

Appendix: SUPPLEMENTARY GRAMMAR UNITS

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
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General Notes on the Appendix

- **PURPOSES:** Teachers and students need a common vocabulary of grammar terms so that they can identify and discuss the patterns they are using in English. Also, every language learner needs to use a dictionary, and every dictionary uses grammar terms.

Have the students look in their dictionaries to find abbreviated labels such as “n,” “v,” “vi,” “vt,” “adj,” “adv,” “prep.”

Also, have the students look up words that have various uses, such as *fast* and *crown*, and have them note the grammatical labels. Being able to recognize the grammatical function of a word in a sentence can help one find the appropriate definition. For example, if one sees that *fast* is used as a verb in the sentence “He fasted for three days,” it makes looking up the meaning easier. Similarly, if one is unsure of the use of, for example, *crown* as a verb (*Napoleon crowned himself emperor. The dentist crowned two of my teeth. The festival was crowned by a dazzling display of fireworks.*), a dictionary can provide valuable usage information.

- **USES:** The textbook assumes that your students are already familiar with basic grammar terminology, but often it is helpful for them to review these concepts, either on their own or at your direction.

At the beginning of the English course, you could show your students the Appendix and suggest how to use it on their own. Also refer them to the selfstudy practices in the *Workbook*. You may want to cover some of the Appendix units as part of your regular teaching syllabus or in connection with related units in the chapter material.

- **NOTE ON PHRASAL VERBS:** A supplementary unit on phrasal verbs (two-word and three-word verbs such as *give up* or *catch up with*) can be found in the accompanying *Workbook for Understanding and Using English Grammar*. Phrasal verbs were deleted from the Appendix in the third edition because there was not space in the text to give phrasal verbs their just due. (One of the regrets of any author is that not everything can be included in a textbook.) Phrasal verbs require minimal grammatical explanation, after which learning them is largely a matter of vocabulary acquisition. Students interested in learning phrasal verbs should be referred to the *Workbook* or to one of several available texts that give phrasal verbs a thorough and informative presentation.

UNIT A: Basic Grammar Terminology

CHART A-1: SUBJECTS, VERBS, AND OBJECTS

- The text assumes that its users are familiar with the terms “noun,” “verb,” “adjective,” “adverb,” and “preposition” as well as the terms “subject” and “object.” Some students need to review this basic terminology so that you and they share a common vocabulary for discussing sentence structures.

- A noun or pronoun can have several functions in a sentence: subject, direct or indirect object, or object of a preposition. Sometimes these categories confuse learners.

- It is also sometimes confusing for students that the term “verb” is used to refer to the part of speech a word is (noun, *verb*, adjective, adverb) and, as well, to refer to the function of a word in a sentence (subject, *verb*, object).

Look at the first item in Exercise 1 as an example. To elicit what part of speech a word is, ask “What kind of word is ‘politician’?” Answer: A noun. To elicit the grammatical function of a word, ask “How is ‘politician’ used in the sentence?” Answer: It’s the subject.

- You might point out to the students that transitive and intransitive verbs are noted “v.t.” and “v.i.,” respectively, in most dictionaries. The *Collins COBUILD English Language Dictionary* notes transitive verbs as “V + O” and intransitive verbs as “V.”

This terminology, “transitive” and “intransitive,” is used in the text for two principal reasons: (1) It draws attention to an important feature of English verbs (i.e., that they may or may not be followed by an object), and hence to the two most common variations in the fundamental structure of the simple sentence in English (S + V and S + V + O); and (2) it is useful in the teaching of the passive voice, where only transitive verbs can be used (since the subject of a passive verb also functions as the object of the verb’s action).

- Some common verbs that are usually or always intransitive: *agree, appear, arrive, come, cost, cry, die, exist, fall, flow, go, happen, laugh, live, occur, rain, rise, seem, sit, sleep, sneeze, snow, stand, stay, talk, wait, walk.*

□ EXERCISE 1, p. A2. Subjects, verbs, and objects. (Chart A-1)

Use this exercise to discuss the labels “noun,” “verb,” “subject,” and “object.”

Most students should be able to identify each structure quickly. If not, perhaps they need to review a more basic English textbook. This is not intended to be at all challenging.

ANSWERS:

2. S V O
The mechanic repaired the engine.

3. S V O
Those boxes contain old photographs.

4. S V O
The teacher canceled the test.

5. S V O
An earthquake destroyed the village.

6. S V O
All birds have feathers.

List of nouns: *politician, taxes, mechanic, engine, boxes, photographs, teacher, test, earthquake, village, birds, feathers.*

□ **EXERCISE 2, p. A2. Transitive vs. intransitive verbs. (Chart A-1)**

Students need to determine whether or not the verb is followed by an object. The main focus of this exercise is to promote recognition of simple sentence structure, and secondarily to clarify the terminology of “transitive” and “intransitive.” You might want to mention that *trans* comes from Latin and is a prefix meaning “across”: a transitive verb is like a bridge across a river, connecting the subject and the object. The prefix “in-” means “not”: *intransitive* means “not transitive.” Other common words with *trans*: *transportation, transform, transfer, transatlantic, translate, transmit*.

ANSWERS: 3. divided = VT 4. sneezed = VI 5. happened = VI 6. bought = VT 7. won = VT 8. won = VI 9. disappeared = VI; shone = VI 10. boiled = VT; made = VT; drank = VT

CHART A-2: PREPOSITIONS AND PREPOSITIONAL PHRASES

- A preposition is a kind of “cement” that connects a noun or pronoun to other parts of an English sentence. Many languages have no prepositions, so these small English words can be very difficult to understand and explain. To get across the importance of these words, take a simple sentence such as “I walked ____ my father” and complete it with as many different prepositions as possible: *I walked with, toward, into, beside, behind, like, on(!), under(?), around, (etc.) my father.*

- In (d) notice that a comma is customary before the subject of the sentence. This comma signals that an element has been moved to the front of the sentence, and the speaker’s voice will usually rise a bit before the comma.

- A few prepositions consist of short phrases; examples of “phrasal prepositions”:

<i>because of</i>	<i>in the middle of</i>	<i>out of</i>
<i>instead of</i>	<i>in back of</i>	<i>according to</i>
<i>in (the) front of</i>	<i>ahead of</i>	<i>due to</i>

- Students need to be able to identify prepositions in the chapters on gerunds and infinitives, the passive, modal auxiliaries, and adjective clauses in particular, but also in many other units.

□ **EXERCISE 3, p. A3. Identifying prepositions. (Chart A-2)**

Again, this is not supposed to be a challenging exercise. If it is extremely confusing and seems arcane for some students, they may need a more basic textbook than *Understanding and Using English Grammar* or may need tutoring in the structure of the simple sentence and its terminology prior to beginning the text. Also, depending on the students’ proficiency needs in speech and writing, it is possible that such students would benefit from a different approach to language teaching, one in which grammar is not explicitly taught.

ANSWERS:

2. The waiter cleared the dirty dishes from our table.
P O of P

3. I parked the car in the garage.
P O of P

4. Trees fell during the violent storm.
P O of P

5. Cowboys depended ^P ^{O of P} on horses ^P ^{O of P} for transportation.
6. We walked ^P ^{O of P} to the park ^P ^{O of P} after class.

□ **EXERCISE 4, p. A3. Sentence elements. (Charts A-1 and A-2)**

ANSWERS:

3. ^S ^{VT} Sally wore her blue ^O ^{PP} suit to the meeting.
4. ^S ^{VT} Beethoven wrote nine ^O ^{PP} symphonies.
5. ^S ^{VI} Bells originated ^{PP} in Asia.
6. ^S ^{VT} Plants need a reliable ^O ^{PP} supply of water.
7. ^S ^{VT} We enjoyed the ^O ^{PP} view of snowy mountains ^{PP} from the window ^{PP} of our hotel room.
8. The ^S ^{VT} child sat ^{PP} between her parents ^{PP} on the sandy beach. ^{PP} Above her, an ^S ^{VI} eagle ^{PP} flew across the cloudless sky.

CHARTS A-3 AND A-4: ADJECTIVES AND ADVERBS

- Have the class call out words they think are adjectives and make sentences with these words.
- In general, adjectives are placed before nouns in English.
- Another common pattern places an adjective after the verb *be* (see Charts A-5 and A-6):
 - The student is intelligent.*
 - The children were hungry.*
- Chart A-4 summarizes only the basic form and placement of adverbs. There are many other phenomena related to adverbs, but they are not included here.

□ **EXERCISE 5, p. A5. Nouns, verbs, adjectives, adverbs. (Charts A-1 → A-4)**

ANSWERS:

2. A ^{ADJ} small child cried ^{ADV} noisily in the ^{ADJ} third row of the theater.
3. The ^{ADJ} eager player waited ^{ADV} impatiently for the start of the game.
4. An ^{ADV} unusually ^{ADJ} large crowd came to the concert.
5. Arthur ^{ADV} carefully repaired the ^{ADJ} antique vase with ^{ADJ} special glue.
6. On ^{ADV} especially ^{ADJ} busy days, the telephone in the ^{ADJ} main office rings ^{ADV} constantly.

Nouns: *fire, house, child, row, theater, player, start, game, crowd, concert, Arthur, vase, glue, days, telephone, office.*

Total nouns = 16

Verbs: *spread, cried, waited, came, repaired, rings.*

Total verbs = 6

□ **EXERCISE 6, p. A5. Adjectives and adverbs. (Charts A-3 and A-4)**

Call attention to the footnote on usage of *well* and *good*. These may be confusing, even to native speakers of English.

ANSWERS: 1. careless . . . carelessly 2. easy . . . easily 3. softly . . . soft
4. quietly 5. well . . . good

□ **EXERCISE 7, p. A5. Midsentence adverbs. (Chart A-4)**

Ask the students to use these adverbs in their usual positions. Point out that using them in other positions is possible and serves to focus attention on them; e.g., *Never* has *Erica* seen snow. (See Chart D-3.) *Often* Ted studies at the library in the evening. Ann *often* is at the library in the evening, too. Fred has finished studying for tomorrow's test *already*.

ANSWERS: [Verbs and adverbs are underlined.]

2. Ted often studies at the library in the evening. 3. Ann is often at the library in the evening, too. 4. Fred has already finished studying for tomorrow's test. 5. Jack is seldom at home. [also possible for emphasis: *seldom is*] 6. Does he always stay there?
7. He often goes into town to hang around with his buddies. [*buddy* = a close friend, a pal]
8. You should always tell the truth.

CHARTS A-5 AND A-6: THE VERB *BE* AND LINKING VERBS

- Some grammar books call *be* a linking verb. In British English, a linking verb is called a "link verb."
- The key point here for learners to understand is that *be* can function in two ways:
 - (1) as the main verb in a sentence (a, b, c) and
 - (2) as the auxiliary element in a verb phrase (d, e, f).

□ **EXERCISE 8, p. A6. Linking verbs. (Charts A-3 → A-6)**

ANSWERS: 1. easy . . . easily 2. comfortable 3. carefully 4. sad
5. cheerfully . . . cheerful 6. carefully . . . good [*Taste* can be either transitive or intransitive.] 7. quiet . . . quietly 8. dark

□ **EXERCISE 9, p. A7. Nouns, verbs, adjectives, adverbs, prepositions. (Charts A-1 → A-6)**

This exercise can be used in class discussion to make sure that the students understand the basic terminology used in the textbook. The exercise can be expanded by asking them to identify words in addition to those that are underlined. The material can also be used to discuss sentence structure; you could focus on the elements of a simple sentence or preview the compound–complex structures. (Some teachers like to diagram sentences for their students.) In addition, you could ask the class to discuss punctuation and capitalization.

ANSWERS:

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Whales = <i>noun</i>
 mammals = <i>noun</i>
 breathe = <i>verb</i>*
 air = <i>noun</i></p> <p>3. dive = <i>verb</i>
 deeply = <i>adverb</i>
 beneath = <i>preposition</i>
 surface = <i>noun</i>
 under = <i>preposition</i>
 water = <i>noun</i>
 for = <i>preposition</i></p> <p>4. migrations = <i>noun</i>
 among = <i>preposition</i>
 swim = <i>verb</i>
 from = <i>preposition</i>
 to = <i>preposition</i>
 icy = <i>adjective</i></p> | <p>5. highly = <i>adverb</i>
 trainable = <i>adjective</i>
 intelligent = <i>adjective</i>
 sensitive = <i>adjective</i>
 refused = <i>verb</i>
 Finally = <i>adverb</i>
 immediately = <i>adverb</i>
 took = <i>verb</i>
 shared = <i>verb</i></p> <p>6. smell = <i>noun</i>
 poor = <i>adjective</i>
 eyesight = <i>noun</i>
 extremely = <i>adverb</i>
 wide = <i>adjective</i>
 range = <i>noun</i>
 of = <i>preposition</i>
 sounds = <i>noun</i>
 use = <i>verb</i>
 sound = <i>noun</i></p> | <p>7. with = <i>preposition</i>
 clicks = <i>noun</i>
 whistles = <i>noun</i>
 songs = <i>noun</i>
 gather = <i>verb</i>
 around = <i>preposition</i>
 communicate = <i>verb</i>
 through = <i>preposition</i></p> |
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UNIT B: Questions

CHART B-1: FORMS OF YES/NO AND INFORMATION QUESTIONS

- Note the special form of questions with *who* as subject.

□ **EXERCISE 10, p. A9. Forms of yes/no and information questions. (Chart B-1)**

The purpose of this mechanical exercise is for students to review the word order of questions using a variety of verb forms.

SUGGESTION: Draw a chart on the chalkboard with the following headings:

Q Word + Auxiliary + Subject + Main Verb + Rest of the Sentence

Then ask students to fit each element of a question sentence into the chart. This makes clear the position of each element in a question. For example:

Q Word + Auxiliary + Subject + Main Verb + Rest of the Sentence

	Does	she	stay	there?
Where	does	she	stay?	

* Point out the spelling and pronunciation of *breathe* (verb) and *breath* (noun), or have the students look this information up in their dictionaries. Also note that in this sentence *live* is an adjective and *young* is a noun. You might ask students to find these particular uses of these two words in their dictionaries. Mention that it can be helpful to determine the grammatical function of a word in order to know which definition and pronunciation to look for in a dictionary.

To clarify the use of a question word as the subject of a question, also have the class form questions with *who*.

Q Word + Auxiliary + Subject + Main Verb + Rest of the Sentence
 Who stays there?

As a variation, you could divide the class into thirds. Group 1 reads the cue, Group 2 asks the yes/no question, then Group 3 asks the information question. You could have four groups, with Group 4 asking the question with *who*. Rotate the groups after two responses so that everyone has a chance to use each question type. The exercise is mechanical, but it can be turned into a game.

ANSWERS: [All three types are included here.]

1. Does she stay there? Where does she stay? Who stays there?
2. Is she staying there? Where is she staying? Who is staying there?
3. Will she stay there? Where will she stay? Who will stay there?
4. Is she going to stay there? Where is she going to stay? Who is going to stay there?
5. Did they stay there? Where did they stay? Who stayed there?
6. Will they be staying there? Where will they be staying? Who will be staying there?
7. Should they stay there? Where should they stay? Who should stay there?
8. Has he stayed there? Where has he stayed? Who has stayed there?
9. Has he been staying there? Where has he been staying? Who has been staying there?
10. Is John there? Where is John? Who is there?
11. Will John be there? Where will John be? Who will be there?
12. Has John been there? Where has John been? Who has been there?
13. Will Judy have been there? Where will Judy have been? Who will have been there?
14. Were Ann and Tom married there? Where were Ann and Tom married? Who was married there?
15. Should this package have been taken there? Where should this package have been taken? What should have been taken there?

CHART B-2: QUESTION WORDS

- This chart is for consolidation and review. It is intended for reference, not memorization. In order to acquaint the students with its contents, spend a little time discussing it in class, including modeling spoken contractions (e.g., *When'd they arrive?*). After you discuss it, have the students close their books; give answers from the ANSWER column (adapting them to your class) and have the students supply possible questions. Examples:

TEACHER: David's [OR Yoko's, Olga's, Ali's, Roberto's, etc.]

SPEAKER: Whose . . . ?

TEACHER: Yesterday.

SPEAKER: When . . . ?

TEACHER: Dark brown.

SPEAKER: What color . . . ?

- Point out that an informal alternative for *Why* is *How come*. With *How come*, the subject and verb are not inverted. Compare: *Why did you go there?*
How come you went there?

□ **EXERCISE 11, p. A11. Information questions. (Charts B-1 and B-2)**

ERRATUM: Item 18 should read “Because the traffic was heavy. I was late because the traffic was heavy.” This is corrected in subsequent printings.

ANSWERS: 1. Who is that letter from? 2. Who wrote that letter? 3. Whose coat is that? [Check the spelling of *whose* (not *who's*).] 4. When are Alice and John going to get married? 5. What color are her eyes? 6. What color is her hair? 7. What kind of tea would you like? OR What would you like? 8. What do you usually drink with your breakfast? 9. What made her sneeze? 10. How long does it usually take you to eat breakfast? 11. How did you get to the airport? 12. What does the boy have in his pocket? [also possible: *What has the boy in his pocket?*] 13. How many brothers and sisters do you have? [also possible: *How many . . . have you?*] 14. Where did you grow up? 15. How long does it take to get there by plane? 16. What kind of novels do you like to read? OR What do you like to read? 17. Which chapters will the test cover? OR What will the test cover? 18. Why were you late? OR How come you were late? [Note the subject-verb order after *How come*.] 19. How long has she been sick? 20. How many people are you going to invite to your party? 21. Which camera should I buy? 22. Who discovered radium? 23. What are we doing? 24. How's everything going?

□ **EXERCISE 12, p. A12. Activity: asking questions. (Charts B-1 and B-2)**

This can be a fun exercise. Students can role-play their dialogues for the rest of the class, who can listen specifically for correct question forms.

ANSWERS: [These depend on students' creativity.]

CHART B-3: SHORTENED YES/NO QUESTIONS

- | |
|----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• These forms are used only in casual conversation, not formal situations. |
|----------------------------------------------------------------------------------------------------------------------------|

□ **EXERCISE 13, p. A12. Shortened yes/no questions. (Chart B-3)**

ANSWERS: [Subjects and auxiliary verbs which need to be added are underlined.] 2. Are you expecting someone? 3. Did you stay up late last night? 4. Have you ever been there before? 5. Are you nervous? [*Who me?* can be interpreted as a shortened form of *Who(m) do you mean? Do you mean me?*] 6. Do you want a cup of coffee? 7. Have you heard any news about your scholarship? 8. A: Are you hungry? B: Yeah. Are you?

CHART B-4: NEGATIVE QUESTIONS

- Negative questions are seldom found in nonfiction writing (other than as rhetorical questions). They are principally conversational, expressing emotions and opinions.
- The speaker of a negative question has an opinion about a situation. Asking the negative question is a signal to the listener. The speaker expects a certain answer, but the listener has to answer truthfully. Sometimes, therefore, the answer is unexpected. Even with native speakers, this can cause confusion, so the questioner may have to ask another question for clarification. See example (e):
 - A: What happened? Didn't you study?
 - B: Yes. (Meaning: That is what happened.)
 - A: I'm confused. Did you study or didn't you?
 - B: No, I didn't.

□ EXERCISE 14, p. A14. Negative questions. (Chart B-4)

- ANSWERS: 1. No. [= No, I wasn't hungry.] 2. A: Aren't you hungry? B: Yes.
3. A: Didn't you sleep well? B: No. 4. A: Doesn't it rise in the east? B: Yes, Annie.
5. A: Don't you recognize him? B: No. 6. A: Didn't he say he would be here by 4:00? B: Yes. 7. A: Aren't you having a good time? B: No. 8. B: Isn't the Mississippi the longest? A: No.

CHART B-5: TAG QUESTIONS

- Tag questions are an important element in English language conversation. They help establish communication because they invite a response from another person. Using the questions incorrectly can, therefore, cause confusion and disrupt communication. Students should be aware of the importance of using tag questions correctly.
 - Ask the students to make sentences beginning with "I'm not sure, but I think. . . ." Then have them turn that statement of opinion into an inquiry with a tag question that indicates their belief. For example: *I'm not sure, but I think we're going to have a test on question forms tomorrow.*
 - *We're going to have a test on question forms tomorrow, aren't we?* OR *I'm not sure, but I think Venus is the second closest planet to the sun.*
 - *Venus is the second closest planet to the sun, isn't it?*
- To elicit negatives in the main rather than tag verb, have the students begin a sentence with "It is my understanding that . . . not" For example: *It is my understanding that we're not going to have a test tomorrow.* → *We're not going to have a test tomorrow, are we?*
- There is another aspect of questions you may wish to mention to your class. Asking questions without using question word order or tags is common in everyday speech: the speaker simply uses interrogative intonation (voice rising at end). Demonstrate for the students: *Mary is here? Mary isn't here? She'll be here at ten? They won't be here? You can't come? You've never been to Paris? You live with your parents? Etc.*

□ **EXERCISE 15, p. A15. Tag questions. (Chart B-5)**

Most of the items here would typically have a rising intonation. Of course, some could be said with a falling intonation.

ERRATUM: Item 15 should read “There is something wrong with Jane today, _____?” This is corrected in subsequent printings.

ANSWERS: 2. isn't she 3. will they 4. won't you 5. are there 6. isn't it
7. isn't he 8. hasn't he 9. doesn't he [also possible: *hasn't he*] 10. can they
11. won't she 12. wouldn't she 13. are they 14. have you 15. isn't
there 16. can't they 17. did they 18. did it 19. aren't I 20. isn't it

□ **EXERCISE 16, p. A16. Tag questions. (Chart B-5)**

Perhaps you could tell the students which intonation to use for certain items. Or you could allow them to choose rising or falling intonation and then explain their choices. Or you could simply concentrate on the grammar and pay scant attention to intonation.

ANSWERS: 1. , isn't it? 2. , isn't he/she? 3. , doesn't he/she? 4. , is there?
5. , doesn't/hasn't he/she? 6. , didn't you? 7. , hasn't she/he? 8. , did you?
9. , have they? 10. , don't they? 11. , can she/he? 12. is she/he?
13. , won't it? 14. , do they? 15. , didn't you? 16. isn't there? 17. , isn't he/she?
18. , shouldn't you? 19. , does he/she? 20. , didn't she/he?
21. , don't/haven't we? 22. , haven't you? 23. , won't he/she/they/you?
24. , have they? 25. , aren't I? 26. , doesn't it?

UNIT C: Contractions

CHART C: CONTRACTIONS

- Understanding contractions is very important for anyone who hears native speakers of English talking.
- Make sure the students understand that the quotation marks around the contractions are NOT written.
- Mention the possibility that learners may have difficulty with auxiliary verbs in their own speech and writing because they don't always hear them in normal, rapidly spoken English. Unstressed contracted forms may be barely discernable to the inexperienced, unaware ear.

□ **EXERCISE 17, p. A17. Contractions. (Chart C)**

Have the students listen carefully to your oral production. Students enjoy trying to copy the teacher's model, but the emphasis should be on their hearing the contractions you say.

PART I ANSWERS: 1. “friend's” 2. “friends're” 3. “Tom's” /tamz/
4. “students've” /studəntsəv/ 5. “Bob'd” /bʌbəd/ 6. “Bob'd”
7. “Ron'll” /rənəl/ 8. “window's” /windouz/ 9. “windows're” /windouzer/
10. “Jane's” 11. “boys've” /boizəv/ 12. “Sally'd” /sælid/ 13. “Sally'd”

PART II ANSWERS: 14. “Who’s” /huz/ 15. “Who’re” /huər/ 16. “Who’s”
 17. “What’ve” /hwətəv/ 18. “What’d” / hwətəd/ 19. “What’d” /wətəd/
 20. “What’d” 21. “Why’d” /hwaid/ 22. “When’ll” /hwenəl 23. “How long’ll”
 /lɒŋəl/ 24. “Where’m” /hwɛrəm/ 25. “Where’d” /hwɛrd/

UNIT D: Negatives

CHART D-1: USING *NOT* AND OTHER NEGATIVE WORDS

- A note on pronunciation of some contractions:
 1. Do not pronounce the letter “l” in *could(n’t)*, *should(n’t)*, *would(n’t)*, etc. They should sound like “good.”
 2. Do not pronounce the letter “t” in *mustn’t*.
 3. Pronounce the letter “s” in *hasn’t*, *isn’t*, and *doesn’t* like the letter “z.”
- Examples in (c) show word order in negative verbs.
- The important difference between *not* and *no* is shown in (f) and (g).
- The footnote explains *ain’t* for students who may be curious about its use.

□ EXERCISE 18, p. A18. Using **NOT** and **NO**. (Chart D-1)

The purpose of this exercise is to show students two equally correct ways to make a negative statement. The form with *no* is generally more formal. Caution students against double negatives.

ANSWERS: 2. no . . . not . . . not 3. No 4. no 5. not . . . not 6. no
 7. not 8. no 9. no . . . no [This is a common saying that means “I can keep a secret”
 or “I prefer to keep my opinion to myself.”] 10. not 11. no 12. not

CHART D-2: AVOIDING DOUBLE NEGATIVES

- Some native speakers of English use double negatives regularly in their speech, so students might hear double negatives and wonder if they are grammatical. Double negatives are considered to be nonstandard usage and may reflect disadvantageously on one’s educational background. However, they are sometimes used for a humorous or theatrical effect.

□ **EXERCISE 19, p. A20. Error analysis: double negatives. (Chart D-2)**

ANSWERS: [The first answer is more frequently used.]

2. I didn't see anybody. OR I saw nobody.
3. I can never understand him. OR I can't ever understand him.
4. He doesn't like either coffee or tea. OR He ~~doesn't~~ likes neither coffee nor tea.
5. I didn't do anything. OR I did nothing.
6. I can hardly hear the radio. OR I can't hardly hear the radio.
7. We couldn't see anything but sand. OR We could see nothing but sand.
8. Methods of horse training have barely changed at all in the last eight centuries. OR Methods of horse training haven't barely changed at all in the last eight centuries.

CHART D-3: BEGINNING A SENTENCE WITH A NEGATIVE WORD

- This inversion is principally a literary device. Advanced students may find it interesting. Intermediate students may well ignore it.

□ **EXERCISE 20, p. A20. Negative words. (Chart D-3)**

ANSWERS: 2. Seldom do I sleep past seven o'clock. 3. Hardly ever do I agree with her. 4. Never will I forget the wonderful people I have met here. 5. Never have I known Rosa to be dishonest. 6. Scarcely ever does the mail arrive before noon.

UNIT E: Preposition Combinations

CHART E: PREPOSITION COMBINATIONS WITH ADJECTIVES AND VERBS

- This list is for reference, not memorization. Other combinations exist.
- ERRATUM: The chart should read (under the "E" column): "excel in, at." The omission of *at* is corrected in subsequent printings.

□ **EXERCISES 21–24, pp. A22–A23. Prepositions. (Chart E)**

Students might want to try to complete these exercises without looking at the list.

EX. 21 ANSWERS: 2. to 3. for 4. from 5. for 6. (up)on 7. from
8. in/at 9. to 10. in [also possible: at] 11. of 12. from 13. for [*care for*
= like] 14. about it [*care about* = be concerned about] 15. of

EX. 22 ANSWERS: 1. for 2. to 3. (up)on 4. from 5. of 6. of [*take care of* = pay attention to] 7. about 8. with 9. (up)on 10. for [*Whom* is very formal; *who* is acceptable.] 11. from 12. to 13. for 14. of 15. for

EX. 23 ANSWERS: 1. with 2. of 3. to 4. of 5. at 6. from 7. with 8. in [*in* an area] 9. at [*at* a specific location] 10. from 11. for [= hope for] 12. of 13. at/with 14. with 15. to

EX. 24 ANSWERS: 1. to . . . for 2. from 3. with 4. to 5. (up)on 6. of [also possible: *from*] 7. (up)on 8. for . . . to 9. about [also possible: *of*] 10. of [also possible: *about*] 11. of 12. to [also possible: *with* or *toward(s)*] 13. of 14. with 15. to [also possible: *with*]

UNIT F: Connectives to Give Examples and to Continue an Idea

CHART F-1: CONNECTIVES TO GIVE EXAMPLES

- Giving examples is important in English rhetoric; general statements need specific support for clarity and persuasiveness.
- The abbreviation “e.g.” is a written form only, never spoken.

□ EXERCISE 25, p. A24. Giving examples. (Chart F-1)

ANSWERS: [These depend on students’ creativity.]

□ EXERCISE 26, p. A25. Using SUCH AS. (Chart F-1)

Students can use their knowledge of many things to complete these sentences. You might ask more than one student to give relevant examples for an item. They enjoy giving examples from their own experience or knowledge.

The commas are already given so that students can concentrate on meaning.

POSSIBLE COMPLETIONS: 2. such as bread and butter. 3. such as a Honda or Volkswagen. 4. such as cancer and heart disease. 5. such as Iran and Venezuela 6. as tennis and soccer. 7. as the printing press and the computer chip . . . such as the atomic bomb and bacterial weapons 8. such as when I’m sick or when I’m trying to solve a difficult problem. 9. such as history and mathematics . . . such as languages and science are difficult. 10. such as when I’m at a theater or when I’m talking on the phone 11. such as three and eleven . . . such as six and ten 12. such as German and French . . . such as Chinese and Arabic

CHART F-2: CONNECTIVES TO CONTINUE THE SAME IDEA

- One other transition in this pattern is *besides that*. Example:

She’s an excellent teacher. Besides that, students really like her.

This transition is usually used when listing points in an argument in order to persuade someone. (In this example, you might be trying to persuade an administrator to give the teacher a promotion or a salary increase.) Informally, *that* is sometimes dropped: *She’s an excellent teacher. Besides, students really like her.*

- Ask the students to give additional examples using *beside* vs. *besides* in order to clarify the point.

□ **EXERCISE 27, p. A26. Connectives to continue the same idea. (Chart F-2)**

Since these items are rather long and several answers are possible, students should prepare their answers (seatwork or homework). Then you can lead a discussion of good alternatives and the required punctuation.

POSSIBLE COMBINATIONS: 1. Furthermore, it has interesting special features. 2. In addition, you should read as many magazines in English as you have time for. Watching television can also be helpful. 3. Moreover, a housing shortage has developed. In addition, there are so many automobiles 4. Physical exercise is also essential. In addition, sleep and rest should not be neglected.

UNIT G: Verb Form Review Exercises

□ **EXERCISES 28–30, pp. A26–A28. General review of verb forms. (Chapters 1 → 20)**

At the end of the book, these three exercises give students an opportunity to evaluate their understanding and control of verb forms in English. The exercises cover verb forms presented in Chapters 1 through 20. They should be prepared before discussion, as either seatwork or homework.

EX. 28 ANSWERS:

1. had never spoken [also possible: *never spoke*]
2. hadn't come
3. be
4. wouldn't have come
5. was stamped
6. will probably continue / is probably going to continue . . . lives
7. will have been
8. going
9. Having heard
10. sitting / who is sitting
11. have been produced
12. would give / was going to give / is going to give
13. have known . . . met . . . was working [also possible: *worked*]
14. had been . . . would have met
15. were made
16. have been standing . . . are
17. would change . . . (would) decide
18. understood / could understand
19. Being . . . was respected / is respected
20. would not exist [also possible: *could not exist*]

- EX. 29 ANSWERS:* 1. coming . . . has learned 2. had already given 3. apply / should apply 4. would have been / would be 5. would be / was going to be 6. Sitting . . . watching 7. had been informed 8. was completely destroyed . . . had gone 9. embarrassing 10. were 11. invited 12. puzzled . . . puzzling . . . give . . . figure 13. has been 14. working . . . can/will be solved 15. call

EX. 30 ANSWERS:

ERRATUM: In lines 22 and 23, the pronoun "I" is erroneously repeated. This is corrected in subsequent printings.

- | | |
|-----------------------------------------------------------------------|------------------------------------------------------------------|
| (1) finish / have finished taking | (26) began . . . had |
| (2) will also finish / will also have finished
. . . have ever had | (27) Not knowing |
| (3) have learned | (28) to expect |
| (4) had anticipated / anticipated . . .
coming | (29) excited . . . finding |
| (5) Living . . . going | (30) chose . . . introduced |
| (6) have given [also possible: <i>has given</i>] | (31) sitting . . . talking |
| (7) to encounter . . . (to) interact | (32) were |
| (8) would like | (33) spoke / had to speak |
| (9) arrived . . . knew | (34) wouldn't / couldn't / didn't understand
. . . was saying |
| (10) needed . . . (in order) to
communicate | (35) was pleasantly surprised . . .
responded |
| (11) couldn't find . . . would use / used | (36) took . . . building |
| (12) (in order) to communicate | (37) progressed . . . found |
| (13) Knowing | (38) asked . . . spoke |
| (14) was | (39) were |
| (15) to make | (40) hesitated to ask |
| (16) became | (41) even interrupted . . . had never been |
| (17) Hoping to improve | (42) not to be surprised |
| (18) (to) understand . . . appearing | (43) sharing |
| (19) were saying / said | (44) learning |
| (20) bored | (45) was |
| (21) think | (46) am |
| (22) were experiencing / experienced | (47) hadn't come . . . wouldn't have been |
| (23) was doing | (48) could have / would have |
| (24) had wanted / had been wanting . . .
living | (49) knew |
| (25) studying | (50) had . . . to make |
| | (51) would be |