

# Grammar Reference

## UNIT 1

### Lesson A

#### Simple Present vs. Present Continuous

Use the simple present to talk about habits and things that are generally true.	<b>I</b> almost never <b>buy</b> fruit at the supermarket. <b>My father</b> usually <b>goes</b> to the farmers' market.
---	--

Use the present continuous to talk about actions and events that are happening now. Note that you can use contractions.	We <b>are making</b> a healthy dinner today. I' <b>m preparing</b> a salad with lots of fresh vegetables.
---	--

Form the present continuous with the correct form of <i>be</i> ( <i>not</i> ) + the <i>-ing</i> form of the verb.	My dad <b>is making</b> lunch. He <b>is not making</b> breakfast.
---	--

#### Yes / No Questions:

Simple present: *Do / Does* + subject + base form of the verb

Present continuous: correct form of *be* + subject + verb + *-ing*

#### Wh- Questions:

Simple present: *Wh-* question word + *do / does* + subject + base form of the verb

Present continuous: *Wh-* question word + correct form of *be* + subject + verb + *-ing*

**Does** she **eat** meat?  
Yes, she **does**.  
**Are** you ready to have breakfast? Yes, I **am**.  
**Is** he **making** a cake?  
No, he isn't.  
**Are** they **eating**? Yes, they **are**.

**What do** you **eat** on special occasions?

**What are** you **making**?

#### A Circle the correct form.

- Do you *buy* / *are buying* the ingredients for the dish right now?
- We always *eat* / *are eating* pozole on special occasions.
- I almost never *drink* / *am drinking* coffee.
- Is *dad making* / *Does dad make* a cake because it's my birthday today?
- We *don't usually go* / *aren't usually going* out for dinner.

#### B Write the correct form of the verb in parentheses.

- Lila never \_\_\_\_\_ meat or fish. She's a vegetarian. (eat)
- What \_\_\_\_\_? It smells good! (you make)

- I never \_\_\_\_\_ my cell phone when I'm at the table with my family. (use)
- My little brother \_\_\_\_\_ to try new foods. (not like)
- Right now, I \_\_\_\_\_ how to make curry. My aunt \_\_\_\_\_ me. (learn; teach)

#### C Answer the questions.

- How often do you go out for dinner?  
\_\_\_\_\_
- Do you usually cook the meals in your house?  
\_\_\_\_\_
- What are you studying right now?  
\_\_\_\_\_

### Lesson C

#### The Simple Past

Use the simple past to talk about completed past actions or situations.	We <b>walked</b> to the restaurant last night. The meal <b>was</b> delicious.
---	--

Many verbs are regular in the simple past. They have an <i>-ed</i> ending. For regular verbs ending in <i>-y</i> , change <i>y</i> to <i>i</i> , then add <i>-ed</i> . For a regular verb that ends in a single vowel and a single consonant, double the consonant, then add <i>-ed</i> .	walk - walked prepare - prepared watch - watched plan - <b>planned</b> stop - <b>stopped</b> carry - <b>carried</b>
---	--

Many common verbs are irregular in the simple past.  
be - was / were break - broke bring - brought buy - bought  
choose - chose come - came drink - drank drive - drove  
eat - ate go - went have - had read - read say - said see - saw tell - told

#### Negative Statements

<i>be</i> : was / were + not ( <i>wasn't</i> / <i>weren't</i> ) Other verbs: <i>did</i> + not ( <i>didn't</i> ) + base form	I <b>was not</b> ( <b>wasn't</b> ) thirsty. We <b>did not</b> ( <b>didn't</b> ) <b>eat</b> at home yesterday.
--	--

#### Yes / No questions with *be*:

*Was / Were*

#### Yes / No questions with other verbs: *Did*

*Wh- Questions*: question word + *did* + subject + base form

**Was** the fish good at the restaurant?

**Did** you **go** to the market last Sunday?

**Where did** you **have** lunch yesterday?

#### A Write the correct form of the verb in parentheses.

- I \_\_\_\_\_ dinner at my friend's house last night. (have)

- What \_\_\_\_\_ at the grocery store this morning? (you buy)
- Saul \_\_\_\_\_ lunch. He \_\_\_\_\_ hungry. (not eat; not be)
- The restaurant \_\_\_\_\_ at 1:00 a.m. last night. The wait staff \_\_\_\_\_ very tired. (close; be)
- The chef \_\_\_\_\_ the meat yesterday. (not order)
- When I \_\_\_\_\_ to this market last weekend, the fruit \_\_\_\_\_ very fresh. (come; be)

**B** Complete the questions. Then, write your answers.

- Where \_\_\_\_\_ you \_\_\_\_\_ last Saturday? (go) \_\_\_\_\_
- Did \_\_\_\_\_ your friends there? (see) \_\_\_\_\_
- What \_\_\_\_\_ there? (do) \_\_\_\_\_
- \_\_\_\_\_ there? (eat) \_\_\_\_\_
- \_\_\_\_\_? (your idea) \_\_\_\_\_

## UNIT 2

### Lesson A

#### The Present Perfect vs. The Simple Past

Form the present perfect with the correct form of the verb *have* (*not*) + past participle of the verb. Note that you can use contractions.

For the past participle of regular verbs, add *-ed* to the base form.

Some verbs have irregular past participles.

I **have traveled** in Europe. She **has been** a teacher for five years. He **'s visited** the US many times. I **haven't been** to the US.

carry - carried visit - visited work - worked

be - been become - become eat - eaten drink - drunk know - known take - taken

#### Yes / No Questions:

*Has / Have* + subject + past participle of the verb

Time expressions we often use with the present perfect: *for* and *since*

Time expressions we often use with the simple past: *ago*  
*last week / month / year*  
*in* + month / year  
*on* + day or date

**Have** you ever **eaten** tacos? Yes, I **have**.

We've known each other **for 10 years**. We've known each other **since 2010**.

We met **10 years ago**. We had dinner together **last month**. We took a trip together **in June**. / **in 2017**. We had dinner **on Friday night**.

**A** Circle the correct form.

- We *ate* / *have eaten* at this restaurant last week.
- They *took* / *have taken* several trips together since 2018.
- I *went* / *have gone* on vacation in July.
- He *started* / *has started* his new job a week ago.
- Did she live* / *Has she lived* in Canada since she was a child?

**B** Write the correct form of the verb in parentheses.

- Juan and Jorge \_\_\_\_\_ two years ago in college. (meet)
- They \_\_\_\_\_ English for two years and are in the same class this year. (study)
- Last year, they \_\_\_\_\_ a trip to London. (take)
- They \_\_\_\_\_ to Canada, but they would like to go next year. (never be)

### Lesson C

#### Present Perfect Signal Words: *Already, Yet, Ever, and Never*

*Already* and (*not*) *yet* emphasize that an action has (or has not) happened.

Use *already* in affirmative statements and questions.

Use (*not*) *yet* in negative statements and questions.

We **'ve already finished** this unit.

Has class **already started**? No, it **hasn't**.

I **haven't read** that book **yet**. **Has** class **started yet**? No, **not yet**.

Use *never / (not) ever* to talk about something that has or has not happened at any time in the past.

For questions, use *ever*:

For negative statements, use *never / not ever*:

**Have you ever studied** Chinese?

I've **never learned** to play a musical instrument.

She **hasn't ever failed** an exam.

**A** Complete the conversation with *already, yet, ever, or never*.

**Karla:** Have you finished the video project (1) \_\_\_\_\_?

**Daniel:** Yes, I did it (2) \_\_\_\_\_. I worked on it all weekend.

**Karla:** Have you (3) \_\_\_\_\_ done a project like this before?

**Daniel:** No, I haven't (4) \_\_\_\_\_ done homework like this. Have you?

**Karla:** No, I've (5) \_\_\_\_\_ done a video project. And I haven't started it (6) \_\_\_\_\_!

## UNIT 3

### Lesson A

#### Future with Will

Use *will (not) + base form* of the verb to talk about the future. Note that you can use contractions.

Cities **will be** noisier in the future.  
There **won't be** more traffic in the future.  
I'll **move** to the suburbs next year.

**Yes / No Questions:**  
*Will + base form of the verb*

**Will** the number of vehicles **continue** to grow? No, it **won't**.

**Wh- Questions:**  
*Wh- question word + will + base form of the verb*

**How will** people **move** around the city?

**A** Unscramble the words to make statements and questions.

- improve / public / will / transportation  
\_\_\_\_\_?
- jobs / there / will / more / be / or fewer / in the future  
\_\_\_\_\_?

3. future / we / learn / how / in / will / the / languages  
\_\_\_\_\_?

4. won't / technology / everything / control  
\_\_\_\_\_.

5. free / will / internet / for everyone / be / the  
\_\_\_\_\_.

**B** Complete the statements and questions about cities in the future. Use *will / won't* and your own ideas.

1. My city \_\_\_\_\_  
\_\_\_\_\_.

2. \_\_\_\_\_  
\_\_\_\_\_ crowded?

3. \_\_\_\_\_ pedestrians  
\_\_\_\_\_.

4. \_\_\_\_\_  
\_\_\_\_\_

vehicles and traffic problems.

5. \_\_\_\_\_  
\_\_\_\_\_ in neighborhoods?

### Lesson C

#### Will + Time Clauses

A time clause can be the first or second clause in a sentence. If the time clause is first, it is followed by a comma. Use the simple present in each time clause.

I'll move to the city, **as soon as I graduate**.  
**Before I move to the city**, I'll look for a job.  
**After I get a job**, I'll look for an apartment.  
I'll need a roommate **when I find an apartment**.

#### Yes / No Questions:

*Will + subject + base form of the verb + time expression + subject + simple present verb*

**Will you rent** an apartment **when you move** to the city?

#### Wh- Questions:

*Wh- question word + will + subject + base form of the verb + time expression + subject + simple present verb*

What **will you do** **after you graduate**?

**A** Which action will happen first? Write 1 and 2.

- Before they open the new park (\_\_\_\_\_), they will finish the play area (\_\_\_\_\_).

- When they improve public transportation (\_\_\_\_\_), more people will use it (\_\_\_\_\_).
- There will be less traffic (\_\_\_\_\_) after they open the new subway (\_\_\_\_\_).
- As soon as I move to the suburbs (\_\_\_\_\_), I'll buy a bicycle (\_\_\_\_\_).
- Will you move to a bigger house (\_\_\_\_\_) when you have more money (\_\_\_\_\_)?

## UNIT 4

### Lesson A

#### The Comparative, Superlative, and Equative

Comparative adjectives: Add <i>-er</i> to adjectives with 1 or 2 syllables. Use <i>more / less</i> with adjectives of 3 or more syllables.	Doing exercise with a friend is <b>nicer than</b> doing exercise alone. Playing sports is <b>more enjoyable than</b> going to the gym. Exercise is <b>less important than</b> sleep.
Superlative adjectives: Use <i>the</i> and add <i>-est</i> to adjectives with 1 or 2 syllables. Use <i>the most / the least</i> with adjectives of 3 or more syllables.	Hana is <b>the strongest</b> player on the team.  Getting enough sleep is <b>the most difficult</b> thing for me. Eating healthy food is <b>the least difficult</b> thing for me.
To describe people or things that are (or aren't) the same as each other, use ( <i>not</i> ) <i>as</i> + adjective + <i>as</i>	Eating healthy food is <b>as important as</b> doing exercise. For me, doing exercise at the gym is <b>not as enjoyable as</b> going for a run.
For adjectives ending in <i>-y</i> , change <i>y</i> to <i>i</i> and add <i>-er / -est</i> .	Walking is <b>easier than</b> running. My mom is <b>the healthiest</b> person in my family.

#### A Write the correct form of the adjective in parentheses.

- Sitting down all day is as \_\_\_\_\_ as eating too much sugar. (harmful)
- Not doing exercise is \_\_\_\_\_ than not getting enough sleep. (serious)
- Walking is \_\_\_\_\_ form of exercise. (healthy)
- Spending time with family and friends is \_\_\_\_\_ than we think. (important)
- Eating a fruit or vegetable snack is \_\_\_\_\_ option if you are hungry between meals. (good)

#### B Compare the activities in the box. Use comparatives, superlatives, and equatives.

baseball jogging tennis a workout yoga

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Lesson C

#### Infinitive of Purpose

The infinitive of purpose gives the reason for doing something: ( <i>in order</i> ) <i>to</i> + the base form of a verb	You should drink a liter of water a day <b>to help</b> your body stay healthy. Take vitamin C ( <b>in order</b> ) <b>to avoid</b> getting a cold.
The infinitive of purpose can come in the beginning or in the middle of a sentence. When it begins the sentence, it is followed by a comma.	<b>To stop hiccups</b> , I drink a glass of water. <b>In order to stay healthy</b> , I take vitamins every day.

#### A Correct the mistake in each sentence.

- In order lose weight, you should eat less sugar.
- You should do more exercise to being healthier.
- To avoid stress I do yoga every day.
- Drink honey and lemon help a sore throat.

#### B Give a reason for each action. Add a comma when necessary.

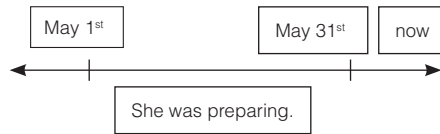
- I do exercise every day.  
\_\_\_\_\_
- I listen to classical music when I drive.  
\_\_\_\_\_
- I don't eat sugar.  
\_\_\_\_\_
- I cycle to school.  
\_\_\_\_\_

# UNIT 5

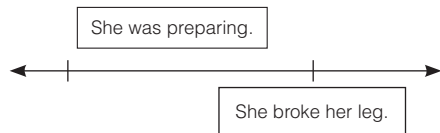
## Lesson A

### Past Continuous and Simple Past

Use the past continuous to talk about something that was in progress at a specific time in the past.



Use the simple past with the past continuous to say that something happened when another event was in progress.



She **was preparing** for the marathon all last month.

She **was preparing** for the marathon when she **broke** her leg.

#### Past Continuous:

Subject + *was (not) / were (not) + -ing* form of a verb. Note that you can use contractions.

#### Yes / No Questions:

*Was / Were* + subject + *-ing* form of a verb.

#### Wh- Questions:

*Wh-* question word + *was / were* + subject + *-ing* form of a verb.

We usually use *when* for the action in the simple past and *while* for the action in the past continuous.

The students **were practicing** their reading skills. They **weren't talking**.

**Was** the teacher **listening** to them?

**What were** they **reading**?

She was preparing for the marathon **when she broke** her leg. She broke her leg **while she was preparing** for the marathon.

Use a comma after a time clause when it begins a sentence.

**While they were climbing**, one of the men fell.

Only action verbs are used with the past continuous. Stative verbs (e.g., like, understand, know) are not used in the past continuous.

Sam **was dealing with** some challenges at work last year. He often **seemed** upset.

### A Circle the correct form.

1. We *dealt / were dealing* with a difficult situation at work when the boss *left / was leaving* suddenly.
2. My friend *convinced / was convincing* me to run the marathon with her. I *started / was starting* training today.
3. While she *traveled / was traveling*, she *met / was meeting* a lot of interesting people.
4. The team *knew / were knowing* how to prepare for the challenge.
5. I *achieved / was achieving* my goal of becoming healthier. I now weigh less, and I exercise every day.

### B Write the correct past form of the verbs in parentheses.

1. Although the teacher \_\_\_\_\_ very fast, I \_\_\_\_\_ the class. (speak; understand)
2. The runner \_\_\_\_\_ good progress when she \_\_\_\_\_ her ankle. (make; hurt)
3. As soon as I \_\_\_\_\_ the finish line, I \_\_\_\_\_ I could achieve my goal. (see; know)
4. The storm \_\_\_\_\_ while we \_\_\_\_\_ to leave. (begin; prepare)

## Lesson C

### Enough, Not Enough, Too + Adjective

Use adjective + *enough* to say something is the necessary amount.

She's 18. She's **old enough** to drive a car.

Use *not + adjective + enough* to say it is less than necessary.

She's 15. She's **not / she isn't old enough** to drive a car.

Use *too + adjective* to say it is more than necessary.

She's 15, she's **too young** to drive a car.

#### Yes / No Questions:

Correct form of *be* + subject + adjective + *enough + to* infinitive

**Are you old enough** to drive?

### A Unscramble the words to make statements and questions.

1. run / enough / I'm / to / strong / not / a marathon  
\_\_\_\_\_.
2. this movie / old / are / enough / watch / you / to  
\_\_\_\_\_?
3. to / tall / play / enough / basketball / he's / not  
\_\_\_\_\_.

4. expensive / the trip / too / is  
\_\_\_\_\_.
5. fast / win the race / she / enough / is / to  
\_\_\_\_\_?

## UNIT 6

### Lesson A

#### The Past Perfect

The past perfect is used to describe a past event that happened before another point in the past, or to explain why a past event or situation happened.

When I graduated from college, I **had** already **started** working. Max chose to go to France for a semester because he **had** already **studied** French.

Form the past perfect with *had* (*not*) + the past participle of the verb.

He **had** always **loved** learning languages.  
I **hadn't graduated** from college when I started working.

Questions:  
*Had* + subject + past participle of the verb?

**Had** you already **graduated** when you got your first job? Yes, I **had**.

Adverbs and time expressions with the past perfect:  
*just*  
*already*  
*when*  
*by the time*

I had **just** started college when I got my first job. I started college in September and I started working in November.  
I had **already** started college when I got my first job.  
**When** I took the exam, I had prepared well.  
**By the time** I finished the exam, some students had already left.

#### A Which action happened first? Write 1 and 2.

- Susy had just graduated (\_\_\_\_\_) when she moved to Mexico City (\_\_\_\_\_).
- By the time Jon went to elementary school (\_\_\_\_\_), he had already learned to read and write by himself (\_\_\_\_\_).
- Zara went to Chile on an exchange program (\_\_\_\_\_) because she had studied Spanish in high school (\_\_\_\_\_).
- I had known Max for a year (\_\_\_\_\_) before I realized he spoke four languages (\_\_\_\_\_).

#### B Write the correct form of the verbs in parentheses.

- I \_\_\_\_\_ a career in design, but I \_\_\_\_\_ to change to teaching. (choose; decide)
- The exam \_\_\_\_\_ when the fire alarm \_\_\_\_\_. (just start; ring)
- By the time the teacher \_\_\_\_\_, the students \_\_\_\_\_ the classroom. (arrive; already leave)
- Lin \_\_\_\_\_ as a construction worker for 10 years before he \_\_\_\_\_ an architect. (work; become)

### Lesson C

#### Grammar: How + Adjective or Adverb

Use *how* to ask a question about a descriptive adjective or adverb.

With adjectives, use *be*:  
*How* + adjective + correct form of *be* + subject

**How careful** are you? I've never broken any bones!

With adverbs, use other verbs:  
*How* + adverb + *do* / *does* + subject + base form of the verb  
Note that you can also use *can* instead of *do* / *does*.

**How badly** does he drive? He crashed twice last month.  
**How fast** can you type? I can type 90 words a minute.

Common adjectives: *young, old, early, clean, happy, difficult, polite, serious*  
Common adverbs: *well, badly, often, rarely, quickly, slowly, easily, carefully*

#### A Write questions with the adjectives and adverbs in parentheses. Then, give an answer to the questions like the examples in the chart above.

- How \_\_\_\_\_ *fast can you* \_\_\_\_\_ run?  
(fast) \_\_\_\_\_ *I can run a kilometer in 5 minutes.*
- How \_\_\_\_\_?  
(happy) \_\_\_\_\_
- How \_\_\_\_\_ exercise?  
(often) \_\_\_\_\_
- How \_\_\_\_\_  
play tennis? (well) \_\_\_\_\_
- How \_\_\_\_\_  
your grandmother? (youthful) \_\_\_\_\_

## UNIT 7

### Lesson A

#### Passive Voice (Present Tense)

The passive voice emphasizes the object or receiver of an action. Form the present passive with <i>is / are</i> + the past participle of the verb.	A large amount of plastic <b>is thrown away</b> every day.
Regular past participles add <i>-ed</i> to the base form of the verb.	call - called    carry - carried drop - dropped    help - helped laugh - laughed    look - looked stop - stopped    walk - walked worry - worried
Many common verbs have irregular past participles.	begin - begun    break - broken bring - brought    buy - bought catch - caught    choose - chosen drive - driven    eat - eaten make - made    see - seen teach - taught    throw - thrown write - written
<b>Yes / No Questions:</b> <i>Is / Are</i> + subject + past participle of the verb <b>Wh- Questions:</b> <i>Wh-</i> question word + <i>is / are</i> + subject + past participle of the verb	<b>Is</b> solar energy <b>used</b> to heat water? Yes, <b>it is</b> .  <b>Where are</b> plastic bottles <b>recycled</b> ?

**A** Write the passive form of the verbs from the box.

recycle    reduce    reuse    teach    throw away

These days, people think more carefully about what they throw away at home. For example, coffee cups and cloth bags (1) \_\_\_\_\_, and glass bottles, cans, and cardboard (2) \_\_\_\_\_. Thanks to this, fewer things (3) \_\_\_\_\_ and the amount of trash (4) \_\_\_\_\_. People are beginning to change their habits, and it is important that children (5) \_\_\_\_\_ to think about these things.

## Lesson C

#### Passive Voice with *By*

Use <i>by</i> with the passive voice to emphasize who or what does something (the agent).	The plastic bottles are washed <b>by powerful machines</b> . Eco-friendly cars are produced <b>by several different companies</b> now.
---	---

**A** Read the sentences and cross out the *by* phrases when they are not necessary.

- Energy is produced by the solar panels on top of our house.
- In many countries, a lot of food is wasted by people.
- Our notebooks are made from recycled paper by factory workers.
- Eco-friendly cars are powered by electricity, not gasoline.

## UNIT 8

### Lesson A

#### Real Conditionals in the Future

Use the real conditional for situations that can happen in the future: <i>if</i> + subject + simple present verb (the condition), + subject + <i>will / be going to</i> + base form of the verb (the result)	<b>If we don't control</b> pollution, more sea animals <b>will become</b> extinct. Plastic straws <b>are going to hurt</b> more sea turtles <b>if we keep</b> throwing them away.
The condition or the result can come first. Use a comma after the condition when it comes first.	<b>If we tell</b> people about the problems, they <b>will change</b> their habits. People <b>will change</b> their habits <b>if we tell</b> them about the problems.
<b>Yes / No Questions:</b> <i>Will</i> + subject + base form of the verb + <i>if</i> + subject + simple present verb. <b>Wh- Questions:</b> <i>Wh-</i> question word + <i>will / be going to</i> + subject + the base form of the verb + <i>if</i> + subject + simple present verb.	<b>Will</b> our planet <b>survive</b> if temperatures <b>continue</b> to increase? No, it <b>won't</b> .  <b>What is going to happen</b> if temperatures <b>continue</b> to increase?

**A** Circle the correct form.

1. Many animals *become* / *will become* extinct if we *don't protect* / *will protect* them.
2. If we *recycle* / *are going to recycle* more, there *is* / *is going to be* less trash.
3. Wild animals *lose* / *will lose* their habitat if we *build* / *will build* factories outside the city.
4. More species *disappear* / *will disappear* if we *continue* / *will continue* to pollute the oceans.
5. What *happen* / *will happen* if future generations *don't save* / *will save* the environment?

**B** Write the correct form of the verbs in the box.

be change have help increase  
protect stop take care understand use

1. If you \_\_\_\_\_ using plastic bags for your shopping, you \_\_\_\_\_ the environment.
2. The climate \_\_\_\_\_ more if temperatures \_\_\_\_\_.
3. If more people \_\_\_\_\_ public transportation, there \_\_\_\_\_ less traffic in the city.
4. Our children \_\_\_\_\_ a better future if we \_\_\_\_\_ of the planet now.
5. If our children \_\_\_\_\_ conservation, they \_\_\_\_\_ nature for the future.

**Lesson C**

Quantifiers	
<p><b>With count nouns, use:</b></p> <p><i>too few</i> (not enough) <i>a few</i> (a small number) <i>some</i> (not a small or large number) <i>a lot of / many</i> (a large number) <i>too many</i> (more than necessary)</p>	<p>There are <b>too few conservation programs</b>. There are <b>a few animal protection centers</b>. We need <b>some volunteers</b> to help. The center has <b>a lot of volunteers</b>. There are <b>too many endangered species</b>.</p>
<p><b>With non-count nouns, use:</b></p> <p><i>too little</i> (not enough) <i>a little</i> (a small amount) <i>some</i> (not a small or large amount) <i>a lot of</i> (a large amount) <i>too much</i> (more than necessary)</p>	<p>There is <b>too little money</b> for the project. There is <b>a little money</b> to pay the volunteers. The center gets <b>some help</b> from the government. We need <b>a lot of food</b> for the animals. We have <b>too much</b> work.</p>

**A** Write the correct quantifier: *too few / too little, too many / too much, a few / a little*.

1. The rescue center has \_\_\_\_\_ vets. It needs more.
2. There is \_\_\_\_\_ education about the environment. Schools need to teach children how to protect our wildlife.
3. There are \_\_\_\_\_ orphaned animals. The center is too small to take them all.
4. There are \_\_\_\_\_ volunteers, but we need more.
5. We have \_\_\_\_\_ milk for the baby chimpanzees, but it is not enough.

**UNIT 9**

**Lesson A**

Used to	
<p>Use <i>used to</i> + base form of the verb to show how things have changed from the past to the present, and to talk about past habits. Note that we sometimes use <i>always</i> with <i>used to</i> to talk about habits.</p>	<p>People <b>used to travel</b> by horse and cart. We <b>used to communicate</b> by letters, now we use cell phones for most of our communication. I <b>used to eat</b> meat every day, now I only eat it two or three times a week. I always <b>used to drive</b> to work, now I bike.</p>
<p><b>Negative Statements:</b> <i>didn't</i> + <i>use to</i> + base form of the verb</p>	<p>People didn't <b>use to worry</b> about the environment.</p>
<p><b>Yes / No Questions:</b> <i>Did</i> + subject + <i>use to</i> + base form of the verb</p> <p><b>Wh- Questions:</b> <i>Wh-</i> question word + <i>did</i> + subject + <i>use to</i> + base form of the verb</p>	<p><b>Did</b> your family <b>use to recycle</b>? No, we didn't. <b>Did</b> you <b>use to write</b> letters? Yes, we did. <b>What kind of houses did</b> people <b>use to live</b> in?</p>

**A** Circle the correct form.

1. Long distance travel *use to* / *used to* take longer than it takes today.
2. Why did travel *use to* / *used to* be so challenging in the past?
3. In the past, there didn't *use to* / *used to* be as many opportunities for trade as there are nowadays.
4. How did people *use to* / *used to* buy things before money existed?
5. Before trade with China began, people didn't *use to* / *used to* wear silk clothes.



**B** Complete the questions and statements with the correct form of *use to* and your own ideas.

- Before we had cell phones,  
\_\_\_\_\_.
- I \_\_\_\_\_  
(negative), but now \_\_\_\_\_.
- How \_\_\_\_\_?
- Why \_\_\_\_\_?
- I \_\_\_\_\_  
\_\_\_\_\_ (negative).
- People \_\_\_\_\_.

### Lesson C

#### Passive Voice (Past Tense)

The passive voice emphasizes the object or receiver of an action in the past. Use *by* when you want to say who or what did something (the agent). Form the past passive with *was / were* + the past participle of the verb.

A large number of plastic bags **were used** every day, but now people use reusable bags. A lot of plastic bags **were used by** shoppers at supermarkets.

Regular past participles add *-ed* to the base form of the verb.

believe - believed include - included  
happen - happened like - liked  
listen - listened provide - provided  
support - supported wonder - wondered

Many common verbs have irregular past participles.

build - built cut - cut  
draw - drawn find - found  
fly - flown forget - forgotten  
freeze - frozen hide - hidden  
lose - lost sell - sold  
spend - spent steal - stolen  
win - won

#### Yes / No Questions:

*Was / Were* + subject + past participle of the verb

**Was** coal **used** for heating in the past? Yes, **it was**.

#### Wh- Questions:

*Wh-* question word + *was / were* + subject + past participle of the verb

**How was** coal **delivered** to people's houses?

**A** Write the correct form of the verbs in parentheses.

- Large stones \_\_\_\_\_ to build the Egyptian pyramids. (use)
- In the past, igloos \_\_\_\_\_ from blocks of ice by the Inuit people. (build)
- In other countries, houses \_\_\_\_\_ from mud and dry grass in the past. (make)
- Before paper \_\_\_\_\_, people used to write on wood and dried animal skin. (invent)
- Paper \_\_\_\_\_ to Europe until the 11<sup>th</sup> century. (not bring)

**B** Use the correct form of the past passive of the verbs in the box to complete the questions and statements.

allow change invent lose make

- When \_\_\_\_\_ money \_\_\_\_\_?
- In the past, girls (not) \_\_\_\_\_ to go to school.
- How \_\_\_\_\_ clothes \_\_\_\_\_ in the past?
- Communication \_\_\_\_\_ completely by the invention of the internet.
- Luckily, traditions (not) \_\_\_\_\_ when the Sami people moved to towns.

## UNIT 10

### Lesson A

#### Expressing Necessity

Use *must* + base form of the verb in writing and formal speaking to say that something is an obligation or a rule.

Visitors **must have** a visa to enter the country.

Use *have to* or *need to* + base form of the verb in informal speaking to say that something is necessary (but not an obligation or a rule). Use *have got to* + base form of the verb for more emphasis. Note that you can use contractions. Use *don't have to / don't need to* + base form of the verb to say that something is not necessary.

We **have to buy** our tickets. Danny **needs to get** a new suitcase for the trip.

David **has got to make** a hotel reservation soon! He's **got to** call the hotel today.

They **don't need to make** a reservation, it's not busy.

### Yes / No Questions:

*Do / Does* + subject + *have to / need to* + base form of the verb

### Wh- Questions:

*Wh-* question word + *do / does* + subject + *have to / need to* + base form of the verb

Note that *have to* and *need to* can be used with different verb forms.

**Do** you **need to get** a visa for Canada? Yes, **I do**.  
**Does** Ivan **have to renew** his passport? No, **he doesn't**.

**What do** you **have to do** at check-in?

**When do** you **need to be** at the boarding gate?

We **had to show** our passports at check-in. Someone **will need to** help Lin with her carry-on bag. She's hurt her arm.

**Did** you **have to get** a visa? Yes, I did.

**Where did** you **need to change** trains?

Note that you can use contractions. For other tenses, use *had to / will have to*.

You **mustn't take** a bottle of water in your carry-on. They **had to have** a health check-up to get their visas.

We can also use *can't* + base form of the verb to say that something is not allowed.

You **can't take** a large piece of baggage as carry-on.

*Must not* is stronger than *can't* and is used for rules.

The government said visitors **must not overstay** their visas. The airline said passengers **can't board** an international flight without a visa.

### A Circle the correct form.

- When you get to the airport, you *need to / must* check the weight of your bags.
- Did Luisa *have to / must* check any baggage?
- All travelers *must / need to* go through the airport security check.
- You *need to / must* show your passport on arrival.
- Travelers don't *have to / must* check their carry-on bag.

### B Write 5 things you and your family or friends need to (or don't need to) do to prepare for a trip. Use *have to / need to*.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Lesson C

### Expressing Prohibition

Use the negative form of *must* to say that something is prohibited: *must not* + base form of the verb.

You **must not smoke** on board an airplane.

### A Correct the mistake in each sentence.

- You can't to use the bathroom while the plane is taking off or landing.
- When I traveled to India last month, I must get a visa.
- All travelers must to show their passport and boarding pass to be able to board the plane.
- You will must renew your passport before you travel next month.

### B Write 5 things someone visiting your country needs to know. Use *have to / need to / must / must not / can't*.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## UNIT 11

### Lesson A

#### Modals for Giving Advice

Use *should (not)* + verb to say that something is (or isn't) a good idea.

You **should choose** a career that fits your personality. You **shouldn't apply** for an office job if you don't like to be inside all day.

Use <i>had better (not)</i> to say that something bad could happen if the advice isn't followed. Note that you can use contractions.	You <b>had better prepare</b> well for your interview. He'd <b>better not fail</b> the exam.
We can also use <i>ought to</i> + base form of the verb to give advice. <i>Ought to</i> is more formal than <i>should</i> and <i>had better</i> . Use <i>maybe</i> , <i>perhaps</i> , or <i>I think</i> with modals to make the advice sound gentler and friendlier.	The government <b>ought to give</b> more scholarships for students to study abroad.  <b>Maybe</b> you <b>should become</b> a health care worker.

**A** Complete the letter with *should*, *shouldn't*, *had better*, or *ought to*.

Dear Reader,

I am happy you asked me for advice. If you want to become an innovator, you (1) \_\_\_\_\_ think about a problem you want to solve. Since there are lots of problems in the world, it (2) \_\_\_\_\_ be too hard! Remember, it takes a long time to solve a problem well, so you (3) \_\_\_\_\_ be patient.

Sincerely,  
The Career Advisor

**B** Your friend has an important job interview. Give him or her advice. Use *should*, *shouldn't*, *had better*, or *ought to*, and the ideas in the box to help you.

clothes      English      experience  
preparation      questions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Lesson C

### Indefinite Pronouns

Indefinite pronouns refer to unspecified nouns.	<b>Somebody</b> was with the career advisor when I went to see her. (I don't know who it was.)
To talk about an entire group of nouns: <i>everybody / everyone / everything / everywhere</i>	<b>Everyone</b> went to the meeting. The boss wanted to talk to all of us. <b>Everything</b> in the book is important. You need to study all of it.
To talk about none of a group of nouns: <i>nobody / no one / nothing / nowhere</i>	I want to sell my computer, but <b>no one</b> I know wants to buy it. There is <b>nowhere</b> interesting to visit in my town.
To talk about an unspecified noun: <i>somebody / someone / something / somewhere</i>	You should talk to <b>someone</b> at the career advising center. (I don't know who specifically.) It is good to do <b>something</b> as a volunteer. (I don't know what.)
To emphasize that it's not important to specify a certain person, place, or thing: <i>anybody / anyone / anything / anywhere</i>	You need work experience. <b>Anything</b> you do will be helpful. (It doesn't matter what it is.) You can work <b>anywhere</b> . (It doesn't matter where.)
Negative statements and questions: <i>anybody / anyone / anything / anywhere</i>	I don't know <b>anybody</b> in the office. Do you know <b>anything</b> about the job?

**A** Circle the correct indefinite pronouns.

- An inventor is *nobody / somebody* who is interested in problem solving.
- Many scientists and engineers are trying to do *something / anything* to solve the problems of the world.
- But it is not only these professionals. Ordinary people around the world have developed innovations in their communities with almost *nothing / something*.
- Everybody / Nobody* wants to make the world a better place.
- I hope to do *something / anything* important with my life.

**B** Complete the sentences with indefinite pronouns.

- Is there \_\_\_\_\_ I should know before the interview?
- They will want to know \_\_\_\_\_ about

your volunteer experience, but don't tell them all your crazy stories!

- I'm nervous— \_\_\_\_\_ told me that the interview is very challenging.
- Does \_\_\_\_\_ know what the salary will be for this job? Who can I ask?
- Will there be opportunities to travel \_\_\_\_\_ with this job?

## UNIT 12

### Lesson A

#### Comparisons with *as... as*

Use subject + <i>be</i> + <i>as</i> + adjective + <i>as</i> + complement to say that two things are equal.	Halloween <b>is as interesting as</b> Day of the Dead. They are both celebrations that people enjoy.
Note that you can use contractions.	Halloween's <b>as interesting as</b> Day of the Dead.
Use subject + <i>be</i> + <i>not as</i> + adjective + <i>as</i> + complement to say that two things are not equal.	A music festival <b>is not as interesting as</b> the Burning Man festival. I like the art at Burning Man. New Year's Eve <b>isn't as noisy as</b> Carnival.
<b>Questions:</b> Correct form of <i>be</i> + subject + <i>as</i> + adjective + <i>as</i> + complement	<b>Is your birthday as exciting as</b> other holidays?

#### A Correct the mistake in each sentence.

- Day of the Dead is as well known than Halloween around the world.
- For children, Three Kings' Day is most exciting as Christmas.
- The New Year's crowd in Trafalgar Square, London, is as bigger as the crowd in Times Square, New York.
- The traditions in one culture are as important the traditions in another culture.
- Old celebrations are as more important as new celebrations.

#### B Choose two places to visit in your city or country. Compare them using (*not*) *as...as*.

- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Lesson C

#### Would rather

Use *would rather (not)* + base form of the verb to talk about actions we prefer. Note that you can use contractions.

**I would rather have** a small party than a big party for my birthday.  
**I'd rather go out** for dinner.  
**I'd rather not cook** tonight.

Use *one* to avoid repeating the noun.

**I would rather have** a small party than a big **one** for my birthday.

#### Questions:

*Would you rather* + base form of verb + complement

**Would you rather eat** out tonight or **stay** home?  
**Would you rather go** straight home?

*Wh-* question word + *would you rather* + base form + complement

**How would you rather celebrate** your birthday?

#### A Write statements and questions using the information in parentheses and an appropriate verb.

- (Carnival or Day of the Dead)  
\_\_\_\_\_?
- (a restaurant or a coffee shop)  
\_\_\_\_\_.
- (not – downtown on New Year's Eve)  
\_\_\_\_\_.
- (birthday) \_\_\_\_\_?
- (with family or with friends)  
\_\_\_\_\_?

## Spelling Rules for Verbs Ending in -s and -es

1. Add -s to most verbs.	like-likes sit-sits
2. Add -es to verbs that end in -ch, -s, -sh, -x, or -z.	catch-catches miss-misses wash-washes mix-mixes buzz-buzzes
3. Change the -y to -i and add -es when the base form ends in a consonant + -y.	cry-cries carry-carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay-pays stay-stays
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be-is go-goes do-does have-has

## Spelling Rules for Verbs Ending in -ing

1. Add -ing to the base form of most verbs.	eat-eating do-doing speak-speaking carry-carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride-riding write-writing
3. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing.  Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	stop-stopping sit-sitting  show-showing fix-fixing stay-staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant.  For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	ENter-entering LISTen-listening  beGIN-beginning ocCUR-occurring

## Spelling Rules for Verbs Ending in -ed

1. Add -ed to the base form of most verbs that end in a consonant.	start-started talk-talked
2. Add -d if the base form of the verb ends in -e.	dance-danced live-lived
3. When the base form of the verb ends in a consonant + -y, change the -y to -i and add -ed.  Do not change the -y to -i when the verb ends in a vowel + -y.	cry-cried worry-worried stay-stayed
4. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed.  Do not double the final consonant of verbs that end in -w, -x, or -y.	stop-stopped rob-robbed  follow-followed fix-fixed play-played
5. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant.  For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ORder-ordered HAPpen-happened  ocCUR-occurred preFER-preferred

## Spelling Rules for Comparative and Superlative Forms

	Adjective/ Adverb	Comparative	Superlative
1. Add <i>-er</i> or <i>-est</i> to one-syllable adjectives and adverbs.	tall fast	taller faster	tallest fastest
2. Add <i>-r</i> or <i>-st</i> to adjectives that end in <i>-e</i> .	nice	nicer	nicest
3. Change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> to two-syllable adjectives and adverbs that end in <i>-y</i> .	easy happy	easier happier	easiest the happiest
4. Double the final consonant and add <i>-er</i> or <i>-est</i> to one-syllable adjectives or adverbs that end in a consonant + a vowel + a consonant (CVC).	big hot	bigger hotter	biggest hottest

## Common Irregular Verbs

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
come	came	come	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	say	said	said
eat	ate	eaten	see	saw	seen
feel	felt	felt	send	sent	sent
get	got	gotten	sit	sat	sat
give	gave	given	sleep	slept	slept
go	went	gone	speak	spoke	spoken
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hurt	hurt	hurt	tell	told	told
know	knew	known	think	thought	thought
leave	left	left	throw	threw	thrown
let	let	let	understand	understood	understood
lose	lost	lost	write	wrote	written

### Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house.  
 Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
<b>blow up</b>	cause something to explode	The workers <b>blew</b> the bridge <b>up</b> .
<b>bring back</b>	return	She <b>brought</b> the shirt <b>back</b> to the store.
<b>bring up</b>	1. raise from childhood 2. introduce a topic to discuss	1. My grandmother <b>brought</b> me <b>up</b> . 2. Don't <b>bring up</b> that subject.
<b>call back</b>	return a telephone call	I <b>called</b> Rajil <b>back</b> but there was no answer.
<b>call off</b>	cancel	They <b>called</b> the wedding <b>off</b> after their fight.
<b>cheer up</b>	make someone feel happier	Her visit to the hospital <b>cheered</b> the patients <b>up</b> .
<b>clear up</b>	clarify, explain	She <b>cleared</b> the problem <b>up</b> .
<b>do over</b>	do again	His teacher asked him to <b>do</b> the essay <b>over</b> .
<b>figure out</b>	solve, understand	The student <b>figured</b> the problem <b>out</b> .
<b>fill in</b>	complete information	<b>Fill in</b> the answers on the test.
<b>fill out</b>	complete an application or form	I had to <b>fill</b> many forms <b>out</b> at the doctor's office.
<b>find out</b>	learn, uncover	Did you <b>find</b> anything <b>out</b> about the new plans?
<b>give away</b>	offer something freely	They are <b>giving</b> prizes <b>away</b> at the store.
<b>give back</b>	return	The boy <b>gave</b> the pen <b>back</b> to the teacher.
<b>give up</b>	stop doing	I <b>gave up</b> sugar last year. Will you <b>give it up</b> ?
<b>help out</b>	aid, support someone	I often <b>help</b> my older neighbors <b>out</b> .
<b>lay off</b>	dismiss workers from their jobs	My company <b>laid</b> 200 workers <b>off</b> last year.
<b>leave on</b>	allow a machine to continue working	I <b>left</b> the lights <b>on</b> all night.
<b>let in</b>	allow someone to enter	She opened a window to <b>let</b> some fresh air <b>in</b> .
<b>look over</b>	examine	We <b>looked</b> the contract <b>over</b> before signing it.
<b>make up</b>	say something untrue or fictional (a story, a lie)	The child <b>made</b> the story <b>up</b> . It wasn't true at all.
<b>pay back</b>	return money, repay a loan	I <b>paid</b> my friend <b>back</b> . I owed him \$10.
<b>pick up</b>	1. get someone or something 2. lift	1. He <b>picked up</b> his date at her house. 2. I <b>picked</b> the ball <b>up</b> and threw it.
<b>put off</b>	delay, postpone	Don't <b>put</b> your homework <b>off</b> until tomorrow.
<b>put out</b>	1. take outside 2. extinguish	1. He <b>put</b> the trash <b>out</b> . 2. Firefighters <b>put out</b> the fire.
<b>set up</b>	1. arrange 2. start something	1. She <b>set</b> the tables <b>up</b> for the party. 2. They <b>set up</b> the project.
<b>shut off</b>	stop something from working	Can you <b>shut</b> the water <b>off</b> ?
<b>sort out</b>	make sense of something	We have to <b>sort</b> this problem <b>out</b> .
<b>straighten up</b>	make neat and orderly	I <b>straightened</b> the messy living room <b>up</b> .
<b>take back</b>	own again	He <b>took</b> the tools that he loaned me <b>back</b> .
<b>take off</b>	remove	She <b>took off</b> her hat and gloves.
<b>take out</b>	remove	I <b>take</b> the trash <b>out</b> on Mondays.
<b>talk over</b>	discuss a topic until it is understood	Let's <b>talk</b> this plan <b>over</b> before we do anything.
<b>think over</b>	reflect, ponder	She <b>thought</b> the job offer <b>over</b> carefully.
<b>throw away/ throw out</b>	get rid of something, discard	He <b>threw</b> the old newspapers <b>away</b> . I <b>threw out</b> the old milk in the fridge.
<b>try on</b>	put on clothing to see if it fits	He <b>tried</b> the shoes <b>on</b> but didn't buy them.
<b>turn down</b>	refuse	His manager <b>turned</b> his proposal <b>down</b> .
<b>turn off</b>	stop something from working	Can you <b>turn</b> the TV <b>off</b> , please?
<b>turn on</b>	switch on, operate	I <b>turned</b> the lights <b>on</b> in the dark room.
<b>turn up</b>	increase the volume	<b>Turn</b> the radio <b>up</b> , so we can hear the news.
<b>wake up</b>	make someone stop sleeping	The noise <b>woke</b> the baby <b>up</b> .
<b>write down</b>	write on paper	I <b>wrote</b> the information <b>down</b> .