

CHAPTER 1

Presenting Facts and Describing People and Daily Life

PART A: Explanations 1-4

Grammar Review: Present Tense with Verbs Other than *be*

Read the explanation, and study the examples. Complete the exercises that follow.

Explanation 1: Use the present tense with verbs other than *be* to describe an event that happens again and again, to show that something is a general fact, or to express a condition in the present.

Use the simple form of the verb in the present tense for plural subjects and the subjects *you* and *I*. (*You* can be singular or plural.)

1. We *have* dinner at six o'clock sharp every evening.
2. Cats *like* fish.
3. I *have* a cold.



Quick Check 1

Check all of the sentences that indicate an event that happens again and again.

1. The stores here open at 12:00 on weekdays.
2. Oranges and tomatoes contain a great deal of vitamin C.
3. I feel great today.
4. Maria and her brother always arrive in class on time.
5. Gene and Ann Preston often buy gifts for their son.
6. Which sentences indicate a general fact? Sentence # _____
7. Which sentences indicate a condition in the present? Sentence # _____

Grammar Review: Form and Spelling of Irregular Present Tense Verbs Other than *be*

Read the explanation, and study the examples. Complete the exercises that follow.

Explanation 2: *Have*, *go*, and *do* are irregularly spelled verbs in the present tense. As with other verbs in present tense, use the simple form of *have*, *go*, and *do* with **plural** subjects and the subjects *you* and *I*. However, you must use *has*, *goes*, and *does* for **singular** subjects in the present tense.

1. Mr. Johnson *has* a lot of money.
2. Mary Brown *goes* to Cleveland nearly every summer.
3. Joe *does* his homework every night.

Exercise A1

Complete the sentences using the correct form of the verb in parentheses.

1. The teacher sometimes compliments me. When he _____ that, I feel good.
(do)
2. My sister _____ a bad cold today.
(have)
3. The president of that company often _____ overseas on business.
(go)

Exercise A2

Use the correct form of the verbs (*do*, *go*, *have*) to complete the sentences. Read each sentence, and write the logical letter (A, B, or C) in the space to the right of each number. The first one has been done for you as an example.

A. a general fact

C. a condition in the present

B. a habit that happens regularly

1. A Oxygen has eight protons.
2. _____ Chris usually _____ to work at eight o'clock.
3. _____ I _____ a headache!
4. _____ Look! That bird _____ no feathers!
5. _____ Marlene Thompson always _____ her homework on time.
6. _____ Salt and pepper _____ together.

Listing Two or Three Items

Read the explanation, and study the examples. Complete the exercises that follow.

Explanation 3: Use *and* with no comma to list two things and *and* with two commas to list three.

In writing, items often appear in a series of two or three. For example, two nouns or three nouns are often listed.

Two Nouns

noun and noun

1. She has a *house* and *two cars*.
2. We like *classical music* and *jazz*.

Three Nouns

noun, noun, and noun

3. I have a *dog*, a *cat*, and *three canaries*.
4. My mother bought a *camera*, a *case*, and an *extra memory card*.

Many writers use only the first comma in sentences like 3 and 4. However, other writers feel that the second comma is important because without it, the last two items may seem to be more closely related to each other than the first. They argue that without the second comma, the last two items listed seem to be together as in pairs like *bread and butter*, *coffee and tea*, and *black and white*.

Writers list not only nouns, but also verbs, adjectives, adverbs, and other words.

Verbs

5. The rocket *left* the ground and *flew* through the air.
6. I *get up*, *have coffee*, and *take a shower* every morning.

Adverbs

7. I drove *slowly* and *carefully*.
8. She worked *quickly*, *efficiently*, and *tirelessly*.

Adjectives

9. The car is *old* and *rusty*.
10. The football player was *big*, *quick*, and *strong*.

Listing in groups of two or three is a good way to make your writing more natural sounding.

Exercise A3

Follow the directions to write complete sentences from the cues.

Directions

1. Use *and* in each sentence.
2. Be sure to use commas wherever necessary.
3. End each sentence with a period.
4. If there is no verb in the cue, use *is* or *are*.

Example: You see: *John hurt/angry* You write: *John is hurt and angry.*

Cues

1. I have a dog/a cat
2. She owns a restaurant/a hotel/two supermarkets
3. The weather cold/wet/miserable today
4. Her students intelligent/motivated/productive
5. I speak both English/Spanish fluently/grammatically
6. The road long/straight
7. His book interesting/informative
8. I use sugar/flour/butter
9. The stranger tall/dark/handsome
10. He deals with people fairly/honestly

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

Count and Non-Count Nouns with *a great deal of* or *a great number of*

Read the explanation, and study the examples. Complete the exercises that follow.

Explanation 4: Use *a great deal of* for non-count nouns and *a great number of* for plural count nouns to express the meaning “a lot of” or “lots of” in a more formal style.

Using these words instead of *a lot of* or *lots of* will give a more formal and more advanced style to your writing and give you practice with count and non-count nouns.

Remember that non-count nouns are nouns that have no plural such as *cheese, water, knowledge, air*, etc. Count nouns have a singular and plural form: *a cat/two cats, a discovery/two discoveries, a peach/two peaches*, etc.

Exercise A4

Write the word *number* in the blank to describe a plural, countable noun, and the word *deal* to describe a non-count noun. The nouns in question are underlined.

1. Let's hurry; I don't have a great _____ of time.
2. A great _____ of people were displaced by Hurricane Katrina.
3. Frankly, I don't have a great _____ of respect for the mayor of this city.
4. Last year, we didn't have a great _____ of rain.
5. George has had a great _____ of bitter disappointments in his life.

Exercise A5

Match the words on the left with the words on the right by writing letters in the spaces. The first one has been done for you as an example.

Matching Exercise

- | | | |
|--|----------|--|
| 1. Tropical rain forests have | <u>E</u> | A. difference between country music and jazz |
| 2. My cell phone has | _____ | B. money |
| 3. The family was poor; they didn't have | _____ | C. different functions |
| 4. The medicine didn't do the patient | _____ | D. good |
| 5. There is a | _____ | E. different species of plants |
| 6. Jill Palmer is popular. She has | _____ | F. friends |

Now, write full sentences for each using the words in Explanation 4, *a great deal of* or *a great number of*.

1. Tropical rain forests have a great number of different species of plants.
2. _____
3. _____
4. _____
5. _____
6. _____

In Class or at Home

Underline the non-count nouns (nouns that have no plural form). Three have been done for you as examples.

airplane	woman	battery	bird
bread	butter	cheese	city
crisis	day	deer	means
dish	fishing	key	knife
<u>manufacturing</u>	money	monkey	movie
music	peach	butterfly	<u>picnicking</u>
sunshine	pollution	water	shelf
sheep	tomato	scenery	wheat
watch	ship	<u>wine</u>	species
farming	agriculture	snow	cat

On a separate sheet of paper, write five sentences using the non-count nouns you have underlined. Use *a great deal of* in each. Here are some examples:

1. There is a great deal of *manufacturing* in this industrial city.
2. People do a great deal of *picnicking* in the beautiful green fields and meadows just to the north of town.
3. A great deal of *wine* is produced in California.

On a separate sheet of paper, write five sentences using count nouns you have not underlined. Use *a great number of* in each. Be sure to write the plural form of the count noun.

Beyond the Explanations

Using a wide variety of


To express the idea of a great number of different kinds of things, you may use the words *a wide variety of*.

In place of *A great number of different kinds of butterflies can be seen in the tropical areas of South America*, write *A wide variety of butterflies can be seen in the tropical areas of South America*.

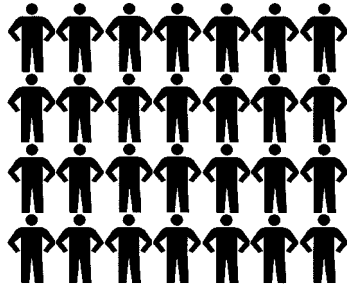


In Class or at Home

Choose from the following words, and write each in the most logical spaces.

air pollution tasty dishes toys rain people plants and animals

<p>Toy City</p> 	<p>Gothemburg</p> 	<p>Jane's Diner</p> 
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A. _____ B. _____ C. _____

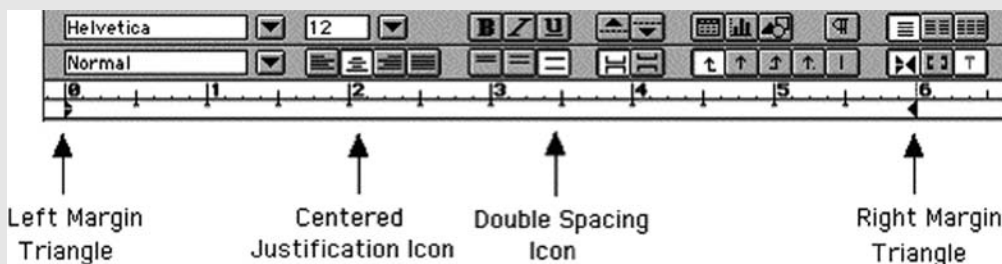
<p>Mexico City</p> 	<p>The Rain Forest</p> 	<p>The Pacific Northwest</p> 
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D. _____ E. _____ F. _____

Beyond the Explanations

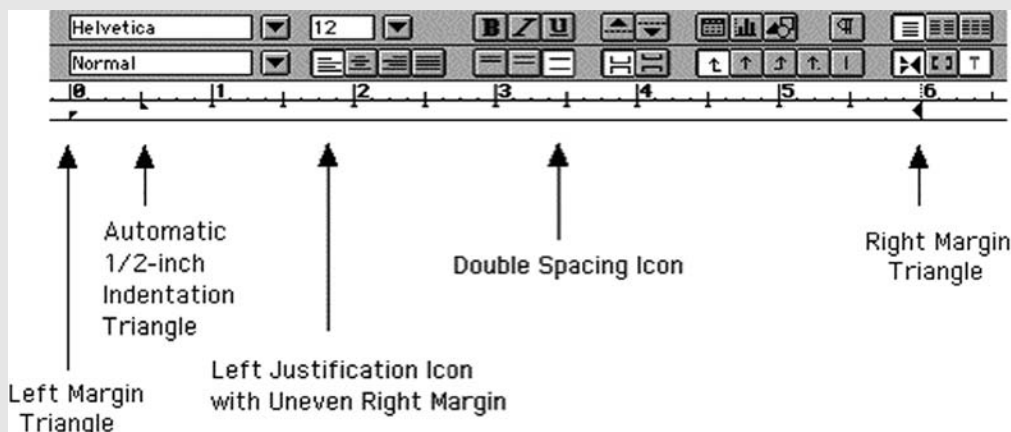
Using a Word Processor to Set Up a Paragraph

When using a word processor to write a paragraph, first center your title with the following settings on the ruler and toolbar. Click the centered justification and double spacing icons. (The rulers and toolbars on different word processors may vary in appearance.)



The Title of the Paragraph

Next, hit RETURN or ENTER two times, and drag the automatic paragraph indentation triangle to 1/2 inch on the ruler. Click the icon for left margin justification. This will allow you to type continuously in your paragraph without having to hit RETURN or ENTER.



This Is the Title of Your Paragraph

This is the text of your paragraph. You should never hit RETURN or ENTER on your keyboard until you need a new paragraph. If you hit RETURN or ENTER, your new paragraph will automatically be indented 1/2 inch and appear

here.

You should set up all of your writing using the ruler and toolbar in this way.

In Class or at Home

Follow the directions and use the cues to write a complete paragraph on page 11 in the present tense. The paragraph will give general facts about a person and also describe the person's habits.

Directions

1. Do not make a list of sentences. Write a paragraph that looks like the one illustrated in the Beyond the Explanations section on page 8.
2. Use commas and the word *and* in some of the sentences.
3. Capitalize the first word in each sentence. End each sentence with a period.
4. Use the correct form of any verbs in the cues.
5. The verb *is* is missing from some of the cues. You will have to write *is* when necessary.
6. Use the words *a great deal of* and *a great number of*.

Cues

he go to the university with me/he do excellent work in all of his classes

he about six feet tall/very thin

he also very athletic/usually wears tennis shoes/gym shorts

he have brown hair/a black mustache

Allan have a great _____ of energy

his voice loud/insistent

he often argue/he usually win the arguments

he outspoken/aggressive/opinionated

surprisingly, however, Allan have a great _____ of friends/admirers

