

**ỦY BAN NHÂN DÂN THÀNH PHỐ HỒ CHÍ MINH
TRƯỜNG CAO ĐẲNG BÁCH KHOA NAM SÀI GÒN**



GIÁO TRÌNH

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NGÀNH/NGHỀ: TIẾNG ANH

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Chapter 1

Present Time

□ Exercise 1. Listening and reading.



CD 1
Track 2

Part 1. Listen to the conversation between Sam and Lisa. They are college students in California. They are beginning a weeklong training to be resident assistants* for their dorm. They are interviewing each other. Later they will introduce each other to the group.

SAM: Hi. My name is Sam.

LISA: Hi. I'm Lisa. It's nice to meet you.

SAM: Nice to meet you too. Where are you from?

LISA: I'm from Boston. How about you?

SAM: I'm from Quebec. So, how long have you been here?

LISA: Just one day. I still have a little jet lag.

SAM: Me too. I got in yesterday morning. So — we need to ask each other about a hobby. What do you like to do in your free time?

LISA: I spend a lot of time outdoors. I love to hike. When I'm indoors, I like to surf the Internet.

SAM: Me too. I'm studying Italian right now. There are a lot of good websites for learning languages on the Internet.

LISA: I know. I found a good one for Japanese. I'm trying to learn a little. Now, when I introduce you to the group, I have to write your full name on the board. What's your last name, and how do you spell it?

SAM: It's Sanchez. S-A-N-C-H-E-Z.

LISA: My last name is Paterson — with one "t": P-A-T-E-R-S-O-N.

SAM: It looks like our time is up. Thanks. It's been nice talking to you.

LISA: I enjoyed it too.

*resident assistant = a student who lives in a dormitory and helps other students with everyday life in the dorm; also called an "R.A."

Part II. Read the conversation in Part I. Use the information in the conversation to complete Sam's introduction of Lisa to the class.

SAM: I would like to introduce Lisa Paterson. Lisa is from Boston. She has been here _____ . In her free time, she _____ .

Part III. Now it is Lisa's turn to introduce Sam to the class. What is she going to say? Create an introduction. Begin with *I would like to introduce Sam*.

□ **Exercise 2. Let's talk: interview.**

Interview a partner. Then introduce your partner to the class. As your classmates are introduced to the class, write their names on a sheet of paper.

Find out your partner's:

- name
- native country or hometown
- free-time activities or hobbies
- favorite food
- reason for being here
- length of time here

□ **Exercise 3. Let's write.**

Write answers to the questions. Then, with your teacher, decide what to do with your writing. See the list of suggestions at the end of the exercise.

1. What is your name?
2. Where are you from?
3. Where are you living?
4. Why are you here (in this city)?
 - a. Are you a student? If so, what are you studying?
 - b. Do you work? If so, what is your job?
 - c. Do you have another reason for being here?
5. What do you like to do in your free time?
6. What is your favorite season of the year? Why?
7. What are your three favorite TV programs or movies? Why do you like them?
8. Describe your first day in this class.

Suggestions for your writing:

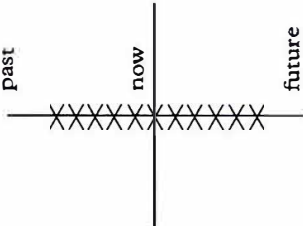
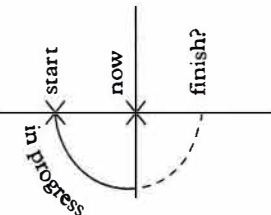
- a. Give it to a classmate to read. Your classmate can then summarize the information in a spoken report to a small group.
- b. Work with a partner and correct errors in each other's writing.
- c. Read your composition aloud in a small group and answer any questions about it.
- d. Hand it in to your teacher, who will correct the errors and return it to you.
- e. Hand it in to your teacher, who will return it at the end of the term when your English has progressed, so you can correct your own errors.

□ **Exercise 4. Warm-up.** (Charts 1-1 and 1-2)

Read the statements and circle *yes* or *no*. Choose responses that are true for you. Share your answers with a partner (e.g., *I use a computer every day.* OR *I don't use a computer every day.*). Your partner will report your information to the class (e.g., *Eric doesn't use a computer every day.*).

- | | | |
|---|-----|----|
| 1. I use a computer every day. | yes | no |
| 2. I am sitting in front of a computer right now. | yes | no |
| 3. I check emails every day. | yes | no |
| 4. I send text messages several times a day. | yes | no |
| 5. I am sending a text message now. | yes | no |

1-1 Simple Present and Present Progressive

Simple Present 	(a) Ann takes a shower <i>every day</i>. (b) I <i>usually</i> read the newspaper in the morning. (c) Babies cry. Birds fly. (d) NEGATIVE: It doesn't snow in Bangkok. (e) QUESTION: Does the teacher speak slowly?	The SIMPLE PRESENT expresses <i>daily habits or usual activities</i>, as in (a) and (b). The simple present expresses <i>general statements of fact</i>, as in (c). In general, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.
Present Progressive 	(f) Ann can't come to the phone <i>right now</i> because she is taking a shower. (g) I am reading my grammar book <i>right now</i>. (h) Jimmy and Susie are babies. They are crying. I can hear them <i>right now</i>. Maybe they are hungry. (i) NEGATIVE: It isn't snowing <i>right now</i>. (j) QUESTION: Is the teacher speaking <i>right now</i>?	The PRESENT PROGRESSIVE expresses <i>an activity that is in progress (is occurring, is happening) right now</i>. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future. FORM: am, is, are + -ing

1-2 Forms of the Simple Present and the Present Progressive

	Simple Present	Present Progressive
STATEMENT	I <i>work.</i> You <i>work.</i> He, She, It <i>works.</i> We <i>work.</i> They <i>work.</i>	I <i>am working.</i> You <i>are working.</i> He, She, It <i>is working.</i> We <i>are working.</i> They <i>are working.</i>
NEGATIVE	I <i>do not work.</i> You <i>do not work.</i> He, She, It <i>does not work.</i> We <i>do not work.</i> They <i>do not work.</i>	I <i>am not working.</i> You <i>are not working.</i> He, She, It <i>is not working.</i> We <i>are not working.</i> They <i>are not working.</i>
QUESTION	<i>Do</i> I <i>work?</i> <i>Do</i> you <i>work?</i> <i>Does</i> he, she, it <i>work?</i> <i>Do</i> we <i>work?</i> <i>Do</i> they <i>work?</i>	<i>Am</i> I <i>working?</i> <i>Are</i> you <i>working?</i> <i>Is</i> he, she, it <i>working?</i> <i>Are</i> we <i>working?</i> <i>Are</i> they <i>working?</i>
Contractions		
pronoun + <i>be</i>	<i>I + am = I'm working.</i> <i>you, we, they + are = You're, We're, They're working.</i> <i>he, she, it + is = He's, She's, It's working.</i>	
<i>do + not</i>	<i>does + not = doesn't</i> <i>She doesn't work.</i> <i>do + not = don't</i> <i>I don't work.</i>	
<i>be + not</i>	<i>is + not = isn't</i> <i>He isn't working.</i> <i>are + not = aren't</i> <i>They aren't working.</i> <i>(am + not = am not* I am not working.)</i>	

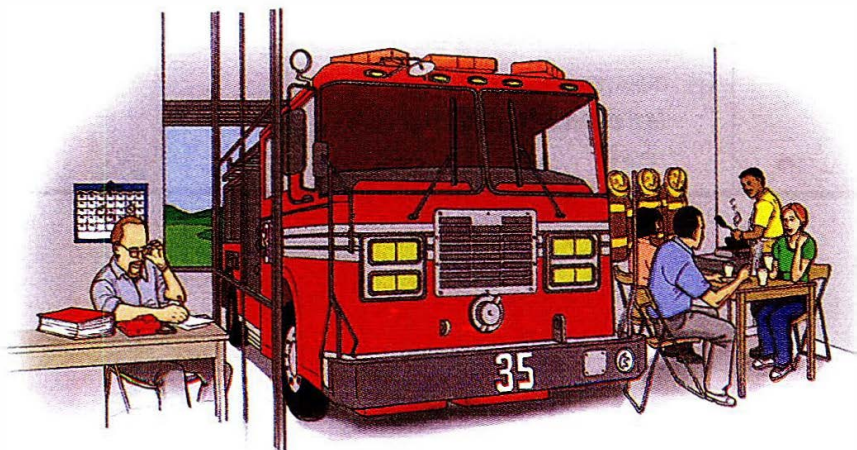
*NOTE: *am* and *not* are not contracted.

□ Exercise 5. Listening and grammar. (Charts 1-1 and 1-2)



CD 1
Track 3

Listen to the passage on the next page. Discuss the verbs in *italics*. Is the activity of the verb a usual activity or happening right now (an activity in progress)?



Lunch at the Fire Station

It's 12:30, and the firefighters *are waiting*¹ for their next call. They *are taking*² their lunch break. Ben, Rita, and Jada *are sitting*³ at a table in the fire station. Their co-worker Bruno *is making*⁴ lunch for them. He is an excellent cook. He often *makes*⁵ lunch. He *is fixing*⁶ spicy chicken and rice. Their captain *isn't eating*⁷. He *is doing*⁸ paperwork. He *skips*⁹ lunch on busy days. He *works*¹⁰ in his office and *finishes*¹¹ his paperwork.

Exercise 6. Listening. (Charts 1-1 and 1-2)



Listen to the statements about Irene and her job. Decide if the activity of each verb is a usual activity or happening right now. Choose the correct answer.

Example: You will hear: Irene works for a video game company.

You will choose: usual activity happening right now

- | | |
|-------------------|---------------------|
| 1. usual activity | happening right now |
| 2. usual activity | happening right now |
| 3. usual activity | happening right now |
| 4. usual activity | happening right now |
| 5. usual activity | happening right now |

Exercise 7. Looking at grammar. (Charts 1-1 and 1-2)

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

- Shhh. The baby (*sleep*) is sleeping. The baby (*sleep*) sleeps for ten hours every night.
- Right now I'm in class. I (*sit*) _____ at my desk. I usually (*sit*) _____ at the same desk in class every day.
- Ali (*speak*) _____ Arabic. Arabic is his native language, but right now he (*speak*) _____ English.
- A: (*it, rain*) _____ a lot in southern Spain?
B: No. The weather (*be*) _____ usually warm and sunny.
- A: Look out the window. (*it, rain*) _____?
B: It (*start*) _____ to sprinkle.

6. A: Look. It's Yumiko.
 B: Where?
 A: Over there. She (*walk*) _____ out of the café.
7. A: Oscar usually (*walk*) _____ to work.
 (*you, walk*) _____ to work every day too?
 B: Yes.
 A: (*Oscar, walk*) _____ with you?
 B: Sometimes.

□ Exercise 8. Let's talk. (Charts 1-1 and 1-2)

Your teacher will ask one student to perform an action and another student to describe it using the present progressive.

Example: stand next to your desk

To STUDENT A: Would you please stand next to your desk? (*Student A stands up.*)

To STUDENT B: Who is standing next to his/her desk? OR What is (Student A) doing?

STUDENT B: (Student A) is standing next to his/her desk.

- | | |
|---------------------------|---|
| 1. stand up | 7. erase the board |
| 2. smile | 8. hold your pen in your left hand |
| 3. whistle | 9. knock on the door |
| 4. open or close the door | 10. scratch your head |
| 5. read your grammar book | 11. count aloud the number of people in the classroom |
| 6. shake your head "no" | 12. look at the ceiling |

□ Exercise 9. Listening. (Charts 1-1 and 1-2)



CD 1
Track 5

Listen to the questions. Write the words you hear.

A problem with the printer

Example: You will hear: Is the printer working?

You will write: Is the printer working?

- _____ need more paper?
- _____ have enough ink?
- _____ fixing it yourself?
- _____ know how to fix it?
- _____ have another printer in the office?
- Hmmm. Is it my imagination or _____ making a strange noise?

❑ **Exercise 10. Game: trivia.** (Charts 1-1 and 1-2)

Work in small groups. Complete each sentence with the correct form of the verb in parentheses. Then circle "T" for true or "F" for false. The group with the most correct answers wins.*

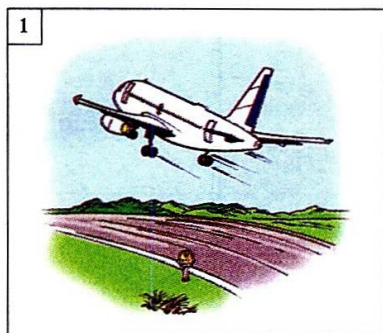
1. In one soccer game, a player (*run*) _____ seven miles on average. T F
2. In one soccer game, players (*run*) _____ seven miles on average. T F
3. Right-handed people (*live*) _____ 10 years longer than left-handed people. T F
4. Mountains (*cover*) _____ 3% of Africa and 25% of Europe. T F
5. The Eiffel Tower (*have*) _____ 3,000 steps. T F
6. Honey (*spoil*) _____ after one year. T F
7. The letter "e" (*be*) _____ the most common letter in English. T F
8. It (*take*) _____ about seven seconds for food to get from our mouths to our stomachs. T F
9. A man's heart (*beat*) _____ faster than a woman's heart. T F
10. About 145,000 people in the world (*die*) _____ every 24 hours. T F

❑ **Exercise 11. Let's talk.** (Charts 1-1 and 1-2)

Work with a partner. Take turns describing your pictures to each other and finding the differences. Use the present progressive. Partner A: Cover Partner B's pictures in your book. Partner B: Cover Partner A's pictures in your book.

Example:

Partner A



Partner B

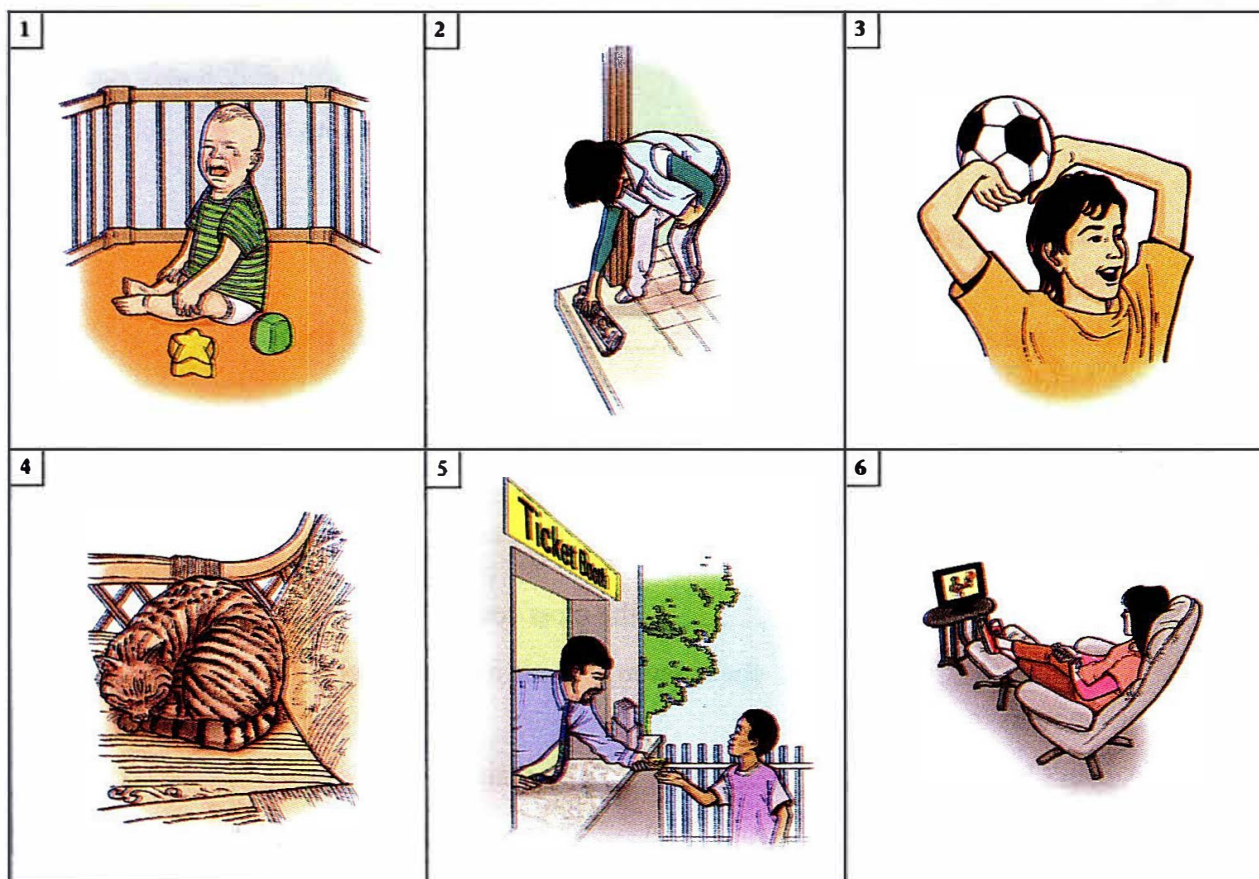


PARTNER A: In my picture, the airplane is taking off.

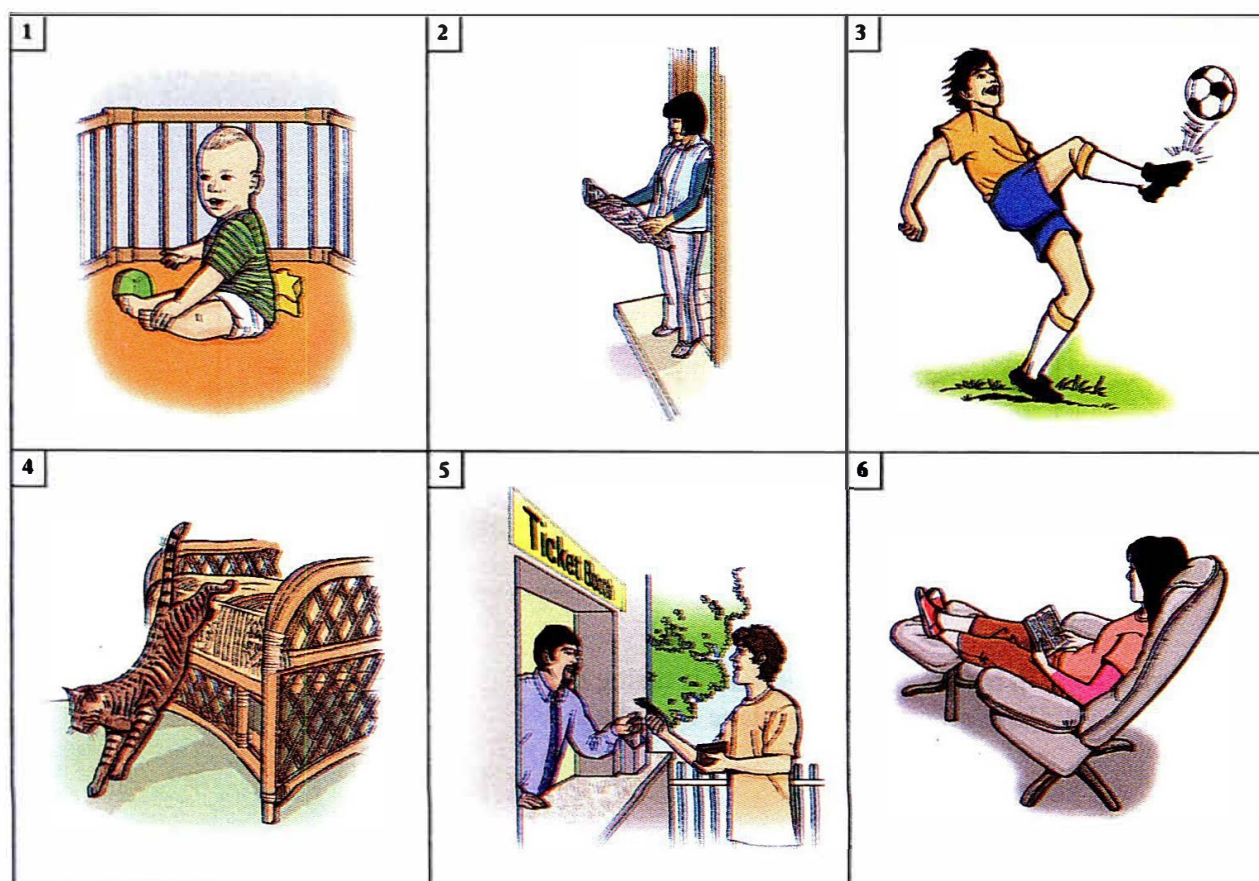
PARTNER B: In my picture, the airplane is landing.

*See *Trivia Answers*, p. 421.

Partner A



Partner B



❑ **Exercise 12. Let's read and write. (Charts 1-1 and 1-2)**

Part I. Read the paragraph and answer the questions.

Hair Facts

Here are some interesting facts about our hair. Human hair grows about one-half inch per month or 15 centimeters a year. The hair on our scalp is dead. That's why it doesn't hurt when we get a haircut. The average person has about 100,000 strands of hair.* Every day we lose 75 to 150 strands of hair. One strand of hair grows for two to seven years. After it stops growing, it rests for a while and then falls out. Hair grows faster in warmer weather, and women's hair grows faster than men's hair.

Questions:

1. How fast does hair grow?
2. Why don't haircuts hurt?
3. About how many strands of hair are on your head right now?
4. Where is a good place to live if you want your hair to grow faster?

Part II. Choose one part of the body, for example: fingernails, skin, eyebrows, eyes, heart, lungs, etc. Make a list of interesting facts about this part of the body. Organize the facts into a paragraph. Begin with the given topic sentence. *Note:* If you are researching information on the Internet, search this topic: "interesting ____ facts" (e.g., interesting hair facts).

Topic sentence: Here are some interesting facts about our ____.

❑ **Exercise 13. Warm-up. (Chart 1-3)**

How often do you do each activity? Give the percentage (0% → 100%). Your teacher will ask which ones you always do, sometimes do, or never do.

1. _____ I take the bus to school.
2. _____ I go to bed late.
3. _____ I skip breakfast.
4. _____ I eat vegetables at lunch time.
5. _____ I cook my own dinner.
6. _____ I am an early riser.**

*strands of hair = pieces of hair

**early riser = a person who gets up early in the morning

1-3 Frequency Adverbs

100% ↑ 50% ↓ 0% positive { always almost always usually often frequently generally sometimes occasionally negative { seldom rarely hardly ever almost never not ever, never	Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below. The adverbs in boldface may also occur at the beginning or the end of a sentence. <i>I sometimes get up at 6:30. Sometimes I get up at 6:30. I get up at 6:30 sometimes.</i> The other adverbs in the list (not in boldface) rarely occur at the beginning or the end of a sentence. Their usual position is in the middle of a sentence.
S + FREQ ADV + V (a) Karen always tells the truth.	Frequency adverbs usually come between the subject and the simple present verb except main verb <i>be</i>. <i>INCORRECT: Always Karen tells the truth.</i>
S + BE + FREQ ADV (b) Karen is always on time.	Frequency adverbs follow <i>be</i> in the simple present (<i>am, is, are</i>) and simple past (<i>was, were</i>).
(c) Do you always eat breakfast?	In a question, frequency adverbs come directly after the subject.
(d) Ann usually doesn't eat breakfast. (e) Sue doesn't always eat breakfast.	In a negative sentence, most frequency adverbs come in front of a negative verb (except <i>always</i> and <i>ever</i>). Always follows a negative helping verb, as in (e), or a negative form of <i>be</i>.
(f) CORRECT: Anna never eats meat. INCORRECT: Anna doesn't never eat meat.	Negative adverbs (<i>seldom, rarely, hardly ever, never</i>) are NOT used with a negative verb.
(g) — Do you ever take the bus to work? — Yes, I do. I often take the bus. (h) I don't ever walk to work. INCORRECT: I ever walk to work.	Ever is used in questions about frequency, as in (g). It means “at any time.” Ever is also used with not, as in (h). Ever is NOT used in statements.

□ Exercise 14. Grammar and speaking. (Chart 1-3)

Part I. Look at your answers in Exercise 13. Make complete sentences using the appropriate frequency word from Chart 1-3.

Example: 1. 0% = I **never** take the bus to school. OR
50% = I **sometimes** take the bus to school.

Part II. Walk around the room and find people who do the activities with the same frequency as you.

Example:

SPEAKER A: I **always** take the bus to school. Do you **always** take the bus to school?

SPEAKER B: No, I don't. I **sometimes** take the bus to school. Do you **usually** go to bed late?

SPEAKER A: Yes, I do. I **usually** go to bed late.

□ **Exercise 15. Let's talk.** (Chart 1-3)

Answer the questions. Discuss the meaning of the frequency adverbs.

What is something that . . .

1. you seldom do?
2. a polite person often does?
3. a polite person never does?
4. our teacher frequently does in class?
5. you never do in class?
6. you rarely eat?
7. you occasionally do after class?
8. drivers generally do?
9. people in your country always or usually do to celebrate the New Year?

□ **Exercise 16. Looking at grammar.** (Chart 1-3)

Add the given adverbs to each sentence. Put the adverbs in their usual midsentence position. Make any necessary changes to the sentence.

Example: Emily doesn't get to work on time.

- a. usually → Emily **usually** doesn't get to work on time.
- b. often → Emily **often** doesn't get to work on time.

1. Kazu doesn't shave in the morning.
 - a. frequently
 - b. occasionally
 - c. sometimes
 - d. always
 - e. ever
 - f. never
 - g. hardly ever
 - h. rarely
 - i. seldom
2. I don't eat breakfast.
 - a. usually
 - b. always
 - c. seldom
 - d. ever
3. My roommate isn't home in the evening.
 - a. generally
 - b. sometimes
 - c. always
 - d. hardly ever

□ **Exercise 17. Looking at grammar. (Chart 1-3)**

Complete the sentences using the information in the chart. Use a frequency adverb in each sentence to describe Mia's weekly activities.

Mia's Week	S	M	Tu	W	Th	F	S
1. wake up early				x			
2. make breakfast		x	x		x		
3. go to the gym	x	x		x		x	x
4. be late for the bus		x	x	x	x		
5. cook dinner	x	x	x	x	x	x	x
6. read a book	x	x	x	x		x	x
7. do homework			x			x	
8. go to bed early							

1. Mia seldom / rarely wakes up early.
2. She _____ breakfast.
3. She _____ to the gym.
4. She _____ late for the bus.
5. She _____ dinner.
6. She _____ a book.
7. She _____ her homework.
8. She _____ to bed early.

□ **Exercise 18. Let's talk: pairwork. (Charts 1-1 → 1-3)**

Work with a partner. Use frequency adverbs to talk about yourself and to ask your partner questions.

Example: walk to school

PARTNER A (*book open*): I usually walk to school. How about you? Do you usually walk to school?

PARTNER B (*book closed*): I usually walk to school too. OR
I seldom walk to school. I usually take the bus.

Change roles.

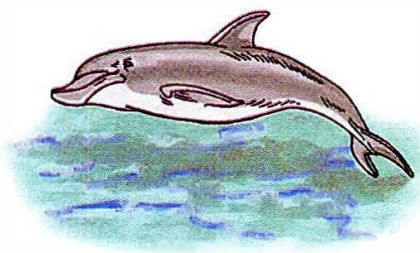
- | | |
|--|--|
| 1. wear a suit to class | 6. wear a hat to class |
| 2. go to sleep before 11:00 P.M. | 7. believe the things I hear in the news |
| 3. get at least one email a day | 8. get up before nine o'clock in the morning |
| 4. read in bed before I go to sleep | 9. call my family or a friend if I feel homesick or lonely |
| 5. speak to people who sit next to me on an airplane | 10. have chocolate ice cream for dessert |

□ **Exercise 19. Warm-up.** (Chart 1-4)

Combine the given words into sentences. Add **-s** where necessary. Do not add any other words.

1. A dolphin \ swim

2. Dolphin \ swim



1-4 Singular/Plural

(a) SINGULAR: <i>one bird</i>	SINGULAR = one, not two or more
(b) PLURAL: <i>two birds, three birds, many birds, all birds, etc.</i>	PLURAL = two, three, or more
(c) <i>Birds</i> sing.	A plural noun ends in -s , as in (c).
(d) A bird <i>sings</i> .	A singular verb ends in -s , as in (d).
(e) A <i>bird</i> <i>sings</i> outside my window. <i>It</i> <i>sings</i> loudly. <i>Ann</i> <i>sings</i> beautifully. <i>She</i> <i>sings</i> songs to her children. <i>Tom</i> <i>sings</i> very well. <i>He</i> <i>sings</i> professionally.	A singular verb follows a singular subject. Add -s to the simple present verb if the subject is (1) a singular noun (e.g., <i>a bird, Ann, Tom</i>) or (2) <i>he, she, or it</i> .*

**He, she, and it* are third person singular personal pronouns. See Chart 6-10, p. 164, for more information about personal pronouns.

□ **Exercise 20. Looking at grammar.** (Chart 1-4)

Look at each word that ends in **-s**. Is it a noun or verb? Is it singular or plural?

Sentence	Noun	Verb	Sing.	Plural
1. Plants grow quickly in warm weather.	x			x
2. Ali lives in an apartment.		x	x	
3. Bettina listens to the radio every morning.				
4. The students at this school work hard.				
5. An ambulance takes sick people to the hospital.				
6. Ambulances take sick people to the hospital.				
7. Cell phones offer text-messaging.				
8. The earth revolves around the sun.				

□ Exercise 21. Listening. (Chart 1-4)



CD 1
Track 6

Listen to the statements. Add **-s** where necessary. Write **Ø** if no **-s** is needed.

Natural disasters: a flood

1. The weather Ø cause s some natural disaster s.
2. Heavy rains sometimes create flood .
3. A big flood cause a lot of damage.
4. In town , flood can damage building , home , and road .
5. After a flood , a town need a lot of financial help for repair .

□ Exercise 22. Warm-up. (Chart 1-5)

Write the third person form for each verb under the correct heading. Can you figure out the rules for when to add **-s**, **-es**, and **-ies**?

mix	speak	stay	study	take	try	wish
Add -s only.		Add -es .		Add -ies .		
<u> </u>		<u> </u>		<u> </u>		
<u> </u>		<u> </u>		<u> </u>		
<u> </u>		<u> </u>		<u> </u>		

1-5 Spelling of Final **-s/-es**

(a) visit → visits speak → speaks	Final -s , not -es , is added to most verbs. <i>INCORRECT: visites, speakes</i>
(b) ride → rides write → writes	Many verbs end in -e . Final -s is simply added.
(c) catch → catches wash → washes miss → misses fix → fixes buzz → buzzes	Final -es is added to words that end in -ch , -sh , -s , -x , and -z . PRONUNCIATION NOTE: Final -es is pronounced /əz/ and adds a syllable.*
(d) fly → flies	If a word ends in a consonant + -y , change the -y to -i and add -es , as in (d). <i>INCORRECT: flys</i>
(e) pay → pays	If a word ends in a vowel + -y , simply add -s ,** as in (e). <i>INCORRECT: paies or payes</i>
(f) go → goes do → does have → has	The singular forms of the verbs go , do , and have are irregular.

*See Chart 6-1, p. 147, for more information about the pronunciation of final **-s/-es**.

**Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.

□ **Exercise 23. Looking at grammar. (Charts 1-4 and 1-5)**

Underline the verb(s) in each sentence. Add final **-s/-es** if necessary. Do not change any other words.

1. A frog jump^s_A.
2. Frogs jump. → (no change)
3. A boat float on water.
4. Rivers flow toward the sea.
5. My mother worry about me.
6. A student buy a lot of books at the beginning of each term.
7. Airplanes fly all around the world.
8. The teacher ask us a lot of questions in class every day.
9. Mr. Cook watch game shows on TV every evening.
10. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
11. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the crosswalk.

□ **Exercise 24. Grammar and listening. (Chart 1-5)**



Add **-s/-es/-ies** to the verbs. Check your answers with a partner. Listen to the pronunciation of the verbs.

- | | | |
|-------------------|---------------|-----------------|
| 1. talk <u>s</u> | 6. kiss _____ | 11. study _____ |
| 2. fish <u>es</u> | 7. push _____ | 12. buy _____ |
| 3. hope _____ | 8. wait _____ | 13. enjoy _____ |
| 4. teach _____ | 9. mix _____ | 14. try _____ |
| 5. move _____ | 10. bow _____ | 15. carry _____ |

□ **Exercise 25. Let's talk: pairwork. (Chart 1-5)**

Work with a partner. Look at the pictures and make conversations. Take turns being Partner A and Partner B. Follow this model. Use *he, she, or they* as appropriate.

PARTNER A: What is he doing?

PARTNER B: He _____.

PARTNER A: Does he _____ often?

PARTNER B: No, he doesn't. He rarely _____.



□ **Exercise 26. Game.** (Charts 1-4 and 1-5)

Your teacher will assign each student an item number. (If there are fewer than 24 students, some students will have two numbers. If there are more than 24 students, some students will have the same number.) Find your number in the list and write the words that appear beside it on a slip of paper. Then close your book.

Walk around the classroom and say your words to other classmates. You are looking for the other half of your sentence. When you find the person with the other half, combine the information on both of your slips of paper into a sentence.

Write the sentence on the board or on a piece of paper. Make changes to the verb if necessary.

Example: 1. A star
2. shine in the sky at night
→ *A star shines in the sky at night.*

- | | |
|--|---|
| 1. A car | 11. An elephant |
| 2. causes air pollution. | 12. A hurricane |
| 3. stretch when you pull on it. | 13. produce one-fourth of the world's coffee. |
| 4. A hotel | 14. Oceans |
| 5. support a huge variety of marine life. | 15. use its long trunk like a hand to pick things up. |
| 6. A bee | 16. Brazil |
| 7. Does exercise | 17. supply its guests with clean towels. |
| 8. cause great destruction when it reaches land. | 18. A rubber band |
| 9. A river | 19. collects nectar* from flowers. |
| 10. improves your health? | 20. flows downhill. |

□ **Exercise 27. Warm-up.** (Chart 1-6)

Circle the correct completions.

CHARLIE: Shhh! I _____ something on our roof.

- a. hear b. am hearing

I _____ there is a person up there.

- a. think b. am thinking

DAD: I _____.

- a. don't know b. am not knowing

It _____ more like a small animal, maybe a cat or squirrel.

- a. sounds b. is sounding

*nectar = a sugary liquid inside flowers