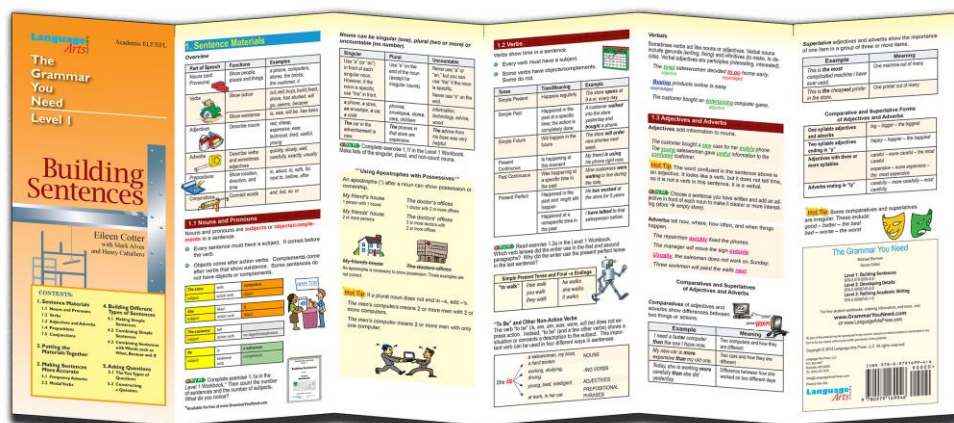


Building Sentences



Student Workbook



Henry Caballero ♦ Eileen Cotter

Language
Arts Press

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Student Workbook
to accompany
The Grammar You Need, Level 1: Building Sentences

The Grammar You Need
Series

Level 1: Building Sentences
Level 2: Developing Details
Level 3: Writing with Clarity and Accuracy

Michael Berman
Series Editor

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Name: _____ Date: _____

1.1a Noticing Subjects, Objects, and Complements

Part A. Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, underline the simple subject (see Glossary on page 113). Put parentheses around (the complete subject). The first two are done for you.

Remarkable Women

(Many women) have played an important part in American history. (Countless American women) have fought hard for equality in their home and in society. In fact, it would be impossible to imagine America without the contributions of women scientists, athletes, soldiers, writers, politicians, artists, etc. Of course, many people have heard of Amelia Earhart, Rosa Parks, Oprah Winfrey, and Hilary Clinton. These are some other notable women.

Rita Moreno

Rita Moreno was born in Puerto Rico in 1931. Her birth name is Rosa Dolores Alverio. She has received all four entertainment awards – an Oscar, a Tony, an Emmy, and a Grammy. Rita Moreno is best known for her role as Anita in *West Side Story* in 1961. During her career, Rita Moreno performed with notable actors such as Marlon Brando and Jack Nicholson. Moreno also appeared in the children’s educational TV shows *The Electric Company* and *Sesame Street*. Through her hard work and fame, Rita Moreno opened doors for many Latino performers.



Rita Moreno's star on Hollywood Boulevard

source - <http://www.biography.com/people/rita-moreno-189133>

Dr. Ellen Ochoa

In April 1991, Ellen Ochoa became the first Hispanic woman astronaut. She was born in Southern California in 1958. Her father was a retail store manager. Her mother did not work outside of the home. From a young age, Ellen Ochoa was interested in space exploration. Later, she earned a bachelor’s degree in physics from San Diego State University and a Master’s and PhD from Stanford. Her research and inventions helped improve guiding systems that are used in the field of robotics. During her time on flight crews of the National Aeronautic and Space Administration (NASA), she spent more than 1000 hours in space. She has received numerous awards from NASA and has served as the Flight Director for the Johnson Space Center in Houston, Texas.

<http://www.biography.com/people/ellen-ochoa-10413023#synopsis>

<http://teacher.scholastic.com/activities/hispanic/ochoa.htm>

Name: _____ Date: _____

1.1a Noticing Subjects, Objects, and Complements (continued)

Part B. Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, underline any object or complement of the main verb (see Glossary) and put parentheses around (the complete object or complement). The first sentence is done for you.

More Remarkable Women

Lisa Ling

Lisa Ling is (an American journalist and writer) who was born in California in 1973. Her father is a Chinese immigrant, and her mother is Taiwanese. Ling attended the University of Southern California but never graduated. Nevertheless, Lisa Ling has hosted shows on CNN, ABC, Oprah Winfrey's Network, and National Geographic Explorer. She has also received awards for her documentaries as a war correspondent. In 2014 at age 40, Lisa Ling was given a diagnosis of Attention Deficit Disorder (ADD).

http://en.wikipedia.org/wiki/Lisa_Ling#cite_note-32

<http://abcnews.go.com/Entertainment/lisa-ling-reveals-surprise-diagnosis-of-add-at-age-40/blogEntry?id=24155671&ref=https%3A%2F%2Fwww.google.ca%2F>

Rebecca Lobo

Rebecca Lobo has been an important figure in U.S. sports. Both of her parents were teachers. Her father also coached basketball. Therefore, Rebecca understood the importance of hard work and dedication. She attended the University of Connecticut in 1993. In 1995, her Connecticut team never lost a game. In 1996, she won a gold medal with the U.S. Olympic team. Then she was a star player in the new Women's National Basketball Association (WNBA). She ended her WNBA career in 2003. However, she is still a leader. She is a successful writer and a television analyst. She is also a board member at the University of Connecticut and at Hartford Hospital.

<http://www.pbs.org/wnet/finding-your-roots/profiles/rebecca-lobo/>

http://en.wikipedia.org/wiki/Rebecca_Lobo

Sonia Sotomayor

In 2009, Sonia Sotomayor became the first Latina Supreme Court Justice in US history. She was born in the Bronx in New York City. Her parents are Puerto Rican. Her father only had a 3rd grade education and did not speak English. He was a factory worker and died when Sonia was 9 years old. Her mother, Celina Sotomayor, wanted her children to have a good education. Sonia Sotomayor was a sales clerk while she was in high school. At Princeton University, she got extra help in English and writing. Sotomayor also dedicated a lot of time to Puerto Rican student organizations.

<http://www.biography.com/people/sonia-sotomayor-453906#synopsis>

http://en.wikipedia.org/wiki/Sonia_Sotomayor

Name: _____ Date: _____

1.1b Choosing Subjects, Objects, and Complements

A. Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, choose the correct label (subject, object, or complement) for the underlined words. The first sentence is done for you.



1. American historians have documented the contributions of many women. – subject object complement
2. The U.S. Congress has had female members since 1916.
– subject object complement
3. Elizabeth Blackwell was a famous woman in American medical history. – subject object complement
4. A famous American pilot is Amelia Earhart. – subject object complement
5. Many women still serve in the government. – subject object complement
6. Some important women in American history have led businesses.
– subject object complement

B. Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, choose the correct label (subject, object, complement, or not a noun) for each underlined word. The first sentence is done for you.

7. Women's history is an important subject. – subject object complement not a noun
8. The first woman astronaut was Dr. Sally K. Ride. – subject object complement not a noun
9. Some famous American women became engineers. – subject object complement not a noun
10. Some famous American women have been mothers. – subject object complement not a noun
11. The year 1993 was a significant year in American history. – subject object complement not a noun
12. Toni Morrison received the Nobel Prize for literature in 1993. – subject object complement not a noun
13. Condoleezza Rice has served as U.S. Secretary of State. – subject object complement not a noun
14. The Secretary of State is a high-ranking position in government. subject object complement not a noun

Name: _____ Date: _____

1.1c Producing Subjects, Objects, and Complements

A. Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, use the nouns as directed. Remember to start each sentence with a capital letter and end with a period. The first one is done for you.

1. women – (subject) **Many women have served in the U.S. government.**

2. *journalist* – (subject)

3. *important roles* – (complement)

4. *businesses* – (object)

5. *awards* – (object)

B. Instructions: Write sentences about women using the nouns in the box. Remember to start each sentence with a capital letter and end with a period.

famous scientists	congress	challenges	doctors	the U.S.
leaders	mothers	elections	American history	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

1.1d Noticing Subject and Object Pronouns

Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, underline any subject pronouns and put parentheses around any (object pronouns). The first sentence is done for you.

Tango

Katia hated these singles events, but she went because she liked to spend time with her friends. The plan was to meet at a local ballet school. It offered social dances for adults on Fridays and Saturdays. This weekend, the dance was the Argentine Tango. The participants would receive a lesson before the dance so that they could learn and practice the steps.

When Katia arrived to meet her friends, they were sitting together at a table. She noticed that the ballet school looked different. It had a few tables, colorful decorations and strings of little lights that were wrapped around the ballet bars at the mirrors. All the girls were excited as they talked. A woman from the school welcomed the guests. She took her seat at a table with other teachers from the school. Then the lesson started. It was taught by an older, more experienced looking couple. The man was tall and looked just a lit white shirt but no tie. Katia noticed a woman with skin tight black dress with thin straps. Katia could see that she had firm but graceful. Tango music started and everyone in the room could feel. It sounded like they had heard some of the instruments. The couple took a few steps to meet at the center of the dance floor.



Then, without words, they embraced and began to dance. Katia and her friends were silently watching them glide on the floor. They danced with their eyes closed and without any of the complicated steps that she often saw on TV shows. Katia watched as the woman followed him effortlessly. He led her through steps that did not seem to have a pattern like some of the dances Katia knew. Even though they made the dance look simple, Katia knew that Tango was not easy or everyone would look as good as they did when they danced it.

After the brief demonstration, the music stopped and the couple invited the guests to join them on the dance floor. Katia took a drink from the glass in front of her and quietly walked toward the dance floor. She hoped that she would have a considerate partner because she did not have confidence in her abilities. Without a word, the tall man stretched out his hand calling Katia to him.

Name: _____ Date: _____

1.1d Noticing Subject and Object Pronouns (continued)

B. Instructions: List the subject and object pronouns you found in the reading. Then write the number for each one.

<u>Subject Pronouns</u>	<u>How many?</u>	<u>Object Pronouns</u>	<u>How many?</u>

Which type of pronoun (subject or object) is used more in this reading? _____

In the clause “When Katia arrived to meet her friends, ...” the word “her” is a possessive adjective. Write the possessive adjective used with the word “partner” in this reading. “_____ partner”

Name: _____ Date: _____

1.1e Choosing Subject and Object Pronouns

Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card. Then, choose the correct label (subject pronoun, object pronoun, or neither) for each underlined word. The first sentence is done for you.

- | | | | |
|---|-------------------|----------------|----------------|
| 1. Katia likes to socialize with <u>her</u> friends. | - subject pronoun | object pronoun | <u>neither</u> |
| 2. Participants can take lessons before <u>they</u> dance Tango. | - subject pronoun | object pronoun | neither |
| 3. <u>She</u> saw them sitting at the table. | - subject pronoun | object pronoun | neither |
| 4. She saw <u>them</u> sitting at the table. | - subject pronoun | object pronoun | neither |
| 5. <u>They</u> were talking excitedly. | - subject pronoun | object pronoun | neither |
| 6. When the man danced, everyone watched <u>him</u> . | - subject pronoun | object pronoun | neither |
| 7. When the woman followed <u>his</u> steps, everyone watched her. | - subject pronoun | object pronoun | neither |
| 8. When the woman followed his steps, everyone watched <u>her</u> . | - subject pronoun | object pronoun | neither |
| 9. <u>He</u> wore a nice suit. | - subject pronoun | object pronoun | neither |
| 10. <u>It</u> was a black suit. | - subject pronoun | object pronoun | neither |
| 11. Katia noticed <u>him</u> as he danced across the floor. | - subject pronoun | object pronoun | neither |
| 12. The woman wore a black dress and high heel <u>shoes</u> . | - subject pronoun | object pronoun | neither |
| 13. <u>They</u> were red high-heeled shoes. | - subject pronoun | object pronoun | neither |
| 14. The audience was silent as they watched <u>them</u> dance. | - subject pronoun | object pronoun | neither |
| 15. The audience was silent as <u>they</u> watched them dance. | - subject pronoun | object pronoun | neither |
| 16. <u>They</u> glided on the dance floor. | - subject pronoun | object pronoun | neither |
| 17. Tango looked easy to dance when they danced <u>it</u> . | - subject pronoun | object pronoun | neither |
| 18. Katia did not believe <u>she</u> could dance very well. | - subject pronoun | object pronoun | neither |
| 19. The man called <u>her</u> without saying a word. | - subject pronoun | object pronoun | neither |

1.1f Noticing Singular, Plural and Uncountable Nouns

Instructions: Review Section 1.1 (Nouns and Pronouns) of the **Building Sentences** card and Appendix 2 on page 116. Then, look at the **bolded** nouns below. Underline all the singular nouns. Double underline all the plural nouns. Put circle all the uncountable nouns. The first sentence is done for you.

That's Entertainment! The Career of Steven Spielberg



Movies have been sources of entertainment for many years. From the early “silent” movies to the latest movies in 3-D and IMAX, **people** have always enjoyed the **characters**, **stories**, and special **effects**. Common genres or **types** of **films** include **comedy**, **drama**, **suspense**, and **fantasy**. Of course, everyone has his/her favorite **actor** or **actress**, but it’s the **directors** who are most responsible for making the movie appear realistic and believable.

Steven Spielberg is a talented director who started making movies at age 12. At age 13, he won an **award** for a short film about a **war** with the **title** *Escape to Nowhere*. His professional **career** began when he directed TV **shows** and TV movies in the 1960s and early 1970s. In 1975, Spielberg became one of the most powerful **men** in Hollywood when he directed the blockbuster movie *Jaws*. From 1975 to 1998, Steven Spielberg directed many successful movies such as *Close Encounters of the Third Kind*, *E.T.*, *The Color Purple*, all of the *Indiana Jones* movies, the three *Back to the Future* movies, and *Jurassic Park*. In 1994, Steven Spielberg won his first Academy **Award** for Best Director for the historical film *Schindler’s List*. He won the award for Best Director again in 1998 for the movie *Saving Private Ryan*, a tense **drama** about World War II. Steven Spielberg is also a successful **writer** for and **producer** of movies.

Movie critics say that Spielberg has a **talent** for **storytelling**. He does this by controlling the **emotions** of the **audience**. He uses universal **themes** such as **love**, **conflict**, **friendship**, and **curiosity** to reach his audience. Spielberg also uses **elements** of **time** and **place** to make the action in the scene seem real to the **viewer**. Steven Spielberg said that he loves getting people in a dark **theater** with many **strangers** and giving them an **experience** they will never forget.

Bonus Questions:

1. Which type of noun (singular, plural, uncountable) is used more? _____
2. Why do you think academic writers often use nouns this way? _____

Name: _____ Date: _____

1.1g Choosing Singular, Plural and Uncountable Nouns

A. Instructions: Circle the correct answer for each noun. Analyzing the reading in 1.1f may help you. Appendix 2 (page 116) will help, too. You may also use a dictionary. The first two words are done for you.

- | | | | | |
|-------------------------|---|------------------|-------------|------------|
| 1. movie | - | <u>countable</u> | uncountable | not a noun |
| 2. person | - | <u>countable</u> | uncountable | not a noun |
| 3. act | - | countable | uncountable | not a noun |
| 4. actress | - | countable | uncountable | not a noun |
| 5. entertainment | - | countable | uncountable | not a noun |
| 6. entertain | - | countable | uncountable | not a noun |
| 7. man | - | countable | uncountable | not a noun |
| 8. men | - | countable | uncountable | not a noun |
| 9. suspense | - | countable | uncountable | not a noun |
| 10. suspenseful | - | countable | uncountable | not a noun |
| 11. story | - | countable | uncountable | not a noun |
| 12. write | - | countable | uncountable | not a noun |
| 13. writer | - | countable | uncountable | not a noun |
| 14. friend | - | countable | uncountable | not a noun |
| 15. friendship | - | countable | uncountable | not a noun |

B. Instructions: Some nouns are both countable and uncountable depending on the meaning of the sentence. Underline the meaning of each **noun** according to how the noun is used in the sentence.

- Steven Spielberg tells great stories by controlling the **emotions** of the audience.
countable uncountable
- In *Jurassic Park*, the scene where the dinosaurs are running in the valley is filled with **emotion**.
countable uncountable
- Steven Spielberg's movies have been some of the best **experiences** of my childhood.
countable uncountable
- There is no doubt that Steven Spielberg has extraordinary **experience** as a movie director.
countable uncountable

Name: _____ Date: _____

1.1h Producing Sentences with Singular, Plural or Uncountable Nouns

Instructions: Review the chart about singular, plural and uncountable in the **Building Sentences** card. Then, write sentences about movies and entertainment using 12 nouns in the box. You may make singular nouns plural. Remember to start each sentence with a capital letter and end with a period.

movie	director	actor	plot	scene	emotion	actor	image
action	award	talent	love	friendship	sound	success	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Name: _____ Date: _____

1.1i Editing Errors with Nouns

Instructions: Find and correct the errors with nouns. There is one error per sentence. The first sentence is done for you.

photographs

1. In 1878, Eadweard Muybridge took 12 ~~photograph~~ in sequence of a horse running on a race track.
2. With one of his inventions, he projected these photo quickly and made the first motion picture ever.
3. From the 1880s to the 1890's, many invention were made to make or show movies.
4. In 1894, people paid 5 cent to watch one 30-60 second movie in New York City.
5. These early movie often showed female dancers, sparring boxers, animals doing tricks, parades, or trains moving.
6. The Lumiere brothers in France invented new movie making equipments in 1895.
7. The words *cinema* was first used on December 28, 1895, in Paris, France.
8. In the early 1900s, film editing technique such as cuts, dissolves, and double exposures were used to make movies with a story such as *A Trip to the Moon* (1902) and *The Great Train Robbery* (1903).
9. Buster Keaton and Charlie Chaplin were two well known silent film movie star.
10. The 1930s and 1940s are known as the Golden Age of Hollywood because movie with sound and simple colors were first made in these years.
11. Walt Disney's first animated feature films was *Snow White and the Seven Dwarfs* in 1937.
12. In the 1950s, people bought TVs, so they did not go to as many movie as before.
13. Because of many political and social problem, the film industry in the U.S. began to decline in the 1960s.
14. The Cultural Revolution in the 1960s led to many creative movie in the 1970s.
15. By the 1980s, Hollywood had developed a successful methods to advertise movies and sell related products, but the cost of making movies was increasing and ticket prices were decreasing.

Sources: http://ths1.ttsd.k12.or.us/cs/studentwork08/rebe_hubbweb/intro.html
<http://www.filmsite.org/filmh.html>
http://www.ehow.com/about_4588784_history-movie-making.html



1.2a Noticing Subjects and Verbs

Instructions: Review Section 1.2 (Verbs) of the **Building Sentences** card. Double underline the verbs in each sentence. Single underline the simple subjects. The first sentence is done for you.

Cell Phones

Almost everyone owns a cell phone. Cell phones are not just for calling. Cell phones are sophisticated devices that people use for communication and more. Cell phone users call, text, take pictures, and send email with their cell phones. “Smart” phones are full of apps to make the phone a tool for communication, entertainment, and learning.



A Brief History of Cell Phones

Broadband cell phone technology is new, but the modern cell phone began in the 1920's. The first “wireless telephones” were radios used on German trains in the 1920's. By World War II, the military used hand-held radios. In the 1940's, some telephone companies made mobile telephones available in automobiles, but these early networks only supported a few users at the same time. In 1946, AT&T offered the first generation (zero G) network known as Mobile Telephone Service, but the service had inadequate coverage and was only available on a few channels in urban areas. From the 1940's – 1960's, engineers from Russia, Bulgaria, and the U.S. made advances in wireless technology for automobiles. On April 3rd 1973, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call from a handheld device. This wireless handheld device was the grandfather of the modern cell phone. In 1979, scientists developed analog (1G) networks to support mass use of cellular technology, and in 1983, Motorola introduced the DynaTAC mobile phone on the first U.S. 1G network. The DynaTAC phones cost about \$4,000, had a talk time of 30 minutes, and weighed 2 pounds. When cell phones eventually had QWERTY keyboards, digital (2G) networks made texting possible.

Nowadays, modern broadband (3G and 4G) networks support “Smart” phones with cameras and other applications. Cell phones have evolved in design and function since 1983.

Name: _____ Date: _____

1.2b Choosing Verb Tenses

Instructions: Review Section 1.2 (Verbs) of the **Building Sentences** card. Underline the correct verb tense for underlined verbs. Write the “meaning” from the table in section 1.2 in the Level 1 Building Sentences card. The first one is done for you.

1. Almost everyone owns a cell phone.

simple present simple past present continuous meaning: *happens regularly*

2. Cell phone users call, text, take pictures, and email with their cell phones.

simple present simple past present continuous meaning: _____

3. Some students are using social media right now.

simple present simple past present continuous meaning: _____

4. In the 1940’s, some telephone companies made mobile telephones available in automobiles.

simple present simple past past continuous meaning: _____

5. In the 1980’s, very few people were buying mobile phones.

simple past past continuous present perfect meaning: _____

6. When cell phones eventually had keyboards, digital (2G) networks made texting possible.

simple present simple past present perfect meaning: _____

7. Nowadays, modern broadband (3G) networks support “Smart” phones with cameras and other applications.

simple present simple past present continuous meaning: _____

8. Cell phones have evolved in design and function since 1983.

simple present present continuous present perfect meaning: _____

9. Cell phone technology will continue to improve.

simple present present perfect simple future meaning: _____



Name: _____ Date: _____

1.2c Choosing Correct Verb Tenses

Instructions: Review Section 1.2 (Verbs) of the **Building Sentences** card. See the list of common irregular verbs in the Appendices of this workbook. Then, choose the correct verb for the sentence.

1. It is a fact that almost everyone _____ a cell phone.
a. owns b. owned c. have owned d. will own
2. In the 1980's, not many people _____ cell phones.
a. owns b. owned c. have owned d. will own
3. Since the 1990's, many people _____ cell phones.
a. owns b. owned c. have owned d. will own
4. In the future, many people _____ cell phones.
a. owns b. owned c. have owned d. will own
5. Modern cell phones _____ apps for social networking and video games.
a. had b. have c. will have d. has
6. Texting _____ a very popular way to communicate since the late 1990's.
a. has become b. have become c. became d. will become
7. Before 1983, most people _____ a cell phone.
a. did own b. will own c. did not own d. had owned
8. In 1983, the DynaTac phone _____ very expensive.
a. is b. was c. will be d. has been
9. Now cell phones _____ 3G and higher networks.
a. used b. will use c. use d. have used
10. In the future, cell phones _____ smaller in size and less expensive than the DynaTac phone.
a. are b. will be c. will have d. were
11. Cell phones _____ possibly the most useful electronic device people can have.
a. were b. are c. will be d. had been

Name: _____ Date: _____

1.2d Producing Sentences with Different Verb Tenses

Instructions: Review Section 1.2 (Verbs) of the **Building Sentences** card. Then, write sentences about cell phones or mobile technology using time words or phrases listed. Remember to start each sentence with a capital letter and end with a period.

1. *Last week, I bought a new cell phone.* (last week)
2. _____ (usually)
3. _____ (all day yesterday)
4. _____ (right now)
5. _____ (since last month)
6. _____ (in two weeks)
7. _____ (before class last week)
8. _____ (often)
9. _____ (in 2030)
10. _____ (sometimes)
11. _____ (last semester)
12. _____ (for two hours)

Name: _____ Date: _____

1.2e Editing Verb Tense Errors

Instructions: Review Section 1.2 (Verbs) of the **Building Sentences** card. Then, find and correct the errors with verb tense. There is one error per sentence. The first one is done for you.

- bought*
1. She ~~buys~~ a new cell phone last week.
 2. Today, students usually turned their cell phone ringer off when they are in class.
 3. Yesterday, I charge the cell phone battery, but it does not work today.
 4. The cell phone is download the app now.
 5. I have use the notes app on my cell phone since I started classes last week.
 6. In two weeks, I upgrade my cell phone so that I can have more memory.
 7. I text my classmate to ask about the homework before class yesterday.
 8. Students often are using the camera on their cell phone to take pictures of the homework assignments.
 9. I think that cell phones are more useful in 10 years.
 10. Yesterday, my cell phone alarm was ring for two minutes and I could not turn it off.

Name: _____ Date: _____

1.2f Editing Errors with Subject Verb Agreement

Instructions: Find and correct the verb errors so that the subjects and verbs agree. There is one error per sentence. The first one is done for you.

1. She ^{uses}~~use~~ her cell phone to text her friends and check social media sites.
2. People downloads apps to study English.
3. The dictionary app are useful.
4. Students turns their cell phone ringer off when they are in class.
5. People upgrades their phone to have more memory and better features.
6. My cell phone battery do not work, so I will buy a new one.
7. He text his classmate to get information about the homework.
8. Some students often uses the camera on their cell phone to take pictures of the homework.
9. Cell phones improves every year.
10. Cell phones is not just for making phone calls.
11. She like buying a cell phone that can play music and videos.
12. The professor use a cell phone to post assignments online.

1.2g Noticing “To Be” Verbs

Instructions: Review “*To Be* and Other Non-Action Verbs” in Section 1.2 (Verbs) of the **Building Sentences** card. Then, underline the “to be” verbs in each sentence. The first one is done for you.

The Challenge of Choosing a Major



At some point, every college student chooses a major. This is an important decision, especially since paying for college is a big investment of time and money. This decision is also very personal, so students should spend some time thinking about their goals, skills, and interests.

Choosing a college major is not always difficult if students have the right information. Experts recommend that young, first-year students wait until they attend college before choosing a major. This gives a beginning student the chance to try different classes and learn more about the job market. In the past, career advice was not commonly available to young people. Nowadays, there are career tests that students can take as early as high school.

When choosing a college major, students should consider their passions as well. Passions are subjects or hobbies that inspire students. Many experts advise students to follow their passions even if they are unsure where this will lead them or what the starting salary will be. This choice is scary since it is also important to focus on the long-term benefits after college. Because there are constant changes in the job market, some students should wait until their second year to choose a college major to make sure that it has a clear connection to jobs with good prospects in the future. On the other hand, students who know that they want an engineering or medical degree should not wait to choose their major because these careers often require specific classes and skills.

Choosing a college major is important, but students should not panic if they change their mind. Experts say that it is not uncommon for students to change their majors once or twice after they enroll in college. According to [scholarships.com](https://www.scholarships.com/resources/college-prep/choosing-a-major/how-to-choose-a-college-major/), when students do research, keep an open mind, and are honest with themselves, they can choose a college major that will guide them down the path to success.

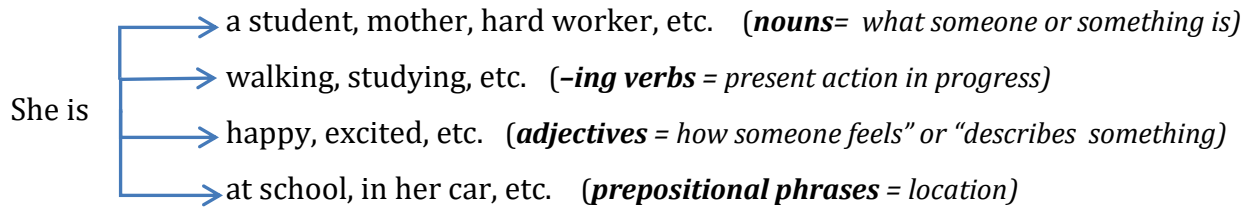
Sources

<https://www.scholarships.com/resources/college-prep/choosing-a-major/how-to-choose-a-college-major/>
<http://www.usnews.com/education/best-colleges/articles/2011/09/19/5-ways-to-pick-the-right-college-major?page=2>

Name: _____ Date: _____

1.2h Choosing Words that Follow “To Be” Verbs

Instructions: Write down the type of word that follows the “be” verb in each sentence. Choose from the **bolded** words in parentheses in the chart below. The first sentence is done for you.



1. - ing verbs My friend is **trying** to choose his major right now.
2. _____ Choosing a college major is **important**.
3. _____ The information about choosing a college major was **online**.
4. _____ Getting a good job is one **goal** of choosing your college major.
5. _____ When students choose their college major, they will be one **step** closer to following their passion.
6. _____ Engineering was the college **major** my friend chose.
7. _____ Her goal was not **clear**.
8. _____ Currently, computer science majors are **expecting** higher salaries than students who major in languages.
9. _____ Radiology was **popular** last year.
10. _____ Five new majors related to science will be **in the college catalog**.

Name: _____ Date: _____

1.2i Producing Sentences with “To Be” Verbs

Instructions: Write two sentences with each “to be” verb in the box. Describe where you live, what you do, how you feel, or what your plans are for your college major or career. Pay close attention to verb tense and subject verb agreement. Remember to start each sentence with a capital letter and end with a period.

am were is will be are was

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Name: _____ Date: _____

1.2j-A Noticing Verbs in Present Perfect Tense

Instructions: Underline the verbs in Present Perfect Tense. The first one is done for you. *Not all sentences have verbs in Present Perfect Tense.*

1. International Business has been a popular major for several decades. Most students know someone who has an interest in this major.
2. According to the Princeton Review, Nursing graduates have been able to find jobs in a variety of fields.
3. People who decide to become English Literature professors usually have a love of language and enthusiasm for the written word. However, the popularity of a major in English Literature has decreased in recent years since jobs in the field of teaching English Literature have become much more competitive.
4. All Accounting majors will have credits in Math before they graduate. Statistics has been among their primary Math courses for many years.
5. When students have completed all the requirements for their major, they can file an application for graduation.

1.2j-B Producing “To Be” in Present and Present Perfect Tense

Instructions: Fill in the blanks with the correct form of the verb “to be”.

1. Engineering and science majors _____ the most popular majors for over 5 years.
2. A degree in Child and Family Studies _____ the least popular major for several years.
3. Today, many employers want employees who _____ able to learn new skills while they are working.
4. Employers want people who can communicate well. If you _____ able to write well and speak clearly, you _____ a better candidate for a job.
5. In today’s changing economy, if a worker _____ flexible and _____ willing to learn new skills, this will increase job opportunities.

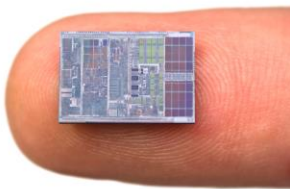
Name: _____ Date: _____

1.2k Editing “Be” Verbs

Instructions: Find and correct the errors with “to be” verbs. There is one error per sentence. Pay close attention to subject-verb agreement and verb tense. The first sentence is done for you.

are

1. There *is* many college majors, but students must pick one.
2. Media sources report that science, technology, engineering, and math (STEM) majors *is* some of the top majors for students who are thinking about a good career.
3. Pre-med and pre-law *is* college majors for students who want to become doctors or lawyers.
4. In 2014, many students *are* majoring in petroleum engineering because of its high average salary.
5. For the past 5 years, Nano technology *are* a growing field, so interested students should consider computer design or software engineering as their major.
6. When I went to college, my passion *is* teaching, so I majored in education.
7. My friend *is* majoring in cyber security, so he was studying how to protect companies from being hacked when he graduates next year.
8. Business classes *has* been among the most popular classes because students believe that these classes will lead to good jobs.
9. Many students choose majors like nursing and automobile technology so that they *is* able to find jobs after they graduate.
10. In the past, it *is* not uncommon for students to be in college for two years before they decided on their major. Times have changed.



Name: _____ Date: _____

1.21 Noticing Verbals

A. Instructions: Review the box “Verbals” in Section 1.2 of the **Building Sentences** card. Then, underline the “ing”/“ed” forms in each sentence. On the line to the left of each sentence, label each form as “VERBAL” or “VERB” or “part of VERB.” (Remember, verbs tell the time. Verbals do not.)

- VERB 1. Last year, the schools in Minnesota closed because of heavy snow.
- _____ 2. The weather forecaster on TV was talking about the storms.
- _____ 3. The confused forecasters did not predict such a big storm.
- _____ 4. A shocking story about the storm damage was on the news report.
- _____ 5. In the summertime, visitors to the lakes in Minnesota enjoy boating and waterskiing.
- _____ 6. Ice-fishing is popular in the winter.



For many verbals, the “-ing” form stresses that an action *is* or *was* happening. It is more physical than mental. On the other hand, the “to ____” form focuses on a plan or idea. It is more mental than physical.

B. Instructions: Underline each verbal. On the line to the left of each sentence, label the verbal as “action” or “plan.”

- plan _____ 1. My family wants to go to the Olympics in a few years.
- _____ 2. The ticket seller told the customer to talk with the manager.
- _____ 3. The tour guide kept on talking about the museum.
- _____ 4. Smoking on airplanes is not allowed at any time.
- _____ 5. The smoker pretended not to understand the pilot’s instructions.
- _____ 6. The travel agency intends to start a new website this year.
- _____ 7. The directions to the airport are easy to find.
- _____ 8. She enjoyed traveling by bus to San Diego.

1.2m Noticing Verbals as Adjectives

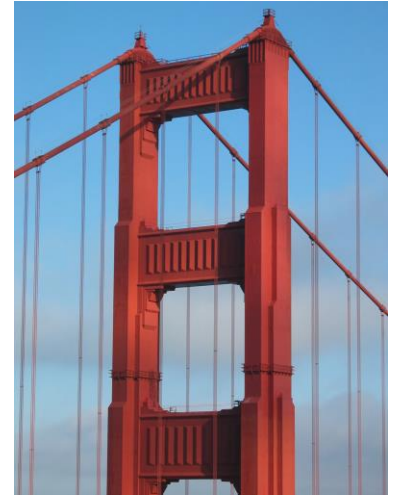
Instructions: Review “Verbals” in Section 1.2 (Verbs) of the **Building Sentences** card. Underline the 17 verb forms that are doing the job of an **adjective** (participles – see “Verbals” in Glossary). The first one is done for you.

Places of Interest in the U.S.

Many city residents like to travel outside of a city. If they want a relaxing break, they can go to the beach. If they want a challenging adventure, they can climb mountains. If they want stunning natural



scenery and interesting history, they can camp in a national park. Tired workers can take a break from work and return in a week completely refreshed.



Both coasts offer stressed city workers beautiful ocean escapes, but the beaches on the Atlantic and Pacific oceans are very different.

The average water temperature of the Pacific beaches is frequently 20 degrees lower than the Atlantic beaches. This is one reason why the water is more crowded on the east coast than the west coast. The Pacific Ocean beach waters have many wet-suit wearing swimmers, but the Atlantic Ocean swimmers almost never need wet suits.

A less experienced mountain climber might enjoy Mt. Greylock in Massachusetts, which has a well-marked 5.5 mile trail. At the end of the hike, fatigued hikers can enjoy a nice meal in the lodge at the top of the mountain. If a highly trained mountain climber wants to climb difficult mountains, he should probably travel to the western US. The high mountains there are more challenging than in the East. Mt. McKinley in Washington takes three days to climb. At the end, the completely exhausted climber has climbed 10,000 feet from the bottom to the summit.

National parks in the US offer beautiful views and historical tours. Interested visitors can learn about American history while they enjoy nature. One of the most famous national parks is the Grand Canyon National Park in Arizona, where a rafting guide can take you on a ride on the Colorado River. At Gettysburg National Military Park, visitors can learn about the nation’s Civil War and Abraham Lincoln’s celebrated Gettysburg Address.



Name: _____ Date: _____

1.2n Noticing Verbals as Nouns

Instructions: Review “Verbals” in Section 1.2 (Verbs) of the **Building Sentences** card.

Underline the 20 verb forms that are *not doing the job of a verb*. The title and first one in the reading are done for you.

Traveling in the U.S.

Some of the most popular destinations for vacationing in the US include major cities such as New York, Chicago and San Francisco. Traveling around these cities by car is usually not easy even for residents, and many visitors who have cars can be easily upset, so they often choose to take taxis or public transportation. Taking a taxi can be a challenge for many visitors because each city has different rules and regulations. In addition, visitors might have no idea where to get a taxi. Even

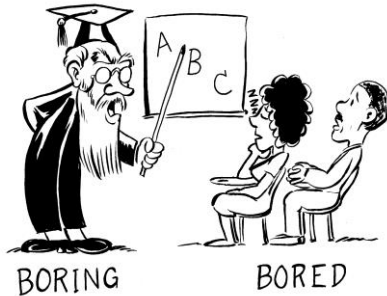


when they manage to get one, they have no idea how much they will be charged for the ride since the pricing of taxi rides varies greatly in different cities. In some cities, passengers need to pay additional money to go over a bridge or through a tunnel. In other cities, taxis charge extra for extra passengers. Sometimes taking a

taxi can be much more expensive than a visitor imagined. As a result, many visitors decide to take buses or trains. While public transportation can be convenient, it also can be difficult to figure out. In addition, sometimes visitors from smaller towns or rural areas are afraid of getting lost, especially if they need to travel underground where it is impossible to see their location. While traveling in a big city is not always easy, most visitors learn how to get around and end up enjoying their visits, even if they come home with stories to tell about getting around the city.

1.2o Choosing Correct Forms of Verbs and Verbals

Instructions: Choose the correct form of the word in parentheses (). Some of the sentences need a verb, and other sentences need a verbal.



Hot Tip Generally, "– ed" verbals describe how people feel (*bored*) and "–ing" verbals describe how something affects people (*boring*).

1. The businessman decided (to took, to take) a plane to go to Buenos Aires.
2. The long trip on the plane was (bored, boring).
3. When he (arrived, arriving) in Buenos Aires, he got a taxi to take him to the hotel.
4. He fell asleep as soon as he (went, going) to bed.
5. He must have been extremely (tired, tiring).
6. The next morning, the man decided (to go, going) to breakfast in the hotel.
7. He still felt (tired, tiring), so he ordered some coffee.
8. He (drank, drinking) 2 cups of coffee at breakfast.
9. Later, he went to a meeting, and he felt (bored, boring) again.
10. He did not want (falling, to fall, to fell) asleep, so he drank more coffee.
11. All day, he kept on (to drink, drinking, drank) coffee.
12. By the time he got back to his hotel that night, he felt (exhausted, exhausting).
13. However, because of all the coffee, he did not (sleeping, to sleep, sleep, slept).
14. The next day he (taking, took) a plane back home.
15. He was happy that the plane trip was so (unexcited, unexciting). He slept all the way home.

Name: _____ Date: _____

1.2p Producing Sentences with Verbals

Instructions: Use the words in the box below to complete sentences.

traveling to travel walking to walk flying to fly buying to buy

1. I decided not _____ to New York because the plane tickets were expensive.
2. _____ by train is a cheaper way to get there.
3. The visitor asked about _____ tickets to the tour bus.
4. I enjoy _____ around a new city because I can really see all the sights.

breaking to break repairing to repair liking to like taking to take

5. The student seems _____ her new car.
6. Her old car tended _____ down, so she needed _____ it every month.
7. _____ it was very expensive.
8. She intends _____ good care of this new car.

relaxing relaxed exhausting exhausted confusing confused

9. When I went to New York, I was completely _____. It was so big and busy.
10. The most _____ part of the city was the subway system.
11. I ended up walking for miles around the city. It was _____.
12. When I got back to my hotel, I took a _____ nap.



Name: _____ Date: _____

1.2q Producing Sentences with Verbals

Instructions: Answer the following questions using verbals. Try to use verbals as subjects, objects, and/or adjectives.

1. What do you plan to do after completing your English classes?

2. When you were a child, what did you like to do after school?

3. What types of physical exercise do you like to do?

4. Which is more enjoyable - reading a book or watching a movie?

5. What steps should a person follow when they are planning a trip?

6. What do you hope to do after completing this assignment?

7. Tell about something funny that happened in a class.

Name: _____ Date: _____

1.2r Editing Errors in Verbals

Instructions: Cross out the 11 errors in verbals in the following passage. Then write the correct form above the error. The first one has been done for you.

There is a lot to do in Hawaii

Hawaii is one of the most popular destinations in the



United States. Its six islands offer many wonderful activities to enjoy as well as beautiful places to ^{relax} ~~relaxing~~. Hikers can wander up active volcanoes or around breathtaking waterfalls. Visitors who enjoy



swimming or to surf can find numerous charming beaches with crystal clear water and coloring sand. The sand colors come from the volcanic rock and from the coral in the water. Adventurous tourists may decide swimming with manatees, which are marine animals also known as sea cows. Other

sightseers enjoy sit on a boat and watch for whales. Travelers who want to learn to danced the hula can take lessons at dance schools and even at many hotels. Children will enjoy flying dragon kites and canoeing with their parents. For visitors who want a break from all the wonderful outdoor activities, there are museums seeing and spas to visits. Tiring visitors can sit and listen to music from ukuleles or guitars at one of the many theaters and restaurants. There are many places exploring in Hawaii.

1.3a Noticing Nouns and Adjectives

Instructions: Review Section 1.3 (Adjectives and Adverbs) in the **Building Sentences** card. Then, underline the nouns and circle any adjectives or nouns that add information to other nouns. The first sentence is done for you.

Useful Smart Phone Apps

In the recent past, mobile phones were used like normal land-line phones. Today, modern technology has created “smart” phones with more capabilities than the mobile phones of the past. These smart phones have applications (apps) that make the mobile phones more powerful than just a normal phone. There are thousands of apps that users can install on their phones. Here is a short list of some useful apps.

Social Apps - These apps connect users with people all over the planet, so these apps are very popular. Some of these apps allow the user to post status updates or pictures. The nice thing is that these apps are often free to download and use.

Streaming Entertainment Apps - With these apps, users can stream television programs, online radio stations, movies and digital music files. These apps are typically free, but the user must pay for the streaming service, or they can agree to receive advertisements when they use the app.

Educational Apps - Most of these apps are for children, but many more are being created for adults. These challenging apps help users to study anatomy quizzes, learn languages, or play music. Most educational apps are not free, but they help to keep an active mind.

Financial Apps - Banks and financial institutions provide apps for their customers so that they can access their personal accounts from any mobile device. These apps are free. Users can purchase other financial apps that are used for keeping budgets, tracking expenses, paying off debt, and organizing important tax information.

Name: _____ Date: _____

1.3b Choosing & Producing Adjectives

Instructions: Choose two adjectives that describe these nouns from the reading. There may be more than two correct choices.

useful	difficult	necessary	different	common	popular
inexpensive	free	mobile	irritating	personal	important
new	confusing	young			

1. necessary apps
2. common apps
3. _____ smart phones
4. _____ smart phones
5. _____ files
6. _____ files
7. _____ technology
8. _____ users
9. _____ advertisements
10. _____ information

Instructions: Write a complete sentence using the adjectives and nouns from the activity above. Remember to start with capital letters and end with periods.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____ Date: _____

1.3c Choosing & Producing Adjectives

A. Instructions: Choose the correct adjective from the chart to describe the increases or decreases in each item.

<u>Adjective</u>	<u>Meaning</u>
slight	small or minor
gradual	slow and steady
rapid	fast or quick
dramatic	large or huge

- the price of a cell phone in 1980 = about \$3000
the price of a cell phone in 2013 = about \$299 **dramatic** decrease
- the number of cell phones my family had in 2001 = 2
the number of cell phones my family had in 2006 = 3
the number of cell phones my family had in 2013 = 4 _____ increase
- The amount of RAM memory in smart phones
was less than 1.5. Now it is 2.0 GB. _____ increase
- Two billion You Tube views deleted in one week. _____ decrease

B. Instructions: Write a complete sentence using the words in parenthesis. Remember to start with capital letters and end with periods.

- (dramatic decrease) _____

- (rapid increase) _____

- (gradual increase) _____

- (slight increase) _____

Name: _____ Date: _____

1.3d Editing Adjective Errors

Instructions: Find and correct the errors with adjectives. There is one error per sentence.

1. Facebook is ^{popular}~~popular~~ a social media site.
2. Some ~~freess~~ apps have pop-up advertisements.
3. App users don't always read the ~~confuse~~ user agreements for the apps.
4. Educational apps are for learning ~~useful~~.
5. People who create apps know ~~difference~~ computer programming languages.
6. Many people ~~young~~ believe that smart phones are necessary technology.
7. Banking mobile apps can be accessed from any device.
8. In the past, people used cell phones like ~~norm~~ phones.
9. Now, smart phones apps allow users to do more than just call or text.
10. Smart phones are forms of ~~importants~~ technology.
11. The price of smart phones shows a ~~increase~~ slight from the past few years.
12. The amount of memory of smart phones shows a ~~increase~~ dramatic from the first digital cell phones.
13. Over the past few years, there has been a ~~dramatically~~ increase in the number of smart phone apps.

Name: _____ Date: _____

1.3e Noticing Noun Modifiers

Instructions: Sometimes nouns can be used as adjectives. In the sentences below, underline the nouns that are working as adjectives. The first one has been done for you.

1. The newest cell phone apps can do amazing things.
2. When the business manager gave new phones to her staff, she advised all of them not to put music apps on them.
3. When a voice mail message arrives on a mobile phone, the phone makes a “ding.”
4. Many people now use photo storage on the “cloud,” but this can be a problem.
5. Hackers can get into the cloud storage and steal embarrassing photos.
6. Some apps let you share all your file folders across all your computers and mobile devices.
7. Other apps let you scan business cards and put the information into your phone contact list.
8. Keeping your appointment calendar on your phone can help you remember important meetings and commitments.
9. You can set your phone to send you a message an hour before the appointment or business meeting.
10. When you are grocery shopping, your phone can help you by checking prices at other stores.
11. You can take a quick photo of the food item that you want to buy, and tell the phone to check local prices.

Name: _____ Date: _____

1.3f Choosing Noun Modifiers and Adjectives

Instructions: Choose the correct form of the word in parentheses. The first one has been done for you.

1. The cost of (mobile, mobility) phones is usually part of the service plan.
2. Both cell phone and tablets have (touching, touch) screens.
3. An (expense, expensive) problem with these screens is that they are very fragile.
4. If a screen cracks, it can be replaced but that can cost more than the (original, origin) price of the item.
5. When the computer (scientific, science) major graduated from college, he found a job quickly.
6. Some of these apps allow the user to post (status, state) updates or pictures.
7. Many (business, businesses) advertisements give specific information on borrowing money and interest rates.
8. Some of the software created for (young, youngster) children is very complex.
9. Some apps help users keep track of their (work, working) expenses.
10. Many taxpayers now use software to figure out their (income, incoming) tax.

1.3g Noticing Comparatives and Superlatives

Instructions: Underline the comparatives and put (parentheses) around the superlatives. The first ones are done for you.

Comparing Countries

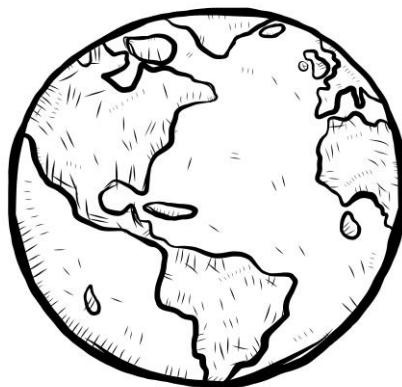
Of the 196 countries in the world, which are (the biggest and smallest) countries?

There are many small countries. Guam is much smaller than Tonga, but it is not the smallest country in the world. Vatican City, which is only .2 of a square mile in size, is considered the world's smallest country. Monaco, which measures .7 of a square mile, is just slightly larger. Many of the other small countries in the world are islands. One of these countries, the Maldives, is composed of almost 1,200 coral islands that are barely above sea level. As the sea level becomes higher, the islands are sinking.

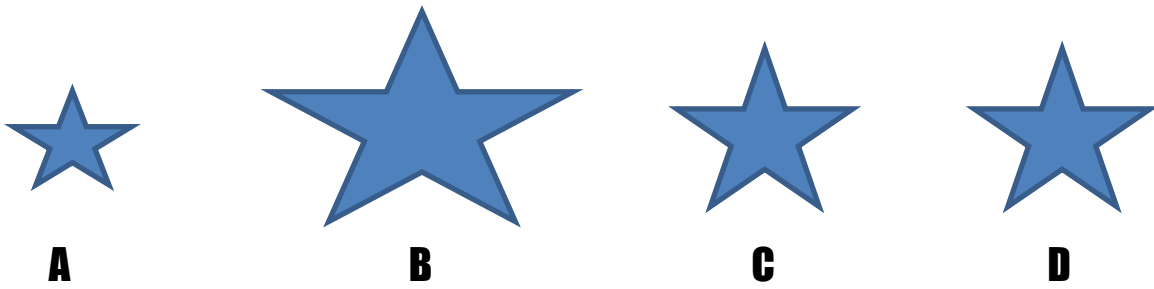
On the other end of the measuring stick, Russia is the world's largest country by area of land. It has over 6 ½ million square miles. Canada, the world's second largest country, is a lot smaller. It has just under 4 million square miles. However, if only land area, not water area, were counted, Canada would be the 4th largest country by area. China is just a bit smaller in land mass than the US. In 5th place is Brazil. Australia, which is the world's 6th biggest country, is the only country that is also a continent by itself.

China and India are the world's two largest countries by population. They are much more densely populated than any other country with each of them having over 1 billion residents. The least populated country in the world, as of 2013, was Pitcairn Islands, with only 56 residents. Some countries with the highest rate of population growth are Qatar, Uganda and Niger. This is a difficult statistic to find since many countries cannot count their populations easily. One report shows Uganda with a higher rate of growth than Burkina Faso while another report shows Uganda with a lower rate.

The countries of the world with the youngest populations (0 – 14 years old) are all in Africa. The country with the oldest population is Japan with 23% of its population 65 years old or older. Several European countries have rates that are just a little lower than Japan's.



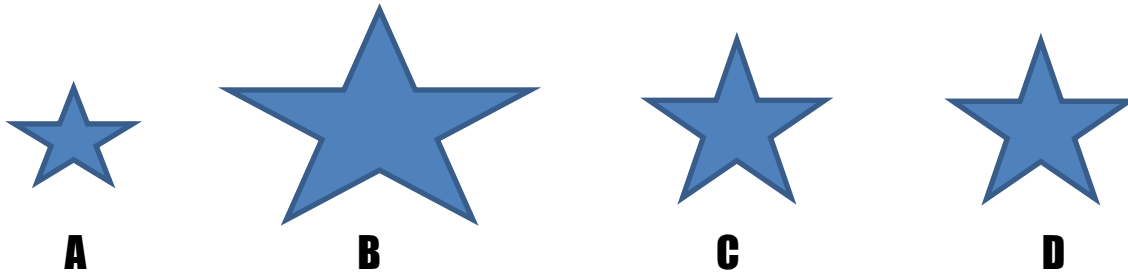
1.3h Choosing Comparatives



Instructions: Underline the correct comparatives.

1. Star A is (*the small*, *smaller than*, *small*) star B.
2. Star A is (*not as big as*, *as big as*, *bigger than*) star B.
3. Star B is (*not as big as*, *bigger than*, *the bigger than*) star A.
4. Star C is (*bigger than*, *the bigger than*, *as big as*) star A.
5. Star C is (*bigger than*, *more big than*, *as big as*) star D.
6. Star D is (*smaller*, *smaller than*, *smaller then*) star B.
7. Star A is (*a little*, *much*, *greatly*) smaller than star B.
8. Stars C and D are (*slightly*, *much*, *as*) larger than star A.
9. Stars B, C and D are (*largest*, *larger than*, *not as large as*) star A.
10. Star A is (*much*, *a bit*, *much more*) smaller than star C.

1.3i Choosing Superlatives



Instructions: Underline the correct superlatives.

1. Star A is (*the smaller*, *the smallest*, *the smallest than*) star.
2. Star B is (*largest*, *larger than*, *the largest*) star.
3. Stars C and D are (*the smallest*, *not the smallest*, *as large as*) stars.
4. Stars C and D are (*the largest*, *not the largest*, *as large as*) stars.
5. Star B is (*smallest*, *not smallest*, *not the smallest*) star.
6. Star A is (*not the biggest*, *not as big as*, *not bigger*) all the other stars.
7. Star B is (*the most big*, *the biggest*, *the biggest than*) star.
8. Star B is (*the more widest*, *widest than*, *the widest*) star.
9. Stars C and D are not (*the most wide*, *the widest*, *widest*) stars.
10. Stars A, C, and D are (*the small*, *smallest*, *the smallest*) stars.

Name: _____ Date: _____

1.3j Producing Comparatives



Instructions: Fill in the blanks with a comparative form of the word in parentheses.

1. Can A is (*big*) bigger than can C.
2. Can B is (*big*) _____ can C.
3. Can C is (*big*) _____ can D.
4. Can A is (*short*) _____ can D.
5. Can A is (*short*) _____ can B.
6. Can D is (*tall*) _____ cans B and C.
7. Can A is (*tall*) _____ cans B and C.
8. Can A is (*tall*) _____ can D.
9. Cans B and C are (*short*) _____ can A and D.
10. Can D is (*thin*) _____ can B.
11. Can B is (*thin*) _____ can D.
12. Can A is (*thin*) _____ cans B, C, and D.
13. Can A is (*expensive*) _____ cans B and C.
14. Can D is (*expensive*) _____ all the other cans.

Name: _____ Date: _____

1.3k Producing Superlatives



Instructions: Fill in the blanks with a superlative form of the word in parentheses.

1. Can A is (*wide*) the widest can.
2. Can B is (*wide*) _____ can.
3. Can C is (*expensive*) _____ can.
4. Can D is (*expensive*) _____ can.
5. Can B is (*expensive*) _____ can.
6. Can D is (*tall*) _____ can.
7. Cans B and C are (*short*) _____ cans.
8. Can A is (*short*) _____ can.
9. Can A is (*thin*) _____ can.
10. Can D is (*thin*) _____ can.

Name: _____ Date: _____

1.31 Producing Comparatives

A. Instructions: Use the words in the word box to complete the comparatives. Use some of the adverbs in the word box to make the comparatives more accurate. Remember to use “than.” The first one is done for you.

Word Box

older/younger	higher/lower	more experienced/less experienced	
slightly	much	a bit	almost

Name	Devo Jones	Al Fischer
Date of Birth	9/21/1991	4/9/1990
Education Level	BS*	AA*
Work History	1 year - computer programmer	3 years - computer programmer 1 year supervisor - IT department

1. Devo is slightly younger than Al.
2. Al is _____ Devo.
3. Devo has a _____ Al.
4. Al has a _____ Devo.
5. Devo is _____ Al.
6. Al is _____ Devo.

B. Instructions: Use the words in the word box to write sentences comparing these two people.

Name	Saren Truitt	Brad Kimley
Date of Birth	8/6/1986	11/4/1986
Education Level*	BA, MA	BA
Work History	2 years – accountant 1 year - CPA	1 year – bookkeeper 1 year - accountant

1. Saren Truitt is almost three months older than Brad Kimley.
2. _____
3. _____
4. _____
5. _____
6. _____

*AA – Associate of Arts BA – Bachelor of Arts BS – Bachelor of Science MA – Master of Arts

Name: _____ Date: _____

1.3m Producing Superlatives

Instructions: Use the words in the word box to complete the superlatives.

Word Box

the highest	the youngest	the oldest
the lowest	the longest	the shortest

Name	Late Orvi	Joan Kaplan	Shirley Boa
Date of Birth	4/3/1978	1/31/1978	11/12/1980
Education Level*	BA, MA	AS, BS	AS, RN
Work History	8 years – teacher 7 years - principal	12 years – marine biologist 2 years – science writer	10 years – nurse

1. Shirley has worked _____ *the shortest* _____ time.
2. Joan is _____ person in the group.
3. Late has _____ educational level.
4. Shirley is _____ person in the group.
5. Shirley has worked _____ time.
6. Late is not _____ person in the group.
7. Shirley has _____ educational level.

* AS = Associate of Science RN = Registered Nurse BA = Bachelor of Arts BS = Bachelor of Science MA = Master of Arts

Name: _____ Date: _____

1.3n Producing Comparatives and Superlatives in Sentences

A. Instructions: Using some of the words in the word box, write sentences comparing two television shows or two movies that you have watched.

enjoyable	loud	violent	entertaining	sad	long	short	boring	interesting
	informative	good	terrible	bad	excellent	dramatic	lively	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Instructions: Using some of the words in the word box, write sentences using the superlative. Think about all the movies or television shows that you have ever seen.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name: _____ Date: _____

1.3o Editing Errors in Comparatives and Superlatives

Instructions: Each sentence has one error in the use of either comparatives or superlatives. Fix each error. The first one has been done for you.

1. There is some argument about which is ^{the} longest river in the world: the Nile or the Amazon.
2. The longer river in Asia is the Yangtze River, which flows through China.
3. Lake Superior, which is on the border of the United States and Canada, is the large lake in North America.
4. Lake Baikal in Russia is deeper than Lake Superior but it is much smaller Lake Superior.
5. Most lakes are freshwater lakes, but a few are saltwater, which means that they have a much high amount of salts and other minerals than freshwater lakes.
6. The Great Salt Lake, in Utah, in the U.S., is a larger lake but it is very shallow.
7. Lake Izamal, in the Mexican state of Yucatan, is an underground lake considered one of the most beautifulest underground lakes in the world.
8. A pond is a body of water which is usually smaller then a lake.
9. A dam can control the flow of water, but when the water pressure rises rapidlier than is safe, the dam can be opened to let some water out.
10. World's most famous *loch*, which is the Gaelic word for lake, is Loch Ness, in Scotland, where there have been reports of a long-necked monster swimming.



1.4a Noticing Prepositional Phrases

Instructions: Review Section 1.4 (Prepositions) in the **Building Sentences** card, and look at Appendix 4 on page 117. Then underline all the prepositions and put parentheses around the (prepositional phrases). The first one is done for you.

Roller Coasters around the World

There are almost 3,500 roller coasters (around the world). The United States has many parks with roller coasters, but most of the world's roller coasters are actually in Asia. China has the most with 849.

Most exciting roller coasters have special names. Some of the most popular coasters are called: El Toro, Millennium Force, Bizarro, Intimidator, and Goliath.

Cedar Point Amusement Park in Sandusky, Ohio calls itself the “Rollercoaster Capital of the World” with 17 roller coasters. This is a bit of an exaggeration since Six Flags Magic Mountain Park in Valencia, California is slightly larger with 19.

Roller coasters are becoming more and more exciting with higher and higher tracks and deeper and deeper drops. Most of the newest roller coasters do inversions. That means the riders are turned upside down and then right side up while going down steeper and steeper slopes. A rollercoaster in Six Flags in Texas is being built with cars that spin on a horizontal axis while they are dropping! This might be the most terrifying coaster ever! However, some people still prefer coasters build of wood because of their creaky feel.

Some record-breaking roller coasters:

- The Tallest: the Kingda Ka in Six Flags Great Adventure Park in New Jersey is 456 feet high.
 - The tallest wooden rollercoaster, the Colossos in Germany, is much smaller at only 197 feet.
- The Longest Drop: the Kingda Ka again, which drops 418 feet in one drop.
 - The longest drop in a wooden rollercoaster, on the Goliath in California, is a lot shorter at 180 feet.
- The Fastest: the Formula Rossa, in the United Arab Emirates, reaches a speed of 149 mph. In fact, the ride lasts only 1½ minutes, which many riders feel is long enough for this high-intensity journey.
 - The fastest coaster in the US is the Kingda Ka, with a maximum speed of 128 mph. That is faster than most people have ever gone without flying!



* For fun, look at some of the videos on the Roller Coaster Data Base, www.rcdm.com or see the photos and videos at CNN, <http://www.cnn.com/2014/04/21/travel/best-usa-new-roller-coasters/>

Name: _____ Date: _____

1.4b Choosing the Correct Preposition

Instructions: Choose the correct preposition.



1. The original roller coasters were simply hills (in, of) ice (with, in) wooden sides.
2. These hills were made (in, to) Russia and “Russian mountains” is still the term (with, for) “roller coasters” (about, in) several languages.
3. Eventually, Russians wanted these coasters (on, in) the summers, so they built hills (about, of) wood (around, with) tracks (to, for) cars.
4. Some historians believe the first wooden roller coaster (to, with) tracks and wheeled carriages was built (about, in) Paris, France (in, on) 1812.
5. The first American roller coaster was originally a track (under, for) delivering coal (with, from) a mine (to, about) a railway.
6. The mine operators realized they could make money (over, by) selling tickets (for, near) a fast, bumpy ride downhill.
7. (In, On) June 26, 1927, the famous Coney Island, New York rollercoaster, the Cyclone, opened.
8. Early roller coasters were all made (in, of) wood.
9. Later, tubes (near, of) steel were used.
10. Steel is much more flexible than wood, so twists and turns were added (near, to) roller coasters.

Name: _____ Date: _____

1.4c Choosing Adjective or Adverb Phrases



Some prepositional phrases describe or add information to nouns. Other prepositional phrases describe or add information to verbs (the action in the sentence).

Instructions: Which type of prepositional phrase is used in each sentence? Choose the correct answer.

1. The first roller coasters were hills **of ice**.

Adjective Phrase

Adverb Phrase

2. The fastest roller coaster **in the world** is the Formula Rossa.

Adjective Phrase

Adverb Phrase

3. The tallest roller coaster reaches a height **of four hundred and sixty-five feet**.

Adjective Phrase

Adverb Phrase

4. The French produced the first wooden roller coaster **with wheels**.

Adjective Phrase

Adverb Phrase

5. The Coney Island roller coaster, the Cyclone, opened **on June 26, 1927**.

Adjective Phrase

Adverb Phrase

6. When tubes **of steel** were used, twists and turns were added.

Adjective Phrase

Adverb Phrase

7. When mine operators realized they could make money **by selling tickets**, they opened the first American roller coasters.

Adjective Phrase

Adverb Phrase

Name: _____ Date: _____

1.4d Producing Prepositional Phrases and Sentence Variety

Instructions: First, add the adverb prepositional phrase to the beginning of the sentence followed by a comma. Second, add the adverb prepositional phrase to the end of the sentence. Do not use a comma when the prepositional phrase is at the end of the sentence.

1. (in 1804) The first roller coaster was opened in Paris.

2. (at the end of a coaster ride) The safety bar must be unlocked.

3. (for many years) Roller coasters were made of wood.

4. (at many amusement parks) A roller coaster is the most popular ride.

5. (for many adults) A roller coaster ride is a vivid memory.

Name: _____ Date: _____

1.4e Producing Correct Word Order

Instructions: Put the words in the boxes into correct sentence order.

1.

in Russia / the first roller coasters / hills / were / of ice

2.

have / roller coasters / generally do not / inversions and twists / of wood / made

3.

the first American roller coasters / from coal carts / were made

4.

is / the longest roller coaster / in the world / in Japan

5.

in the world / the fastest roller coaster / at speeds / of 149mph / moves

Name: _____ Date: _____

1.4f Noticing Prepositional Phrases versus Subjects

Instructions: A prepositional phrase can never be a subject. Underline the simple subject (see Glossary) in each of the sentences below. The first one is done for you.

1. In the early days of roller coasters, they were all made of wood.
2. Many of the early roller coasters were very dangerous.
3. In the early 1800's, a coal mining company built a track to deliver coal to the town down the hill and later sold tickets for people to ride down the hill.
4. Modern roller coasters are made of steel and have numerous safety devices.
5. At amusement parks in the US, the roller coasters have special names.
6. The Kingda Ka roller coaster at Six Flags Adventure Park is the tallest roller coaster in the world.
7. In England in 1972, five children in Battersea Park Fun Fair were killed in a roller coaster accident.
8. In a terrible accident in Canada, several people were killed or injured because of some loose bolts.
9. A 1977 suspense movie about a mad bomber and a rollercoaster was called *Rollercoaster*.
10. *Rollercoaster* is also the name of a popular children's book about a girl's first ride on a roller coaster.

1.5a Noticing Conjunctions and the Words They Join

Instructions: Review Section 1.5 (Conjunctions) of the **Building Sentences** card. Then, underline all the conjunctions. Put (parentheses) around the words that the conjunctions are joining. The first one is done for you.

1. (Water) and (air) pollution are both difficult challenges in today's world.
2. Water pollution and air pollution are both difficult challenges in today's world.
3. Scientists are investigating the causes and the effects of air pollution.
4. Some car buyers are not sure if they want to buy a hybrid car or a regular gas-powered car.
5. The level of CO₂ (carbon dioxide) is high worldwide, but some groups are trying to control it.
6. Cutting down trees or "deforestation" is a primary cause of global warming.
7. Using gasoline causes pollution, so some car manufacturers are trying other types of fuel.
8. Belgium, Cuba, and Ghana have all signed an agreement on controlling pollution.
9. Solar power is clean, quiet, and efficient.
10. Wind power is another source of clean energy, but the machines can be unattractive.



1.5b Choosing the Correct Conjunction

Instructions: Choose the correct conjunctions in the parentheses.



1. That building uses both solar (or and but so) wind power to produce electricity.
2. That building can use either solar (or and but so) wind power (or and but so) not both.
3. Most office buildings are busier during the day, (or and but so) the electricity use is less late at night.
4. Some people think that the “wind farms” are ugly, (or and but so) others think they are beautiful.
5. The blades of a wind turbine can be dangerous for birds (or and but so) other wildlife.
6. The price of gasoline usually increases in the summer (or and but so) decreases in the winter.
7. Water, the sun, (or and but so) the wind can all provide energy.
8. Water is a cheap source of energy, (or and but so) wind power is more efficient.
9. The manager is not sure if she will hire more power plant workers (or and but so) give people overtime.
10. The technician (or and but so) the supervisor is going to fix the problem.



Name: _____ Date: _____

1.5c Choosing Words Joined With Conjunctions

Instructions: Choose the correct words in the parentheses to complete the sentences.

1. Solar power is quiet, clean, and (saves money, it saves money, efficient).
2. A clean environment is important to both people and (to be healthy, animals, always).
3. Depending on the area, the price of electricity can be high or (low, lower, lowest).
4. There are no houses nearby with solar panels or (generators, use other energy, cheaper).
5. Solar power or (cheaper, wind power, nuclear) saves money over time.
6. Houses, apartments, and (there are offices, large office buildings, energy efficient) can have solar power.
7. Because of the bad weather, walking and (the heavy rain, cold, driving) can be difficult.
8. Gas prices are high right now, and (higher next month, they will probably stay high, not cheap).
9. Waterfalls are sources for water power, but (not cheap, solar and wind power, they are not always nearby).
10. Currently, coal and (natural gas, inefficient, use the sun) are the two main sources of electric power.



Name: _____ Date: _____

1.5d Producing Words Joined with Conjunctions

A. Instructions: Complete the sentences.

1. The cost of gasoline and _____ are important to the economy.
2. Many new school buildings are heated and _____ by solar power.
3. “Green” energy means energy that does not use _____ or other polluting fuel sources.
4. The environment is suffering from pollution, so _____
5. Plastic forks and spoons are very convenient, but _____
6. _____, so the gasoline companies have made gasoline cleaner.

B. Instructions: Use the conjunctions *and*, *but*, *or*, *so* in sentences about the environment.

1. _____
2. _____
3. _____
4. _____
5. _____

1.5e Editing Words Joined with Conjunctions

Instructions: In each paragraph below, there is one error involving a conjunction. Find the errors and fix them.

- Sometimes the conjunction is missing.
Example: The three main fossil fuels are coal, natural gas, ^{and}oil.
- Sometimes a conjunction should be deleted.
Example: Landfills in big cities ~~and~~ receive about 8 tons of trash per day.
- Sometimes a word form is wrong. ^{conserve}
Example: It is extremely important to recycle and ~~conserving~~ water.
- Sometimes the punctuation is incorrect. (no comma)
Example: It is extremely important to recycle~~,~~ and conserve water.



Reduce, Reuse, and Recycle

The three R's of conservation are Reduce, Reuse, and Recycle. These three behaviors all help to reduce waste, conserve our natural resources, reduce pollution.

Reduction is the first way to help out. It means to decrease the amount of possible waste that we produce. Each of us can help by not buying things in big boxes or by using cloth bags when we shop. We should also reduce the amount of throw-away items that we buy, like paper plates, and plastic forks.

Reusing old things is a great way to conserve our resources. You could sell old clothes, so toys. You could also give them away to charity or fill plastic water bottles with water from the sink. You could use resealable plastic containers instead of plastic bags to carry your lunch.

Are you a person who loves to buy a special cup of coffee every day – a latte or a cappuccino? Help the environment and saving resources by using your own reusable cup.

Recycling means producing new items from old ones. We can recycle all of our paper, plastic, and glass. Furthermore, when we buy things, we can look for labels that say the items we purchase are made from recycled materials. A soda bottle made out of old soda bottles and means the old soda bottles never went into a landfill!

Name: _____ Date: _____

1.5e - continued Editing Words Joined with Conjunctions

Instructions: In each paragraph below, there is one error involving a conjunction. Find the errors and fix them.

Next time you are printing, think about using those old sheets again. Using sheets of half-blank paper in your computer's printer saves trees. It won't work for a formal report at work, school, but it surely could work for first drafts of reports.

Our environment is important for us, our children and their children, so always remember to reduce, reuse, and recycling.

2a Noticing Subjects and Objects

A. Instructions: Underline the simple subjects and simple objects in these sentences. Put (parentheses) around the main verbs. The first sentence has been done for you.

DNA Testing

Most modern TV shows about criminal investigations (emphasize) the use of DNA testing. These tests identify possible suspects and link them to specific crimes. Each person has a unique DNA “fingerprint.” This fingerprint contains a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids contain our unique DNA. With new types of DNA testing, police officers can often catch criminals quickly or even many years after the crime. DNA testing can also identify victims and familial relations.

B. Instructions: Underline the adjectives and nouns used as adjectives in these sentences.

DNA Testing

Most modern TV shows about criminal investigations emphasize the use of DNA testing. These tests identify possible suspects and link them to specific crimes. Each person has a unique DNA “fingerprint.” This fingerprint contains a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids contain our unique DNA. With new types of DNA testing, police officers can often catch criminals quickly or even many years after the crime. DNA testing can also identify victims and familial relations.

C. Instructions: Underline the prepositional phrases in these sentences.

DNA Testing

Most modern TV shows about criminal investigations emphasize the use of DNA testing. These tests identify possible suspects and link them to specific crimes. Each person has a unique DNA “fingerprint.” This fingerprint contains a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids contain our unique DNA. With new types of DNA testing, police officers can often catch criminals quickly or even many years after the crime. DNA testing can also identify victims and familial relations.

Name: _____ Date: _____

2b Choosing the Correct Words (A Review of Parts of Speech)

Instructions: Circle the correct word to complete each sentence.

1. All _____ have DNA sequences.
a. lives organisms b. living organisms c. lived organisms
2. _____ has the same four chemical elements.
a. Humans DNA b. Humanely DNA c. Human DNA
3. Everyone has a unique _____.
a. DNA sequential b. DNA sequence c. DNA sequenced
4. DNA testing is _____ of police investigation.
a. a modern method b. a modern methods c. a modern methodic
5. DNA testing _____ 99% correct.
a. are b. is being c. is
6. DNA testing is useful for _____.
a. solved crimes b. solving crimes c. solving criminals
7. DNA evidence can also prove that someone _____.
a. is innocently b. is innocent c. is innocence
8. DNA testing is _____ of our everyday lives.
a. familiar part b. a familiar parts c. a familiar part

Name: _____ Date: _____

2c Producing Correct Word Order

Instructions: Review Section 2 (Putting the Materials Together) of the **Building Sentences** card. Then, put the words and phrases in correct word order to make complete sentences. Remember to start each sentence with a capital letter and end with a period.

1. started / DNA testing / in 1985

2. include / DNA testing / most crime investigations

3. at crime scenes / are / the most reliable evidence / skin, blood and other body substances

4. in 1987 / convicted / the first person / by using DNA evidence / a court

5. from Florida / the / was / guilty / man

6. criminals / DNA / helps catch

7. also helps / who are innocent / to free people / DNA evidence



Name: _____ Date: _____

2d Producing Complete Ideas

Instructions: Review Section 2 (Putting the Materials Together) of the **Building Sentences** card. Then, follow the instructions to make the ideas in the sentences below more complete.

1. The police officer collected evidence.

- a. Add an adjective
- b. Add an adverb.
- c. Add a prepositional phrase.
- d. Add another noun (with a conjunction).

2. TV shows are popular.

- a. Add an adjective.
- b. Add an adverb.
- c. Add a prepositional phrase.
- d. Add another adjective (with a conjunction).

Name: _____ Date: _____

2e Producing Sentences

Instructions: Write sentences using words from the table or your own vocabulary. Pay special attention to word order. You may need to change the verb tense or change nouns to their singular or plural forms.

Nouns / Pronouns	Verbs	Adjectives	Adverbs	Phrases
DNA testing fingerprints police criminals crime evidence trial scientists she / he / it her / him / them	use find leave collect analyze solve has / have is / are was / were identify commit arrest	DNA strong interesting reliable intelligent resourceful innocent guilty	often very never sometimes reliably	in the past in the future for many years at the present time before 1985
		Quantifiers		
		many some		

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____ Date: _____

2f Editing Word Order

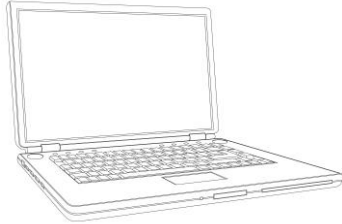
Instructions: Correct the word order error in each sentence.

1. Blood create and other body fluids a DNA fingerprint.
2. A DNA fingerprint unique for each person is.
3. Can identify paternity tests the father of a baby.
4. Skin cells have DNA evidence that helps investigators find the suspect under a victim's nails.
5. Their own "home" DNA test people can buy.
6. Home DNA tests inexpensive are not.
7. Private labs analyze unique DNA sequence a person's.
8. DNA testing a person with better than 99% accuracy can identify.
9. Some people believe that companies can misuse about their employees' DNA information.
10. DNA testing a person's risks of getting certain diseases can help to identify such as breast cancer or arthritis.
11. Identifying risks of diseases more challenging is when people have mixed ethnicity.

3a Noticing Frequency Adverbs and Modals

Instructions: Review Section 3 (Making Sentences More Accurate) of the **Building Sentences** card. Then, underline all frequency adverbs. Circle all modals.

Always Back Up Important Files



We depend on technology, but sometimes we forget these important possibilities: our hard drives may fail, someone might steal our laptop, or an important document could accidentally get corrupted or become unusable. When we experience scary situations like these, having an up-to-date back up can rescue us.

First, we must decide which files we should back up. Hard drives usually contain hundreds of thousands of files, which may be two or more terabytes of data. Always back up files like documents, photos, music, applications, and system files daily. We should save a copy of our back up often. We should never back up temporary files such as hibernation and browser files.

Next, we must decide how to back up our files. One option for backing up files is using cloud technology. Cloud technology has some benefits such as off-site storage, encrypted security, and virus protection. Many people may not choose cloud technology as an option because of the expensive monthly fees, limited storage capacity, and slow speed. Social networking and streaming media sites may provide some storage of our favorite photos, songs, and books, but these sites never meet the complete requirements needed for backing up our files. Another option for backing up files is using external removable hard drives or recordable media such as CDs or DVDs. This option may appeal to most people because of its low cost, ease of installation, virtually unlimited space, and speed. People who choose this option should be informed that there are security and virus risks. Since this option backs up data on-site, there may also be a risk of damage.

Regardless of our choice, we must all decide how to back up our files and we should back up our files often.

Sources

http://www.pcworld.com/article/170688/7_backup_strategies.html?page=0

<http://www.staples.com/sbd/cre/tech-services/explore-tips-and-advice/tech-articles/data-backup-and-recovery-the-pros-and-cons-of-your-cloud-based-or-on-site-options.html>

Name: _____ Date: _____

3b Choosing Frequency Adverbs and Modals

A. Instructions: Review Section 3 (Making Sentences More Accurate) of the **Building Sentences** card. Match the words with the correct meanings.

- | | |
|----------------------|---------------------|
| _____ 1. sometimes | a. 100% of the time |
| _____ 2. should | b. possibility |
| _____ 3. usually | c. 0% of the time |
| _____ 4. always | d. 35% of the time |
| _____ 5. never | e. requirement |
| _____ 6. may / might | f. suggestion |
| _____ 7. must | g. 75% of the time |

B. Instructions: Choose the letter to complete the sentence.

1. Hard drives and USB drives _____ crash or become unusable.
a. always b. never c. sometimes
2. People _____ back up all their important files like photos and documents or they risk losing them.
a. may b. must c. might
3. Most people _____ do not think about backing up their files until it is too late.
a. usually b. may c. never
4. If people choose to back up their files to the cloud, they _____ often pay expensive monthly fees.
a. must b. should c. never
5. If people choose to back up their files with external drives, they _____ store the drives safely and securely.
a. should sometimes b. must never c. should always

Name: _____ Date: _____

3c Producing Adverbs and Adjectives

A. Instructions: Write common adverb + adjective patterns by choosing one adverb and one adjective from the chart below. You may use a word more than once, but try to use each adverb and adjective at least once. The first one is done for you.

<u>Adverbs</u>	<u>Adjectives</u>
very extremely quite especially	important difficult helpful useful

- | | |
|-----------------------|----------|
| 1. <u>very useful</u> | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

B. Instructions: Write sentences using the common adverb + adjective patterns from the activity above. Remember to start with a capital letter and end with a period. The first one is done for you.

1. The website has very useful information about cloud technology.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____ Date: _____

3d Editing Adverbs and Modals

Instructions: Find and correct the errors with adverbs and modals. There is one error per sentence.

1. Losing important files such as family photos or important documents is a good experience never.
2. Recovering lost files is extremely an difficult and heart breaking task.
3. A person should prepares for the day when their hard drives or USBs crash.
4. Sometime hard drives or USB drives catch viruses, and this may eventually cause serious damage to the files on the drive.
5. Having a back up of a hard drive or USB is very important, especially because hard drives might or USBs get damaged.
6. External hard drives may are a great solution for backing up important files.
7. People upload usually some photos to their social media sites in the cloud.
8. These social media sites often serve as a location to save a few important files, but these sites are not secure and might are hacked.
9. Saving important files online in the cloud must be too expensive for many people.
10. External drives are useful quite for saving a large amount of photos and music.
11. People buy or borrow sometimes digital e-books that are saved in the cloud.
12. Streaming media companies must purchased large back up dives to store all the music or movie files.
13. You should saving backups of your backups because nothing is 100% safe and secure.

4a Noticing Simple Sentences



Simple sentences have only **one subject/verb pair**. There are four common patterns for simple sentences:

- **(S/V)** Subject/Verb
- **(SS/V)** Subject Subject/Verb
- **(S/VV)** Subject/Verb Verb
- **(SS/VV)** Subject Subject/Verb Verb.

Instructions: Review Section 4.1 (Making Simple Sentences) of the **Building Sentences** card. Then, put (parentheses) around each **complete subject**. Underline each verb. Write the pattern of the sentence on the right. The first one has been done for you.

1. (The internet) had its beginnings in the 1950's in research in the US, Great Britain and France.
SV
2. In fact, the US Department of Defense developed the first internet. _____
3. By 1969, only 4 computers were on the Internet. _____
4. Since then, millions of computers have been added to the internet. _____
5. Now, businesses and schools use the internet in almost all parts of their work. _____
6. People shop or take classes easily. _____
7. Students and instructors email each other and post assignments online regularly. _____
8. The "World Wide Web" connects people and businesses from all over the world. _____
9. Messages and photos from thousands of miles away arrive in seconds. _____
10. Amazingly, in 2010, a Twitter message from outer space came directly over the internet. _____

4b Noticing Compound Sentences



Compound Sentences are two simple sentences joined by a **comma and a coordinating conjunction**. The most common coordinating conjunctions are *and, but, so, or*.

Instructions: Review Section 4.2 (Combining Simple Sentences) of the **Building Sentences** card. Then, put (parentheses) around each **complete subject**. Underline each **verb**. The first one has been done for you.

1. At first, (the internet) was used just to send files and information to another place, but in 1991, (a Swiss computer programmer) introduced the idea of a “web.”
2. His name was Tim Berners-Lee, and he changed the world.
3. From then on, the internet has been a place to find information, and the world has not been the same.
4. New ways to do business and communicate were created, and old ways had to change.
5. New nouns now begin with an “e”, so we talk about **e**mail and **e**commerce.
6. Email is still a way for a person to send messages to others, but it is quicker and much more efficient than “snail” mail.
7. Of course, it is easy to hit the wrong key or type a single letter wrong, so people make mistakes.
8. Sometimes people send emails to the wrong people by hitting the wrong button, or they can order the wrong thing online.
9. The “reply to all” button on email has caused a lot of embarrassing problems, and everyone needs to be careful when you hit reply.
10. Some office workers have hit “reply to all” instead of “reply”, and their emails with negative comments about their bosses went to everyone in the company.

Question: Look at the sentences above and notice the commas **between the two simple sentences**.

- Where are the commas located?

- Make a rule about the use of the comma in compound sentences.

4c Noticing Complex Sentences



Complex Sentences have a Main Clause (simple sentence) AND a Dependent Clause. In this exercise, all the dependent clauses are adverb clauses. Adverb clauses begin with words such as *when, while, because, if, after, before, since, and although*.

Instructions: Review Section 4.3 (Combining Sentences with Words such as *When, Because, and If*) in the **Building Sentences** card. Then, put (parentheses) around each **complete subject**. Underline each **verb**. Mark the main clause with an MC. Mark the dependent clause with a DC. The first one has been done for you.

MC

DC

1. (Facebook) began in 2004 when (Mark Zuckerberg) started the site.
2. When he started the site, Zuckerberg was a sophomore at Harvard University.
3. Before the site opened up to everyone, it was a site just for college and university students.
4. A large number of high school students joined Facebook after it opened up to everyone.
5. Since Facebook first became popular, it has added many new features including games.
6. Many people like Facebook because it is easy to post pictures and stay in touch with friends.
7. Other people dislike Facebook because they feel their privacy is harmed.
8. If you want to post a photo of a friend, you should ask their permission first.
6. Although Facebook is a free site, it makes money through advertising, especially on mobile devices like cell phones.

Question: Look at the sentences above and notice the commas.

- Which type of clause (MC or DC) has a comma before it? _____
- Make a rule about the use of the comma in complex sentences.

Name: _____ Date: _____

4d Choosing Sentence Types

Instructions: Review Section 4 (Building Different Types of Sentences) of the **Building Sentences** card. Choose the correct label for each sentence. **Remember: Look for subject/verb pairs.*

1. Twitter is an online social network site, but it is also a site for people to post their thoughts and ideas.

Simple Sentence Compound Sentence Complex Sentence

2. A Twitter message can only be 140 characters or keystrokes long.

Simple Sentence Compound Sentence Complex Sentence

3. A post is called a tweet, and the symbol for Twitter is a blue bird.

Simple Sentence Compound Sentence Complex Sentence

4. When important events are happening, the use of Twitter increases dramatically.

Simple Sentence Compound Sentence Complex Sentence

5. Twitter has become an important way to find out information during times of political problems.

Simple Sentence Compound Sentence Complex Sentence

6. Tweets (messages) on Twitter can be labeled by using a hashtag (#), so people can search for topics.

Simple Sentence Compound Sentence Complex Sentence

7. A topic is “trending” when many people search for its hashtag label.

Simple Sentence Compound Sentence Complex Sentence

8. Twitter users can now upload pictures to their tweets if they want.

Simple Sentence Compound Sentence Complex Sentence

Name: _____ Date: _____

4e Producing Different Types of Sentences

Instructions: Combine the two simple sentences in each example. Use the word in parentheses (). The first one has been done for you.

1. YouTube is a free video-sharing website. It makes millions of dollars by posting advertisements. **(but)**

YouTube is a free video-sharing website, **but** it makes millions of dollars by posting advertisements.

2. YouTube is a free video-sharing website. It makes millions of dollars by posting advertisements. **(although)**

3. Amazon began as an online bookstore. Books were cheap and easy to ship. **(because)**

4. Now Amazon sells thousands of different products. Many people do not go to shopping malls anymore. **(so)**

5. A person needs driving directions. He can use Google Maps to get them. **(if)**

6. Some people read a newspaper on paper. Others read the same newspaper online. **(but)**

7. There is a mistake in Wikipedia, the free online encyclopedia. Anyone can correct it. **(when)**

8. The use of the internet has grown dramatically. The amount of available information has also grown. **(and)**

4f Noticing Sentence Types

Instructions: Count the number of different types of sentences and complete the box at the bottom.

A Video Game Explosion

In 2013, Americans spent over 21.5 billion dollars on video games, according to the Entertainment Software Association (ESA). In fact, the video game industry earned more money than the movie industry and the music industry combined. However, gaming is not just an American trend. World-wide sales of video games in 2013 were over 93 billion. In May 2014, about 35,000 people filled an arena in Frankfurt, Germany to watch the final matches of a gaming tournament, and the winner of the tournament was awarded more than \$200,000.

According to the ESA, almost 60% of Americans play video games, so it is one of the most popular hobbies in the country. If you think the majority of these “gamers” are men, you might be surprised. According to the data, 52% of gamers are men and 48% are women. It has become a “unisex” pastime.

Gamers enjoy playing on their computers, on their consoles such as Microsoft’s “Xbox,” and on mobile phones or tablets. The use of mobile phones and tablets continues to grow throughout the world, so experts expect large growth in video games for these mobile devices in the coming years.

Because the gaming market is so diverse, there is a wide variety of games available. “Action” games are extremely popular, but there are also popular games related to strategy and knowledge.

Of course, experts debate the effect of video games on children. For instance, according to some psychologists, violent games may lead to violent behavior in children. Many parents of gamers are worried about this possible effect. For this reason, according to the ESA, over 90% of parents are present when their children purchase games.

<http://www.theesa.com/facts>

<http://www.gartner.com/newsroom/id/2614915>

Sentence Type	How many?
simple	
compound	
complex	

Name: _____ Date: _____

4g Producing Different Types of Sentences

Instructions: Use some of the words below to write different types of sentences.

computer	web	photos	data	information	world	search
gamer	business	school	job	register	send	video
Facebook	Twitter	Google	YouTube	Wikipedia	Amazon	Apple

I. Write 3 simple sentences:

2. Write 3 compound sentences:

3. Write 3 complex sentences:

CHALLENGE: Write one compound/complex sentence.

4h Editing Sentences Errors



There are three types of sentence errors:

1. Run-on Sentence – two or more simple sentences without proper punctuation or connections
*Example: **Incorrect** - Video games are extremely popular millions of people play them.*
***Correct** - Video games are extremely popular. Millions of people play them.*
2. Comma Splice – two simple sentences joined by only a comma
*Example: **Incorrect** - Video games are extremely popular, millions of people play them.*
***Correct** - Video games are extremely popular. Millions of people play them.*
3. Sentence Fragment – a group of words that does not express a complete idea; The most common type of sentence fragment is a dependent clause that is not connected to an independent clause.
*Example: **Incorrect** - Because video games are extremely popular.*
***Correct** - Because video games are extremely popular, companies make millions of dollars.*

Instructions: Review Section 4 (Building Different Types of Sentences) of the **Building Sentences** card. Then rewrite the following sentences to correct the errors.

Run-on Sentence – Put in a period and begin the next sentence with a capital letter.

1. According to the data, 52% of gamers are men and 48% are women it has become a “unisex” pastime.
2. Some parents do not allow their children to play video games many of the video games are violent.

Comma Splice – Replace the comma with a period and begin the next sentence with a capital letter,
OR add a conjunction after the comma.

1. “Action” games are extremely popular, there are also popular games related to strategy and knowledge.
2. Some video games are educational, some parents want their children to play them.

Sentence Fragment – Either eliminate the subordinating word **OR** add an independent clause. You may need to add a comma.

1. If some people think the majority of these “gamers” are men.
2. Because these video games are very exciting.

Name: _____ Date: _____

4i Editing Sentences Errors

Instructions: Review Section 4 (Building Different Types of Sentences) of the **Building Sentences** card. Rewrite the sentences correctly. There are three types of errors:

<u>Type of Error</u>	<u>Possible Solution</u>
1. Run-on Sentence	Put in a period and begin the next sentence with a capital letter.
2. Comma Splice	Replace the comma with a period and begin the next sentence with a capital letter.
3. Sentence Fragment	Either eliminate the subordinating word OR add an independent clause. (You may need to add a comma.)

1. Steve Jobs was the co-founder of Apple company, Steve Wosniak, who actually invented the first Apple computer, was the other founder.

2. Jobs was best known for his eye for design he thought that personal computers should be attractive, not just efficient.

3. His parents were not married when he was born, his mother gave the child up for adoption.

4. Because his adoptive father spent time with him taking apart radios and televisions.

5. Although he was extremely smart when he dropped out of college.

6. Steve Jobs is not seen as a computer programmer or an inventor, he is seen as a visionary and brilliant marketer.

7. Steve Jobs, who died in October 2011.

5a Noticing Subjects and Verbs in Questions

Instructions: Review Section 5 (Asking Questions) of the **Building Sentences** card. Underline the **simple subjects** and put (parentheses) around each **complete subject**. Circle the verbs in the questions and answers. The first one has been done for you.

The History of Pizza



1. When was (the first mention of pizza in writing)?
(The first mention of pizza in writing) was over 2500 years ago.
2. Who made that first pizza?
Soldiers made that first pizza by baking dough on their shields and then covering the flat bread with cheese and dates.
3. What did the early Greeks use the flat bread for?
The early Greeks used the flat bread for plates.
4. Who made the first “modern” pizza?
Bakers in Naples, Italy made the first “modern” pizza when they put tomatoes from the New World on their flat breads.
5. Where was the first pizza business in the United States?
The first pizza business in the United States was in New York City in 1905.
6. How is Chicago-style pizza different from New York-style pizza?
Chicago-style pizza is different because it is “deep dish”, which means it has a crust that rises at least an inch above the plate.
7. Do pizza eaters always prefer “deep dish” pizza?
No, some pizza eaters prefer “deep dish” pizza, but others prefer “thin crust”.



Source: <http://www.pizzafacts.net/pizza-history/pizza-timeline/>

Name: _____ Date: _____

5b Choosing Question Words

Instructions: Choose the correct question words from the box.

Who	What	When	Where	Why	Which
How	How much	How many	How big	How long	

Question 1. _____ topping is on Neapolitan pizza?

Answer: tomato sauce

Question 2. _____ should you cook a pizza?

Answer: about 10 – 15 minutes – but watch the cheese!

Question 3. _____ is squid a popular pizza topping?

Answer: Japan

Question 4. _____ pizzas are sold worldwide annually?

Answer: over 5 billion

Question 5. _____ are most likely to order vegetables on pizza?

Answer: women

Question 6. _____ was the world's largest circular pizza made?

Answer: Dec. 8, 1990 (in South Africa)

Question 7. _____ was this pizza?

Answer: almost 123 feet (37.4 meters) in diameter

Question 8. _____ month is National Pizza Month in the US?

Answer: October

Question 9. _____ is the most popular pizza topping in the US?

Answer: pepperoni

Question 10. _____ money is made in pizza sales in the US?

Answer: \$30 billion

Name: _____ Date: _____

5c Producing Information Questions

Instructions: Write an information question about the underlined part of the sentence. The first one has been done for you.

1. Where does the word "pizza" come from?
The word *pizza* comes from an ancient Greek word.
2. What kind of
Traditional pizza ovens are made from brick.
3. What
The most popular pizza toppings are pepperoni and mushrooms.
4. How many
In the US, over 3 billion pizzas are sold every year.
5. Where
Immigrants brought Neapolitan pizza from Italy.
6. When
Pizzeria Uno in Chicago developed the deep dish pizza in the 1940's.
7. What
New York style pizza's thin crust should be folded when eaten.
8. What
California style pizza has a thin crust and unusual toppings.
9. Why
Because the cheese and toppings are placed under the sauce, tomato pie pizzas look and taste different from other pizzas.

Name: _____ Date: _____

5d Producing Yes/No and Information Questions

Instructions: Review Section 5.1 (The Two Types of Questions) of the **Building Sentences** card and complete the activities below. Write questions of these two types about the statements below.

1. Pepperoni is the most popular pizza topping in the US.

Yes/No question: _____

Information question: _____

2. Ike Sewall invented deep dish pizza in Chicago.

Yes/No question: _____

Information question: _____

3. Approximately 3 billion pizzas are sold every year in the US.

Yes/No question: _____

Information question: _____

4. Costa Ricans like coconut on their pizzas.

Yes/No question: _____

Information question: _____

5. Anchovies are the least favorite pizza topping in the US.

Yes/No question: _____

Information question: _____

Name: _____ Date: _____

5e Producing Questions

Instructions: Write questions about pizza. Use some of the words in the box or other words that make sense. Be sure to end with question marks.

Adjectives:	healthy	unhealthy	delicious	popular	round	
	rectangular	expensive	cheap	frozen		
Nouns:	slice	mushrooms	tomato	cheese	pepperoni	pie
	topping	delivery	price			
Verbs:	be	cost	smell	taste	order	have

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

6a Editing Errors in Capitalization

Instructions: Review the “Using Capital Letters” box in the **Building Sentences** card. Then, fix the capitalization errors in the following sentences. Each sentence has one type of capitalization error. The first one has been done for you.

1. Seven cell phones are on ^sSale at the shopping mall.
2. There is a famous movie showing at the theater – *avatar*.
3. On friday, the stores will stay open until 9.
4. The store’s employees went in early because the shopping Mall was open early.
5. Most of the employees at my job have cars, but i don’t.
6. since last year, the number of apps for my cell phone has increased greatly.
7. Cell phones are on sale at the apple store for the next week.
8. Several of the employees speak spanish and help communicate with shoppers.
9. My Boss, mr. florent, wants me to work late tonight, but I can’t.
10. The sale numbers of cell phones in African Countries are very high.
11. The white house, which is home to the president, limits the use of cell phones.
12. During the summer, many tourists visit the capitol building and must turn off their cell phones.
13. cell phones use a lot of power and must be recharged often.
14. He watches chinese movies on his tablet.
15. When I traveled to europe, I got a special cell phone plan for foreign travel.



Name: _____ Date: _____

6b Noticing Commas

Instructions: Using the “Commas” box in the **Building Sentences** card, complete the exercise below by writing the number (1,2,3,4) of the reason for the comma in each sentence. The first one is done for you.

1. 4 Most countries in the world have set 18 as the minimum voting age, but there are some countries that give younger citizens the right to vote.
2. ____ The voting age in Brazil, Nicaragua, and Austria is 16.
3. ____ In May 2009, there was a proposal to lower the voting age in Europe to 16.
4. ____ Many people feel that younger people, who are affected by decisions, should be able to have a voice in the passing of the decisions.
5. ____ If they are employed, 16-18 year olds in Slovenia and Croatia can vote.
6. ____ The Constitution initially set the voting age in the U.S. at 21 years, but the 26th Amendment lowered it to 18.
7. ____ The move to lower the voting age from 21 to 18 in the U.S. grew during the 1960s, and the 26th Amendment was passed in 1971.
8. ____ The NYRA, the National Youth Rights Association, is encouraging the lowering of the voting age to 16.
9. ____ Takoma Park, which is a city in Maryland, gave 16 and 17 year olds the right to vote in local elections.
10. ____ Interestingly, there have been proposals in some countries to give voting rights from birth with the parents voting for the child until they are old enough to vote.
11. ____ Although it is compulsory for most citizens to vote in Ecuador, it is voluntary for 16 and 17 year olds.
12. ____ In the U.S., the percentage of 18-20 year olds who vote in presidential elections is higher than the percentage of 21-44 year olds.

6c Editing Errors in Comma Usage

Instructions: Review the “Commas” box in the **Building Sentences** card. Then read the sentences below. There are 9 sentences with errors in comma usage. Cross out the commas that do not belong. Add commas where they are needed.



Elections and Voting

1. Elections, which are a common way to choose public officials, have been common since the 17th century.
2. However there are even records of a vote with paper ballots for a Roman official more than 2,000 years ago.
3. A polling place is the place where citizens can vote.
4. Because they are used as polling places, many schools are closed on Election Day.
5. Until all the polls in a state are closed results cannot be announced.
6. Some states in the U.S. have almost 70% of citizens voting but others have less than 50%.
7. Hurricanes rainstorms or ice can make it hard for voters to vote on Election Day.
8. Some states allow early voting because it is hard for some people to vote on Election Day.
9. Soldiers serving overseas, who cannot get to their home voting places can vote by absentee ballot.
10. Many voters, go to their polling stations before work.
11. In 2012, Barack Obama won 51.1% of the national vote.
12. The Democratic and Republican parties are the two major parties in the U.S. but there are other smaller parties that have candidates in elections.
13. In American elections a person running for office is called a candidate.
14. American presidential elections are held every four years.
15. Election Day is, the first Tuesday after the first Monday in November.

6d Producing Possessives

Instructions: Review the “Apostrophes” box in the **Building Sentences** card. Then, choose the correct answer for each sentence.

1. The ancient Greeks chewed gum made from the resin (*a sticky substance that comes from some trees*) of a mastic tree.
➤ The ancient (Greeks’ Greeks’s Greek’s) gum tasted a little bitter when first chewed.
2. Early Americans made a chewing gum out of the sap (*sticky fluid*) of a spruce tree and paraffin wax (*substance used to make candles*).
➤ The (gums gums’ gum’s) flavor came from the tree sap.
3. In 1850, a man named John Curtis stopped using sap and started using other flavors with the paraffin. These gums became more popular than the sap flavored gum.
➤ The new (gums gums’ gum’s) were more popular than the sap flavored gum.
4. In 1899 a druggist named Franklin Canning invented a gum that he said would keep teeth healthy and breath sweet. It was called Dentyne.
➤ The (druggists’ druggist druggist’s) gum became famous.
5. The first chewing gum to be sold in a vending machine was called TuttiFrutti. It was sold in machines in a New York City subway station.
➤ The subway (stations’ station’s stations’s) machines sold chewing gum.
6. In 1906, the first bubble gum, called Blibber-Blubber, was invented, but it was never sold commercially. The first bubble gum that was sold was called Double Bubble. It was pink.
➤ Children still blow bubbles with bubble gum and the (bubbles’ bubble’s bubbles) color is always pink.
7. Unlike most candies, chewing gum is not fully eaten. This results in many problems when the gum is not thrown away carefully. The gum is not water soluble (*does not dissolve in water*) and sidewalks and benches can become sticky and disgusting.
➤ (People’s People’s People) bad habits can cause problems.
8. The city of Singapore outlawed gum chewing in 1992 because discarded gum made the doors of subway trains stick.
➤ The (cities’ city’s citys’) law has made Singapore’s sidewalks cleaner.

Sources: <http://inventors.about.com/od/gstartinventions/a/gum.htm>
http://en.wikipedia.org/wiki/Chewing_gum

**Exploring the Beginning of Film
with
A Trip to the Moon
(*Le Voyage dans la Lune*)**



**A Review of
The Grammar You Need
Level 1: Building Sentences**

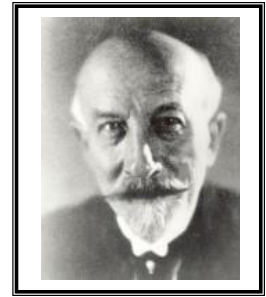


<https://archive.org/details/LeVoyageDansLaLune> 218

Alternate link (with narrative): <https://vimeo.com/28941097>

Before You Watch: A Review of “Sentence Materials” (Sections 1.1-1.5)

Instructions: Read the article below about Georges Méliès and complete the exercises that follow.



Georges Méliès:

The Father of Special Effects and Cinematography

1

Do you enjoy movies such as *Star Wars*, *The Lord of the Rings*, or *The Hunger Games*? These movies and many other films today tell stories using special effects. These effects help us to see, hear and believe the action in a film. For example, objects disappear or characters grow old in front of our eyes.

2

In the late 1800s, “special effects” in film making did not exist. Film makers such as the Lumière brothers showed actions in film without any manipulation or “tricks.” Then, at the turn of the 20th century, a Frenchman named Georges Méliès changed the world of film making forever.

3

Georges Méliès was born in 1861. His father was a successful shoe maker who wanted Georges and his other sons to take over the family business. Instead, Georges decided to become a magician. He was also interested in art and writing. His father was not happy.

4

In 1888, Méliès sold his share of the family business to his brothers and purchased a theater in Paris. This theater, Théâtre Robert-Houdin, was famous for magic shows. Méliès continued this tradition and became well known for his exciting combination of illusion and drama.

5

Méliès’ life changed instantly on December 28, 1895. On that day, he attended the first public presentation of the Lumière brothers’ films. These films thrilled Méliès, and he immediately offered to pay the Lumière brothers 10,000 francs for one of their cameras. The brothers refused, so Méliès built his own camera with the help of two mechanics. He soon began showing his own films at his theater.

6

One of these films was the first vampire movie, *The Devil’s Castle*, in 1896. This film can be seen on YouTube. It shows many of the traditional vampire qualities, including a bat changing into a man, a man wearing a dramatic cape and performing evil magic, and people disappearing in dark castles.

7

Méliès’ creative and magical talents led him to develop many important techniques, and he soon changed the way that people thought about films. For example, he created the technique known as “stop action,” which is still used today. With this approach, he could make objects and people disappear or reappear in the film. In this way, Méliès began a new revolution in turning imagination into reality in film. According to many film experts, Méliès is the “father” of modern special effects and cinematography.

8

Between 1896 and 1913, Méliès produced over 500 films. The most famous of these films is “**A Trip to the Moon**.” Méliès wrote and directed the film and also starred as Professor Barbenfouillis, who led the adventurous journey to the moon. This film was his longest movie at that time (14 minutes) and cost 10,000 francs to make, which was the same amount as he had offered for the Lumière brothers’ camera! “**A Trip to the Moon**” featured many of his new techniques and became famous around the world.

9

Meanwhile, Méliès’ family’s shoe business was not doing as well as it had done in previous years. As a result, his brother Gaston joined Georges’ growing film production

company, called “Star Films.” Gaston opened an office of Star Films in New York in order to do business in the U.S more easily than they could from France.

10

Star Films enjoyed success for a few years, but larger production companies eventually drove Star Films out of business. During this difficult time, Méliès burned all of his movie props and sets in frustration and then disappeared from the public for several years.

11

In the early 1930s, however, journalists and film experts around the world began to recognize Méliès’ genius and contributions. In 1931, he received the famous French Legion of Honor award. Unfortunately, this did not help his desperate financial situation very much. Luckily, the following year the Cinema Society invited Méliès to live in the film industry’s retirement home in Orly, France.

12

Since Méliès’ death in 1938 from cancer, his honors and recognition have continued to accumulate. For example, a stately tomb was built for him in Paris, and numerous film stars, including Charlie Chaplin and Walt Disney, have publicly expressed their praise and gratitude. In addition, the popular 2011 film *Hugo* depicted Méliès’ life. In sum, the next time you watch a movie and are amazed by its special effects and artistry, you will know that Georges Méliès’ is partly responsible.

Tasks:

Part A. Review section **1.1 (Nouns and Pronouns)** in the Building Sentences card. Then complete the tasks below.

1. Look at the first paragraph. Below, write 10 nouns from the paragraph. (Do not use nouns from the movie titles.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Most of the nouns in the paragraph are subjects. However, there are two nouns that are objects of the verb. Write them here.

_____	_____
-------	-------

Part B. Review section **1.2 (Verbs)** in the Building Sentences card. Then complete the tasks below.

1. There are six verb tenses presented in section 1.2. Of these six, one of them is **not** found in the reading about Méliès.

Which verb tense does not appear? _____

Why do you think this tense does not appear in the reading? _____

2. For each of the other five verb tenses, write the name of the tense and one subject-verb combination from the reading. One has been done for you as an example.

Verb Tense	Subject-Verb Combination from the Reading
<u>simple present</u>	<u>objects disappear</u>
_____	_____
_____	_____
_____	_____
_____	_____

Part C. Review section 1.3 (**Adjectives and Adverbs**) in the Building Sentences card. Then complete the tasks below.

1. Look at paragraphs 3 and 4 in the reading. Write four **adjectives** from those two paragraphs.

2. Find two **noun modifiers** in paragraph 4. (Noun modifiers are nouns that act like adjectives. See exercise 1.3e in this workbook for a reminder.) Write them below, along with the nouns they describe.

Example from Paragraph 3

<u>shoe</u>	<u>maker</u>
noun modifier	noun

Paragraph 4

_____	_____
noun modifier	noun
_____	_____
noun modifier	noun

3. Think of three other **adjectives** that describe Georges Méliès, his film techniques, or his era. Write them below.

Example: *diverse*

a. _____ b. _____ c. _____

4. Write sentences with each of the adjectives you listed.

Example: *Georges Méliès' **diverse** talents were important to his success.*

a. _____.

b. _____.

c. _____.

5. Look at paragraph 5 in the reading. Write three **adverbs** from that paragraph.

6. Think of two other **adverbs** that describe Georges Méliès' actions or life journey.

Example: *fearlessly*

a. _____ b. _____

7. Write sentences with each of the adverbs you listed.

Example: *Georges Méliès **fearlessly** pursued his dream.*

a. _____

b. _____

8. Look at paragraphs 8 and 9 in the reading. Find and underline the following:

- a. 2 superlatives
- b. 1 comparative
- c. 1 statement of equality (things that are the same) with an adjective or an adverb
- d. 1 statement of equality (things that are the same) with a noun

9. Write one original comparative and one superlative sentence about Georges Méliès.

Examples: *Georges Méliès was **more** successful **than** his brothers.*

*Georges Méliès became **the most** famous person in his family.*

comparative: _____

superlative: _____

Part D. Review section 1.4 (**Prepositions**) in the Building Sentences card. Then complete the tasks below.

1. Analyze paragraphs 5-6. Then write two prepositional phrases of location and two of time.

Location: _____

Time: _____

Extra!

Consider these **bolded** prepositional phrases from paragraph 5. Then, write them by their meanings below. The first one has been done for you.

- ...the first public presentation **of the Lumière brothers' films**.
- ...to pay the Lumière brothers 10,000 francs **for one** of their cameras.
- ...to pay the Lumière brothers 10,000 francs for one **of their cameras**.
- ...Méliès built his own camera **with the help** of two mechanics.
- ...Méliès built his own camera with the help **of two mechanics**.

identification: of the Lumière brothers' films

exchange/trade: _____

accompaniment: _____

Part E. Review section **1.5 (Conjunctions)** in the Building Sentences card. Then complete the tasks below.

1. Look at paragraphs 10, 11, and 12 in the reading. Find and circle the conjunctions.
2. Look at the conjunctions you circled.
 - a. How many of them joined a noun with a noun? ____
 - b. How many joined a verb with a verb? ____
 - c. How many joined a clause (a noun *and* a verb) with a clause? ____

While You Watch:

Instructions: Watch the silent film *Le Voyage Dans La Lune*. Click on the link or copy and paste this web address: https://archive.org/details/LeVoyageDansLaLune_218.

(Alternate link: <https://vimeo.com/28941097>)

Part A. Preview this list of words. Then circle all the nouns that you see in the film. You may pause or replay the film as necessary.

cat scientist women chalk board truck piano

observatory factory rocket hammer Earth comet

umbrella crater mushroom telescope rope gun

fish sailboat parade drum horse flag

Part B. After you have watched the film, choose words from Part A to complete the sentences below.

1. Scientists are meeting in an _____.
2. Some _____ volunteer for the trip to the moon.
3. The expedition team visits a _____.
4. A group of women push the _____ into the cannon.
5. A _____ passes in the moon's sky.
6. The expedition team goes into a _____.
7. The space rocket returns to _____.
8. A _____ leads the team to a celebration where the crowd cheers for them.

After You Watch: A Review of Sections 2 - 5

Instructions: Use the image from the film to complete each part.

Image # 1



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>
Example: <i>hat</i>	

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Example: <i>brown hat</i>	

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

Example: *One of the workers is wearing a brown hat.*

1.

2.

3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

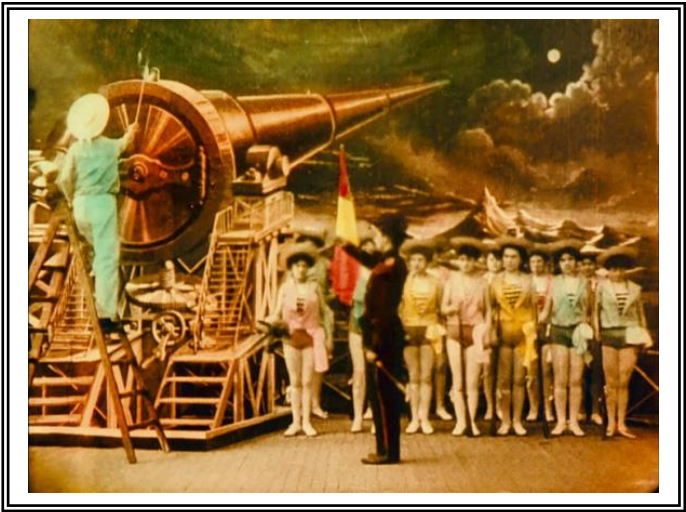
Ex. *Who is wearing a brown hat?*

A factory worker is wearing a brown hat.

1. What _____?
Men are building a rocket for the trip to the moon.

2. Where _____?
They are building the rocket in the factory.

Image # 2



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

- 1.
- 2.
- 3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

1. Why _____?
The people are gathering to launch the rocket to space.

2. What _____?
A man is going to fire the cannon.

Image # 3



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

- 1.
- 2.
- 3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

1. What _____?
Two women are holding a star.

2. Which _____?
The planet Saturn is visible.

Image # 4



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

- 1.
- 2.
- 3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

1. Who _____?
The moon creatures captured the moon expedition team.

2. What _____?
The moon creatures are holding spears.

Image # 5



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

- 1.
- 2.
- 3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

1. What _____?
The moon creature is trying to stop the rocket from leaving the moon.

2. How _____?
The rocket will return to Earth by gravity.

Image # 6



Part A: Gathering Information. List some nouns and verbs from the picture above. Use a dictionary if necessary.

<u>Nouns</u>	<u>Verbs</u>

Part B: Adding Details. Choose two nouns and one verb from the chart above. Add adjectives or noun modifiers to the nouns. Add an adverb to the verb.

Part C: Building Simple Sentences. Write sentences using the information and details you listed.

1.
2.
3.

Part D: Building Compound Sentences. Use the words *and*, *but*, *or*, or *so* to combine your sentences.

1.

2.

Part E: Building Complex Sentences. Use the words *because*, *when*, *while* or *if* to extend ideas.

1.

2.

Part F: Building Questions. Write a question for each answer.

1. Who _____?
The mayor of the town is congratulating the expedition team.

2. How many _____?
More than 20 people gathered to celebrate the team's success.

4. How do you think Georges Méliès' life as a magician influenced his film?
5. Was it difficult for you to watch a film with no sound? Why or why not?
6. Do you think acting techniques were different in old "silent" films like this one? If so, how?
7. What roles do women play in this film? Have women's roles in film changed in the past 100 years? If so, how?

Appendix 1 - Glossary of Grammar Terms

*in order of appearance in the Level 1 Workbook

Sentence	A sentence is a group of words with a subject and verb. It communicates a complete thought. Sentences begin with a capital letter and end with a period or other punctuation.
Simple Subject	A simple subject is a noun, pronoun or other noun form. It comes before a verb. ➤ Example: The new Batman movie is excellent.
Complete Subject	A complete subject includes all of the quantifiers, adjectives, determiners or phrases that are part of the subject. ➤ Example: The new Batman movie is excellent.
Object	An object is a noun, pronoun or other noun form. It comes after a verb and receives the action of the verb OR it can be after a preposition and part of the prepositional phrase. ➤ Example: The new Batman movie has exciting action .
Complete Object	A complete object is all of the quantifiers, adjectives, determiners or phrases that are part of the object. ➤ Example: The new Batman movie has exciting action .
Complement	A complement can be a noun or adjective. It is connected to the subject by the non-action verb (*see below) of a sentence and completes the idea of the sentence. ➤ Example: The new Batman movie is a dark movie .
Complete Complement	A complete complement is all of the quantifiers, adjectives, determiners or phrases that are part of the complement. ➤ Example: The new Batman movie is a dark movie .
Singular	Singular means one.
Plural	Plural means two or more.
Uncountable	Uncountable has no number and cannot be divided into separate parts. When used as a subject, an uncountable noun always takes a singular verb. ➤ Example: The cinema is where a lot of magic happens.
Verb	A verb can show action or being. In a sentence, it always shows time. (In a sentence, a verb is sometimes called a predicate.)
Non-Action Verbs	Non-action verbs show existence (<i>to be</i>). They link subjects and complements.
Verb Tense	Verb tense describes the time of the action or state of existence. It is identified by the words “present” or “past” or “future.”

Verbals	<p>Verbals are forms of verbs that are not used as verbs in a sentence. They do NOT show time.</p> <ul style="list-style-type: none"> Gerund – an “-ing” form that is used like a noun: as the subject or object of the main verb or the object of a preposition. Infinitive – a “to” form that typically shows a planned or hoped for action but not actual action. Participles – an “-ed” or “-ing” form that is used as an adjective to describe nouns.
Phrase	A phrase is a group of words that go together but do not have a subject and verb combination and do not form a complete sentence. Prepositional phrases (on the shelf , in the morning) are a common form of phrases.
Clause	A clause is a group of words that include a subject and verb but may not be a sentence. Independent clauses are simple sentences because they have a subject and verb and express a complete thought. Dependent clauses, which begin with a subordinating word (when, while, before, after, because, if, and others) and have a subject and verb, are not sentences because they do not express a complete thought.
Adverb Clauses	Adverb clauses answer the questions <i>When? Where? Why? How? To what degree?</i>
Run-on Sentence	<p>A run-on sentence is two or more simple sentences without proper punctuation or connections.</p> <p>➤ Example: Incorrect - <i>Video games are extremely popular millions of people play them.</i></p> <p>Correct - <i>Video games are extremely popular. Millions of people play them.</i></p>
Comma Splice	<p>A comma splice is two simple sentences joined by only a comma.</p> <p>➤ Example: Incorrect - <i>Video games are extremely popular, millions of people play them.</i></p> <p>Correct - <i>Video games are extremely popular. Millions of people play them.</i></p>
Sentence Fragment	<p>A sentence fragment is a group of words that do not express a complete idea * The most common type of sentence fragment is a dependent clause that is not connected to an independent clause.</p> <p>➤ Example: Incorrect - <i>Because video games are extremely popular.</i></p> <p>Correct - <i>Because video games are extremely popular, companies make millions of dollars.</i></p>
Informal/Conversational writing	Informal writing is writing the same way we talk. It is not used for academic or professional writing purposes.
Formal/Professional/Academic writing	Formal writing is writing that follows standard grammar rules. It is used for academic and professional writing purposes.

Appendix 2 - Count and Non-Count Nouns

Some nouns are **countable**:

7 desks, 15 students, 1 textbook, 1,350 cars in the parking lot...

Some nouns are **uncountable**:

salt, coffee, chemistry, fog, advice, food, love

When a noun is countable, you must show that it is singular or plural:

Put an article such as "a" or "an" in front of it if it is singular

Put "s" at the end or change the spelling to show it is plural

Types of UNCOUNTABLE nouns:

Types of PERSONALIZED Goals:	
<ul style="list-style-type: none"> Groups of items 	<i>clothing, equipment, food, furniture, jewelry, luggage, mail, makeup, money, postage, traffic, vocabulary....</i>
<ul style="list-style-type: none"> Fluids Solid materials Gases Particles 	<i>water, coffee, gasoline, blood....</i> <i>ice, bread, cheese, glass, paper, wood, metal,</i> <i>air, oxygen, steam, smoke, pollution, fog,...</i> <i>dirt, dust, hair, salt, sugar, sand, rice,...</i>
<ul style="list-style-type: none"> Abstractions Languages Fields of study Recreational activities “-ing” forms 	<i>beauty, confidence, help, honesty, importance, intelligence, advice, homework, information, education...</i> <i>Arabic, Chinese, English, Korean, Spanish, Amharic...</i> <i>chemistry, engineering, mathematics, psychology, economics...</i> <i>baseball, soccer, chess, poker...</i> <i>studying, walking, playing, shopping,...</i>
<ul style="list-style-type: none"> Natural phenomena 	<i>weather, humidity, lightning, rain, snow, wind, electricity...</i>

*As you read, add more terms to this box. It is a good way to practice your vocabulary. **Note:** many academic words are uncountable. That makes sense since academic work in college is all about thinking, and these ideas and concepts frequently cannot be counted the way physical objects can.*

Additional Notes:

“The” is a definite article. That means it shows that the noun is specific, not general. “The” can be used in front of countable and uncountable nouns.

For example: "***the students*** in this class" "***the weather*** this week"
countable uncountable

Some nouns can be both countable and uncountable. In these cases, the uncountable meaning tends to be abstract/theoretical, while the countable meaning refers to something concrete and specific. Consider these examples:

Count

The earthquake last week was **a terrifying experience**.

She speaks three languages.

Can you remember **a time** when you were in **a** strange **place**?

Non-count

Experience can be more useful than academic learning.

Language and culture have a strong connection.

*Storytellers are good at creating a sense of **time** and **place**.*

Appendix 3 - Commonly Used Irregular Verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	Come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
lead	led	led
let	let	let
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
ring	rang	rung
read	read	read
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Appendix 4 – Basic Prepositions and their Meanings

<u>Meanings</u>	<u>Prepositions</u>	<u>Examples</u>
Location ➤ Point in space	at in on	<i>The security guard stood at the front door.</i> <i>The books are in the box.</i> <i>The telephones will be on the shelf.</i>
Location ➤ Relation of points	above across beside / next to near under	<i>A light was above the table.</i> <i>The restaurant is across the street.</i> <i>My pen is beside/next to my notebook.</i> <i>Two customers are near the cashier.</i> <i>He put a plate under the bowl.</i>
Direction	to into through	<i>The worker walked to the bus stop.</i> <i>Several customers walked into the store.</i> <i>A delivery man walked through the doors.</i>
Time ➤ Point in time	at after before	<i>The store opens at 8am.</i> <i>He went to the movie after work.</i> <i>She can come here before work.</i>
Time ➤ Period of time	since for during	<i>Those people have been here since noon.</i> <i>I have not seen him for two days.</i> <i>I never watch TV during the week.</i>
Purpose	to for	<i>They hope to finish the project soon.</i> <i>She will write the words for the song.</i>
Source	from	<i>The new software came from the I.T. department.</i>
Cause	because of due to for	<i>The class was cancelled because of the poor weather.</i> <i>The computer did not work due to a broken wire.</i> <i>He was hired for many reasons.</i>
Manner	by in with	<i>They arrived by bus.</i> <i>The cashier spoke in a low voice.</i> <i>The boxes were sealed with tape.</i>

The Grammar You Need Level 1 Workbook

Answer Key

1.1a Noticing Subjects, Objects, and Complements

Remarkable Women

(Women) have played an important part in American History. (Countless American women) have fought hard for equality in their home and in society. In fact, (it) would be impossible to imagine America without the contributions women scientists, athletes, soldiers, writers, politicians, artists, etc. Of course, (many people) have heard of Amelia Earhart, Rosa Parks, Oprah Winfrey, and Hilary Clinton. (These) are some other notable women.

Rita Moreno

(Rita Moreno) was born in Puerto Rico in 1931. (Her birth name) is Rosa Dolores Alverio. (She) has received all four entertainment awards – an Oscar, a Tony, an Emmy, and a Grammy. (Rita Moreno) is best known for her role as Anita in *West Side Story* in 1961. During her career, (Rita Moreno) performed with notable actors such as Marlon Brando and Jack Nicholson. (Moreno) also appeared in the children's educational TV shows *The Electric Company* and *Sesame Street*. Through her hard work and fame, (Rita Moreno) opened doors for many Latino performers.

Dr. Ellen Ochoa

In April 1991, (Ellen Ochoa) became the first Hispanic woman astronaut. (She) was born in Southern California in 1958. (Her father) was a retail store manager. (Her mother) did not work outside of the home. From a young age, (Ellen Ochoa) was interested in space exploration. Later, (she) earned a bachelor's degree in physics from San Diego State University and a Master's and PhD from Stanford. (Her research and inventions) helped improve guiding systems that are used in the field of robotics. During her time on NASA's flight crews, (she) spent more than 1000 hours in space. (She) has received numerous awards from NASA and has served as the Flight Director for the Johnson Space Center in Houston, Texas.

1.1a continued Noticing Subjects, Objects, and Complements

More Remarkable Women

Lisa Ling

Lisa Ling is (an American journalist and writer) who was born in California in 1973. Her father is (a Chinese immigrant), and her mother is (Taiwanese). Ling attended (the University of Southern California) but never graduated. Nevertheless, Lisa Ling has hosted (shows on CNN, ABC, Oprah Winfrey's Network, and National Geographic Explorer). She has also received (awards for her documentaries as a war correspondent). In 2014 at age 40, Lisa Ling was given (a diagnosis of Attention Deficit Disorder (ADD)).

Rebecca Lobo

Rebecca Lobo has been (an important figure in U.S. sports.) Both of her parents were (teachers.) Her father also coached (basketball.) Therefore, Rebecca understood (the importance of hard work and dedication.) She attended (the University of Connecticut in 1993.) In 1995, her Connecticut team never lost (a game.) In 1996, she won (a gold medal with the U.S. Olympic team.) Then she was (a star player in the new Women's National Basketball Association (WNBA).) She ended (her WNBA career in 2003.) However, she is still (a leader.) She is (a successful writer and a television analyst). She is also (a board member at the University of Connecticut and at Hartford Hospital.)

Sonia Sotomayor

In 2009, Sonia Sotomayor became (the first Latina Supreme Court Justice in US history). She was born in the Bronx in New York City. Her parents are Puerto Rican. Her father only had (a 3rd grade education) and did not speak (English). He was (a factory worker) and died when Sonia was 9 years old. Her mother, Celina Sotomayor, wanted (her children to have a good education). Sonia Sotomayor was (a sales clerk) while she was in high school. At Princeton University, she got (extra help in English and writing). Sotomayor also dedicated (a lot of time to Puerto Rican student organizations).

1.1b Choosing Subjects, Objects, and Complements

A – subject; object; complement; subject; subject; object B – not a noun; complement; object; not a noun; subject; subject; not a noun; complement

1.1c Producing Subjects, Objects, and Complements

A – answers will vary B – answers will vary

1.1d Noticing Subject and Object Pronouns

Tango

Katia hated these singles events, but she went because she liked to spend time with her friends. The plan was to meet at a local ballet school. It offered social dances for adults on Fridays and Saturdays. This weekend, the dance was the Argentine Tango. The participants would receive a lesson before the dance so that they could learn and practice the steps.

When Katia arrived to meet her friends, they were sitting together at a table. She noticed that the ballet school looked different. It had a few tables, colorful decorations and strings of little lights that were wrapped around the ballet bars at the mirrors. All the girls were excited as they talked. A woman from the school welcomed the guests. She took her seat at a table with other teachers from the school. Then the lesson started. It was taught by an older, more experienced looking couple. The man was tall and looked just a little older than his partner. He wore a dark suit and white shirt but no tie. Katia noticed that the woman was very beautiful. She had a skin tight black dress with thin straps and red open-toed high heel shoes. Katia could see that she had firm legs, and her arms and back were muscular but graceful. Tango music started to play with a rhythm that everyone in the room could feel. It sounded exotic to Katia since she had not heard some of the instruments before. The man and the woman took a few steps to meet at the center of the dance floor. Then, without words, they embraced and began to dance. Katia and her friends were silently watching (them) glide on the floor. They danced with their eyes closed and without any of the complicated steps that she often saw on TV shows. Katia watched as the woman followed (him) effortlessly. He led (her) through steps that did not seem to have a pattern like some of the dances Katia knew. Even though they made the dance look simple, Katia knew that Tango was not easy or everyone would look as good as they did when they danced (it).

After the brief demonstration, the music stopped and the couple invited the guests to join (them) on the dance floor. Katia took a drink from the glass in front of (her) and quietly walked toward the dance floor. She hoped that she would have a considerate partner because she did not have confidence in her abilities. Without a word, the tall man stretched out his hand calling Katia to (him.)

1.1d continued Noticing Subject and Object Pronouns

Subject pronouns - she = 10; it = 3; they = 7; he = 2 Object Pronouns - them = 2; him = 2; her = 2; it = 1

Which type of pronoun (subject or object) is used more in this reading? Subject

Write the possessive pronoun used with the word "partner" in this reading. "his partner"

1.1e

Choosing Subject and Object Pronouns

1. Neither 2. Subject pronoun 3. Subject pronoun 4. Object pronoun 5. Subject pronoun 6. Object pronoun 7. Neither 8. Object pronoun 9. Subject pronoun 10. Subject pronoun 11. Object pronoun 12. Neither 13. Subject pronoun 14. Object pronoun 15. Subject pronoun 16. Subject pronoun 17. Object pronoun 18. Subject pronoun 19. Object pronoun

1.1f Noticing Singular, Plural, and Uncountable Nouns

That's Entertainment! The Career of Steven Spielberg

Movies have been sources of entertainment for many years. From the early "silent" movies to the latest movies in 3-D and IMAX, people have always enjoyed the characters, stories, and special effects. Common genres or types of films include comedy, drama, suspense, and fantasy. Of course, everyone has his/her favorite actor or actress, but it's the directors who are most responsible for making the movie appear realistic and believable.

Steven Spielberg is a talented director who started making movies at age 12. At age 13, he won an award for a short film about a war with the title Escape to Nowhere. His professional career began when he directed TV shows and TV movies in the 1960s and early 1970s. In 1975, Spielberg became one of the most powerful men in Hollywood when he directed the blockbuster movie Jaws. From 1975 to 1998, Steven Spielberg directed many successful movies such as Close Encounters of the Third Kind, E.T., The Color Purple, all of the Indiana Jones movies, the three Back to the Future movies, and Jurassic Park. In 1994, Steven Spielberg won his first Academy Award for Best Director for the historical film Schindler's List. He won the award for Best Director again in 1998 for the movie Saving Private Ryan, a tense drama about World War II. Steven Spielberg is also a successful writer for and producer of movies.

Movie critics say that Spielberg has a talent for storytelling. He does this by controlling the emotions of the audience. He uses universal themes such as love, conflict, friendship, and curiosity to reach his audience. Spielberg also uses elements of time and place to make the action in the scene seem real to the viewer. Steven Spielberg said that he loves getting people in a dark theater with many strangers and giving them an experience they will never forget.

Which type of noun (singular, plural, uncountable) is used more? plural

Why do you think academic writers often use nouns this way? It is easier and clearer to make generalizations with plural nouns than with singular nouns.

1.1g Choosing Singular, Plural, and Uncountable Nouns

Part A: 1. Countable 2. Countable 3. Not a noun 4. Countable 5. Uncountable 6. Not a noun 7. Countable 8. Countable 9. Uncountable 10. Not a noun 11. countable 12. Not a noun 13. Countable 14. Countable 15. Uncountable

Part B: 1. Countable 2. Uncountable 3. Countable 4. Uncountable

1.1h Choosing Singular, Plural, and Uncountable Nouns

ANSWERS WILL VARY

1.1i Editing Singular, Plural, and Uncountable Nouns

1. Photographs 2. Photos 3. Inventions 4. Cents 5. Movies 6. Equipment 7. Word 8. Techniques 9. Stars 10. Movies 11. Film 12. Movies 13. Problems 14. Movies 15. Method

1.2a Noticing Subjects and Verbs

Cell Phones

Almost everyone owns a cell phone. Cell phones are not just for calling. Cell phones are sophisticated devices that people use for communication and more. Cell phone users call, text, take pictures, and send email with their cell phones. "Smart" phones are full of apps to make the phone a tool for communication, entertainment, and learning.

A Brief History of Cell Phones

Broadband cell phone technology is new, but the modern cell phone began in the 1920's. The first "wireless telephones" were radios used on German trains in the 1920's. By World War II, the military used hand-held radios. In the 1940's, some telephone companies made mobile telephones available in automobiles, but these early networks only supported a few users at the same time. In 1946, AT&T offered the first generation (zero G) network known as Mobile Telephone Service, but the service had inadequate coverage and was only available on a few channels in urban areas. From the 1940's - 1960's, engineers from Russia, Bulgaria, and the U.S. made advances in wireless technology for automobiles. On April 3rd 1973, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call from a handheld device. This wireless handheld device was the grandfather of the modern cell phone. In 1979, scientists developed analog (1G) networks to support mass use of cellular technology, and in 1983, Motorola introduced the DynaTAC mobile phone on the first U.S. 1G network. The DynaTAC cost about \$4,000, had a talk time of 30 minutes, and weighed 2 pounds. When cell phones eventually had QWERTY keyboards, digital (2G) networks made texting possible.

Nowadays, modern broadband (3G) networks support "Smart" phones with cameras and other applications. Cell phones have evolved in design and function since 1983.

1.2b Choosing Verb Tenses

1. simple present - happens regularly 2. Simple present - happens regularly 3. Present continuous - is happening at this moment 4. Simple past - happened at a specific time in the past that is over 5. Past continuous - was happening at a specific time in the past 6. Simple past - the action is completely done 7. simple present - happens regularly 8. Present perfect - began in the past and is still happening 9. Simple future - will happen in the future

1.2c Choosing Correct Verb Tenses

1. owns 2. owned 3. have owned 4. will own 5. have 6. has become 7. did not own 8. was 9. use 10. will be 11. are

1.2d Producing Sentences with Different Verb Tenses

ANSWERS WILL VARY

1.2e Editing Verb Tense Errors

1. bought 2. turn 3. charged 4. downloading 5. used 6. will upgrade 7. texted 8. use 9. will be 10. was ringing

1.2f Editing Errors with Subject Verb Agreement

1. uses 2. download 3. is 4. turn 5. upgrade 6. does 7. texts 8. use 9. improve 10. are 11. likes 12. uses

1.2g Noticing “To Be” Verbs

The Challenge of Choosing a Major

At some point, every college student chooses a major. This is an important decision, especially since paying for college is a big investment of time and money. This decision is also very personal, so students should spend some time thinking about their goals, skills, and interests.

Choosing a college major is not always difficult if students have the right information. Experts recommend that young, first-year students wait until they attend college before choosing a major. This gives a beginning student the chance to try different classes and learn more about the job market. In the past, career advice was not commonly available to young people. Nowadays, there are career tests that students can take as early as high school.

When choosing a college major, students should consider their passions as well. Passions are subjects or hobbies that inspire students. Many experts advise students to follow their passions even if they are unsure where this will lead them or what the starting salary will be. This choice is scary since it is also important to focus on the long-term benefits after college. Because there are constant changes in the job market, some students should wait until their second year to choose a college major to make sure that it has a clear connection to jobs with good prospects in the future. On the other hand, students who know that they want an engineering or medical degree should not wait to choose their major because these careers often require specific classes and skills.

Choosing a college major is important, but students should not panic if they change their mind. Experts say that it is not uncommon for students to change their majors once or twice after they enroll in college. According to scholarships.com, when students do research, keep an open mind, and are honest with themselves, they can choose a college major that will guide them down the path to success.

1.2h Choosing Words that follow “To Be” Verbs

1. -ing verbs 2. adjective 3. adjective 4. noun 5. noun 6. noun 7. adjective 8. -ing verb 9. adjective 10. preposition

1.2i Producing Sentences with “To Be” Verbs

ANSWERS WILL VARY

1.2j-A Noticing Verbs in Present Perfect Tense

6. International Business has been a popular major for several decades. Most students know someone who has an interest in this major.
7. According to the Princeton Review, Nursing graduates have been able to find jobs in a variety of fields.
8. People who decide to become English Literature professors usually have a love of language and enthusiasm for the written word. However, the popularity of a major in English Literature has decreased in recent years since jobs in the field of teaching English Literature have become much more competitive.
9. All Accounting majors will have credits in Math before they graduate. Statistics has been among their primary Math courses for many years.
10. When students have completed all the requirements for their major, they can file an application for graduation.

1.2j-B Producing “To Be” in Present and Present Perfect Tense

1. have been 2. has been 3. are 4. are; are 5. is; is

1.2k Producing Sentences with “To Be” Verbs

1. are 2. are 3. are 4. were 5. has been 6. was 7. is 8. have been 9. are / will be 10. was

1.2l Noticing Verbals

A. 1. verb 2. part of a verb 3. verbal 4. verbal 5. verbal 6. verbal

B. 1. plan 2. plan 3. action 4. action 5. plan 6. plan 7. plan 8. action

1.2m Noticing Verbals as Adjectives

Places of Interest in the U.S.

Many city residents like to travel outside of a city. If they want a relaxing break, they can go to the beach. If they want a challenging adventure, they can climb mountains. If they want stunning natural scenery and interesting history, they can camp in a national park. Tired workers can take a break from work and return in a week completely refreshed.

Both coasts offer stressed city workers beautiful ocean escapes, but the beaches on the Atlantic and Pacific oceans are very different. The average water temperature of the Pacific beaches is frequently 20 degrees lower than the Atlantic beaches. This is one reason why the water is more crowded on the east coast than the west coast. The Pacific Ocean beach waters have many wet-suit wearing swimmers, but the Atlantic Ocean swimmers almost never need wet suits.

A less experienced mountain climber might enjoy Mt. Greylock in Massachusetts, which has a well-marked 5.5 mile trail. At the end of the hike, fatigued hikers can enjoy a nice meal in the lodge at the top of the mountain. If a highly trained mountain climber wants to climb difficult mountains, he should probably travel to the western US. The high mountains there are more challenging than in the East. Mt. McKinley in Washington takes three days to climb. At the end, the completely exhausted climber has climbed 10,000 feet from the bottom to the summit.

National parks in the US offer beautiful views and historical tours. Interested visitors can learn about American history while they enjoy nature. One of the most famous national parks is the Grand Canyon National Park in Arizona, where a rafting guide can take you on a ride on the Colorado River. At Gettysburg National Military Park, visitors can learn about the nation's Civil War and Abraham Lincoln's celebrated Gettysburg Address.

1.2n Noticing Verbals as Nouns

Traveling in the U.S.

Some of the most popular destinations for vacationing in the US include major cities such as New York, Chicago and San Francisco. Traveling around these cities by car is usually not easy even for residents, and many visitors who have cars can be easily upset, so they often choose to take taxis or public transportation. Taking a taxi can be a challenge for many visitors because each city has different rules and regulations. In addition, visitors might have no idea where to get a taxi. Even when they manage to get one, they have no idea how much the driver will charge for the ride since the pricing of taxi rides varies greatly in different cities. In some cities, passengers need to pay additional money to go over a bridge or through a tunnel. In other cities, taxis charge extra for extra passengers. Sometimes taking a taxi can be much more expensive than a visitor imagined. As a result, many visitors decide to take buses or trains. While public transportation can be convenient, it also can be difficult to figure out. In addition, sometimes visitors from smaller towns or rural areas are afraid of getting lost, especially if they need to travel underground where it is impossible to see their location. While traveling in a big city is not always easy, most visitors learn how to get around and end up enjoying their visits, even if they come home with stories to tell about getting around the city.

1.2o Choosing Correct Forms of Verbs and Verbals

1. to take 2. boring 3. arrived 4. went 5. tired 6. to go 7. tired 8. drank 9. bored 10. to fall 11. drinking 12. exhausted 13. sleep 14. took 15. unexciting

1.2p Producing Sentences with Verbals

1. to fly/ to travel 2. Traveling 3. buying 4. walking 5. to like 6. to break, to repair 7. repairing 8. to take 9. exhausted 10. confusing 11. exhausting 12. relaxing

1.2q Producing Sentences with Verbals

ANSWERS WILL VARY

1.2r Editing Errors in Verbals

There is a lot to do in Hawaii

Hawaii is one of the most popular destinations in the United States. Its six islands offer many wonderful activities to enjoy as well as beautiful places to relaxing (**to relax**). Hikers can wander up active volcanoes or around breathtaking waterfalls. Visitors who enjoy swimming or to surf (**surfing**) can find numerous charming beaches with crystal clear water and coloring (**colored**) sand. The sand colors come from the volcanic rock and from the coral in the water. Adventurous tourists may decide swimming (**to swim**) with manatees, which are marine animals also known as sea cows. Other sightseers enjoy sit (**sitting**) on a boat and watch (**watching**) for whales. Travelers who want to learn to danced (**to dance**) the hula can take lessons at dance schools and even at many hotels. Children will enjoy flying dragon kites and canoeing with their parents. For visitors who want a break from all the wonderful outdoor activities, there are museums seeing (**to see**) and spas to visits (**to visit**). Tiring (**Tired**) visitors can sit and listen to music from ukuleles or guitars at one of the many theaters and restaurants. There are many places exploring (**to explore**) in Hawaii.

1.3a Noticing Nouns and Adjectives

In the recent past, mobile phones were used like Useful Smart Phone Apps normal "land-line" phones. Today, modern technology has created "smart" phones with more capabilities than the mobile phones of the past. These smart phones have applications (apps) that make the mobile phones more powerful than just a normal phone. There are thousands of apps that users can install on their phones. Here is a short list of some useful apps. Social Apps - These apps connect users with people all over the planet, so these apps are very popular. Some of these apps allow the user to post status updates or pictures. The nice thing is that these apps are often free to download and use. Streaming Entertainment Apps - With these apps, users can stream television programs, online radio stations, movies and digital music files. These apps are typically free, but the user must pay for the streaming service, or they can agree to receive advertisements when they use the app. Educational Apps - Most of these apps are for children, but many more are being created for adults. These challenging apps help users to study anatomy quizzes, learn languages, or play music. Most educational apps are not free, but they help to keep an active mind. Financial Apps - Banks and financial institutions provide apps for their customers so that they can access their personal accounts from any mobile device. These apps are free. Users can purchase other financial apps that are used for keeping budgets, tracking expenses, paying off debt, and organizing important information.

1.3b Choosing & Producing Adjectives

A. *The adjective "difficult" is not used with the nouns in #3,4,5,6. B. ANSWERS WILL VARY

1.3c Choosing & Producing Adjectives

A. 1. Dramatic decrease 2. Gradual OR Slight increase 3. Slight increase 4. Rapid decrease B. ANSWERS WILL VARY

1.3d Editing Adjective Errors

- Facebook is a *popular* social media site.
- Some *free* apps have pop-up advertisements.
- App users don't always read the *confusing* user agreements for the apps.
- Educational apps are *useful* for learning.
- People who create apps know *different* computer programming languages.
- Many *young* people believe that smart phones are necessary technology.
- Banking apps can be accessed from any *mobile* device.
- In the past, people used cell phones like *normal* phones.
- Now, smart *phone* apps allow users to do more than just call or text.
- Smart phones are forms of *important* technology.
- The price of smart phones shows a *slight* increase from the past few years.
- The amount of memory of smart phones shows a *dramatic* increase from the first digital cell phones.
- Over the past few years, there has been a *dramatic* increase in the number of smart phone apps.

1.3e Noticing Noun Modifiers

1. The newest cell phone apps can do amazing things.
2. When the business manager gave new phones to her staff, she advised all of them not to put music apps on them.
3. When a voice mail message arrives on a mobile phone, the phone makes a “ding.”
4. Many people now use photo storage on the “cloud,” but this can be a problem.
5. Hackers can get into the cloud storage and steal embarrassing photos.
6. Some apps let you share all your file folders across all your computers and mobile devices.
7. Other apps let you scan business cards and put the information into your phone contact list.
8. Keeping your appointment calendar on your phone can help you remember important meetings and commitments.
9. You can set your phone to send you a message an hour before the appointment or business meeting.
10. When you are grocery shopping, your phone can help you by checking prices at other stores.
11. You can take a quick photo of the food item that you want to buy, and tell the phone to check local prices.

1.3f Noticing Noun Modifiers

1. mobile 2. touch 3. expensive 4. original 5. science 6. status 7. business 8. young 9. work 10. income

1.3g Noticing Comparatives and Superlatives

Comparing Countries

Of the 196 countries in the world, which are (the biggest and smallest) countries?

There are many small countries. Guam is much smaller than Tonga, but it is not (the smallest) country in the world. Vatican City, which is only .2 of a square mile in size, is considered (the world’s smallest) country. Monaco, which measures .7 of a square mile, is just slightly larger. Many of the other small countries in the world are islands. One of these countries, the Maldives, is composed of almost 1,200 coral islands that are barely above sea level. As the sea level becomes higher, the islands are sinking.

On the other end of the measuring stick, Russia is (the world’s largest) country by area of land. It has over 6 ½ million square miles. Canada, (the world’s second largest) country, is a lot smaller. It has just under 4 million square miles. However, if only land area, not water area, were counted, Canada would be (the 4th largest) country by area. China is just a bit smaller in land mass than the US. In 5th place is Brazil. Australia, which is (the world’s 6th biggest) country, is the only country that is also a continent by itself.

China and India are (the world’s two largest) countries by population. They are much more densely populated than any other country with each of them having over 1 billion residents. (The least populated) country in the world, as of 2013, was Pitcairn Islands, with only 56 residents. Some countries with (the highest) rate of population growth are Qatar, Uganda and Niger. This is a difficult statistic to find since many countries cannot count their populations easily. One report shows Uganda with a higher rate of growth than Burkina Faso while another report shows Uganda with a lower rate.

The countries of the world with (the youngest) populations (0 – 14 years old) are all in Africa. The country with (the oldest) population is Japan with 23% of its population 65 years old or older. Several European countries have rates that are just a little lower than Japan’s.

1.3h Choosing Comparatives

1. smaller than 2. not as big as 3. bigger than 4. bigger than 5. as big as 6. smaller than 7. much 8. slightly 9. larger than 10. a bit

1.3i Choosing Superlatives

1. the smallest 2. the largest 3. not the smallest 4. not the largest 5. not the smallest 6. not as big as 7. the biggest 8. the widest 9. the widest 10. the smallest

1.3j Producing Comparatives

1. bigger than 2. as big as 3. not as big as 4. shorter than 5. not as short as 6. taller than 7. taller than 8. not as tall as 9. shorter than 10. thinner than 11. as thin as 12. not as thin as 13. more expensive than 14. more expensive than

1.3k Producing Superlatives

1. the widest 2. not the widest 3. not the most expensive 4. the most expensive 5. not the most expensive 6. the tallest 7. the shortest 8. not the shortest 9. not the thinnest 10. the thinnest

1.3l Producing Comparatives

- A. Possible answers include: 1. slightly younger than 2. a bit older than 3. higher education level than 4. lower education level than 5. much less experienced than 6. much more experienced than B. - ANSWERS WILL VARY

1.3m Producing Superlatives

1. the shortest 2. the oldest 3. the highest 4. the youngest 5. the shortest 6. the oldest 7. the lowest

1.3n Producing Comparatives and Superlatives in Sentences

ANSWERS WILL VARY

1.3o Editing Errors in Comparatives and Superlatives

1. There is some argument about which is a longest river in the world: the Nile or the Amazon.
2. The longer river in Asia is the Yangtze River, which flows through China.
3. Lake Superior, which is on the border of the United States and Canada, is the large lake in North America.
4. Lake Baikal in Russia is deeper than Lake Superior but it is much smaller Lake Superior.
5. Most lakes are freshwater lakes, but a few are saltwater, which means that they have a much high amount of salts and other minerals than freshwater lakes.
6. The Great Salt Lake, in Utah, in the U.S., is a larger lake but it is very shallow.
7. Lake Izamal, in the Mexican state of Yucatan, is an underground lake considered one of the most beautiful underground lakes in the world.
8. A pond is a body of water which is usually smaller then a lake.
9. A dam can control the flow of water, but when the water pressure rises rapidlier than is safe, the dam can be opened to let some water out.

10. World's most famous *loch*, which is the Gaelic word for lake, is Loch Ness, in Scotland, where there have been reports of a long-necked monster swimming.

1.4a Noticing Prepositional Phrases

Roller Coasters around the World

There are almost 3,500 roller coasters (around the world). The United States has many parks (with roller coasters), but most (of the world's roller coasters) are actually (in Asia). China has the most (with 849).

Most exciting roller coasters have special names. Some (of the most popular coasters) are called: El Toro, Millennium Force, Bizarro, Intimidator, and Goliath.

Cedar Point Amusement Park (in Sandusky, Ohio) calls itself the "Rollercoaster Capital (of the World)" (with 17 roller coasters). This is a bit (of an exaggeration) since Six Flags Magic Mountain Park (in Valencia, California) is slightly larger (with 19).

Roller coasters are becoming more and more exciting (with higher and higher tracks and deeper and deeper drops). Most (of the newest roller coasters) do inversions. That means the riders are turned upside down and then right side up while going down steeper and steeper slopes. A rollercoaster (in Six Flags) (in Texas) is being built (with cars) that spin (on a horizontal axis) while they are dropping! This might be the most terrifying coaster ever! However, some people still prefer coasters build (of wood) (because of their creaky feel).

Some record-breaking roller coasters:

- The Tallest: the Kingda Ka (in Six Flags Great Adventure Park) (in New Jersey) is 456 feet high.
 - The tallest wooden rollercoaster, the Colossos (in Germany), is much smaller (at only 197 feet).
- The Longest Drop: the Kingda Ka again, which drops 418 feet (in one drop).
 - The longest drop (in a wooden rollercoaster), (on the Goliath) (in California), is a lot shorter (at merely 180 feet).
- The Fastest: the Formula Rossa, (in the United Arab Emirates), reaches a speed (of 149 mph). (In fact,) the ride lasts only 1½ minutes, which many riders feel is long enough (for this high-intensity journey).
 - The fastest coaster (in the US) is the Kingda Ka, (with a maximum speed) (of 128 mph). That is faster than most people have ever gone (without flying)!

1.4b Choosing the Correct Prepositions

1. of, with 2. in, for, in 3. in, of, with, for 4. with, in, in 5. for, from, to 6. by, for 7. On 8. of 9. of 10. To

1.4c Choosing Adjective or Adverb Phrases

1. adjective phrase 2. adjective phrase 3. adjective phrase 4. Adjective phrase 5. adverb phrase 6. adjective phrase 7. adverb phrase

1.4d Producing Prepositional Phrases and Sentence Variety

ANSWERS WILL VARY

1.4e Producing Correct Word Order

1. In Russia, the first roller coasters were hills of ice. OR The first roller coasters in Russia were hills of ice. 2. Roller coasters made of wood are not flexible. 3. The first American roller coasters were made from coal carts. 4. The longest roller coaster in the world is in Japan. 5. The fastest roller coaster in the world moves at speeds of 149 mph.

1.4f Noticing Prepositional Phrases versus Subjects

1. In the early days of roller coasters, they were all made of wood.
2. Many of the early roller coasters were very dangerous.
3. In the early 1800's, a coal mining company built a track to deliver coal to the town down the hill and later sold tickets for people to ride down the hill.
4. Modern roller coasters are made of steel and have numerous safety devices.
5. At amusement parks in the US, the roller coasters have special names.
6. The Kingda Ka roller coaster at Six Flags Adventure Park is the tallest roller coaster in the world.
7. In England in 1972, five children in Battersea Park Fun Fair were killed in a roller coaster accident.
8. In a terrible accident in Canada, several people were killed or injured because of some loose bolts.
9. A 1977 suspense movie about a mad bomber and a rollercoaster was called *Rollercoaster*.
10. Rollercoaster is also the name of a popular children's book about a girl's first ride on a roller coaster.

1.5a Noticing Conjunctions and the Words They Join

1. (Water) and (air) pollution are both difficult challenges in today's world.
2. (Water pollution) and (air pollution) are both difficult challenges in today's world.
3. Scientists are investigating (the causes) and (the effects) of air pollution.
4. Some car buyers are not sure if they want to buy (a hybrid car) or (a regular gas-powered car).
5. (The level of CO₂ (carbon dioxide) is high worldwide,) but (some groups are trying to control it).
6. (Cutting down trees) or ("deforestation") is a primary cause of global warming.
7. (Using gasoline causes pollution,) so (some car manufacturers are trying other types of fuel).
8. (Belgium), (Cuba), and (Ghana) have all signed an agreement on controlling pollution.
9. Solar power is (clean), (quiet,) and (efficient).
10. (Wind power is another source of clean energy,) but (the machines can be unattractive).

1.5b Choosing the Correct Conjunction

1. and 2. or, but 3. so 4. but 5. and 6. and/but 7. and 8. but 9. or 10. or

1.5c Choosing Words Joined with Conjunctions

1. saves money 2. animals 3. low 4. generators 5. wind power 6. large office buildings 7. driving 8. they will probably stay high 9. they are not always nearby 10. natural gas

1.5d Producing Words Joined with Conjunctions

ANSWERS WILL VARY

1.5e Editing Words Joined With Conjunctions

Reduce, Reuse, and Recycle

The three R's of conservation are Reduce, Reuse, and Recycle. These three behaviors all help to reduce waste, conserve our natural resources, **and** reduce pollution.

Reduction is the first way to help out. It means to decrease the amount of possible waste that we produce. Each of us can help by not buying things in big boxes or by using cloth bags when we shop. We should also reduce the amount of throw-away items that we buy, like paper plates, and plastic forks.

Reusing old things is a great way to conserve our resources. You could sell old clothes, **or** toys. You could also give them away to charity or fill plastic water bottles with water from the sink. You could use re-sealable plastic containers instead of plastic bags to carry your lunch.

Are you a person who loves to buy a special cup of coffee every day – a latte or a cappuccino? Help the environment and **save** resources by using your own reusable cup.

Recycling means producing new items from old ones. We can recycle all of our paper, plastic, and glass. Furthermore, when we buy things, we can look for labels that say the items we purchase are made from recycled materials. A soda bottle made out of old soda bottles **and** means the old soda bottles never went into a landfill!

Next time you are printing, think about using those old sheets again. Using sheets of half-blank paper in your computer's printer saves trees. It won't work for a formal report at work, **or** school, but it surely could work for first drafts of reports.

Our environment is important for us, our children and their children, so always remember to reduce, reuse, and **recycle**.

2a Noticing Subjects, Objects, and Verbs

A. - Most modern TV shows about criminal investigations (emphasize) the use of DNA testing. These tests (identify) possible suspects and (link) them to specific crimes. Each person (has) a unique DNA "fingerprint." This fingerprint (contains) a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids (contain) our unique DNA. With new types of DNA testing, police officers often (catch) criminals quickly or even many years after the crime. DNA testing also (identifies) victims and familial relations.

B. - Most modern TV shows about criminal investigations emphasize the use of DNA testing. These tests identify possible suspects and link them to specific crimes. Each person has a unique DNA "fingerprint." This fingerprint contains a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids contain our unique DNA. With new types of DNA testing, police officers often catch criminals quickly or even many years after the crime. DNA testing also identify victims and familial relations.

C. Most modern TV shows about criminal investigations emphasize the use of DNA testing. These tests identify possible suspects and link them to specific crimes. Each person has a unique DNA "fingerprint." This fingerprint contains a personal sequence of 3 billion base pairs made of four chemicals. Our skin, hair, blood, and bodily fluids contain our unique DNA. With new types of DNA testing, police officers often catch criminals quickly or even many years after the crime. DNA testing also identify victims and familial relations.

2b Choosing the Correct Words (A Review of Parts of Speech)

1. b. living organisms 2. c. Human DNA 3. b. DNA sequence 4. a. a modern method 5. c. is 6. b. solving crimes 7. b. is innocent
8. c. a familiar part

2c Producing Correct Word Order

1. DNA testing started in 1985. **OR** In 1985, DNA testing started. 2. Most crime investigations include DNA testing. 3. Skin, blood, and other body substances are the most reliable evidence at crime scenes. **OR** At crime scenes, skin, blood, and other body substances are the most reliable evidence. 4. In 1987, a court convicted the first man by using DNA evidence. **OR** A court convicted the first man by using DNA evidence in 1987. 5. The guilty man was from Florida. **OR** The man from Florida was guilty. 6. DNA helps catch criminals. 7. DNA evidence also helps to free people who are innocent.

2d Producing Making Your Ideas Complete

ANSWERS WILL VARY

2e Producing Sentences

ANSWERS WILL VARY

2f Editing Word Order

- Blood and other body fluids **create** a DNA fingerprint.
- A DNA fingerprint **is** unique for each person.
- Paternity tests** can identify the father of a baby.
- Skin cells **under a victim's nails** have DNA evidence that helps investigators find the suspect.
- People can buy** their own "home" DNA test.
- Home DNA tests **are not** inexpensive.
- Private labs analyze **a person's** unique DNA sequence.
- DNA testing **can identify** a person with better than 99% accuracy.
- Some people believe that companies can misuse **information** about their employees' DNA.
- DNA testing **can help to identify** a person's risks of getting certain diseases such as breast cancer or arthritis.
- Identifying risks of diseases **is** more challenging when people have mixed ethnicity.

3a Noticing Frequency Adverbs and Modals

Always Back Up Important Files

We depend on technology, but sometimes we forget these important possibilities: our hard drives may fail, someone might steal our laptop, or an important document could accidentally get corrupted or become unusable. When we experience scary situations like these, having an up-to-date back up can rescue us.

First, we must decide which files we should back up. Hard drives usually contain hundreds of thousands of files, which may be two or more terabytes of data. Always back up files like documents, photos, music, applications, and system files daily. We should save a copy of our back up often. We should never back up temporary files such as hibernation and browser files.

Next, we must decide how to back up our files. One option for backing up files is using cloud technology. Cloud technology has some benefits such as off-site storage, encrypted security, and virus protection. Many people may not choose cloud technology as an option because of the expensive monthly fees, limited storage capacity, and slow speed. Social networking and streaming media sites may provide some storage of our favorite photos, songs, and books, but these sites never meet the complete requirements needed for backing up our files. Another option for backing up files is using external removable hard drives or recordable media such as CDs or DVDs. This option may appeal to most people because of its low cost, ease of installation, virtually unlimited space, and speed. People who choose this option should be informed that there are security and virus risks. Since this option backs up data on-site, there may also be a risk of damage.

Regardless of our choice, we must all decide how to back up our files and we should back up our files often.

3b Choosing Frequency Adverbs and Modals

A. 1. D 2. F 3. G 4. A 5. C 6. B 7. E B. – 1. C. sometimes 2. B. must 3. A. usually 4. A. must 5. C. should always

3c Producing Adverbs and Adjectives

ANSWERS WILL VARY

3d Editing Frequency Adverbs and Modals

1. Losing important files such as family photos or important documents is **never** a good experience.
2. Recovering lost files is an **extremely** difficult and heart breaking task.
3. A person should **prepare** for the day when their hard drives or USBs crash.
4. **Sometimes** hard drives or USB drives catch viruses, and this may eventually cause serious damage to the files on the drive.
5. Having a back up of a hard drive or USB is very important, especially because hard drives **or USBs** might get damaged.
6. External hard drives may **be** a great solution for backing up important files.
7. People **usually** upload some photos to their social media sites in the cloud.
8. These social media sites often serve as a location to save a few important files, but these sites are not secure and might **be** hacked.
9. Saving important files online in the cloud **might** be too expensive for many people.
10. External drives are quite **useful** for saving a large amount of photos and music.
11. People **sometimes** buy or borrow digital e-books that are saved in the cloud.
12. Streaming media companies must **purchase** large back up drives to store all the music or movie files.
13. You should **save** backups of your backups because nothing is 100% safe and secure.

4a Noticing Simple Sentences

1. (The internet) had its beginnings in the 1950's in research in the US, Great Britain and France. SV
2. In fact, (the US Department of Defense) developed the first internet. SV
3. By 1969, (only 4 computers) were on the Internet. SV
4. Since then, (millions of computers) have been added to the internet. SV
5. Now, (businesses and schools) use the internet in almost all parts of their work. SSV
6. (People) shop or take classes easily. SVV
7. (Students and instructors) email each other and post assignments online regularly. SSVV
8. (The "World Wide Web") connects people and businesses from all over the world. SV
9. (Messages and photos from thousands of miles away) arrive in seconds. SSV
10. Amazingly, in 2010, (a Twitter message from outer space) came directly over the Internet. SV

4b Noticing Compound Sentences

1. At first, (the internet) was used just to send files and information to another place, but in 1991, (a Swiss computer programmer) introduced the idea of a "web."
2. (His name) was Tim Berners-Lee, and (he) changed the world.
3. From then on, (the internet) has been a place to find information, and (the world) has not been the same.
4. (New ways to do business and communicate) were created, and (old ways) had to change.
5. (New nouns) now begin with an "e", so (we) talk about email and ecommerce.
6. (Email) is still a way for a person to send messages to others, but (it) is quicker and much more efficient than "snail" mail.
7. Of course, (it) is easy to hit the wrong key or type a single letter wrong, so (people) make mistakes.
8. Sometimes (people) send emails to the wrong people by hitting the wrong button, or (they) can order the wrong thing online.
9. (The "reply to all" button on email) has caused a lot of embarrassing problems, and (everyone) needs to be careful when you hit reply.
10. (Some office workers) have hit "reply to all" instead of "reply", and (their emails with negative comments about their bosses) went to everyone in the company.

Where are the commas located? *Commas in compound sentences are located before the conjunction that joins two simple sentences.*

Make a rule about the use of the comma in compound sentences. Use commas and a conjunction to join two simple sentences.

4c Noticing Complex Sentences

1. (Facebook) began in 2004 when (Mark Zuckerberg) started the site.
MC DC
2. When (he) started the site, (Zuckerberg) was a sophomore at Harvard University.
DC MC
3. Before (the site) opened up to everyone, (it) was a site just for college and university students.
DC MC
4. (A large number of high school students) joined Facebook after (it) opened up to everyone.
DC MC
5. Since (Facebook) first became popular, (it) has added many new features including games.
MC DC
6. (Many people) like Facebook because (it) is easy to post pictures and stay in touch with friends.
MC DC
7. (Other people) dislike Facebook because (they) feel their privacy is harmed.
DC MC
8. If (you) want to post a photo of a friend, (you) should ask their permission first.
DC MC
9. Although (Facebook) is a free site, (it) makes money through advertising, especially on mobile devices like cell phones.

Which type of clause (MC or DC) has a comma before it? *Main clauses have commas before them.*
Make a rule - *Use a comma before the main clause if a compound sentence begins with a dependent clause.*

4d Choosing Sentence Types

1. Compound 2. Simple 3. Compound 4. Complex 5. Simple 6. Compound 7. Complex 8. Complex

4e Producing Different Types of Sentences

ANSWERS WILL VARY

4f Noticing Sentence Types

Sentence Type	How many?
simple	10
compound	4
complex	3

4g Producing Different Types of Sentences

ANSWERS WILL VARY

4h Editing Sentence Errors

Run-on Sentence

3. According to the data, 52% of gamers are men and 48% are women. It has become a “unisex” pastime.
4. Some parents do not allow their children to play video games. Many of the video games are violent.

Comma Splice

3. “Action” games are extremely popular. There are also popular games related to strategy and knowledge.
4. Some video games are educational, so some parents want their children to play them.

Sentence Fragment

4. If Some people think the majority of these “gamers” are men. **OR** add an independent clause
5. Because These video games are very exciting. **OR** add an independent clause

4i Editing Sentence Errors

ANSWERS WILL VARY

5a Noticing Subjects and Verbs in Questions

1. When was (the first mention of pizza in writing)?
(The first mention of pizza in writing) was over 2500 years ago.
2. Who made that first pizza?
(Soldiers) made that first pizza by baking dough on their shields and then covering the flat bread with cheese and dates.
3. What did (the early Greeks) use the flat bread for?
(The early Greeks) used the flat bread for plates.
4. Who made the first “modern” pizza?
(Bakers in Naples, Italy) made the first “modern” pizza when they put tomatoes from the New World on their flat breads.
5. Where was (the first pizza business in the United States)?
(The first pizza business in the United States) was in New York City in 1905.
6. How is (Chicago-style pizza) different from New York-style pizza?
(Chicago-style pizza) is different because (it) is “deep dish”, which means (it) has a crust (that) risks at least an inch above the plate.
8. Do (pizza eaters) always prefer “deep dish” pizza?
No, (some pizza eaters) prefer “deep dish” pizza, but (others) prefer “thin crust”.

5b Choosing Question Words

1. What 2. How long 3. Where 4. How many 5. Who 6. When 7. How big 8. Which (Use “which” when there is a limited number of choices. For example, there are only 12 possible choices for this question.) 9. What 10. How much

5c Producing Information Questions

- Where does the word “pizza” come from?
- What kind of pizza ovens are made from brick?
- What are the most popular pizza toppings?
- How many pizzas are sold every year in the U.S.?
- Where did immigrants bring pizza from?
- When did Pizzeria Uno in Chicago develop the deep dish pizza?
- What should be folded when eaten?
- What does California style pizza have?
- Why do tomato pie pizzas look and taste different from other pizzas?

5d Producing Yes/No and Information Questions

ANSWERS WILL VARY

5e Producing Questions

ANSWERS WILL VARY

6a Editing Errors in Capitalization

- Seven cell phones are on *sale* at the shopping mall.
- There is a famous movie showing at the theater – *Avatar*.
- On *Friday*, the stores will stay open until 9.
- The store’s employees went in early because the shopping *mall* was open early.
- Most of the employees at my job have cars, but *I* don’t.
- Since* last year, the number of apps for my cell phone has increased greatly.
- Cell phones are on sale at the *Apple* store for the next week.
- Several of the employees speak *Spanish* and help communicate with shoppers.
- My Boss, *Mr. Florent*, wants me to work late tonight, but I can’t.
- The sale numbers of cell phones in African *countries* are very high.
- The *White House*, which is home to the president, limits the use of cell phones.
- During the summer, many tourists visit the *Capitol* building and must turn off their cell phones.
- Cell* phones use a lot of power and must be recharged often.
- He watches *Chinese* movies on his tablet.
- When I traveled to *Europe*, I got a special cell phone plan for foreign travel.

6b Noticing Commas

1. 4 2. 2 3. 1 4. 3 5. 1 6. 4 7. 4 8. 3 9. 3 10. 1 11. 1 12. 1

6c Editing Errors in Comma Usage

- No error
- However, there are even records of a vote with paper ballots for a Roman official more than 2,000 years ago.
- No error
- No error
- Until all the polls in a state are closed, results cannot be announced.
- Some states in the U.S. have almost 70% of citizens voting, but others have less than 50%.
- Hurricanes, rainstorms, or ice can make it hard for voters to vote on Election Day.
- No error
- Soldiers serving overseas, who cannot get to their home voting places, can vote by absentee ballot.
- Many voters, go to their polling stations before work.
- No error
- The Democratic and Republican parties are the two major parties in the U.S., but there are other smaller parties that have candidates in elections.
- In American elections, a person running for office is called a candidate.
- No error
- Election Day is, the first Tuesday after the first Monday in November.

6d Producing Possessives

1. Greeks’ 2. gum’s 3. gums 4. druggist’s 5. station’s 6. bubble’s 7. People’s 8. city’s

Review Module - Exploring the Beginning of Film with *A Trip to the Moon (Le Voyage dans la Lune)*

Before You Watch: A Review of "Sentence Materials" (Sections 1.1-1.5)

Part A. 1. Possible answers: movies, movies, films, stories, effects, effects, action, films, objects, characters, eyes 2. stories, action

Part B. 1. Present continuous 2. Answers will vary. Sample answer: The present continuous tense is used to describe actions that are in progress at the present moment. Therefore, it is not appropriate for any of the actions in this article (and is seldom used in academic writing in general).

Part C. 1. Possible answers: successful, interested, happy, famous, well known, exciting 2. family business, magic shows 3. Answers will vary. 4. Answers will vary. 5. instantly, immediately, soon 6. Answers will vary 7. Answers will vary. 8. a. the most famous, his longest movie b. more easily than c. as well as d. the same amount as 9. Answers will vary.

Part D. Location: possible answers: **at** his theatre, **on** Youtube, **in** dark castles
Time: possible answers: **on** December 28, 1895, **on** that day, **in** 1896

Extra! identification: *of the Lumière brothers' films, of their cameras, of two mechanics*
exchange/trade: *for one* accompaniment: *with the help*

Part E.

Star Films enjoyed success for a few years, but larger production companies eventually drove Star Films out of business. During this difficult time, Méliès burned all of his movie props and sets in frustration and then disappeared from the public for several years.

In the early 1930s, however, journalists and film experts around the world began to recognize Méliès' genius and contributions. In 1931, he received the famous French Legion of Honor award. Unfortunately, this did not help his desperate financial situation very much. Luckily, the following year the Cinema Society invited Méliès to live in the film industry's retirement home in Orly, France.

Since Méliès' death in 1938 from cancer, his honors and recognition have continued to accumulate. For example, a stately tomb was built for him in Paris, and numerous film stars, including Charlie Chaplin and Walt Disney, have publicly expressed their praise and gratitude. In addition, the popular 2011 film *Hugo* depicted Méliès' life. In sum, the next time you watch a movie and are amazed by its special effects and artistry, you will know that Georges Méliès' is partly responsible.

- a. 7 noun-conjunction-noun combinations: *props **and** sets, journalists **and** film experts, genius **and** contributions, honors **and** recognition, Charlie Chaplin **and** Walt Disney, praise **and** gratitude, effects **and** artistry*
- b. 2 verb-conjunction-verb combinations: *burned...**and**...disappeared, watch...**and** are amazed*
- c. 2 clause-conjunction-clause combination:
 1. *Star Films enjoyed success for a few years, **but** larger production companies eventually drove Star Films out of business.*
 2. *For example, a stately tomb was built for him in Paris, **and** numerous film stars, including Charlie Chaplin and Walt Disney, have publicly expressed their praise and gratitude.*

While You Watch:

Part A. scientist, women, chalk board, observatory, factory, rocket, hammer, Earth, comet, umbrella, crater, mushroom, telescope, rope, fish, parade, drum, flag

Part B.

1. Scientists are meeting in an observatory.
2. Some scientists volunteer for the trip to the moon.
3. The expedition team visits a factory.
4. A group of women push the rocket into the cannon.
5. A comet passes in the moon's sky.
6. The expedition team goes into a crater.
7. The space rocket returns to Earth.
8. A parade leads the team to a celebration where the crowd cheers for them.