues afterward.

Use the simple future perfect for completed quantities or states. “We will have repaired three machines” counts results. “We will have known the manager for a year” describes a state. The continuous form is useful when the duration itself matters, so do not force it into every future sentence.

They will have been working. They will not have been working. Will they have been working?

Worked example

Disconnect means separate something from a connection. “By noon, the crew will have been disconnecting old cables for three hours.” The prefix gives the action’s meaning. The verb phrase measures its duration.

Affix	Meaning clue	Examples
de- removal or reversal	Remove or reverse	defrost, decentralize
dis-	Not, separate, or reverse	dishonest, disconnect
un- reversal	Undo an action	untie, unpack

A Choose the grammar

A1 By noon, the crew _____ for four hours. Use work in the future perfect continuous.

A2 By Friday, we _____ this system for a month. Use test in the future perfect continuous.

A3 By June, I _____ her for ten years. Use know in the future perfect.

A4 By noon, they _____ exactly three machines. Use repair in the future perfect simple.

B Build or choose a word

B1 To remove frost is to _____ . Use de- and frost.

B2 To break a connection is to _____ . Use dis- and connect.

B3 To reverse tying is to _____ . Use un- and tie.

Reference G13. Word formation M01 to M04. Sources are listed in the answer key.

Unit 13 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The work started at eight. By noon, the crew C1 _____ (work, future perfect continuous) for four hours. They will have C2 _____ (disconnect, past participle) the old cables and C3 _____ (untie, past participle) the ropes.

C1

C2

C3

D Change the sentence

D1 Ask about duration. They will have been defrosting the freezer for two hours. Begin How long.

D2 Make a negative. She will have been working here for a year by June.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 By noon, we will have working for hours.

E2 They will have been disconnect the cables for an hour.

F Recall earlier learning

F1 From Unit 12. A person receiving training is a _____ . Use train and -ee.

F2 From Unit 8. I could not enter because I _____ my pass at home. Use leave.

G Speak and write

Write a progress forecast for a repair or research project. Include one future continuous sentence, one future perfect result, and one future perfect continuous duration. Use two reversal or removal verbs.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 14 Future time clauses and future in the past

In ordinary future time clauses beginning with when, after, before, until, or as soon as, use a present form. “I will call when the coauthor arrives.” A present perfect can emphasize completion. “I will call after I have checked it.”

To describe a future viewed from a past point, use forms such as would, was going to, or was meeting. “She said she would call.” “We were going to publish it.” The plan may or may not have happened. Will can occur in other kinds of when clauses, such as “I do not know when she will arrive.”

I will reply when she arrives. She said she would reply. We were going to meet, but the meeting was canceled.

Worked example

A coauthor writes with another person. A counterargument responds to an argument. “My coauthor said she would add a counterargument after she checked the evidence.”

Affix	Meaning clue	Examples
co-	Joint participation	coauthor, coexist
counter-	Opposition or response	counterargument, counterattack
trans-	Across or beyond	transatlantic, transnational

A Choose the grammar

A1 I will send the draft when my coauthor _____ . Use arrive.

A2 We will leave after we _____ the report. Use finish in the present perfect.

A3 Last week she promised she _____ help today. Choose will or would.

A4 We _____ publish it on Monday, but the printer broke. Use be going to in the past.

B Build or choose a word

B1 A person who writes a book with you is a _____ . Use co- and author.

B2 An argument answering another argument is a _____ . Use counter- and argument.

B3 A journey across the Atlantic is _____ . Use trans- and Atlantic.

Reference G14. Word formation M01 to M04. Sources are listed in the answer key.

Unit 14 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

My C1 _____ (co- + author) said she C2 _____ (would / will) send a draft. I will reply as soon as I C3 _____ (receive) it.

C1

C2

C3

D Change the sentence

D1 Join with when. The coauthor arrives. I will explain the counterargument.

D2 Move the intention into the past. We are going to publish it, but the plan may change. Begin We were.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 I will call you when the coauthor will arrive.

E2 She said she would sends a counterargument.

F Recall earlier learning

F1 From Unit 13. To remove frost is to _____ . Use de- and frost.

F2 From Unit 9. His hands were dirty because he _____ the engine. Use repair in the continuous perfect.

G Speak and write

Describe a plan that changed. Write two sentences about the earlier plan and two about the next steps. Use would or was going to, one future time clause, and one word from today's prefixes.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 15 Articles countability and quantities

Use a or an with one nonspecific countable noun. Choose by sound, as in a useful tool and an unusual tool. Use the when the listener can identify which thing you mean. General plural and uncountable nouns often have no article. “Tools need care.” “Information matters.”

Use many, a few, and fewer with plural countable nouns. Use much, a little, and less with uncountable quantities. Advice, information, and equipment are normally uncountable in these meanings. Use some advice or a piece of advice. A few and a little suggest some, while few and little often suggest an insufficient amount.

We need a tool. The tool is useful. We need some equipment. There are fewer tools but less equipment overall.

Worked example

Substandard means below an acceptable standard. “We found a substandard tool.” “The tool needs replacing.” The second sentence uses the because the tool has already been identified.

Affix	Meaning clue	Examples
sub-	Below, subordinate, or a subdivision	substandard, subcategory
super-	Above or beyond the ordinary	superhuman, superstructure
hyper-	Excessively or unusually high	hyperactive, hypersensitive

A Choose the grammar

A1 We bought _____ useful tool. Choose a or an.

A2 A tool arrived. _____ tool was damaged. Choose A or The.

A3 We need _____ information. Choose some or an.

A4 There are _____ damaged tools now. Choose fewer or less.

B Build or choose a word

B1 Work below the required standard is _____ . Use sub- and standard.

B2 A fictional ability beyond ordinary human ability is _____ . Use super- and human.

B3 A material that is unusually sensitive is _____ . Use hyper- and sensitive.

Reference G15. Word formation M01 to M04. Sources are listed in the answer key.

Unit 15 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

We received C1 _____ (a / an) unusual tool. C2 _____ (A / The) tool was substandard, so we requested C3 _____ (some / an) advice about replacing it.

C1

C2

C3

D Change the sentence

D1 Correct the quantity phrase without changing the meaning. I need an information about the tool.

D2 Rewrite using fewer. We have a smaller number of substandard products now.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 We received many useful advices.

E2 Finishing on time took an superhuman effort.

F Recall earlier learning

F1 From Unit 14. A person who writes a book with you is a _____ . Use co- and author.

F2 From Unit 10. We made the decision yesterday. We _____ modernize the library. Use going to.

G Speak and write

Write a short request for supplies. Include a first mention with a or an, a later mention with the, an uncountable noun, and a quantity expression. Use substandard or hypersensitive in a meaningful context.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Review future meaning and noun phrases

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 At ten tomorrow, she _____ the system. Use test in the future continuous.

2 By noon, she _____ three tests. Use complete in the future perfect.

3 By noon, she _____ for four hours. Use work in the future perfect continuous.

4 I will call when the coauthor _____ . Use arrive.

5 Last week, she said she _____ call today. Choose will or would.

6 We bought _____ unusual tool. Choose a or an.

7 We have _____ information now. Choose fewer or less.

8 To undo packing is to _____ . Add a prefix to pack.

9 Return to the past. Yesterday, the trainee _____ a report. Use write.

10 Transfer to a new word. Someone receiving payment is a _____ . Use pay and -ee.

Use the language together

Write a five-sentence forecast for a course or repair project. Include a future activity, a future completed result, a duration, a time clause, and a correctly formed noun phrase.

Write one form or word family to revisit after a delay. _____

Unit 16 Nouns pronouns and agreement

A pronoun must refer clearly to a person or thing. Use subject forms before a verb and object forms after a verb or preposition. “She helped them.” Use my before a noun and mine without a following noun. A reflexive such as herself refers back to the subject.

Make the verb agree with the head of the subject phrase. “The list of activities is ready.” Each and every usually take a singular countable noun and singular verb. Both takes a plural noun and plural verb. Singular they can refer to a person whose gender is unknown or irrelevant and still takes they are. Possessive ’s follows a singular noun, while a regular plural ending in s takes a final apostrophe.

Each member is ready. Both members are ready. This is their plan. The plan is theirs. A member can explain their choice.

Worked example

Extracurricular means outside the regular curriculum. “The list of extracurricular activities is ready.” List is the head of the subject, so is agrees with list rather than activities.

Affix	Meaning clue	Examples
extra-	Outside or beyond	extracurricular, extrajudicial
intra-	Within	intramural, intracellular
multi-	Many	multilingual, multinational

A Choose the grammar

A1 The list of activities _____ ready. Choose is or are.

A2 Please give the multilingual guide to _____ . Choose they or them.

A3 This is our plan. The plan is _____ .

A4 Each member _____ an intramural team. Choose joins or join.

B Build or choose a word

B1 An activity outside the curriculum is _____ . Use extra- and curricular.

B2 A sports competition within one institution is _____ . Use intra- and mural.

B3 A guide using several languages is _____ . Use multi- and lingual.

Reference G16. Word formation M01 to M04. Sources are listed in the answer key.

Unit 16 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Each member C1 _____ (has / have) a multilingual guide. The teacher gives C2 _____ (they / them) a list of extracurricular activities. Both organizers C3 _____ (is / are) available to help.

C1

C2

C3

D Change the sentence

D1 Use a possessive pronoun. This multilingual guide belongs to me.

D2 Add the possessive apostrophe. The room belongs to several teachers. It is the teachers room.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The list of extracurricular activities are long.

E2 She prepared the guide by her.

F Recall earlier learning

F1 From Unit 15. Work below the required standard is _____ . Use sub- and standard.

F2 From Unit 11. At this time tomorrow, we _____ to the conference. Use travel in the future continuous.

G Speak and write

Describe a club with several members. Write four sentences using each, both, an object pronoun, and a possessive. Use extracurricular, intramural, or multilingual. Check that every pronoun has a clear referent.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 17 Adjectives adverbs and comparisons

Adjectives describe nouns or follow linking verbs such as be, seem, and look. Adverbs often describe verbs, adjectives, or other adverbs. “The machine is efficient.” “It works efficiently.” Some forms are irregular, such as good and well. Fast can be both an adjective and an adverb. Hardly means almost not.

Use -er or more for a comparative, and -est or most for a superlative. Avoid combining more with -er. Use than for the comparison and as ... as for equality. Too means more than is suitable, while enough means sufficient. Put enough after an adjective but before a noun.

It is quieter than the old model. It works more quietly. It is quiet enough. We have enough time.

Worked example

Outperform means perform better than another. “The new model outperforms the old one.” “It performs more efficiently.” The prefix and the comparative express related meanings through different structures.

Affix	Meaning clue	Examples
semi-	Half or partial	semicircle, semiautomatic
out- surpassing	Exceeding another	outperform, outnumber
mal-	Bad or defective	malfunction, malnutrition

A Choose the grammar

A1 The machine runs _____ . Choose quiet or quietly.

A2 This model is _____ than that one. Use efficient.

A3 The new model works _____ than the old one. Use well.

A4 The box is _____ to carry. Choose light enough or enough light.

B Build or choose a word

B1 Half a circle is a _____ . Use semi- and circle.

B2 To perform better than another is to _____ it. Use out- and perform.

B3 A failure to function properly is a _____ . Use mal- and function.

Reference G17. Word formation M01 to M04. Sources are listed in the answer key.

Unit 17 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The new device C1 _____ (out- + perform, present simple with it) the old one. It works more C2 _____ (efficient → adverb). The old machine has a C3 _____ (mal- + function).

C1

C2

C3

D Change the sentence

D1 Use as ... as. The two devices have the same weight. Begin This device is.

D2 Rewrite with too and an infinitive. The machine is so heavy that I cannot lift it.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 This model is more cheaper.

E2 The machine works hardly all day. The intended meaning is with great effort.

F Recall earlier learning

F1 From Unit 16. An activity outside the curriculum is _____ . Use extra- and curricular.

F2 From Unit 12. By next month, we _____ partners for a year. Use be in the future perfect.

G Speak and write

Compare two objects, courses, or ways of travelling. Write four sentences using a comparative adjective, a comparative adverb, as ... as, and enough. Include outperform or malfunction.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 18 Prepositions and verb combinations

Use at for many clock times, on for days and dates, and in for months, years, and many longer periods. Place expressions also depend on meaning. At can identify a point or activity, in an enclosed space or area, and on a surface. Learn combinations such as interested in, depend on, and responsible for as complete phrases.

A preposition can be followed by a noun, pronoun, or -ing form. Phrasal verbs must be learned with their meanings and patterns. Turn off is separable. “Turn the light off” and “turn off the light” are possible. With a pronoun, say “turn it off.” Look after is inseparable.

We meet at nine on Monday in June. I am interested in learning. Turn it off. She looks after it.

Worked example

Forewarn means warn in advance. “The ex-manager forewarned us about the delay.” About belongs to the word’s pattern. The prefix alone does not tell you which preposition to use.

Affix	Meaning clue	Examples
fore-	Before or in advance	forewarn, foresee
pro- support	In favor of	pro-democracy, pro-business
ex- former status	Previously holding a role	ex-president, ex-partner

A Choose the grammar

A1 We meet _____ nine _____ Monday.

A2 The team depends _____ reliable information.

A3 She is interested in _____ the guide. Use revise.

A4 Replace the light with it. Turn off the light.

B Build or choose a word

B1 To warn before an event is to _____ . Use fore- and warn.

B2 A position supporting democracy is _____ . Use pro- and democracy.

B3 A former manager is an _____ . Use ex- and manager.

Reference G18. Word formation M01 to M04. Sources are listed in the answer key.

Unit 18 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Our C1 _____ (ex- + manager) forewarned us C2 _____ (about / at) the delay. We will meet C3 _____ (at / in) nine to revise the plan.

C1

C2

C3

D Change the sentence

D1 Use an -ing form. We improved the guide. We did this by checking every example. Begin We improved the guide by.

D2 Replace the machine with it. She looks after the machine.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Please turn off it before the meeting.

E2 The ex-manager is responsible of checking the figures.

F Recall earlier learning

F1 From Unit 17. Half a circle is a _____ . Use semi- and circle.

F2 From Unit 13. By Friday, we _____ this system for a month. Use test in the future perfect continuous.

G Speak and write

Give directions for completing a small task. Write four sentences with two time or place prepositions, one dependent preposition, and one phrasal verb with a pronoun. Include forewarn or ex-manager.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 19 Modals for ability advice and obligation

Core modals such as can, could, should, must, may, and might take the base verb and do not add -s for he or she. Can expresses ability or permission. Could can express past general ability or a polite request. Use was or were able to when you need to describe succeeding on one particular past occasion.

Should gives advice. Must and have to express obligation, with meanings shaped by context. Must not expresses prohibition. Do not have to expresses absence of necessity. May and can can ask permission. Use will be able to for future ability where a future form is needed.

She can help. She cannot help. Can she help? You must not enter. You do not have to attend.

Worked example

Wide becomes widen, meaning make wider. “We should widen the entrance.” A modal takes the base form of the new verb. “She should widens” is incorrect.

Affix	Meaning clue	Examples
auto-	Self	autobiography, autocorrect
en- / em-	Make, put into, or provide with	enrich, empower
-en verb	Make or become	widen, strengthen

A Choose the grammar

A1 The sign forbids entry. You _____ enter. Choose must not or do not have to.

A2 Attendance is optional. You _____ attend. Choose must not or do not have to.

A3 The entrance is narrow. We should _____ it. Use widen.

A4 Ask politely for help. _____ you help me revise this paragraph? Use could.

B Build or choose a word

B1 A life story written by its own subject is an _____ . Use auto- and biography.

B2 To give someone power or authority is to _____ them. Use em- and power.

B3 To make something wide is to _____ it. Use wide and -en.

Reference G19. Word formation M01 to M04. Sources are listed in the answer key.

Unit 19 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The club wants to C1 _____ (em- + power) its members. Everyone can suggest changes. Members C2 _____ (must not / do not have to) attend every meeting because attendance is optional. We should C3 _____ (wide → verb) the range of activities.

C1

C2

C3

D Change the sentence

D1 Express future ability. After training, she can repair the machine. Use will be able to.

D2 Give advice. It is a good idea to widen the entrance. Use should.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She can to write an autobiography.

E2 He must widens the entrance.

F Recall earlier learning

F1 From Unit 18. To warn before an event is to _____ . Use fore- and warn.

F2 From Unit 14. We will leave after we _____ the report. Use finish in the present perfect.

G Speak and write

Write four rules or suggestions for a club. Include an obligation, a prohibition, an optional action, and advice. Use empower or widen. Ask a partner to distinguish the prohibition from the optional action.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 20 Modals for deduction and past possibilities

Use must for a strong positive deduction and cannot or can’t for a strong negative deduction. Use may, might, or could for a possibility. “The light is on, so someone must be inside.” The conclusion is an inference from evidence, not a proven fact.

For deductions about the past, use a modal plus have and a past participle. “The applicant might have misunderstood.” Should have can evaluate an earlier action. “We should have checked” usually suggests that checking was advisable but did not happen. These meanings differ from ordinary past obligation, which often uses had to.

She must be inside. She might be inside. She can’t be inside. She might have left. We should have checked.

Worked example

Apply becomes applicant, a person who applies. “The applicant might have misread the dietary instructions.” The word formation includes a base change, so learn apply and applicant together.

Affix	Meaning clue	Examples
-ant / -ent adjective	A property or tendency	resistant, absorbent
-ant / -ent noun	A participant or agent	applicant, respondent
-ary adjective	Related to something	dietary, evolutionary

A Choose the grammar

A1 There are several possible explanations. The applicant _____ have missed the message. Choose might or must.

A2 The records prove he was elsewhere. He _____ have attended. Use can’t.

A3 The floor is wet, but the cause is uncertain. Someone may _____ water. Complete with have and a participle of spill.

A4 We forgot to check. Now we think checking was advisable. We _____ checked. Use should.

B Build or choose a word

B1 A material that absorbs liquid is _____ . Use absorb and -ent.

B2 A person who applies is an _____ . Use the apply word family.

B3 Instructions related to diet are _____ instructions. Use diet and -ary.

Reference G20. Word formation M01 to M04. Sources are listed in the answer key.

Unit 20 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The C1 _____ (apply → person noun) has not replied. She C2 _____ (might / must) have missed the message, but we have no proof. We should have C3 _____ (check, past participle) her address.

C1

C2

C3

D Change the sentence

D1 Express a past possibility. Perhaps the respondent misunderstood the question. Use may have.

D2 Express a strong present deduction. The evidence strongly suggests this material absorbs water. Use must be and absorbent.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The applicant might has misunderstood.

E2 They should have check the dietary instructions.

F Recall earlier learning

F1 From Unit 19. A life story written by its own subject is an _____ . Use auto- and biography.

F2 From Unit 15. A tool arrived. _____ tool was damaged. Choose A or The.

G Speak and write

Explain an unexplained delay without presenting guesses as facts. Write four sentences using two possible explanations, one deduction tied to evidence, and one comment with should have. Include applicant or respondent.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Review precision obligations and explanations

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 The list of multilingual guides _____ ready. Choose is or are.

2 This guide belongs to us. It is _____ .

3 The new model works more _____ . Use efficient as an adverb.

4 We meet _____ Monday _____ nine.

5 Attendance is optional. You _____ attend. Choose must not or do not have to.

6 Perhaps the applicant missed the email. Rewrite with might have.

7 To make a street wider is to _____ it.

8 Earlier learning. I have known her _____ 2020. Choose for or since.

9 The lesson caused interest, so it was _____ . We felt _____ . Use interesting and interested.

10 Transfer to a new word. A person writing their own life story writes an _____ .

Use the language together

Recommend a solution to a practical problem. Write five sentences with a comparison, advice, an obligation or optional action, and a cautious explanation. Use three affixed words.

Write one form or word family to revisit after a delay. _____

Unit 21 Verb patterns and familiar habits

Learn a verb with the form that follows it. Enjoy, avoid, and finish take an -ing form. Decide, hope, and plan take a to-infinitive. Let and make take an object and a base verb in active clauses. Some verbs allow both patterns with a change in meaning. “Remember to lock the door” concerns a task. “I remember locking it” concerns a memory.

Used to plus a base verb describes a past habit or state that has changed. Be used to plus a noun or -ing form means be accustomed to something. Get used to describes becoming accustomed. The to in these last two patterns is a preposition.

We avoided wasting water. We decided to repair it. I used to work here. I am used to working here.

Worked example

Leak becomes leakage, and expose becomes exposure. “We hope to reduce leakage.” “We avoid exposing the equipment to water.” The meaning of the main verb helps determine the following pattern.

Affix	Meaning clue	Examples
-ory / -atory adjective	A function or relationship	advisory, explanatory
-age	An action, quantity, or result	leakage, wastage
-ure	An action, result, or state	closure, exposure

A Choose the grammar

A1 We decided _____ the leak. Use repair.

A2 They avoid _____ water. Use waste.

A3 I am used to _____ advisory notes. Use read.

A4 In the past, I worked at night, but I do not now. I used to _____ at night. Use work.

B Build or choose a word

B1 A note that explains is an _____ note. Use the explain word family with -atory.

B2 Water escaping from a pipe is _____ . Use leak and -age.

B3 Being exposed to sunlight is _____ to sunlight. Use expose and -ure.

Reference G21. Word formation M01 to M04. Sources are listed in the answer key.

Unit 21 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

We decided C1 _____ (reduce, with to or -ing) leakage. The workers are used to C2 _____ (inspect, with to or -ing) the pipes. They avoid unnecessary C3 _____ (expose → noun) to heat.

C1

C2

C3

D Change the sentence

D1 Express a changed past habit. In the past, we wasted water, but now we do not. Use used to.

D2 Express a memory of an action already completed. I locked the door, and I remember doing it. Begin I remember.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 We enjoy to read the advisory notes.

E2 I am used to inspect the equipment.

F Recall earlier learning

F1 From Unit 20. A material that absorbs liquid is _____ . Use absorb and -ent.

F2 From Unit 16. Please give the multilingual guide to _____ . Choose they or them.

G Speak and write

Explain how you learned a routine. Write one sentence with used to, one with be used to, one with a to-infinitive, and one with an -ing pattern. Include leakage, exposure, or explanatory.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 22 Passive voice and arranged services

Use a form of be plus the past participle when the affected person or thing is the focus. “The guide was revised.” Keep the original time reference when changing voice. “They have revised it” becomes “It has been revised.” Mention the agent with by when it matters. Verbs normally need an object in the relevant use to form this kind of passive.

Use have or get plus an object and a past participle for an arranged service. “We had the window repaired” usually means we arranged for someone to repair it. The same have pattern can describe an unwanted experience, so context matters. Perfect continuous passives are possible but cumbersome and often better rephrased.

It is repaired. It was being repaired. It has been repaired. It will be repaired. We had it repaired.

Worked example

Renew becomes renewal. “The renewal was approved yesterday.” The noun is the subject, and was approved places the approval in the past while focusing on the renewal.

Affix	Meaning clue	Examples
-al noun	An action or result	refusal, renewal
-ery / -ry	Places, activities, or collective meanings	bakery, trickery
-dom	A condition, domain, or collective identity	freedom, officialdom

A Choose the grammar

A1 The guide _____ every year. Use revise in the present simple passive.

A2 The window _____ yesterday. Use repair in the past simple passive.

A3 The renewal _____ already _____. Use approve in the present perfect passive.

A4 We arranged for someone to repair the door yesterday. We _____ the door _____. Use have and repair.

B Build or choose a word

B1 The act of refusing is a _____ . Use refuse and -al.

B2 A place where bread is baked is a _____ . Use bake and -ery.

B3 The state of being free is _____ . Use free and -dom.

Reference G22. Word formation M01 to M04. Sources are listed in the answer key.

Unit 22 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The C1 _____ (bake → place noun) was closed yesterday because its oven C2 _____ (repair, past continuous passive). The owner had the oven C3 _____ (check, past participle) by a technician.

C1

C2

C3

D Change the sentence

D1 Change to passive and keep the tense. The committee will approve the renewal.

D2 Change to passive and keep the tense. They have repaired the bakery roof.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 The renewal was approve yesterday.

E2 We had repaired the window by a technician. The intended meaning is an arranged service.

F Recall earlier learning

F1 From Unit 21. A note that explains is an _____ note. Use the explain word family with -atory.

F2 From Unit 17. This model is _____ than that one. Use efficient.

G Speak and write

Write an update about a building or service. Include a past passive, a present perfect passive, a future passive, and an arranged service. Use bakery or renewal. Make the time reference clear in each sentence.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 23 Questions indirect questions and question tags

In an ordinary object question, put an auxiliary before the subject. “Who did you call?” In a subject question, who or what already fills the subject position. “Who called you?” Embedded questions use statement order. “Can you tell me where she works?” A yes or no embedded question uses if or whether.

A common checking tag repeats the auxiliary and uses a pronoun. An affirmative statement often takes a negative tag, and a negative statement an affirmative tag. “It works, doesn’t it?” Negative words such as never affect the tag. Intonation and context change whether a tag checks information or invites agreement.

Who activated it? What did she activate? Do you know where it is? It works, doesn’t it?

Worked example

Active becomes activate. “Who activated the system?” Who is the subject, so this question does not need did. “What did she activate?” asks about the object and uses did.

Affix	Meaning clue	Examples
-ate verb	Cause or carry out a process	activate, chlorinate
-ward / -wards	Direction	homeward, northwards
-wise	Manner, direction, or respect	clockwise, money-wise

A Choose the grammar

A1 Ask about the person who acted. Someone activated the alarm. Begin Who.

A2 Ask about the object. She activated the alarm. Begin What.

A3 Make an indirect question. Where is the control? Begin Can you tell me.

A4 Complete the tag. The system works, _____?

B Build or choose a word

B1 To make a system active is to _____ it. Use active and -ate.

B2 Moving toward home means moving _____ . Use home and -ward.

B3 Turning in the direction of a clock’s hands is turning _____ . Use clock and -wise.

Reference G23. Word formation M01 to M04. Sources are listed in the answer key.

Unit 23 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

"Who C1 _____ (activate, past simple) the system?" Mira asked. "Do you know where the switch C2 _____ (is / does be)?" It turns C3 _____ (clock + -wise), doesn't it?

C1

C2

C3

D Change the sentence

D1 Make an indirect yes or no question. Has she activated it? Begin Do you know.

D2 Add a checking tag. They have not left yet.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Can you tell me where is the switch?

E2 Who did activated the alarm? Ask who performed the action.

F Recall earlier learning

F1 From Unit 22. The act of refusing is a _____ . Use refuse and -al.

F2 From Unit 18. The team depends _____ reliable information.

G Speak and write

Ask about a device or a journey. Write a subject question, an object question, an indirect question, and a tag question. Include activate, clockwise, or homeward. Exchange answers with a partner.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 24 General conditions and real future possibilities

A zero conditional commonly uses present forms in both clauses for a general relationship. “If the sensor gets wet, it stops.” A first conditional commonly uses a present form in the if-clause and will, another modal, or an imperative in the result clause. It presents a real future possibility.

Unless means if not in many conditional contexts. “Unless we repair it, it will fail.” Avoid adding an unnecessary second negative. Conditional forms are flexible, so learn the intended relationship as well as the common pattern. Put a comma after an initial if-clause, but usually omit it when the if-clause follows the main clause.

If the sensor gets wet, it stops. If it rains tomorrow, we will stay inside. Unless we leave now, we will be late.

Worked example

Microclimate means the climate of a small area. “If the microclimate changes, the plants will need different care.” The condition determines the possible consequence.

Affix	Meaning clue	Examples
micro-	Small scale	microclimate, microplastic
macro-	Large scale	macroeconomics, macrostructure
mono-	One or single	monolingual, monochrome

A Choose the grammar

A1 As a general rule for this device, if the sensor gets wet, it _____ . Use stop.

A2 If it _____ tomorrow, we will move the event indoors. Use rain.

A3 If the supplier agrees, we _____ the order. Use place with will.

A4 _____ we leave now, we will be late. Choose Unless or If not.

B Build or choose a word

B1 The climate of a small area is a _____ . Use micro- and climate.

B2 The study of an economy at a large scale is _____ . Use macro- and economics.

B3 A person using only one language is _____ . Use mono- and lingual.

Reference G24. Word formation M01 to M04. Sources are listed in the answer key.

Unit 24 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

If the C1 _____ (micro- + climate) changes, the garden C2 _____ (need, with will) a new watering plan. Unless we C3 _____ (monitor) the soil, we may miss the change.

C1

C2

C3

D Change the sentence

D1 Rewrite with unless. If we do not repair the sensor, it will fail.

D2 Use an imperative result. If the warning light comes on, you should call the technician.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 If it will rain tomorrow, we will cancel.

E2 Unless we do not leave now, we will be late. The intended meaning is that leaving now prevents lateness.

F Recall earlier learning

F1 From Unit 23. To make a system active is to _____ it. Use active and -ate.

F2 From Unit 19. Attendance is optional. You _____ attend. Choose must not or do not have to.

G Speak and write

Plan for changes in a garden, event, or study schedule. Write one general condition, two real future conditions, and one sentence with unless. Include microclimate or monolingual in a relevant sentence.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 25 Imagined situations and present wishes

A second conditional commonly uses a past form in the if-clause and would, could, or might plus a base verb in the result. The past form marks distance from reality, often concerning the present or future. “If I had more time, I would study another language.”

Were is widely used for hypothetical be, especially in formal writing and in “If I were you.” Was also occurs in informal hypothetical contexts. Wish plus a past form expresses a desired change to the present. Wish plus could expresses a desired ability or possibility. Wish plus would often concerns a wanted change in someone’s behavior or an external situation.

If I had more time, I would study. If I were you, I would ask. I wish I knew. I wish I could help.

Worked example

Bilingual means using two languages. “If I were bilingual, I could translate the guide.” The sentence imagines a present ability that the speaker does not claim to have.

Affix	Meaning clue	Examples
uni-	One or single	unidirectional, unicellular
bi-	Two or double	bilingual, bilateral
tri-	Three	tricycle, trilateral

A Choose the grammar

A1 I do not have much time. If I _____ more time, I would study. Use have.

A2 If she knew the answer, she _____ us. Use tell with would.

A3 Give advice in a formal hypothetical. If I _____ you, I would ask. Use be.

A4 I do not know another language. I wish I _____ another language. Use know.

B Build or choose a word

B1 Movement in only one direction is _____ movement. Use uni- and directional.

B2 A guide in two languages is _____ . Use bi- and lingual.

B3 An agreement involving three sides is _____ . Use tri- and lateral.

Reference G25. Word formation M01 to M04. Sources are listed in the answer key.

Unit 25 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

Our guide is monolingual. If it C1 _____ (be, formal hypothetical) bilingual, more visitors C2 _____ (could / can) use it. I wish I C3 _____ (know) a second language.

C1

C2

C3

D Change the sentence

D1 Express an imagined result. I am not bilingual, so I cannot translate the guide. Begin If I were.

D2 Express a present wish. I cannot join the trilateral meeting. Begin I wish.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 If I would know the answer, I would tell you.

E2 I wish I know a second language.

F Recall earlier learning

F1 From Unit 24. The climate of a small area is a _____ . Use micro- and climate.

F2 From Unit 20. The records prove he was elsewhere. He _____ have attended. Use can't.

G Speak and write

Imagine a useful change to your abilities or surroundings. Write two second conditionals, one present wish, and one piece of advice with If I were you. Include bilingual or unidirectional where it fits.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Review actions questions and conditions

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 We enjoy _____ useful guides. Use read.

2 She is used to _____ at night. Use work.

3 Change to passive. They have repaired the roof.

4 We arranged a repair. We had the window _____ . Use repair.

5 Make an indirect question. Where is the switch? Begin Do you know.

6 The device works, _____?

7 If the microclimate changes, we _____ the plan. Use revise with will.

8 If I were bilingual, I _____ more visitors. Use help with could.

9 Earlier learning. Correct the sentence. The trainee will has finished by Friday.

10 Transfer to a new word. A railway whose trains run on a single rail is a _____ . Use mono- and rail.

Use the language together

Write a five-sentence proposal for a service or event. Include a verb pattern, a passive, an indirect question, a real condition, and an imagined condition. Use three affixed words.

Write one form or word family to revisit after a delay. _____

Unit 26 Past alternatives and mixed conditionals

A third conditional commonly uses if plus past perfect, followed by would, could, or might have plus a past participle. It imagines a different past. “If we had checked, we would have noticed.” Wish plus past perfect can express a desired change to a completed past event.

A mixed conditional connects different times. A past condition can have a present result. “If I had studied, I would know now.” A present characteristic can explain a hypothetical past result. “If I were more careful, I would not have made that mistake.” Identify the time of each clause before choosing its form.

If we had checked, we would have noticed. If we had checked, we would know now. I wish we had checked.

Worked example

Pseudoscience presents itself as science without meeting scientific standards. “If we had checked the evidence, we might have recognized the pseudoscience.” Might presents the imagined result as possible rather than certain.

Affix	Meaning clue	Examples
pseudo-	False or purported	pseudoscience, pseudointellectual
neo-	A new or revived form	neoclassical, neocolonial
a- / an- negative	Absence or lack	atypical, anaerobic

A Choose the grammar

A1 We did not check, so we missed the error. If we _____, we would have noticed. Use check.

A2 If she had asked, we _____ her. Use help with would have.

A3 I did not study this before. If I had studied it, I _____ it now. Use understand with would.

A4 I regret sending the message. I wish I _____ it. Use not / send.

B Build or choose a word

B1 A claim presented as science without meeting scientific standards may be called _____ . Use pseudo- and science.

B2 A style reviving classical forms is _____ . Use neo- and classical.

B3 Something that is not typical is _____ . Use a- and typical.

Reference G26. Word formation M01 to M04. Sources are listed in the answer key.

Unit 26 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The team accepted an unsupported claim. If it C1 _____ (check) the evidence, it might have noticed the problem. If it had checked, it C2 _____ (understand, with would) the issue now. The researcher wishes she C3 _____ (ask) more questions then.

C1

C2

C3

D Change the sentence

D1 Make a third conditional. We did not ask, so we did not learn the reason. Begin If we had.

D2 Make a mixed conditional with a present result. I did not save the instructions, so I do not have them now.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 If we would have checked, we would have noticed.

E2 I wish I asked yesterday. Express regret about the completed past event.

F Recall earlier learning

F1 From Unit 25. Movement in only one direction is _____ movement. Use uni- and directional.

F2 From Unit 21. They avoid _____ water. Use waste.

G Speak and write

Describe a missed opportunity or an invented mistake. Write a third conditional, a mixed conditional, and a past wish. Add a sentence with atypical, neoclassical, or pseudoscience that fits your account.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 27 Relative clauses and precise descriptions

A defining relative clause identifies which person or thing you mean. Use who for people, which for things, and that in many defining clauses. Use whose for possession and where for a place relationship. An object relative pronoun can often be omitted in a defining clause. A subject relative pronoun cannot.

A non-defining clause adds extra information and is separated by commas. Use who or which, and keep the relative pronoun. Do not use that in this pattern. Some relative clauses can be reduced. “The people who are waiting” can become “the people waiting.” Keep the intended subject and meaning clear.

The guide who helped us was kind. The guide we met was kind. Maya, who wrote the guide, lives nearby.

Worked example

Troublesome means causing trouble. “The device that caused the troublesome delay has been replaced.” That is the subject of caused, so it cannot be omitted from that full relative clause.

Affix	Meaning clue	Examples
circum-	Around	circumnavigate, circumpolar
-some	Having or causing a quality	troublesome, burdensome
-th abstract noun	A state or property, often with a changed base	warmth, strength

A Choose the grammar

A1 The person _____ helped us is here. Choose who or whose.

A2 The writer _____ guide we used has arrived. Choose who or whose.

A3 Maya, _____ wrote the guide, is here. Choose who or that.

A4 Can the pronoun be omitted? The book that I borrowed was useful. Write yes or no.

B Build or choose a word

B1 To sail around the world is to _____ it. Use circum- and navigate.

B2 A problem that causes trouble is _____ . Use trouble and -some.

B3 The quality of being strong is _____ . Use the strong word family with -th.

Reference G27. Word formation M01 to M04. Sources are listed in the answer key.

Unit 27 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

The sailor C1 _____ (who / whose) circumnavigated the island wrote a guide. The guide, C2 _____ (which / that) we borrowed yesterday, describes a troublesome current. We need a boat with enough C3 _____ (strong → noun) to handle it.

C1

C2

C3

D Change the sentence

D1 Join with a defining relative clause. We need a guide. The guide explains the troublesome route.

D2 Reduce the relative clause. The people who are waiting outside need help.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Maya, that wrote the guide, is here.

E2 The book that I borrowed it was useful.

F Recall earlier learning

F1 From Unit 26. A claim presented as science without meeting scientific standards may be called _____ . Use pseudo- and science.

F2 From Unit 22. The window _____ yesterday. Use repair in the past simple passive.

G Speak and write

Describe people and objects needed for a journey or project. Write one defining clause, one non-defining clause, one possessive relative clause, and one reduced clause. Use troublesome, strength, or circumnavigate.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 28 Reported statements questions and requests

Reported speech presents someone's message from a new speaker's viewpoint. After a past reporting verb, backshift is common. Present can become past, will can become would, and past simple can become past perfect. Backshift is sometimes unnecessary when information remains true or relevant. Change pronouns and time words only when the reporting situation requires it.

Reported questions use statement order. Use if or whether for yes or no questions. Use ask plus an object and a to-infinitive for a request. Say does not take a direct person object in the pattern "She said that ...". Tell normally does in "She told me that ...".

She said she was ready. She asked whether I was ready. She asked me to wait. She told me to wait.

Worked example

Teleconference means a conference held over a distance. "She said the teleconference would begin at midday." Would places the later beginning relative to the past speech.

Affix	Meaning clue	Examples
mid-	Middle	midweek, midyear
tele-	Distance	teleconference, telemedicine
retro-	Backward or relating to the past	retroactive, retrofuturism

A Choose the grammar

A1 Report later using backshift. Maya said, "I am ready." Begin Maya said she.

A2 Report using backshift. He said, "I will call." Begin He said he.

A3 Report the question. She asked me, "Are you available?" Use whether and backshift.

A4 Report the request. He said to me, "Please wait." Begin He asked me.

B Build or choose a word

B1 The middle of a week is _____ . Use mid- and week.

B2 A conference held over a distance is a _____ . Use tele- and conference.

B3 A rule applying back to an earlier date is _____ . Use retro- and active.

Reference G28. Word formation M01 to M04. Sources are listed in the answer key.

Unit 28 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

On Monday, Maya said, "The teleconference is tomorrow." Reporting this on Friday with backshift, we say Maya said the teleconference C1 _____ (be) C2 _____ (the next day / tomorrow). She also asked me C3 _____ (join, with to or -ing).

C1

C2

C3

D Change the sentence

D1 Report with backshift. She asked, "Where does the teleconference take place?" Begin She asked where.

D2 Report the negative request. "Please do not change the date," he said to us. Begin He asked us.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 She said me that the meeting was midweek.

E2 He asked where did the teleconference take place.

F Recall earlier learning

F1 From Unit 27. To sail around the world is to _____ it. Use circum- and navigate.

F2 From Unit 23. Ask about the object. She activated the alarm. Begin What.

G Speak and write

Have a short conversation about a meeting, then write four reported messages from it. Include a statement, a yes or no question, a wh-question, and a request. Working alone, imagine the conversation. Use midweek, teleconference, or retroactive.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 29 Connect ideas with reasons contrasts and purposes

Use because before a clause and because of before a noun phrase or -ing phrase. Use although before a clause and despite or in spite of before a noun phrase or -ing phrase. “Although it rained, we stayed.” “Despite the rain, we stayed.” Avoid adding but to the same although construction.

Use to or in order to for purpose when the understood subject fits. Use so that plus a clause when you need an explicit subject or a modal. “We made a booklet so that visitors could follow the route.” However connects sentences rather than joining two complete clauses with only a comma. Use a period before it in these exercises.

We stayed because it was useful. We stayed despite the rain. We wrote a booklet to help visitors. It rained. However, we stayed.

Worked example

Booklet means a small book. “We made a booklet so that visitors could identify the wooden objects.” The purpose clause explains why the booklet was made.

Affix	Meaning clue	Examples
-en material adjective	Made of	wooden, woolen
-esque	Resembling a style	statuesque, Kafkaesque
-let	A smaller version	booklet, droplet

A Choose the grammar

A1 We stayed inside because _____ raining. Complete with it and be in the past.

A2 We stayed inside because of _____ . Choose the rain or it rained.

A3 _____ the rain, we continued the tour. Choose Despite or Although.

A4 We made a booklet _____ visitors could follow the route. Choose so that or to.

B Build or choose a word

B1 An object made of wood is _____ . Use wood and -en.

B2 A scene attractive like a picture is _____ . Use picture and -esque.

B3 A small book is a _____ . Use book and -let.

Reference G29. Word formation M01 to M04. Sources are listed in the answer key.

Unit 29 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

We printed a C1 _____ (book + -let) so that visitors could follow the route. C2 _____ (Although / Despite) it rained, we saw the wooden bridge. The view was C3 _____ (picture → adjective with -esque).

C1

C2

C3

D Change the sentence

D1 Rewrite with despite. Although the weather was cold, we continued.

D2 Join with a purpose infinitive. We wrote the booklet. We wanted to help visitors.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Although it rained, but we visited the wooden bridge.

E2 The booklet was short, however it was useful. Use two sentences.

F Recall earlier learning

F1 From Unit 28. The middle of a week is _____ . Use mid- and week.

F2 From Unit 24. If it _____ tomorrow, we will move the event indoors. Use rain.

G Speak and write

Describe a trip, exhibition, or event. Write five connected sentences with a reason, a contrast, and a purpose. Use wooden, picturesque, and booklet where they fit. Check that each connector has the right kind of phrase or clause after it.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Unit 30 Build clear sentences and control emphasis

Parallel structures use matching forms for linked ideas. “We plan to read, discuss, and revise.” A complete independent clause can stand alone. A fragment such as “Because the guide was missing” needs a main clause. Join complete clauses with suitable punctuation or a conjunction.

A cleft can focus information. “It was Maya who wrote the guide.” After an initial negative or restrictive expression such as never or only then, formal English often uses auxiliary inversion. “Only then did we understand.” A participle clause normally shares its understood subject with the main clause. “Reading the guide, I noticed an error” means that I was reading.

We read, discussed, and revised it. It was Maya who wrote it. Only then did we understand. Reading the guide, I noticed an error.

Worked example

Legalese means the specialized language or style of legal writing, often with a suggestion that it is difficult to understand. “Only then did we understand the legalese.” Did carries the tense, so understand stays in its base form.

Affix	Meaning clue	Examples
-ling	Smallness, youth, or another relationship	duckling, underling
-an / -ian	Origin, affiliation, or association	Canadian, Darwinian
-ese	Origin, language, or a characteristic register	Japanese, legalese

A Choose the grammar

A1 Make the list parallel. We plan to read, discussing, and revise.

A2 Complete the formal inversion. Only then _____ we understand. Use do in the past.

A3 Emphasize Maya. Maya wrote the guide. Begin It was.

A4 Complete the fragment with a main clause. Because the guide was missing, _____.

B Build or choose a word

B1 A young duck is a _____ . Use duck and -ling.

B2 Someone or something from Canada is _____ . Use the Canada word family.

B3 Specialized legal language can be called _____ . Use legal and -ese.

Reference G30. Word formation M01 to M04. Sources are listed in the answer key.

Unit 30 Apply the grammar and vocabulary

C Complete the paragraph

Use the instructions in brackets. Keep the whole paragraph's meaning consistent.

A Canadian visitor found a duckling near the entrance. C1 _____ (Read / Reading) the rescue instructions, she noticed a confusing paragraph. Only then C2 _____ (did / had) she understand the legalese. It was the guide C3 _____ (who / which) helped her interpret it. Here guide means a person.

C1

C2

C3

D Change the sentence

D1 Use formal inversion. We had never seen such a clear guide. Begin Never.

D2 Repair the dangling modifier. Reading the booklet, the instructions became clear. Make the reader the subject.

E Find and repair the errors

Rewrite each sentence correctly. Some contain more than one error.

E1 Only then we understood the legalese. Use formal inversion.

E2 The Canadian visitor found the guide, she read it. Avoid a comma splice.

F Recall earlier learning

F1 From Unit 29. An object made of wood is _____ . Use wood and -en.

F2 From Unit 25. If she knew the answer, she _____ us. Use tell with would.

G Speak and write

Write a five-sentence account of solving a problem. Include a parallel list, a relative clause or cleft, and one optional formal inversion. Use two words from this lesson or an earlier lesson. Read it aloud and revise any sentence whose subject or time reference is unclear.

Check the intended meaning, the verb phrase, the word form, and agreement. Explain one correction before moving on.

Final review of grammar and word building

Work without earlier pages first. Use the answer key afterward and explain each correction. These items mix recent and earlier learning.

1 Make a third conditional. We did not check, so we did not notice.

2 Complete the mixed conditional. If I had saved the guide, I _____ it now. Use have with would.

3 Maya, _____ wrote the booklet, is here. Choose who or that.

4 Report with backshift. She said, “I will call.”

5 _____ the rain, we continued. Choose Despite or Although.

6 Use formal inversion. Only then we understood the legalese.

7 Earlier learning. She has been working _____ two hours.

8 Earlier learning. They _____ the booklet yesterday. Use rewrite.

9 Transfer to a new word. A small drop is a _____ . Use drop and -let.

10 Explain the difference in one sentence. The writer is careful. The writer works carefully.

Use the language together

Write six connected sentences about improving a project. Include a past event, a present result, a future plan, a condition, a relative clause, and a reason or contrast. Use at least four affixed words from different lessons. Underline the verb phrases and circle the affixed words.

Write one form or word family to revisit after a delay. _____

Present forms at a glance

Choose a form for the intended time relationship and focus. Time words help, but context determines the choice. A past participle is the form used after have and in passive constructions.

Present simple in Unit 2

A routine or state.

Statement	Negative	Question
She checks it.	She does not check it.	Does she check it?

In context. She checks it every day.

Present continuous in Unit 3

An activity in progress or a temporary situation.

Statement	Negative	Question
She is checking it.	She is not checking it.	Is she checking it?

In context. She is checking it now.

Present perfect simple in Unit 6

A present connection or result.

Statement	Negative	Question
She has checked it.	She has not checked it.	Has she checked it?

In context. She has checked it, so it is ready.

Present perfect continuous in Unit 7

Activity or duration leading to now.

Statement	Negative	Question
She has been checking it.	She has not been checking it.	Has she been checking it?

In context. She has been checking it for an hour.

For be in the simple present, use am, is, or are. Form negatives and questions directly with be. Ordinary main verbs use do or does.

Past forms at a glance

Choose a form for the intended time relationship and focus. Time words help, but context determines the choice. A past participle is the form used after have and in passive constructions.

Past simple in Unit 4

A completed event at a past time.

Statement	Negative	Question
She checked it.	She did not check it.	Did she check it?

In context. She checked it yesterday.

Past continuous in Unit 5

An activity in progress at a past moment.

Statement	Negative	Question
She was checking it.	She was not checking it.	Was she checking it?

In context. She was checking it when I arrived.

Past perfect simple in Unit 8

An event before a past reference point.

Statement	Negative	Question
She had checked it.	She had not checked it.	Had she checked it?

In context. She had checked it before I arrived.

Past perfect continuous in Unit 9

Activity or duration leading to a past point.

Statement	Negative	Question
She had been checking it.	She had not been checking it.	Had she been checking it?

In context. She had been checking it for an hour when I arrived.

For be in the simple past, use was or were. Form negatives and questions directly with be. Ordinary main verbs use did.

Future forms at a glance

These are commonly taught future constructions. English has no separate inflected future tense. Also use going to for intentions, present continuous for arrangements, and present simple for schedules. See Units 10 and 14.

Future with will in Unit 10

A prediction, offer, promise, or decision.

Statement	Negative	Question
She will check it.	She will not check it.	Will she check it?

In context. She will check it tomorrow.

Future continuous in Unit 11

An activity in progress at a future point.

Statement	Negative	Question
She will be checking it.	She will not be checking it.	Will she be checking it?

In context. At ten tomorrow, she will be checking it.

Future perfect simple in Unit 12

Completion by a future point.

Statement	Negative	Question
She will have checked it.	She will not have checked it.	Will she have checked it?

In context. By ten, she will have checked it.

Future perfect continuous in Unit 13

Activity or duration leading to a future point.

Statement	Negative	Question
She will have been checking it.	She will not have been checking it.	Will she have been checking it?

In context. By ten, she will have been checking it for an hour.

Verb forms spelling and sound

Learn a new verb in its useful forms. Keep word formation and grammar separate. Rewrite changes the lexical meaning of write. Rewrites, rewrote, rewriting, and rewritten supply grammatical forms of rewrite.

Pattern	Examples
Third person singular	work / works; watch / watches; study / studies; have / has
Regular past and participle	work / worked; move / moved; study / studied; stop / stopped
The ing form	work / working; move / moving; lie / lying; run / running
A final y	study / studying; study / studied; enjoy / enjoyed
A final consonant	stop / stopped; admit / admitted; open / opened
Common contractions	do not / don’t; does not / doesn’t; did not / didn’t; will not / won’t
An ambiguous contraction	She’s ready means she is ready. She’s finished can mean she has finished or she is finished, depending on the meaning.

Consonant doubling depends on spelling and stress. Many words ending in a stressed short vowel and one consonant double that consonant before a vowel suffix. Do not double final w, x, or y. Compare stopped, admitted, and opened. Travelled and traveled are both established spellings.

Hear the endings

Ending	Sound condition	Examples
-s pronounced /s/	After a voiceless sound other than a sibilant	checks, stops
-s pronounced /z/	After a vowel or other voiced sound, except a sibilant	plays, reads
-s pronounced /ɪz/	After a sibilant such as the last sound in watch or wash	watches, washes
-ed pronounced /t/	After a voiceless sound other than /t/	checked, washed
-ed pronounced /d/	After a voiced sound other than /d/	played, cleaned
-ed pronounced /ɪd/	After /t/ or /d/	wanted, needed

The last sound determines the ending’s pronunciation. Ask a partner to read checks, plays, watches, checked, played, and wanted in a different order. Write what you hear, then compare. Check a dictionary when an adjective has an exceptional pronunciation.

Irregular verbs one

Use the past form for a simple past statement. Use the participle after have and in a passive. Questions and negatives with did use the base form.

Base form	Past form	Past participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone

Got and gotten depend on variety and meaning. British English normally uses got as the participle. American English often uses gotten for obtaining or becoming, while have got has its own possession and obligation uses.

Irregular verbs two

Use the past form for a simple past statement. Use the participle after have and in a passive. Questions and negatives with did use the base form.

Base form	Past form	Past participle
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
speak	spoke	spoken
take	took	taken
teach	taught	taught
think	thought	thought
understand	understood	understood
write	wrote	written

Read keeps its spelling. The base form rhymes with seed, while the past and participle rhyme with red. Prefixes often preserve irregular patterns, as in rewrite, rewrote, rewritten and prepay, prepaid, prepaid.

Affix reference 1 to 15

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
1 -able / -ible	Possible or suitable	washable, reversible	1
2 -less	Without something	powerless, odorless	1
3 -ful	Having or showing a quality	resourceful, respectful	1
4 -ness	A quality or state as a noun	awareness, fairness	2
5 -ment	An action or its result	improvement, adjustment	2
6 un- negative	Not	uncertain, unfair	2
7 in- / im- / il- / ir- negative	Not, with different spellings	inaccurate, impractical, illogical, irregular	3
8 non-	Outside a category or without	nonverbal, nonfiction	3
9 mis-	Wrongly or unsuccessfully	misinterpret, misjudge	3
10 anti-	Against or preventing	antiwar, antibacterial	4
11 inter-	Between	interdependent, interregional	4
12 pre-	Before	prepayment, prewar	4
13 post-	After	postoperative, postwar	5
14 over- excess	Too much	overestimate, overwork	5
15 under- insufficiency	Too little	underestimate, underfund	5

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Affix reference 16 to 30

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
16 re- repetition	Again	reassess, rebuild	6
17 -er / -or agent or instrument	A person or thing doing an action	employer, translator	6
18 -ly adverb	Manner or viewpoint	cautiously, theoretically	6
19 -y adjective	Having a characteristic	dusty, risky	7
20 -ish approximation or resemblance	Somewhat or resembling	reddish, childish	7
21 -ion family	An action, process, or result	adaptation, restriction, expansion	7
22 -ity / -ty	A quality or state	complexity, certainty	8
23 -ance / -ence	An action, state, or quality	acceptance, dependence	8
24 -ancy / -ency	A condition or quality	expectancy, consistency	8
25 -ive	A property, tendency, or function	protective, persuasive	9
26 -ous including -ious and -eous	Having a quality	hazardous, spacious	9
27 -al / -ial adjective	Related to something	cultural, managerial	9
28 -ic	Related to or characteristic of	symbolic, economic	10
29 -ical	Related to or characteristic of	historical, economical	10
30 -ize / -ise	Make, become, or treat as	modernize, standardize	10

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Affix reference 31 to 45

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
31 -ify / -fy	Make or become	simplify, purify	11
32 -ist	A specialist, practitioner, or supporter	violinist, environmentalist	11
33 -ism	A system, belief, practice, or characteristic	idealism, favoritism	11
34 -ee	A participant, often a recipient	trainee, interviewee	12
35 -ship	A relationship, role, or status	partnership, membership	12
36 -hood	A condition, period, or collective identity	adulthood, parenthood	12
37 de- removal or reversal	Remove or reverse	defrost, decentralize	13
38 dis-	Not, separate, or reverse	dishonest, disconnect	13
39 un- reversal	Undo an action	untie, unpack	13
40 co-	Joint participation	coauthor, coexist	14
41 counter-	Opposition or response	counterargument, counterattack	14
42 trans-	Across or beyond	transatlantic, transnational	14
43 sub-	Below, subordinate, or a subdivision	substandard, subcategory	15
44 super-	Above or beyond the ordinary	superhuman, superstructure	15
45 hyper-	Excessively or unusually high	hyperactive, hypersensitive	15

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Affix reference 46 to 60

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
46 extra-	Outside or beyond	extracurricular, extrajudicial	16
47 intra-	Within	intramural, intracellular	16
48 multi-	Many	multilingual, multinational	16
49 semi-	Half or partial	semicircle, semiautomatic	17
50 out- surpassing	Exceeding another	outperform, outnumber	17
51 mal-	Bad or defective	malfunction, malnutrition	17
52 fore-	Before or in advance	forewarn, foresee	18
53 pro- support	In favor of	pro-democracy, pro-business	18
54 ex- former status	Previously holding a role	ex-president, ex-partner	18
55 auto-	Self	autobiography, autocorrect	19
56 en- / em-	Make, put into, or provide with	enrich, empower	19
57 -en verb	Make or become	widen, strengthen	19
58 -ant / -ent adjective	A property or tendency	resistant, absorbent	20
59 -ant / -ent noun	A participant or agent	applicant, respondent	20
60 -ary adjective	Related to something	dietary, evolutionary	20

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Affix reference 61 to 75

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
61 -ory / -atory adjective	A function or relationship	advisory, explanatory	21
62 -age	An action, quantity, or result	leakage, wastage	21
63 -ure	An action, result, or state	closure, exposure	21
64 -al noun	An action or result	refusal, renewal	22
65 -ery / -ry	Places, activities, or collective meanings	bakery, trickery	22
66 -dom	A condition, domain, or collective identity	freedom, officialdom	22
67 -ate verb	Cause or carry out a process	activate, chlorinate	23
68 -ward / -wards	Direction	homeward, northwards	23
69 -wise	Manner, direction, or respect	clockwise, money-wise	23
70 micro-	Small scale	microclimate, microplastic	24
71 macro-	Large scale	macroeconomics, macrostructure	24
72 mono-	One or single	monolingual, monochrome	24
73 uni-	One or single	unidirectional, unicellular	25
74 bi-	Two or double	bilingual, bilateral	25
75 tri-	Three	tricycle, trilateral	25

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Affix reference 76 to 90

The ninety entries are learning units. Some group related spellings, and some separate functions of the same spelling. A grouped spelling is not freely interchangeable with another. Learn the complete word.

Affix learning unit	Meaning clue	Examples	Unit
76 pseudo-	False or purported	pseudoscience, pseudointellectual	26
77 neo-	A new or revived form	neoclassical, neocolonial	26
78 a- / an- negative	Absence or lack	atypical, anaerobic	26
79 circum-	Around	circumnavigate, circumpolar	27
80 -some	Having or causing a quality	troublesome, burdensome	27
81 -th abstract noun	A state or property, often with a changed base	warmth, strength	27
82 mid-	Middle	midweek, midyear	28
83 tele-	Distance	teleconference, telemedicine	28
84 retro-	Backward or relating to the past	retroactive, retrofuturism	28
85 -en material adjective	Made of	wooden, woolen	29
86 -esque	Resembling a style	statuesque, Kafkaesque	29
87 -let	A smaller version	booklet, droplet	29
88 -ling	Smallness, youth, or another relationship	duckling, underling	30
89 -an / -ian	Origin, affiliation, or association	Canadian, Darwinian	30
90 -ese	Origin, language, or a characteristic register	Japanese, legalese	30

Entries 1 to 20 belong to priority band 1, 21 to 40 to band 2, 41 to 60 to band 3, and 61 to 90 to band 4. These are the provisional vocabulary priorities established for this booklet. Occurrence frequency has no direct weight. The lesson order also follows grammar prerequisites.

Build and check a word family

Choose a useful base word from a lesson. Add only forms that are established English words. Check the meaning, word class, spelling, and a natural phrase. An empty cell is acceptable. A word does not need to have every possible form.

Base or verb	Noun	Adjective	Adverb
improve	improvement	improved	
protect	protection	protective	protectively
	care	careful	carefully
simplify	simplicity	simple	simply

Use a family across time

Write a present routine, a completed past event, a present result, and a future plan. Use different members of one word family where they fit. You may use more than one sentence to show the meaning clearly.

Keep a correction you can explain

Write one original error, its correction, and the reason. Later, cover the correction and produce a new sentence using the same pattern.

Choose and check your grammar

Decision	Check
What time relationship do I mean?	Locate the event relative to now or another reference point. Then choose whether to emphasize an event, an activity, a result, or duration.
What is the subject?	Make the finite verb agree with the subject. Find the head noun rather than the nearest noun.
Do I need an auxiliary?	Use do for ordinary simple-tense questions and negatives. Use the existing be, have, or modal in other patterns.
What form follows this verb?	Check base, to-infinitive, -ing form, or past participle. Learn common verb patterns as phrases.
What kind of noun is this?	Check countability, singular or plural, article, determiner, and quantity expression.
Which word class fits?	An adjective can describe a noun. An adverb can describe an action. A noun can be a subject or object.
Which relationship joins the ideas?	Choose a reason, contrast, purpose, condition, time clause, or relative clause. Check what follows the connector.
What does the affix contribute?	Identify a real base and affix. Check the full word and avoid assuming every visible letter sequence is meaningful.
Is the sentence complete?	Check the subject, finite verb, clause boundaries, pronoun reference, and punctuation.
Does the sentence say what I intend?	Compare the intended meaning with what the chosen tense, modal, affix, or connector actually expresses.

Use an adjective for the intended meaning

The lesson is interesting describes its effect. I am interested describes my feeling. The task is tiring and I am tired follow a similar contrast. These grammatical uses of -ing and -ed are taught separately from the ninety vocabulary affix units.

Return to earlier learning

After a lesson, revisit a few questions the next day, a week later, and again after a longer delay. This is a practical review schedule, not a proven optimum for every learner. Begin from memory, check, and explain the correction. The mixed reviews already bring back earlier material. [P01]

The companion answer key gives explanations, possible responses to open tasks, teaching notes, and full sources.