**SIMPLE PRESENT vs. PRESENT PROGRESSIVE**

Simple Present expresses habits or usual activities.
(Base form of verb + s - if 3rd person singular)

Present Progressive expresses actions that are happening right now. (am + is - are)

Nonaction verbs are not used in the present progressive: want, need, like, love, hate, hear, see, smell, taste, understand, know, believe, think that, possess, exist, belong, prefer, forget, remember.

Complete the sentences about a businessman, Tony Martin. Use the correct form of the verbs in parentheses.

1. It is 8:00 A.M. Tony Martin ______________________ (drive) to work.
2. Today it ____________________ (take) longer.
3. Normally, he ____________________ (take) Route 93.
4. The radio is on, and Tony ____________________ (listen to) the traffic report.
5. The announcer ____________________ (describe) an accident on Parson Road.
6. He ____________________ (know) he can’t do anything about the traffic conditions.

**FUTURE TENSE**

Future Tense is expressed by using (am, is, are + verb and will + verb). Both are used to make predictions. The first expresses a preconceived plan. The second is used to volunteer or expressed willingness.

Complete the sentences with be going to or will.

1. I arranged to borrow some money because I__________________ buy a motorcycle tomorrow.
2. Can I borrow this book? Sure. But I need it back soon. I __________________ return it to you tomorrow. Okay?
3. I __________________ wear a dark suit to the wedding reception. How about you? I’m not sure.
4. So you __________________ get married. That’s right. On September 22nd. My congratulations.
PRESENT, PAST, PAST PARTICIPLE, AND MEANING OF MOST COMMON IRREGULAR VERBS

GROUP I. Three different forms.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>empezar, comenzar</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td>hacer, (auxiliar)</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td>tomar, beber</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
<td>ir</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
<td>timbrar</td>
</tr>
<tr>
<td>shrink</td>
<td>shrank</td>
<td>shrunk</td>
<td>encoger</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
<td>cantar</td>
</tr>
<tr>
<td>sink</td>
<td>sank</td>
<td>sunk</td>
<td>hundir(se), naufragar</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
<td>nadar</td>
</tr>
</tbody>
</table>

GROUP II. The participle ends in “n”

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be (am, is, are)</td>
<td>was / were</td>
<td>been</td>
<td>ser, estar (tener X años, frío,</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
<td>soplar</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
<td>dibujar, jalar</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td>manejar</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
<td>volar</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
<td>crecer, cultivar, criar</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
<td>conocer, saber</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
<td>ver</td>
</tr>
<tr>
<td>tear</td>
<td>tore</td>
<td>torn</td>
<td>romper, rasgar</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
<td>arrojar, tirar, lanzar</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
<td>usar ropa, llevar puesto</td>
</tr>
</tbody>
</table>
### GROUP III. Past participle ends in “en”.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
<td>batir, golpear derrotar,</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
<td>morder, picar insecto</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>quebrar(se)</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
<td>escoger</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td>comer</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
<td>caer</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
<td>congelar(se)</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>olvidar</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>forgiven</td>
<td>perdonar</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
<td>dar, regalar</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
<td>esconder</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
<td>cabalgar, montar</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
<td>elevar (se), ascender, (por sí mismo)</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td>shaken</td>
<td>sacudir menear, temblar</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
<td>hablar</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
<td>robar</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
<td>tomar, coger, llevar</td>
</tr>
<tr>
<td>wake up</td>
<td>woke up</td>
<td>woken up</td>
<td>despertar (se)</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
<td>escribir</td>
</tr>
</tbody>
</table>
**GROUP IV. Past and past participle are the same.**

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
<td>doblar, agachar</td>
</tr>
<tr>
<td>bind</td>
<td>bound</td>
<td>bound</td>
<td>atar, apretar, encuadernar</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>bled</td>
<td>sangrar</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>traer</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
<td>construir</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td>comprar</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>atrapar, pescar</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
<td>alimentar</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
<td>sentir</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
<td>pelear</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
<td>encontrar</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got, gotten</td>
<td>obtener, llegar</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
<td>ahorrar, colgar</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
<td>tener, auxiliar=haber</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
<td>oir, escuchar</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
<td>sostener, contener</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
<td>mantener, conservar</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
<td>dirigir</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
<td>dejar, salir, abandonar</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>colocar, poner, extender</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
<td>prestar</td>
</tr>
<tr>
<td>light</td>
<td>lit</td>
<td>lit</td>
<td>encender, iluminar</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
<td>perder, extraviar</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
<td>significar</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
<td>hacer, fabricar, preparar</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
<td>encontrar (persona), ser presentado</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
<td>pagar</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
<td>leer</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
<td>decir</td>
</tr>
<tr>
<td>seek</td>
<td>sought</td>
<td>sought</td>
<td>buscar</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
<td>vender</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
<td>enviar, mandar</td>
</tr>
<tr>
<td>shine</td>
<td>shone</td>
<td>shone</td>
<td>brillar, pulir</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
<td>shot</td>
<td>disparar</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
<td>sentarse</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
<td>dormir</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
<td>gastar (dinero), pasar (tiempo)</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
<td>pararse, estar de pie</td>
</tr>
<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
<td>golpear, sonar</td>
</tr>
<tr>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
<td>barrer</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
<td>enseñar</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
<td>decir, contar</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
<td>pensar</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
<td>understood</td>
<td>entender, comprender</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
<td>ganar (juego)</td>
</tr>
<tr>
<td>wind</td>
<td>wound</td>
<td>wound</td>
<td>dar cuerda</td>
</tr>
</tbody>
</table>
### GROUP V. No change

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>bet</td>
<td>bet</td>
<td>bet</td>
<td>apostar</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
<td>costar</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
<td>cortar</td>
</tr>
<tr>
<td>fit</td>
<td>fit</td>
<td>fit</td>
<td>quedar a medida, encajar</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
<td>golpear</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
<td>herir, lastimar</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
<td>permitir</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
<td>colocar, poner</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
<td>arreglar, colocar</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
<td>cerrar de golpe</td>
</tr>
<tr>
<td>spread</td>
<td>spread</td>
<td>spread</td>
<td>extender, esparcir, divulgar</td>
</tr>
</tbody>
</table>

### GROUP VI. Past participle the same as the present.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>convertirse, ser apropiado</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
<td>venir</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
<td>correr</td>
</tr>
</tbody>
</table>
**PRESENT PERFECT vs. PRESENT PERFECT PROGRESSIVE**

Present Perfect expresses repeated activities or situations that occurred at some unspecified time in the past. It also expresses situations that began in the past and continue to the present. (have, has + pp)

Present Perfect Progressive expresses the duration of an activity that is in progress, i.e., how long something has continued to the present time. (have, has + been + v-ing).

With some verbs (e.g., live, work, teach), duration can be expressed by either the present perfect or the present perfect progressive with essentially the same meaning.

1. Mr. Alvarez __________ (work) at the power company for fifteen years. He likes his job.

2. My eyes are getting tired. I __________ (read) for two hours. I think I will take a break.

3. Mark __________ (watch) TV since seven o’clock.

**SIMPLE PAST vs. PRESENT PERFECT**

Simple Past talks about activities or situations that began and ended at an specified time in the past. (verb + ed or irregular).

Present Perfect expresses repeated activities or situations that occurred at some unspecified time in the past. It also expresses situations that began in the past and continue to the present. (have, has + pp).

1. Have you ever been in Europe?
   Yes, I __________ (be) in Europe several times. In fact, I __________ (be) in Europe last year.

2. What European countries __________ (you, visit)?
   I __________ (visit) Hungary, Germany, and Switzerland. I __________ (visit) Hungary in 1988. I __________ (be) in Germany and Switzerland in 1990.

**PRESENT PERFECT or SIMPLE PAST TENSE**

A journalist is interviewing a woman about marriage. Complete the interview with the correct form of the verbs in parentheses.

Interviewer: How long have you been married?

1. (be)

Woman: Let’s see. We __________ married in 1993, so we __________ married for just a few years.

2. (get)

Interviewer: And, when __________ you __________ your first child?

4. (have)

Woman: Well, I __________ a mother pretty quickly.

5. (become)

We __________ Stephanie ten months after we __________ married.

7. (be)

Interviewer: You say this is not your first marriage. How long __________ your first marriage __________?

8. (last)

Woman: About two years. We __________ in 1985.

9. (divorce)

Interviewer: __________ you __________ any kids?

10. (have)

Woman: No, we __________ .

11. (have)

Interviewer: Do you still see your first husband?

Woman: Yes. We __________ friends. In fact, I __________ him last week. He and Joe __________ friends, too.

13. (see)

14. (become)
Inglés

SIMPLE PAST vs. PAST PERFECT

Simple Past talks about activities or situations that began and ended at an specified time in the past. (verb + ed or irregular)
Past Perfect expresses an activity that occurred before another time in the past. (had + pp)

1. By the time I __________________ (go) to bed last night, I __________________ (finish, already) my homework.
2. I was late. The party __________________ (start already) by the time I ________________ (get) there.
3. The candidate __________________ (not reach) the age of 35 by the time of the election.

Interviewer: _______________ he _______________?
15. (remarry)
Woman: No, he _______________

Interviewer: In your opinion, why ______________ your first marriage _______________?
16. (fail)
Woman: I think that we ______________ married 17. (fail)
too young. We ______________ each other well
enough. 19. (not know)

Interviewer: Where ______________ you ______________ Joe?
20. (meet)
Woman: In Atlanta. We ______________ both
students there. 21. (be)

Interviewer: And when ______________ you ______________ to Los Angeles?
22. (move)
Woman: This year. Los Angeles is the third city we ______________ in! Joe teaches college, and it is
23. (live)
hard to find a permanent job these days.
**MODALS**

Modals are similar to verbs, but they never change forms. Modals always stay the same, even when the subject changes. Use the simple form of the verb after all modal auxiliaries. (modal + base form of verb).

<table>
<thead>
<tr>
<th>MODAL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WOULD</strong></td>
<td>Request action (formal)</td>
</tr>
<tr>
<td><strong>COULD</strong></td>
<td>Request action (formal-informal), request permission (in questions), past ability, present or future possibility</td>
</tr>
<tr>
<td><strong>BE ABLE TO</strong></td>
<td>Present, past or future ability</td>
</tr>
<tr>
<td><strong>CAN</strong></td>
<td>Informal request, present or future ability, give permission</td>
</tr>
<tr>
<td><strong>CAN'T</strong></td>
<td>Present impossibility, deny permission</td>
</tr>
<tr>
<td><strong>WILL</strong></td>
<td>Future, request action (informal)</td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td>Request or give permission – formal, present or future possibility</td>
</tr>
<tr>
<td><strong>MIGHT</strong></td>
<td>Present or future possibility</td>
</tr>
<tr>
<td><strong>SHOULD</strong></td>
<td>Present expectation, advice</td>
</tr>
<tr>
<td><strong>OUGHT TO</strong></td>
<td>Expectation (af.), advice (af.)</td>
</tr>
<tr>
<td><strong>HAD BETTER</strong></td>
<td>Strong advice</td>
</tr>
<tr>
<td><strong>WOULD RATHER</strong></td>
<td>Preference (in neg. Not comes after rather)</td>
</tr>
<tr>
<td><strong>WOULD LIKE</strong></td>
<td>Desire</td>
</tr>
<tr>
<td><strong>MUST</strong></td>
<td>Expresses necessity or obligation, logical conclusion</td>
</tr>
<tr>
<td><strong>MUST NOT</strong></td>
<td>Prohibition, negative logical conclusion</td>
</tr>
<tr>
<td><strong>HAVE TO</strong></td>
<td>Expresses necessity or obligation</td>
</tr>
<tr>
<td><strong>DON'T HAVE TO</strong></td>
<td>Lack of necessity or obligation</td>
</tr>
</tbody>
</table>
1. The teacher __________________ you the answer. (present ability - tell)

2. The child __________________ to color the book. (desire)

3. Bill _________________ us with the work any time. (present ability - help)

4. We ______________ home in a few minutes. (present possibility - leave)

Contrast: Must, Must not, Have to, Don´t have to, and Can´t

Read these test questions about road signs. Complete the answer using the correct verb.

1. When you see MAXIMUM SPEED 65
   MINIMUM SPEED 45 it means:
   You __________________ drive 70 miles per hour.

Conversation

Scott is getting ready for a job interview. Complete his conversation with a friend. Use should, ought to, and had better. Sometimes more than one answer is possible.

Scott: Should I wear my green suit?

Dennis: I don´t think so. I think ________________

2. wear

your navy blue one. It´s more conservative.

Scott: _______________ my boss about the interview? 3. tell

Dennis: No. _______________ until you get a job

4. wait

before you say anything to your old boss.

Scott: I think we´re going out for lunch after the interview. ______________ to pay?

5. offer

Dennis: I don´t think so. They ______________ for

6. pay

your lunch. The interviewer usually does that.

Scott: ______________ a thank-you note after the interview? 7. write

Dennis: That´s always a good idea.

Scott: When ______________ it?

8. send

Dennis: ______________ a few days. That way

9. wait

you can always include something you forgot to say during the interview.

Scott: Well, ______________ to say anything important! 11. not forget

Dennis: Try to relax. I´m sure you´ll do fine.

Scott: I hope so. ______________ you after the interview? 11. call

Dennis: ______________ me or I´ll never speak to you again! 12. call
**ACTIVE vs. PASSIVE VOICE**

Active (Subject (doer) + Verb + Object)

Passive: The object of an Active sentence becomes the subject of a Passive sentence (Object+Be + pp + by + subject). The tense of the verb **BE** matches the tense of the original action verb. If it is important, the subject can be mentioned at the end, using **by**.

Only transitive verbs can be used in the passive.

**Active**: The news surprises me.
- surprised
- are surprising
- have surprised
- will surprise
- might surprise
- should have surprised

**Passive**: I am surprised by the news.
- I was surprised by the news.
- I am being surprised by the news.
- I have been surprised by the news.
- I will be surprised by the news.
- I might be surprised by the news.
- I should have been surprised by the news.

That letter __________________ (ought to send) immediately.
Those letters __________________ (arrive) yesterday.
5

Inglés

Complete the sentence

Choose the one answer that best completes the sentence.

1. The congressional committee _ _ _ all foreign aid funds.
   (A) were cut  
   (B) was cut  
   (C) cut  
   (D) cut it

2. The commissioners told the journalists that the problem _ care of already.
   (A) has taken  
   (B) had been taken  
   (C) will take  
   (D) will be taken

3. The early settlers _ the land for pasture.
   (A) were cleared  
   (B) cleared  
   (C) were being cleared  
   (D) clearing

In the sentences below, identify the one underlined phrase that is incorrect.

1. Although some difficulty was expected, the extent of the problem was not known until the project completed and the final report was distributed.  
   (A)  
   (B)  
   (C)  
   (D)

2. Metal must be hammered, worked, and cooled rapidly to relieve internal stresses causing by heating.  
   (A)  
   (B)  
   (C)  
   (D)

3. Risks that are taking by today’s entrepreneurs are considerable and, while stimulating, pose threats to their financial security.  
   (A)  
   (B)  
   (C)  
   (D)
ADJECTIVES and ADVERBS: COMPARATIVE - SUPERLATIVE

<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compares 2 things.</td>
<td>Compares one part of a whole group to the rest.</td>
</tr>
<tr>
<td>Add -er to most one syllable words.</td>
<td>Add -est to most one syllable words.</td>
</tr>
<tr>
<td>Add more before most 2 syllable and longer words.</td>
<td>Add most before most 2 syllable and longer words.</td>
</tr>
<tr>
<td>2 syll. words ending in -y: change y to i and add -er.</td>
<td>2 syll. words ending in -y: change y to i and add -est.</td>
</tr>
<tr>
<td>A comparative is followed by than.</td>
<td>A superlative is preceded by the.</td>
</tr>
<tr>
<td>Irregular comparatives: good, well, bad, badly, far.</td>
<td>Irregular superlatives: good, well, bad, badly, far.</td>
</tr>
<tr>
<td>The opposite of -er, more is less.</td>
<td>The opposite of -est, most is least.</td>
</tr>
<tr>
<td>Equal comparative: as + adj. or adv. + as</td>
<td></td>
</tr>
<tr>
<td>Very modifies adjectives or adverbs. However, very is not used to modify comparatives. Instead, much: Tom is much older than Joe.</td>
<td></td>
</tr>
<tr>
<td>a lot of, or far are modifying comparatives.</td>
<td></td>
</tr>
</tbody>
</table>

Find and correct errors:

1. Alaska is large than Texas.

2. Alaska is largest state in the United States.

3. Old shoes are usually more comfortable that new shoes.
Write “C” if the sentence is correct. Write an “I” if there is an error in the comparative pattern and correct it.

____ 1. Since there were two possible ways to get to New York, we had to decide which one was better.

____ 2. Nancy was luckier than Fred in Las Vegas.

____ 3. Betty’s homework is usually more organized than that of any other student’s in the class.

Write “C” if the sentence is correct. Write an “I” if there is an error in the superlative pattern and correct it.

____ 1. W. Germany is one of the most industrialized nations in the world.

____ 2. August is hottest and most humid month of the year.

____ 3. They sold the most sophisticated computer that we had ever found.
CONDITIONAL SENTENCES

There are two types of Conditional Sentences: Real or Unreal.

Conditional Sentences are made of 2 clauses: If clause and Result clause.

Real are conditions that are possible or even probable to happen in the present or future.
If + simple present …..,will + base form of verb.

Unreal are conditions that probably will not happen, (contrary-to-fact), in the present or future.
If + simple past ….., would + base form of verb.

Unreal, contrary-to-fact in the past
If + past perfect (had +pp) …..,would have, could have + past participle. (It can also be used without the if switching subject and had: “Had I known the results, I could have prevented it.”).
I didn’t feel well yesterday. If I __________________________ (feel) better,
I ______________________ (come) to class yesterday.
I don’t feel well today.
If I ____________________ (feel) better,
I ______________________ (take) a walk.
I have a cold today, but I will probably feel better tomorrow. If I _________________ (feel) better tomorrow, I _________________ (go) to class.
I’m sorry that you didn’t go to the party.
If you ______________________ (come),
you ____________________ (have) a good time.

Choose the one answer that best completes the sentence.

1. If they ____________________ overworked in the beginning, the volunteers would have helped finish the project.
   (A) were not
   (B) was not
   (C) had not been
   (D) have not been

2. Because Mr. Gleason worked only a month, the personnel director would not write a recommendation for him even if he ____________________.
   (A) could ask
   (B) ask
   (C) asked
   (D) will ask

3. The teaching assistant’s explanations to the class will be more understandable if he ____________________ more clearly next time.
   (A) speaks
   (B) spoke
   (C) will speak
   (D) has spoken
In the sentences below, identify the one underlined phrase that is incorrect.

1. Had they known the snowstorm would be so treacherous, the hikers did not venture into it without proper equipment.
   (A) Had they known the snowstorm would be so treacherous, the hikers did not venture into it.
   (B) treacherous, the hikers did not venture into it.
   (C) without proper equipment.
   (D) 

2. I think I would enjoy the movie we went to last night even more if I had read the book before seeing it.
   (A) I think I would enjoy the movie we went to last night even more.
   (B) I would enjoy the movie we went to last night even more if I had read the book before seeing it.
   (C) 
   (D) 

3. If all the members of the committee who are present would agree, the proposal will go into effect immediately.
   (A) If all the members of the committee who are present would agree, the proposal will go into effect immediately.
   (B) present would agree, the proposal will go into effect immediately.
   (C) 
   (D) 

CONTINÚE EN LA SIGUIENTE PÁGINA
PREPOSITIONS

Prepositions are words that show relationship between a noun or a pronoun and another word in a sentence. The following prepositions introduce information in the categories of time, place, and other:

<table>
<thead>
<tr>
<th>TIME</th>
<th>PLACE</th>
<th>. . . PLACE</th>
<th>OTHER</th>
<th>. . . OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>under</td>
<td>behind</td>
<td>about</td>
<td>from</td>
</tr>
<tr>
<td>before</td>
<td>in / into / within</td>
<td>through</td>
<td>against</td>
<td>in order of</td>
</tr>
<tr>
<td>during</td>
<td>out</td>
<td>up</td>
<td>off</td>
<td>because of</td>
</tr>
<tr>
<td>until</td>
<td>around</td>
<td>inside</td>
<td>past</td>
<td>like</td>
</tr>
<tr>
<td>outside</td>
<td>to</td>
<td>with</td>
<td>of</td>
<td></td>
</tr>
<tr>
<td>between</td>
<td>among</td>
<td>except</td>
<td></td>
<td></td>
</tr>
<tr>
<td>over</td>
<td>by</td>
<td>due to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>above</td>
<td>across</td>
<td>such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>below</td>
<td>beneath</td>
<td>for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beside</td>
<td>beyond</td>
<td>at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>near</td>
<td>without</td>
<td>onto</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most common prepositions: *in*, *on*, *at* with time and places:

**Dates**
- in: months, years, centuries
- on: days of the week, complete dates
- at: specific time

**Places**
- in: suburbs, cities, countries
- on: name of street, avenue
- at: complete address
Choose the one answer that best completes the sentence.

1. The chemist placed the bowl _ _ _ _ _ the two test tubes.
   (A) among
   (B) between
   (C) in
   (D) through

2. The rain fell so heavily that it leaked _ _ _ _ _ the ceiling.
   (A) at
   (B) over
   (C) against
   (D) through

3. Some of the land originally taken from Native Americans has been _ _ _ _ _.
   (A) given to
   (B) given back
   (C) handed out
   (D) handed in

In the sentences below, identify the one underlined phrase that is incorrect.

1. The young politician brings to her work on the city council the expertise that makes her stand out in a crowd, puts her above the competition, and places her under her rivals.
   (A) the city council
   (B) above
   (C) under
   (D) in

2. Local governments were urged to cut forward on their own construction plans in order to reduce high housing costs.
   (A) to
   (B) forward
   (C) in
   (D) to

CONTINÚE EN LA SIGUIENTE PÁGINA
SUBORDINATING CONJUNCTIONS

An independent clause expresses a complete thought and can stand alone. My aunt went to Florida. A subordinate clause cannot stand alone, when she retired. Notice that it begins with a conjunction. Combined with an independent clause, the subordinate clause completes the meaning of the sentence. My aunt went to Florida when she retired. Subordinating conjunctions (markers) used to join the clause to the rest of the sentence:

<table>
<thead>
<tr>
<th>after</th>
<th>as though</th>
<th>before</th>
</tr>
</thead>
<tbody>
<tr>
<td>since</td>
<td>although</td>
<td>where</td>
</tr>
<tr>
<td>when</td>
<td>because</td>
<td>whom</td>
</tr>
<tr>
<td>which</td>
<td>whenever</td>
<td>how</td>
</tr>
<tr>
<td>so that</td>
<td>wherever</td>
<td>than</td>
</tr>
<tr>
<td>whose</td>
<td>in order that</td>
<td>though</td>
</tr>
<tr>
<td>as</td>
<td>provided that</td>
<td>unless</td>
</tr>
<tr>
<td>as if</td>
<td>as long as</td>
<td>whether</td>
</tr>
<tr>
<td>if</td>
<td>as soon as</td>
<td>as soon as</td>
</tr>
<tr>
<td>while</td>
<td>who</td>
<td>until</td>
</tr>
</tbody>
</table>

These markers substitute for the duplicate noun or noun phrase when you are combining two sentences into one.

Example:

The man is very friendly.
He lives next door.
The man who lives next door is very friendly.

Read the two sentences and then combine them to write one with the same meaning. One of them becomes a subordinate clause.
The girl is now in the hospital.
She was injured in the accident.

_________________________
_________________________

_________________________
_________________________

Complete these sentences with independent or subordinate clauses, circle the conjunction used or stated:

When he came,

_________________________

We waited for her until______ Sasha _____ her brother could locate the car.

_________ I prefer apples, I also like strawberries.
(When / After) a few years, they were producing more food than they could eat.
(Until / Whenever) people work together, they accomplish much more.

Choose the one answer that best completes the sentence.

1. _____ was not the way the event happened.
   (A) What the press reported
   (B) What reported the press
   (C) What reported
   (D) The press reported

2. Regarding our current Director of Finance, _____ is of no consequence to me.
   (A) he goes or stays
   (B) whether he goes or stays
   (C) whether he go or stays
   (D) he goes whether he stays

3. The corporation whose _____ first will host the delegation for lunch.
   (A) plant we visit
   (B) visit plant we
   (C) visit we plant
   (D) we plant visit

4. While tomatoes are in season; _____
   (A) an inexpensive
   (B) they are inexpensive
   (C) inexpensive
   (D) besides inexpensive
5. _ _ _ _ _ the rain has stopped, the field will dry out.

(A) Though
(B) While
(C) Even if
(D) Now that

PRONOUNS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yours</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yours</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Use any pronoun mentioned above

_____ (Mr. Brown) wrote a note on my test and
_____ (Rose’s and Joe’s).
_____ (Ann) ate dinner with _____ (Norman and I).
_____ (Those children) should obey _____ (their parents).

Exercise: Write “C” if the sentence is correct.
Write “X” is there is an error in pronoun case.

_____ 1. I was surprised to learn that Betty and him
were hurt in the accident.
_____ 2. The tourists asked us, my cousin and me,
how to get to the museum.
_____ 3. Those toys are ours.

READING COMPREHENSION

Consider the following recommendations:

- Pre-reading, Predicting: Before reading you must consider some characteristics in the form, such as title, subtitles, paragraphs, form in which it was printed, key words, pictures, etc.
- Scanning: Looking for specific information quickly. It is not necessary to read every word.
- Skimming: Ability to read a text to find the main idea and the overall organization of ideas. The first and/or last sentence(s) of a paragraph usually contain(s) essential information. Be able to distinguish between fact and opinion.
- Vocabulary: If a word is unknown, be able to infer its meaning in context.

Underline main idea:

1. Into how many periods was the Stone Age divided?

(A) 2
(B) 3
(C) 4
(D) 5
2. In line 3 the word *derived*, as used in the passage, means

(A) originated
(B) destroyed
(C) hallucinated
(D) discussed

3. Which of the following was developed earliest?

(A) Fish hook
(B) Hatchet
(C) Bow and arrow
(D) Pottery

4. Which of the following developments is NOT related to the conditions of the Ice Age?

(A) Farming
(B) Clothing
(C) Living indoors
(D) Using fire

5. In line 15 the word *crude*, as used in the passage, means

(A) extravagant
(B) complex
(C) vulgar
(D) primitive

6. The author states that the Stone Age was so named because

(A) it was very durable like stone
(B) the tools and weapons were made of stone
(C) there was little vegetation
(D) the people lived in stone caves

7. In line 21 the word *nomadic*, as used in the passage, means

(A) sedentary
(B) wandering
(C) primitive
(D) inquisitive

8. With what subject is the passage mainly concerned?

(A) The Neolithic Age
(B) The Paleolithic Age
(C) The Stone Age
(D) The Ice Age

9. Which of the following best describes the Mesolithic Age?

(A) People were inventive.
(B) People stayed indoors all the time.
(C) People were warriors.
(D) People were crude.

10. In line 22 the word *eras*, as used in the passage, means

(A) families
(B) periods
(C) herds
(D) tools
BIBLIOGRAPHY

English  level 10 By J. A. Senn and Carol Ann Skinner
    D. C. Heath and Co. 1992

Fundamentals of English Grammar by Betty Schrampfer Azar
    Prentice- Hall Regents  1992

Focus on Grammar Workbook An Intermediate Course for Reference and Practice by Marjorie Fuchs
    Longman Grammar Series
    Addison-Wesley Publishing Co., Inc. 1994

Grammar Dimensions 2: Form, Meaning, and Use by Diane Larsen-Freeman
    Heinle & Heinle Publishers 1997

Macmillan English : Thinking and Writing Processes
    Scribner Laidlaw. Collier Macmillan Canada, Inc. 1988

Move Up Advanced by Simon Greenall
    Heinemann Eng. Language Teaching 1996

Reading and Understanding Books 1 & 2 by Rosa María Durán  and Eric Pearse

Writer’s Choice Grammar Workbook 9
    Glencoe / McGraw-Hill 1996