The Grammar Logic 2

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110 The Parts of a Sentence

- A statement usually has a **subject** and a **finite verb**. The finite verb carries tense or is a modal. In *has been sleeping*, the finite verb is **has**.
- A subject can be long. Its main noun is the **head**. In *The door to the offices is locked*, **door** controls **is**.
- **Be, seem, look, feel, taste,** and **become** can link a subject to a description. *The tea tastes bitter.* When placing an object, **put** needs a place phrase. *She put the coat on a hook. She hung the coat on a hook.*
- A clause starting with **because**, **although**, **when**, or **if** needs a main clause. *We drove slowly because the road was icy.*
- Two verbs can share a subject. *Maya opens the door and looks outside.* If someone else does the next action, name the new subject. *Maya opens the door, and Leo steps out.*

A Underline each whole subject. Circle each finite verb.

1. The price of these apples has gone up.

2. Two of my classmates live near the airport.

3. The woman at the front desk can help you.

4. Everyone in the building was asleep.

5. The noise from the trucks wakes me every morning.

6. My brother's new phone does not work.

7. The results of the test will arrive on Friday.

8. A box of old letters is in the closet.

9. Jules lifted the lid and looked inside.

10. Jules lifted the lid, and Eva stepped back.

B Each sentence is missing a verb. Write the sentence again with is, are, was, or were.

1. The museum closed yesterday because the roof unsafe. _____

2. These shoes too small for me now. _____

3. Our teacher absent last Monday. _____

4. My parents at home right now. _____

5. This coffee too hot to drink at the moment. _____

C Each item has a fragment. Join the two parts and write one complete sentence.

1. Although the shop was closed. The lights were on. _____

2. When the film ended. Everyone stood up. _____

3. She called her mother. After she landed in Calgary. _____

4. If you finish early. You can leave. _____

Review. Write the head noun of each subject on the line.

1. The keys on the kitchen table are mine. _____

2. The colour of the walls is too dark. _____

3. A friend of my parents lives in Halifax. _____

4. The books in that box belong to the school. _____

D Write about a decision you made this year. Use one sentence with because, one sentence with seem or become, and one sentence with a long subject.

_____

_____

_____

_____

115 A, An, and The

- Use **a** or **an** with a singular countable noun when the listener does not know which one you mean. Use **an** before a vowel *sound* and **a** before a consonant *sound*: **an** hour, **a** uniform.
- Use **the** when the listener knows which one: you mentioned it before, there is only one, or the words after the noun say which one. I bought **a** lamp. **The** lamp was cheap.
- A singular countable noun needs a word before it, such as **a, the, my,** or **this**. ~~She is nurse.~~ **She is a nurse.**
- Use no article for plural or uncountable nouns with a general meaning. **Bicycles** are cheaper than cars. Do not use an article with **my, your,** or **their**. ~~the my bag~~

A Write a or an.

1. _____ umbrella

2. _____ university

3. _____ honest answer

4. _____ useful tool

5. _____ one-way ticket

6. _____ X-ray

7. _____ ugly sweater

8. _____ European city

B Write a, an, or the on each line. If no article is needed, write X.

1. I saw _____ fox in our garden last night. _____ fox was eating our tomatoes.

2. Can you close _____ door, please? It is cold in here.

3. _____ honey never goes bad.

4. My cousin works as _____ engineer in Regina.

5. _____ moon looks very big tonight.

6. Who is _____ woman in the red coat?

7. She bought _____ new laptop, but _____ battery is weak.

C Each sentence has an article error. Write the sentence correctly.

1. My sister is teacher at a high school. _____

2. The my phone is broken. _____

3. I watched a interesting video. _____

4. The life in a big city is expensive. _____

5. Sun rises very early in June. _____

Review. Underline the finite verb in each sentence.

1. The people in this office have worked hard.

2. My uncle might sell his truck.

3. Nobody in my family speaks French.

4. The cost of these repairs was high.

D Describe a room in your home. Introduce each object with a or an, then say more about it with the.

120 Articles With Names and Places

- Most names of people, cities, countries, streets, single mountains, and lakes take no article: **Canada, Lake Superior, Mount Logan**.
- Use **the** with plural country names, names with *Republic*, *Kingdom*, or *States*, and with oceans, seas, rivers, and mountain ranges: **the Philippines, the Arctic Ocean, the Rockies**.
- Some fixed expressions have no article: go to **school**, at **work**, at **home**, by **bus**, in **bed**. With **the**, the noun means one particular building or object. Her parents are waiting at **the school** gate.
- Use no article for a general meaning. Add **the** for a particular group. **Libraries** lend books. **The libraries in my town** close at eight.

A Write the on the line, or write X if no article is needed.

1. _____ Nile

2. _____ Mexico

3. _____ United Kingdom

4. _____ Lake Erie

5. _____ Pacific Ocean

6. _____ Mount Fuji

7. _____ Netherlands

8. _____ Andes

9. _____ Main Street

10. _____ Vancouver Island

B Circle the correct choice.

1. I usually go to work (by bus / by the bus).

2. She was tired, so she went to (bed / the bed) early.

3. The cat is sleeping on (bed / the bed) again.

4. My grandmother stays (at home / at the home) on Sundays.

5. (Money / The money) cannot buy happiness.

6. (Money / The money) in my wallet is not mine.

7. In general, (dogs / the dogs) need exercise every day.

8. (Dogs / The dogs) next door bark all night.

C Each sentence has an article error. Write the sentence correctly.

1. She studied in the Australia for two years. _____

2. We sailed across Atlantic in July. _____

3. My father is still at the work. _____

4. The children in general like sweet food. _____

5. We climbed the Mount Robson last summer. _____

Review. Write a, an, or the on the line.

1. I need _____ new battery for my watch.

2. Please pass me _____ salt.

3. It takes _____ hour to get there.

4. _____ sky is very clear tonight.

D Write about places you have visited or want to visit. Name countries, cities, lakes, rivers, and mountains.

125 Countable and Uncountable Nouns

- Countable nouns have a singular and a plural form: one **suggestion**, two **suggestions**.
- These nouns are usually uncountable: **advice, information, evidence, equipment, furniture, homework, luggage, news, progress, research**. They have no plural and take a singular verb. To count them, use a unit: **a piece of** advice.
- Some nouns change meaning: **paper** (the material) and **a paper** (a newspaper or an essay), **experience** (knowledge) and **an experience** (an event).
- Some plurals are irregular: **analysis, analyses**; **criterion, criteria**; **phenomenon, phenomena**.

A Circle the correct choice.

1. Can you give me some (advice / advices)?

2. We bought new (furniture / furnitures) for the office.

3. The news (is / are) good.

4. How (much / many) luggage do you have?

5. She has a lot of (homework / homeworks) tonight.

6. There (is / are) a lot of equipment in the lab.

7. The two (criterion / criteria) are cost and safety.

8. I have (an experience / experience) in sales.

B Write each sentence again. Use piece or pieces of before the uncountable noun.

1. She gave me two advices. _____

2. I have one news for you. _____

3. We carried three heavy furnitures. _____

4. The police found an evidence. _____

5. The airline lost two luggages. _____

C Use each noun in the two meanings in brackets. Write one sentence on each line.

1. paper (a material / an essay)

a. _____ b. _____

2. experience (knowledge / an event)

a. _____ b. _____

3. glass (a material / a cup for drinking)

a. _____ b. _____

4. room (space / a part of a house)

a. _____ b. _____

Review. Write the on the line, or write X if no article is needed.

1. _____ Rocky Mountains

2. _____ Lake Winnipeg

3. _____ Japan

4. _____ Czech Republic

D Describe your last trip or move. Say what luggage, equipment, and information you needed, and what advice people gave you.

130 Words for Quantity

- **Many, few, a few,** and **fewer** go with plural nouns. **Much, little, a little,** and **less** go with uncountable nouns. **A lot of, some, any,** and **enough** go with both.
- **A few** and **a little** mean some. **Few** and **little** mean almost none. **Few** tourists visit in March, so the hotels are cheap.
- Use **most** + noun for a whole category. Use **most of the** + noun for a known group. **Most of the** apartments in this building have balconies.
- **Each** and **every** take a singular noun. Use **some** in positive sentences and offers, **any** in questions and negatives. Would you like **some** tea?

A Circle the correct choice.

1. There isn't (much / many) traffic today.

2. How (much / many) eggs do we need?

3. This line has (fewer / less) people.

4. You should drink (fewer / less) coffee.

5. (Every / All) student has a locker.

6. I have (a few / a little) friends in Edmonton.

7. Could you add (a few / a little) salt?

8. We don't have (some / any) milk left.

B Write few, a few, little, or a little. Read the whole sentence to decide the meaning.

1. _____ students passed the test, so the teacher taught the unit again.

2. I have _____ money left, so I can buy you lunch.

3. There was _____ food at the party, and everyone went home hungry.

4. We have _____ minutes before the bus comes, so let's buy a coffee.

5. She speaks _____ Spanish, enough to order in a restaurant.

C Write of on the line, or write X if no word is needed.

1. Most _____ the guests left before midnight.

2. Most _____ people enjoy music.

3. Many _____ my classmates work part-time.

4. Some _____ the windows were open.

5. Most _____ children like stories.

6. Few _____ my friends own a car.

Review. Circle the correct choice.

1. I need some (information / informations).

2. We made good (progress / progresses).

3. The (research / researches) shows a clear result.

4. Two (analysis / analyses) agree.

D Compare two places you know, such as two schools, stores, or neighbourhoods. Say what each has a lot of, what it has few or little of, and what most people there do.

135 Subject and Verb Agreement

- The verb agrees with the head noun of the subject, not with a noun just before the verb. **The owner of the shops lives** upstairs.
- Two subjects joined by **and** take a plural verb. **Each, every, everyone,** and **nobody** take a singular verb.
- **A number of** + plural noun takes a plural verb. **The number of** + plural noun takes a singular verb, because *number* is the subject.
- After **there is** or **there are**, the verb agrees with the noun that follows. In **one of the people who**, the verb after *who* is plural. She is one of the nurses who **work** nights.

A Circle the correct verb.

1. The keys to the car (is / are) on the table.

2. The quality of the photos (is / are) poor.

3. Everyone in my family (like / likes) spicy food.

4. My sister and her husband (live / lives) in Moncton.

5. A number of students (has / have) asked for help.

6. The number of cars on the road (is / are) rising.

7. There (is / are) three pharmacies on this street.

8. Each of the rooms (has / have) a window.

B Each sentence has an agreement error. Write the sentence correctly.

1. The list of names are on the door. _____

2. Nobody in these photos are smiling. _____

3. Every child in the class have a tablet. _____

4. There is many reasons for the delay. _____

5. The teacher and the students was surprised. _____

C Write the verb in brackets in the present simple.

1. One of my neighbours _____ (own) a boat.

2. He is one of the drivers who _____ (start) at five.

3. The number of visitors _____ (grow) every summer.

4. A number of customers _____ (be) waiting outside.

5. If a guest _____ (arrive) early, they can wait in the lobby.

Review. Circle the correct choice.

1. There are (few / little) chairs left.

2. I have (less / fewer) free time this year.

3. (Most / Most of) the shops close at nine.

4. (Each / All) player gets a shirt.

D Describe a group you belong to, such as a team, a class, or your family. Use long subjects, each, everyone, a number of, and the number of.

140 Pronouns and Clear Reference

- Subject pronouns: **I, he, she, we, they**. Object pronouns: **me, him, her, us, them**. After *and*, keep the form the position needs. My friend and **I** left. They invited my friend and **me**.
- **My, your, their,** and **its** go before a noun. **Mine, yours,** and **theirs** stand alone. **Its** means belonging to it. **It's** means *it is* or *it has*.
- If *he*, *she*, or *they* could mean two people, repeat the noun. ~~My aunt told my mother that her car was gone.~~ **My aunt told my mother that my mother's car was gone.**
- Use **myself, herself, themselves** when the object is the same person as the subject. Do not use *myself* in place of *me*. The word **they** can mean one person, and it still takes **are** and **have**.

A Circle the correct choice.

1. My brother and (I / me) cooked dinner.

2. The coach thanked my sister and (I / me).

3. This bag is not (my / mine).

4. The company changed (its / it's) logo.

5. (Its / It's) been a long day.

6. Is this coat (your / yours)?

7. She taught (her / herself) to play the guitar.

8. Can you call (my / mine) parents?

B Each sentence uses the wrong pronoun form. Write the sentence correctly.

1. Him and his wife moved last year. _____

2. Please send the photos to my sister and myself. _____

3. The dog hurt it's paw. _____

4. Us students need more time. _____

5. The children dressed theirselves. _____

C Each sentence is unclear. Write it again so that it gives the information in brackets.

1. The boy told his father that he had lost the key. (The boy lost the key.)

_____

2. The manager spoke to the cashier before she left. (The cashier left.)

_____

3. The nurse called the patient after her shift ended. (It was the nurse's shift.)

_____

4. The landlord met the tenant when he was in Victoria. (The landlord was in Victoria.)

_____

Review. Circle the correct verb.

1. The shape of the windows (suit / suits) the house.

2. Everybody (know / knows) the answer.

3. There (was / were) two calls for you.

4. The number of complaints (has / have) fallen.

D Tell a short story about two people who disagree. Make it clear in every sentence which person you mean.

_____

_____

_____

_____

_____

145 Adjectives, Adverbs, and Comparisons

- Adjectives describe nouns and come after **be, seem, look,** and **feel**. Adverbs describe verbs. She is a **careful** driver. She drives **carefully**.
- **Good** is an adjective and **well** is an adverb. **Hard** and **fast** are adverbs without *-ly*. **Hardly** means almost not.
- Short adjectives add **-er** and **-est**. Long adjectives use **more** and **most**. Never use both. ~~more cheaper~~ Use **as** + adjective + **as** for equal qualities. **Much** and **far** make a comparison stronger.
- **Enough** goes after an adjective and before a noun: big **enough**, **enough** money. Compare like with like. ~~Our kitchen is bigger than our neighbours.~~ **Our kitchen is bigger than our neighbours' kitchen.**

A Circle the correct word.

1. The test was (easy / easily).

2. She finished the test (easy / easily).

3. You speak English very (good / well).

4. The soup smells (good / well).

5. He works (hard / hardly) every day.

6. I could (hard / hardly) hear the speaker.

7. The streets were (quiet / quietly) after midnight.

8. The baby slept (peaceful / peacefully).

B Write the comparative or superlative form of the word in brackets.

1. This road is _____ (narrow) than the highway.

2. Today was the _____ (hot) day of the year.

3. The second exam was _____ (difficult) than the first.

4. My new job is _____ (good) than my old one.

5. That was the _____ (bad) meal I have ever eaten.

C Each sentence has an error. Write the sentence correctly.

1. This chair is more comfortabler. _____

2. The box is not enough big. _____

3. My bag is as heavy than yours. _____

4. His car is faster than his brother. _____

5. She sings beautiful. _____

Review. Circle the correct choice.

1. My parents and (I / me) went camping.

2. The dog wagged (its / it's) tail.

3. That idea was (her / hers).

4. They blamed (themselves / theirselves).

D Compare two cities, two jobs, or two phones you know. Use comparative forms, as ... as, and adverbs that describe how each one works.

150 Prepositions of Time and Place

- **At** + clock times and *night*. **On** + days and dates. **In** + months, years, seasons, and parts of the day. No preposition before **next, last, this, every**.
- **For** + a length of time. **Since** + a starting point. **By** means not later than. **Until** means up to that time. **During** + noun. **While** + clause.
- **In** an enclosed space, **on** a surface, **at** a point: in the drawer, on the shelf, at the corner. **Arrive in** a city or country, **arrive at** a building. Movement: go **to**, walk **into**.
- **On time** means at the planned time. **In time** means early enough.

A Write at, on, or in.

1. _____ midnight

2. _____ Friday

3. _____ 2019

4. _____ the afternoon

5. _____ New Year's Day

6. _____ winter

7. _____ noon

8. _____ June 12

9. _____ the kitchen

10. _____ the bus stop

B Circle the correct word.

1. I have lived here (for / since) 2018.

2. We waited (for / since) forty minutes.

3. Please return the book (by / until) Tuesday.

4. I worked (by / until) eleven last night.

5. My phone rang (during / while) the meeting.

6. She fell asleep (during / while) she was reading.

7. We arrived (in / at) Winnipeg at noon.

8. The train came (on time / in time), at exactly 9:15.

C Each sentence has a preposition error. Write the sentence correctly.

1. We will meet on next Tuesday. _____

2. They arrived to the airport late. _____

3. My birthday is in March 3. _____

4. I have known him since five years. _____

5. The keys are in the table. _____

Review. Circle the correct choice.

1. He ran (quick / quickly) to the door.

2. This is the (most cheap / cheapest) one.

3. The room is (enough warm / warm enough).

4. It was (much / very) harder than I expected.

D Describe your plans for next week. Say when and where each activity happens, how long it lasts, and the deadline for one task.

A **This paragraph has eight errors. Write the paragraph again correctly.**

Our street is planning a community garden. Twelve neighbours has volunteered, and each of them have a job. We need an equipment and some informations about the soil. A man on the corner offered us shed. Shed is near the entrance. The number of tools we own are small, so most the volunteers will bring their own.

B **This paragraph has eight errors. Write the paragraph again correctly.**

Last summer my family drove from the Calgary to Lake Louise. We left at Monday morning and arrived to the lake in noon. The water was more colder than I expected, but the view was beautiful. My father drove very careful on the mountain roads. We stayed there since three days. It was the most good holiday we have had.

D **Write about a project in your neighbourhood, school, or workplace. Say who is involved, what they need, and where and when they meet.**

210 Present Simple and Present Continuous

- **Present simple** covers habits, routines, facts, and timetables. *The library opens at nine.* Use it for the main events in a story summary. This is the **literary present**. *Mrs. Jones offers advice, and Roger listens.*
- **Present continuous** (**am/is/are + -ing**) shows an action in progress now or around now, or a temporary situation. *This month my cousin is staying with us.*
- State verbs usually stay simple: **know**, **believe**, **belong**, **own**, **understand**, **want**, **need**, **seem**. *I want a drink.*
- Some verbs change meaning. *I think it will rain* gives an opinion. *I'm thinking about it* means considering. *I have a bike* shows ownership. *They are having a party* describes an activity.

A Write the verb in brackets in the present simple or the present continuous.

1. Water _____ (boil) at 100 degrees Celsius.

2. Listen! Someone _____ (knock) at the door.

3. My parents _____ (own) a small bakery.

4. I _____ (not / understand) this question.

5. This week we _____ (work) from home because the office is closed.

6. The bus _____ (leave) at 8:40 every morning.

7. Look, the children _____ (build) a snowman.

8. In the story, Mrs. Jones _____ (believe) in Roger and _____ (treat) him kindly.

B Circle the correct form.

1. I (think / am thinking) your plan is good.

2. Be quiet. I (think / am thinking).

3. We (have / are having) two cars.

4. They (have / are having) lunch right now.

5. This bag (belongs / is belonging) to my aunt.

6. Right now he (looks / is looking) for his glasses.

C Each sentence has a verb error. Write the sentence correctly.

1. I am needing a new phone. _____

2. She work at a hospital on weekends. _____

3. We are knowing the answer. _____

4. My brother is usually walking to school. _____

5. Listen, the baby cries. _____

6. Does he wants coffee? _____

Review. Write at, on, in, for, or since.

1. The meeting starts _____ 10:30.

2. I was born _____ 2001.

3. My flight lands _____ Tuesday.

4. She has worked here _____ January.

D Describe your normal week and how this week is different. Use the present simple for routines and the present continuous for what is happening now or this week.

215 Past Simple, Past Continuous, and Used To

- Past simple: finished actions at a past time. We **moved** in 2020. After **did** or **did not**, use the base verb. ~~Did you saw it?~~
- Past continuous (**was, were** + **-ing**): an action in progress at a past moment. A past simple action can interrupt it. I **was cooking** when the power **went** out.
- **Used to** + base verb: past habits or states that are no longer true. I **used to live** in Halifax. **Would** can describe repeated past actions, but not states.
- **Be used to** + noun or **-ing** means be familiar with. She **is used to working** at night. Keep one time frame in a story.

A Write the verb in brackets in the past simple or the past continuous.

1. While we _____ (drive) home, it started to snow.

2. She _____ (lose) her wallet on the train yesterday.

3. At eight o'clock last night I _____ (watch) the news.

4. The phone rang while he _____ (take) a shower.

5. Who _____ (break) this window?

6. We _____ (not / see) the sign, so we missed the exit.

B Circle the correct choice.

1. I (used to / would) have long hair.

2. Every summer my father (would / was used to) take us fishing.

3. Did you (enjoy / enjoyed) the concert?

4. My father (is used to / used to) cold weather now.

5. We (didn't use to / didn't used to) eat fish.

6. There (used to / would) be a cinema on this corner.

C Each sentence has a verb error. Write the sentence correctly.

1. The students did not understood the question. _____

2. Yesterday she opened the box and finds a letter. _____

3. I am used to get up early. _____

4. When the alarm rang, we slept. _____

5. My father use to work in a mine. _____

6. They was watching TV when I arrived. _____

Review. Circle the correct form.

1. I (know / am knowing) her brother.

2. The kettle (boils / is boiling). Turn it off.

3. She (is taking / takes) a shower now.

4. He (is seeming / seems) tired.

D Write about an unexpected event in your life. Say what was happening when it began, what happened next, and what you used to do before it.

220 Present Perfect and Past Simple

- Present perfect (**have, has** + past participle): an action at an unstated time before now, or a situation that continues to now. I **have visited** Quebec City twice.
- Use the past simple with a finished time: **yesterday, last week, in 2019, ago**. ~~I have seen him yesterday.~~
- **For** + a length of time and **since** + a starting point go with the present perfect. She **has taught** here **for** six years. Use **ever** and **never** for experience, and **just, already, yet** for recent actions.
- **Has been to** means went and came back. **Has gone to** means went and is still there.

A Write the verb in brackets in the present perfect or the past simple.

1. I _____ (lose) my keys. Can you help me look for them?

2. We _____ (buy) this house in 2015.

3. She _____ (write) three emails since lunch.

4. They _____ (move) here two years ago.

5. _____ you ever _____ (try) Ethiopian food?

6. He _____ (not / call) me yet.

7. When _____ you _____ (start) your new job?

B Circle the correct choice.

1. She isn't here. She has (been / gone) to the bank.

2. I have (been / gone) to Iceland twice.

3. We have owned this car (for / since) ten years.

4. He has been sick (for / since) Monday.

5. I (have known / know) her since we were children.

6. I haven't eaten (already / yet).

C Each sentence has a time error. Write the sentence correctly.

1. We have finished the course last month. _____

2. I live in Canada since 2021. _____

3. She has broke her arm. _____

4. They have arrived an hour ago. _____

5. How long do you know your best friend? _____

6. I have saw that movie. _____

Review. Circle the correct choice.

1. I (was reading / read) when the lights went out, so I lost my page.

2. Did you (lock / locked) the door?

3. I (used to / am used to) play hockey.

4. We (would / used to) own a farm.

D Write a short report on your progress this year in English, a sport, or a job. Separate what you did at a finished time from what you have done so far.

225 Perfect Continuous and Past Perfect

- Present perfect simple stresses a result or a number: I **have read** three chapters. Present perfect continuous (**have been** + **-ing**) stresses the activity or how long: I **have been reading** since lunch.
- State verbs such as **know, own,** and **believe** use the simple form. ~~I have been owning this car for years.~~
- Past perfect (**had** + past participle): an action before another past action. When we reached the gate, the plane **had left**. Past perfect continuous (**had been** + **-ing**): an activity up to a past moment.
- Use the past perfect only when the order matters. After **before** and **after**, the past simple is often enough.

A Circle the correct choice.

1. I (have painted / have been painting) the kitchen all day.

2. She (has written / has been writing) four emails this morning.

3. We (have known / have been knowing) them for years.

4. How many cups of coffee (have you drunk / have you been drinking) today?

5. By the time I woke up, my roommate (left / had left).

6. When I arrived, the film (started / had already started).

B Write the verb in brackets in the past perfect.

1. The streets were wet because it _____ (rain) during the night.

2. She could not pay because she _____ (forget) her card.

3. By 2020, my parents _____ (live) in four countries.

4. I _____ (never / see) snow before I came to Canada.

5. When we arrived, the guests _____ (already / eat).

C Join the two sentences with the words in brackets. Use the past perfect for the earlier action.

1. The fire spread to the garage at 9:00. The firefighters arrived at 9:10. (By the time)

2. We found our seats at 7:55. The concert started at eight. (before)

3. The store closed at 5:30. I reached the store at six. (By the time)

4. She finished her degree in April. She applied for the job in May. (after)

Review. Circle the correct choice.

1. She has played the violin (for / since) she was six.

2. We (saw / have seen) that film last week.

3. He has (went / gone) home.

4. Have you (ever / yet) been to Iqaluit?

D Write about a project that was late or went wrong. Choose one moment in the past and explain what had happened before it.

230 Talking About the Future

- **Will**: predictions, offers, promises, and decisions made at the moment of speaking. It's cold. **I'll close** the window.
- **Be going to**: plans made before now, and predictions from present evidence. Look at those clouds. It**'s going to rain**.
- Present continuous: fixed arrangements. We**'re meeting** the landlord on Thursday. Present simple: timetables. The ferry **leaves** at 6:15.
- After **when, until, before, after, as soon as,** and **if**, use a present form for the future. I'll call you **when** I **get** home. **Will be** + **-ing**: in progress at a future time. **Will have** + past participle: finished by a future time.

A Circle the best form.

1. The phone is ringing. (I'll answer / I'm answering) it.

2. I've bought paint. I (will paint / am going to paint) my room on Saturday.

3. Watch out! That glass (is going to fall / falls).

4. We (are meeting / meet) our new neighbours tomorrow at six.

5. I'll text you as soon as I (arrive / will arrive).

6. Don't worry. I (will help / am helping) you with your bags.

B Write the verb in brackets in the correct form.

1. Please wait here until the doctor _____ (call) you.

2. At this time tomorrow, I _____ (fly) to Lima.

3. By Friday, the workers _____ (finish) the roof.

4. If it _____ (snow) tomorrow, the school will close.

5. By the time you arrive, I _____ (cook) dinner.

C Each sentence has a future error. Write the sentence correctly.

1. We will start when everyone will arrive. _____

2. They will have finish before noon. _____

3. Tomorrow I will to visit my aunt. _____

4. Next week I see the dentist at ten. _____

5. Is he going stay with us? _____

Review. Circle the correct choice.

1. I (have been / have) waiting since noon.

2. By the time we got there, the shop (closed / had closed).

3. She has (written / been writing) two books.

4. We (had never seen / had seen never) the ocean.

D Describe your plans for next month. Include one arrangement, one timetable, one prediction, and one task you will have finished by the end of the month.

235 Questions

- In a question, the auxiliary comes before the subject. If there is no auxiliary, add **do, does,** or **did** and use the base verb. **Does** the class **start** at nine? With **be** as the main verb, move **be**.
- When **who** or **what** is the subject, keep statement order and do not add *do*. **Who called** you? When it is the object, use *do*. **Who did** you **call**?
- After **Can you tell me, I wonder,** and **Do you know**, use statement order. Can you tell me where **the station is**? Use **if** or **whether** for yes-or-no questions.
- A question tag repeats the auxiliary with the opposite form. You live here, **don't you**? She can't swim, **can she**?

A Write a question that asks about the underlined words. Begin with the word in brackets.

1. The plane lands <u>at four</u>. (When) _____

2. <u>My cousin</u> painted this picture. (Who) _____

3. My cousin painted <u>this picture</u>. (What) _____

4. She goes to the gym <u>three times a week</u>. (How often) _____

5. They are moving <u>to Saskatoon</u>. (Where) _____

6. The tickets cost <u>forty dollars</u>. (How much) _____

B Write the question tag.

1. You're from Lagos, _____?

2. He didn't call, _____?

3. They have finished, _____?

4. She can drive, _____?

5. We should leave now, _____?

6. I'm late, _____?

C Write each question again as part of a sentence. Begin with the words in brackets.

1. Where is the nearest pharmacy? (Could you tell me)

_____

2. What time does the museum open? (Do you know)

_____

3. Did the package arrive? (I wonder if)

_____

4. How much does parking cost? (I'd like to know)

_____

Review. Circle the correct choice.

1. Tell me as soon as the taxi (comes / will come).

2. Look out! You (are going to / will) fall.

3. We (are visiting / visit) my aunt this Sunday.

4. By noon, we (will finish / will have finished).

D Write questions for an interview with a neighbour or a coworker. Include a question about the subject, a question about the object, one question that begins Do you know, and one tag.

_____

_____

_____

_____

_____

240 Negatives

- Put **not** after the first auxiliary or after **be**. With no auxiliary, use **do not, does not,** or **did not** + base verb. She **does not eat** meat.
- Standard English uses one negative. **Nobody, nothing, never,** and **no** already make a sentence negative. ~~I didn't hear nothing.~~ **I didn't hear anything. Hardly, rarely,** and **seldom** are almost negative, so do not add *not*.
- **Not all** means some did not. **None** means zero. **Not all** the trains were late. **None** of the trains were late.
- **Only** changes the meaning by its position. **Only** the chef tasted the sauce. The chef **only** tasted the sauce.

A Write each sentence in the negative.

1. The museum opens on Mondays.

2. My brother has finished his homework.

3. We went to the party.

4. She can swim.

5. Touch the stove.

B Circle the correct choice.

1. I didn't buy (anything / nothing).

2. (Nobody / Anybody) came to the meeting.

3. We (have / haven't) never been to Asia.

4. She can (hardly / not hardly) walk after the accident.

5. There (is / isn't) no milk in the fridge.

6. He (ever / never) eats breakfast.

C Write each sentence again so that it means the words in brackets.

1. Some students failed the test. (Begin with Not all.)

2. Zero students failed the test. (Begin with None of.)

3. The doctor, and no other person, called the patient. (Use only.)

4. The doctor called the patient and did nothing else. (Use only.)

Review. Circle the correct choice.

1. Where (does she work / she works)?

2. Who (wrote / did write) this song?

3. Do you know where (is the bank / the bank is)?

4. You aren't hungry, (are / aren't) you?

D Correct some common beliefs about your city or country. Use not all, none, never, and only.

245 Ability, Obligation, and Permission

- **Can, could, must, may,** and **should** + base verb, with no *-s* and no *to*. ~~She cans.~~ ~~He must to go.~~
- **Must** and **have to** mean it is necessary. **Must not** means it is not allowed. **Don't have to** means it is not necessary. You **must not** park here. You **don't have to** pay. It's free.
- **Have to** and **be able to** change for tense. Last month I **had to** work every weekend. **Should** gives advice.
- For one past success, use **was able to** or **managed to**, not *could*. After an hour, we **managed to** start the car. **Needn't have** + past participle: you did it, but it was not necessary.

A Circle the correct choice.

1. You (must not / don't have to) smoke in the hospital.

2. Tomorrow is a holiday, so I (must not / don't have to) work.

3. She (can / cans) speak four languages.

4. Last year I (must / had to) take the bus every day.

5. The fire was big, but everyone (could / was able to) escape.

6. You look sick. You (should / must not) see a doctor.

B Write each sentence again with the words in brackets.

1. It is necessary to wear a helmet. (must) _____

2. It isn't necessary to bring food. (don't have to) _____

3. It is a good idea to call first. (should) _____

4. Is it OK if I sit here? (May) _____

5. He tried for an hour and finally fixed the sink. (managed to) _____

C Each sentence has a modal error. Write the sentence correctly.

1. She must to leave at six. _____

2. He can drives a truck. _____

3. Yesterday we must wait for two hours. _____

4. You don't must touch the paintings. _____

5. Will you can come tomorrow? _____

6. Do I should bring my passport? _____

Review. Circle the correct choice.

1. I don't know (anything / nothing) about cars.

2. (Nobody / Anybody) answered the phone.

3. She (doesn't / don't) like coffee.

4. We could (hardly / not hardly) see the road.

D Write rules for a place you know, such as a library, a gym, or a workplace. Say what people must do, must not do, do not have to do, and should do.

250 Must Be, Might Be, Can't Be

- **Must** means I am almost sure it is true. **Can't** means I am almost sure it is not true. **May, might,** and **could** mean it is possibly true. The lights are off. They **must be** asleep.
- For the past, use modal + **have** + past participle. She **must have left** early. He **can't have heard** us. They **might have taken** a taxi.
- **Should have** + past participle: it was the right action or the expected result, but it did not happen. **Could have** + past participle: it was possible, but it did not happen.
- Do not confuse **must** for a guess with **must** for a rule. You **must** wear a seatbelt.

A Circle the best choice.

1. She has three cars. She (must / can't) be rich.

2. He's only twenty. He (must / can't) be the manager's father.

3. I'm not sure where he is. He (might / must) be at the gym.

4. The window is broken. Someone (must have / can't have) thrown a ball.

5. She (can't have / must have) written this. She doesn't speak Italian.

6. The roads are dry. It (can't have / must have) rained last night.

B Write each sentence again with the modal in brackets + have + past participle.

1. I'm sure they forgot our address. (must) _____

2. Perhaps she took the wrong bus. (might) _____

3. I'm sure he didn't hear the alarm. (can't) _____

4. We didn't bring an umbrella. That was a mistake. (should) _____

5. Taking the train was possible, but we drove. (could) _____

C Each sentence has a modal error. Write the sentence correctly.

1. They might have forgot the meeting. _____

2. She must has left already. _____

3. He can't have went home yet. _____

4. You should told me earlier. _____

5. It must to be cold outside. _____

Review. Circle the correct choice.

1. You (must not / don't have to) shout. I can hear you.

2. We (could / were able to) finish on time.

3. She (has to / have to) work on Saturdays.

4. May I (open / to open) the window?

D Something in your home is missing or broken. Write explanations with different degrees of certainty: what must have happened, what might have happened, and what can't have happened.

255 If Sentences

- Possible future: **if** + present, **will** + base verb. **If** it **rains**, we **will stay** home. General truths: **if** + present, present. **If** you **heat** ice, it **melts**.
- Unreal present or future: **if** + past, **would** + base verb. Use **were** for every person. **If** I **were** taller, I **would play** basketball.
- Unreal past: **if** + **had** + past participle, **would have** + past participle. **If** we **had left** earlier, we **would have caught** the train. Mixed: **If** I **had studied** law, I **would be** a lawyer now.
- **Unless** means if not. **In case** means to be ready if something happens. Take a jacket **in case** it gets cold.

A Write the verb in brackets in the correct form.

1. If you _____ (mix) red and blue, you get purple.

2. If the store is open, I _____ (buy) some bread.

3. If I _____ (have) more time, I would learn the piano.

4. If she had asked me, I _____ (help) her.

5. If we _____ (not / miss) the flight, we would have been in Rome yesterday.

6. If I had saved more money, I _____ (own) a car now.

B Circle the correct choice.

1. If I (were / would be) you, I would apologize.

2. If the meeting (ends / will end) early, we'll have lunch.

3. Take an umbrella (in case / if) it rains.

4. You won't pass (unless / if) you study.

5. If I (had known / knew) about the party, I would have come.

6. (Unless / In case) the bus comes soon, we'll be late.

C Write an if sentence about each situation. Begin with the words in brackets.

1. I don't have a car, so I can't drive to work. (If I)

2. We didn't book a table, so we didn't get a seat. (If we)

3. He didn't take the job in Vancouver, so he lives in Toronto now. (If he)

4. It might rain on Saturday. Then the picnic will move indoors. (If it)

Review. Circle the correct choice.

1. Her coat is gone. She (must / can't) have left.

2. They (might have / might) missed it yesterday.

3. You (should have / should) called last night.

4. She can't (have known / know) it last week.

D Think about an important decision you made. Write about what would be different now if you had chosen differently, and what you will do if a similar choice comes again.

260 Wishes and Preferences

- **Wish** or **if only** + past: you want the present to be different. I **wish** I **lived** near the sea. Use **were** for *be*. **Wish** + past perfect: regret about the past. She **wishes** she **had studied** nursing.
- **Wish** + **would**: you want someone to change. I **wish** my neighbour **would turn** his music down. Use **hope** for possible futures. I **hope** you **feel** better soon.
- **Would rather** + base verb when the person is the same. **Would rather** + another person + past when the person is different. I'd **rather stay** home. I'd **rather** you **stayed** home.
- **It's time** + subject + past: something should happen now. **It's time** we **left**.

A Circle the correct choice.

1. I wish I (have / had) a bigger apartment.

2. I (hope / wish) the weather is nice tomorrow.

3. He wishes he (didn't eat / hadn't eaten) so much last night.

4. I'd rather (walk / to walk) than take the bus.

5. I'd rather you (don't / didn't) smoke in the car.

6. It's time the children (go / went) to bed.

B Write a wish for each situation. Begin with I wish.

1. I can't swim. _____

2. I didn't take any photos at the wedding. _____

3. My brother always leaves the door open. (would) _____

4. It is very cold today. _____

5. I don't know the answer. _____

C Each sentence has an error. Write the sentence correctly.

1. I wish I have more free time. _____

2. He wishes he had went to the concert. _____

3. I wish you have a good trip. _____

4. I'd rather to stay here. _____

5. It's time we start dinner. _____

Review. Circle the correct choice.

1. If it (snows / will snow), we'll ski.

2. If I (were / am) rich, I would travel.

3. If you (had told / told) me, I would have helped.

4. Call me (in case / unless) you get lost.

D Write about your school years or your first year in a new place. Say what you wish had been different, what you wish were different now, and what you hope will happen next.

265 Passive and Causative

- The passive is **be** + past participle. The receiver of the action becomes the subject. This bridge **was built** in 1932. The form of *be* shows the tense: **is being cleaned, has been cleaned, will be cleaned, must be cleaned**.
- Use the passive when the doer is unknown or not important. Add **by** + doer only when it matters.
- Verbs with no object, such as **arrive, happen, die,** and **sleep**, have no passive. ~~The storm was happened at night.~~
- **Have** or **get** + object + past participle: someone does a service for you. I **had** my hair **cut**. **Get** + person + **to** + verb. I **got** my brother **to drive** me.

A Write each sentence again in the passive. Do not add by + doer.

1. Someone stole my bike last night. _____

2. They are repairing the road. _____

3. Somebody has opened the letter. _____

4. They will announce the results tomorrow. _____

5. People speak French in Haiti. _____

6. You must sign the form. _____

B Write the verb in brackets in the correct form.

1. I had my car _____ (wash) yesterday.

2. We got a plumber _____ (fix) the leak.

3. She is having her kitchen _____ (paint).

4. My parents had their windows _____ (replace) last spring.

5. He got his sister _____ (lend) him her car.

C Each sentence has an error. Write the sentence correctly.

1. The emails have been send. _____

2. The guests were arrived at eight. _____

3. The thief was catch by the police. _____

4. My passport is renewing this week. _____

5. This house built in 1920. _____

Review. Circle the correct choice.

1. I wish I (knew / know) his name.

2. I (hope / wish) you get the job.

3. She'd rather we (stay / stayed) here.

4. I wish I (had brought / brought) a camera.

D Write a short report about something that was damaged, repaired, or changed in your home or city. Use the passive, and use have something done at least once.

270 Verb + To or -ing

- Some verbs take **to** + verb: **agree, decide, hope, learn, offer, plan, promise, refuse**. Others take **-ing**: **avoid, consider, enjoy, finish, keep, mind, practise, suggest**.
- **Ask, persuade, remind, tell,** and **want** + person + **to** + verb. She **reminded** me **to water** the plants. **Make** and **let** + person + base verb. My boss **let** me **go** home early.
- After a preposition, use **-ing**. The *to* in **look forward to** and **be used to** is a preposition. We are looking forward **to seeing** the show.
- **Stop doing** means end it. **Stop to do** means stop in order to do it. **Remember doing** is a memory. **Remember to do** means not forget. **Suggest** takes **-ing** or a *that* clause, never person + *to*.

A Write the verb in brackets with to or -ing, or as a base verb.

1. We decided _____ (rent) a car.

2. He keeps _____ (interrupt) me.

3. Would you mind _____ (open) the door?

4. My parents made me _____ (clean) my room.

5. I'm interested in _____ (learn) Korean.

6. She persuaded her brother _____ (apply) for the job.

B Circle the correct choice.

1. I was tired, so I stopped (to buy / buying) a coffee.

2. Coffee got too expensive, so I stopped (to buy / buying) it.

3. Remember (to turn / turning) off the oven when you leave.

4. I remember (to meet / meeting) him at a wedding years ago.

5. I'm used to (live / living) alone.

6. Let me (help / to help) you.

C Each sentence has an error. Write the sentence correctly.

1. They discussed to move to the coast. _____

2. She suggested me to call the bank. _____

3. I look forward to hear from you. _____

4. He made me to wait outside. _____

5. I want that you come with me. _____

Review. Circle the correct choice.

1. The window (was broken / broke) by the wind.

2. My shoes are (repairing / being repaired).

3. I had my eyes (test / tested).

4. The meeting (happened / was happened) at noon.

D Write about a goal you have. Say what you have decided to do, what you avoid doing, what someone persuaded you to do, and what you look forward to doing.

275 Phrasal Verbs

- A phrasal verb is a verb + a small word such as **up, off, out,** or **into**. The meaning is often new: **put off** (postpone), **find out** (discover), **carry out** (do or perform), **turn down** (refuse).
- With many phrasal verbs, a noun object can go before or after the small word: **turn down the music**, **turn the music down**. A pronoun goes in the middle: **turn it down**, not ~~turn down it~~.
- Some phrasal verbs cannot be separated: **look into** (investigate), **look after** (take care of), **get on** (a bus), **run into** (meet by chance).
- Some have no object. The plane **took off**. The car **broke down**.

A Write each sentence again with the phrasal verb in brackets.

1. The manager postponed the meeting. (put off) _____

2. Please extinguish your cigarettes. (put out) _____

3. I discovered the truth last week. (find out) _____

4. She refused the offer. (turn down) _____

5. Who will take care of your cat? (look after) _____

6. The police are investigating the robbery. (look into) _____

B Replace the underlined words with it or them. Write the sentence again.

1. Can you pick up the children at four? _____

2. He turned down the job. _____

3. I'll look after your plants. _____

4. Please fill in this form. _____

5. She looked up the word in a dictionary. _____

C Each sentence has an error. Write the sentence correctly.

1. They put off it until Friday. _____

2. We looked the problem into. _____

3. My car broke down it on the highway. _____

4. Please turn on it. _____

5. I ran my old teacher into at the mall. _____

Review. Circle the correct choice.

1. She agreed (to help / helping) us.

2. I'm good at (fix / fixing) bikes.

3. They let us (use / to use) the pool.

4. We considered (to sell / selling) the house.

D Write about a busy week at home or at work. Use put off, find out, carry out, look after, and turn down. Use it or them with at least two of these verbs.

280 Words That Go Together

- Some words go together by habit. Learn them as one unit: **do homework, take a nap, raise a concern, keep a secret, draw a conclusion, have a look**.
- Many verbs, adjectives, and nouns are followed by one preposition: **rely on, consist of, belong to, interested in, responsible for, afraid of, the reason for**.
- Some verbs take an object with no preposition: **discuss** the plan, **enter** the room, **marry** someone, **answer** the email.
- **Explain** something **to** someone. ~~Explain me the rule.~~ **Explain the rule to me.** Use **provide** someone **with** something.

A Circle the correct verb.

1. (make / do) a mistake

2. (make / do) the dishes

3. (take / make) a photo

4. (pay / give) attention

5. (reach / arrive) a decision

6. (raise / rise) a question

7. (catch / take) a cold

8. (keep / hold) a promise

B Write the missing preposition.

1. The price depends _____ the season.

2. This book belongs _____ my sister.

3. The team consists _____ eleven players.

4. Who is responsible _____ this mess?

5. She is afraid _____ dogs.

6. Are you interested _____ photography?

C Each sentence has an error. Write the sentence correctly.

1. We discussed about the problem. _____

2. Can you explain me this word? _____

3. She married with a doctor. _____

4. The hotel provided us towels. _____

5. He entered into the room quietly. _____

6. What is the reason of the delay? _____

Review. Circle the correct choice.

1. Please (turn off it / turn it off).

2. We had to (put off / put out) the trip.

3. Who will (look after / look) the baby?

4. Prices (went up / went) again this month.

D Write about a decision your family, class, or team made. Use make a decision, discuss, depend on, responsible for, and explain ... to.

- Many words have a noun, verb, adjective, and adverb form: **decide, decision, decisive, decisively**. Choose the form the position needs.
- A noun follows **a, the,** or **my**. An adjective follows **be** or comes before a noun. An adverb describes a verb. The **analysis** was **careful**. She **analyzed** the data **carefully**. An **-ed** adjective describes a feeling and an **-ing** adjective describes its cause: **bored, boring**.
- Similar words can have different meanings: **effective** (it works) and **efficient** (it saves time or money), **economic** (about the economy) and **economical** (cheap to use), **imply** (suggest) and **infer** (conclude).

A Write the correct form of the word in brackets.

1. The _____ (decide) was difficult.

2. She speaks Portuguese _____ (fluent).

3. Thank you for your _____ (kind).

4. This town is _____ (safety) at night.

5. We need to _____ (simple) the instructions.

6. His _____ (explain) was clear.

B Circle the correct word.

1. This medicine is (effective / efficient). My headache is gone.

2. A small car is more (economic / economical).

3. The government's (economic / economical) plan will create jobs.

4. From her smile, I (implied / inferred) that she had good news.

5. The new printer is (effective / efficient). It uses half the ink.

6. Are you (implying / inferring) that I'm lying?

C Each sentence uses the wrong word form. Write the sentence correctly.

1. The weather is unpredictability. _____

2. We need to analysis the results. _____

3. She gave a very clearly answer. _____

4. I am interesting in history. _____

5. His argue was convincing. _____

6. The test was surprising easy. _____

Review. Circle the correct choice.

1. I need to (do / make) a phone call.

2. This depends (of / on) the weather.

3. Please answer (to the email / the email).

4. Can you explain it (me / to me)?

D Describe a tool, app, or method you use. Say whether it is effective, efficient, and economical. Use a noun, a verb, an adjective, and an adverb from the same word family.

295 Time, Verbs, and Words Edit

A **This paragraph has eight errors. Write the paragraph again correctly.**

Our student club has started planning a film festival in September. Since then we have confirm six films, and we sold two hundred tickets so far. Yesterday, while a volunteer tested the projector, it stopped working. The technician had repair it before the guests arrived. We are knowing that the equipment is old. Next month the festival will open after every director will arrive. By opening night, we will have print the program.

B **This paragraph has eight errors. Write the paragraph again correctly.**

Visitors must not to touch the original documents. They don't have register for the guided tour. Last week a photograph has been removed from the wall, and nobody knows who did took it. It might be stolen by a visitor. The manager suggested us to check the security video. If we had labelled the photo, we would have recognize it more easily. I wish we have kept a second copy.

D **Write a notice for visitors to a museum, gym, or library. Explain what is allowed, what is not allowed, what is optional, and what has changed this year.**

310 Relative Clauses

- A defining clause identifies the person or object. It has no commas. Use **who** for people, **which** for objects and ideas, or **that** for both. The nurse **who helped me** was kind.
- A non-defining clause adds extra information about someone or something already known. Use commas and **who** or **which**, never **that**. My mother, **who is a dentist**, works in Halifax.
- You can leave out the pronoun when it is the object of the clause. The film **(that) we saw** was long. Do not repeat the subject or object. ~~the man who he called~~ ~~the cake that I baked it~~
- **Whose** means belonging to. **Where** means in which place. **Which** can refer to a whole clause. He won the race, **which** surprised everyone.

A Join the sentences. Use the second sentence as the relative clause, with who, which, whose, or where.

1. The man repaired our roof. He lives next door.

2. That's the café. We first met there.

3. I have a friend. Her brother is an actor.

4. The laptop stopped working. I bought it last week.

5. My grandfather was born in 1940. He still swims every day.

B Can the relative pronoun be left out? Write Yes or No.

1. The cake that you made was delicious. _____

2. The woman who called you is my aunt. _____

3. The song which won the prize is terrible. _____

4. The shoes that I bought are too small. _____

5. The man who I asked didn't know. _____

6. The train that leaves at six is cheaper. _____

C Each sentence has an error. Write the sentence correctly.

1. The teacher who she taught me Spanish has retired.

2. The bag that I lost it was red.

3. My brother, that lives in Ottawa, is a pilot.

4. The student which won the prize is from Peru.

5. I met a woman who her son plays hockey.

Review. Circle the correct choice.

1. She answered (confident / confidently).

2. Their (friendly / friendship) lasted years.

3. The plan is not very (practical / practically).

4. I was (boring / bored) in the lecture.

D Describe three people who are important to you and a place where something important happened. Use who, which, whose, and where.

315 Reported Speech

- **Say** + (that) clause, with no person after it. **Tell** + person + (that) clause. She **said** she was tired. She **told me** she was tired.
- After a past reporting verb, tenses usually move back: *is* to **was**, *has done* to **had done**, *will* to **would**, *can* to **could**. If the fact is still true, you can keep the present. He said the store **opens** at nine.
- Reported questions use statement order, with **if** or **whether** for yes-or-no questions. She asked **where I lived**. Reported requests: **ask** or **tell** + person + **to** + verb. The nurse **asked me to wait**.
- Change *here*, *today*, and *tomorrow* when the place or time has changed: *tomorrow* becomes **the next day**.

A Circle the correct choice.

1. She (said / told) me that she was moving.

2. He (said / told) that the food was cold.

3. They asked me where (did I work / I worked).

4. She asked (if / that) I wanted tea.

5. The doctor told me (to rest / rest) for a week.

6. He (said me / told me) the answer.

B Report each sentence. Begin with the words in brackets.

1. “We have finished.” (They told me that)

2. “Where is the bathroom?” (She asked)

3. “Do you speak Arabic?” (He asked me if)

4. “Please close the window.” (She asked me)

5. “I will call you tomorrow.” (Last week, my uncle said that)

C Each sentence has an error. Write the sentence correctly.

1. She told that the class was cancelled.

2. He asked me why was I late.

3. She asked if could she leave early.

4. He asked me do I like jazz.

Review. Circle the correct choice.

1. The woman (who / which) lives upstairs is a chef.

2. The book (that I read / that I read it) was sad.

3. That’s the town (where / which) I was born.

4. My uncle, (who / that) is ninety, still drives.

D Write about a conversation you had this week. Report one statement someone made, one question someone asked, and one request someone made.

320 Because, Although, and So That

- **Because** + clause, **because of** + noun. We stayed inside **because** it was windy. We stayed inside **because of** the wind.
- **Although** + clause, **despite** or **in spite of** + noun or **-ing**. **Although** it was late, we kept working. **Despite** the noise, I slept.
- Purpose: **to** + verb or **so that** + clause. I set an alarm **so that** I would wake up early. Result: **so** + adjective + **that**, **such** (+ a) + adjective + noun + **that**.
- Use one connector, not two. ~~Although it was cold, but we swam.~~ A clause with *because*, *although*, or *when* at the start of a sentence is followed by a comma.

A Circle the correct choice.

1. The flight was cancelled (because / because of) the storm.

2. I couldn't sleep (because / because of) the neighbours were loud.

3. (Although / Despite) the price, we bought the car.

4. (Although / Despite) she was sick, she went to work.

5. He saved money (so that / for that) he could buy a bike.

6. It was (so / such) cold that the lake froze.

7. It was (so / such) a good meal that we went back the next day.

8. We went to the market (to buy / for buy) fruit.

B Join the two sentences with the words in brackets.

1. She was tired. She finished the report. (although)

2. I wrote the number down. I wouldn't forget it. (so that)

3. The movie was boring. Half the audience left early. (so … that)

4. They had little money. They travelled around the world. (despite)

C Each sentence has an error. Write the sentence correctly.

1. Although the room was small, but it was comfortable.

2. Despite it was raining, we went for a walk.

3. Because I was hungry, so I made a sandwich.

4. It was so a hot day that we stayed inside.

Review. Circle the correct choice.

1. He (said / told) us a funny story.

2. She asked me where (I lived / did I live).

3. They told me (wait / to wait) outside.

4. He said that he (will / would) call.

D Write about a problem at your school or workplace. Explain its cause, a solution, and what you will do so that it does not happen again. Use because, although, despite, and so that.

325 Sentence Boundaries and Punctuation

- A comma alone cannot join two complete sentences. Use a period, a comma with **and**, **but**, or **so**, or a semicolon. *It was late, so we went home.*
- Keep the subject and verb together. *The price of the tickets has gone up.* Use commas around extra information. *My boss, who is from Chile, speaks four languages.*
- Use apostrophes for possession and contractions. *The teacher's desk* is one teacher's. *The teachers' room* is shared by teachers. The plain plural *three apples* takes no apostrophe.
- A colon follows a complete sentence and introduces a list or explanation. *We need three items: flour, eggs, and milk.*
- Capitalize sentence starts and names. *Maya went home.* Write **someone** as one word. Use **or** between alternative numbers. *Two or three people left.*

A Each item joins two sentences with only a comma. Write it again two ways: with a period, and with a comma + and, but, or so.

1. The bus was full, we waited for the next one.

a. _____ b. _____

2. My sister likes tea, I prefer coffee.

a. _____ b. _____

3. I called him twice, he didn't answer.

a. _____ b. _____

B Add apostrophes where they are needed. Write the sentence again.

1. My brothers car is red. (one brother) _____

2. The students books are on the shelf. (many students) _____

3. Its starting to snow. _____

4. Were going to my parents house. _____

C Write each item correctly. Join the parts in 6. Write two sentences in 7.

1. Although we were tired. We kept walking. _____

2. The people in the photo, are my cousins. _____

3. Our principal who teaches math is retiring. (The school has one principal.) _____

4. The weather was bad, however we went fishing. _____

5. You need: a pen and a notebook. _____

6. maya watched the shadows. thinking they were real _____

7. two three lights went out some one called for help _____

Review. Circle the correct choice.

1. We left early (because / because of) the traffic.

2. (Despite / Although) the cold, we swam.

3. It was (such / so) a funny movie.

4. She runs every day (to stay / for stay) fit.

D Write a short paragraph about a trip you took. Then check every sentence boundary, comma, and apostrophe.

330 Parallel Structure and Modifiers

- Items in a list have the same form. She likes **swimming, cycling, and running**. ~~swimming, to cycle, and runs~~
- **Both … and, either … or, neither … nor, not only … but also** join matching parts. I'll have **either soup or salad**.
- Put a modifier next to the word it describes. I have **only** five dollars.
- An **-ing** phrase at the start of a sentence describes the subject of the main clause. ~~Walking home, the rain started.~~ **Walking home, I got caught in the rain.**

A Make each list or comparison parallel. Write the sentence again.

1. The job involves answering calls, to file reports, and greeting visitors.

2. She is smart, funny, and has kindness.

3. We cleaned the kitchen, washed the car, and were painting the fence.

4. He prefers walking to drive.

B Join the two sentences with the words in brackets.

1. My brother can't cook. My sister can't cook. (Neither … nor)

2. You can pay by card. You can pay in cash. (either … or)

3. The hotel was cheap. It was clean. (both … and)

4. He speaks French. He speaks Italian. (not only … but also)

C Each sentence has a modifier error. Write the sentence correctly.

1. Running for the bus, my phone fell out of my pocket.

2. After finishing dinner, the dishes were washed by my son.

3. Tired and hungry, the sandwich tasted wonderful.

Review. Circle the correct choice.

1. (Its / It's) raining again.

2. The (girls / girl's) bike is new. (one girl)

3. We were late. (However, / However) we got seats.

4. Three (dogs / dog's) were barking.

D Describe a job or role you know. List its duties in parallel form, and begin two sentences with an -ing phrase.

335 Participle Clauses

- An **-ing** clause can show time or reason when it shares the main subject. *Feeling sick, she stayed home.* You can use this pattern in place of a clause beginning with **while**, **because**, or **when**. Put **not** before the **-ing** form.
- A past participle clause usually has a passive meaning. *Built in 1890, the school needs repairs.* **Having + past participle** shows an earlier action. *Having paid the bill, we left the restaurant.*
- A participle can shorten a relative clause. *The people waiting outside* means *the people who are waiting outside*. *The cars made in Korea* means *the cars that are made in Korea*.
- Ask who does the action. In *The prisoners watch the shadows, thinking they are real*, the **prisoners** are thinking. In *I thanked the people carrying boxes*, **the people** carry the boxes.
- In *Opening the door, the cat ran out*, the cat opens it. Compare *When I opened the door, the cat ran out*.

A Shorten each sentence with an -ing clause, a past participle clause, or a clause with having.

1. Because she was worried about the exam, she studied all night.

2. After I had locked the door, I left.

3. Because the bread was baked this morning, it is still warm.

4. Since he didn't know the way, he asked a stranger.

B Rewrite with a shorter relative clause. Underline who or what it describes.

1. The man who is standing by the door is my uncle.

2. The cars that are parked here will be towed.

3. Anyone who wants a ticket should call now.

C Each sentence has an error. Write the sentence correctly.

1. Walking into the kitchen, the smell of smoke surprised me.

2. Having wrote the letter, she mailed it.

3. Waiting for an hour, the doctor finally saw me. (I was waiting.)

Review. Circle the correct choice.

1. I like reading, writing, and (to draw / drawing).

2. She is (both / either) kind and patient.

3. You can (either / neither) call or email.

4. Neither the TV (or / nor) the radio works.

D Describe a place you know well, such as a market, a station, or a kitchen. Use -ing clauses, past participle clauses, and one clause with having.

340 Linking Sentences in a Paragraph

- Choose a connector by the relationship: addition (**also, in addition**), contrast (**however, in contrast**), result (**therefore, as a result**), example (**for example**).
- **However, therefore,** and **for example** start a new sentence or follow a semicolon. They cannot join two sentences with a comma alone. The plan was cheap. **However,** it was slow.
- **On the contrary** rejects the last idea. **On the other hand** gives another side. The test wasn't easy. **On the contrary,** it was very hard.
- Words such as **this problem** and **these results** connect sentences. Do not put a connector in every sentence.

A Circle the best connector.

1. The apartment was old. (However / Therefore), the kitchen was modern.

2. The bus broke down. (However / As a result), we were late for work.

3. Many fruits are high in vitamin C. (For example / In contrast), oranges have a lot.

4. My brother loves big cities. (In contrast / For example), I prefer the countryside.

5. The bridge was closed. (Therefore / For example), we took the highway.

6. He isn't lazy. (On the contrary / On the other hand), he works very hard.

B Each item uses a connector with only a comma. Write it correctly.

1. The plan was good, however it was expensive. _____

2. It rained all day, therefore the game was cancelled. _____

3. There are many options, for example we could fly. _____

4. The roads were icy, as a result many schools closed. _____

C Write each pair again. Replace This with this + a noun that names the idea.

1. The company closed the office on Fridays. This saved money.

_____

2. The bridge was closed for six months. This made the trip much longer.

_____

3. Prices rose by ten per cent. This surprised many shoppers.

_____

Review. Circle the correct choice.

1. (Having finished / Finished) my work, I left.

2. The man (waiting / waited) outside is my dad.

3. (Made / Making) in Italy, these shoes are costly.

4. The letters (sent / sending) on Monday arrived.

D Write a paragraph about a change at your school, at your workplace, or in your city. Use however, therefore, and for example, and use this + noun to connect ideas.

_____

_____

_____

_____

_____

_____

395 Building Sentences Edit

A **This paragraph has eight errors. Write the paragraph again correctly.**

Room A, that has thirty seats, closes at six. Room B has twenty seats, it stays open until nine. Although Room B is smaller, but it is available later. Students asked why does Room A close so early. The manager told that the hours could not change. Arriving after work, Room A is always closed for me. The rooms booking system is confusing. Students need better instructions, therefore we wrote a guide.

B **This paragraph has eight errors. Write the paragraph again correctly.**

My cousin works at a hotel which it is near the airport. Her job involves checking guests in, to answer phones, and solving problems. Because of the airport is close, many guests arrive late at night. Having work there for five years, she knows every regular guest. The guests who they stay longest often give her small gifts. She enjoys the job, however the hours are long. Last week she asked me what did I think of the job. Despite she is tired, she always smiles.

D **Write a short guide for a new student or employee. Explain how one system works, such as booking a room, ordering supplies, or asking for time off.**

410 Careful Claims

Polish

- Match the strength of a claim to the evidence. **May, might, seems to, appears to,** and **suggests** show uncertainty. **Shows** and **proves** show certainty.
- Say where a claim applies: **in this survey, among the participants, in our class**. **Most, many, some,** and **a few** make different claims. Use them only when you know the numbers.
- Two events that happen together do not prove that one caused the other. Visits rose after the café opened. The café **may have** attracted visitors.
- One clear hedge is enough. ~~It may perhaps possibly be true.~~ **It may be true.**

A Write each sentence again so that it is less certain. Use the words in brackets.

1. The new schedule improves attendance. (may) _____

2. Students prefer online classes. (seem to) _____

3. This result proves that the method works. (suggests) _____

4. The rain caused the low turnout. (might have) _____

5. The machine is broken. (appears to) _____

B Each claim is too strong for the evidence in brackets. Write a more accurate claim.

1. Everyone loves the new menu. (Four of six customers said they liked it.)

_____

2. Exercise always cures headaches. (In one small survey, some people said exercise helped.)

_____

3. The ads caused the rise in sales. (Sales rose after the ads began.)

_____

4. Most residents want a new park. (Twenty of 500 residents signed a letter asking for a park.)

_____

C Each sentence has a grammar error. Write the sentence correctly.

1. The results suggest that the plan may works. _____

2. This explanation appears be correct. _____

3. The numbers seems to support the idea. _____

4. Three of five people was satisfied. _____

Review. Circle the correct choice.

1. It was late. (However, / However) we kept going.

2. The bus was late. (As a result / For example), I missed class.

3. He isn't rude. (On the contrary / On the other hand), he's polite.

4. My son eats everything. (In contrast / For example), my daughter is picky.

D Describe a small survey you could do in your class or family. Say what the answers might show, limit each claim to the people you asked, and separate what you saw from what you think it means.

_____

_____

_____

_____

415 Reporting What Sources Say

Polish

- A reporting verb shows how strong the original claim was: **states, argues, suggests, claims, shows, questions**. Do not make a careful claim sound certain.
- Verb patterns: **argue, suggest, claim,** and **conclude** + *that*. **Describe** and **discuss** + object, with no *that* and no *about*. **Explain** + something + **to** + someone. **Attribute** + result + **to** + cause.
- **According to** introduces someone else's information. For your own data, use **the chart shows** or **our results suggest**.
- Use the present for what a text says (the author **argues**) and the past for what researchers did (the team **interviewed** forty people).

A Circle the correct choice.

1. The article (discusses / discusses about) three causes.

2. The author (describes / describes that) the process.

3. The report attributes the delay (to / for) bad weather.

4. The writer explains the rules (to readers / readers).

5. The study (suggests / proves) that the drug might help.

6. (According to / According) the survey, most drivers use phones.

B Report each sentence. Begin with the words in brackets and keep the same level of certainty.

1. "This method may reduce costs." (The author suggests that)

2. "The policy is unfair." (The writer argues that)

3. "The fire was caused by old wiring." (The investigator attributes)

4. "It is unclear whether the plan will work." (The article questions whether)

C Each sentence has an error. Write the sentence correctly.

1. The author describes that the city is changing.

2. The report discusses about poverty.

3. The researcher explained us the results.

4. The study proves that the plan might work.

Review. Circle the correct choice.

1. The results (suggest / prove) a possible link.

2. The drug may (help / helps) some patients.

3. This (appears to be / appears be) true.

4. (Three of ten / Most) people agreed, so support was low.

D Summarize an article, a report, or a video you know well. Use three different reporting verbs and keep the writer's level of certainty.

420 Definitions and Examples

- A definition names a group and then the difference. **A pharmacist is a health worker who prepares and sells medicine.**
- Do not define a word with itself, and do not use *is when*. ~~A drought is when no rain.~~ **A drought is a long period without rain.**
- **Such as** + nouns inside a sentence. **For example,** + a full sentence. Some fruits, **such as** lemons, are sour. **Namely** names exactly the items you mean.
- **Distinguish between** A **and** B. **Distinguish** A **from** B.

A Circle the correct choice.

1. A pilot is (a person / when a person) who flies planes.

2. I like winter sports, (such as / for example) skating.

3. Some animals sleep all winter. (For example / Such as), bears do.

4. It is hard to distinguish (between / from) the twins.

5. Can you distinguish real money (between / from) fake money?

6. Two doors are open, (namely / for example) the north and south doors.

B Write a definition of each word. Name the group first and then the difference.

1. a dentist

2. a library

3. a refrigerator

4. a passport

5. an island

C Each item has an error. Write it correctly.

1. Such as apples and pears.

2. A hospital is a place that is a hospital for sick people.

3. Inflation is when prices.

4. Many jobs need computer skills. Such as, nurses use software every day.

Review. Circle the correct choice.

1. The author (argues / argues about) that taxes are high.

2. The report (describes / describes that) the problem.

3. The team attributes its success (to / on) hard work.

4. Can you explain the plan (us / to us)?

D Explain a word or idea from your job, studies, or hobby. Give a definition, one example, and the difference between it and a similar idea.

425 Requests and Replies

- Requests: **Could you** + base verb, **Would you mind** + **-ing**, **I was wondering if you could** + base verb. **Would you mind holding** my bag?
- A question inside a request keeps statement order. Could you tell me what **this sign says**? To check meaning, use **Do you mean that** ...? or **What do you mean by** ...?
- Short answers repeat the auxiliary. Are you coming? Yes, I **am**. Did she call? No, she **didn't**.
- Agree with **So** + auxiliary + **I** after a positive and **Neither** + auxiliary + **I** after a negative. I'm cold. **So am I.** I can't dance. **Neither can I.**

A Write a short answer.

1. Have you eaten? (Yes) _____

2. Can your brother drive? (No) _____

3. Did they win? (Yes) _____

4. Is it raining? (No) _____

5. Will you be home tonight? (Yes) _____

6. Does she work here? (No) _____

B Agree with each statement. Use So or Neither.

1. I love pizza. _____

2. I haven't been to Paris. _____

3. I was late. _____

4. I can't whistle. _____

5. I'll be there. _____

6. I didn't like the film. _____

C Each request has an error. Write the request correctly.

1. Would you mind to help me? _____

2. Could you tell me where is the exit? _____

3. I was wondering if you can lend me a pen. _____

4. Could you to repeat that? _____

5. What does mean this word? _____

Review. Circle the correct choice.

1. A nurse is (a person who / when a person) cares for patients.

2. I play sports, (such as / for example) tennis.

3. Distinguish fact (from / between) opinion.

4. Some birds can't fly. (For example / Such as), penguins can't.

D Write a conversation in which you ask a neighbour or coworker for a favour. Include a polite request, a question to check meaning, a short answer, and So or Neither.

430 Emphasis and Inversion

Polish

- **It is** or **It was** … **that** or **who** puts the focus on one part. **It was my sister who** found the keys. **What** … **is** or **was** puts the focus at the end. **What I need is** a long holiday.
- After **never, rarely, seldom, only after,** and **not only** at the start of a sentence, the auxiliary comes before the subject. **Seldom do** we see snow in April. Add *do*, *does*, or *did* if there is no auxiliary.
- When **only** describes the subject, there is no inversion. **Only the manager** knew the code.
- **Do, does, did** + base verb adds emphasis. I **did turn** off the stove! Formal if sentences can drop *if* and invert. **Had** I known, I would have called.

A Write each sentence again. Begin with the words in brackets.

1. The heat bothered me, not the noise. (It was)

2. I need a good night's sleep. (What I need)

3. I have never seen such a big fish. (Never)

4. We understood the problem only after the meeting. (Only after the meeting)

5. She sings, and she also writes songs. (Not only)

6. If we had known, we would have left earlier. (Had)

B Add do, does, or did for emphasis. Write the sentence again.

1. I sent the email. _____

2. She likes you. _____

3. They work hard. _____

4. We paid the bill. _____

C Each sentence has an inversion error. Write the sentence correctly.

1. Rarely we eat out. _____

2. Never I have been so tired. _____

3. Only did the cashier notice the mistake. _____

4. Only after the rain stopped we could leave. _____

Review. Circle the correct choice.

1. Would you mind (wait / waiting)?

2. I wonder where (she lives / does she live).

3. I'm hungry. (So / Neither) am I.

4. I don't drive. (Neither / So) do I.

D Write about a surprising discovery or event. Use one sentence with It was … that, one with What …, and one that begins with Never or Only after.

A **This paragraph has eight errors in grammar or in the strength of its claims. Write the paragraph again correctly.**

Five visitors were interviewed about the library's hours. The interviews proves that visitors want the library to stay open later. Three of the five visitor preferred a later closing time. According to the interviews, the extra hours will certainly cost very little, but nobody asked about costs. A staff member explained us her concern. Reviewing the five answers, the decision seemed obvious. Only later we noticed the problem. We should carry out it another survey before we decide. The cost of the extra hours are still unknown.

B **This paragraph has eight errors in grammar or in the strength of its claims. Write the paragraph again correctly.**

Last year our team have done a study of bus routes. We collected a lot of informations from riders. The study shows that the new route may possibly save time. Most of riders we asked was happy. The drivers said us that the schedule is too tight. Having finished the report, it was sent to the city in March. We look forward to receive the city's answer.

D **Choose a paragraph you wrote on an earlier page of this book. Write it again. Correct every error and make each claim match its evidence.**

910 Irregular Verbs

Base	Past	Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

- **Get**: the past participle is **gotten** in Canadian and American English and **got** in British English. **Have got** means *have* in every variety.
- **Read**: the base form sounds like *need*. The past simple and past participle sound like *bed*.
- **Lie** (rest flat) is **lie, lay, lain**. **Lie** (say something false) is regular: **lie, lied, lied**. **Lay** (put down) is **lay, laid, laid**.

adjective
A word that describes a noun: a *quiet* street.

adverb
A word that describes a verb, an adjective, or a clause: she spoke *quietly*.

article
One of the words *a*, *an*, and *the*.

auxiliary
A helping verb: *be*, *have*, *do*, or a modal. It forms questions and negatives.

base verb
The form of a verb with no ending: *go*, *eat*, *be*.

comparative
The form that compares two: *bigger*, *more useful*. The superlative compares three or more: *biggest*, *most useful*.

clause
A group of words with a subject and a verb.

collocation
Words that go together by habit: *make a mistake*.

countable noun
A noun with a plural form: *one chair*, *two chairs*.

defining clause
A relative clause that tells you which one. It has no commas.

finite verb
The verb that shows tense or is a modal. In *has been working*, it is *has*.

fragment
Part of a sentence written as if it were a whole sentence.

head
The main noun of a phrase. In *the price of eggs*, the head is *price*.

hedge
A word that makes a claim less certain: *may*, *seems*, *suggests*.

-ing form
A verb + *-ing*: *swimming*. It can act as a noun or describe an action in progress.

modal
An auxiliary such as *can*, *could*, *may*, *might*, *must*, *should*, or *would*.

non-defining clause
A relative clause that adds extra information. It has commas.

object
The noun or pronoun that receives the action: she called *her brother*.

participle clause
A clause built on an *-ing* form or a past participle, with no subject.

passive
A verb form made with *be* + past participle. The receiver of the action is the subject.

past participle
The verb form after *have* and in the passive: *taken*, *written*.

phrasal verb
A verb + a small word with its own meaning: *put off*, *find out*.

preposition
A word such as *in*, *on*, *at*, *for*, *to* before a noun or *-ing* form.

pronoun
A word used in place of a noun: *she*, *them*, *mine*.

question tag
A short question at the end of a sentence: *isn't it?*

relative clause
A clause that begins with *who*, *which*, *that*, *whose*, or *where*.

reporting verb
A verb that introduces what someone said or wrote: *argue*, *claim*, *suggest*.

state verb
A verb for a state, not an action. It is rarely continuous: *know*, *own*.

subject
The noun or pronoun that the sentence is about. It comes before the verb.

tense
The verb form that shows time: *walks*, *walked*.

uncountable noun
A noun with no plural: *advice*, *furniture*, *water*.

word family
The noun, verb, adjective, and adverb forms of one word: *success*, *succeed*, *successful*, *successfully*.

The Grammar Logic 2

Additional Lessons

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1101 Clause Patterns and the Main Verb

• Identify the subject and the finite verb. An object receives the action or completes the verb. A subject complement describes the subject, and some verbs require a place or other detail.

Model The wind moved the curtain. The room grew cold. She put her coat on a hook.

A Read and notice. Choose the form that fits.

1. The soup tastes (good/well) today.

2. The class (has/have) already taken its seats. (Treat the class as one group.)

3. He put the bag (under the table/quiet).

B Build the form or identify the part named.

1. Name the finite verb: The concert should have started. _____

2. Name the subject complement: The soup turned cold. _____

3. Name the direct object: I opened the window. _____

C Repair each sentence. Keep the intended meaning.

1. The host set the cups. (Name a place.)

2. The children will impatient.

3. He was arrived before the others.

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 crowded room in four sentences. Use a direct object, a subject complement, and a required place phrase.

1102 Auxiliary Chains

• The order is modal, perfect have, progressive be, passive be, then the main verb. Include the parts the meaning requires. The preceding auxiliary determines the form that follows it.

Model The bridge may have been closed. It might still be being inspected.

A Read and notice. Choose the form that fits.

1. She might (have left/had left).
2. The wall is being (painted/paint).
3. The guests should (be arriving/are arriving).

B Build the form or identify the part named.

1. In has been waiting, name the finite verb.
2. In may have been lost, name the base form after may.
3. The window could have been (break/broken).

C Repair each sentence. Keep the intended meaning.

1. The train will arrived soon.
2. The work must has been delayed.
3. The roof is being repair.

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 claims about a delayed train with different degrees of certainty. Use a perfect or progressive form in two.

• Find the head of the subject and track which clause owns each verb. The meaning matters with quantities treated as a single amount and with groups described as a unit.

Model Ten dollars is enough. The list of prices is on the board.

A Read and notice. Choose the form that fits.

1. One of the reports (includes/include) the figures.

2. Two weeks (is/are) enough time.

3. The rooms that (face/faces) north are cold.

B Build the form or identify the part named.

1. Neither of the two clocks (works/work) in formal edited prose.

2. The students who (write/writes) well revise often.

3. The number of tickets (is/are) limited.

C Repair each sentence. Keep the intended meaning.

1. The box of receipts were missing.

2. Each of the authors discuss the source.

3. Three metres are enough for the whole length.

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 sentences about a quantity, a list, and two items joined by and. Mark the subject and verb in each.

1104 Articles and Shifts in Meaning

• Article choice can shift a noun from a general category to a specific instance. Some nouns have a countable and an uncountable use with different meanings.

Model Paper tears easily. The paper on my desk is a draft of the report.

A Read and notice. Choose the form that fits.

1. (Experience/An experience) helps when you lead a group.
2. We heard (a noise/an noises) outside and went to check its source.
3. (The coffee/Coffee) you poured me is cold.

B Build the form or identify the part named.

1. I bought (a/the) book. (No earlier reference.)
2. (The/No article) book I bought was short.
3. (Information/An information) spreads quickly.

C Repair each sentence. Keep the intended meaning.

1. The education can change people's lives. (General claim.)
2. I received an advice about the route.
3. The furniture were expensive.

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 category in general, introduce one instance, then refer back to that instance.

• Many and few go with plural countable nouns. Much and little go with uncountable nouns. Almost all gives a near total, and most means a majority.

Model Very few students stayed. There was little time. Almost all the seats were taken.

A Read and notice. Choose the form that fits.

1. We had (fewer/less) chairs than people.
2. There was (little/few) water left.
3. (Almost all/Almost) the players finished.

B Build the form or identify the part named.

1. (a few/a little) students
2. (a few/a little) time
3. (many/much) reports

C Repair each sentence. Keep the intended meaning.

1. Many evidence supports the claim.
2. Almost residents agreed. (Nearly all agreed.)
3. It was a three hours delay.

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 survey using a majority, a near total, and a small quantity. Make each statement precise.

• A pronoun should lead the reader to a clear noun or group. This or these followed by a noun can identify which earlier action, result, or claim you mean.

Model Two buses were cancelled. These cancellations delayed the trip.

A Read and notice. Choose the form that fits.

1. The results changed twice. (These changes/This change) made comparison difficult.

2. The birds left at dawn. (They/It) returned at night.

3. Salma called Lin after Lin arrived. (Salma/She) needed directions. (Salma needed them.)

B Build the form or identify the part named.

1. Name the intended group: The students carried books. They were heavy. (The books.) _____

2. In Maya and Lena spoke to their teacher, who owns their? _____

3. Use a noun after this: The trip was cancelled. This disappointed us. _____

C Repair each sentence. Keep the intended meaning.

1. The researchers interviewed the managers. They were nervous. (The managers.)

2. The bird moved its wings. They flew away. (The bird.)

3. Rina lent Jo her notes. (The notes belonged to Rina.)

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 and a decision. Use pronouns only where the reader can identify the reference immediately.

• Place a modifier near what it qualifies. Only can limit the person, action, object, or number, depending on where it appears.

Model Only Jo read the report. Jo read only the report.

A Read and notice. Choose the form that fits.

1. (Only Sam/Every Sam) brought a map. (Nobody else did.)

2. We found (nearly all/all nearly) the evidence.

3. She (almost answered/answered almost) all the questions. (She answered nearly all of them.)

B Build the form or identify the part named.

1. Move only to limit the number: Only we booked three rooms.

2. Choose placement: (Nearly all/All nearly) the seats were taken.

3. Name what almost limits: She almost fell.

C Repair each sentence. Keep the intended meaning.

1. I ate almost the whole thing. (Use nearly in place of almost.)

2. The tickets are for visitors who booked only. (They booked online, and the restriction is the method.)

3. Mina only carried the bags. (Mina was the sole person who carried them.)

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 one sentence with only in different positions. Explain what each version excludes.

1108 Prepositions With Different Complements

• A preposition often takes a noun phrase or ing clause. A time or reason connector can introduce a full clause. Pick the form that expresses the intended relationship.

Model We waited during the storm. We waited while the rain fell.

A Read and notice. Choose the form that fits.

1. We left (during/while) the intermission.
2. They stayed inside (because/because of) the road was flooded.
3. She checked the map (before leaving/before leave).

B Build the form or identify the part named.

1. (during/while) they rehearsed
2. (because/because of) the storm
3. (despite/although) being tired

C Repair each sentence. Keep the intended meaning.

1. We left by the rain started.
2. He listened while the announcement.
3. The event went ahead although the weather.

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 delay twice, first with a noun phrase after a preposition and then with a full clause.

• A noun phrase can have a determiner, modifiers before the head, and information after it. The head determines many agreement choices.

Model The three large windows above the stairs were open.

A Read and notice. Choose the form that fits.

1. (The first two/The two first) pages are missing.
2. The chair near the windows (belongs/belong) to Lin.
3. A surprisingly (clear/clearly) report persuaded the group.

B Build the form or identify the part named.

1. Head of both maps on the table _____
2. Head of a pile of old magazines _____
3. Identify the modifying phrase: The shelf near the door cracked. _____

C Repair each sentence. Keep the intended meaning.

1. The key under the books were missing.

2. We found a map old of the village.

3. I liked your describe of the scene.

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 an object with a determiner, two modifiers, and a phrase or clause after the head noun.

• Choose a main time frame and signal changes. The literary present can describe a story's action. The past can describe earlier events or publication. Past perfect can mark an earlier event within a past account.

Model The narrator opens the letter. Her brother wrote it years earlier.

A Read and notice. Choose the form that fits.

1. In the summary, Lina enters and (sees/saw) the note.
2. When I reached the stop, the bus (had left/leaves) already.
3. The author (published/publishes) the story in 1954. (A historical statement.)

B Build the form or identify the part named.

1. Past narrative: she entered and (sat/sits).
2. Earlier than a past arrival: The show (had started/starts) when they arrived.
3. Literary present: the narrator (describes/described) the room.

C Repair each sentence. Keep the intended meaning.

1. The hunter finds the tracks and went after the deer. (Use the literary present.)
2. By the time she arrived, the others leave.
3. In the scene, the teacher asks a question and a student replied.

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. Use the literary present for its events and a clear time phrase for one earlier event.

• Use the simple past for an event placed in a finished past time. Use a perfect form to relate an earlier event to a reference time. A progressive highlights an action in progress.

Model I wrote three pages yesterday. I have written three so far. I have been writing all morning.

A Read and notice. Choose the form that fits.

1. I (saw/have seen) her yesterday.
2. I (have known/knew) him since we started school, and we still talk.
3. When I arrived, she (had been waiting/has been waiting) for an hour.

B Build the form or identify the part named.

1. We (met/have met) last Monday.
2. She (has lived/lived) here since 2022 and still lives here.
3. I (had finished/have finished) before the bell rang.

C Repair each sentence. Keep the intended meaning.

1. I have finished it last night.
2. She has waited since three hours.
3. By the time I called, he has left.

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 completed result, one ongoing activity, and one earlier action in a past sequence.

1203 Future Time Clause or Embedded Question

• When can introduce a time clause or an embedded question. A future time clause often uses a present form. An embedded question can use will when it asks about the future.

Model I'll call when she arrives. I don't know when she will arrive.

A Read and notice. Choose the form that fits.

1. Call me when he (gets/will get) here.
2. I wonder when he (will get/will he get) here.
3. Wait until the door (opens/will open).

B Build the form or identify the part named.

1. Send the message before she (leaves/will leave).
2. Do you know when they (will leave/will they leave)?
3. We will start as soon as the rain (stops/will stop).

C Repair each sentence. Keep the intended meaning.

1. I'll call when I'll reach the station.
2. I don't know when will the bus arrive.
3. She will wait until the meeting will end.

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 sentences about the same future event. Use when for timing in one and for an embedded question in the other.

1204 Modals and Evidence

• Modals can express ability, permission, obligation, or a conclusion. Might leaves a possibility open. Must can signal a strong conclusion. Must have links a conclusion to the past.

Model She must be home. The lights are on. She might have left her coat at school.

A Read and notice. Choose the form that fits.

1. There are footprints. Someone (must have walked/must walked) through.

2. You (must not/do not have to) enter. It is forbidden.

3. I am unsure. It (might/must) be the correct address.

B Build the form or identify the part named.

1. To signal that something is optional, use (must not/do not have to). _____

2. It may (have been/had been) damaged earlier. _____

3. The light is off. She might (be/is) asleep. _____

C Repair each sentence. Keep the intended meaning.

1. She might went home.

2. You must to sign the form.

3. He can't has finished already.

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 clues using modals with different degrees of certainty.

1205 Actual and Imagined Conditions

• Match the if clause and the result to the intended time and possibility. A past form can mark a present or future hypothesis. An unreal past usually uses had plus a participle.

Model If the rain stops, we will go. If it stopped, we could go. If it had stopped, we could have gone.

A Read and notice. Choose the form that fits.

1. If we (had left/left) earlier yesterday, we would have caught the train.

2. If I had a map, I (could/will) find it.

3. If she calls tonight, I (will/would have) answer.

B Build the form or identify the part named.

1. If I knew now, I (would/will have) tell you.

2. If they had waited, they (might have heard/might heard) it.

3. If it clears, we (can/could have) leave.

C Repair each sentence. Keep the intended meaning.

1. If he would have left earlier, he would have arrived on time.

2. If I had studied yesterday, I will feel ready now.

3. The children will didn't excited if it was ordinary weather. (Imagine different weather.)

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 real possibility and two imagined alternatives. Make one imagined alternative refer to the past.

• After wish, a past form can express an unreal present, and a past perfect can express regret about the past. Would rather can take a base verb when the subject stays the same.

Model I wish I knew the answer. I wish I had studied. I would rather start now.

A Read and notice. Choose the form that fits.

1. I wish I (had known/knew) before yesterday's meeting.
2. I would rather (wait/to wait) here.
3. I wish this room (were/is) warmer.

B Build the form or identify the part named.

1. I would rather (stay/to stay). _____
2. I wish I (had asked/ask) before I bought it. _____
3. I wish I (knew/know) the answer right now. _____

C Repair each sentence. Keep the intended meaning.

1. I wish I have a map right now.

2. I would rather to leave soon.

3. I wish I took notes before yesterday's exam.

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 wish about now, one regret about yesterday, and one preference about your next lesson.

1207 Voice and Changes of State

• Some verbs have both an intransitive and a transitive use. Ask whether an action happens to the subject, or whether the subject itself changes or acts.

Model The discussion continued. The panel continued the discussion. The discussion was continued by the panel.

A Read and notice. Choose the form that fits.

1. The sun (appeared/was appeared).
2. The manager (continued/was continued) the discussion.
3. The files (were moved/moved) by the clerk.

B Build the form or identify the part named.

1. The guests (arrived/were arrived).
2. A storm (destroyed/was destroyed) the fence.
3. The fence (destroyed/was destroyed) by the storm.

C Repair each sentence. Keep the intended meaning.

1. The rain was continued all night.
2. The documents were wrote by the team.
3. The hikers were disappeared into the fog.

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 change using an active verb, then describe an action received by a subject using a passive.

• Make, let, and have can take an object and a base verb in the active. Get can take an object and a to infinitive. Have or get plus an object and a participle can describe a service.

Model I had the mechanic check the brakes. I had the brakes checked.

A Read and notice. Choose the form that fits.

1. We let them (leave/to leave).
2. I got him (to call/call).
3. She had her phone (repaired/repair) by a technician.

B Build the form or identify the part named.

1. The coach made us (run/to run). _____
2. They got their windows (cleaned/clean) by a crew. _____
3. She got me (to try/try) it. _____

C Repair each sentence. Keep the intended meaning.

1. I had him to check the report.

2. We let the children to play outside.

3. He got his jacket mend.

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 asked someone to do, what you arranged to have done, and what you allowed.

1209 Complements That Change Meaning

• Some verbs can take both an ing form and a to infinitive. The form may change the meaning, especially after stop, remember, and try.

Model She stopped running. She stopped to rest.

A Read and notice. Choose the form that fits.

1. We stopped (to drink/drinking) at the stream. (We paused in order to drink.)
2. I remember (locking/to lock) the door last night.
3. Try (turning/to turn) it off and on as an experiment.

B Build the form or identify the part named.

1. Remember (to call/calling) her at six tomorrow. _____
2. I stopped (buying/to buy) snacks altogether. _____
3. She tried (to lift/lifting) it but lacked the strength. _____

C Repair each sentence. Keep the intended meaning.

1. The runners stopped drinking at the water table. (They paused their run to drink.)

_____

2. I remember to see the film last week.

_____

3. They avoid to drive in storms.

_____

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 uses of stop and two uses of remember. Explain what happens first in each sentence.

_____

_____

_____

_____

_____

_____

1210 Perception, Action, and Inference

• A base verb after a perception verb and object presents an action as a whole. An ing form presents it in progress. A that clause can report an observation or conclusion.

Model I saw her leave. I saw her crossing the street. I saw that she was worried.

A Read and notice. Choose the form that fits.

1. I heard him (close/closed) the door.
2. We watched the bird (flying/flew) when we arrived.
3. I could see (that they were waiting/they were waited).

B Build the form or identify the part named.

1. I heard her (sing/sang). _____
2. They watched the clouds (moving/moved) across the valley. _____
3. I noticed (that he was tired/that was he tired). _____

C Repair each sentence. Keep the intended meaning.

1. She watched the sun went down.

2. I heard the dog barked at the gate.

3. He saw the children ran across the road.

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 an action you observed from beginning to end, one you saw in progress, and one conclusion you drew.

1211 Word Families and Useful Combinations

• Use context to choose the noun, verb, adjective, or adverb. Learn the words and prepositions that typically accompany the chosen form.

Model They analysed the passage. Their analysis supports a different reading.

A Read and notice. Choose the form that fits.

1. The report offers a (careful/carefully) analysis.
2. This (influenced/influence) my choice.
3. The notes (support/give) the interpretation. (They provide evidence for it.)

B Build the form or identify the part named.

1. She responded (calm/calmly). _____
2. The explanation (clarifies/clarification) the connection. _____
3. a (success/successful) experiment _____

C Repair each sentence. Keep the intended meaning.

1. The title mean was unclear.

2. The writer uses a carefully comparison.

3. Her clearly improved after more practice.

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 two words from a text. Use each in two different grammatical forms with suitable neighbouring words.

1212 Verb Patterns and Preposition Choice

• Learn a verb with its usual objects and prepositions. Some verbs take a direct object. Others require a specific preposition or use different patterns for different meanings.

Model We discussed the plan. We spoke about the plan. I explained the rule to them.

A Read and notice. Choose the form that fits.

1. She entered (the room/into the room) quietly. (Use the direct object pattern.)
2. We rely (on/of) their records.
3. He explained (the rule to us/us the rule).

B Build the form or identify the part named.

1. (listen to/listen) the recording
2. (answer/answer to) the question
3. (provide us with/provide us to) a map

C Repair each sentence. Keep the intended meaning.

1. The teacher explained us the idea.
2. We discussed about the problem.
3. She depends of those instructions.

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 discuss, explain, depend, and provide in four sentences about a class discussion.

• With a separable phrasal verb, a noun object may go on either side of the particle. A pronoun object goes between them. Some combinations stay together.

Model Turn off the light. Turn the light off. Turn it off. Look after the dog.

A Read and notice. Choose the form that fits.

1. Please (turn it off/turn off it).
2. She (looked after him/looked him after).
3. They (put the meeting off/put the meeting of).

B Build the form or identify the part named.

1. Pick the papers up. Replace the papers. _____
2. Look after the cats. Replace the cats. _____
3. (call it off/call off it) _____

C Repair each sentence. Keep the intended meaning.

1. She picked up it from the floor.

2. Please look the children after.

3. They turned on it at noon. (It is a light.)

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 two separable and two inseparable combinations. Replace each noun object with a pronoun.

1214 Negation, Focus, and Quantity

• The position of a negative or limiting expression affects its scope. Not all allows some, whereas none excludes every member. Only limits what its position and context identify.

Model Not all the students agreed. None of the students agreed.

A Read and notice. Choose the form that fits.

1. (Not all/None) of them passed. (Some passed.)
2. (None/Not all) of the three opened. (Zero opened.)
3. (Only she/She only) read the full report. (Nobody else did.)

B Build the form or identify the part named.

1. She didn't answer (any/no) questions.
2. Zero entries arrived: (None/Not all) of them arrived.
3. One or more accepted: (Not all/None) refused.

C Repair each sentence. Keep the intended meaning.

1. She did not find nothing useful.
2. None of the members voted. (Some voted, some did not.)
3. He only called the chair. (The chair was the sole person he called.)

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 the same set of results with not all, none, and only. Make clear which meaning changes.

1215 Future Progressive and Future Perfect

• Use will be plus an ing form for an action in progress at a future time. Use will have plus a participle for a result by a future deadline.

Model At noon I will be travelling. By evening I will have arrived.

A Read and notice. Choose the form that fits.

1. At six she will (be cooking/be cook).
2. By Friday we will (have finished/have finish).
3. By the time you arrive, they (will have left/will left) already.

B Build the form or identify the part named.

1. will be + travel
2. will have + write
3. At three we will (be meeting/be meet) the team.

C Repair each sentence. Keep the intended meaning.

1. At noon he will working.
2. By June they will have finish.
3. By then we will has paid.

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 one thing in progress at a future time and one thing completed by that time.

1216 Perfect Progressive and Duration

• Use a perfect progressive to view an activity across time up to a reference point. A future reference uses will have been plus an ing form.

Model By noon tomorrow, she will have been driving for four hours.

A Read and notice. Choose the form that fits.

1. By next June, he will (have been working/have working) here for a year.
2. At the time, we (had been waiting/have been waiting) for an hour.
3. She (has been reading/has reading) since breakfast.

B Build the form or identify the part named.

1. will have been + study _____
2. had been + wait _____
3. has been + run _____

C Repair each sentence. Keep the intended meaning.

1. By six they will been walking for two hours.

2. When I arrived, she had been wait for twenty minutes.

3. I has been working since 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.

Describe an activity over time from present, past, and future reference points.

• Use an affix as a clue to form and meaning, then check the whole word and its sentence. A word can belong to a family without fitting every position.

Model The decision was risky. The committee decided quickly. Its choice was decisive.

A Read and notice. Choose the form that fits.

1. They offered a (helpful/helpfully) explanation.
2. The speaker replied (carelessly/careless).
3. The area was (uninhabitable/uninhabitably) after the flood.

B Build the form or identify the part named.

1. Noun from revise _____
2. Adverb from careful _____
3. Negative of possible _____

C Repair each sentence. Keep the intended meaning.

1. The revise took two days.

2. The rule was usefully to the team.

3. They success negotiated the agreement.

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.

Find three useful words in recent reading. Record their common partners and write new sentences using two word forms.

1301 Content Clauses With That

• A content clause can complete a verb or noun. A clause beginning with that can also serve as a subject. It often reads more naturally later in the sentence with anticipatory it.

Model I believe that the ending matters. That she returned surprised me. It surprised me that she returned.

A Read and notice. Choose the form that fits.

1. (That the rain stopped/The rain stopped) surprised them.

2. I suspect (that he is right/that is he right).

3. It matters (that the source is dated/the source is dated it).

B Build the form or identify the part named.

1. Identify the content clause: I believe that the answer is clear.

2. Use it at the start: That they won surprised us.

3. (That the door closed/The door closed) startled us.

C Repair each sentence. Keep the intended meaning.

1. The rain stopped was unexpected.

2. I believe is true. (Say that the report is true.)

3. It surprised me they did they leave.

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 claim using a that clause after a verb and one using a that clause as the subject.

1302 Ing Clauses as Subjects and Objects

• An ing clause can name an activity as a subject or object. A that clause can present a fact or claim. Choose the form that conveys the meaning.

Model Revising a draft takes time. That the draft is incomplete worries me.

A Read and notice. Choose the form that fits.

1. (Reading/Read) aloud helps me notice errors.
2. She enjoys (comparing/to compare) endings.
3. (That the window broke/The window broke) startled us.

B Build the form or identify the part named.

1. (Walking/Walked) slowly helps here.
2. I enjoy (write/writing) about the past.
3. What is the subject in Checking the sources takes time?

C Repair each sentence. Keep the intended meaning.

1. She read the book was helpful.
2. The hunter chased the deer was hard.
3. He enjoys to solve problems.

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 comment about an activity and one about the fact that an event happened.

• Embedded questions use statement order. What can also introduce a clause meaning the thing that. The whole clause can be a subject or an object.

Model I wonder what she saw. What she saw frightened her.

A Read and notice. Choose the form that fits.

1. Can you tell me (where she went/where did she go)?
2. (What he wrote/What did he write) matters.
3. I don't know (whether she left/whether did she leave).

B Build the form or identify the part named.

1. Do you know (how it works/how does it work)?
2. (What she said/She said) was true.
3. Explain (what changed/changed what).

C Repair each sentence. Keep the intended meaning.

1. I want to know what did you read.
2. Tell us happened at the end.
3. She asked was it ready.

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 what in two different roles. Use whether to show a question whose answer is uncertain.

1304 Defining and Supplementary Relatives

• A defining relative identifies its noun. A supplementary relative adds information and is separated by commas. That can introduce many defining relatives, while who or which can introduce supplementary ones.

Model The students who registered may enter. The students, who registered yesterday, may enter.

A Read and notice. Choose the form that fits.

1. The book (that I borrowed/that I borrowed it) was short.

2. My only cousin, (who/that) lives nearby, visits often.

3. The guide (we met/we met him) knew the route.

B Build the form or identify the part named.

1. Add commas if Ana has only one brother: Ana's brother who lives in town visits often.

2. (The place where we met/The place which we met there)

3. Use who or that: The players ___ arrived early warmed up.

C Repair each sentence. Keep the intended meaning.

1. I thanked the person that she gave me directions.

2. The books that I returned them were overdue.

3. Toronto, that is in Ontario, has a large transit network.

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 limiting a group and one adding information about every member of a group.

• Choose a reporting verb and the complement it needs. Reported questions use statement order. Change tense and time references when the reporting situation calls for it.

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

A Read and notice. Choose the form that fits.

1. He told (me that he had finished/that he had finished) yesterday.
2. She asked (where we were going/where were we going).
3. Mira said (that the earth orbits the sun/that the earth orbit the sun).

B Build the form or identify the part named.

1. She said, “I will call.” Report from a later time.
2. “Are you ready?” he asked.
3. “Please sit,” Ana told us.

C Repair each sentence. Keep the intended meaning.

1. He said me that he was tired.
2. She asked where did I live.
3. They told us wait by the door.

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.

Report one statement, one question, and one request. Explain any time or tense change.

1306 Reasons, Results, and Blended Frames

• A claim can take a because clause directly. A sentence can also start with it was because when it explains an earlier point. Keep one complete frame.

Model The plan worked because we shared the tools. It worked for one reason. It was because we shared the tools.

A Read and notice. Choose the form that fits.

1. The path was closed (because/was because) it flooded.

2. We left (because of/because) the storm.

3. It was cold, (so/because of) we stayed inside.

B Build the form or identify the part named.

1. (Because/Because of) the weather changed, they left.

2. The result changed (because/was because) the sample was small.

3. Name the reason: They waited because the bus was full.

C Repair each sentence. Keep the intended meaning.

1. The setting matters was because the story depends on it.

2. The class left because of the bell rang.

3. We took the bus by the street was icy.

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 why a setting changes a plot. Give the reason with because, then write a separate sentence explaining a consequence.

1307 Contrast, Purpose, and Consequence

• Although introduces a contrast with a clause. Despite normally takes a noun phrase or ing clause. So that gives a purpose, while so may join a result to a complete preceding clause.

Model Although it was late, we stayed. We moved closer so that we could hear.

A Read and notice. Choose the form that fits.

1. (Although/Despite) the wind, they climbed.
2. (Although/Despite) it was windy, they climbed.
3. She whispered (so that/although) no one would hear. (Show purpose.)

B Build the form or identify the part named.

1. (Although/Despite) being tired, we walked. _____
2. (Although/Despite) she was tired, she walked. _____
3. I left early (to/for) catch the train. _____

C Repair each sentence. Keep the intended meaning.

1. Although it rained, but we went.

2. Despite the floor was wet, they entered.

3. She saved money for buy a bike.

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 decision and include a concession, a purpose, and an actual result.

1308 Clause Boundaries and Sentence Connectors

• A coordinating conjunction can connect independent clauses. Transitions such as however and otherwise express a relationship but still need a proper boundary.

Model We should leave. Otherwise, we will miss the train.

A Read and notice. Choose the form that fits.

1. It rained, (so/therefore) we stayed home.

2. She was late. (However/Therefore), she finished on time.

3. We should fill the bottle. (Otherwise/Despite), we may run out of water.

B Build the form or identify the part named.

1. Use a period: It was cold, however we swam.

2. Join using yet: It rained. We left anyway.

3. Add an opening comma: When the bus arrived we stood.

C Repair each sentence. Keep the intended meaning.

1. The hunter needed water otherwise he could not continue.

2. The hall was full, therefore we waited.

3. Because the road closed. We went home.

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 problem. Use one coordinating conjunction and two transitions. Check the punctuation at each boundary.

1309 Parallelism and Shared Complements

• Coordinate elements that fit the same structure. A single to can govern more than one verb. Repeat a word when the next part requires a different complement.

Model We need to find shelter and gather wood. She is interested in maps and good at reading them.

A Read and notice. Choose the form that fits.

1. They planned to (find water and build a shelter/find water and building a shelter).
2. She is good at (reading and drawing/reading and to draw) maps.
3. The room was (dark, cold, and quiet/dark, cold, and it smelled).

B Build the form or identify the part named.

1. Choose: They wanted (to study and rest/to study and resting). _____
2. The tools were both (light and strong/light and to carry). _____
3. Either (start now or wait/start now or waiting). _____

C Repair each sentence. Keep the intended meaning.

1. She hopes to learn French and travelling to Montreal.

2. The deer needed to find water and stopping to drink.

3. The room was loudly, cold, and it smelled bad.

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 three-part list of actions. Then write a second list with a different form and explain what the forms share.

1310 Participle Clauses and Their Subjects

• An opening participle usually describes the main clause's subject. A participle after a noun may describe that noun. Make it clear who does or receives the action.

Model Walking toward the gate, I heard a shout. The tools made in town are durable.

A Read and notice. Choose the form that fits.

1. (Hearing the bell, I looked up./Hearing the bell, the door opened.)
2. The people (waiting/waited) outside needed tickets.
3. (Built in 1900, the hall needs repairs./Building in 1900, the hall needs repairs.)

B Build the form or identify the part named.

1. (Having written/Having wrote) the note, he left. _____
2. What describes the people in The people carrying boxes waited? _____
3. Who is walking in Walking to school, Mia saw a fox? _____

C Repair each sentence. Keep the intended meaning.

1. Running down the street, the rain soaked me.

2. Having took the test, she went home.

3. The students wait outside need tickets.

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 an action in progress and an earlier completed action using opening participle clauses. Identify their subjects.

1311 Sentence Focus and Inversion

• A cleft can focus on a person, time, or reason. Fronted negative or restrictive expressions can trigger auxiliary and subject inversion in formal writing.

Model It was Ana who noticed the clue. Only then did I understand.

A Read and notice. Choose the form that fits.

1. Never (have I seen/I have seen) that before.
2. It was the map (that/what) helped.
3. Only after the rain stopped (did we leave/we did leave).

B Build the form or identify the part named.

1. Only then (did she notice/she did notice) the clue.
2. It was after noon (that/what) they left.
3. Rarely (do we find/we find) such a clear example.

C Repair each sentence. Keep the intended meaning.

1. Only then I understood the answer.
2. It was the teacher what pointed it out.
3. Never I have read such a short 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.

Write one sentence focusing on a person, one focusing on a time, and one using inversion after a restrictive opening.

1312 Comparison and Parallel Meaning

• Compare like with like. Use that of or those of to avoid repeating a noun when the reference is clear. Use a complete parallel construction when needed.

Model The roof of this house is steeper than that of the next house.

A Read and notice. Choose the form that fits.

1. Her scores were higher than (those of her classmates/her classmates).
2. The new plan is as (clear/clearer) as the old plan.
3. This draft is (more concise/more concisely) than the first.

B Build the form or identify the part named.

1. Compare lengths: This chapter is longer than (that of the other book/the other book).
2. The prices here are lower than (those in/that in) town.
3. He is (less/least) certain than before.

C Repair each sentence. Keep the intended meaning.

1. Our results were more precise than the other team.
2. The second explanation is as clearer as the first.
3. The jacket is more lighter than the coat.

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 passages in three sentences. Keep the compared features explicit.

1313 Reference With One, So, and Do

• Use one or ones for countable alternatives. Use so to stand for some earlier claims. Use an auxiliary to avoid repeating a verb phrase if the reader can recover it.

Model I prefer the blue one. I think so. Ana can swim, and Lee can too.

A Read and notice. Choose the form that fits.

1. She wants the smaller (one/ones). (One object.)
2. I hope (so/one).
3. Mia finished, and I (did/do) too.

B Build the form or identify the part named.

1. These cups are cracked. Take the other (one/ones).
2. Will she come? I think (so/one).
3. Kai has finished, and I (have/do) too.

C Repair each sentence. Keep the intended meaning.

1. I like the red shoes more than the blue one. (Two pairs.)
2. Will you be late? I don't think one.
3. We waited, and they do too. (Both actions are past.)

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 dialogue with three replies that avoid repeating an earlier noun or phrase.

1314 Question Tags and Indirect Questions

• In common confirming tags, a positive clause takes a negative tag and a negative clause takes a positive tag. Reuse the first auxiliary or supply do. Indirect questions keep statement order.

Model You read the book, didn't you? Could you tell me when the next lesson starts?

A Read and notice. Choose the form that fits.

1. She is ready, (isn't she/doesn't she)?
2. They didn't leave, (did they/didn't they)?
3. Do you know (where the book is/where is the book)?

B Build the form or identify the part named.

1. Add a tag: He can swim. _____
2. Add a tag: She didn't call. _____
3. Add a tag: They are coming. _____

C Repair each sentence. Keep the intended meaning.

1. Mira lives here, isn't she?

2. Could you tell me where did we stop?

3. You haven't finished, haven't you?

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 confirming tags and two indirect questions someone could use in class.

1401 Punctuation and Meaning

Polish

• Punctuation can mark boundaries or show which information is supplementary. Use apostrophes for possession and contractions. Use a hyphen in many number and unit modifiers before nouns.

Model The students who revised passed. My students, who revised, passed. It was a two-hour test.

A Read and notice. Choose the form that fits.

1. The (students' work/student's work) was displayed. (Several students.)
2. It was (a six-hour/a six hours) trip.
3. The plant lost (its/it's) leaves.

B Build the form or identify the part named.

1. (its/it's) raining
2. (a ten-minute/a ten minutes) wait
3. Add commas: I saw Omar who is my only brother.

C Repair each sentence. Keep the intended meaning.

1. The two writers work was displayed.
2. We drove for a five-hours period.
3. My only sister who lives abroad called.

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 sentence with a supplementary clause, one with a possessive, and one with a number and unit modifier.

1402 Cohesion Across a Paragraph

Polish

• Name the connection between sentences through reference, repetition of a key term, or a connector. Use however for contrast and therefore for consequence. Make the connection match the meaning.

Model The bus broke down. This delay meant that we missed the opening.

A Read and notice. Choose the form that fits.

1. The hall was full. (Therefore/For example), we waited outside.

2. The room was small. (However/Therefore), it held a surprising number of people.

3. Two interviews were incomplete. (These gaps/These people) limited the conclusions.

B Build the form or identify the part named.

1. Name the link in He was late. As a result, he missed the bus.

2. Choose (However/Therefore) for a contrast.

3. Choose (These errors/These people) for two incorrect figures.

C Repair each sentence. Keep the intended meaning.

1. The bus stopped, however the driver kept the door shut.

2. The study was small. For example, its results should be treated cautiously.

3. The two sources disagree. They make comparison difficult. (Name the disagreement.)

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 problem, its cause, a consequence, and a qualification. Give this or these a clear noun when needed.

1403 Claims, Evidence, and Qualifications

Polish

• Match the strength of a claim to the evidence. Use a reporting verb and a complement that fit your purpose. Place a qualification close to the part it limits.

Model The diary suggests that the journey was difficult. The records confirm the date.

A Read and notice. Choose the form that fits.

1. One interview (suggests/proves) what all residents think. (Treat it as limited evidence.)

2. The author (argues that/argues it) the decision was risky.

3. (Most/Almost) readers in our small group noticed the clue.

B Build the form or identify the part named.

1. Choose (shows/suggests) for weak evidence. _____

2. The table (show/shows) two cases. _____

3. Use (according to/according) the report. _____

C Repair each sentence. Keep the intended meaning.

1. The diary prove that everyone felt afraid. (Use cautious language.)

2. The writer argues is important. (Name the clue.)

3. According the text, the bridge was closed.

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.

Make one claim about a text, cite a specific detail, and qualify what the detail allows you to conclude.

1404 Literary Analysis and Historical Allusions

Polish

• Distinguish what a text says from what a reference adds. Use the literary present for the text's action and the past for a historical event. State how the allusion shapes the reading.

Model The narrator calls the voyage an odyssey. The reference links the voyage to a long journey full of trials.

A Read and notice. Choose the form that fits.

1. The narrator (compares/compared) the two journeys. (Literary present.)

2. The character's reference (suggests/proves) a link to the older story. (The link is interpretive.)

3. The writer (alludes to/alludes) an earlier work.

B Build the form or identify the part named.

1. (alludes to/alludes) the story

2. The image (suggest/suggests) a comparison.

3. For a completed historical event, choose (published in 1954/publishes in 1954).

C Repair each sentence. Keep the intended meaning.

1. The narrator refers to the older story was because she wants a comparison.

2. The image suggest that the character feels trapped.

3. The author compares the two scenes and showing a connection.

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 an allusion from a text you have read. Explain what it refers to, which words signal it, and how it changes your interpretation.

1405 Grammar Choices in Definitions

Polish

• A definition places a term in a category and gives a distinguishing feature. A relative clause can state that feature. Use examples to show what counts.

Model A simile is a comparison that uses a word such as like or as.

A Read and notice. Choose the form that fits.

1. An allusion is a reference (that relies on/that it relies on) prior knowledge.
2. A model (represents/represent) selected features of a subject.
3. A definition needs (an example/a examples) when the boundary is unclear.

B Build the form or identify the part named.

1. A comparison (that/what) uses like _____
2. The models (helps/help) us compare. _____
3. A precise definition (identifies/identify) a category. _____

C Repair each sentence. Keep the intended meaning.

1. A model is represents a part of reality.
2. A clue is a detail what helps a reader interpret a text.
3. The term mean an indirect reference.

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.

Define a model. Give an example of a model used in reading and explain what it helps you notice.

• Choose an imperative, a modal question, or an indirect request to fit the situation. An indirect request can contain an embedded clause in statement order.

Model Open the window. Could you open the window? Could you tell me when the office opens?

A Read and notice. Choose the form that fits.

1. Could you tell me (where the room is/where is the room)?
2. Would you mind (waiting/to wait) a moment?
3. Please (send/send to) me the link.

B Build the form or identify the part named.

1. Could you (open/opened) it?
2. Would you mind (moving/to move) it?
3. Tell me (when it starts/when does it start).

C Repair each sentence. Keep the intended meaning.

1. Could you told me where it is?
2. Please explain me the rule.
3. Would you mind to wait a 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.

Ask for the same help in a note to a friend, an email to a teacher, and an announcement.

1407 Editing a Retelling

Polish

• First establish the main time frame. Then check subjects, verb chains, event order, and sentence boundaries. Check smaller forms after the sentence expresses the intended action.

Model The hunter follows the trail. When the tracks disappear, he slows down.

A Read and notice. Choose the form that fits.

1. The hunter follows the tracks and (stops/stopped).

2. When the deer (appears/is appears), he waits.

3. The trail ends. (Otherwise/Therefore), he looks for new tracks.

B Build the form or identify the part named.

1. Find the finite verb: The deer might be resting. _____

2. Use a past form: The deer (hit/hited) the fence. _____

3. Name the connector that shows the reason: We stopped because it was dark. _____

C Repair each sentence. Keep the intended meaning.

1. Before he hunt, he will pack water. The deer was disappeared. (Use literary present.)

2. The hunter see the sun went down, he stopped. (Use the past.)

3. Running eight hour is hard otherwise they can not catch it. (Show that pursuit is necessary.)

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 fresh retelling of four to six sentences. Mark the finite verbs, fix one issue independently, and explain the fix.

1408 Editing an Interpretation

Polish

• Check that each sentence makes one clear claim or marks how its clauses relate. Keep quoted or observed evidence distinct from your conclusion. Then edit for form and punctuation.

Model The setting shapes the plot because the storm limits what the children can do.

A Read and notice. Choose the form that fits.

1. The setting (matters because/matters was because) it changes the plot.

2. (What the narrator remembers/The narrator remembered) matters.

3. The image (suggests/proves) a connection. (An interpretation.)

B Build the form or identify the part named.

1. Identify the subject in What the character remembers matters. _____

2. Choose (the title's meaning/the title mean). _____

3. Choose (because/because of) the rain continued. _____

C Repair each sentence. Keep the intended meaning.

1. The story works was because the weather is extreme.

2. The rain stopped was a surprise, the children ran out.

3. The narrator says the two ideas is connected and the detail prove 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 short interpretation with a claim and a specific detail. Reread for verb form, sentence boundaries, and what each pronoun refers to.

1409 Direct Quotations and Attribution

Polish

• Use quotation marks for exact words. Attribute paraphrases without quoting them. Integrate either kind of evidence into a sentence whose grammar remains complete.

Model The diary calls the trail “steep.” The writer explains that the group tired quickly.

A Read and notice. Choose the form that fits.

1. The report (states that/states about) the road was closed.

2. The letter (calls the plan “risky”/calls “the plan risky”) when only one quoted word is exact.

3. The historian (describes/describes that) the event in detail.

B Build the form or identify the part named.

1. Choose for exact wording: (quotation/paraphrase)

2. Choose: The witness (said/told) us the door was shut.

3. Choose: She (said/told) that the door was shut.

C Repair each sentence. Keep the intended meaning.

1. The author states was the plan risky.

2. According to the diary says the path was muddy.

3. The narrator described to us about the house.

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 one short exact quotation from a text and paraphrase a different point. Explain how each supports a claim.

1410 Revising a Claim Without Changing It

Polish

• Before editing, identify the subject, action, time, and level of certainty. After editing, compare them with the original meaning. Repair the sentence without strengthening or changing the claim.

Model The map might be inaccurate. It may show an earlier route.

A Read and notice. Choose the form that fits.

1. The clues (suggest/prove) a possible connection.

2. Two of the five (visitors/visitor) mentioned the delay.

3. The report refers to last year. It (described/describes) a past event. (Use present for what the report does.)

B Build the form or identify the part named.

1. Find the certainty word: The story might refer to an earlier myth. _____

2. Find the time phrase: The expedition left in 1820. _____

3. Find the claim: The detail suggests that the narrator is doubtful. _____

C Repair each sentence. Keep the intended meaning.

1. The note suggest the visitors was worried.

2. The image might refers to a myth, it also repeats an earlier colour.

3. The author might meant the remark as a warning.

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 sentence of your own. Edit it for grammar, then explain how you preserved its original meaning and degree of certainty.

1411 Editing Instructions and Procedures

Polish

• Use imperatives for steps, time clauses to show order, and if clauses for alternatives. Keep each instruction complete and make pronoun references clear.

Model Turn the dial. When the light comes on, press the button. If it stays dark, check the plug.

A Read and notice. Choose the form that fits.

1. After the screen (lights/will light) up, press Start.
2. (Move/Moves) the lever slowly.
3. If the switch is loose, (ask/asking) for help.

B Build the form or identify the part named.

1. Identify the instruction verb: Close the lid.
2. Choose (after/therefore) the timer rings.
3. Choose: If the light fails, (check/checks) the battery.

C Repair each sentence. Keep the intended meaning.

1. Turn the knob, the light will flash.
2. After the indicator green, open the cover.
3. If the cover doesn't fits, stop.

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 five steps for a familiar procedure. Include a warning and an if clause. Have someone follow the steps or read them back to yourself.

1501 Starting Diagnostic Across Sentences

Read each line for its intended meaning before editing. Mark each change and name the grammatical pattern. Use the answer guide to choose lessons for the patterns you missed.

C Edit each line. Explain at least one change.

1. The list of suggested sources have changed.

2. The survey might has been delayed.

3. She told us where did the meeting start.

4. The delay mattered was because it changed the results.

5. The conclusion changed, therefore we revised the draft.

6. The sample was small. It proved that everyone agreed. (Use a cautious claim.)

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Write five sentences about a disagreement. Establish who disagrees and explain the reason. Review tense, sentence boundaries, and reference.

1502 Review Viewpoint and Possibility

Choose the point in time from which each action is being considered. Note whether it happened, is predicted, or is imagined. Then check the form of the whole verb chain.

C Edit each line. Explain at least one change.

1. By the time we arrived, the train has left.

2. She might went home before noon.

3. By Friday, I will have submit the draft.

4. If we had knew earlier, we could have left.

5. I wish I took a map before we left.

6. When the class will end, we will compare notes.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Describe one event in the past and one fact about the present. Imagine how the outcome might have changed if an earlier action had been different.

1503 Review Clauses and Information Flow

Mark what each clause contributes. A clause can identify a noun, report a claim, give a reason, or serve as the subject. Keep each relationship visible.

C Edit each line. Explain at least one change.

1. The teacher said me that the plan worked.

2. The book which we chose it was short.

3. The visitors left early made a difference.

4. Despite it was late, we stayed.

5. Walking into the room, the music surprised me.

6. Only then I understood the question.

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 paragraph about a surprising decision. Use a defining relative, a content clause, and a subordinate reason or contrast clause.

1504 Cumulative Edit Evidence and Meaning

Read the claims as a paragraph. Keep the number of participants, the source of each claim, and the original uncertainty clear. Explain why you made one change.

C Edit each line. Explain at least one change.

1. The group of five readers were interviewed as a single panel.

2. According to the notes says three noticed the clue.

3. The writer suggest that the clue points to a historical event.

4. One reader called it clear, the others did not say.

5. This proves what every reader thought. (Keep the claim within the evidence.)

6. The report explains why did the group disagree.

Review

Check the answer guide. Pick one change you made independently and one pattern you need to revisit.

D Write, reread, and revise.

Write a fresh claim about a text or a small set of observations. Add one specific piece of evidence and qualify the claim to match it.

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.

1101 Clause Patterns and the Main Verb

A 1. good 2. has 3. under the table

B 1. should 2. cold 3. the window

C 1. The host set the cups on the table. 2. The children will be impatient. 3. He arrived before the others.

1102 Auxiliary Chains

A 1. have left 2. painted 3. be arriving

B 1. has 2. have 3. broken

C 1. The train will arrive soon. 2. The work must have been delayed. 3. The roof is being repaired.

1103 Agreement With Complex Subjects

A 1. includes 2. is 3. face

B 1. works 2. write 3. is

C 1. The box of receipts was missing. 2. Each of the authors discusses the source. 3. Three metres is enough for the whole length.

1104 Articles and Shifts in Meaning

A 1. Experience 2. a noise 3. The coffee

B 1. a 2. The 3. Information

C 1. Education can change people's lives. 2. I received a piece of advice about the route. 3. The furniture was expensive.

1105 Quantities, Distributions, and Measures

A 1. fewer 2. little 3. Almost all

B 1. a few 2. a little 3. many

C 1. A great deal of evidence supports the claim. 2. Almost all residents agreed. 3. It was a three-hour delay.

1106 Pronoun Reference Across Sentences

A 1. These changes 2. They 3. Salma

B 1. The books were heavy. 2. Maya and Lena 3. This cancellation disappointed us.

C 1. The managers were nervous. 2. It flew away. 3. Rina lent Jo the notes she had taken.

1107 Modifier Scope

A 1. Only Sam 2. nearly all 3. almost answered

B 1. We booked only three rooms. 2. Nearly all 3. the action of falling

C 1. I ate nearly the whole thing. 2. The tickets are for visitors who booked online only. 3. Only Mina carried the bags.

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.

1108 Prepositions With Different Complements

A 1. during 2. because 3. before leaving

B 1. while 2. because of 3. despite

C 1. We left because the rain started. 2. He listened during the announcement. 3. The event went ahead despite the weather.

1109 Noun Groups and Reference

A 1. The first two 2. belongs 3. clear

B 1. maps 2. pile 3. near the door

C 1. The key under the books was missing. 2. We found an old map of the village. 3. I liked your description of the scene.

1201 Narrative Tense and Earlier Events

A 1. sees 2. had left 3. published

B 1. sat 2. had started 3. describes

C 1. The hunter finds the tracks and goes after the deer. 2. By the time she arrived, the others had left. 3. In the scene, the teacher asks a question and a student replies.

1202 Perfect, Progressive, and Finished Past

A 1. saw 2. have known 3. had been waiting

B 1. met 2. has lived 3. had finished

C 1. I finished it last night. 2. She has been waiting for three hours. 3. By the time I called, he had left.

1203 Future Time Clause or Embedded Question

A 1. gets 2. will get 3. opens

B 1. leaves 2. will leave 3. stops

C 1. I'll call when I reach the station. 2. I don't know when the bus will arrive. 3. She will wait until the meeting ends.

1204 Modals and Evidence

A 1. must have walked 2. must not 3. might

B 1. do not have to 2. have been 3. be

C 1. She might have gone home. 2. You must sign the form. 3. He can't have finished already.

1205 Actual and Imagined Conditions

A 1. had left 2. could 3. will

B 1. would 2. might have heard 3. can

C 1. If he had left earlier, he would have arrived on time. 2. If I had studied yesterday, I would feel ready now. 3. The children would not be excited if the weather were ordinary.

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.

1206 Wishes, Preferences, and Regret

A 1. had known 2. wait 3. were

B 1. stay 2. had asked 3. knew

C 1. I wish I had a map right now. 2. I would rather leave soon. 3. I wish I had taken notes before yesterday's exam.

1207 Voice and Changes of State

A 1. appeared 2. continued 3. were moved

B 1. arrived 2. destroyed 3. was destroyed

C 1. The rain continued all night. 2. The documents were written by the team. 3. The hikers disappeared into the fog.

1208 Causative Verbs and Services

A 1. leave 2. to call 3. repaired

B 1. run 2. cleaned 3. to try

C 1. I had him check the report. 2. We let the children play outside. 3. He got his jacket mended.

1209 Complements That Change Meaning

A 1. to drink 2. locking 3. turning

B 1. to call 2. buying 3. to lift

C 1. The runners stopped to drink at the water table. 2. I remember seeing the film last week. 3. They avoid driving in storms.

1210 Perception, Action, and Inference

A 1. close 2. flying 3. that they were waiting

B 1. sing 2. moving 3. that he was tired

C 1. She watched the sun go down. 2. I heard the dog bark at the gate. 3. He saw the children run across the road.

1211 Word Families and Useful Combinations

A 1. careful 2. influenced 3. support

B 1. calmly 2. clarifies 3. successful

C 1. The meaning of the title was unclear. 2. The writer uses a careful comparison. 3. Her clarity improved after more practice.

1212 Verb Patterns and Preposition Choice

A 1. the room 2. on 3. the rule to us

B 1. listen to 2. answer 3. provide us with

C 1. The teacher explained the idea to us. 2. We discussed the problem. 3. She depends on those instructions.

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.

1213 Phrasal Verbs and Object Position

A 1. turn it off 2. looked after him 3. put the meeting off

B 1. Pick them up. 2. Look after them. 3. call it off

C 1. She picked it up from the floor. 2. Please look after the children. 3. They turned it on at noon.

1214 Negation, Focus, and Quantity

A 1. Not all 2. None 3. Only she

B 1. any 2. None 3. Not all

C 1. She did not find anything useful. 2. Not all of the members voted. 3. He called only the chair.

1215 Future Progressive and Future Perfect

A 1. be cooking 2. have finished 3. will have left

B 1. will be travelling 2. will have written 3. be meeting

C 1. At noon he will be working. 2. By June they will have finished. 3. By then we will have paid.

1216 Perfect Progressive and Duration

A 1. have been working 2. had been waiting 3. has been reading

B 1. will have been studying 2. had been waiting 3. has been running

C 1. By six they will have been walking for two hours. 2. When I arrived, she had been waiting for twenty minutes. 3. I have been working since seven.

1217 Affixes and Word Families in Context

A 1. helpful 2. carelessly 3. uninhabitable

B 1. revision 2. carefully 3. impossible

C 1. The revision took two days. 2. The rule was useful to the team. 3. They successfully negotiated the agreement.

1301 Content Clauses With That

A 1. That the rain stopped 2. that he is right 3. that the source is dated

B 1. that the answer is clear 2. It surprised us that they won. 3. That the door closed

C 1. That the rain stopped was unexpected. 2. I believe that the report is true. 3. It surprised me that they left.

1302 Ing Clauses as Subjects and Objects

A 1. Reading 2. comparing 3. That the window broke

B 1. Walking 2. writing 3. Checking the sources

C 1. Reading the book was helpful. 2. Chasing the deer was hard. 3. He enjoys solving problems.

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.

1303 Embedded Questions and Free Relatives

A 1. where she went 2. What he wrote 3. whether she left

B 1. how it works 2. What she said 3. what changed

C 1. I want to know what you read. 2. Tell us what happened at the end. 3. She asked whether it was ready.

1304 Defining and Supplementary Relatives

A 1. that I borrowed 2. who 3. we met

B 1. Ana's brother, who lives in town, visits often. 2. The place where we met 3. who or that

C 1. I thanked the person who gave me directions. 2. The books that I returned were overdue. 3. Toronto, which is in Ontario, has a large transit network.

1305 Reported Speech, Questions, and Requests

A 1. me that he had finished 2. where we were going 3. that the earth orbits the sun

B 1. She said that she would call. 2. He asked whether I was ready. 3. Ana told us to sit.

C 1. He told me that he was tired. 2. She asked where I lived. 3. They told us to wait by the door.

1306 Reasons, Results, and Blended Frames

A 1. because 2. because of 3. so

B 1. Because 2. because 3. the bus was full

C 1. The setting matters because the story depends on it. 2. The class left because the bell rang. 3. We took the bus because the street was icy.

1307 Contrast, Purpose, and Consequence

A 1. Although 2. Although 3. so that

B 1. Despite 2. Although 3. to

C 1. Although it rained, we went. 2. Although the floor was wet, they entered. 3. She saved money to buy a bike.

1308 Clause Boundaries and Sentence Connectors

A 1. so 2. However 3. Otherwise

B 1. It was cold. However, we swam. 2. It rained, yet we left anyway. 3. When the bus arrived, we stood.

C 1. The hunter needed water. Otherwise, he could not continue. 2. The hall was full. Therefore, we waited. 3. Because the road closed, we went home.

1309 Parallelism and Shared Complements

A 1. find water and build a shelter 2. reading and drawing 3. dark, cold, and quiet

B 1. to study and rest 2. light and strong 3. start now or wait

C 1. She hopes to learn French and travel to Montreal. 2. The deer needed to find water and stop to drink. 3. The room was loud, cold, and smelly.

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.

1310 Participle Clauses and Their Subjects

A 1. Hearing the bell, I looked up. 2. waiting 3. Built in 1900, the hall needs repairs.

B 1. Having written 2. carrying boxes 3. Mia

C 1. As I was running down the street, the rain soaked me. 2. Having taken the test, she went home. 3. The students waiting outside need tickets.

1311 Sentence Focus and Inversion

A 1. have I seen 2. that 3. did we leave

B 1. did she notice 2. that 3. do we find

C 1. Only then did I understand the answer. 2. It was the teacher who pointed it out. 3. Never have I read such a short story.

1312 Comparison and Parallel Meaning

A 1. those of her classmates 2. clear 3. more concise

B 1. that of the other book 2. those in 3. less

C 1. Our results were more precise than those of the other team. 2. The second explanation is as clear as the first. 3. The jacket is lighter than the coat.

1313 Reference With One, So, and Do

A 1. one 2. so 3. did

B 1. ones 2. so 3. have

C 1. I like the red shoes more than the blue ones. 2. Will you be late? I don't think so. 3. We waited, and they did too.

1314 Question Tags and Indirect Questions

A 1. isn't she 2. did they 3. where the book is

B 1. He can swim, can't he? 2. She didn't call, did she? 3. They are coming, aren't they?

C 1. Mira lives here, doesn't she? 2. Could you tell me where we stopped? 3. You haven't finished, have you?

1401 Punctuation and Meaning

A 1. students' work 2. a six-hour 3. its

B 1. it's 2. a ten-minute 3. I saw Omar, who is my only brother.

C 1. The two writers' work was displayed. 2. We drove for a five-hour period. 3. My only sister, who lives abroad, called.

1402 Cohesion Across a Paragraph

A 1. Therefore 2. However 3. These gaps

B 1. consequence 2. However 3. These errors

C 1. The bus stopped. However, the driver kept the door shut. 2. The study was small. Therefore, its results should be treated cautiously. 3. The two sources disagree. This disagreement makes comparison difficult.

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.

1403 Claims, Evidence, and Qualifications

A 1. suggests 2. argues that 3. Most

B 1. suggests 2. shows 3. according to

C 1. The diary suggests that some people felt afraid. 2. The writer argues that the clue is important. 3. According to the text, the bridge was closed.

1404 Literary Analysis and Historical Allusions

A 1. compares 2. suggests 3. alludes to

B 1. alludes to 2. suggests 3. published in 1954

C 1. The narrator refers to the older story because she wants a comparison. 2. The image suggests that the character feels trapped. 3. The author compares the two scenes and shows a connection.

1405 Grammar Choices in Definitions

A 1. that relies on 2. represents 3. an example

B 1. that 2. help 3. identifies

C 1. A model represents a part of reality. 2. A clue is a detail that helps a reader interpret a text. 3. The term means an indirect reference.

1406 Requests and Register

A 1. where the room is 2. waiting 3. send

B 1. open 2. moving 3. when it starts

C 1. Could you tell me where it is? 2. Please explain the rule to me. 3. Would you mind waiting a moment?

1407 Editing a Retelling

A 1. stops 2. appears 3. Otherwise

B 1. might 2. hit 3. because

C 1. Before he hunts, he packs water. The deer disappears. 2. The hunter saw the sun go down. He stopped. 3. Running for eight hours is hard, but they must keep going. Otherwise, they cannot catch it.

1408 Editing an Interpretation

A 1. matters because 2. What the narrator remembers 3. suggests

B 1. What the character remembers 2. the title's meaning 3. because

C 1. The story works because the weather is extreme. 2. The rain stopping was a surprise. The children ran out. 3. The narrator says the two ideas are connected, and the detail supports that reading.

1409 Direct Quotations and Attribution

A 1. states that 2. calls the plan “risky” 3. describes

B 1. quotation 2. told 3. said

C 1. The author states that the plan was risky. 2. According to the diary, the path was muddy. 3. The narrator described the house to us.

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.

1410 Revising a Claim Without Changing It

A 1. suggest 2. visitors 3. described

B 1. might 2. in 1820 3. the narrator is doubtful

C 1. The note suggests that the visitors were worried. 2. The image might refer to a myth. It also repeats an earlier colour. 3. The author might have meant the remark as a warning.

1411 Editing Instructions and Procedures

A 1. lights 2. Move 3. ask

B 1. Close 2. after 3. check

C 1. Turn the knob. The light will flash. 2. After the indicator turns green, open the cover. 3. If the cover doesn't fit, stop.

1501 Starting Diagnostic Across Sentences

C 1. The list of suggested sources has changed. 2. The survey might have been delayed. 3. She told us where the meeting started. 4. The delay mattered because it changed the results. 5. The conclusion changed. Therefore, we revised the draft. 6. The sample was small. It suggested that some participants agreed.

1502 Review Viewpoint and Possibility

C 1. By the time we arrived, the train had left. 2. She might have gone home before noon. 3. By Friday, I will have submitted the draft. 4. If we had known earlier, we could have left. 5. I wish I had taken a map before we left. 6. When the class ends, we will compare notes.

1503 Review Clauses and Information Flow

C 1. The teacher told me that the plan worked. 2. The book we chose was short. 3. That the visitors left early made a difference. 4. Although it was late, we stayed. 5. As I walked into the room, the music surprised me. 6. Only then did I understand the question.

1504 Cumulative Edit Evidence and Meaning

C 1. The group of five readers was interviewed as a single panel. 2. According to the notes, three noticed the clue. 3. The writer suggests that the clue points to a historical event. 4. One reader called it clear. The others did not say. 5. This shows what one reader said. 6. The report explains why the group disagreed.