The Grammar Logic

Name _____ Class _____

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VERB FORMS AT A GLANCE

Form	Structure	Example	Time words
Present simple	base / base + -s	She works here.	every day, usually, always
Present continuous	am / is / are + -ing	She is working now.	now, right now, at the moment
Past simple	past form	She worked yesterday.	yesterday, last week, ago
Past continuous	was / were + -ing	She was working at eight.	at eight last night, while
Present perfect	have / has + past participle	She has worked here for years.	for, since, already, yet, ever, never
Past perfect	had + past participle	She had left before I arrived.	before, by the time
Future: will	will + base	She will work tomorrow.	tomorrow, next week, soon
Future: going to	am / is / are going to + base	She is going to work late.	tonight, this weekend
Future in the past	would + base	She said she would work.	said, thought, knew
Passive	be + past participle	The work was done.	by

1 Be or Do

Foundations

- **be** (am, is, are, was, were) + adjective, noun, **-ing** verb, or past participle: She **was** tired. It **is** raining. The door **was** locked.
- **do / does / did** + base verb makes questions and negatives: He **did not call**. **Did** you **see** it?
- Before an adjective or noun the negative is **isn't / wasn't / weren't**: It **wasn't** a joke. (~~didn't a joke~~)
- Never **be** + base verb: ~~She was remember~~ → She **remembered**.

A Circle the correct word.

1. She (was / did) tired after school.
2. They (were / did) not answer the phone.
3. (Was / Did) the shop closed yesterday?
4. (Were / Did) you finish your homework?
5. He (wasn't / didn't) like the film.
6. The test (wasn't / didn't) difficult.
7. We (were / did) watching TV at eight.
8. (Is / Does) your brother live here?
9. The windows (were / did) closed.
10. It (isn't / doesn't) a good idea.

B Fill in am, is, are, was, were, do, does, or did.

1. _____ you at home last night?
2. She _____ not eat breakfast yesterday.
3. My parents _____ teachers.
4. _____ he play the piano every day?
5. I _____ very happy now.
6. The museum _____ closed last Monday.
7. They _____ not understand the question.
8. _____ it cold outside right now?
9. We _____ late for class this morning.
10. What _____ you buy at the market yesterday?

C Correct each sentence.

1. She was remember the answer.

2. The bus is arrives at nine.

3. They were play football.

4. He didn't happy.

5. We are not believe him.

6. The film was start late.

7. It didn't a mistake.

8. Did you tired?

D Write sentences about yesterday. Use was, were, and did not.

2 Every Clause Needs a Verb

Foundations

- A clause = **subject + verb**. No verb, no sentence: ~~The room very cold.~~ → The room **is** very cold.
- An adjective cannot be the verb. Add **be**: She **is** happy. They **were** excited.
- Time phrases need a verb too: ~~After the class over~~ → After the class **was** over.
- Every subject needs its own verb, including the subject after **if, when, because**: If the room **is** dirty, I clean it.

A Write S (sentence) or F (no verb).

1. ____ The children excited about the trip.
2. ____ The train left at six.
3. ____ My brother very tall.
4. ____ We waited outside.
5. ____ The door open all night.
6. ____ She laughed.
7. ____ The soup too hot.
8. ____ Everyone in the classroom.
9. ____ They live near the park.
10. ____ The streets wet after the rain.

B Write the missing verb.

1. My brother _____ very tall.
2. After the class _____ over, we went home.
3. The soup _____ too hot to eat yesterday.
4. The streets _____ wet after last night's rain.
5. Everyone _____ in the classroom now.
6. The shops _____ closed on Sundays.
7. When the sun _____ out, we went to the beach.
8. The questions on yesterday's test _____ easy.
9. My keys _____ on the table right now.
10. The film _____ boring, so we left early.

C Correct each sentence.

1. The weather very cold today. _____
2. After the lesson over, we ate lunch. _____
3. The children happy at the party yesterday. _____
4. If the room dirty, I clean it. _____
5. My sister a nurse. _____
6. The bus late again this morning. _____
7. Because the road wet, we drove slowly. _____
8. The teacher and the students in the hall now. _____

REVIEW

1. Circle: (Was / Did) she call you? _____
2. Correct: He was finish early. _____
3. Circle: It (wasn't / didn't) a problem. _____
4. Circle: (Were / Did) you tired yesterday? _____

D Write sentences about your street. Give every subject its own verb.

_____

_____

_____

_____

3 Subject-Verb Agreement

Foundations

- Present: **he / she / it / one noun** + verb-**s**: She work**s**. The shop open**s**. **I / you / we / they / plurals** + base verb: They work.
- **was** with I, he, she, it, one noun. **were** with you, we, they, plurals.
- **with** does not make a plural subject: My father, with his friends, **plays** golf. Use **and**: My father and his friends **play** golf.
- The verb agrees with the main noun, not the nearest one: The box of apples **is** heavy. **everyone, each, nobody** take a singular verb.

A Circle the correct verb.

1. My sister (work / works) in a bank.
2. The children (play / plays) after school.
3. The box of books (is / are) heavy.
4. Everyone (like / likes) the new teacher.
5. The students (was / were) late.
6. My father, with his friends, (play / plays) golf.
7. He (don't / doesn't) eat meat.
8. The news (is / are) on at six.
9. Each of the boys (has / have) a bike.
10. The keys to the car (is / are) missing.

B Write the correct form of the verb.

1. The city _____ (have) two airports.
2. My parents _____ (live) in the city.
3. The shop _____ (open) at nine.
4. She _____ (watch) TV every evening.
5. The teacher and her students _____ (be) in the library.
6. Nobody _____ (know) the answer.
7. The list of names _____ (be) on the wall.
8. The dog _____ (try) to catch the ball.
9. Mathematics _____ (be) my favourite subject.
10. The people next door _____ (be) friendly.

C Correct each sentence.

1. The environment have a big effect on us. _____
2. She want to go home. _____
3. My brother with his friends watch football. _____
4. The flowers was beautiful. _____
5. He need to study more. _____
6. Everybody are here. _____
7. The price of the shoes are high. _____
8. It rain a lot in spring. _____

REVIEW

1. Correct: The room very dark. _____
2. Circle: (Was / Did) the film good? _____
3. Correct: She is lives here. _____
4. S or F: The bus late. _____

D Write sentences about people you know. Use the present tense.

4 Past Simple: did and didn't

Foundations

- Positive: past form: She **went**. He **had**. They **played**.
- Negative: **didn't** + base verb: She **didn't go**. (~~didn't went~~)
- Question: **Did** + subject + base verb: **Did** he **have** time? (~~Did he had~~)
- The past is already in **did**, so the main verb stays in the base form.

A Circle the correct form.

1. She didn't (go / went) to school.
2. Did you (see / saw) the news?
3. They (didn't / don't) come yesterday.
4. He didn't (had / have) money.
5. Did she (call / called) you last night?
6. I (didn't / wasn't) understand the question.
7. We (bought / buy) a new car last year.
8. Did they (win / won) the game?
9. The train didn't (stop / stopped) here.
10. What did you (eat / ate) for lunch?

B Make each sentence negative.

1. She went to the party.

2. They had a dog.

3. He wrote a letter.

4. We saw the bus.

5. The shop opened late.

6. I knew the answer.

7. It rained all day.

8. The children ate dinner.

C Correct each sentence.

1. She didn't went home.

2. Did he knew the answer?

3. They didn't had time.

4. I didn't saw him.

5. Did you finished?

6. He didn't liked the food.

7. We didn't came late.

8. Why did she left?

REVIEW

1. Circle: The children (play / plays) outside.
2. Correct: He don't know.
3. Correct: My father very busy.
4. Circle: (Were / Did) you at home?

D Write about what you did and did not do last weekend.

5 Spelling Rules

- One-syllable verbs ending in one vowel + one consonant (not w, x, y) double it: stop → sto**pp**ed, sto**pp**ing.
- Two-syllable verbs stressed on the last syllable also double: begin → beg**inn**ing, prefer → prefe**rr**ed. visit → visiting (stress on the first syllable). Final **-l** doubles in Canadian and British spelling: travel → trave**ll**ing.
- Final **-e**: drop it before **-ing**, add only **-d**: hope → ho**ping**, hope**d**. **-ie** → **-ying**: lie → l**ying**.
- Consonant + **y** → **-ied / -ies**: cry → cr**ied**, study → stud**ies**. Vowel + **y** keeps the y: play → play**ed**.

A Write the -ed and -ing forms.

1. stop _____ / _____
2. plan _____ / _____
3. hope _____ / _____
4. study _____ / _____
5. play _____ / _____
6. prefer _____ / _____
7. try _____ / _____
8. use _____ / _____
9. drop _____ / _____
10. carry _____ / _____

B Write the -ing form.

1. run _____
2. make _____
3. swim _____
4. lie _____
5. begin _____
6. write _____
7. sit _____
8. die _____
9. visit _____
10. take _____

C Correct the spelling.

1. stoped _____
2. beleive _____
3. enviroment _____
4. continueing _____
5. studys _____
6. runing _____
7. writting _____
8. recieve _____

REVIEW

1. Correct: She didn't went home.

2. Circle: The shop (open / opens) at nine.

3. Correct: The test very hard.

4. Circle: (Was / Did) you see it?

D Write sentences in the past tense with stopped, planned, tried, hoped, studied, and carried.

6 Modals + Base Verb

- **will, would, can, could, should, might, must** + base verb: She **can swim**.
- The verb after a modal has no **to**, no **-s**, no past form: ~~can swims~~, ~~should to go~~, ~~could saw~~.
- Never two modals together: ~~might will~~ → **might**. Before an adjective add **be**: It **will be** cold. (~~will cold~~)
- **need to, want to, have to** + base verb: I **need to leave**.

A Circle the correct form.

1. She can (swim / swims) well.
2. You should (to rest / rest).
3. It will (be / is) cold tomorrow.
4. He might (come / comes / came) later.
5. We must (leave / leaving) now.
6. They could (saw / see) the mountains.
7. I need (to go / go) home.
8. She would (helps / help) us.
9. You (must / must to) wear a helmet.
10. It (might / might will) rain.

B Write the correct form of the verb.

1. You should _____ (drink) more water.
2. She wants _____ (learn) Spanish.
3. The bus will _____ (arrive) soon.
4. I have _____ (finish) this today.
5. He might _____ (be) late.
6. We need _____ (buy) milk.
7. You must _____ (not touch) the oven.
8. She could _____ (read) at the age of four.
9. It will _____ (be) hot on Saturday.
10. Can you _____ (help) me?

C Correct each sentence.

1. She can speaks French.
2. You should to see a doctor.
3. It will very hot.
4. He might will come.
5. We must to wait.
6. I need finish my work.
7. They could saw the sea.
8. She will happy.

REVIEW

1. Correct: She didn't went.
2. Circle: The news (is / are) good.
3. Correct: Did you saw it?
4. S or F: The streets very busy.

D Write sentences with should, can, and will be.

7 Articles

- **a / an**: one countable thing, first mention: I saw **a** dog. **an** before a vowel sound: **an** apple, **an** hour.
- **the**: the reader knows which one, or there is only one: **The** dog was black. **the** sun, **the** best day.
- No article for general plurals and uncountable nouns: Dogs are loyal. Water is important.
- No article before most names of people, cities, and countries: Paris, Canada. Rivers and oceans take **the**: **the** Nile.

A Circle the correct choice. (— = no article)

1. I need (a / an) umbrella.
2. (The / —) sun is very hot today.
3. She is (a / an) honest person.
4. (The / —) water is important for life.
5. I bought a book. (A / The) book is about space.
6. He plays (the / —) football on Saturdays.
7. (The / —) Canada is a large country.
8. We waited for (a / an) hour.
9. Can you close (a / the) door, please?
10. In general, (the / —) cats sleep a lot.

B Fill each blank with a, an, the, or —.

1. She is _____ engineer.
2. I like _____ music.
3. _____ moon was bright last night.
4. He has _____ old car.
5. We swam in _____ Pacific Ocean.
6. _____ children need sleep.
7. I saw _____ bird. _____ bird was blue.
8. _____ Nile is a long river.
9. _____ sugar is bad for your teeth.
10. This is _____ best day of my life.

C Correct each sentence.

1. Sun is a star.
2. She is teacher.
3. I drank a water.
4. The Paris is beautiful.
5. I have a apple.
6. The life is short.
7. He is best student in the class.
8. I watched moon last night.

REVIEW

1. Correct: You should to go.
2. Correct: He didn't had time.
3. Circle: Everyone (know / knows) her.
4. Correct: It will cold.

D Describe a room in your home. Use a, an, and the.

8 Count and Non-Count Nouns

- A singular countable noun needs a word before it (**a, the, my, this**). Otherwise make it plural: **a** game / game**s**.
- Uncountable nouns take no **a** and no **-s**: water, rice, information, advice, homework, furniture, news, weather.
- **many** + plural. **much** + uncountable (mostly in questions and negatives). **a lot of** + both. **few** + plural. **little** + uncountable.
- After a number above one, the noun is plural: three year**s** ago. (~~three year ago~~)

A Circle the correct word.

1. How (much / many) apples do you want?
2. I don't have (much / many) time.
3. She gave me good (advice / advices).
4. There are (much / many) people here.
5. We need (an / some) information.
6. He has three (brother / brothers).
7. I have (a lot of / many) homework.
8. There isn't (much / many) milk.
9. (Few / Little) students passed.
10. We have (few / little) money left.

B Write the plural. Write — if the noun has no plural.

1. child _____
2. information _____
3. city _____
4. furniture _____
5. box _____
6. person _____
7. advice _____
8. knife _____
9. homework _____
10. tooth _____

C Correct each sentence.

1. I want a good food.

2. It happened three year ago.

3. There was many rain.

4. She has many homeworks.

5. I need some informations.

6. We bought new furnitures.

7. He has a lot of friend.

8. How much books do you have?

REVIEW

1. Fill: She is ___ artist. (a / an)

2. Correct: The Canada is cold.

3. Correct: They can comes.

4. Circle: My sister (have / has) a cat.

D Write about food. Use much, many, a lot of, and a little.

9 Pronouns and Possessives

Foundations

- Subject: **I, you, he, she, it, we, they**. Object: **me, you, him, her, it, us, them**.
- Before a noun: **my, your, his, her, its, our, their**. Alone: **mine, yours, his, hers, ours, theirs**.
- **its** = belonging to it. **it's** = it is. **hers, theirs** never take an apostrophe.
- Owner + **'s**: my brother**'s** car. Plural owner ending in **-s**: the students' books. (~~my brother car~~)

A Circle the correct word.

1. (She / Her) lives near me.
2. Can you help (I / me)?
3. This is (my / mine) book.
4. The book is (her / hers).
5. The dog wagged (its / it's) tail.
6. (Its / It's) raining again.
7. (We / Us) students waited outside.
8. Give it to (they / them).
9. My friend and (I / me) went home.
10. That bag is (their / theirs).

B Write the possessive form.

1. the car of my brother _____
2. the desk of the teacher _____
3. the books of the students _____
4. the toys of the children _____
5. the name of the dog _____
6. the house of my parents _____
7. the phone of James _____
8. the room of the boys _____
9. the bike of my sister _____
10. the office of the manager _____

C Correct each sentence.

1. Me and him went home.
2. This is my sister bag.
3. The book is her's.
4. It's tail is long.
5. She gave the keys to I.
6. Them are my friends.
7. My brother lost him phone.
8. Me mother is a doctor.

REVIEW

1. Circle: How (much / many) money?
2. Correct: I need some advices.
3. Fill: ___ sun rises in the east. (A / The)
4. Correct: Did she knew?

D Write about a friend. Use he or she, him or her, and his or her.

10 There Is, There Are, and It

Foundations

- **there + be** introduces something new: **There is** a café on the corner. **There are** two parks.
- The noun after **be** decides the verb: There **is** a problem. There **are** problems.
- **it** refers to something already named, or to weather, time, and distance: **It** is raining. **It** is late. **It** is far.
- Never use **it has** to introduce something new: ~~**It has a park near my house.**~~ → **There is** a park near my house. **its** = belonging to it.

A Circle the correct words.

1. (There is / There are) a book on the table.
2. (There is / There are) many students here.
3. (It is / There is) cold today.
4. (It is / There is) a bank near my house.
5. (There was / There were) a lot of people.
6. (It / There) is ten o'clock.
7. (There is / It is) no milk in the fridge.
8. (There are / It has) two bedrooms in the flat.
9. Look at the dog. (Its / It's) tail is long.
10. (There is / It is) a long way to the station.

B Fill with There is, There are, It is, or its.

1. _____ a cat in the garden.
2. _____ raining outside.
3. _____ seven days in a week.
4. The company changed _____ name.
5. _____ no reason to worry.
6. _____ very hot this summer.
7. _____ three chairs in the room.
8. _____ late. Let's go home.
9. _____ a problem with my phone.
10. The bird hurt _____ wing.

C Correct each sentence.

1. It has a park near my house. _____
2. There is many cars on the road. _____
3. It's no milk left. _____
4. Have many people in the room. _____
5. There are a problem. _____
6. The tree lost it's leaves. _____
7. It is a lot of traffic today. _____
8. It is two shops on my street. _____

REVIEW

1. Circle: (Its / It's) raining.
2. Correct: Me and her went out.
3. Correct: I need some informations.
4. Fill: He is ___ honest man. (a / an)

D Describe your neighbourhood. Use there is, there are, and it is.

11 Prepositions

Foundations

- Time: **at** + clock time (at six), **on** + days and dates (on Monday), **in** + months, years, seasons (in July, in 2020, in winter).
- Place: **at** a point (at the door), **on** a surface (on the table), **in** a space (in the box, in Toronto). Movement: **to**, **into**, **from**, **away from**.
- **by** = the doer or the method (by bus, written by Anna), never a reason: ~~went home by it rained~~ → **because** it rained.
- Fixed pairs: afraid **of**, good **at**, interested **in**, depend **on**, listen **to**, wait **for**, cruel **to**, proud **of**.

A Circle the correct word.

1. The meeting is (at / on) Monday.
2. She was born (in / on) 2010.
3. The class starts (at / in) nine.
4. The keys are (on / in) the table.
5. He went (to / at) the bank.
6. We travelled (by / with) train.
7. I'm good (in / at) maths.
8. She is afraid (of / from) dogs.
9. Wait (for / to) me!
10. Stay away (of / from) the fire.

B Fill with in, on, at, to, from, for, by, or of.

1. I'll see you _____ Friday.
2. We live _____ Canada.
3. The shop closes _____ midnight.
4. He comes _____ Brazil.
5. She is interested _____ art.
6. I've waited _____ an hour.
7. The book was written _____ a famous author.
8. Listen _____ the teacher.
9. My birthday is _____ March.
10. I'm proud _____ you.

C Correct each sentence.

1. I'll meet you in Monday. _____
2. She arrived to the airport. _____
3. We went back home by it was raining. _____
4. He is good in tennis. _____
5. I'm waiting you. _____
6. She was cruel with the cat. _____
7. They went in the room and sat down. _____
8. It depends of the weather. _____

REVIEW

1. Correct: It has a bank near here.
2. Circle: The dog wagged (its / it's) tail.
3. Correct: How much books do you have?
4. Correct: She can sings.

D Write about your week. Use at, on, and in for time.

12 Past Simple and Present Perfect

- Past simple: a finished action at a finished time: I **saw** her yesterday. **yesterday, last year, ago** take the past simple.
- Present perfect = **have / has + past participle**: time up to now, or no time given: She **has lived** here for ten years.
- Use the participle: **have seen** (~~have saw~~), **has written**, **have gone**.
- **for** + a length of time: for two hours. **since** + a starting point: since 2020, since Monday.

A Circle the correct form.

1. I (saw / have seen) him yesterday.
2. She (lived / has lived) here since 2018.
3. We (finished / have finished) the project last week.
4. They (have known / knew) each other for ten years now.
5. I (have never been / never was) to Japan.
6. He (has broken / broke) his arm two days ago.
7. It (rained / has rained) since Monday.
8. She (has written / wrote) three books so far.
9. Did you (see / seen) the game last night?
10. She (has worked / worked) here since January.

B Write for or since.

1. _____ three hours
2. _____ 2015
3. _____ last summer
4. _____ a long time
5. _____ Monday
6. _____ two weeks
7. _____ I was a child
8. _____ ten minutes
9. _____ yesterday
10. _____ many years

C Correct each sentence.

1. I have saw that film.
2. She has wrote a letter.
3. They have went home.
4. I have seen him yesterday.
5. We live here since 2019.
6. It has rained since three days.
7. He has finish his work.
8. I know her for five years.

REVIEW

1. Correct: Them are late.
2. Circle: the (teacher's / teachers) desk
3. Correct: He might will come.
4. Correct: There was many rain.

D Write about your life. Use for and since.

13 Future Time Clauses

- After **when, before, after, as soon as, until, if**, use the **present** for the future: When she **arrives**, we will eat. (~~When she will arrive~~)
- The main clause takes **will**: I **will call** you after I finish.
- Use a comma when the time clause comes first: **After the film ends,** we will go home.

A Circle the correct form.

1. When the rain (stops / will stop), we will go out.
2. I will call you as soon as I (get / will get) home.
3. We will wait until the bus (comes / will come).
4. Before you (leave / will leave), close the window.
5. She (will be / is) happy when she sees you tomorrow.
6. After he (finishes / will finish) school, he will travel.
7. If it (snows / will snow) tomorrow, we will stay home.
8. I (will tell / tell) her when I see her tonight.
9. They will start when everyone (is / will be) here.
10. As soon as the film (ends / will end), we will leave.

B Write the correct form of the verb.

1. When I _____ (finish), I will help you.
2. She will call as soon as she _____ (arrive).
3. We _____ (eat) tonight when Dad comes home.
4. Wait here until I _____ (come) back.
5. After the class _____ (end), we will go to lunch.
6. If you _____ (study), you will pass.
7. I _____ (send) the letter tomorrow when I find a stamp.
8. Before he _____ (go) to bed, he will read.
9. They will be tired when they _____ (get) home.
10. When the shop _____ (open), I will buy bread.

C Correct each sentence.

1. I will call you when I will arrive.
2. She will be happy when she will see the gift.
3. We will wait until the rain will stop.
4. Before he will leave, he will say goodbye.
5. After I will finish, I will go home.
6. If it will rain, we will stay inside.
7. As soon as he will come, tell me.
8. She will very happy when she wins.

REVIEW

1. Fill: ___ 2010 (for / since)
2. Correct: I have saw it.
3. Circle: (Its / It's) cold today.
4. Correct: She has many homeworks.

D Write about your plans. Start sentences with When and After.

14 Tense Consistency

- Choose one time frame and keep it: She **opened** the door and **walked** in. (~~walks in~~)
- Change tense when the time or viewpoint changes: I know now that he was right then.
- When you retell a story or film, use the past or the present, but do not mix them.
- A future seen from the past: **will** → **would**: He said he **would** come. (~~said he will come~~)

A Write C (correct) or X (tense error).

1. ____ She came home and turns on the TV.
2. ____ Every day he walks to work and buys a coffee.
3. ____ Yesterday I go to the market.
4. ____ I think that he was right last week.
5. ____ They watched a film and ate popcorn.
6. ____ He said he will call me.
7. ____ When I was young, I live in a village.
8. ____ She knows that she made a mistake.
9. ____ We arrived late and miss the bus.
10. ____ The film starts at eight and ends at ten.

B Write the verb in the same time frame as the first verb.

1. He opened the box and _____ (take) out a key.
2. She lives in Rome and _____ (work) in a café.
3. We sat down and _____ (order) pizza.
4. The teacher speaks and the students _____ (listen).
5. I woke up, _____ (wash) my face, and left.
6. He told me he _____ (will) help.
7. They play football and then _____ (go) home.
8. She cooked dinner and _____ (call) her mother.
9. Every morning I run and _____ (read) the news.
10. Last night it rained and the wind _____ (blow).

C Correct each sentence.

1. Last year I visit my grandparents.
2. She walked in and sits down.
3. He said he will be late.
4. Every day she wakes up and went to work.
5. When I saw him, I wave.
6. Yesterday we play tennis.
7. The film was long, but I enjoy it.
8. She promised she will help me.

REVIEW

1. Circle: When it (stops / will stop), we will go.
2. Correct: I know him since 2015.
3. Correct: My father with his friends play cards.
4. Circle: Can you help (I / me)?

D Retell a film you watched. Use only the past tense.

- **see, watch, hear** + object + base verb (whole action) or **-ing** (action in progress): I saw him **leave**. I heard her **singing**.
- **make, let** + object + base verb: She made me **laugh**. **help** + object + (to) base verb.
- **want, need, decide, hope, plan** + **to** + verb. **ask, tell, allow, cause, encourage** + object + **to** + verb: She asked me **to wait**.
- **enjoy, finish, stop, keep, avoid** + **-ing**: He enjoys **reading**.

A Circle the correct form.

1. She made me (laugh / to laugh).
2. I want (go / to go) home.
3. He enjoys (to swim / swimming).
4. They let us (stay / to stay) late.
5. She asked me (wait / to wait).
6. I heard him (leave / to leave).
7. We decided (to buy / buying) a car.
8. He finished (to write / writing) the report.
9. The teacher told us (sit / to sit) down.
10. Please stop (talking / to talk).

B Write the correct form of the verb.

1. My parents let me _____ (use) the car.
2. I saw the bus _____ (leave).
3. She hopes _____ (become) a doctor.
4. He avoids _____ (eat) sugar.
5. The rain caused the river _____ (rise).
6. Can you help me _____ (carry) this?
7. They kept _____ (talk) during the film.
8. The film made her _____ (cry).
9. I need _____ (call) my sister.
10. She encouraged him _____ (try) again.

C Correct each sentence.

1. He made me to clean the room.
2. I enjoy to read books.
3. She wants go home.
4. They let him to stay.
5. I watched the sun went down.
6. The news caused him feel sad.
7. He asked me help him.
8. We finished to eat at nine.

REVIEW

1. Correct: He said he will come.
2. Correct: I will call when I will arrive.
3. Correct: She have a car.
4. Fill: I have ___ umbrella. (a / an)

D Write sentences with made + person, enjoy + -ing, and want to.

16 Phrasal Verbs

- A phrasal verb is a verb + a small word (**out, up, on, off, away, after**) with its own meaning: **give up** = stop trying.
- Many split around an object: Turn **off** the light. / Turn the light **off**.
- A pronoun goes in the middle: Turn **it** off. (~~Turn off it~~) Some never split: **look after** her.
- After a phrasal verb, a second verb takes **-ing**: She gave up **smoking**. He carried on **talking**.

A Match each phrasal verb to its meaning.

a discover · b continue · c return to its place · d stop trying · e stop a machine · f take care of · g appear · h leave home for fun

1. give up ____
2. look after ____
3. find out ____
4. carry on ____
5. come out ____
6. put away ____
7. turn off ____
8. go out ____

B Fill each blank with a phrasal verb from the box.

came out · gave up · look after · find out · put away · carry on · turn off · went out

1. Please _____ the lights when you leave.
2. The sun _____ after the storm.
3. Can you _____ my cat this weekend?
4. He _____ smoking last year.
5. _____ your toys before dinner.
6. I want to _____ the truth.
7. We _____ for dinner last Friday.
8. Don't stop. _____ working.

C Correct each sentence.

1. Turn off it.
2. Please put away them.
3. She gave up to smoke.
4. Can you look after of my dog?
5. Pick up it, please.
6. He carried on to talk.
7. They put on it.
8. I will give up it.

REVIEW

1. Correct: She made me to wait.
2. Correct: Yesterday I go home late.
3. Fill: ___ two days (for / since)
4. Correct: He enjoys to swim.

D Write sentences with give up, find out, look after, carry on, turn off, and put away.

17 Word Forms

- One root, four jobs: **success** (noun), **succeed** (verb), **successful** (adjective), **successfully** (adverb).
- Adjective: describes a noun, or follows **be, look, feel, seem, smell, sound, taste**: The room **is quiet**. It **smells fresh**.
- Adverb: describes an action: She spoke **quietly**. Noun after **a, the, my**: **the meaning**. Verb after a subject: I **remember**.
- **-ed** adjectives describe feelings (bored, excited). **-ing** adjectives describe the cause (boring, exciting).

A Circle the correct word.

1. The room is (quiet / quietly).
2. She sang (beautiful / beautifully).
3. The soup smells (good / well).
4. I was (bored / boring) in the lesson.
5. The lesson was (bored / boring).
6. He drives (careful / carefully).
7. What is the (mean / meaning) of this word?
8. I have a good (memory / remember).
9. They were (excited / exciting) about the trip.
10. The music is too (loud / loudly).

B Write the correct form of the word in brackets.

1. She is a _____ (success) writer.
2. Please drive _____ (slow).
3. I can't _____ (belief) it.
4. The _____ (decide) was difficult.
5. He answered _____ (correct).
6. We need more _____ (inform).
7. The ending was _____ (surprise).
8. She felt _____ (nerve) before the test.
9. Their _____ (happy) matters to me.
10. It was a _____ (danger) road.

C Correct each sentence.

1. The title mean is not clear.
2. The room is loudly.
3. She speaks English good.
4. I was very interesting in the film.
5. He has a good remember.
6. It looks like dirty.
7. She smiled happy.
8. I can't belief it.

REVIEW

1. Correct: Turn off it.
2. Correct: He enjoys to cook.
3. Correct: It's two cars outside.
4. Correct: She arrived to the station.

D Write sentences with quiet / quietly, bored / boring, and careful / carefully.

18 Reasons and Results

- **because** + subject + verb: We stayed in **because it was raining**. **because of** + noun: **because of the rain**.
- **so** + result: It was raining, **so** we stayed in.
- Link the claim to its reason directly: She was late because the bus broke down. An extra was breaks this pattern.
- **by** shows how, not why: She improved **by practising**. (~~She left by she was sick~~)

A Circle the correct word.

1. We stayed home (because / because of) the storm.
2. She was tired, (so / because) she went to bed.
3. He was late (because / because of) he missed the bus.
4. (Because / Because of) the noise, I couldn't sleep.
5. It was cold, (so / because) I wore a coat.
6. I passed (by / because) I studied hard.
7. The game stopped (because / because of) the rain.
8. She learned English (by / because) reading books.
9. He was hungry, (so / because) he ate.
10. They cancelled the trip (because / because of) it snowed.

B Join the two sentences with the word given.

1. I was tired. I went to bed early. (so) _____
2. We stayed inside. It was raining. (because) _____
3. The roads were closed. There was snow. (because of) _____
4. She practised every day. She won. (so) _____
5. He couldn't sleep. There was noise. (because of) _____
6. They were happy. Their team won. (because) _____

C Correct each sentence.

1. She was late was because the bus broke down. _____
2. We stayed home because the rain. _____
3. He failed because of he didn't study. _____
4. I was hungry, because I ate. _____
5. She left early by she was sick. _____
6. The reason was because of the traffic. _____

REVIEW

1. Correct: The film was bored. _____
2. Correct: She asked me wait. _____
3. Correct: When he will come, we will eat. _____
4. Circle: The box of pens (is / are) here. _____

D Write about your day. Use because, because of, and so.

- **Fragment (F)**: not a full sentence: ~~Because it was late.~~ **Run-on (RO)**: two sentences joined by nothing: ~~It was late we left.~~
- **Comma splice (CS)**: two sentences joined by only a comma: ~~It was late, we left.~~
- Fix with a period, with **, and / , but / , so**, or with **because / when / although**: It was late, **so** we left.
- Capital letter after a period, small letter after a comma (except names and **I**). Comma after an opening clause: **When it rained,** we stayed in.

A Write F, CS, RO, or C (correct).

1. ____ Because the bus was late.
2. ____ It was cold, we stayed inside.
3. ____ She smiled he waved back.
4. ____ When the film ended, we left.
5. ____ A long day at work.
6. ____ I was hungry, so I ate.
7. ____ The phone rang, nobody answered.
8. ____ We missed the train we took a taxi.
9. ____ After the party.
10. ____ He studied hard, but he failed.

B Join each pair with the word given.

1. It was late. We went home. (so)
2. She was tired. She kept working. (but)
3. The rain stopped. We went outside. (when)
4. He missed the bus. He woke up late. (because)
5. I like tea. My sister likes coffee. (but)
6. The shop was closed. We went home. (so)

C Correct each sentence.

1. Because it was raining.
2. The sun came out, we went to the beach.
3. I called him he didn't answer.
4. It was a good day, It was sunny.
5. In conclusion, Our town is beautiful.
6. After the rain stopped and the children.

REVIEW

1. Correct: I'm good in maths.
2. Circle: She was born (in / on) May.
3. Correct: We stayed in because the rain.
4. Correct: The test was very bored.

D Write about your morning. Join clauses with and, but, so, because, and when.

20 Gerunds as Subjects

- To make an action the subject, use **-ing**: **Swimming** is good exercise. **Reading** before bed helps me sleep.
- Not the base verb: ~~Swim is fun.~~ The **-ing** subject takes a singular verb: Learning languages **is** fun.
- An -ing clause or a clause introduced by that can be the subject: That the bus left early was a problem.
- Another fix: **It was a problem that** the bus left early.

A Circle the correct form.

1. (Swim / Swimming) is good exercise.
2. (Reading / Read) helps me relax.
3. (Learn / Learning) a language takes time.
4. (Eating / Ate) too much sugar is unhealthy.
5. Running in the rain (is / are) fun.
6. (Waiting / Waited) for the bus was boring.
7. (Lose / Losing) the game made us sad.
8. (Being / Be) late is rude.
9. Watching films (help / helps) me learn.
10. (Cook / Cooking) dinner every night is hard.

B Write the -ing subject.

1. _____ (drive) at night is dangerous.
2. _____ (sleep) eight hours is important.
3. _____ (travel) by train is relaxing.
4. _____ (study) with friends is more fun.
5. _____ (write) essays takes practice.
6. _____ (get) up early is difficult.
7. _____ (play) chess makes you think.
8. _____ (forget) your keys is annoying.
9. _____ (sit) all day is bad for your back.
10. _____ (make) friends takes time.

C Correct each sentence.

1. Swim in the sea is fun.
2. The bus left early was a problem.
3. Learning languages are useful.
4. Wait for the results was hard.
5. Read books makes me happy.
6. Play outside is healthy.
7. The rain stopped was a surprise.
8. Eat breakfast are important.

REVIEW

1. Circle: I stayed home (because / because of) the rain.
2. Correct: She gave up to smoke.
3. Correct: He said he will help.
4. Correct: I have went there.

D Write sentences that start with an -ing word, such as Cooking, Walking, or Reading.

21 Relative Clauses

- The describing clause comes after the noun: the things **that you love** (~~your love things~~).
- **who** for people, **which** for things, **that** for both, **whose** for possession, **where** for places.
- When the relative word is the object, you can drop it: the film (that) we saw. Do not repeat the object: ~~the book that I read it~~.
- Extra information about a known noun takes commas and **who / which**, never **that**: My car, **which** is old, still runs.

A Circle the correct word.

1. The woman (who / which) lives next door is a doctor.
2. The phone (who / which) I bought is broken.
3. This is the film (that / who) I told you about.
4. The boy (who / which) won the prize is my cousin.
5. I lost the keys (that / who) you gave me.
6. The man (who / whose) car was stolen called the police.
7. The house (where / which) I grew up is old.
8. The cake (that / who) she made was delicious.
9. People (who / which) exercise sleep better.
10. Paris, (which / that) is in France, is beautiful.

B Join the two sentences with who, which, that, or where.

1. I read a book. It was very long. _____
2. The girl is my sister. She is singing. _____
3. I met a man. He speaks five languages. _____
4. The film was boring. We watched it. _____
5. This is the café. I work there. _____
6. The dog is friendly. It lives next door. _____

C Correct each sentence.

1. The room has your love things. _____
2. The book that I read it was good. _____
3. The man which called you is here. _____
4. This is the place I work there. _____
5. The film what we saw was long. _____
6. My brother, that lives in London, is a pilot. _____

REVIEW

1. Correct: Swim is fun. _____
2. Circle: It was cold, (so / because) I stayed in. _____
3. Correct: Pick up it. _____
4. Correct: I enjoy to cook. _____

D Write about people and things you like. Use who, which, or that in each sentence.

22 Active and Passive

- Passive = **be + past participle**: The window **was broken**. The letter **was written** by Anna.
- Use the passive when the doer is unknown or unimportant: My bike **was stolen**.
- Only verbs that take an object can be passive: break, write, build, open, clean, steal.
- Verbs with no object are never passive: **appear, happen, arrive, die, fall, sleep**: The accident **happened**. (~~was happened~~)

A Write A (can be passive) or N (never passive).

1. ____ break
2. ____ happen
3. ____ write
4. ____ arrive
5. ____ build
6. ____ die
7. ____ clean
8. ____ appear
9. ____ steal
10. ____ fall

B Rewrite in the passive.

1. Someone stole my bike. _____
2. They built this bridge in 1990. _____
3. People speak English here. _____
4. Someone cleans the office every day. _____
5. A dog bit the boy. _____
6. They will open the shop at nine. _____

C Correct each sentence.

1. The accident was happened at night. _____
2. The sun was appeared. _____
3. The letter was wrote by my aunt. _____
4. The rain was fell all day. _____
5. My phone was stole. _____
6. The house built in 1950. _____

REVIEW

1. Circle: The man (who / which) called is here.
2. Correct: Learning languages are fun.
3. Correct: We stayed home because the rain.
4. Correct: They let me to go.

D Write passive sentences about your city with was built, is cleaned, and was opened.

- After **know, tell, ask, explain, wonder, describe**, use statement order: I don't know where **she lives**. (~~where does she live~~)
- No **do / does / did** inside: Can you tell me what **he wants**? Yes/no questions use **if** or **whether**: I wonder **if** it will rain.
- A **what**-clause can be a subject or an object: **What he said** was true. Describe **what happens** next. (~~Describe happens next~~)

A Circle the correct words.

1. I don't know where (she lives / does she live).
2. Can you tell me what time (it is / is it)?
3. I wonder (if / what) it will rain.
4. Do you know why (he left / did he leave)?
5. (What / That) she said was true.
6. She asked me where (I worked / did I work).
7. Please explain (what / that) this word means.
8. I'm not sure (if / what) he is coming.
9. Tell me how (you feel / do you feel).
10. (What / That) happened next surprised everyone.

B Rewrite each question after the words given.

1. Where is the station? → Can you tell me...
2. What does she want? → I don't know...
3. Is he at home? → I wonder...
4. Why did they leave? → Do you know...
5. How much does it cost? → Can you tell me...
6. When does the film start? → I'm not sure...

C Correct each sentence.

1. I don't know where does she live.
2. Describe happens next.
3. She asked where did I go.
4. I wonder is he coming.
5. They did to him was unfair.
6. Explain me why is the sky blue.

REVIEW

1. Correct: It has a shop near here.
2. Correct: My bike was stole.
3. Circle: the girl (who / which) won
4. Correct: Eat vegetables are healthy.

D Write sentences that start with I don't know, I wonder, or Can you tell me.

24 Conditionals

- **Zero** (always true): if + present, present: If you heat ice, it **melts**.
- **First** (likely): if + present, **will** + base: If it **rains**, we **will stay** home. (~~If it will rain~~)
- **Second** (imagined): if + past, **would** + base: If I **had** wings, I **would fly**. With **be**, use **were**: If I **were** you...
- **Third** (imagined past): if + **had** + participle, **would have** + participle: If she **had studied**, she **would have passed**.

A Circle the correct form.

1. If it (rains / will rain), we will stay home.
2. If I (had / have) money, I would buy a car.
3. If you heat ice, it (melts / would melt).
4. If I (were / will be) you, I would apologize.
5. She (will / would) call you if she knew your number.
6. If he (studies / studied) hard, he will pass.
7. If we had left earlier, we (would have caught / would catch) the train.
8. If she (had seen / saw) the sign, she would have stopped.

B Write the verbs in the conditional given in brackets.

1. [1st] If it _____ (snow) tomorrow, we _____ (build) a snowman.
2. [2nd] If I _____ (be) rich, I _____ (buy) a big house.
3. [1st] If you _____ (not hurry), you _____ (miss) the bus.
4. [2nd] If she _____ (know) the answer, she _____ (tell) us.
5. [3rd] If they _____ (leave) earlier, they _____ (arrive) on time.
6. [zero] If you _____ (freeze) water, it _____ (become) ice.
7. [2nd] If we _____ (live) by the sea, we _____ (swim) every day.
8. [3rd] If I _____ (see) you, I _____ (say) hello.

C Correct each sentence.

1. If it will rain, we will stay inside. _____
2. If I was you, I would wait. _____
3. If she didn't had a car, she would walk. _____
4. If I would have time, I would help. _____
5. If they had asked, I would help them. _____
6. If it is sunny, we will didn't stay inside. _____

REVIEW

1. Correct: I don't know where does he work. _____
2. Circle: (There is / It is) a bank near here. _____
3. A or N: happen _____
4. Correct: The person which helped me was kind. _____

D Write first, second, and third conditional sentences.

25 Collocations

Polish

- Some words always travel together. Learn each pair as one unit.
- **make** a mistake, a decision, friends, a plan, a phone call. **do** homework, the dishes, a favour, your best, exercise.
- **take** a photo, a break, a shower, the bus. **tell** a story, a joke, the truth, a lie. **say** hello, sorry, goodbye.
- **heavy** rain, **strong** wind, **lift** your spirits, **pay** attention, **catch** a cold.

A Circle the correct word.

1. (make / do) a mistake
2. (make / do) homework
3. (say / tell) a joke
4. (take / make) a photo
5. (heavy / strong) rain
6. (make / do) a decision
7. (say / tell) sorry
8. (do / make) the dishes
9. (catch / take) a cold
10. (pay / give) attention

B Fill with make, do, take, tell, or say.

1. Can you _____ me a favour?
2. Don't _____ lies.
3. Let's _____ a break.
4. I need to _____ a phone call.
5. _____ hello to your mother.
6. She tries to _____ her best.
7. We should _____ a plan.
8. Please _____ me the truth.
9. I _____ a shower every morning.
10. It's hard to _____ new friends.

C Correct each sentence.

1. I did a mistake.
2. She said me a story.
3. He made his homework.
4. It rained strongly.
5. Let's make a photo.
6. Good food makes my mood become spirits.
7. He said a lie.
8. Can you make me a favour?

REVIEW

1. Correct: The music is too loudly.
2. Circle: I was (bored / boring).
3. Correct: If it will snow, we will ski.
4. Correct: I don't know what does she want.

D Write sentences with make, do, take, tell, say, and pay attention.

26 Parallel Structure and Transitions

Polish

- Items joined by **and, or, but** use the same form: She likes **reading, swimming, and cooking**. The room was **dark, cold, and quiet**.
- Join subjects with **and**, not **with**: My brother **and** I went.
- Transitions link sentences and take a comma: **Similarly, Likewise, In contrast, For example, However, Therefore, In conclusion**. Not ~~The same,~~.

A Circle the correct choice.

1. She likes swimming, running, and (to cycle / cycling).
2. The room was dark, cold, and (quiet / quietly).
3. He wants to travel, to learn, and (meet / to meet) people.
4. The film was long, (boring / bored), and loud.
5. I like tea. (Similarly / The same), my brother likes tea.
6. It was raining. (However / Because), we went out.
7. He studied hard. (Therefore / For example), he passed.
8. Some animals sleep in winter. (For example / However), bears do.

B Rewrite so every item in the list matches.

1. The room was dark, cold, and it smelled bad.
2. She likes reading, to swim, and walks.
3. He is kind, smart, and has humour.
4. They sang, danced, and were playing games.
5. I want to eat, to rest, and sleeping.
6. The park is big, green, and it is quiet.

C Correct each sentence.

1. If the room is loudly, smelling bad, and dirty, I feel bad.
2. The same, my sister likes music.
3. My brother with I went shopping.
4. She likes to read and watching films.
5. It was cold, however we went out.
6. She came in, sat down, and was opening her book.

REVIEW

1. F, CS, RO, or C: It was late, we left.
2. Correct: Because she was tired.
3. Circle: I'll call you (on / in) Tuesday.
4. Correct: Can you make me a favour?

D Write sentences that list matching items, and sentences that start with a transition.

27 Agreement: Hidden and Delayed Subjects

Polish

- The verb agrees with the head of its own subject; clauses after the head do not count: The book of poems that my students wrote **is** on sale.
- **as well as, along with, together with, including, rather than** do not add to the subject: The coach, as well as the players, **was** late.
- Find a subject that follows the verb: There **seem** to be two errors. On the shelf **sit** three vases. Only then **do** the results make sense.
- A clause or **-ing** phrase as subject is singular: What the team needs **is** rest. Agree with the subject, not the noun after **be**: The cause **is** the storms.

A Circle the correct verb.

1. The report on the bridges that we inspected (was / were) late.
2. The manager, along with her staff, (was / were) at lunch.
3. The trees that line the main road (need / needs) water.
4. There (seem / seems) to be a problem with the heating.
5. On the hill (stand / stands) three old towers.
6. Whether the buses come (depend / depends) on the snow.
7. Only after the storm (do / does) the streets become quiet.
8. What the city needs (is / are) more buses.
9. (Do / Does) the price of the tickets include dinner?
10. Among the guests (was / were) two famous writers.

B Write the correct present form of the verb.

1. Noise from trucks that pass at night _____ (keep) us awake.
2. The students, rather than Mr. Li, _____ (choose) topics.
3. Here _____ (be) the keys to both rooms.
4. Rarely _____ (do) the buses arrive on time.
5. Learning two languages at once _____ (require) patience.
6. The cause of the delays _____ (be) the roadworks.
7. It is the windows that _____ (let) in the cold.
8. A box of photos, including old ones, _____ (belong) to Ana.
9. Behind the school _____ (lie) two football fields.
10. How the city spends its taxes _____ (matter) to everyone.

C Correct each sentence.

1. The list of names that they collected are missing. _____
2. The players, as well as the coach, was upset. _____
3. There appears to be several mistakes in the report. _____
4. In the corner of the room sits two old chairs. _____
5. Planting trees along the rivers help the soil. _____
6. The reason for the cuts are the falling sales. _____

REVIEW

1. Correct: The man which lives here is kind. _____
2. Correct: The same, my brother likes chess. _____
3. Circle: (make / do) the dishes _____
4. F, CS, RO, or C: The bus was late, we walked. _____

D Write about your city. Begin some sentences with There, Here, or a place phrase, and give some a long subject with a clause inside it.

28 Agreement: Pairs, Groups, and Amounts

Polish

- **either ... or, neither ... nor, not only ... but also**: agree with the nearer subject: Either the twins or their dad **drives** us.
- **each / every** + joined nouns, **more than one** and **many a** take a singular verb: Every door and window **is** locked.
- **most, half, the rest, 30 percent + of**: agree with the noun after **of**: half of the cake **is**; half of the cookies **are**.
- Totals of time and money, and titles, are singular: Two hours **is** long. **the poor, the young** are plural.
- An **-ics** word names a field (singular) or particular facts (plural): Statistics **is** hard; these statistics **are** old.
- After **insist, suggest, recommend, it is essential that**: base verb for every subject: She insists that he **leave**.

A Circle the correct verb.

1. Neither my sister nor I (am / is) free on Sunday.
2. Not only the kids but also their mom (want / wants) pizza.
3. Every bus and every train (was / were) late this morning.
4. More than one window (is / are) broken.
5. Most of the milk (has / have) gone sour.
6. Ten kilometres (is / are) too far to walk.
7. Economics (is / are) my brother's favourite subject.
8. The statistics in this article (is / are) out of date.
9. The unemployed (receive / receives) help from the city.
10. The doctor recommends that she (rest / rests) for a week.

B Write the correct present form of the verb.

1. Either you or your brother _____ (have) to stay.
2. Many a traveller _____ (get) lost in these hills.
3. Thirty percent of the students _____ (walk) to school.
4. The rest of the money _____ (go) to charity.
5. A pair of new shoes _____ (cost) over fifty dollars.
6. The jury _____ (meet) again tomorrow.
7. Ethics _____ (be) a required course for nurses.
8. *The Three Musketeers* _____ (be) still a popular book.
9. She is the only one of my friends who _____ (speak) Greek.
10. It is essential that every passenger _____ (show) a ticket.

C Correct each sentence.

1. Neither the manager nor the workers was happy. _____
2. Each student and each teacher have a locker. _____
3. Most of the information were wrong. _____
4. The acoustics in this hall is poor. _____
5. The injured was taken to hospital. _____
6. He suggested that she takes the train. _____

REVIEW

1. Correct: The report on the bridges are late. _____
2. Correct: There seems to be two problems. _____
3. Circle: (Say / Tell) me the truth. _____
4. Correct: If I would have money, I would travel. _____

D Write about your family or class. Use neither ... nor, more than one, most of, and an amount of time or money as a subject.

A **Rewrite in the past tense. Correct every error.**

Last Saturday my family go to the beach. The weather was very hot, we was happy. My brother didn't brought his hat, so he was very tired. We swimmed in the sea and eat sandwiches. In the afternoon it was start to rain. We went home by the rain.

B **Rewrite in the present tense. Correct every error.**

Every morning my sister wake up at six. She drink a coffee and read the news. She don't like the bus, so she walks to work. Her office have a big window. She enjoy to work there because the people is friendly.

E **Write a paragraph about your last holiday. Use the past tense.**

C **Rewrite. Correct every error.**

If I will have more time, I would learn to cook. Cook is a useful skill. There is many good recipes online. I don't know where should I start. My friend, which is a chef, said he will help me.

D **Rewrite. Correct every error.**

The museum was builded in 1900. It have many old paintings. Last year a painting was stole. The police was find it after two weeks. Now the museum are safe and popular.

F **Write a paragraph about your daily routine. Use the present tense.**

Irregular Verbs

Base	Past	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known

Base	Past	Past participle
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
write	wrote	written

ANSWER KEY

Other grammatical answers with the same meaning are also correct.

1 Be or Do

A **1** was **2** did **3** Was **4** Did **5** didn't **6** wasn't **7** were **8** Does **9** were **10** isn't

B **1** Were **2** did **3** are (or were) **4** Does (or Did) **5** am **6** was **7** did (or do) **8** Is **9** were **10** did

C **1** She remembered the answer. **2** The bus arrives at nine. **3** They played (or were playing) football. **4** He wasn't happy. **5** We do not believe him. **6** The film started late. **7** It wasn't a mistake. **8** Were you tired?

2 Every Clause Needs a Verb

A **1** F **2** S **3** F **4** S **5** F **6** S **7** F **8** F **9** S **10** F

B **1** is (or was) **2** was **3** was **4** were **5** is **6** are **7** came **8** were **9** are **10** was

C **1** The weather is very cold today. **2** After the lesson was over, we ate lunch. **3** The children were happy at the party yesterday. **4** If the room is dirty, I clean it. **5** My sister is a nurse. **6** The bus was late again this morning. **7** Because the road was wet, we drove slowly. **8** The teacher and the students are in the hall now.

R **1** Did **2** He finished early. **3** wasn't **4** Were

3 Subject-Verb Agreement

A **1** works **2** play **3** is **4** likes **5** were **6** plays **7** doesn't **8** is **9** has **10** are

B **1** has **2** live **3** opens **4** watches **5** are **6** knows **7** is **8** tries **9** is **10** are

C **1** The environment has a big effect on us. **2** She wants to go home. **3** My brother and his friends watch football. (or My brother, with his friends, watches football.) **4** The flowers were beautiful. **5** He needs to study more. **6** Everybody is here. **7** The price of the shoes is high. **8** It rains a lot in spring.

R **1** The room is very dark. **2** Was **3** She lives here. **4** F

4 Past Simple: did and didn't

A **1** go **2** see **3** didn't **4** have **5** call **6** didn't **7** bought **8** win **9** stop **10** eat

B **1** She didn't go to the party. **2** They didn't have a dog. **3** He didn't write a letter. **4** We didn't see the bus. **5** The shop didn't open late. **6** I didn't know the answer. **7** It didn't rain all day. **8** The children didn't eat dinner.

C **1** She didn't go home. **2** Did he know the answer? **3** They didn't have time. **4** I didn't see him. **5** Did you finish? **6** He didn't like the food. **7** We didn't come late. **8** Why did she leave?

R **1** play **2** He doesn't know. **3** My father is very busy. **4** Were

5 Spelling Rules

A **1** stopped / stopping **2** planned / planning **3** hoped / hoping **4** studied / studying **5** played / playing **6** preferred / preferring **7** tried / trying **8** used / using **9** dropped / dropping **10** carried / carrying

B **1** running **2** making **3** swimming **4** lying **5** beginning **6** writing **7** sitting **8** dying **9** visiting **10** taking

C **1** stopped **2** believe **3** environment **4** continuing **5** studies **6** running **7** writing **8** receive

R **1** She didn't go home. **2** opens **3** The test is (or was) very hard. **4** Did

6 Modals + Base Verb

A **1** swim **2** rest **3** be **4** come **5** leave **6** see **7** to go **8** help **9** must **10** might

B **1** drink **2** to learn **3** arrive **4** to finish **5** be **6** to buy **7** not touch **8** read **9** be **10** help

C **1** She can speak French. **2** You should see a doctor. **3** It will be very hot. **4** He might come. **5** We must wait. **6** I need to finish my work. **7** They could see the sea. **8** She will be happy.

R **1** She didn't go. **2** is **3** Did you see it? **4** F

7 Articles

A **1** an **2** The **3** an **4** — **5** The **6** — **7** — **8** an **9** the **10** —

B **1** an **2** — **3** The **4** an **5** the **6** — **7** a / The **8** The **9** — **10** the

C **1** The sun is a star. **2** She is a teacher. **3** I drank water. (or a glass of water) **4** Paris is beautiful. **5** I have an apple. **6** Life is short. **7** He is the best student in the class. **8** I watched the moon last night.

R **1** You should go. **2** He didn't have time. **3** knows **4** It will be cold.

8 Count and Non-Count Nouns

A **1** many **2** much **3** advice **4** many **5** some **6** brothers **7** a lot of **8** much **9** Few **10** little

B **1** children **2** — **3** cities **4** — **5** boxes **6** people **7** — **8** knives **9** — **10** teeth

C **1** I want good food. **2** It happened three years ago. **3** There was a lot of rain. **4** She has a lot of homework. **5** I need some information. **6** We bought new furniture. **7** He has a lot of friends. **8** How many books do you have?

R **1** an **2** Canada is cold. **3** They can come. **4** has

9 Pronouns and Possessives

A **1** She **2** me **3** my **4** hers **5** its **6** It's **7** We **8** them **9** I **10** theirs

B **1** my brother's car **2** the teacher's desk **3** the students' books **4** the children's toys **5** the dog's name **6** my parents' house **7** James's phone (or James' phone) **8** the boys' room **9** my sister's bike **10** the manager's office

C **1** He and I went home. **2** This is my sister's bag. **3** The book is hers. **4** Its tail is long. **5** She gave the keys to me. **6** They are my friends. **7** My brother lost his phone. **8** My mother is a doctor.

R **1** much **2** I need some advice. **3** The **4** Did she know?

10 There Is, There Are, and It

A **1** There is **2** There are **3** It is **4** There is **5** There were **6** It **7** There is **8** There are **9** Its **10** It is

B **1** There is **2** It is **3** There are **4** its **5** There is **6** It is **7** There are **8** It is **9** There is **10** its

C **1** There is a park near my house. **2** There are many cars on the road. **3** There is no milk left. **4** There are many people in the room. **5** There is a problem. **6** The tree lost its leaves. **7** There is a lot of traffic today. **8** There are two shops on my street.

R **1** It's **2** She and I went out. **3** I need some information. **4** an

11 Prepositions

A **1** on **2** in **3** at **4** on **5** to **6** by **7** at **8** of **9** for **10** from

B **1** on **2** in **3** at **4** from **5** in **6** for **7** by **8** to **9** in **10** of

C **1** I'll meet you on Monday. **2** She arrived at the airport. **3** We went back home because it was raining. **4** He is good at tennis. **5** I'm waiting for you. **6** She was cruel to the cat. **7** They went into the room and sat down. **8** It depends on the weather.

R **1** There is a bank near here. **2** its **3** How many books do you have? **4** She can sing.

12 Past Simple and Present Perfect

A **1** saw **2** has lived **3** finished **4** have known **5** have never been **6** broke **7** has rained **8** has written **9** see **10** has worked

B **1** for **2** since **3** since **4** for **5** since **6** for **7** since **8** for **9** since **10** for

C **1** I have seen that film. **2** She has written a letter. **3** They have gone home. **4** I saw him yesterday. **5** We have lived here since 2019. **6** It has rained for three days. **7** He has finished his work. **8** I have known her for five years.

R **1** They are late. **2** teacher's **3** He might come. **4** There was a lot of rain.

13 Future Time Clauses

A **1** stops **2** get **3** comes **4** leave **5** will be **6** finishes **7** snows **8** will tell **9** is **10** ends

B **1** finish **2** arrives **3** will eat **4** come **5** ends **6** study **7** will send **8** goes **9** get **10** opens

C **1** I will call you when I arrive. **2** She will be happy when she sees the gift. **3** We will wait until the rain stops. **4** Before he leaves, he will say goodbye. **5** After I finish, I will go home. **6** If it rains, we will stay inside. **7** As soon as he comes, tell me. **8** She will be very happy when she wins.

R **1** since **2** I have seen it. **3** It's **4** She has a lot of homework.

14 Tense Consistency

A **1** X (turned on) **2** C **3** X (went) **4** C **5** C **6** X (would call) **7** X (lived) **8** C **9** X (missed) **10** C

B **1** took **2** works **3** ordered **4** listen **5** washed **6** would **7** go **8** called **9** read **10** blew

C **1** Last year I visited my grandparents. **2** She walked in and sat down. **3** He said he would be late. **4** Every day she wakes up and goes to work. **5** When I saw him, I waved. **6** Yesterday we played tennis. **7** The film was long, but I enjoyed it. **8** She promised she would help me.

R **1** stops **2** I have known him since 2015. **3** My father and his friends play cards. **4** me

15 Verb Patterns

A **1** laugh **2** to go **3** swimming **4** stay **5** to wait **6** leave **7** to buy **8** writing **9** to sit **10** talking

B **1** use **2** leave (or leaving) **3** to become **4** eating **5** to rise **6** carry (or to carry) **7** talking **8** cry **9** to call **10** to try

C **1** He made me clean the room. **2** I enjoy reading books. **3** She wants to go home. **4** They let him stay. **5** I watched the sun go down. **6** The news caused him to feel sad. **7** He asked me to help him. **8** We finished eating at nine.

R **1** He said he would come. **2** I will call when I arrive. **3** She has a car. **4** an

16 Phrasal Verbs

A **1** d **2** f **3** a **4** b **5** g **6** c **7** e **8** h

B **1** turn off **2** came out **3** look after **4** gave up **5** Put away **6** find out **7** went out **8** Carry on

C **1** Turn it off. **2** Please put them away. **3** She gave up smoking. **4** Can you look after my dog? **5** Pick it up, please. **6** He carried on talking. **7** They put it on. **8** I will give it up.

R **1** She made me wait. **2** Yesterday I went home late. **3** for **4** He enjoys swimming.

17 Word Forms

A **1** quiet **2** beautifully **3** good **4** bored **5** boring **6** carefully **7** meaning **8** memory **9** excited **10** loud

B **1** successful **2** slowly **3** believe **4** decision **5** correctly **6** information **7** surprising **8** nervous **9** happiness **10** dangerous

C **1** The meaning of the title is not clear. **2** The room is loud. **3** She speaks English well. **4** I was very interested in the film. **5** He has a good memory. **6** It looks dirty. **7** She smiled happily. **8** I can't believe it.

R **1** Turn it off. **2** He enjoys cooking. **3** There are two cars outside. **4** She arrived at the station.

18 Reasons and Results

A **1** because of **2** so **3** because **4** Because of **5** so **6** because **7** because of **8** by **9** so **10** because

B **1** I was tired, so I went to bed early. **2** We stayed inside because it was raining. **3** The roads were closed because of the snow. **4** She practised every day, so she won. **5** He couldn't sleep because of the noise. **6** They were happy because their team won.

C **1** She was late because the bus broke down. **2** We stayed home because of the rain. **3** He failed because he didn't study. **4** I was hungry, so I ate. **5** She left early because she was sick. **6** The reason was the traffic.

R **1** The film was boring. **2** She asked me to wait. **3** When he comes, we will eat. **4** is

19 Fragments, Run-Ons, and Comma Splices

A **1** F **2** CS **3** RO **4** C **5** F **6** C **7** CS **8** RO **9** F **10** C

B **1** It was late, so we went home. **2** She was tired, but she kept working. **3** When the rain stopped, we went outside. **4** He missed the bus because he woke up late. **5** I like tea, but my sister likes coffee. **6** The shop was closed, so we went home.

C **1** Because it was raining, we stayed home. (any main clause) **2** The sun came out, so we went to the beach. **3** I called him, but he didn't answer. **4** It was a good day. It was sunny. **5** In conclusion, our town is beautiful. **6** After the rain stopped, the children played outside. (any main clause)

R **1** I'm good at maths. **2** in **3** We stayed in because of the rain. **4** The test was very boring.

20 Gerunds as Subjects

A **1** Swimming **2** Reading **3** Learning **4** Eating **5** is **6** Waiting **7** Losing **8** Being **9** helps **10** Cooking

B **1** Driving **2** Sleeping **3** Travelling **4** Studying **5** Writing **6** Getting **7** Playing **8** Forgetting **9** Sitting **10** Making

C **1** Swimming in the sea is fun. **2** The bus leaving early was a problem. (or It was a problem that the bus left early.) **3** Learning languages is useful. **4** Waiting for the results was hard. **5** Reading books makes me happy. **6** Playing outside is healthy. **7** The rain stopping was a surprise. (or It was a surprise that the rain stopped.) **8** Eating breakfast is important.

R **1** because of **2** She gave up smoking. **3** He said he would help. **4** I have gone there.

21 Relative Clauses

A **1** who **2** which **3** that **4** who **5** that **6** whose **7** where **8** that **9** who **10** which

B **1** I read a book that (or which) was very long. **2** The girl who is singing is my sister. **3** I met a man who speaks five languages. **4** The film (that) we watched was boring. **5** This is the café where I work. **6** The dog that (or which) lives next door is friendly.

C **1** The room has the things you love. **2** The book that I read was good. **3** The man who called you is here. **4** This is the place where I work. **5** The film that we saw was long. **6** My brother, who lives in London, is a pilot.

R **1** Swimming is fun. **2** so **3** Pick it up. **4** I enjoy cooking.

22 Active and Passive

A **1** A **2** N **3** A **4** N **5** A **6** N **7** A **8** N **9** A **10** N

B **1** My bike was stolen. **2** This bridge was built in 1990. **3** English is spoken here. **4** The office is cleaned every day. **5** The boy was bitten by a dog. **6** The shop will be opened at nine.

C **1** The accident happened at night. **2** The sun appeared. **3** The letter was written by my aunt. **4** The rain fell all day. **5** My phone was stolen. **6** The house was built in 1950.

R **1** who **2** Learning languages is fun. **3** We stayed home because of the rain. **4** They let me go.

23 Embedded Questions and What-Clauses

A **1** she lives **2** it is **3** if **4** he left **5** What **6** I worked **7** what **8** if **9** you feel **10** What

B **1** Can you tell me where the station is? **2** I don't know what she wants. **3** I wonder if (whether) he is at home. **4** Do you know why they left? **5** Can you tell me how much it costs? **6** I'm not sure when the film starts.

C **1** I don't know where she lives. **2** Describe what happens next. **3** She asked where I went. **4** I wonder if he is coming. **5** What they did to him was unfair. **6** Explain to me why the sky is blue.

R **1** There is a shop near here. **2** My bike was stolen. **3** who **4** Eating vegetables is healthy.

24 Conditionals

A **1** rains **2** had **3** melts **4** were **5** would **6** studies **7** would have caught **8** had seen

B **1** snows / will build **2** were / would buy **3** don't hurry / will miss **4** knew / would tell **5** had left / would have arrived **6** freeze / becomes **7** lived / would swim **8** had seen / would have said

C **1** If it rains, we will stay inside. **2** If I were you, I would wait. **3** If she didn't have a car, she would walk. **4** If I had time, I would help. **5** If they had asked, I would have helped them. **6** If it is sunny, we won't stay inside.

R **1** I don't know where he works. **2** There is **3** N **4** The person who helped me was kind.

25 Collocations

A **1** make **2** do **3** tell **4** take **5** heavy **6** make **7** say **8** do **9** catch **10** pay

B **1** do **2** tell **3** take **4** make **5** Say **6** do **7** make **8** tell **9** take **10** make

C **1** I made a mistake. **2** She told me a story. **3** He did his homework. **4** It rained heavily. **5** Let's take a photo. **6** Good food lifts my spirits. **7** He told a lie. **8** Can you do me a favour?

R **1** The music is too loud. **2** bored **3** If it snows, we will ski. **4** I don't know what she wants.

26 Parallel Structure and Transitions

A **1** cycling **2** quiet **3** to meet **4** boring **5** Similarly **6** However **7** Therefore **8** For example

B **1** The room was dark, cold, and smelly. **2** She likes reading, swimming, and walking. **3** He is kind, smart, and funny. **4** They sang, danced, and played games. **5** I want to eat, to rest, and to sleep. **6** The park is big, green, and quiet.

C **1** If the room is loud, smelly, and dirty, I feel bad. **2** Similarly, my sister likes music. **3** My brother and I went shopping. **4** She likes reading and watching films. (or to read and to watch) **5** It was cold. However, we went out. **6** She came in, sat down, and opened her book.

R **1** CS **2** Because she was tired, she went to bed. (any main clause) **3** on **4** Can you do me a favour?

27 Agreement: Hidden and Delayed Subjects

A **1** was **2** was **3** need **4** seems **5** stand **6** depends **7** do **8** is **9** Does **10** were

B **1** keeps **2** choose **3** are **4** do **5** requires **6** is **7** let **8** belongs **9** lie **10** matters

C **1** The list of names that they collected is missing. **2** The players, as well as the coach, were upset. **3** There appear to be several mistakes in the report. **4** In the corner of the room sit two old chairs. **5** Planting trees along the rivers helps the soil. **6** The reason for the cuts is the falling sales.

R **1** The man who lives here is kind. **2** Similarly, my brother likes chess. **3** do **4** CS

28 Agreement: Pairs, Groups, and Amounts

A **1** am **2** wants **3** was **4** is **5** has **6** is **7** is **8** are **9** receive **10** rest

B **1** has **2** gets **3** walk **4** goes **5** costs **6** meets **7** is **8** is **9** speaks **10** show

C **1** Neither the manager nor the workers were happy. **2** Each student and each teacher has a locker. **3** Most of the information was wrong. **4** The acoustics in this hall are poor. **5** The injured were taken to hospital. **6** He suggested that she take the train.

R **1** The report on the bridges is late. **2** There seem to be two problems. **3** Tell **4** If I had money, I would travel.

29 Final Edit

A Last Saturday my family went to the beach. The weather was very hot, and we were happy. My brother didn't bring his hat, so he was very tired. We swam in the sea and ate sandwiches. In the afternoon it started to rain. We went home because of the rain.

B Every morning my sister wakes up at six. She drinks a coffee and reads the news. She doesn't like the bus, so she walks to work. Her office has a big window. She enjoys working there because the people are friendly.

C If I had more time, I would learn to cook. Cooking is a useful skill. There are many good recipes online. I don't know where I should start. My friend, who is a chef, said he would help me.

D The museum was built in 1900. It has many old paintings. Last year a painting was stolen. The police found it after two weeks. Now the museum is safe and popular.

NOTES

NOTES

The Grammar Logic

Additional Lessons

Select a lesson by its printed code. The page number at the right gives its location in this edition. Lessons include original writing and space to check your work.

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Time, Verbs, and Words

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Time, Verbs, and Words

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• Find who or what the sentence is about, then find the verb that tells what that subject does or is. A subject can contain several words.

Model The smell of fresh bread filled the kitchen.

A **Read and notice. Choose the form that fits.**

1. The keys on the desk (belong/belongs) to Lee.
2. The sound of the bells (was/were) loud.
3. The players near the door (wait/waits) for the coach.

B **Build the form or identify the part named.**

1. Name the verb: The shop near our house closed.
2. Name the subject: A box of old photographs fell.
3. Name the verb: My friends in the back row laughed.

C **Repair each sentence. Keep the intended meaning.**

1. The box of pencils are open.
2. Our teacher in the hall.
3. The name of the students are on the board.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write one action sentence about a noisy street and one description of the same street. Mark each subject and verb.

• Use a form of be to connect a subject to an adjective, a noun, or a place phrase. A modal before be leaves be in the base form.

Model The hall was quiet. The hall will be busy tomorrow.

A **Read and notice. Choose the form that fits.**

1. The floor (is/does) wet.
2. My neighbour (is/does) a nurse.
3. They will (be/are) ready soon.

B **Build the form or identify the part named.**

1. The door (was/were) open. _____
2. Our bags (is/are) upstairs. _____
3. The hall will (be/is) dark. _____

C **Repair each sentence. Keep the intended meaning.**

1. The children excited about the trip.

2. The bus will late.

3. My grandparents in the garden.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe a familiar room now and predict how it will look after a change.

• Use be to describe a state or to help form a progressive or passive verb. A simple action verb can stand on its own.

Model The window was open. She opened the window.

A **Read and notice. Choose the form that fits.**

1. She (remembered/was remembered) the date.
2. We (were/ did) waiting at noon.
3. The lights (came/were came) on suddenly.

B **Build the form or identify the part named.**

1. At noon, the bell (rang/was rang).
2. The students (were/ did) quiet.
3. The oven (is heating/is heats).

C **Repair each sentence. Keep the intended meaning.**

1. The bell is rings at nine.
2. He was arrived early.
3. We are not believe the story.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe a room with one state and two actions. Underline all three verbs.

33 Do and Did in Questions and Negatives

Foundations

• Do, does, and did carry the present or past form in simple questions and negatives. The following action verb takes its base form.

Model She had time. Did she have time? She did not have time.

A Read and notice. Choose the form that fits.

1. He did not (go/went) out.
2. Does your cousin (drive/drives)?
3. Did they (see/saw) the bird?

B Build the form or identify the part named.

1. Did she (take/took) the bus?
2. He does not (read/reads) at night.
3. They did not (find/found) the map.

C Repair each sentence. Keep the intended meaning.

1. I didn't knew the answer.
2. Did she bought bread?
3. My friend doesn't likes the film.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write a past question and a negative answer about yesterday. Use the same action verb in both.

• Have can show possession. Have, has, and had also help form a perfect verb, followed by a past participle.

Model I have a key. I have found the key.

A **Read and notice. Choose the form that fits.**

1. She (has/have) two cats.
2. They have (seen/saw) the film.
3. We had (left/leave) before noon.

B **Build the form or identify the part named.**

1. I have (finish/finished). _____
2. Mina (have/has) a bicycle. _____
3. The team has (win/won) twice. _____

C **Repair each sentence. Keep the intended meaning.**

1. The boys have ate.

2. I been here all morning.

3. My sister have two maps.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write one sentence about what someone owns and two about what that person has done.

• Use a base form after can, could, may, might, must, should, will, and would. Be and have can also follow a modal.

Model She might be tired. She should ask a question.

A **Read and notice. Choose the form that fits.**

1. We should (leave/left) soon.
2. He can (help/helps).
3. It might (be/is) true.

B **Build the form or identify the part named.**

1. You should (try/tried) again.
2. They can (be/are) noisy.
3. We might (stay/stayed) longer.

C **Repair each sentence. Keep the intended meaning.**

1. I will called her.
2. He might is sick.
3. She can to read it.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write a prediction, a suggestion, and an obligation about a trip.

• The subject determines the verb form in the simple present. A singular noun or he, she, or it usually takes an action verb ending in s.

Model The bird sings. The birds sing.

A Read and notice. Choose the form that fits.

1. My aunt (works/work) here.
2. Two visitors (wait/waits) outside.
3. The deer (runs/run) away when it hears us.

B Build the form or identify the part named.

1. The room (smell/smells) fresh.
2. My friends (enjoy/enjoys) the game.
3. The deer (has/have) four legs when you mean one.

C Repair each sentence. Keep the intended meaning.

1. The teacher explain the rule each day.
2. The students walks home.
3. This bird have a red tail.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write a pair of sentences about one animal and several animals. Use the same verb.

• Find the main noun inside a long subject. A nearby noun may describe the subject without controlling its verb.

Model The door to the offices is locked.

A Read and notice. Choose the form that fits.

1. A basket of apples (was/were) on the table.
2. The pages of the book (are/is) torn.
3. One of my cousins (lives/live) nearby.

B Build the form or identify the part named.

1. The handle on the boxes (needs/need) paint.
2. The edges of the card (are/is) smooth.
3. Each of the rooms (has/have) a window.

C Repair each sentence. Keep the intended meaning.

1. A bag of marbles were on the floor.
2. The pictures on the wall is old.
3. One of my classmates live nearby.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Describe three objects using a subject that includes an of phrase.

• Use there is or there are to introduce what exists. Use it for weather, clock time, and some general descriptions.

Model There are two cups on the table. It is cold outside.

A **Read and notice. Choose the form that fits.**

1. (There are/It is) two paths.
2. (It was/There was) raining.
3. There (is/are) one ticket left.

B **Build the form or identify the part named.**

1. (It is/There are) nearly noon.
2. There (is/are) three markers.
3. There (was/were) no water.

C **Repair each sentence. Keep the intended meaning.**

1. There is four windows in the room.
2. Is warm outside.
3. It's two ways to open it.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe what is in a public place, what is missing, and what the weather is like.

• A and an introduce one nonspecific countable noun. Choose a or an by sound. Use the when the reader can identify the noun.

Model I found an umbrella. The umbrella was red.

A **Read and notice. Choose the form that fits.**

1. She brought (an/a) old map.
2. We waited (an/a) hour.
3. Please turn off (the/a) light in this room.

B **Build the form or identify the part named.**

1. (a/an) university
2. (a/an) honest answer
3. I saw a fox. (The/A) fox hid.

C **Repair each sentence. Keep the intended meaning.**

1. I carried long spear.
2. She gave me a umbrella.
3. Sun came out at noon.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Introduce two objects in a sentence. Refer to each one again in a second sentence.

• Some nouns count individual items. Others usually name a substance or category. Some change meaning when counted.

Model We bought bread. We bought two loaves of bread.

A **Read and notice. Choose the form that fits.**

1. She gave me (some advice/an advice).
2. We need (two chairs/two furnitures).
3. I drank (some water/a water) from the tap.

B **Build the form or identify the part named.**

1. (some/a) equipment
2. (many/much) books
3. (a piece of/an) information

C **Repair each sentence. Keep the intended meaning.**

1. He brought three breads for lunch.
2. I need an advice.
3. We packed two equipments.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe what you would pack using two countable nouns and two uncountable nouns.

• Some plurals change spelling or stay the same. After many, use a plural count noun. Almost usually modifies a quantity, such as all or a number.

Model One deer crossed the road. Three deer followed.

A **Read and notice. Choose the form that fits.**

1. We saw three (deer/deers).

2. She has many (idea/ideas).

3. (Almost all/Almost) the chairs were full.

B **Build the form or identify the part named.**

1. one child, two (children/childs) _____

2. one foot, two (feet/foots) _____

3. (most/almost) students _____

C **Repair each sentence. Keep the intended meaning.**

1. There were many thing on the shelf.

_____

2. Two deers ran by.

_____

3. Almost people raised a hand.

_____

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write three sentences about a crowd or collection. Use an irregular plural and two quantity expressions.

_____

_____

_____

_____

_____

_____

• Subject pronouns do the action or carry the description. Object pronouns follow a verb or a preposition. Use a possessive determiner before a noun.

Model She saw him. He lent her his pencil.

A Read and notice. Choose the form that fits.

1. (She/Her) called first.
2. I waited for (they/them).
3. The music lifted (my/me) spirits.

B Build the form or identify the part named.

1. (we/us) left first _____
2. for (he/him) _____
3. (their/them) bag _____

C Repair each sentence. Keep the intended meaning.

1. Me and Ana left early.

2. They waved to she.

3. I forgot me notebook.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Describe a borrowed object using a subject pronoun, an object pronoun, and a possessive.

• Name a person or object again when a pronoun could refer to more than one. Keep singular and plural references consistent.

Model Nina told Ava that Nina had found the key.

A **Read and notice. Choose the form that fits.**

1. The box was empty. (It/They) was open.

2. The students carried the books. (The books/They) were heavy.

3. Omar and Lila waited. (They/She) both had tickets.

B **Build the form or identify the part named.**

1. Name Maya in place of she: Maya told Lena she had won.

2. Name the object: Sara dropped the pen near the notebook. It rolled away.

3. Name both helpers: Jo met Kai. They both helped.

C **Repair each sentence. Keep the intended meaning.**

1. The book was old, but they was readable.

2. Ava spoke to Mia after Mia arrived. Then she left. (Ava left.)

3. Both boys returned the book. He left together.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write about two people solving a problem. Make it clear who acts in each sentence.

• An adjective describes a noun or the subject after a linking verb. An adverb can describe how an action happens.

Model The soup smells good. She stirred it slowly.

A **Read and notice. Choose the form that fits.**

1. The bell sounded (loud/loudly).
2. He spoke (quietly/quiet).
3. The floor felt (smooth/smoothly).

B **Build the form or identify the part named.**

1. The dog is (noisy/noisily).
2. The dog barked (loud/loudly).
3. The cloth feels (soft/softly).

C **Repair each sentence. Keep the intended meaning.**

1. The room was loudly.
2. She answered polite.
3. The milk smells badly.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe how a place looks, sounds, and smells. Then describe how someone moves through it.

• Choose a preposition for the relationship you mean. At can name a point, on a surface or day, and in a space or month. To and into show movement toward or inside.

Model We met at noon on Monday in the lobby.

A **Read and notice. Choose the form that fits.**

1. The meeting is (on/in) Tuesday.

2. The cup is (on/into) the shelf.

3. She walked (into/on) the room.

B **Build the form or identify the part named.**

1. (at/on) seven o'clock

2. (in/on) November

3. stand (near/to near) the door

C **Repair each sentence. Keep the intended meaning.**

1. We met in Friday.

2. They went back house.

3. She waited in on the bus. (She was a passenger.)

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write directions that give a meeting time, a place, and two movements.

• Place be or another auxiliary before the subject in a yes or no question. With a simple action verb, add do, does, or did. A short answer can repeat the auxiliary.

Model Is she ready? Yes, she is. Did she finish? No, she didn't.

A **Read and notice. Choose the form that fits.**

1. (Does/Is) he play chess?
2. (Was/Did) she tired?
3. (Have/Do) they finished?

B **Build the form or identify the part named.**

1. (Do/Does) they know the rule?
2. (Did/Was) she open the door?
3. (Is/Does) the road wet?

C **Repair each sentence. Keep the intended meaning.**

1. Does she is ready?
2. Were they see the light?
3. Did he left early?

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Ask a partner or an imaginary character three questions and write the short answers.

• A common statement order is subject, verb, and object. Adjectives often go before their noun. Place an adverb where it clearly modifies the intended action or description.

Model Mira opened the heavy door slowly.

A **Read and notice. Choose the form that fits.**

1. (She read the note./She the note read.)

2. a (quiet room/room quiet)

3. She (usually walks/walks usual) home.

B **Build the form or identify the part named.**

1. Order: found / Mia / the keys

2. Order: the bag / carried / she

3. Order: at school / usually / waits / he

C **Repair each sentence. Keep the intended meaning.**

1. He the book read in the park.

2. She bought a bag red.

3. My uncle goes usually to work at seven.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write a statement with an adjective before its noun and another with an adverb of frequency.

• This and that identify one item or an uncountable substance. These and those identify plural items. The choice can signal what is nearer or farther away.

Model This book is mine. Those books belong to the library.

A **Read and notice. Choose the form that fits.**

1. (This/These) shoes are wet.
2. (That/Those) water looks clean.
3. (These/This) keys open the door.

B **Build the form or identify the part named.**

1. (that/those) clouds
2. (this/these) milk
3. (this/these) glove

C **Repair each sentence. Keep the intended meaning.**

1. This pencils are mine.
2. Those chair is broken.
3. These rice is cold.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe two objects near you and two farther away. Use all four forms.

• Some verbs use an irregular form in the simple past. The past form and past participle may differ.

Model She went yesterday. She has gone home.

A **Read and notice. Choose the form that fits.**

1. He (hit/hited) the ball.
2. I (found/finded) a key.
3. They have (taken/took) the bus.

B **Build the form or identify the part named.**

1. go in the simple past
2. write after has
3. hit in the simple past

C **Repair each sentence. Keep the intended meaning.**

1. The runner runned home.
2. He has wrote the note.
3. I hited the ball too hard.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write three things that happened yesterday using irregular verbs. Then use one in a present perfect sentence.

• Use the present simple for routines, facts, and many states. Use be plus an ing form for an action happening now or around now.

Model She walks home every day. She is walking home now.

A **Read and notice. Choose the form that fits.**

1. They (play/are playing) outside right now.
2. I (believe/am believing) you.
3. Every Saturday he (swims/is swimming) before breakfast.

B **Build the form or identify the part named.**

1. Listen! The phone (rings/is ringing).
2. I (know/am knowing) the answer.
3. Every morning we (take/are taking) the train.

C **Repair each sentence. Keep the intended meaning.**

1. The children are run in the field now.
2. I am understand the rule.
3. He walking to the shop right now.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write one routine, one fact, and one action happening right now.

• Use the simple past for completed events. Use was or were plus an ing form for an action already in progress at a past moment.

Model We were walking home when the rain began.

A **Read and notice. Choose the form that fits.**

1. When I arrived, they (were cooking/are cooking).
2. The bell (rang/has rung) at noon yesterday.
3. While Mira was studying, her phone (buzzed/buzzes).

B **Build the form or identify the part named.**

1. At two yesterday she (called/calls).
2. While they (were waiting/wait) yesterday, it began to snow.
3. He (dropped/has dropped) it five minutes ago.

C **Repair each sentence. Keep the intended meaning.**

1. I was write when the lights went out.
2. At noon yesterday he go home.
3. While the others was waiting, I checked the map.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write three sentences about something that interrupted an activity.

• Use for with a length of time, since with a starting point, and ago to measure back from now. A finished event with ago normally uses the simple past.

Model She has waited for an hour. She arrived an hour ago.

A **Read and notice. Choose the form that fits.**

1. They have lived here (since/for) June.
2. We waited (for/since) twenty minutes.
3. The rain began two years (ago/since).

B **Build the form or identify the part named.**

1. (for/since) last Tuesday
2. (for/since) a week
3. five (years/year) ago

C **Repair each sentence. Keep the intended meaning.**

1. It rained seven year.
2. They arrived since two hours.
3. We have known her for 2024.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Use for, since, and ago to describe three real or imagined events.

• Use will or be going to for many future meanings. Use a present form in a time clause such as when the bus comes when it tells when the future action will happen.

Model We will leave when the bus comes.

A **Read and notice. Choose the form that fits.**

1. I will call when I (get/will get) home.
2. We (are going to/went to) study tomorrow.
3. Wait until the door (opens/will open).

B **Build the form or identify the part named.**

1. I will wait until they (arrive/will arrive).
2. When it (stops/will stop), we will leave.
3. They (will start/started) tomorrow.

C **Repair each sentence. Keep the intended meaning.**

1. I will call when I will arrive.
2. She going to visit tomorrow.
3. We will eat before the show will start.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe a plan and say what will happen before and after it.

One Time Frame in a Retelling

• Choose the present for a literary summary or the past for a past retelling. Shift when the time changes, and give readers enough context to follow.

Model The hunter follows the tracks and stops near the lake.

A Read and notice. Choose the form that fits.

1. In the past retelling, she heard a noise and (turned/turns).
2. In the literary present, the boy enters and (speaks/spoke).
3. I know now that the door (was/is) locked yesterday.

B Build the form or identify the part named.

1. Past: walks, opens, sees
2. Literary present: waited, listened, left
3. Past: finds, follows, stops

C Repair each sentence. Keep the intended meaning.

1. The deer ran into the grass and disappears.
2. In the story, she enters and was silent.
3. He found the tracks and will follow them. (Both events happened yesterday.)

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Retell one event in three sentences using the past. Then retell it in the literary present.

• Learn which form follows each verb. Need and want often take to plus a verb. Enjoy and avoid take an ing form. Start can take either in many uses.

Model He needs to rest. She enjoys walking. It started raining.

A **Read and notice. Choose the form that fits.**

1. She wants (to leave/leave).
2. They avoid (walking/to walk) in the dark.
3. He started (to run/run) at once.

B **Build the form or identify the part named.**

1. need (to look/looking) for a lost key
2. enjoy (read/reading) after class
3. plan (to move/move) in June

C **Repair each sentence. Keep the intended meaning.**

1. The deer needs find water.
2. He started chase the deer.
3. They enjoy to read outdoors.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write three activities you want, enjoy, or plan to do. Check what comes after each first verb.

• Some verbs take a person or object before the next action. Tell and ask usually use to plus a verb. Let and make use a base verb in the active.

Model She asked me to wait. He let me go.

A **Read and notice. Choose the form that fits.**

1. They told us (to stop/stop).
2. The coach made us (run/to run).
3. She let him (leave/left).

B **Build the form or identify the part named.**

1. remind him (to call/call) _____
2. let her (finish/to finish) _____
3. encourage us (to try/try) _____

C **Repair each sentence. Keep the intended meaning.**

1. She asked me wait.

_____

2. He let me to leave.

_____

3. They encouraged us speak.

_____

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write what one person asked, allowed, and made another person do.

_____

_____

_____

_____

_____

_____

• After see, hear, or watch plus an object, a base verb can present a whole action. An ing form can show it in progress. A full clause needs its own structure.

Model I heard the bell ring. I heard people talking.

A **Read and notice. Choose the form that fits.**

1. We watched the sun (rise/rose).
2. I heard someone (walking/walked).
3. She saw the deer (run/ran) away.

B **Build the form or identify the part named.**

1. I watched the bird (land/landed). _____
2. She heard him (singing/sang). _____
3. We saw them (leave/left). _____

C **Repair each sentence. Keep the intended meaning.**

1. I watched the sun went down.

_____

2. We heard the children laughed.

_____

3. He saw the deer runs away.

_____

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe something you saw from beginning to end and something you heard in progress.

• Words from one family can express a related idea in different grammatical roles. Test the position and meaning before picking a form.

Model The explanation was clear. She explained it clearly.

A Read and notice. Choose the form that fits.

1. The title's (meaning/mean) is unclear.
2. She spoke (quietly/quiet).
3. We need a (decision/decide) soon.

B Build the form or identify the part named.

1. She (explained/explanation) the rule. _____
2. The choice was (careful/carefully). _____
3. He (successfully/success) finished the task. _____

C Repair each sentence. Keep the intended meaning.

1. We discussed the explain.

2. Her choose surprised me.

3. He worked very careful.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Choose one word family. Use its noun, verb, and adjective in three related sentences.

• Learn common combinations as phrases. Some words require a specific preposition, and some verbs take their object directly.

Model We listened to the story and discussed its ending.

A Read and notice. Choose the form that fits.

1. Please listen (to/at) the instructions.
2. We (made/did) a decision.
3. She discussed (the story/about the story).

B Build the form or identify the part named.

1. (do/make) homework
2. (take/do) a break
3. depend (on/at) a partner

C Repair each sentence. Keep the intended meaning.

1. We discussed about the ending.
2. I listened the radio.
3. She did a decision.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Choose three useful combinations from recent reading and use each in a new sentence.

• Some often marks an unspecified amount. Any often appears in questions and negatives. No can make the noun phrase negative. Some is common in offers and requests.

Model I bought some rice. We don't have any rice. There is no rice left.

A **Read and notice. Choose the form that fits.**

1. There isn't (any/some) sugar left.
2. Would you like (some/no) water?
3. There are (no/not) seats left.

B **Build the form or identify the part named.**

1. We did not find (any/some) clues.
2. Could I have (some/no) tea?
3. We have (no/not) idea.

C **Repair each sentence. Keep the intended meaning.**

1. There isn't no space left.
2. There are not tickets left. (Use no.)
3. She doesn't have none.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe a cupboard. Write what it has, what it lacks, and one question about it.

• Use have or has plus a past participle for a past action relevant now. Use the simple past when you name a finished past time.

Model I have lost my key. I lost it yesterday.

A **Read and notice. Choose the form that fits.**

1. She (has finished/finished) the work already, so she can leave.
2. They (visited/have visited) on Monday.
3. He has never (seen/saw) a fox.

B **Build the form or identify the part named.**

1. Past: I (met/have met) him last Tuesday.
2. Now: The door is open. Someone (has unlocked/have unlocked) it.
3. After has: (went/gone)

C **Repair each sentence. Keep the intended meaning.**

1. She has called yesterday.
2. He have never been to the beach.
3. We have saw the film twice.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Explain three things you have done this week and say when one of them happened.

• Use had plus a past participle to look back from a past point. Time words such as before can also make the order clear.

Model I arrived at noon. The bus had left at eleven.

A **Read and notice. Choose the form that fits.**

1. When we reached the station, the train (had left/has left) already.
2. By the time she woke, it (had stopped/has stopped) raining.
3. They had (eaten/ate) before the trip began.

B **Build the form or identify the part named.**

1. had + write
2. had + go
3. had + forget

C **Repair each sentence. Keep the intended meaning.**

1. When I got home, they have eaten already.
2. He had went before we called.
3. She had wrote the note by noon.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Tell a two-event story in the order you discovered the events. Mark the earlier event with had.

• Some verbs take a particle that changes the meaning. Learn the whole expression. With a separable phrasal verb, put a pronoun object before the particle.

Model She turned off the light. She turned it off.

A Read and notice. Choose the form that fits.

1. Please pick (it up/up it).
2. We looked (after/at after) the dog all weekend.
3. I (ran into/ran at into) a friend at the station.

B Build the form or identify the part named.

1. Replace the lights in Turn the lights off.
2. Replace the dog in Look after the dog.
3. Replace the book in Pick up the book.

C Repair each sentence. Keep the intended meaning.

1. Turn off it before you leave.
2. She looked the cats after.
3. I picked up them from the floor.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write about a short scene using turn on, look after, and pick up.

• Some verbs take an object. Linking verbs connect the subject to a description. Some actions require both an object and another detail.

Model Mira put the book on the shelf. The shelf looked empty.

A **Read and notice. Choose the form that fits.**

1. She placed the cup (on the table/quiet).
2. The garden looks (green/greenly).
3. I handed (him the key/quickly the key him).

B **Build the form or identify the part named.**

1. She put (the box on the desk/the box).
2. The sky became (dark/darkly).
3. He gave (us a map/us at noon).

C **Repair each sentence. Keep the intended meaning.**

1. Put the book. (Name a place.)
2. The room became quietly.
3. He gave to me it.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe three actions in a room using put, give, and look.

• Two verbs can share one subject. If the next action has a different subject, name it. In a list, keep actions in compatible forms.

Model The child opened the box and looked inside. Her brother stepped back.

A **Read and notice. Choose the form that fits.**

1. I need to pack and (leave/leaving).
2. The deer ran and (hid/hiding).
3. Sam opened the door, and (Mia entered/entered Mia).

B **Build the form or identify the part named.**

1. We (sang and danced/sang and dancing).
2. He wanted to rest and (eat/ate).
3. The door opened, and (we went/went) in.

C **Repair each sentence. Keep the intended meaning.**

1. She cleaned the table and sweeping the floor.
2. The deer needs to find water and stopping to drink.
3. We waited, and started to rain.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write a short sequence in which one person does two actions and someone else does the third.

• Because gives a reason in a clause. Because of introduces a noun phrase or a similar expression. So can introduce the result.

Model We stayed inside because it rained. It rained, so we stayed inside.

A Read and notice. Choose the form that fits.

1. We waited (because/because of) it was raining.
2. They left (because of/because) the noise.
3. The road was closed, (so/because of) we took a bus.

B Build the form or identify the part named.

1. because (the bell rang/the bell)
2. because of (the snow/it snowed)
3. (Because/Because of) the shop was closed, we went home.

C Repair each sentence. Keep the intended meaning.

1. The story works was because the setting matters.
2. We stayed by it rained.
3. She left because of the bus was full.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Tell why you made a choice and what happened as a result. Use a different connector in each sentence.

• Time connectors show the order of events. A full time clause contains a verb and usually names its subject. A phrase can use a noun or an ing form.

Model After the show ended, we talked. We talked after the show.

A **Read and notice. Choose the form that fits.**

1. After the bell (rang/ring), we left.
2. We ate before (the game/the game start).
3. When the lights (came/coming) on, we cheered.

B **Build the form or identify the part named.**

1. after (the film/the film finish)
2. when the train (arrived/arriving)
3. before (leaving/leave)

C **Repair each sentence. Keep the intended meaning.**

1. After the sun out, the children ran outside.
2. When the man thirsty, he drank.
3. Before he hunt, he packed water. (Past retelling.)

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write three events and use before, after, or when to show their order.

• A dependent clause can contain a subject and verb and still need a main clause. In a paragraph, make the connection visible.

Model Because the path was steep, we walked slowly.

A **Read and notice. Choose the form that fits.**

1. (We went home./Because we went home.) can stand alone.
2. (Although it was cold, we swam./Although it was cold.) gives a full statement.
3. (After the film ended./The film ended.) can stand alone.

B **Build the form or identify the part named.**

1. (She went home./When she went home.)
2. (After lunch./Lunch ended.)
3. (Although she waited./She waited.)

C **Repair each sentence. Keep the intended meaning.**

1. Because the roof leaked. We moved the desk.
2. When the rain stopped. They left.
3. I took a coat. Although it was sunny.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write about one problem. Begin one sentence with because and another with although.

• Separate two complete statements with a period or connect them with suitable punctuation and a conjunction. A comma by itself leaves a splice.

Model The road was icy, so we drove slowly.

A **Read and notice. Choose the form that fits.**

1. (The bell rang, we left./The bell rang, and we left.)
2. (He called I answered./He called. I answered.)
3. (It was warm, we stayed./It was warm, so we stayed.)

B **Build the form or identify the part named.**

1. Join with but: It was cold. We swam.
2. Split: The cat ran I followed.
3. Join with so: It was late. We left.

C **Repair each sentence. Keep the intended meaning.**

1. The sun came out, everyone cheered.
2. We need water otherwise we cannot stay.
3. The bus stopped we got off.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write two events in one sentence using a conjunction. Then express the same events in two sentences.

• To make an action the subject, use an ing clause or another marked construction. A statement introduced by that can also be a subject.

Model Running for an hour tired us. That the bus left early surprised me.

A **Read and notice. Choose the form that fits.**

1. (The bus leaving early/The bus left early) surprised me.
2. (What she said/She said) helped.
3. (That the rain stopped/The rain stopped) surprised us.

B **Build the form or identify the part named.**

1. (Learning/She learned) a language takes time.
2. (What he did/He did) was brave.
3. (That they won/They won) surprised us.

C **Repair each sentence. Keep the intended meaning.**

1. The rain stopped was a surprise.
2. They arrived early made a difference.
3. The man chased the deer was difficult.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write one sentence about an activity and one about an event. Make each the subject of a comment.

• Put a relative clause after the noun it describes. Use who or that for people and that or which for things. An object relative can often omit the joining word.

Model The story we read was short. The student who read it asked a question.

A Read and notice. Choose the form that fits.

1. The book (we read/we read it) was short.
2. She is the player (who/where) scored.
3. I found the key (that/what) you lost.

B Build the form or identify the part named.

1. a song (you like/your like)
2. a place (where they meet/they meet it)
3. the boy (who spoke/he spoke)

C Repair each sentence. Keep the intended meaning.

1. I chose my like book. (You mean a book you like.)
2. The girl which spoke went home.
3. I read the book that you gave it to me.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Describe a person, a place, and an object using a clause after each noun.

• A question inside a larger sentence uses statement order. What can introduce the information a speaker wants someone to tell or describe.

Model Please explain what happened. I wonder where she lives.

A **Read and notice. Choose the form that fits.**

1. Tell me (where she went/where did she go).
2. I wonder (if it will rain/will it rain).
3. Describe (what happens next/happens next).

B **Build the form or identify the part named.**

1. I know (where he is/where is he).
2. Show me (how it works/how does it work).
3. Tell us (what they found/what did they find).

C **Repair each sentence. Keep the intended meaning.**

1. She asked where did we live.
2. Explain happens next.
3. I don't know is it open.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Ask someone for three pieces of information using tell me, explain, or I wonder.

• Use a passive when an action happens to the subject and the active verb has an object in that use. Events such as arriving and appearing can use an active verb.

Model The builders closed the bridge. The bridge was closed. A bird appeared.

A **Read and notice. Choose the form that fits.**

1. The letter (was delivered/delivered) by Ana.
2. The deer (disappeared/was disappeared).
3. The guests (arrived/were arrived) at noon.

B **Build the form or identify the part named.**

1. The fence (was painted/painted) by Mira.
2. The sun (appeared/was appeared).
3. The rain (continued/was continued) all day.

C **Repair each sentence. Keep the intended meaning.**

1. The sun was appeared at noon.
2. The book was wrote in 1900.
3. The deer was disappeared into the trees.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe one event that happened on its own and one action received by a subject.

• Use if to mark the condition. Match the result to whether the condition is general, possible, or imagined.

Model If it rains, we will stay in. If I had wings, I would fly.

A Read and notice. Choose the form that fits.

1. If it (rains/will rain), we will stay.
2. If I had time, I (would/will) help.
3. If water freezes, it (expands/would expand).

B Build the form or identify the part named.

1. If it (snows/will snow), we will wait.
2. If I (had/will have) a boat, I would sail.
3. If you heat ice, it (melts/would melt).

C Repair each sentence. Keep the intended meaning.

1. If I will have time tomorrow, I will visit.
2. If we had a map, we will know the route.
3. If the window is open. The room will cool.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write one rule, one possible plan, and one imagined situation using if.

• Use a comparative adjective with than. Use as plus the adjective plus as to show equality. Some comparative forms are irregular.

Model The new box is lighter than the old one. This bag is as light as that one.

A **Read and notice. Choose the form that fits.**

1. The first chair is (heavier/heavy) than the second.
2. This road is as (wide/wider) as that road.
3. Your map is (better/more better) than mine.

B **Build the form or identify the part named.**

1. cold in a comparison with than
2. good in a comparison with than
3. as (high/higher) as

C **Repair each sentence. Keep the intended meaning.**

1. The blue jacket is more warmer than mine.
2. My bag is as heavier as his.
3. This route is more safe that the other.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Compare two routes. Use one comparative and one equality comparison.

• Start with the intended meaning. Put the actor in the subject position of an active sentence. Place the object after the verb or in the pattern the verb requires.

Model The children told their friend a story. Their friend told the children a story.

A **Read and notice. Choose the form that fits.**

1. (The fox chased the hare./The hare chased the fox.) (The fox is the pursuer.)
2. She (gave him a key/gave to him a key).
3. I explained (the rule to her/her the rule).

B **Build the form or identify the part named.**

1. Who acts in The girl helped the boy?
2. Who gets the note in I sent Mira the note?
3. Order: his dog / the man / followed

C **Repair each sentence. Keep the intended meaning.**

1. She told the story us.
2. I explained him the plan.
3. The teacher asked to read us. (We do the reading.)

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Write two versions of a scene with the roles reversed. Then name which details change and which stay the same.

77 Apostrophes, Capitals, and Spacing

Polish

• Use capitals at sentence starts and for names. Apostrophes can show missing letters or possession. Check whether a form is one word or two.

Model Lina's book is on the shelf. It's beside the clock. The clock lost its cover.

A Read and notice. Choose the form that fits.

1. (It's/Its) raining.
2. The two (books/books') fell.
3. She has to (work hard/workhard).

B Build the form or identify the part named.

1. (it's/its) a good plan
2. the dog and (its/it's) tail
3. (a lot/alot) of time

C Repair each sentence. Keep the intended meaning.

1. its like my old bag.
2. The girls bag was open. (One girl.)
3. we workhard on fridays.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write about a named person and a possession. Include one contraction, then check all capitals and spaces.

78 Spelling Verb Endings

Polish

• Check the base form before adding an ending. Stop doubles p before ed and ing. Hope drops e before ing. An irregular past form may use no regular ending.

Model Stop becomes stopped. Study becomes studied. Hit stays hit.

A Read and notice. Choose the form that fits.

1. The bus (stopped/stoped).
2. We are (hoping/hopeing).
3. She (studied/studyed) last night.

B Build the form or identify the part named.

1. plan + ing
2. try + ed
3. hope + ed

C Repair each sentence. Keep the intended meaning.

1. The rain stoped at noon.
2. She is studing for the test.
3. He hited the ball.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write a short past account using stop, plan, study, and hit. Underline the endings that change.

• Use a plural unit for a length of time after most numbers. Use a singular unit in a compound adjective before a noun.

Model They walked for eight hours. It was an eight-hour walk.

A **Read and notice. Choose the form that fits.**

1. We waited three (hours/hour).
2. It was a (two-hour/two-hours) meeting.
3. She arrived seven (years/year) ago.

B **Build the form or identify the part named.**

1. (six years/six year) ago
2. a (ten-minute/ten-minutes) break
3. for four (day/days)

C **Repair each sentence. Keep the intended meaning.**

1. It was an eight hours hunt.
2. We walked for two hour.
3. She remembered a seven year ago moment.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D **Write and check your own sentences.**

Describe two activities using their length, then describe each one with a compound adjective before a noun.

80 Edit for Meaning Before You Polish

• Say what each sentence means. Find each subject and verb, check how clauses join, then check the smaller forms and punctuation.

Model We walked home because the bus stopped running.

A Read and notice. Choose the form that fits.

1. (The sun appeared./The sun was appeared.)
2. (We waited, so we had time./We waited, we had time.)
3. (She remembered what she saw./She remembered she saw what.)

B Build the form or identify the part named.

1. Name the cause in “We waited because the road was closed.”
2. Find the finite verb in “The deer will stop.”
3. Identify the action in “Running tired me.”

C Repair each sentence. Keep the intended meaning.

1. We was tired, we still walked home.
2. The teacher explained what happened next and asking us to write.
3. Its hard to kept track of many idea.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Write four sentences about a scene. Make one pass for meaning and verbs and one for sentence boundaries, word forms, and spelling.

81 Dictation and Word Boundaries

Polish

• Say the sentence before writing it. Compare it against the model one phrase at a time, checking the words and the spaces between them.

Model She worked hard, but she still had a lot to finish.

A Read and notice. Choose the form that fits.

1. (Everyone/Every one) in the group arrived.
2. They went (outside/out side).
3. She waited (for a while/for awhile) before answering.

B Build the form or identify the part named.

1. Choose (at least/atleast).
2. Choose (somewhere/some where).
3. Choose (each other/eachother).

C Repair each sentence. Keep the intended meaning.

1. I think some one left a note.
2. She did alot of work today.
3. They helped eachother.

Review

Reread your corrections. Mark the words you changed and name the pattern you used. Read one correction aloud and check that it still means what you intended.

D Write and check your own sentences.

Ask someone to read the model and one of your own sentences aloud. Write them from hearing and mark any differences.

82 Starting Diagnostic

For each line, correct what is necessary. Mark the word or ending you changed. Use the answer guide to identify the patterns worth practising first.

C Edit each line. Explain at least one change.

1. The children will quiet.

2. Did she found the map?

3. A box of pencils are on the desk.

4. We saw three deers near the road.

5. The music lifted me spirits.

6. When the lights out, we waited.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Then write three fresh sentences about a place. Describe how it looks, tell what happened there, and ask one question.

83 Review Subjects, Verbs, and Noun Phrases

Read each sentence aloud. Decide which words form the subject and which words belong to the verb. Check articles, number, and pronoun forms separately.

C Edit each line. Explain at least one change.

1. The chairs near the window is wet.

2. My neighbour a mechanic.

3. We don't have an information.

4. The teacher gave she a map.

5. We bought old umbrella.

6. Almost people left early.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Describe who came to a meeting and what they brought. Use one countable noun, one uncountable noun, and a clear pronoun.

84 Review Time and Verb Forms

Find the time clues. Check whether the verb should show a completed event, ongoing action, or result. Check the form after any helping verb.

C Edit each line. Explain at least one change.

1. She has finished the project yesterday.

2. While I was read, the phone rang.

3. The bus had went before we arrived.

4. I will call when I will arrive.

5. He didn't had a map.

6. We should asked the guide.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Retell a short event in three sentences. Then add one sentence about a later plan and one about an action that was already underway.

85 Review How Ideas Fit Together

Before you edit, decide which events are separate statements and which ones depend on a time or reason clause. Look for the subject and verb of each statement.

C Edit each line. Explain at least one change.

1. The bus stopped, we stepped out.

2. Because it rained. We stayed home.

3. The plan worked was because we practised.

4. The window broke surprised us.

5. Tell me where did it happen.

6. She wanted to rest and eating.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Write one sentence using because, one using when, and one whose subject is an activity. Then turn two of your ideas into one compound sentence.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

30 Subjects and Verbs

A 1. belong 2. was 3. wait

B 1. closed 2. A box of old photographs 3. laughed

C 1. The box of pencils is open. 2. Our teacher is in the hall. 3. The names of the students are on the board.

31 Descriptions With Be

A 1. is 2. is 3. be

B 1. was 2. are 3. be

C 1. The children were excited about the trip. 2. The bus will be late. 3. My grandparents are in the garden.

32 Be or an Action Verb

A 1. remembered 2. were 3. came

B 1. rang 2. were 3. is heating

C 1. The bell rings at nine. 2. He arrived early. 3. We do not believe the story.

33 Do and Did in Questions and Negatives

A 1. go 2. drive 3. see

B 1. take 2. read 3. find

C 1. I didn't know the answer. 2. Did she buy bread? 3. My friend doesn't like the film.

34 Have and Has

A 1. has 2. seen 3. left

B 1. finished 2. has 3. won

C 1. The boys have eaten. 2. I have been here all morning. 3. My sister has two maps.

35 Modals and the Next Verb

A 1. leave 2. help 3. be

B 1. try 2. be 3. stay

C 1. I will call her. 2. He might be sick. 3. She can read it.

36 Present Agreement

A 1. works 2. wait 3. runs

B 1. smells 2. enjoy 3. has

C 1. The teacher explains the rule each day. 2. The students walk home. 3. This bird has a red tail.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

37 Subjects With Extra Information

A 1. was 2. are 3. lives

B 1. needs 2. are 3. has

C 1. A bag of marbles was on the floor. 2. The pictures on the wall are old. 3. One of my classmates lives nearby.

38 There Is and There Are

A 1. There are 2. It was 3. is

B 1. It is 2. are 3. was

C 1. There are four windows in the room. 2. It is warm outside. 3. There are two ways to open it.

39 A, An, and The

A 1. an 2. an 3. the

B 1. a 2. an 3. The

C 1. I carried a long spear. 2. She gave me an umbrella. 3. The sun came out at noon.

40 Countable and Uncountable Nouns

A 1. some advice 2. two chairs 3. some water

B 1. some 2. many 3. a piece of

C 1. He brought three pieces of bread for lunch. 2. I need some advice. 3. We packed two pieces of equipment.

41 Plural Nouns and Quantity Words

A 1. deer 2. idea 3. Almost all

B 1. children 2. feet 3. most

C 1. There were many things on the shelf. 2. Two deer ran by. 3. Almost all the people raised a hand.

42 Pronouns and Possession

A 1. She 2. they 3. my

B 1. we 2. him 3. their

C 1. Ana and I left early. 2. They waved to her. 3. I forgot my notebook.

43 Clear Pronoun References

A 1. It 2. The books 3. They

B 1. Maya told Lena that Maya had won. 2. Sara dropped the pen near the notebook. The pen rolled away. 3. Jo and Kai both helped.

C 1. The book was old, but it was readable. 2. Ava spoke to Mia after Mia arrived. Then Ava left. 3. Both boys returned the book. They left together.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

44 Adjectives, Adverbs, and Linking Verbs

A 1. loud 2. quietly 3. smooth

B 1. noisy 2. loudly 3. soft

C 1. The room was loud. 2. She answered politely. 3. The milk smells bad.

45 Time, Place, and Movement

A 1. on 2. on 3. into

B 1. at 2. in 3. near

C 1. We met on Friday. 2. They went back home. 3. She waited on the bus.

46 Simple Questions and Short Answers

A 1. Does 2. Was 3. Have

B 1. Do 2. Did 3. Is

C 1. Is she ready? 2. Did they see the light? 3. Did he leave early?

47 Word Order in Statements

A 1. She read the note. 2. quiet room 3. usually walks

B 1. Mia found the keys. 2. She carried the bag. 3. He usually waits at school.

C 1. He read the book in the park. 2. She bought a red bag. 3. My uncle usually goes to work at seven.

48 This, That, These, and Those

A 1. This 2. That 3. These

B 1. those 2. this 3. this

C 1. These pencils are mine. 2. That chair is broken. 3. This rice is cold.

49 Past Forms That Change

A 1. hit 2. found 3. taken

B 1. went 2. written 3. hit

C 1. The runner ran home. 2. He has written the note. 3. I hit the ball too hard.

50 Present Time and Ongoing Action

A 1. play 2. believe 3. swims

B 1. is ringing 2. know 3. take

C 1. The children are running in the field now. 2. I understand the rule. 3. He is walking to the shop right now.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

51 Past Events and Background

A 1. were cooking 2. rang 3. buzzed

B 1. called 2. were waiting 3. dropped

C 1. I was writing when the lights went out. 2. At noon yesterday he went home. 3. While the others were waiting, I checked the map.

52 Duration, Starting Points, and Ago

A 1. since 2. for 3. ago

B 1. since 2. for 3. years

C 1. It rained for seven years. 2. They arrived two hours ago. 3. We have known her since 2024.

53 Plans, Predictions, and Future Time Clauses

A 1. get 2. are going to 3. opens

B 1. arrive 2. stops 3. will start

C 1. I will call when I arrive. 2. She is going to visit tomorrow. 3. We will eat before the show starts.

54 One Time Frame in a Retelling

A 1. turned 2. speaks 3. was

B 1. walked, opened, saw 2. waits, listens, leaves 3. found, followed, stopped

C 1. The deer ran into the grass and disappeared. 2. In the story, she enters and is silent. 3. He found the tracks and followed them.

55 To or Ing After a Verb

A 1. to leave 2. walking 3. to run

B 1. to look 2. reading 3. to move

C 1. The deer needs to find water. 2. He started chasing the deer. 3. They enjoy reading outdoors.

56 Verbs With a Person and an Action

A 1. to stop 2. run 3. leave

B 1. to call 2. finish 3. to try

C 1. She asked me to wait. 2. He let me leave. 3. They encouraged us to speak.

57 See, Hear, and Watch

A 1. rise 2. walking 3. run

B 1. land 2. singing 3. leave

C 1. I watched the sun go down. 2. We heard the children laugh. 3. He saw the deer run away.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

58 Words With Different Jobs

A 1. meaning 2. quietly 3. decision

B 1. explained 2. careful 3. successfully

C 1. We discussed the explanation. 2. Her choice surprised me. 3. He worked very carefully.

59 Words That Travel Together

A 1. to 2. made 3. the story

B 1. do 2. take 3. on

C 1. We discussed the ending. 2. I listened to the radio. 3. She made a decision.

60 Some, Any, and No

A 1. any 2. some 3. no

B 1. any 2. some 3. no

C 1. There isn't any space left. 2. There are no tickets left. 3. She doesn't have any.

61 Present Perfect With Present Results

A 1. has finished 2. visited 3. seen

B 1. met 2. has unlocked 3. gone

C 1. She called yesterday. 2. He has never been to the beach. 3. We have seen the film twice.

62 Past Perfect and Event Order

A 1. had left 2. had stopped 3. eaten

B 1. written 2. gone 3. forgotten

C 1. When I got home, they had eaten already. 2. He had gone before we called. 3. She had written the note by noon.

63 Phrasal Verbs in Short Scenes

A 1. it up 2. after 3. ran into

B 1. Turn them off. 2. Look after it. 3. Pick it up.

C 1. Turn it off before you leave. 2. She looked after the cats. 3. I picked them up from the floor.

64 Objects and Complements

A 1. on the table 2. green 3. him the key

B 1. the box on the desk 2. dark 3. us a map

C 1. Put the book on the desk. 2. The room became quiet. 3. He gave it to me.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

65 Joining Actions and Subjects

A 1. leave 2. hid 3. Mia entered

B 1. sang and danced 2. eat 3. we went

C 1. She cleaned the table and swept the floor. 2. The deer needs to find water and stop to drink. 3. We waited, and it started to rain.

66 Because, Because Of, and So

A 1. because 2. because of 3. so

B 1. the bell rang 2. the snow 3. Because

C 1. The story works because the setting matters. 2. We stayed because it rained. 3. She left because the bus was full.

67 When, Before, and After

A 1. rang 2. the game 3. came

B 1. the film 2. arrived 3. leaving

C 1. After the sun came out, the children ran outside. 2. When the man was thirsty, he drank. 3. Before he hunted, he packed water.

68 Complete Sentences and Fragments

A 1. We went home. 2. Although it was cold, we swam. 3. After the film ended.

B 1. She went home. 2. Lunch ended. 3. She waited.

C 1. Because the roof leaked, we moved the desk. 2. When the rain stopped, they left. 3. I took a coat, although it was sunny.

69 Run Ons and Comma Splices

A 1. The bell rang, we left. 2. He called I answered. 3. It was warm, we stayed.

B 1. It was cold, but we swam. 2. The cat ran. I followed. 3. It was late, so we left.

C 1. The sun came out, and everyone cheered. 2. We need water. Otherwise, we cannot stay. 3. The bus stopped. We got off.

70 An Event as the Subject

A 1. The bus leaving early 2. What she said 3. That the rain stopped

B 1. Learning 2. What he did 3. That they won

C 1. The rain stopping was a surprise. 2. Their arriving early made a difference. 3. Chasing the deer was difficult.

71 Relative Clauses After Nouns

A 1. we read 2. who 3. that

B 1. you like 2. where they meet 3. who spoke

C 1. I chose a book I like. 2. The girl who spoke went home. 3. I read the book that you gave me.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

72 What, Where, and Whether Inside a Sentence

A 1. where she went 2. if it will rain 3. what happens next

B 1. where he is 2. how it works 3. what they found

C 1. She asked where we lived. 2. Explain what happens next. 3. I don't know whether it is open.

73 Active, Passive, and Events That Happen

A 1. was delivered 2. disappeared 3. arrived

B 1. was painted 2. appeared 3. continued

C 1. The sun appeared at noon. 2. The book was written in 1900. 3. The deer disappeared into the trees.

74 If and the Result

A 1. rains 2. would 3. expands

B 1. snows 2. had 3. melts

C 1. If I have time tomorrow, I will visit. 2. If we had a map, we would know the route. 3. If the window is open, the room will cool.

75 Comparisons With As and Than

A 1. heavier 2. wide 3. better

B 1. colder 2. better 3. high

C 1. The blue jacket is warmer than mine. 2. My bag is as heavy as his. 3. This route is safer than the other.

76 Who Does What to Whom

A 1. The fox chased the hare. 2. gave him a key 3. the rule to her

B 1. the girl 2. Mira 3. Accept either order if it matches the chosen actor.

C 1. She told us the story. 2. I explained the plan to him. 3. The teacher asked us to read.

77 Apostrophes, Capitals, and Spacing

A 1. It's 2. books 3. work hard

B 1. it's 2. its 3. a lot

C 1. It's like my old bag. 2. The girl's bag was open. 3. We work hard on Fridays.

78 Spelling Verb Endings

A 1. stopped 2. hoping 3. studied

B 1. planning 2. tried 3. hoped

C 1. The rain stopped at noon. 2. She is studying for the test. 3. He hit the ball.

Additional Lessons Answer Guide

A and B give expected answers. C gives sample revisions. Accept other grammatical revisions that preserve the intended meaning. D is open writing.

79 Measurements and Compound Adjectives

A 1. hours 2. two-hour 3. years

B 1. six years 2. ten-minute 3. days

C 1. It was an eight-hour hunt. 2. We walked for two hours. 3. She remembered a moment from seven years ago.

80 Edit for Meaning Before You Polish

A 1. The sun appeared. 2. We waited, so we had time. 3. She remembered what she saw.

B 1. the road was closed 2. will 3. running

C 1. We were tired, but we still walked home. 2. The teacher explained what happened next and asked us to write. 3. It's hard to keep track of many ideas.

81 Dictation and Word Boundaries

A 1. Everyone 2. outside 3. for a while

B 1. at least 2. somewhere 3. each other

C 1. I think someone left a note. 2. She did a lot of work today. 3. They helped each other.

82 Starting Diagnostic

C 1. The children will be quiet. 2. Did she find the map? 3. A box of pencils is on the desk. 4. We saw three deer near the road. 5. The music lifted my spirits. 6. When the lights went out, we waited.

83 Review Subjects, Verbs, and Noun Phrases

C 1. The chairs near the window are wet. 2. My neighbour is a mechanic. 3. We don't have any information. 4. The teacher gave her a map. 5. We bought an old umbrella. 6. Almost all the people left early.

84 Review Time and Verb Forms

C 1. She finished the project yesterday. 2. While I was reading, the phone rang. 3. The bus had gone before we arrived. 4. I will call when I arrive. 5. He didn't have a map. 6. We should ask the guide.

85 Review How Ideas Fit Together

C 1. The bus stopped, and we stepped out. 2. Because it rained, we stayed home. 3. The plan worked because we practised. 4. That the window broke surprised us. 5. Tell me where it happened. 6. She wanted to rest and eat.