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Introduction

The primary user of this Student Study Guide is intended to be the beginning student of English. Obviously, the novice who has had no introduction whatsoever to the sounds and orthography of English will not be able to read these words. Therefore, at least initially, this Guide is a critically important launching tool to be used by the teacher of English as a second language as well.

Learning to read, write and speak a foreign language is a cumulative process. The student begins at a relatively simple starting point, and, with each progressive step, collects additional knowledge of that language. These pieces of knowledge are like the bricks used to build a house; each new brick is placed atop another brick until the desired structure is achieved.

The student, like an apprentice bricklayer, needs an understanding of the tools and materials that will be used before construction begins, as well as explanations of the blueprints as the task proceeds. This Student Study Guide is designed to accompany the Rosetta Stone program and will add those explanations and the “whys” and “hows” a student often needs. To begin this study a few general notes may be helpful to the learner of English and begin to lay a foundation for all the knowledge that will come. This Introduction covers the following topics:

- The Alphabet and Pronunciation
- Special Letter Combinations
- Syllables and Stress
- Punctuation
- Greetings and Farewells
- Titles and Addresses
- Phrases of Politeness
- Days of the Week
- Months
- Seasons

The main body of this Student Study Guide is a written companion to the Rosetta Stone English Level 1 computer program. It contains lesson by lesson notes to assist students and teachers by giving additional information on English grammar, vocabulary, and usage. It can be used in conjunction with the English 1 Workbook, which gives students practice writing and reinforces the material they have learned in the computer program.
The Alphabet and Pronunciation

English belongs to a group of languages that use letters to represent single sounds; it is phonographic. Once one has learned the sounds each letter represents, one can usually “sound out” the unknown word on the page.

Your teacher or any other speaker of English will demonstrate the sounds represented by the symbols listed below. The vowels are especially problematic because they can represent a variety of sounds and that may be bewildering. If you listen carefully to the recorded voices in the Rosetta Stone program, you can test the sounds you expect to hear with what they say and how they pronounce the words.

Writing proceeds from left to right, and from the top of the page to the bottom. Similarly, the sounds of words generally follow the letters from left to right. This table gives the letters of the English alphabet along with notes on how to pronounce each letter with words that appear in the Rosetta Stone English 1 program.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>table (long A sound)</td>
</tr>
<tr>
<td></td>
<td>ball (short O sound)</td>
</tr>
<tr>
<td></td>
<td>man (short A sound)</td>
</tr>
<tr>
<td>b</td>
<td>boy, ball</td>
</tr>
<tr>
<td>c</td>
<td>before a, o or u: cat, car (K sound)</td>
</tr>
<tr>
<td></td>
<td>before i or e: dancing (S sound)</td>
</tr>
<tr>
<td>d</td>
<td>dog, under</td>
</tr>
<tr>
<td>e</td>
<td>reading, three, eating (long E sound)</td>
</tr>
<tr>
<td></td>
<td>red, yellow (short E sound)</td>
</tr>
<tr>
<td>f</td>
<td>fish, falling</td>
</tr>
<tr>
<td>g</td>
<td>girl, dog (hard G sound)</td>
</tr>
<tr>
<td></td>
<td>giraffe (J sound)</td>
</tr>
<tr>
<td>h</td>
<td>horse, hair</td>
</tr>
<tr>
<td>i</td>
<td>five, white (long I sound)</td>
</tr>
<tr>
<td></td>
<td>six, is, sitting (short I sound)</td>
</tr>
<tr>
<td>j</td>
<td>jumping</td>
</tr>
<tr>
<td>k</td>
<td>walking, black</td>
</tr>
<tr>
<td>l</td>
<td>elephant, ball</td>
</tr>
<tr>
<td>m</td>
<td>man, woman</td>
</tr>
<tr>
<td>n</td>
<td>running, an, airplane</td>
</tr>
<tr>
<td>o</td>
<td>old (long O sound)</td>
</tr>
<tr>
<td></td>
<td>on, not (short O sound)</td>
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</table>
It is important to learn these letters by heart in the above sequence, because the English speaking world uses them to order and organize information. For example, dictionaries place words in “alphabetical order” so that you can find them easily; that is, easily if you know the alphabet.

English words are made up of syllables. A syllable usually is built of a combination of one to three letters from the above list. It must have one vowel, which is usually combined with one or more consonants. The word “Eng–lish,” for example, is made of two syllables, Eng and lish. Let’s look at and listen to the vowels in the English language.

Find these vowels in the above alphabet. You will see that vowels may be pronounced differently in different words. That can be confusing at first, especially if your first language is a romance language in which these vowels are nearly always pronounced the same way. Only English speakers say them as shown above, with several variations possible.
There are three sets of joined vowel sounds, called *diphthong*, that are used often in English. They are:

- **au** written ow, ou        **how**, **house**
- **ai** written i, igh, y      **white**, **right**, **flying**
- **oi** written oy, oi        **boy**, **toilet**

**Special Letter Combinations**

Consonants, too, are often combined to represent certain sounds and clusters of sounds. Some of these are unique to English and must be practiced a lot until new muscles develop in your mouth. First, what are some combinations of letters that represent one sound?

- **th**  **thirty-three** Place the tip of your tongue lightly between your teeth and express air.
- **the**, **there** Sometimes you use your voice as you express air.

When to use which pronunciation must be memorized. Practice them until you can say them easily.

**Ch, sh** and **ph** are also common spellings representing single sounds.

- **ch**  **child**, **cheese**
- **sh**  **shirts**, **short**
- **ph**  **telephone**

What about other consonant groupings? Most consonant clusters require pronunciation of each letter in sequence from left to right.

- **str**  **strawberries**

You will find more clusters of consonants like this one, too many to mention here, which may not occur in your language. Practice them until you can say them easily. When in doubt, sound them out.

**Syllables and Stress**

Syllables are important building blocks in English. Some are stressed and some are unstressed. How do you know where to place stress? Of course, monosyllabic words (words made of one syllable) get only one stress.

In two-syllable words the stress is almost always on the first syllable.

- **air´-plane**, **wo´-man**, **jump´-ing**
That is also true of most three-syllable words.
rec´·tan·gle, mi´·cro·phone
But a number of three-syllable words place the accent on the second syllable.
to·ma´·to, um·brel´·la
Just memorize the stress placement with the word. Most words in Level I are one-
or two-syllable words.

Punctuation
English uses certain signals to tell the reader how to understand a string of words
or a sentence. The first is a capital letter to start an idea and every following new idea.
Each idea ends with an end punctuation.
. A period shows that the idea is finished.
? A question mark shows that the idea formed a question.
! An exclamation point shows emotion and excitement.
Other signals are used inside these beginning and ending signals.
, A comma is used to set off an inserted expression, to mark between a series
or list of similar things.
; A semicolon signals the end of an idea but says there is more to come on the
same point.
: A colon tells you that an example of what was talked about follows.
“…” Quotation marks indicate the exact words someone has spoken.
In Level I you will practice mostly the starting capitals and end punctuation.
The sun is coming up. Start with a capital letter and end with a period.
Is the woman running? Start with a capital letter and end with a question mark.
Look at my balloon! Start with a capital letter and end with an exclamation
point. The speaker is excited.
Greetings and Farewells

As in all languages, there are several ways to greet people in English, ranging from informal to formal. In general, Americans are more inclined to be informal than are people from other countries. Formal speech is sometimes regarded as keeping a certain distance from others, and Americans like to be accepting and eager to put others at ease. However, it is advisable for the novice to err on the side of politeness, at least when meeting a person for the first time.

A formal greeting or farewell is used when people involved do not know each other at all and when meeting or parting from someone of higher position or social status. People older than you, too, should be greeted more formally. Here are some common formal greetings and farewells.

Good morning. Said from day’s beginning to 12:00 noon.

Good afternoon. Said from 12:00 noon until about 6:00 p.m.

Good evening. Said upon meeting someone from 6:00 p.m. until retiring for the night.

Good night. Reserved only for parting for the night. It is not a greeting, but a farewell.

Goodbye. A safe parting, formal or informal, any time of day.

How are you? This question commonly follows a greeting. A detailed answer is not expected.

Appropriate responses are:
I’m fine, thank you.
Very well, thank you.

An informal greeting or farewell may be used after several meetings, or anytime with people your own age. Young people especially prefer informal speech.

You may say: You may reply:

Hi! Great!
Hello. So-so, thanks.
How’s it going? See you later!

Other variations include “See ya!” “See you tomorrow!” and “Bye-bye.”
Titles and Addresses

Mr. (Mister)  Used to address any adult male in a formal way.
Mrs. (Misses) Used to address any married woman in a formal way.
Miss         Used to address a woman known to be single in a formal way.
Ms. (Miz)    Used increasingly to formally address any woman to avoid making a distinction between married and unmarried, especially in writing.
Ma’am        Short for madame, a polite address of a woman. Often used to catch a woman’s attention when you don’t know her name.
Sir          An address of respect toward a man whom you don’t know. Often used to catch a man’s attention when you don’t know his name.
Dr. (Doctor) Always used when addressing your physician. Sometimes used to address a professor.

Polite Phrases

Thank you.    Expression of gratitude; formal.
Thank you very much. Expression of gratitude; formal.
Thanks a lot. Expression of gratitude; informal.
Many thanks.  Expression of gratitude; informal.
You’re welcome. A necessary response to any “thank you.”
Please.       Used to form a polite request. Also used as a response to a request to mean, “Yes, go ahead.”
Days of the Week

In English, Sunday is generally regarded as the first day of the week. The days in order are as follows.

- Sunday
- Monday
- Tuesday
- Wednesday (Pronounced “wenzday”. Note the spelling.)
- Thursday
- Friday
- Saturday

Months

The Western calendar has twelve months, as follows.

- January
- February (Often pronounced “february,” omitting the first r sound.)
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Seasons

Most regions of North America experience four seasons:

- summer June 21 to September 22
- fall or autumn September 22 to December 22
- winter December 22 to March 21
- spring March 21 to June 21
Introductory Nouns and Prepositions

New Vocabulary

<table>
<thead>
<tr>
<th>a</th>
<th>an</th>
<th>and</th>
<th>airplane</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>boy</td>
<td>car</td>
<td>cat</td>
<td>dog</td>
</tr>
<tr>
<td>elephant</td>
<td>girl</td>
<td>horse</td>
<td>in</td>
<td>man</td>
</tr>
<tr>
<td>on</td>
<td>table</td>
<td>under</td>
<td>woman</td>
<td></td>
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</tbody>
</table>

Grammar: Nouns, Articles, and Prepositions

Nouns are words that name people, places, things and ideas. Unlike many languages, English has no gender, except in pronouns, which you will learn later.

Most of the words above are nouns. Can you tell which words are not nouns?

The word “a” is called an article. So is “an”. They are indefinite articles; they don’t refer to a specific thing, but an unspecific one.

The n on “an” is merely a link connecting “a” to a noun that begins with a vowel, like an airplane, an elephant.

On, under, and in are called prepositions. They are positioned in front of a noun, and they tell something about location.

What do these phrases mean?

on a horse
under an airplane, under a table
in a car, in a boat, in an airplane

The word “and” joins two or more elements in a sentence that are equal. For example, in “a boy and a dog,” and simply signals that two things of equal significance are talked about: a boy plus a dog.
New Vocabulary

after  are  bird  bull  dancing
falling  fish  flying  girls  is
jumping  reading  running  swimming  the
walking

Grammar: The Definite Article

English has only one definite article: *the*. In Lesson 1-01 you learned about indefinite articles. A definite article, in contrast, refers to a specific noun or thing, not just any noun or thing.

*the boy*
*the horse*

“The man is running after the boy” says something quite different from “A man is running after a boy.” Can you explain the difference?

Grammar: Present Progressive

People normally speak in what is called the present progressive tense of a verb. The verb is the word that expresses the action in a sentence. For example, a present tense sentence would be, “The girl walks.” There are few situations in which one would say that sentence. Instead, we say, “The girl is walking.” She is doing it now (present), and it is in progress now (progressive), which is why it is called “present progressive tense.” This is the usual verb form we use.

The present progressive tense is formed by *is* or *are* plus a verb ending in *-ing*:

*is jumping*
*are running*

What other examples can you find in this lesson? Practice them. If just one person or thing is doing the action, use “is”; if two or more persons or things are doing it, use “are.” In this way, you match the subject in number with its verb.
Descriptive Adjectives

New Vocabulary

black  blue  hair  has  house
long  new  old  pink  red
short  very  white  yellow  young

Grammar: Adjectives

Adjectives are words that describe people and things. They give more information about the noun that follows. In this way, they modify the noun. For example, “an old house” is different from “a new house.” Old and new modify “house.” Unlike many other languages, English adjectives do not change form to match the number or gender of the noun. There is only one form.

Adjectives come before the noun they modify.

an old car

But there is another kind of sentence commonly used in English that uses is or are followed by an adjective.

The car is old.

Old is an adjective that tells you something about the car; it modifies car. “The car is old” means the same as “the old car.” It is just another way of saying the same thing but in a complete sentence.

In this lesson, you will also practice sentences using has. In these sentences the person or subject possesses (has) something.
New Vocabulary

zero
one
two
three
four
five
six
seven
eight
nine
ten

Listen carefully and learn to say each number correctly. Knowing how to say and hear the numbers is very important, because we use them every day when we buy things or when we tell someone our telephone number.

The th on “three” may require special attention, and eight has an unusual spelling.
New Vocabulary

babies  baby  bicycle  bicycles  birds
boys   cars   child   children  dogs
egg    eggs   eye     eyes     flower
flowers  horses   men     singing  sitting

Grammar: Forming Plurals

*Singular* means one. *Plural* means more than one. Whether a word is singular or plural is called *number*. Most nouns can be named in their singular or plural form. In fact, it is important to say the right one in English.

When using a singular noun, like *girl*, always use an article with it. Use either *a* or *the*, as in *a girl* or *the girl*. Do you remember what these articles mean?

If you mean to say more than one, as in more than one girl, convert *girl* to its plural form by adding *-s* to make *girls*.

- a bicycle  bicycles
- an egg    eggs
- a car     cars

Most plurals of nouns are formed this way in English, by adding *-s*. However, some words change a vowel in their stem instead of adding *-s*.

- man (singular)  men (plural)

Can you find another noun that changes a vowel instead of adding *-s*?

The word *child* has a special plural form; it adds *-ren* to form its plural.

- child (singular)  children (plural)

If a noun ends in *y*, as in *baby*, change the *y* to *i* and add *-es* to form its plural. This will always be true with nouns that end in *y*.

- baby (singular)  babies (plural)

Finally, remember to match the noun in number with the verb.

The *boy* is jumping. The *boys* are jumping.
Numbers and Clock Time

New Vocabulary
balls      fifteen     fingers     motorcycle     number
o'clock    orange     plate       plates        riding
there      thirty     time        twenty        window
windows

Grammar: “There is” and “There are”
There usually gives an answer to the question, where? “There are two plates” is a little like pointing to where the plates are sitting. As in the previous lesson, if only one plate is sitting there, say, “There is one plate,” or, “There is a plate.”

Usage: Telling Time
This lesson introduces how to say the time of day. You will often hear, “It is two o'clock.” It stands for the time, as in “The time is two o'clock.”
O’clock is an old form for saying “of the clock.”
Questions and Answers; Personal Pronouns; Present Indicative of “To Be”

New Vocabulary

eating  green  he  isn’t  it
it’s  no  not  she  they
this  yes

Usage: Forming a Question

A common way to form a question is to begin a sentence with the verb. In this lesson we practice questions in which the verb is is or are. To form a question, simply exchange the order of the subject and verb.

In the sentence, “The car is red,” the car is the subject and it comes first; is is the verb, and it comes second. Word order of sentences is very important in English. The order in this example is normal word order: subject first, verb second. If the order is changed, the meaning changes to make a question.

The car is red.  Is the car red?

The question mark at the end is an obvious sign that the sentence is a question, but the verb in first position also tells you that the sentence is a question. Practice forming questions in this way.

An answer to the question, “Is the car red?” must be “yes” or “no,” but single word answers are sometimes too blunt. We may want to add something to it in order to be more polite or clear in communicating. For example, say, “Yes, it is red,” or “Yes, it is.”

Is the car red?  Yes, it is.

On the other hand, if the car is white, not red, extend your “no” answer by adding “it is not”: “No, it is not red.” To complete the correction, say, “It is white.”

Is the car red?  No, it is not red. It is white.

The word it stands for the car. It is a pronoun, a short word that replaces a noun and avoids annoying repetition. Use it only when replacing things, like cars, not people. English has a set of personal pronouns that are used to refer to people. She refers to a female, he refers to a male, and they refers to more than one of any gender. In English, the personal pronouns are the only words that use gender. Remember to match the plural they with the plural verb are: “Yes, they are.”
Usage: Contractions

In speech we often take short cuts. One of them is to form contractions of two words, like isn’t. The raised mark ’, an apostrophe, signals to the reader that one or more letters has been dropped. The full form is is not. Watch for more contractions. They’re (that’s one! there’s another one!) used a lot, especially in rapid speech.

Grammar: Personal Pronouns

A pronoun is a word that replaces a noun. Personal pronouns are used to refer to people.

Learn these personal pronouns and match them with the appropriate verbs.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>we are</td>
</tr>
<tr>
<td>second person</td>
<td>you are</td>
</tr>
<tr>
<td>third person</td>
<td>they are</td>
</tr>
<tr>
<td>I am</td>
<td>you are</td>
</tr>
<tr>
<td>you are</td>
<td>they are</td>
</tr>
<tr>
<td>she is</td>
<td></td>
</tr>
<tr>
<td>he is</td>
<td></td>
</tr>
<tr>
<td>it is</td>
<td></td>
</tr>
</tbody>
</table>
New Vocabulary

- apples
- bags
- bananas
- basket
- boxes
- bread
- carrot
- cheese
- drinking
- food
- fruit
- grapes
- hat
- juice
- meat
- milk
- pears
- strawberries
- tomatoes
- water

Vocabulary: With

A new preposition is introduced in this lesson: with. It doesn’t tell where the action occurs, as in and on do, but serves a more descriptive function. “A table with food” is a table that has food on it.

Grammar: Direct Objects

In Lesson 1-02 you learned to form present progressive verbs with -ing. Now you may add objects to most sentences in present progressive tense. But be careful, because not all verbs can take objects. You have learned, “The boy is jumping.” In this sentence the boy is not jumping something. But if you say, “The boy is jumping rope,” you have added a direct object, rope. If another verb, like eating, is used, as in “The boy is eating,” you may again add an object: “The boy is eating bread.” What is the boy eating? Bread. Bread is the object of his eating.

What other objects can you find in this lesson?
Clothing and Dress; Affirmative and Negative Verb Forms; Direct Objects

New Vocabulary

- bathing
- both
- brown
- coat
- dark
dress
dresses
glasses
gray
hats
jeans
pants
purple
raincoat
shirt
shirts
shoe
shoes
skirt
skirts
socks
some
suits
wearing

Usage: Numbers of Things

English uses a variety of words to indicate numbers of things. Some indicate a definite number and others an indefinite number. Look for the following words in this lesson.

some    more than two; several (indefinite)
a       one, just any one (indefinite)
the     one, a certain one (definite)
one     just one, but not which one
both    two, a certain two
two     a certain number of items or people, but not which two
-s      more than one

Usage: Affirmatives and Negatives

Expressing contrasts is a useful method of making meaning clear. To do so, we often state the negative of what is real, what something is not or when something is not occurring. Simply insert not before the -ing verb in present progressive sentences.

The girl is not wearing socks.
The woman is not wearing glasses.
Who, What, Where, Which; Interrogative Pronouns and Adjectives

New Vocabulary

<table>
<thead>
<tr>
<th>color</th>
<th>doing</th>
<th>here</th>
<th>these</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>which</td>
<td>who</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usage: Forming Questions

In Lesson 1-07, you learned how to form questions by inverting the order of the subject and verb in a sentence. That kind of question calls for a “yes” or “no” answer. Another kind of question asks for information as an answer. The so-called *W-words* or *interrogative words* ask for information. These words are:

- *who?* asks for the identity of a person or persons
- *what?* asks for the identity of an object
- *where?* asks for location
- *which?* asks for a distinction between choices

Sometimes these words function as pronouns and sometimes as adjectives.

**Who?** can only be a pronoun. It substitutes for the name of a person.

Who is reading? Tom is reading.

**What?** may be a pronoun or an adjective.

What is flying? The bird is flying.

In the sentence, “What is flying?” what is a pronoun; it stands for “the bird.”

What food is this? This is bread.

But in the sentence, “What food is this?” what seeks to specify or name the food. It modifies “food,” which makes it an adjective.

**Where?** is not a pronoun or an adjective. It simply refers to the location of something. A common answer uses “Here…”

Where is the boy? The boy is under the table.

or, Here he is.

**Which?** is normally an adjective. A noun follows it.

Which car is blue? The old car is blue.

“Which car is blue?” asks for a name or description of the car.
Rarely, which? may function as a pronoun.

Which is blue? The old car is blue.

In this case it has already been made clear that cars are being discussed.

Grammar: Demonstrative Adjectives

Demonstrative adjectives point out or demonstrate which people or things. They come before the noun and agree with it in gender and in number. The demonstrative adjectives are this and these.

This car is red.
These cars are blue.
More Verbs: Present Progressive

New Vocabulary

catching  down  kicking  laughing  little
lying  pointing  rake  smiling  talking
telephone  throwing  writing

Grammar: Present Progressive

The present progressive verb tense is formed in English by adding -ing to the verb. (See Lesson 1-02.)

The woman is smiling.
The bull is kicking.
The boy is throwing the ball.
The woman is catching the ball.

Grammar: Verb-Noun Agreement

When a noun changes to the plural, its verb must also change to the plural form.

The bird is flying.
The birds are flying.
The girl is running.
The girls are running.
People and Animals; Relative Pronouns: Who, That

New Vocabulary
adult adults animal animals people
person that

Grammar: Relative Pronouns

A relative pronoun connects a noun with a phrase that gives more information about the noun. It functions as the subject of the phrase, and it matches the noun that it describes.

a person who is not a child
an animal that is not a cat

If the noun being described is a human being, use who. If the noun is not a human being, but is an animal or thing, use that.
Big and Small; Nouns, Descriptive Adjectives

New Vocabulary
- big
- box
- small
- sofa
- television
- tent
- tool
- truck
- umbrella
- wheel

Grammar: Adjectives

Adjectives describe a noun; they modify or change a noun so that we have a better picture of it in our minds. You may use more than one.

- a big white wheel
- a small animal

In English, adjectives come before the noun they modify.

- a small horse
- a big blue wheel
New Vocabulary

bigger  biggest  circle  longer  rectangle
shorter  smaller  smallest  square  than
triangle

Usage: Comparison

Many adjectives can describe nouns in three gradations:

big  bigger  biggest
short  shorter  shortest

Big box simply describes the size of one box. We call it *indicative*.

Bigger box compares two boxes in size. We call this *comparative*.

Biggest box compares several boxes, of which none is larger than this one. We call this form *superlative*.

In making comparisons between two items, use the comparative -er and add than.

The blue circle is bigger than the red circle.
The square is smaller than the circle.
**Left and Right; His and Her; Possessive Adjectives**

**New Vocabulary**

<table>
<thead>
<tr>
<th>clock</th>
<th>cows</th>
<th>cup</th>
<th>deer</th>
<th>guitar</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand</td>
<td>her</td>
<td>holding</td>
<td>kangaroos</td>
<td>left</td>
</tr>
<tr>
<td>microphone</td>
<td>neither</td>
<td>or</td>
<td>other</td>
<td>paper</td>
</tr>
<tr>
<td>parking</td>
<td>pen</td>
<td>playing</td>
<td>rectangular</td>
<td>right</td>
</tr>
<tr>
<td>round</td>
<td>sign</td>
<td>singer’s</td>
<td>something</td>
<td>turn</td>
</tr>
<tr>
<td>U-turn</td>
<td>warning</td>
<td>woman’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar: Possessive Forms**

The primary method of signaling that someone or something possesses something is to add 's.

- The ball is in the woman’s right hand.
- The microphone is in the singer’s left hand.

Another way is to use a *possessive pronoun*. Remember, pronouns in English must match the gender of the nouns they replace.

- The ball is in **her** right hand. Whose right hand? The woman's.
- The microphone is in **his** left hand. Whose left hand? The male singer’s.

Here is a list of possessive pronouns. We will introduce them to you now, but you will practice them in later lessons.

<table>
<thead>
<tr>
<th>Personal Pronoun</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

- The woman is pointing. **She** is pointing with **her** right hand.
- Where is the ball? **It** is in **his** right hand.

Both of the pronouns in the first example refer to “woman.” They match each other in gender and number.

Designating *right* or *left* is very important in English, especially when giving directions. Practice using them now. Which is your left hand? Which is your right? Point to your neighbor’s right arm. Point to your neighbor’s left ear.
New Vocabulary

bike  does  hard  have  phone  using

Grammar: Use of “Not”

Lesson 1-09 introduced how to express a contrast or the opposite of an expected state. This lesson practices that form, using not with the present participle form of a verb (the verb stem plus -ing).

To make a contrast absolutely clear, follow it with a positive statement telling what is indeed true.

The woman is not wearing a white hat. She is wearing a black hat.
The boy is not swimming. He is sitting in an airplane.
New Vocabulary
but chairs fence front ground
heads of off standing their
tractor wall

Grammar: More Than One Subject

A complete sentence must have at least one subject and one verb.

The **dog** is walking.
The **boy** is lying on the ground.

A subject and a verb are the minimum requirements to make a sentence. But sentences may be more complicated than that. In fact, you want to be able to use a lot of variety in forming sentences in order to say more clearly what you mean. One variation is to use more than one subject.

The **woman** and the **dog** are walking.
The **men** and the **women** are standing.

If more than one subject is used (called a *compound subject*), then the verb must be plural to match the subject in number.

A subject of a sentence may have even more elements.

The **woman**, her **children** and the **dog** are walking.
The **man**, the **girl** and the **baby** are sitting on the tractor.

Yet another possibility is to use two subjects, with each doing something different. In this case, you must state them separately while joining them with a *conjunction*, **and**.

The **man** is sitting on the bicycle **and** the **boy** is sitting on the fence.
The **woman** is walking **and** the **man** is riding a bike.

Can you find further variations of these forms in this lesson?
More Prepositions

New Vocabulary

above  around  behind  beside  between  
bowl  bowls  candy  diver  donkey  
each  man's  medium-sized  shelf  stick  
tree  without  

Grammar: More Prepositions

A preposition expresses time, manner or place. It comes before the noun it modifies, which is why it is called a pre-position. And it always appears in a phrase, called a prepositional phrase.

in the basket
on the table
beside the bicycle
under the shelf

Practice the phrases in this lesson so that you become familiar with them. Here are the prepositions used in this lesson. Later you will learn more.

in  inside an enclosure
on  resting on top of something, usually horizontal
beside  next to, to one side
under  below another object or place
behind  in back of an object or place
in front  placed before an object or place; note that it is a two-word term
between  placed with an object on either side
with  having, possessing, plus, together
without  the opposite of “with”; not having, not possessing
above  placed in relation to something below
around  on all sides, surrounding, encircling

Knowing which are opposites of each other may help to remember them. Here are some opposites.

on  under
above  below
in front  behind
with  without
# Head, Face, Hands and Feet; Possessive Nouns and Pronouns

## New Vocabulary

<table>
<thead>
<tr>
<th>arms</th>
<th>brushing</th>
<th>chin</th>
<th>combing</th>
<th>ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>elbow</td>
<td>elbows</td>
<td>face</td>
<td>feet</td>
<td>girl’s</td>
</tr>
<tr>
<td>hands</td>
<td>head</td>
<td>his</td>
<td>horse’s</td>
<td>human</td>
</tr>
<tr>
<td>knees</td>
<td>mouth</td>
<td>nose</td>
<td>to</td>
<td>touching</td>
</tr>
</tbody>
</table>

## Grammar: Possessive Forms (Review)

Lesson 2-05 introduced possessive forms. Please review them now.

Remember that you show possession by adding ’s to the possessor.

- The woman’s arms are on her knees.
- The young man’s elbows are on the table.

You can also use a possessive pronoun.

- He is touching his nose.
- She is touching her eye.
Present Progressive, Present Perfect and Future with “Going To”

New Vocabulary

<table>
<thead>
<tr>
<th>cowboy</th>
<th>cut</th>
<th>cutting</th>
<th>drink</th>
<th>drunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>eaten</td>
<td>fall</td>
<td>fallen</td>
<td>going</td>
</tr>
<tr>
<td>into</td>
<td>jump</td>
<td>jumped</td>
<td>rider</td>
<td></td>
</tr>
</tbody>
</table>

Grammar: Verb Tenses

English uses different verb tenses to express different times when something occurs: past, present and future.

As we learned in Lesson 1-05, the present progressive tense is used to indicate something that is happening right now and is continuing to happen. It is in progress. Use is or are with a present participle (verb stem plus -ing) to form the present progressive.

The woman is jumping.
The boy is eating the bread.

The present perfect tense expresses something that already happened and whose state is true up to the present. It is “perfected” now, “present perfect.” To form the present perfect, use the helping verb has (singular) or have (plural) with the past participle of the main verb.

The woman has jumped.
The boy has eaten the bread.
The girls have jumped into the water.

Note that the past participle is often formed by adding -ed to the verb, but not always. There are two classes of verbs, “weak” and “strong”. The -ed verbs are weak. They are always formed in this way.

The woman has jumped.
The girls have jumped into the water.

Strong verbs, on the other hand, are irregular, and they must simply be memorized. Often the vowel or the ending changes.

The boy has eaten.
The man has drunk the milk.
Here are some of the verbs you have learned so far, grouped according to “weak” or “strong”.

<table>
<thead>
<tr>
<th>Weak Infinitive</th>
<th>Past Participle</th>
<th>Strong Infinitive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>has jumped</td>
<td>fall</td>
<td>has fallen</td>
</tr>
<tr>
<td>dance</td>
<td>has danced</td>
<td>drink</td>
<td>has drunk</td>
</tr>
<tr>
<td>touch</td>
<td>has touched</td>
<td>eat</td>
<td>has eaten</td>
</tr>
<tr>
<td>brush</td>
<td>has brushed</td>
<td>ride</td>
<td>has ridden</td>
</tr>
<tr>
<td>comb</td>
<td>has combed</td>
<td>sit</td>
<td>has sat</td>
</tr>
<tr>
<td>walk</td>
<td>has walked</td>
<td>stand</td>
<td>has stood</td>
</tr>
</tbody>
</table>

Another time frame for an event to happen is the future. How do you express that something will happen, or that it has not yet happened? A common way is to use the present progressive of go (is going or are going) plus an infinitive (to plus the verb). We often think of going to as indicating the future.

The woman is going to jump.
The rider is going to fall.
The boys are going to eat the bread.

Now you can express the same idea in three different tenses, distinguishing when it happened.

The woman is jumping.
The woman has jumped.
The woman is going to jump.

The boys are eating.
The boys have eaten.
The boys are going to eat.
New Vocabulary

bald  blond  clown  curly  dancers
fat  group  older  runners  straight
tall  thin  younger

Usage: Descriptive Adjectives
As we learned in Lesson 1-03, adjectives modify nouns. They describe people, places and things in a way that sharpens their images in our minds and helps us to communicate more precisely. Let’s focus now on how to describe people.

The simplest construction places an adjective before the noun it describes.

the old woman
a young man

As Lesson 2-04 showed, you can also express comparisons.

the older woman
a younger man

Further clarity can be expressed by indicating position, “right” or “left”.

the older woman on the right
the clown on the left

Note the differences between uses of has and is in these sentences:

This young man has curly hair.
The man on the left is fat.

In the first example, the young man possesses hair that is curly. “Curly” modifies “hair” as an adjective. In the second example, “fat” modifies “man,” as in “the fat man,” but “fat” follows “is.” “Fat” is still an adjective. An adjective that follows is or are is called a predicate adjective. Predicate is another word for verb. “Is” is a predicate; therefore, the adjective that follows it is a predicate adjective.
New Vocabulary

as  balloons  buses  coins  cowboys  
few  fewer  how  loaf  loaves  
many  marble  marbles  more  same  
several  tables  umbrellas  

Usage: Quantity Comparisons

We classify nouns as “countable” and “non-count” nouns. Water, for example, cannot be counted; it is a non-count noun. In this lesson, we use only countable nouns.

The quantity of a countable noun can be designated by a counting number.

- **one** boy
- **two** loaves of bread
- **ten** bananas

Many and a few may also be used if the exact number is not known. Perhaps there are too many to count.

- **many** boys
- **a few** loaves of bread
- **many** bananas

We can also express that there are none, using **no**.

- **no** boys
- **no** loaves of bread
- **no** bananas

In Lesson 1-10 we learned the interrogative words **who**, **what**, **when**, **where**, and **which**. We may add to that group the interrogative for asking about quantity: **how many**...?

- **How many** coins are there?
- **How many** marbles are there?

Note the use of **there are**. In the questions above, the two words are inverted in order: **...are there?** The answers to the questions begin with **There are** or **There is**.

- **There are** many coins.
- **There is** one marble.
Comparisons are useful in discussing quantity relationships. The comparative form of “many” is more; the comparative form of “few” is fewer. Use them with than.

There are more tomatoes than bananas.
There are fewer horses than people.

Comparisons can also designate an equal number. In this case, use as many...as... or the same number of...as....

There are the same number of men as women.
There are as many umbrellas as people.
More Clothing

New Vocabulary
another anything putting shorts sock sweater

Vocabulary: Clothing and Colors
Practice using names of clothing and colors. What are you wearing today? Describe each piece of clothing you are wearing by naming its color. What are the people around you wearing?
New Vocabulary

at         building         church         inside         outside
rope       turning

Grammar: Inside and Outside

Inside and outside are adverbs that tell where the action occurs. They tell where something happens in relation to a building or other enclosure. “The cat is outside” tells you that it is not in the house.

But be careful: inside and outside can also be nouns if preceded by the. In this case, they express the interior or exterior of an enclosure. Complete the expression with a prepositional phrase using of....

This is the inside of a house.
This is the outside of the church.
More Colors and Numbers

New Vocabulary

cap
grass

Vocabulary: Colors and Numbers

Practice asking questions and giving answers using colors and numbers.

Here is a list of colors you have learned so far.

red
pink
orange
yellow
green
blue
purple
brown
gray
black
white

Find each of these colors in the room you are in.
New Vocabulary

bear   camel   climbing   dragon   giraffe
goats  herd    kangaroo  legs     lion
pigs   real     rocking   sheep   swan
tiger  turtle

Vocabulary: Animals

If you can, go to a zoo today and name the animals in English. Or look at a nature program on TV or read a nature magazine. How many of each kind of animal did you see? Did you see any animals that are not real? What were the animals doing?

In English we have names for groups of certain animals.

a herd of goats
a herd of cows
a herd of elephants
a herd of horses
a flock of birds
a flock of sheep
a pride of lions
a school of fish
a pack of dogs
New Vocabulary

beautiful  cold  full  happy  healthy
hot  hungry  rich  sad  sick
someone  strong  thirsty  tired  ugly
weak

Grammar: Predicate Adjectives

A predicate adjective is created by connecting a noun and an adjective with a to be verb, like is or are.

The woman is hungry.
The boy and the dog are happy.

Usage: Opposites

Knowing the opposites of adjectives may help you to remember them.

hungry  full
cold  hot
strong  weak
sick  healthy
beautiful  ugly
happy  sad
rich  poor

Thirsty has no opposite other than not thirsty. Of course, using the negative form “not” is always an option: not hungry, not strong, not happy, etc.
Professions and Conditions: Descriptive Adjectives

New Vocabulary
afraid  baker  baking  bank  care 
carpenter  cook  cooking  dentist  doctor 
embarrassed  fixing  getting  mechanic  money 
nurse  officer  pain  police  proud 
scientist  secretary  son  station  student 
students  taking  teacher  teaching  teeth 
typing  waiter  working

Usage: Professions
Which words above name a person’s profession? Can you say what each one does?

Note that many names of professions have certain suffixes.

-ist
dentist
scientist

-er
baker (from to bake)
teacher (from to teach)
waiter (from to wait on tables or customers in a restaurant)

But be careful. Someone who cooks is not a “cooker.”

Usage: Idioms
Like other languages, English has many idioms. Idioms are phrases which mean something different from their literal meaning or which have special meanings. Here are some from this lesson.

to be in pain He is in pain. (something hurts)
to be proud of The man is proud of his car. (to admire, to think a lot of something or someone)
to take care of The nurse is taking care of the man. (to treat, make well; also to care for)
to work on The dentist is working on the man’s teeth. (to fix, repair or manipulate)

Each of these idioms uses a particular preposition. The prepositions cannot be replaced with another or switched around.
Body Parts and Pictures

New Vocabulary

arm  cats  covering  elephant’s  floor
foot  person’s  picture  pictures  rabbit
statue

Grammar: “There is” and “There are”

Practice the special English construction there is..., there are... These phrases simply declare that something exists. The question form is Is there...? or Are there...?

Are there six fingers? Yes, there are (six fingers).
Is there a picture of cats on this shirt? Yes, there is (a picture of...).

Grammar: Demonstrative Pronouns

Note the use of this and these. They are demonstrative pronouns. They point to something or demonstrate which particular item or person is being discussed.
This is singular and these is plural; they must match what they refer to in number.

This is a picture of flowers.
These are real flowers.
Clock Time, Time of Day

New Vocabulary

afternoon almost eleven forty-five just
morning night past quarter

Usage: Telling Time

Remember, “o’clock” is an old form for “of the clock.” It refers to time on the hour, when the minute hand is on 12, not some time before or after the hour.

There are a variety of ways to express time in English, which must be confusing to the learner. Here are some tips.

To express the half hour, simply say “thirty” after the number of the hour. Always think thirty minutes after the hour, not before.

- It is three thirty. 3:30
- It is five thirty. 5:30

You may also say, “It is half past three,” or “It is half past five.”

Minutes past an hour can be stated very precisely by giving the hour followed by the minutes.

- It is two fifteen. 2:15
- It is seven forty-three. 7:43

“To,” “past” and “after” tell time on either side of the hour.

- It is a quarter to nine. 8:45
- It is ten past five. 5:10
- It is twenty after nine. 9:20

Times of fifteen minutes before or after the hour are usually expressed using “quarter”.

- It is a quarter to eight. 7:45
- It is a quarter past seven. 7:15

But also:

- It is seven forty-five. 7:45
- It is seven fifteen. 7:15
Questions and Answers: Interrogative Form of Verbs

New Vocabulary
- can
- father
- may
- pony
- side
- smile
- up
- upside
- violin

Usage: Questions and Answers

There are several ways to form questions.

The first way is to use the present progressive tense and invert the usual order of the subject and verb.

The woman is walking. Is the woman walking?
The children are playing. Are the children playing?

The answer to these questions is either “yes” or “no”. A short answer is acceptable.

Yes, she is. (Walking is understood to follow, but doesn’t need to be stated.)
No, they aren’t. (Playing is understood.)

Sometimes answers of “no” may be followed by the correct information.

Is the bike upside down? No, it is right side up.
Is the man riding a horse? No, he is walking.

What plus is/are... doing? calls for an answer regarding someone’s activity.
Answer in the present progressive tense.

What is she doing? She is running.
What are they doing? They are riding horses.
What is the man doing? He is putting on his sweater.

Is without a companion -ing verb forms a question that asks about identity, about something’s existence.

Is it a pony? Yes, it is a pony.
Is it a dog? No, it is a cat.
New Vocabulary

apart  bent  boy’s  closed  door
open  toes  together

Usage: Open–Closed, Together–Apart, Straight–Bent

Opposites may help you to remember these adjectives.

open  closed
together  apart
straight  bent

These kinds of descriptions of people and objects in relation to each other or to position use predicate adjectives. That is, they take the form: subject + is or are + adjective.

The feet are apart.
The woman’s arms are straight.
Numbers to One Hundred

New Vocabulary

twelve  eighteen  forty-two  sixty-six  eighty-six
thirteen  nineteen  forty-six  seventy  ninety
fourteen  twenty-two  fifty  seventy-five  ninety-five
sixteen  thirty-two  fifty-two  eighty  hundred
seventeen  forty  sixty  eighty-five

Usage: Numbers

The suffix -teen has the same root origin as ten. With the exception of eleven and twelve, numbers between ten and twenty add -teen to a stem related to their corresponding number between one and ten.

<table>
<thead>
<tr>
<th>One Digit</th>
<th>Two Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>one 1</td>
<td>eleven 11</td>
</tr>
<tr>
<td>two 2</td>
<td>twelve 12</td>
</tr>
<tr>
<td>three 3</td>
<td>thirteen 13</td>
</tr>
<tr>
<td>four 4</td>
<td>fourteen 14</td>
</tr>
<tr>
<td>five 5</td>
<td>fifteen 15</td>
</tr>
<tr>
<td>six 6</td>
<td>sixteen 16</td>
</tr>
<tr>
<td>seven 7</td>
<td>seventeen 17</td>
</tr>
<tr>
<td>eight 8</td>
<td>eighteen 18</td>
</tr>
<tr>
<td>nine 9</td>
<td>nineteen 19</td>
</tr>
</tbody>
</table>

All numbers that begin groupings of ten end in -ty:

<table>
<thead>
<tr>
<th>Teen Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>twenty 20</td>
</tr>
<tr>
<td>thirty 30</td>
</tr>
<tr>
<td>forty 40</td>
</tr>
<tr>
<td>fifty 50</td>
</tr>
<tr>
<td>sixty 60</td>
</tr>
<tr>
<td>seventy 70</td>
</tr>
<tr>
<td>eighty 80</td>
</tr>
<tr>
<td>ninety 90</td>
</tr>
</tbody>
</table>

In former times, English speakers used to say numbers above the teens as “four-and-twenty,” “six-and-thirty,” etc., as in the Mother Goose rhyme, “Four-and-twenty blackbirds baked in a pie.” We have now simplified the form to “twenty-four,” “thirty-six,” etc.
New Vocabulary
about  all  because  book  can’t
chess  mannequins  mobile  now  plant
underwater  walkie-talkie

Vocabulary: Because
The term because has a special function in English. It sometimes serves as a conjunction, as it does in this lesson, joining two sentences that could stand alone.

The man can’t talk now. He is drinking.
The man can’t talk now because he is drinking.

Because gives the cause or reason for a situation.

Usage: Contractions
We make several contractions in English. A contraction joins two words together to make one word while dropping one or more letters. Often contractions are made of a verb plus not.

is not  isn’t
can not  can’t

It is done as a matter of convenience or ease of articulation.

Usage: On the Phone
Here is an idiom: to be on the phone. “Phone” is short for “telephone”. If you have a mental picture of someone sitting or standing on top of the telephone, you have made a logical response. But this idiom means conversing with someone by telephone, being occupied talking by telephone.

The man is on the phone.
The woman is talking on the mobile phone.

Grammar: Complements
Note the possibilities for expression that the principle of building blocks allows.

The boy is talking to the man about the airplane.

This is a complete sentence in normal word order: subject first, verb second, followed by two complements. Complements are objects or phrases that complete the idea one wants to express; they “complement” the subject and verb. In this example, two prepositional phrases complete the idea. Can you think of more complements to add to this sentence like building blocks?
Coming and Going, Asleep and Awake

New Vocabulary

asleep    awake    carriage  come  coming
couple    entering  escalator  kissing  ladder
leaving    sleeping  stairs    steps    van

Vocabulary: Asleep and Awake

English uses a few very old traditional expressions, some of which may be dying out. One of them is the prefix a- attached to a verb. School children sometimes learn the old folk song, “Froggy did a-courting go” about a frog who wanted to marry a mouse. This a- prefix was once very common. In this lesson it makes adverbs out of verbs, as in awake and asleep.

Usage: Coming and Going, Into and Out Of

Expressing direction of movement is a little complex. “Coming” expresses movement toward you or toward the speaker, while “going” expresses movement away. One can add words that tell the time, manner or place of the action. For example, up and down tell direction in relation to the speaker.

He is going up the stairs.
He is going down the stairs.
He is coming up the stairs.
He is coming down the stairs.

Where is the speaker standing in relation to “him” in each of these sentences?

These prepositional phrases are serving an adverbial function; they tell the time, manner or place of the action.

Note the opposite expressions into and out of. Used with “coming,” “going,” and “getting,” they express direction in or out of an enclosure, such as a building or vehicle.

The boy is going into the water.
The man is getting into the airplane.
The people are coming into the house.

The man is getting out of the truck.
This boy is getting out of the water.
Multiple Verbs; While

New Vocabulary

carrying  drive  driving  electric  for
gloves    guns    hoof    listening  marching
onto      parade  piano    purse    reaching
shovel    smelling through TV    watching
while

Grammar: While

Precise action can be expressed using while plus a verb that ends in -ing.
“While” expresses time, duration or “at the same time as.”

The girl is wearing a hat while watching television.
The girl is wearing a hat while watching television at the same time.

What two actions do you find going on at the same time in the sentences in
this lesson?
Family Relationships

New Vocabulary

- brother
- brothers
- chair
- daughter
- family
- him
- husband
- mother
- parents
- sister
- sisters
- wife

Usage: Family Relationships

Family relationships are important in every culture. This lesson practices naming family members in English. Do you find anything unusual in English as compared to your first language in the way English speakers refer to family relationships?

- family = mother, father and their own children
- parents = mother and father
- child = one daughter or one son; a young person

Here is a list of terms by gender.

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>man</td>
</tr>
<tr>
<td>wife</td>
<td>husband</td>
</tr>
<tr>
<td>girl</td>
<td>boy</td>
</tr>
<tr>
<td>daughter</td>
<td>son</td>
</tr>
<tr>
<td>sister</td>
<td>brother</td>
</tr>
</tbody>
</table>
Everybody, Somebody, Someone, Nobody, Anybody

New Vocabulary

any anybody empty everybody nobody
none nothing somebody

Vocabulary: Compound Words

Again we have building blocks. -One and -body can be combined with any of the following words to form a compound word.

every = all, each, no exceptions
some = here meaning an unspecified single individual
any = an indefinite, unspecified individual; no criteria for selecting whom
no = a closed case, all possibilities excluded

everyone everybody
someone somebody
anyone anybody
no one nobody

These pairs of terms mean exactly the same and are completely interchangeable.

Similarly, -thing may be combined with each of the above terms to refer to inanimate objects.

everything
something
anything
nothing
Vehicles; Related Verbs and Prepositions

New Vocabulary

accident    antique    boats    bridge    bus
convertible limousine motorcycles mountain moving
parked    passing    pulling    river    sails
ship    snow    sports    submarine    tow
train    trolley    was    were    wrecked

Usage: Terms Used with Vehicles

Note in this lesson the verbs used frequently with various vehicles.

park
pull
turn
drive
get (into)
pass
wreck
move

An important idiom used with the theme of travel is to be in an accident.

The red car was in an accident.
The red and gray cars were in an accident.
Prepositions and Objects of Prepositions: With and Without

New Vocabulary
friends
helmet
parachute
pole
sand
sunglasses

Usage: With and Without

Try to become familiar with using the prepositions with and without with a lot of different objects. (How many times did with appear in that sentence?)

Every preposition must have an object. Remember, it is pre-positioned before a noun. The noun is the object of the preposition.

with a pole
in the red sweater
without his friends
without a parachute

Prepositional phrases serve an adverbial function; they express time, manner or place of the action.
Addition, Subtraction, Multiplication and Division

New Vocabulary
by divided equals minus plus times

Usage: Arithmetic
To indicate addition of numbers, use plus or and.
To indicate the result of adding, use equals or is.

\[ 1 + 1 = 2 \]
One plus one equals two.
One and one is two.

\[ 3 + 4 = 7 \]
Three plus four equals seven.
Three plus four is seven.

While the numbers being added represent more than one item, the set of numbers being added together is considered to be just one set, and therefore the verbs equals and is are singular.

To indicate subtraction of one number from another, use minus. It means “take away.” Again, the result is expressed by equals or is.

\[ 8 - 2 = 6 \]
Eight minus two equals six.

\[ 12 - 5 = 7 \]
Twelve minus five is seven.

To indicate multiplication of one number by another, use times.

\[ 2 \times 8 = 16 \]
Two times eight equals sixteen.

\[ 4 \times 5 = 20 \]
Four times five is twenty.

To indicate division of one number by another, say divided by.

\[ 12 \div 2 = 6 \]
Twelve divided by two equals six.

\[ 10 \div 5 = 2 \]
Ten divided by five is two.
Possessive Nouns and Pronouns

New Vocabulary
adult’s adults’ bucking child’s children’s
clothing haired men’s own too
women’s

Usage: Possession
Lesson 2-09 introduced the notion of possession and presented ways to express it in English. Let’s practice them again and add a few clarifications.

One way to indicate possession is to use a possessive pronoun: his, her, their or its.

- a boy and his dog
- The woman is walking her dog.
- The women are walking their dog.

Another possessive construction is the use of an apostrophe plus s (’s) at the end of a noun.

- a man’s hat
- The girl’s socks are white.

If the possessor is plural and already ends in s, add ’ after the plural s, and don’t add another s.

- adults adults’ clothing

Plurals that are formed by a change to the word and that do not add s show possession with ’s.

- children children’s clothing
- men men’s gloves
Present Progressive, Present Perfect and Future with “Going To”

New Vocabulary
back catch caught climb done
drawer flapping frisbee gone hug
hugging its opened pick picked
pocket ride sleep thrown use
walked will wings work

Grammar: Verb Tenses (Review)
This lesson reviews the tenses that were introduced in Lesson 2-10 and enlarges on them.

Present progressive is used to indicate something that is happening right now. It uses a to be verb and a present participle.

The girl is jumping.
The bird is flying.
The children are walking around the table.

Present perfect is used to indicate something that happened previously and whose completed state is true up to the present. It is a two-part verb that uses have or has as a helping verb with a past participle.

The dog has picked up the hat.
The horse has thrown the cowboy off its back.
The children have jumped off the table.

The future tense indicates something that has not yet happened but will. A common future construction uses a form of to be plus going plus an infinitive (to plus a verb).

The boy is going to fall.
The man is going to use the mobile phone.
The children are going to jump off the table.
More Numbers

New Vocabulary

<table>
<thead>
<tr>
<th>twenty-five</th>
<th>thirty-six</th>
<th>forty-seven</th>
<th>fifty-nine</th>
<th>seventy-eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>twenty-six</td>
<td>thirty-seven</td>
<td>forty-nine</td>
<td>sixty-two</td>
<td>eighty-seven</td>
</tr>
<tr>
<td>twenty-seven</td>
<td>thirty-eight</td>
<td>fifty-four</td>
<td>sixty-three</td>
<td>ninety-six</td>
</tr>
<tr>
<td>thirty-four</td>
<td>forty-three</td>
<td>fifty-seven</td>
<td>sixty-nine</td>
<td>thousand</td>
</tr>
</tbody>
</table>

Usage: Numbers

Numbers above twenty are hyphenated:

- twenty-one
- forty-three
- eighty-seven

Numbers of hundreds and thousands are not:

- two hundred
- nine thousand

Numbers are stated beginning with the largest unit (e.g. thousands) and ending with the lowest unit.

- three thousand one hundred and twenty-five

Some languages write such numbers as one word. English separates each word with a space.

Note the spelling of “forty;” the u in four is dropped.
New Vocabulary

cart from gave giving glass
mat medicine pushing

Grammar: Objects

Earlier we discussed objects of prepositions. In this lesson we talk about objects of verbs.

A direct object is the person or thing that receives the action of a verb. It tells you whom or what.

- The man is pushing the bicycle. (What is he pushing? The bicycle.)
- The pony is pulling the cart. (What is the pony pulling? The cart.)
- The boy is taking money from the woman. (What is he taking? Money.)

Recognizing an indirect object is not so easy. It is called “indirect” because it might appear that it is a direct object of the verb, but logically we know it cannot be. Look at the following example.

- The man is giving the woman medicine.

At first glance it appears that the man is giving the woman (as a direct object). But the man is giving medicine to the woman. What is really the direct object? Medicine. So we call the woman an indirect object.

The recipient of the medicine becomes very clear if we put woman in a prepositional phrase:

- The man is giving medicine to the woman.

But constructions with indirect objects are very common in English and do not result in confusion. Practice the following sentences.

- The woman is giving the boy money.
- The man is giving the girl the guitar.
- Someone is giving the man a plate of food.

Which words are direct objects and which are indirect objects in these sentences?
Hot and Cold

New Vocabulary

<table>
<thead>
<tr>
<th>burning</th>
<th>candle</th>
<th>clouds</th>
<th>day</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice</td>
<td>makes</td>
<td>making</td>
<td>match</td>
<td>mountains</td>
</tr>
<tr>
<td>play</td>
<td>scarves</td>
<td>shining</td>
<td>smoke</td>
<td>stove</td>
</tr>
<tr>
<td>summer</td>
<td>sun</td>
<td>trees</td>
<td>when</td>
<td>winter</td>
</tr>
</tbody>
</table>

Grammar: “It” as an Indefinite Pronoun Subject

To refer to the temperature of the day or to the weather generally we say in English, “It is hot,” or “It is cold.” The pronoun it may be puzzling. What does it refer to? We sometimes call it when used this way an indefinite pronoun subject. It has a general reference to the day or to the weather, but to no specific antecedent.

It is hot in the summer.
It is cold in the winter.

People play in the water when it is hot.
People play in the snow when it is cold.
Kinds of Things

New Vocabulary
bushes  cattle  cream  duck  ducks
kind  kinds  plants

Usage: Kinds of Things

Learning vocabulary words in groups will help you remember them. We understand the world around us by categorizing and grouping things according to kinds or types such as plants, animals, flowers, etc. Each item within a group may be called "a kind of" its group.

Be sure to match singular constructions with single items and plural constructions with more than one item.

- one kind of flower
- A flower is a kind of plant.
- two kinds of dogs
- several kinds of plants
- one kind of dog

Some categories are named with non-count nouns, like **food** and **fruit**. They remain singular.

- Grapes are fruit, but dogs are animals.
- Bananas are food, and flowers are plants.

Why is **fruit** not plural if **animals** is? The answer lies in whether you refer to a non-count group, like fruit or food, or to a countable group, like animals or plants.
**Furniture, Clothing and Instruments**

### New Vocabulary

- bass
- bed
- bench
- clothes
- clowns
- desk
- dressed
- dresser
- drummer
- drums
- flute
- flutes
- formal
- furniture
- guitars
- holds
- instruments
- jacket
- music
- musical
- piece
- pieces
- saxophone
- sit
- tie
- violins

### Usage

Like Lesson 5-07, this one uses vocabulary that pertains to certain groups and categories. The categories used here are furniture, clothing and musical instruments.

While one could just as well say, “A bench is a kind of furniture,” or “A jacket is a kind of clothing,” it is customary to refer to singular items belonging to these categories as a **piece**.

- A chair is a piece of furniture.
- A jacket is a piece of clothing.

If the items are plural, “a piece of” is dropped.

- A table and chairs are furniture.
- Tables are furniture.
- A shirt and tie are clothing.
- children’s clothing

Interestingly, a **dress** is a piece of clothing, while the verb for putting on clothing is **to dress**.

- The woman is wearing a red **dress**.
- The clown is getting **dressed**.
- The woman is **dressed** in white.

One cannot say, “A guitar is a piece of musical instrument,” but one may say, “A guitar is a kind of musical instrument.”

- Guitars are musical instruments.
- Violins are musical instruments.

What makes the difference? **Furniture** and **clothing** are non-count nouns, or **collective singulars**, whereas **instruments** is a count noun. That is the difference.
New Vocabulary

amount  boys  candles  count  land
less    lot    only    tray    we

Usage: Amounts

Number designations are needed every day in English speech, especially relative numbers and comparatives. Note the following expressions and try to use them today.

many
a few
a lot of
a little
more... than...
same... as...
fewer... than...
less... than...
too many
a couple

One may add emphasis by doubling, as in “many, many,” or extend the comparison with “many more,” “far fewer,” or “far less.”

Many and a few are used only with countable nouns.

many people  a few balloons
many birds    a few apples

More and less are used with non-count nouns, collective singulars and things measured in volume rather than numbers.

more sand    more milk
less sand    less milk

More also works with countable nouns.

more people  more balloons
More Verbs; Human Gestures

New Vocabulary

- blowing
- coughing
- crying
- finishing
- folded
- forehead
- funeral
- kite
- medals
- neck
- picking
- pockets
- race
- run
- scratching
- sneezing
- sticking
- stretching
- string
- thinking
- tongue
- tying
- waving
- win
- won
- yawning

Usage: Human Gestures

You will find the new terms in this lesson very helpful in expressing the everyday, normal actions we do without thinking about them: coughing, sneezing, yawning, being tired, being happy or sad, etc. Enjoy practicing them.

Grammar: Future Tense

One new grammatical construction occurs in this lesson: **will win**.

The one in the red shirt **will win**.

This is the true future tense in which **will** plus an **infinitive** is used.

The true future tense has the same meaning as **is going** plus an infinitive, which we have seen before.

The one in the red shirt **will win**.
The one in the red shirt **is going to win**.
New Vocabulary

am       I       unhappy       you

Grammar: Predicate Adjectives

This lesson uses mostly predicate adjectives, that is, a linking verb (to be) connects a subject with a descriptive adjective.

I am tired.
We are happy.

Grammar: Personal Pronouns

*Personal pronouns* are grouped into first, second and third persons in both singular and plural. Learn the forms of *to be* that go with each personal pronoun.

First person       I am       we are
Second person      you are     you are
Third person       he is       they are
                    she is
                    it is

Note how useful these structures are in talking about human conditions.
New Vocabulary
had  notebook  park

Grammar: Present and Past Tenses
All verbs have a present tense and a past tense form. The verbs to be and to have are the most frequently used verbs in the English language. Both are irregular.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>The cup <strong>is</strong> cold.</td>
<td>The cup <strong>was</strong> cold.</td>
</tr>
<tr>
<td>The children <strong>are</strong> on the table.</td>
<td>The children <strong>were</strong> on the table.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The man <strong>has</strong> a hat.</td>
<td>The man <strong>had</strong> a hat.</td>
</tr>
<tr>
<td>The girls <strong>have</strong> a rope.</td>
<td>The girls <strong>had</strong> a rope.</td>
</tr>
</tbody>
</table>

Another past tense is past progressive:
The woman **was holding** a notebook.

And yet another past tense is present perfect:
He **has fallen** off the wall.
Present Progressive, Present Perfect and Future with “Going To”

New Vocabulary

- bag
- close
- cross
- crossing
- enter
- get
- go
- kiss
- looking
- put
- slid
- slide
- sliding
- store
- street
- throw
- trunk
- write

Grammar: Verb Tenses

Lessons 2-10 and 5-03 present the same tenses as this lesson. Do you remember them? Perhaps it is time to review them, this time with some new vocabulary and expanded sentence forms.

Present progressive is a two-part verb tense that uses a form of *to be* with a verb ending in *-ing*, or the *present participle*. It expresses an action that is going on now.

- The woman *is writing*.
- The boy *is looking* at the ball.
- The people *are coming* down the steps.

Present perfect is also a two-part verb tense that uses the present tense of *have* as a helping verb with a *past participle*. Only the forms of *have* change to match the number of the subject; the past participle never changes its form. Present perfect expresses a past event that is still true in the present.

- The man *has closed* the trunk of the car.
- The people *have gone* up the steps.
- The woman *has put* something into the bag.

You can express the future using a three-part verb that consists first of a form of *to be*, then *going*, and then an infinitive (*to* plus a verb). It predicts an event that will happen in the future.

- The woman *is going to write*.
- She *is going to put* something into the bag.
- The people *are going to go* up the steps.

In rapid speech you will hear people run “going to” together so that it sounds like “gonna”.

- She is gonna put something into the bag.
More Descriptions of People; Demonstrative Adjectives

New Vocabulary

beard  earring  light  moustache  rug
skin  uniform  uniforms

Grammar: Demonstrative Adjectives

This and these are demonstrative adjectives. They are often used in contrast to that and those.

this and that
these and those

These people are wearing uniforms. (Those people are not.)
This person has a beard. (That person does not.)
These men are dressed up. (Those men are not.)
This girl has black hair. (That girl does not. She has blond hair.)

The demonstrative adjective must agree in number with its noun.

descriptive adjective must agree in number with its noun.

couple
these people

While couple refers to two people, it is just one couple, so it is singular.

Prepositional phrases can help point out which one.

The boy in the red sweater has dark skin.
The woman with long hair has an earring.
**Units of Things**

**New Vocabulary**
- banana
- baskets
- boots
- bottle
- bouquet
- bouquets
- bunches
- chips
- dice
- half
- lots
- pair
- plastic
- potato
- roll
- rolls
- slices
- toilet
- tomato
- towel
- towels
- watermelon

**Usage: Units of Things**

In English we often refer to units of things by stating the quantity or container plus *of*.

- a bag of fish
- a roll of paper towels
- a bottle of juice
- lots of bread

The contents are always stated in a prepositional phrase using *of*.

Fractions of a quantity may be similarly expressed.

- a third of a bottle of juice
- half (of) a bottle of juice (For ease of articulation “of” is normally omitted.)

Note which things come in pairs, slices, bunches, bouquets, boxes or baskets.
New Vocabulary

anymore  dressing  nor  sidewalk  them

Usage: Not...Anymore, Neither...Nor, and Both

Not...anymore expresses the discontinuance of an action. The action was once occurring, but now it has stopped.

The men are running. The men are not running anymore.
The woman is riding the horse. The woman is not riding the horse anymore.

Neither...nor is a useful expression indicating negation of two things. “Neither” sometimes appears without “nor.” They have various grammatical functions, sometimes adverbial, sometimes adjectival and sometimes as the subject. As a subject, “neither” is singular (“neither is...”).

Adverbial  This woman is neither singing nor playing the piano.
As subject  Neither of these people is singing. (Neither is singing.)
Adjectival  Neither the man nor the woman is talking. (Neither is talking.)

Both means “the two together.” Often neither is its opposite. Their grammatical functions are parallel: adverbial, adjectival and as a subject. As a subject, of course, both is plural (“Both are...”).

Adverbial  The woman is both singing and playing the piano.
As subject  Both the man and the boy are wearing hats.
Adjectival  Both people are singing.

Where more than two items are involved, use all. “None” negates “all.”

All  four of these people are walking.
None  of these people are walking.
New Vocabulary

climbed digging fishing keys sons traffic

Grammar: Present and Past Progressive

The present progressive uses the present tense of the helping verb to be (is or are) with a verb ending in -ing. It indicates something happening now.

The girl is jumping rope.
Some people are driving.

The past progressive uses the past tense of the helping verb to be (was or were) with a verb ending in -ing. It indicates something that was in progress in the past, but no longer is.

The girl was jumping rope.
Some people were driving, but not anymore.

Grammar: Relative Pronouns

A relative pronoun begins a dependent clause in which more information is given about its antecedent. What is a dependent clause? It is like a sentence in that it has a subject and a verb, but it cannot stand alone. It is dependent on a main clause. That and who are relative pronouns in the following examples.

...that was yawning.
...who was eating.

What is an antecedent? “Antecedent” means “comes before”. An antecedent is the term that comes before the relative clause, that the clause refers back to. What is the antecedent in the following examples?

The man was wearing a shirt that was too small.
This is the dog that was yawning.
This is the young man who was eating.
Names

New Vocabulary

balloon  look  my  name  named
prince  says  shaking  singers  speaking
stepping  touched  twenty-three  walk  years

Usage: Look

We often want to call someone’s attention to ourselves or to something of interest to us. A common expression for doing so is “Look!” It is an attention-getter. It expresses excitement, and it is in command form; therefore an exclamation point is used as end punctuation.

Look at my balloon!
Look, I am standing in a tree!

Usage: Names

This lesson practices the use of names of people in English. Everyone has a name. If we know a person’s name, we should use it. A name is much more interesting than “the boy” or “that woman.”

Notice how direct quotations are written in English.

The girl says, “My name is Sandra and I am four years old.”
Sandra says, “Look at my balloon!”

A comma follows says, and a quotation mark signals the beginning of the exact, word-for-word statement that the girl or Sandra makes. The statement is a new sentence, so the first word is capitalized (My or Look). An end punctuation (period or exclamation point) marks the end of the sentence, and a closed quotation mark signals the end of the exact quotation.
Present Progressive, Present Perfect and Future with “Going To”

New Vocabulary

anyone being kicked kissed newspaper
pour pouring preparing read

Grammar: Verb Tenses

Present progressive

The woman is picking up the cat.
The man is kissing his wife.
The woman is putting on a dress.

Note that up and on in the phrases is picking up and is putting on do not function as prepositions, as they might at first appear to do. They are part of the verb as adverbial particles. To pick up and to put on have special meanings as verbs.

Present perfect

The woman has picked up the cat.
The boy has fallen.
The woman has put on the dress.

Future with “going to”

The woman is going to pick up the cat.
The woman is going to read the book.
The girl is going to pour water on her head.
New Vocabulary

biker  bikers  bunch  candles  couples

dining  doll  dolls  flags  grape

knives  luggage  pairs  room  runner

Russian  set  silverware  single  tools

twins

Usage: Units of Things

Let’s review groupings and add some new types of groupings to your vocabulary.

- a bunch of
- a couple of
- a pair of
- a bouquet of
- a set of

Note what kinds of things come in which groupings. “A pair” usually refers to two matched items, such as a pair of gloves or a pair of twins. “A bouquet of…” can only be of flowers, but the flowers can be named, like “a bouquet of roses.” “A set” is a group of matched items belonging together to make a complete group, like “a set of luggage.” Grapes and bananas normally come in “bunches.”
New Vocabulary
against alone away books buildings
castle choir crowd desert friend
hill huge puppy racing singer
stands surround surrounded whole

Vocabulary: Alone and A Crowd Of

**Alone** is an *adverb*. It follows the verb and modifies it; it indicates “how” it is (manner).

The girl is **alone**.
The castle stands **alone** on a hill.
Someone is walking **alone** down the steps.

**A crowd of** is another grouping. It only applies to people. “A crowd of people…”

Grammar: Passive Voice

A sentence is in the *active* or *passive* voice depending on whether its subject performs or receives the action. If the sentence is in the *active* voice, its subject performs the action. Most sentences are in active voice.

Other buildings surround the church.  (Buildings do the surrounding.)
Flowers surround the woman.   (Flowers perform the surrounding.)

But sometimes we want to focus on the recipient of the action. In this case we use *passive* voice, in which the subject receives the action. To do so, change the word order, moving “woman” from its position as the last word in the sentence, where it is an object, to the first position in the sentence, to serve as the subject. Second, change the verb by using a form of **to be** with the past participle of the verb **surround**.

The woman is surrounded by flowers.
The church is surrounded by other buildings.

The agent or performer of the action is stated in the prepositional phrase “by…”
New Vocabulary

heavy  hurt  hurts  ouch  policeman
repairing  someone's  typewriter

Vocabulary: Ouch

“Ouch!” is a common expression of sudden pain in English. It cannot be used as a building block to create other words.

Usage: Conditions

This lesson reviews human conditions, like sick, proud, embarrassed and afraid.

The phrase “My foot hurts” locates the pain. Practice the body parts by saying, “My head hurts,” “My back hurts,” etc., until you have named all the parts that you know.
More Verbs

New Vocabulary

been  cow  cow’s  dirt  fly
give  given  gotten  hay  hit
kites  trying

Grammar: Complex Verbs

English sometimes uses multiple verbs to express some of the more complex actions that people do. One such structure uses present progressive plus an infinitive. Remember that an infinitive consists of to plus the base form of a verb.

The man is trying to fly a kite.

Note the building blocks in the following examples.

The man is trying to fly a kite.
The girl is going to give hay to the horses.

To has two functions in the last sentence: one as part of the infinitive to give; and one as a preposition indicating place (to the horses).

Other multiple-part verbs are found in the following examples.

The man is trying to open the cow’s mouth.
The boy in blue is going to be hit by dirt.
The boy in blue has been hit by dirt.
The cowboy is going to give hay to the cow.

Make up some sentences of your own that use multiple-part verbs.
More Verbs; Interrogative Adjectives and Pronouns; Usually

New Vocabulary

airplanes  aren’t  astronauts  camels  carries
carry    clocks    don’t   elephants    live
lives     sailors    sells    ships    sing
soldiers  sometimes  space    spread    usually
wear      wears      wheels    workman

Grammar: Simple Present

So far we have emphasized the present progressive form to express what is happening now. The **simple present** tense is also frequently used. It is “simple” because it consists of only one part.

Note that the verb stays the same except in the third person singular, which adds -s to the base verb (he wears, astronauts wear).

Camels **have** four legs.
Sailors **live** on ships.
Soldiers **carry** guns.
Who **wears** dresses?
This person **sells** bread.

Note that the simple present tense carries a meaning that is generally true but might not be true at the moment. “This person sells bread” for a living, but perhaps the store is closed now. “This person is selling bread” states that she is selling it right now and you can buy some.

Grammar: Adverbs

Adverbs are often formed from adjectives by adding the suffix -ly. **Usually** is such an adverb. Something that is “usual” happens most of the time, but not always.

The workman **usually** wears a hard hat, but he is not wearing one now.

Usage: Who and Which

The interrogative pronoun **who?** is always singular; use a singular verb with it, even if the expected answer is plural.

Who **wears** space suits?
Who **lives** on a ship?
**Which?** is the interrogative word that asks for an answer that begins with a demonstrative adjective. **Which?** asks you to point to, or demonstrate, this one or that one. Answer **which?** by using **this** or **that**.

Which animal has only two legs? This one does. That animal has four legs. Which person sells plants? That one does. This one sells clothes.
New Vocabulary

across  downhill  fast  moves  quickly
skater  skates  skating  skier  skiing
slowly  still  swimmer

Grammar: Adverbs

*Adverbs* modify verbs; they tell about the time, manner or place of the action expressed in the verb. Many adverbs do not vary in form. They do not show plurality or gender. *Fast* is one of these adverbs.

The woman is running fast.
The horse is going fast.
The skier is skiing very fast.

Other adverbs are formed from adjectives by adding *-ly*, as in *slowly* and *quickly*. These adverbs are formed from their adjective counterparts, *slow* and *quick*.

The *slow* horse is walking. (adjective)
The horse is walking *slowly*. (adverb)

Which adverbs require *-ly* and which do not must simply be memorized. Those without *-ly* can be used as adjectives, too, with no change in form.

The *fast* horse is running. (adjective)
The horse is running *fast*. (adverb)

Here are some other adverbs in this lesson.

now  (time)
downhill  (place)
quickly  (manner)
still  (manner)

Remember that all prepositional phrases serve adverbial functions as well. In this lesson, they include *at all*, *through the water*, and *across the street*.

Words that modify adverbs are also adverbs. *Very* is an intensifier that modifies adverbs.

The skier is skiing *very* fast.
New Vocabulary

call   city   covered   daytime   leaves
moon   pool   road   see   spring
springtime   summertime   sunrise   sunset   warm
wintertime

Usage: Seasons

In most English-speaking countries there are four distinct seasons: summer, fall (or autumn), winter and spring. Therefore we talk about the weather and climate conditions. Practice the vocabulary specific to the seasons and times of day.

Note that the addition of **-time** is often arbitrary and optional:

- winter  wintertime
- spring  springtime
- summer  summertime
- day  daytime
- night  nighttime

But **-time** is never added to certain terms:

- fall  (but not “falltime”)
- morning  (but not “morningtime”)
- evening  (but not “eveningtime”)

New Vocabulary

dishes most others part

Usage: Quantifiers

The terms in this lesson are all quantifiers. They help us sort and organize information that we want to communicate. They tell how many or how much.

- all: each one, no exceptions
- both: exactly two, no exceptions; only two are being discussed
- most: more than half, nearly all
- neither: the opposite of both; negates exactly two, no exceptions
- none: the opposite of all; not one, no exceptions
- some: more than two but less than half

With most of these terms you have the choice whether to use them with a prepositional phrase, of the... or not. Used with the prepositional phrase, more specificity is gained. Compare the meanings of the following phrases.

- All of the flowers are white. (This is not true, is it?)
- All flowers are white.
- Both of the animals are horses. (No change in meaning.)
- Both animals are horses.
- Neither of the children is a girl. (No change in meaning.)
- Neither child is a girl.
- Some of the flowers are blue. (Some specific flowers.)
- Some flowers are blue.
- Most of the people are wearing hats. (Most of a specific group.)
- Most people are wearing hats.

The other is similar to the terms above. Used with one of..., it expresses a contrast between two items. Like “both” and “neither,” only two are being discussed.

- One of these ducks has a white head and the other has a green head.
- One person is pointing, but the other is not.
None and Both: Demonstrative Adjectives

New Vocabulary
There is no new vocabulary in this lesson.

Usage
This lesson practices the same structures as those we learned in Lesson 7-05. Look for new variations for using quantifiers.
Remember to match the demonstratives this (singular) and these (plural) with their verbs (is or are) in number.

This person is a woman.
These people are men.
Shapes and Locations; Prepositions; All, Most

New Vocabulary

- below
- circles
- squares
- triangles

Usage: Shapes and Locations

Practice the terms that apply to the different shapes in this lesson. Naming shapes of things we talk about helps us to communicate more precisely and vividly what we mean.

Note that square is both a noun and an adjective: a circle is round, while a square is square, a rectangle is rectangular, and a triangle is triangular.

Use prepositional phrases to indicate place. Remember, prepositional phrases indicate time, manner or place of the action. This lesson practices those prepositions that indicate location (place), always in relation to another item.

- in front of
- behind
- around
- beside
- above
- inside
- below

Look around you now. Describe the location of several items in relation to another item. For example, “The picture is beside the window.”

What shapes do you see around you? What is round? What is square? What is a rectangle, a triangle?
New Vocabulary

doors  middle

Usage: Full and Empty

Full and empty are opposites. Both may be used as predicate adjectives or as adjectives.

The glass is empty.  the empty glass
The glass is full.  the full glass

Note that when we know what the glass contains, a prepositional phrase of... follows full, whereas nothing follows empty.

The glass on the left is full of milk.
The glass on the right is empty.
The man’s left hand is full of candy, but his right hand is empty.
New Vocabulary
leaning  setting  sky  taken  telephones
used  written

Grammar: Passive and Active Voice (Review)

*Passive voice* describes the structure of a sentence in which the subject receives the action rather than performing it.

Above the door is written the number “three hundred and three.”

Put into normal word order, this sentence would be:

The **number** “three hundred and three” **is written** **above the door**.

(subject) (verb)    (adverbial complement)

In this example, the word order changes the emphasis, but not the meaning, of the sentence. The writer (agent or performer of the action) is not named. **Number** (the subject) receives the action. This is passive voice. The verb consists of a form of **to be** with a past participle.

Another example in this lesson is:

Only one of these telephones is being used.

Usage: Above and Below, Up and Down

**Below** and **above** are opposites used as prepositions.

**Up** and **down** are opposites used as adverbs of direction (place). Note “sitting down,” “going up,” “going down,” “coming up,” etc.

Which quantifiers are practiced in this lesson? Make a list of them.
New Vocabulary

calf  camera  cannot  dog's  fell
lifting  over  sticks  take

Grammar: Verb Tenses (Review)

Here are sentences using different verb tenses. Do you remember which ones they are?

  The cowboy is lifting the calf.
  The dog has caught the frisbee.
  The boy is going to jump over the sticks.
  The boy fell.
New Vocabulary

There is no new vocabulary in this lesson.

Grammar: Personal Pronouns (Review)

Practice the personal pronouns with the verb tenses you know. Remember, the personal pronouns are in first, second or third person, singular and plural.

<table>
<thead>
<tr>
<th>First person</th>
<th>I</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second person</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>Third person</td>
<td>he</td>
<td>they</td>
</tr>
</tbody>
</table>
  she
  it

Usage: Contractions Using Personal Pronouns

At this point, we want to speak clearly and formally. However, in rapid, normal speech you may hear words differently, and you will want to speak them as you hear them. One major difference is the use of contractions. Contractions are a kind of abbreviation or shortening of words by combining them and dropping parts. This is common, especially with personal pronouns.

<table>
<thead>
<tr>
<th>I am</th>
<th>I’m</th>
<th>I’m going to fall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I’ve</td>
<td>I’ve drunk the milk.</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
<td>You’re sick.</td>
</tr>
<tr>
<td>he is</td>
<td>he’s</td>
<td>He’s going to jump.</td>
</tr>
<tr>
<td>he has</td>
<td>he’s</td>
<td>He’s jumped!</td>
</tr>
<tr>
<td>she is</td>
<td>she’s</td>
<td>She’s using a camera to take a picture.</td>
</tr>
<tr>
<td>it is</td>
<td>it’s</td>
<td>It’s summer.</td>
</tr>
<tr>
<td>we are</td>
<td>we’re</td>
<td>We’re not going to jump.</td>
</tr>
<tr>
<td>we have</td>
<td>we’ve</td>
<td>We’ve not jumped.</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
<td>You’re all hungry.</td>
</tr>
<tr>
<td>they are</td>
<td>they’re</td>
<td>They’re not jumping.</td>
</tr>
<tr>
<td>they have</td>
<td>they’ve</td>
<td>They’ve not jumped.</td>
</tr>
</tbody>
</table>

In the case of negatives using not, the contraction may shift from the pronoun to the verb with not. The choice is yours depending on where you want to place the emphasis. Compare the following sentences.

We aren’t going to jump.  We’re not going to jump.
We haven’t jumped.  We’ve not jumped.
They aren’t jumping.  They’re not jumping.
They haven’t jumped.  They’ve not jumped.
New Vocabulary

first  third  last
second  fourth  numbers

Usage: Ordinal Numbers

One, two, three, four, five, etc., are cardinal numbers, or counting numbers. First, second, third, fourth, fifth, etc., are ordinal numbers. They name the “order” of things in a sequence.

The first two numbers are two and the last number is six.  
The second person and the last person are sitting.  
The first number is zero.  
The third number is three.

Last is not one of the ordinal numbers, but an adjective describing the item at the very end of a sequence, regardless of the number of items in it.

All ordinal numbers end in -th except for first, second, and third. Note the relationship of the first twelve ordinal numbers with their cardinal numbers.

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>first</td>
</tr>
<tr>
<td>two</td>
<td>second</td>
</tr>
<tr>
<td>three</td>
<td>third</td>
</tr>
<tr>
<td>four</td>
<td>fourth</td>
</tr>
<tr>
<td>five</td>
<td>fifth</td>
</tr>
<tr>
<td>six</td>
<td>sixth</td>
</tr>
<tr>
<td>seven</td>
<td>seventh</td>
</tr>
<tr>
<td>eight</td>
<td>eighth</td>
</tr>
<tr>
<td>nine</td>
<td>ninth</td>
</tr>
<tr>
<td>ten</td>
<td>tenth</td>
</tr>
<tr>
<td>eleven</td>
<td>eleventh</td>
</tr>
<tr>
<td>twelve</td>
<td>twelfth</td>
</tr>
</tbody>
</table>

Five changes the v to an f and drops the e to become fifth. Twelve follows the sample pattern to become twelfth. Eight only adds an h because it already ends in t. Nine drops the e to become ninth.

The ordinal numbers are commonly abbreviated as shown in the column on the right. Note that they consist of the arabic numeral followed by the ending on that ordinal number.
Ordinal numbers over 20 are formed by the usual “twenty,” “thirty,” etc., plus the ordinal for the ones.

- twenty-first
- twenty-fifth
- twenty-eighth
- twenty-ninth

With numbers that end in *y*, change the *y* to an *i* and then add -eth.

- twentieth
- thirtieth
- fortieth
- fiftieth
Am and Am Not: More Present Conditions

New Vocabulary
There is no new vocabulary in this lesson.

Usage: Not Anymore, Neither…Nor, None (Review)

Anymore is an adverb that means “no longer.” Usually it is used with not, indicating that an activity that was once in progress is no longer going on.

We are not singing anymore.
I am not standing on the sidewalk anymore.

Neither can be used alone as a pronoun, as the negative of two items or persons, or as an adverb with nor, indicating the negative of two activities.

I am neither singing nor playing the piano.
I am a man who is neither talking on the phone nor eating.

Note that the singular verb is is used in the sentences below.

Neither of us is singing.
Neither I nor the man is carrying an umbrella.

Note that English speakers are in confusion as to how to regard none. Is it plural or singular? Can it be singular one time and plural another?

None of us are standing.
None of us is walking.
I am standing. None of my friends are.

While neither is consistently singular, none remains ambiguous. Until usage clarifies whether it is singular or plural, you can use either none is or none are.
New Vocabulary
like looks lower ones shapes upper

Usage: Demonstrative Pronouns, Several, Almost All

The demonstrative pronouns are:
this
these
that
those

Several is a quantifier meaning more than two, but probably not more than five. It is indefinite.

Several of the circles are black.
Several triangles are black.

Note that “of the” can often be omitted without changing the meaning.

Almost all of the circles are black.
Almost all the circles are black.

Almost all is a degree greater than most, which is also indefinite.

Most of the circles are red.
Almost all of the circles are red.
Space and Geography, Countries

New Vocabulary

<table>
<thead>
<tr>
<th>Africa</th>
<th>Algeria</th>
<th>Argentina</th>
<th>Asia</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>called</td>
<td>Canada</td>
<td>Chile</td>
<td>China</td>
</tr>
<tr>
<td>colored</td>
<td>continent</td>
<td>country</td>
<td>Egypt</td>
<td>Europe</td>
</tr>
<tr>
<td>European</td>
<td>Germany</td>
<td>India</td>
<td>Italy</td>
<td>Japan</td>
</tr>
<tr>
<td>Korea</td>
<td>map</td>
<td>Mexico</td>
<td>Nigeria</td>
<td>North America</td>
</tr>
<tr>
<td>planet</td>
<td>Russia</td>
<td>Saturn</td>
<td>South America</td>
<td>Spain</td>
</tr>
<tr>
<td>Tanzania</td>
<td>United Kingdom</td>
<td>United States</td>
<td>Venezuela</td>
<td>Vietnam</td>
</tr>
</tbody>
</table>

Usage: Place Names

The names of countries are usually similar in all languages, at least in Western languages. Which country names do you recognize from your own language? How are they spelled differently in English?

What is a “continent?” How many continents are there? Two are not named in this lesson. Do you know which two they are? What is a “country?” On which continent does your native country lie?

Note that all country names are proper nouns; they must be capitalized. Unlike many languages close to English, the adjective forms of country names are also capitalized.

<table>
<thead>
<tr>
<th>Europe</th>
<th>European</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Asian</td>
</tr>
</tbody>
</table>

Adjectives can be made from most geographic names. These adjectives may refer either to the people in those countries or to the language they speak. They usually end in -an or -ese. If the name already ends in -a, add only -n.

<table>
<thead>
<tr>
<th>+ -ese</th>
<th>+ -n</th>
<th>irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>Venezuelan</td>
<td>Canadian</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>African</td>
<td>Egyptian</td>
</tr>
<tr>
<td></td>
<td>American</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td>Italian</td>
</tr>
<tr>
<td></td>
<td>Nigerian</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td>Algerian</td>
<td>Mexican</td>
</tr>
<tr>
<td></td>
<td>Tanzanian</td>
<td>Brazilian</td>
</tr>
<tr>
<td></td>
<td>Indian</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td>Korean</td>
<td></td>
</tr>
</tbody>
</table>
Streets and Sidewalks

New Vocabulary

- alley
- bridges
- broom
- crosses
- goes
- highway
- hole
- machine
- railroad
- sweeping
- track
- toward
- wheelchair

Usage: Streets and Sidewalks

The term “sidewalk” refers to a path to the side of a street which is for walking. It is for people, not cars.

English has names for different types of roads.

- street: a road within a town or city
- highway: a road for higher speeds that passes through the countryside
- road: a general term for a path for vehicular traffic
- alley: a short and narrow street or passageway in a town or city

The U.S.A. has many highways with two or more lanes for each direction of traffic. These have a variety of names: freeway; interstate; turnpike; toll road; or expressway.

Roads are said to “go” and to “cross.” So are people.

- The road goes toward the house.
- The bridge crosses the water. The man is crossing the street.

The adverbial form of “to cross” is across. It is often used as a preposition.

- He is riding his bicycle across the street.
- The birds are walking across the sidewalk.

One rides a bicycle, but drives a car. One may ride in a car.
Pets and Clothes; Possessive Adjectives and Pronouns

New Vocabulary

<table>
<thead>
<tr>
<th>belong</th>
<th>belongs</th>
<th>farmer</th>
<th>farmer’s</th>
<th>girl’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>petting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usage: Possession (Review)

Remember to show possession by adding ’s to the owner, and just ’ to plurals that already end in -s.

Someone’s sweater is gray.
The girls’ skirts are black.

The verb to belong means possessed or owned by, to be the property of someone.

The dog belongs to the woman. It is the woman’s dog.
The cow belongs to a farmer, but it is not the farmer’s pet.
New Vocabulary

coldest   dangerous   darkest   either   fastest
fewest    fight       happiest  highest   home
leopard   lightest    longest   low       lowest
near      oldest      rather    shortest  spots
spotted   striped    stripes   taller    wettest
youngest

Usage: Comparisons (Review)

Comparison ranks two items against each other according to a particular criterion.

The woman is older than the man. (woman vs. man; criterion: age)
The boy is taller than the girl. (boy vs. girl; criterion: height)

Comparison is expressed by adding -er to the adjective plus than.

Superlative is the highest rank among more than two items or persons according to a particular criterion.

Which dog is going the fastest? (among many dogs; criterion: speed)
This airplane is flying low, but it is not flying the lowest. (of several airplanes; criterion: altitude)
Which dog has the shortest nose? (among several dog’s noses; criterion: length)

Superlative is expressed by the plus an adverb or adjective with -est.

the youngest boy

Some comparisons are created by more plus a past participle.

This animal is more spotted. (One cannot say “spotteder.”)

Another form uses has more.... with a direct object plus than.

This animal has more spots than either dog.
Near and Far; Comparative Forms of Adjectives

New Vocabulary

closer  far  farther  houses

Usage: Close, Far

Note the following word combinations; they are often used together.

  close together
  far apart
  far away

The comparative form of far is farther; farther apart, farther away. You will also hear “further,” which is completely interchangeable with “farther.”
### Locations; Prepositions

**New Vocabulary**

<table>
<thead>
<tr>
<th>airport</th>
<th>bakery</th>
<th>block</th>
<th>corner</th>
<th>factory</th>
</tr>
</thead>
<tbody>
<tr>
<td>gas</td>
<td>Hindu</td>
<td>hospital</td>
<td>hotel</td>
<td>library</td>
</tr>
<tr>
<td>mosque</td>
<td>movie</td>
<td>pharmacy</td>
<td>playground</td>
<td>prison</td>
</tr>
<tr>
<td>restaurant</td>
<td>stop</td>
<td>subway</td>
<td>supermarket</td>
<td>synagogue</td>
</tr>
<tr>
<td>temple</td>
<td>theater</td>
<td>university</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Usage: Giving Directions**

This lesson adds many useful words to your vocabulary. Giving and receiving directions for how to find places in a city are skills that require practice and precise use of terms. Adverbs and prepositions that indicate place are especially helpful, not to mention knowing the names of buildings and city services. Practice using the following terms and phrases.

- beside the...
- across the street from...
- around the corner from...
- down the street from...
Directions: How Do I Get To…

New Vocabulary

ahead | blocks | do | ends | forks
school | until | your

Usage: Giving Directions

Practice giving and receiving directions. How? belongs to the group of interrogative words that ask for information, not yes and no answers. A standard question that asks for directions is:

How do I get to…?
How can I get to…?

The answer will always use some form of the following:

Go to the…
Go four blocks to the…
Go straight ahead…
Go down the street to the…
Go down the street past the…
Go up the street to the…

Other frequently used phrases include:

on your right, on your left
turn right, turn left
turn around
go back
take a right, take a left
until it forks

Now tell me how to get from here to your house. How do I get to your house?
New Vocabulary

There is no new vocabulary in this lesson.

Grammar: Tenses (Review)

Now you know these verb tenses. Let’s go over them one more time.

**Present tense**
- We are in a bike race.
- We run.

**Present progressive tense**
- I am reading.
- We are running.

**Past tense**
- I had a hat on my head.
- We were in a bike race.

**Past progressive tense**
- We were jumping rope.
- I was drinking.

**Present perfect tense**
- I have picked up the cat.
- We have run.

**Future with “going to”**
- We are going to run.
- I am going to put on the dress.

**True future**
- The camel will open its mouth.
- The runner in the red shirt will win.

Once you master all of these forms, you will have a wide-ranging ability to express yourself and tell others the timing of events and experiences.