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 _______ E. 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
- *manufacturing*
- money
- monkey
- movie
- music
- peach
- butterfly
- picnicking
- sunshine
- pollution
- water
- shelf
- sheep
- tomato
- scenery
- wheat
- watch
- ship
- wine
- 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

Toy City  Gothemburg  Jane’s Diner

A. ____________________  B. ____________________  C. ____________________

Mexico City  The Rain Forest  The Pacific Northwest

D. ____________________  E. ____________________  F. ____________________
Write sentences for A–F on page 7. Write a wide variety of when there are a number of different things, a great number of when there are many things that are the same, and a great deal of for non-count nouns.

A. Shoppers can choose from ______________________________________ at Toy City.

B. The factories in ____________________ produce _____________________________________________.

C. Jane’s Diner offers _____________________________________________________________.

D. ____________________________________________________ Mexico City.

E. The tropical rain forest has _________________________________________________________.

F. _____________________________________________________ in the Pacific Northwest.

**Beyond the Explanations**

*The Shape of a Paragraph*

Indent about 1/2 inch from the beginning of your paragraph. Do not make a list of sentences. Write continuously from left to right. You should have a straight margin on the left and a more uneven margin on the right.
**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.)

![Ruler and toolbar settings](image)

**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.

![Paragraph setup](image)

**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
My Friend Allan

My friend Allan is an interesting guy.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Everyone seems to like him even though his personality is so overpowering.

Beyond the Explanations

Using a number of vs. the number of

A number of is plural, and the number of is singular.

1. A growing number of people are moving south.
2. The number of people moving south is growing.