



# Contents

|                               |  |           |
|-------------------------------|--|-----------|
| Preface to the Fourth Edition | .....  | x         |
| Acknowledgments               | .....  | xiii      |
| <b>Chapter 1</b>              | <b>PRESENT TIME</b>  | <b>1</b>  |
| 1-1                           | Simple present and present progressive                       | 3         |
| 1-2                           | Forms of the simple present and the present progressive      | 4         |
| 1-3                           | Frequency adverbs  | 10        |
| 1-4                           | Singular/plural  | 13        |
| 1-5                           | Spelling of final <b>-s/-es</b>                              | 14        |
| 1-6                           | Non-action verbs   | 17        |
| 1-7                           | Present verbs: short answers to yes/no questions             | 20        |
| <b>Chapter 2</b>              | <b>PAST TIME</b>   | <b>26</b> |
| 2-1                           | Expressing past time: the simple past                        | 26        |
| 2-2                           | Spelling of <b>-ing</b> and <b>-ed</b> forms                 | 29        |
| 2-3                           | The principal parts of a verb                                | 31        |
| 2-4                           | Common irregular verbs: a reference list                     | 32        |
| 2-5                           | Regular verbs: pronunciation of <b>-ed</b> endings           | 39        |
| 2-6                           | Simple past and past progressive                             | 42        |
| 2-7                           | Expressing past time: using time clauses                     | 48        |
| 2-8                           | Expressing past habit: <b>used to</b>                        | 52        |
| <b>Chapter 3</b>              | <b>FUTURE TIME</b>   | <b>55</b> |
| 3-1                           | Expressing future time: <b>be going to</b> and <b>will</b>   | 55        |
| 3-2                           | Forms with <b>be going to</b>                                | 56        |
| 3-3                           | Forms with <b>will</b>                                       | 60        |
| 3-4                           | Certainty about the future                                   | 62        |
| 3-5                           | <b>Be going to</b> vs. <b>will</b>                           | 65        |
| 3-6                           | Expressing the future in time clauses and <b>if</b> -clauses | 68        |
| 3-7                           | Using the present progressive to express future time         | 72        |
| 3-8                           | Using the simple present to express future time              | 74        |
| 3-9                           | Immediate future: using <b>be about to</b>                   | 75        |
| 3-10                          | Parallel verbs   | 77        |
| <b>Chapter 4</b>              | <b>PRESENT PERFECT AND PAST PERFECT</b>                      | <b>81</b> |
| 4-1                           | Past participle  | 81        |
| 4-2                           | Present perfect with <b>since</b> and <b>for</b>             | 83        |

|           |  |     |
|-----------|--|-----|
| 4-3       | Negative, question, and short-answer forms   | 87  |
| 4-4       | Present perfect with unspecified time  | 90  |
| 4-5       | Simple past vs. present perfect  | 94  |
| 4-6       | Present perfect progressive  | 98  |
| 4-7       | Present perfect progressive vs. present perfect  | 101 |
| 4-8       | Past perfect   | 108 |
| Chapter 5 | ASKING QUESTIONS   | 111 |
| 5-1       | Yes/no questions and short answers   | 111 |
| 5-2       | Yes/no and information questions   | 114 |
| 5-3       | <i>Where, why, when, what time, how come, what ... for</i>   | 117 |
| 5-4       | Questions with <i>who, who(m), and what</i>  | 119 |
| 5-5       | Using <i>what</i> + a form of <i>do</i>  | 121 |
| 5-6       | Using <i>which</i> and <i>what kind of</i>   | 123 |
| 5-7       | Using <i>whose</i>   | 125 |
| 5-8       | Using <i>how</i>   | 127 |
| 5-9       | Using <i>how often</i>   | 129 |
| 5-10      | Using <i>how far</i>   | 131 |
| 5-11      | Length of time: <i>it</i> + <i>take</i> and <i>how long</i>  | 132 |
| 5-12      | Spoken and written contractions with question words  | 134 |
| 5-13      | More questions with <i>how</i>   | 137 |
| 5-14      | Using <i>how about</i> and <i>what about</i>   | 138 |
| 5-15      | Tag questions  | 140 |
| Chapter 6 | NOUNS AND PRONOUNS   | 146 |
| 6-1       | Plural forms of nouns  | 147 |
| 6-2       | Pronunciation of final <i>-s/-es</i>   | 149 |
| 6-3       | Subjects, verbs, and objects   | 151 |
| 6-4       | Objects of prepositions  | 153 |
| 6-5       | Prepositions of time   | 156 |
| 6-6       | Word order: place and time   | 157 |
| 6-7       | Subject-verb agreement   | 158 |
| 6-8       | Using adjectives to describe nouns   | 160 |
| 6-9       | Using nouns as adjectives  | 162 |
| 6-10      | Personal pronouns: subjects and objects  | 164 |
| 6-11      | Possessive nouns   | 166 |
| 6-12      | Possessive pronouns and adjectives   | 168 |
| 6-13      | Reflexive pronouns   | 169 |
| 6-14      | Singular forms of <i>other: another vs. the other</i>  | 171 |
| 6-15      | Plural forms of <i>other: other(s) vs. the other(s)</i>  | 173 |
| 6-16      | Summary of forms of <i>other</i>   | 176 |
| Chapter 7 | MODAL AUXILIARIES  | 178 |
| 7-1       | The form of modal auxiliaries  | 178 |
| 7-2       | Expressing ability: <i>can</i> and <i>could</i>  | 180 |
| 7-3       | Expressing possibility: <i>may, might, and maybe</i> ;<br>Expressing permission: <i>may</i> and <i>can</i> | 182 |
| 7-4       | Using <i>could</i> to express possibility  | 184 |
| 7-5       | Polite questions: <i>may I, could I, can I</i>   | 187 |

|                   |  |            |
|-------------------|--|------------|
| 7-6               | Polite questions: <i>would you, could you, will you, can you</i> . . . . .                                 | 189        |
| 7-7               | Expressing advice: <i>should</i> and <i>ought to</i> . . . . .   | 190        |
| 7-8               | Expressing advice: <i>had better</i> . . . . .   | 191        |
| 7-9               | Expressing necessity: <i>have to, have got to, must</i> . . . . .  | 193        |
| 7-10              | Expressing lack of necessity: <i>do not have to</i> ;<br>Expressing prohibition: <i>must not</i> . . . . . | 195        |
| 7-11              | Making logical conclusions: <i>must</i> . . . . .  | 197        |
| 7-12              | Tag questions with modal auxiliaries . . . . .   | 199        |
| 7-13              | Giving instructions: imperative sentences . . . . .  | 200        |
| 7-14              | Making suggestions: <i>let's</i> and <i>why don't</i> . . . . .  | 203        |
| 7-15              | Stating preferences: <i>prefer, like . . . better, would rather</i> . . . . .                              | 204        |
| <b>Chapter 8</b>  | <b>CONNECTING IDEAS</b> . . . . .  | <b>208</b> |
| 8-1               | Connecting ideas with <i>and</i> . . . . .   | 208        |
| 8-2               | Connecting ideas with <i>but</i> and <i>or</i> . . . . .   | 210        |
| 8-3               | Connecting ideas with <i>so</i> . . . . .  | 212        |
| 8-4               | Using auxiliary verbs after <i>but</i> . . . . .   | 214        |
| 8-5               | Using <i>and + too, so, either, neither</i> . . . . .  | 216        |
| 8-6               | Connecting ideas with <i>because</i> . . . . .   | 221        |
| 8-7               | Connecting ideas with <i>even though/although</i> . . . . .  | 223        |
| <b>Chapter 9</b>  | <b>COMPARISONS</b> . . . . .   | <b>229</b> |
| 9-1               | Making comparisons with <i>as . . . as</i> . . . . .   | 229        |
| 9-2               | Comparative and superlative . . . . .  | 233        |
| 9-3               | Comparative and superlative forms of adjectives and adverbs . . . . .                                      | 235        |
| 9-4               | Completing a comparative . . . . .   | 239        |
| 9-5               | Modifying comparatives . . . . .   | 240        |
| 9-6               | Comparisons with <i>less . . . than</i> and <i>not as . . . as</i> . . . . .                               | 241        |
| 9-7               | Using <i>more</i> with nouns . . . . .   | 242        |
| 9-8               | Repeating a comparative . . . . .  | 244        |
| 9-9               | Using double comparatives . . . . .  | 245        |
| 9-10              | Using superlatives . . . . .   | 246        |
| 9-11              | Using <i>the same, similar, different, like, alike</i> . . . . .   | 252        |
| <b>Chapter 10</b> | <b>THE PASSIVE</b> . . . . .   | <b>258</b> |
| 10-1              | Active sentences and passive sentences . . . . .   | 258        |
| 10-2              | Form of the passive . . . . .  | 259        |
| 10-3              | Transitive and intransitive verbs . . . . .  | 263        |
| 10-4              | Using the <i>by</i> -phrase . . . . .  | 265        |
| 10-5              | Passive modal auxiliaries . . . . .  | 269        |
| 10-6              | Using past participles as adjectives (non-progressive passive) . . . . .                                   | 271        |
| 10-7              | Participial adjectives: <i>-ed</i> vs. <i>-ing</i> . . . . .   | 276        |
| 10-8              | <i>Get</i> + adjective; <i>get</i> + past participle . . . . .   | 278        |
| 10-9              | Using <i>be used/accustomed to</i> and<br><i>get used/accustomed to</i> . . . . .                          | 282        |
| 10-10             | <i>Used to</i> vs. <i>be used to</i> . . . . .   | 284        |
| 10-11             | Using <i>be supposed to</i> . . . . .  | 285        |

|            |   |     |
|------------|---|-----|
| Chapter 11 | COUNT/NONCOUNT NOUNS AND ARTICLES   | 290 |
| 11-1       | <i>A</i> vs. <i>an</i>  | 290 |
| 11-2       | Count and noncount nouns  | 292 |
| 11-3       | Noncount nouns  | 293 |
| 11-4       | More noncount nouns   | 295 |
| 11-5       | Using <i>several</i> , <i>a lot of</i> , <i>many/much</i> , and <i>a few/a little</i> | 297 |
| 11-6       | Nouns that can be count or noncount   | 300 |
| 11-7       | Using units of measure with noncount nouns  | 302 |
| 11-8       | Guidelines for article usage  | 306 |
| 11-9       | Using <i>the</i> or $\emptyset$ with names  | 315 |
| 11-10      | Capitalization  | 317 |
| Chapter 12 | ADJECTIVE CLAUSES   | 321 |
| 12-1       | Adjective clauses: introduction   | 321 |
| 12-2       | Using <i>who</i> and <i>that</i> in adjective clauses to describe people              | 322 |
| 12-3       | Using object pronouns in adjective clauses to describe people                         | 324 |
| 12-4       | Using pronouns in adjective clauses to describe things                                | 327 |
| 12-5       | Singular and plural verbs in adjective clauses  | 331 |
| 12-6       | Using prepositions in adjective clauses   | 332 |
| 12-7       | Using <i>whose</i> in adjective clauses   | 336 |
| Chapter 13 | GERUNDS AND INFINITIVES   | 342 |
| 13-1       | Verb + gerund   | 342 |
| 13-2       | <i>Go</i> + <i>-ing</i>   | 344 |
| 13-3       | Verb + infinitive   | 346 |
| 13-4       | Verb + gerund or infinitive   | 347 |
| 13-5       | Preposition + gerund  | 352 |
| 13-6       | Using <i>by</i> and <i>with</i> to express how something is done                      | 355 |
| 13-7       | Using gerunds as subjects; using <i>it</i> + infinitive                               | 357 |
| 13-8       | <i>It</i> + infinitive: using <i>for</i> ( <i>someone</i> )                           | 358 |
| 13-9       | Expressing purpose with <i>in order to</i> and <i>for</i>                             | 361 |
| 13-10      | Using infinitives with <i>too</i> and <i>enough</i>                                   | 364 |
| Chapter 14 | NOUN CLAUSES  | 370 |
| 14-1       | Noun clauses: introduction  | 370 |
| 14-2       | Noun clauses that begin with a question word  | 371 |
| 14-3       | Noun clauses that begin with <i>if</i> or <i>whether</i>                              | 376 |
| 14-4       | Noun clauses that begin with <i>that</i>  | 379 |
| 14-5       | Other uses of <i>that</i> -clauses  | 380 |
| 14-6       | Substituting <i>so</i> for a <i>that</i> -clause in conversational responses          | 382 |
| 14-7       | Quoted speech   | 384 |
| 14-8       | Quoted speech vs. reported speech   | 387 |
| 14-9       | Verb forms in reported speech   | 388 |
| 14-10      | Common reporting verbs: <i>tell</i> , <i>ask</i> , <i>answer/reply</i>                | 389 |

|          |  |     |
|----------|--|-----|
| Appendix | SUPPLEMENTARY GRAMMAR CHARTS                                     | 395 |
| Unit A:  | A-1 The present perfect vs. the past perfect                     | 395 |
|          | A-2 The past progressive vs. the past perfect                    | 396 |
|          | A-3 <i>Still</i> vs. <i>anymore</i>                              | 396 |
|          | A-4 Additional verbs followed by <i>that</i> -clauses            | 397 |
|          | A-5 Additional expressions with <i>be</i> + <i>that</i> -clauses | 397 |
| Unit B:  | B-1 Phrasal verbs  | 398 |
|          | B-2 Phrasal verbs: a reference list                              | 399 |
| Unit C:  | C-1 Preposition combinations: introduction                       | 402 |
|          | C-2 Preposition combinations: a reference list                   | 402 |
|          | Listening Script   | 405 |
|          | Trivia Answers   | 421 |
|          | Answer Key   | 423 |
|          | Index  | 463 |
|          | Audio CD Tracking List   | 474 |