



Learning English Electronically

A Project from the Maricopa Center for Learning and Instruction

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Learner's Guide

Welcome to the **Learning English Electronically** program, also known as L.E.E.!

We encourage you to read through the **Introduction** section to this guide and to get familiar with the rest of the information included in it before you work on L.E.E. If after reviewing these materials you have any questions about using L.E.E., please see your instructor.





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Introduction

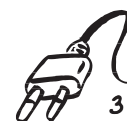
What is L.E.E.?

L.E.E. is a computer-based educational program designed primarily for English as a Second Language (ESL) instruction. The main goal of L.E.E. is to help you recognize the structural patterns of the English language and develop your writing skills at the sentence level.

The entire L.E.E. program (instruction, exercises, and assessment) is contained on a **CD-ROM**. L.E.E. also includes a set of written materials, the **Learner's Guide**, to be used in conjunction with the electronic lessons. Please note that the **Guide** is not meant to be used as a substitute for the instruction provided on the CD-ROM, but as a resource for reinforcing the learned concepts.

The **Learner's Guide** includes the following:

- General information on what L.E.E. is, how it is organized, and how it should be used.
- Unit-specific information regarding instructional objectives, a summary of the grammar rules and examples, and charts and tables.
- Additional practice for each unit similar to the exercises included with the electronic lessons. The answers to the exercises are included in the appendix. For those items without an answer key, please ask your teacher to check them for accuracy.
- Appendix: additional exercises, charts, and answer keys for the additional practice exercises.





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Introduction

How L.E.E. is organized

L.E.E. comprises 22 **units** that discuss the following grammar concepts:

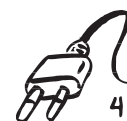
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|----------------------------|-------------------------------|
| 1. Verb “to be” | 12. Adjective Word Order |
| 2. Subject/Object Pronouns | 13. Adverbs |
| 3. Subject-Verb Agreement | 14. Spelling |
| 4. Do/Does | 15. Future |
| 5. Information Questions | 16. Continuous Tenses |
| 6. Prepositions | 17. Perfect Tenses |
| 7. Articles | 18. Comparative & Superlative |
| 8. Count/Noncount Items | 19. Infinitives & Gerunds |
| 9. Past Tense | 20. Adverbial Clauses |
| 10. Modals | 21. Adjective Clauses |
| 11. Separable Verb Phrases | 22. Noun Clauses |

Within each unit, you may look at five equivalent **lessons** that deal with different topic areas:

employment, food, health, school, and transportation

Lessons within a unit have the same instructional objectives and set of grammar rules and examples. The main difference among the individual lessons lies in the content, vocabulary, and exercise items.

All units are independent from each other, and there are no prerequisites. L.E.E. allows you to complete the unit of your choice at any time. However, since the units are listed in the Unit Menu in order of difficulty, L.E.E. recommends that you complete them in the sequence they appear.





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How the lessons are structured

Each lesson includes the following:

- A **Story** that provides a preview of the grammar concept introduced in the unit used in a particular context. The story is presented twice. The first time you may read and listen to the story to get familiar with its content. The second time you will see examples of the grammar concepts included in the highlighted story.
- **Rules** that explain the grammar concept and **examples** that illustrate its use.
- **Exercises** that allow you to practice the rules that you have just learned.
- **Assessment** that lets you determine how much you have learned after completing each unit.





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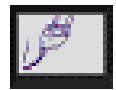
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Getting around L.E.E.

Navigating the Program

L.E.E. is very flexible and easy to use. First make sure the program is installed

on your computer. Double click on the icon labeled L.E.E.

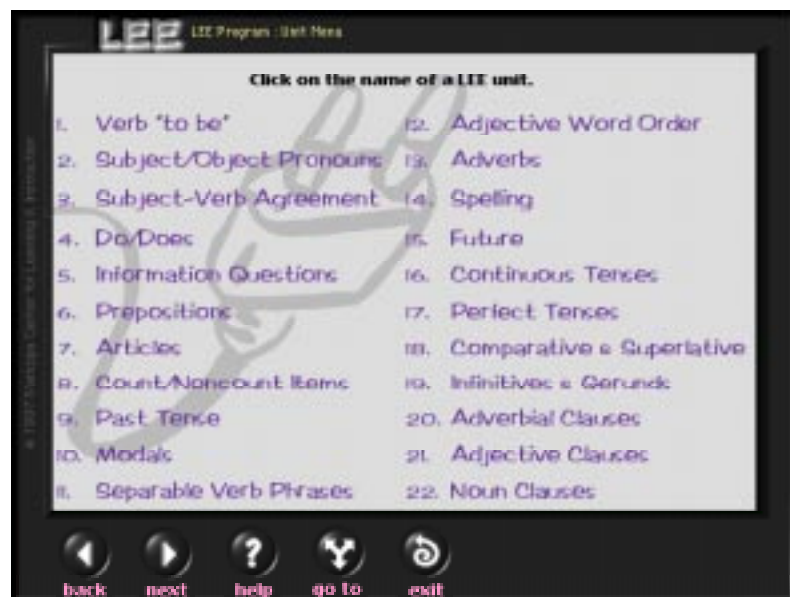


to

LEE

launch the application.

You will see a short introduction about L.E.E. and will get a Unit Menu (see below). You can, then, navigate through the program at your own pace. You decide which unit to complete by selecting it from the Menu.



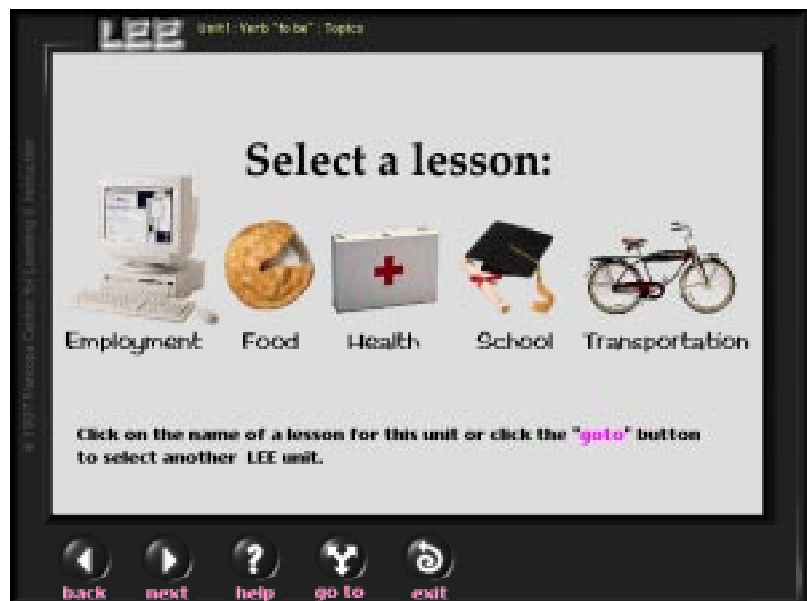



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Getting Around L.E.E.

You select which lesson within a unit you want to work on by clicking on the related icon.



Once you have selected a lesson, you can always exit it and go to another one within the unit by clicking on the  button to access the lesson options screen.

You go from one screen to the next by following the written directions on the screen or by using the buttons available for that screen 



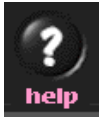



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Getting Around L.E.E.

Completing the Exercises

Every lesson within a unit includes five different exercises. Directions for doing the exercises appear on screen or are embedded in the text. Some items require that you click on a response, others that you type it. If you are not quite sure how to complete an exercise, click on the  button for additional information.

If you need to review the rules again while working on an exercise, simply click on the  button.

This option allows you to access a summary of the rules and to then return to the exact screen you were on.

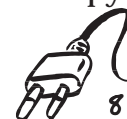
L.E.E. also provides immediate feedback for every response you enter, to let you know if your answer was correct or incorrect.

Completing the Assessment

There is one assessment for each unit. L.E.E. recommends that you take it after having completed the lessons for the unit.

Directions for taking the exam are provided on screen. While you are working on an item, you can change your answer as many times as you want. However, once you input your final response and move on to the next item, you can not go back and make changes.

After you complete the assessment, you will be instructed to print a copy and give it to your instructor for feedback.



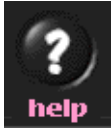


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Getting Around L.E.E.

Getting help

Help is available for every section of the program at any time. By simply clicking on the  button, you access specific information concerning the part of the unit on which you are working.

Quitting L.E.E.

You can exit L.E.E. at any time by clicking the  button.





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Unit 1: Verb "TO BE"

- In negative sentences:

subject + to be + other elements

You are not tired.

am, is, and are often take short forms when used with pronouns or with *not*.

I am

I'm

I'm not

you are

you're

you're not/aren't

it is

it's

it's not/isn't

- In questions:

to be + subject + other elements

Are you tired?





Unit 2: Subject/Object Pronouns

Pronouns are words that can be used in the place of nouns in a sentence. There are several pronouns in the English language. This unit deals with subject and object pronouns.

Objectives:

After completing this unit, you will be able to:

- List the subject pronouns and object pronouns
- Use subject pronouns and objects pronouns correctly

RULES

- **Subject pronouns** are used in the place of the subject of a sentence.

Alfred Marin is looking for a job.

He is looking for a job.

There are eight subject pronouns:

	Subject Pronouns	
	singular	plural
First Person	I	we
Second Person	you	you
Third Person	he	they
	she	they
	it	they





Unit 2: Subject/Object Pronouns

- **Object pronouns** are used in place of objects of verbs or objects of prepositions. They are placed after the verb or the preposition.

Hilda wants **Alfred** to find a new job.
She wants **him** to find **it**.

There are eight object pronouns:

Object Pronouns		
	singular	plural
First Person	me	us
Second Person	you	you
Third Person	him	them
	her	them
	it	them





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Unit 3: Subject-Verb Agreement

Verbs in English change forms for different persons and different tenses. That is why it is important to learn about subject-verb agreement, the topic of this unit.

Objectives

After completing this unit, you will be able to:

- Change verbs into the correct form of the third person singular in the present tense
- Keep the base form of the verb in the present tense for the persons that are not third person singular
- Use *am*, *is*, and *are* correctly for different persons

RULES

- When the subject is in the third person singular and the sentence is in the present tense,
 - a. Add an “s” to the end of the verb.
He meets his friend before school.
 - b. If a verb ends in “s,” “ch,” “sh,” “x,” “z,” or “o,” add “es.”
She catches the school bus every morning.
 - c. If a verb ends in a consonant + y, change the “y” into “i,” and then add “es.”
worry - worries He worries about his math test.
 - d. Verb “have” is changed to “has” for the third person singular.
She has lunch at school at 11:30.





Unit 3: Subject-Verb Agreement

- Do not change the verb if the subject is not in the third person singular:

	Subject	Verb
First person singular	I	study
First person plural	We	study
Second person singular	You	study
Second person plural	You	study
Third person plural	They	study

- Verb “to be” is a special verb. It has three forms: *am*, *is*, *are*.
 - a. The verb “am” is used with the first person singular.
I am a student.
 - b. The verb “is” is used with the third person singular.
She is a teacher.
 - c. The verb “are” is used with the second person singular and all the plural subjects.
You are a student.
You are students.





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Unit 4: DO and DOES

This unit deals with the auxiliary verbs *do* and *does*, which are very useful when you want to form negative sentences and ask questions.

Objectives

After completing this unit, you will be able to:

- Use the auxiliary verbs *do* and *does* to form negative sentences
- Use the auxiliary verbs *do* and *does* to ask questions

RULES

- Negative sentences are formed by putting auxiliary verb *do* + *not* after the first and the second person singular and all the plural persons. Notice that the main verbs after *do* should be in the base form.

I
You **do not** like the job.
We
They

- When the subject is in the third person singular, we use *does* + *not*.

He
She **does not** like the job
It **does not** offer benefits

In conversational English, often contractions of *do not* and *does not* are used.

We **don't** (**do not**) like to work late.

He **doesn't** (**does not**) work late this week.





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Unit 4: DO and DOES

- A general question is formed by putting *do* or *does* at the beginning of the sentence, followed by the subject and the main verb.

Do you like the job?

Does she like the job?





Unit 5: Information Questions

Information questions are questions that begin with words such as *who*, *what*, *when*, *where*, *why*, *how old*, and *how many*. This unit will teach you how to form information questions.

Objectives

After completing this unit, you will be able to:

- Ask information questions correctly
- Answer information questions correctly

Rules

- Information questions always start with a question word.

What did you do last night?
When do you leave for Mexico?
Where do you live?
Who is coming for dinner?
Why do you need the book?
How old are you?
How many apples did you buy?

- Information questions are generally formed in the following pattern:

Question word	+ auxiliary verb	+ subject	+ main verb	+ other
What	does	he	do	at work?
Why	did	you	buy	a yellow car?





Unit 5: Information Questions

- If the verb *to be* is in the sentence, the pattern is as follows:

Question word + **verb to be** + **subject** + **other**

Where were you born?
What is our name?

- If the question word is the subject of the sentence, this is the pattern:

Question word + **verb** + **other**

Who picks up the mail?

- To answer information questions, determine the information the question asks for.

(A) **Who** washes the dishes? -- My sister washes the dishes.

(B) **What** is his telephone number? -- His number is 497-5562.

(C) **Where** does he live? -- He lives in Phoenix.

(D) **When** was he born? -- He was born in 1940.

(E) **Why** is Alfred filling out an application? -- Because he is looking for a job.

(F) **How** old is he? -- He is 50 years old.

(G) **How many** people are there in your group? -- There are three.





Unit 6: Prepositions

Prepositions are words that are always used with nouns, noun phrases, or object pronouns in a sentence. Each preposition has a basic meaning and has many different idiomatic uses.

This unit will discuss several prepositions of location and time. Please note that each lesson in this unit may cover different content. L.E.E. suggests that you complete all five lessons for Unit 6 in order to learn the meaning and use of all the prepositions listed below.

Objectives

After completing this unit, you will be able to:

- Use prepositions correctly to indicate location and time

RULES

- The following are the prepositions of location and/or time included in this unit:

AT

indicating position or one point of time

Joanna works **at** the restaurant. She comes in **at** 6:00 a.m.

It is also used with a street number to indicate an address

Hilda lives **at** 1416 South 42nd Avenue.

IN

being inside a place or thing

Tommy is **in** the grocery store.
The paper is **in** the drawer.



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Unit 6: Prepositions

ON

touching a surface or indicating a date

He sees many different fruits **on** the shelf.
She works late **on** Tuesdays.

It is also used with a street name

The library is **on** 40th Avenue.

UNDER

being in a place or position lower, or directly below, than a given point

Paul's feet are **under** the table.

ABOVE

being in or at a higher place

The oranges are **above** the grapes.

OVER

indicating a position higher than a given point

The ceiling light is **over** the desk.

BEHIND

indicating a position at the back of a given point

I sit **behind** Dora.





Unit 6: Prepositions

BETWEEN

indicating a space limited by two objects or two points, one object or point on each side

The restaurant is **between** the laundromat and her house.

BEFORE

indicating that an event precedes in time another event given in the phrase.

She punches out **before** lunch.

AFTER

indicating that an event follows the time of another event given in the phrase

She punches in **after** lunch.

AGAINST

leaning upon

Meg stands **against** the wall.

- Some prepositions can also be used as a **phrasal preposition**. Phrasal prepositions have more than one word. They are idiomatically formed and used together as one preposition.

She signs her name **at the bottom of** the form.

Her supervisor checks the card **at the end of** the week.

The bananas are **next to** the oranges.

Tommy walks **out of** the store.

The wastebasket is **in front of** the desk.

The phone is **on top of** the desk.

John sits **across the aisle from** David.





Unit 7: Articles

This unit discusses articles. In English, articles are used before nouns. There are two types of articles:

definite article = *the*
indefinite articles = *a* and *an*

Objectives

After completing this unit, you will be able to identify:

- When to use the definite article *the*
- When to use the indefinite articles *a* and *an*
- When not to use articles

RULES

- The indefinite article **a** is used with a singular count noun when the noun is not specified and begins with a **consonant sound**.

She rides **a bus** to work.
I need to select **a university** for next year.

- The indefinite article **an** is used with a singular count noun when the noun is not specified and begins with a **vowel sound**.

She is **an employee** at this company.
He will be here in **an hour**.

- The definite article **the** is used with either plural nouns or a singular noun when it has appeared before or is already understood.

He works in **a bank**. **The bank** opens at 9:00 a.m.



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Unit 7: Articles

- Generally no article is used in front of names of cities and states.

We just went to **San Diego** on vacation.

- No article is used if a plural noun or noncount noun has a general meaning.

I do not like the smell of **alcohol**.





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Unit 8: Count/Noncount Nouns

Most nouns in English represent items that can be counted, but some nouns indicate something that can be measured but not counted. For example, in baking a cake, you can't count the flour or sugar, but can measure it into cups and count the cups. This unit discusses the use of count and noncount nouns.

Objectives

After completing this unit, you will be able to:

- Identify several common count and noncount nouns
- Identify the correct use of count and noncount nouns
- Use count and noncount nouns correctly

Rules

<u>COUNT NOUNS</u>	<u>NONCOUNT NOUNS</u>
1. Can use number words	1. Cannot use number words
2. Have both singular and plural forms	2. Are normally singular in form
3. Can use: a, an, many, a few	3. Can use: a little, much (with negative)
Never use: much, a little	Never use: a, an, many, a few
4. Can use: a lot of, some	4. Can use: a lot of, some

- Examples of **count nouns** include:

agency	day	prescription
airplane	egg	sentence
appointment	employee	summer
assignment	engineer	supervisor
board	note	trip
customer	part	week





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Unit 8: Count/Noncount Nouns

- Example of **noncount nouns** include:

advice
baggage
butter
cash
coffee
equipment

food
fruit
gas
help
homework
information

milk
money
pressure
sugar
time
work





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Unit 9: Past Tense

In English when you talk about activities or situations that began and ended in the past, the verbs take the past tense form. This unit will teach you how to form and use verbs in the past tense.

Objectives

After completing this unit, you will be able to:

- Write regular past tense verbs
- Write irregular past tense verbs
- Use past tense verbs in statements
- Use past tense verbs in negative sentences
- Use past tense verbs in general questions

RULES

- Rules for forming **regular past tense verbs**:

For most verbs
order

Add “-ed”
order**ed**

For most verbs ending in “e”
taste

Add “-d”
tast**ed**

For verbs ending in
“consonant + y”
reply

Change “y” into
“i” then add “-ed”
repl**ied**

For verbs ending in “y”
enjoy

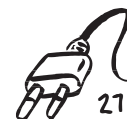
Add “-ed”
enjoy**ed**

For verbs ending in a
stressed syllable “C+V+C”
tip

Double the final
consonant, then add “-ed”
tip**ped**

fix
stay
row

(“w”, “x”, “y” are excluded)
fix**ed**
stay**ed**
row**ed**





Unit 9: Past Tense

- Rules for forming **irregular past tense** verbs:

Many common verbs form their past tense in irregular ways. They are called irregular verbs.

tell	told
put	put
am	was

The best way to learn the irregular past tense forms is to memorize them one by one. L.E.E. has included with this unit a chart of commonly used irregular verbs that you may use as a reference.

Irregular past tenses, however, can be divided into four different groups which can help us to memorize them.

1. Some irregular verbs do not change the base form at all in the past form:

put	put
cost	cost
quit	quit
cut	cut

2. Some irregular verbs change vowels in the past tense.

sell	sold
wake	woke
get	got
shake	shook

3. Base forms ending in *d*, change to a *t*.

lend	lent
send	sent
spend	spent



Unit 9: Past Tense

4. Other changes.

are	were
go	went
have	had
make	made

- How to use past tenses.

Past tense in statements

Subject + verb(past tense) + other element

Example: I **worked** at the video store.

Past tense in negative sentences

Subject + did not(didn't) + verb (base form) + other elements

Example: You **did not forget** it.

Past tense in general questions

Did + subject + verb(base form) + other elements + ?

Example: Did they **forget** it?



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Unit 10: Modals

The topic of this unit is modals. **Modals** are special “helping verbs” that we use all the time, such as *can*, *may*, *should*, and *must*.

Objectives

After completing this unit, you will be able to:

- Use the modals correctly in affirmative sentences
- Use the modals correctly in negative sentences
- Use modals correctly in general questions

Rules

- These are the most commonly used modals:

can	to be able to, indicates the ability. Sometimes, it also indicates permission.
could	past tense of "can." Also used to make a sentence more polite.
may	indicates permission or possibility.
might	past tense of "may." Also used to make a sentence softer.
must	have to, to be commanded to, indicates necessity.
should	ought to, indicates duty, obligation or advice.

- Using modals

a. in affirmative sentences:

Subject + **Modal** + Main Verb + Other Elements

Tommy **should** see me after school





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Unit 10: Modals

b. in negative sentences:

Subject + **Modal** + **Not** + Main Verb + Other Elements

Tommy **should not** see me after school

c. in questions:

Modal + Subject + Main Verb + Other Elements

Should we try the new method?

To answer questions, place the modal after the subject:

Can you finish your assignment?

Yes, I **can**.

No, I **cannot**.





Unit II: Separable Verb Phrases

In English, some verbs are used together with particles (*up, out, in, etc.*). The verb and the particles are used together as a single verb called a **verb phrase**.

Some verb phrases can have nouns or pronouns placed between the verb and the particle. We call them **separable verb phrases**, the topic of this unit.

Please note that each lesson in this unit may cover different content. L.E.E. suggests that you complete all five lessons for Unit 11 in order to learn the meaning and use of all the separable verb phrases listed below.

Objectives

After completing this unit, you will be able to:

- Identify the correct use of given separable verb phrases
- Use separable verb phrases correctly

RULES

- The separable verb phrase has a noun or pronoun as its object.
 - a. If the object is a noun, it can be placed either after the particle or between the verb and the particle.

Pick up the pencil.

or

Pick the pencil **up**.

- b. If the object is a pronoun, it can **only** be placed between the verb and the particle.

Pick it up.





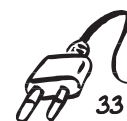
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Unit II: Separable Verb Phrases

- Separable verb phrases presented in this unit and their meaning:

pick up	=	get
fill in	=	complete
turn in	=	return, hand in
call up	=	telephone someone
measure out	=	pour
level off	=	make flat
fill up	=	add
clean up	=	remove
put off	=	delay
check over	=	examine, inspect
figure out	=	realize
fill out	=	complete
make clear	=	explain completely
cross out	=	draw a line through
throw away	=	discard
do over	=	fix again
put in	=	install
give back	=	return





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Unit 12: Adjective Word Order

There are many adjectives in the English language. Sometimes we use more than one adjective to describe a noun. There is a certain adjective word order in which these words should be placed before the noun. In this unit you will learn the correct order for adjective words.

Objective

After completing this unit, you will be able to:

- Use adjectives in the correct order in sentences

RULES

Adjective word order chart

1	2	3	4	5	6	7	8	9	
Article/ Pronoun	Quantity	General Description	Size	Shape	Age	Color	Nationality / Origin	Noun As Adjective	Noun
	two	pretty	tall			brunette	Japanese		girls
their					old		Mexican		friend
the			big	round				dining	table
a			short	thin	young			hospital	nurse

Sometimes there are exceptions to the rules. The best way to learn adjective word order is to practice and to do more reading.





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Unit 13: Adverbs

Adverbs are words used to modify verbs. They describe how something is done. This unit will teach you how to use adverbs correctly.

Objectives

After completing this unit, you will be able to:

- Identify adverbs
- Place adverbs in the correct position in a sentence

RULES

I. Formation of adverbs

- Some adverbs are formed by simply adding *ly* to adjectives.

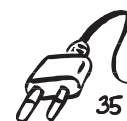
Adjective	Adverb
slow	slowly
quick	quickly
careful	carefully
perfect	perfectly

- Some adverbs keep the same form as the adjectives.

Adjective	Adverb
hard	hard
early	early
late	late
fast	fast

- Some adverbs are not related to adjectives.

always	sometimes	never
often	seldom	





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Unit 13: Adverbs

II. Position of adverbs

Part II: The Position of Adverbs

Rule 4: Adverbs usually come after the word they modify.

Example:

You are doing well.

Rule 5: Adverbs usually go after the object of the sentence, if there is one.

Example:

I am learning English quickly.

Rule 6: Adverbs of frequency go before verbs.

Example:

I always wake up early.





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Unit 14: Spelling

In this unit, you will learn rules about adding *s* to a word or verb and doubling the last consonant of a word. It is very important that you understand why we add *s* to a word or verb and why we double consonants. Before completing this unit, please review the L.E.E. units on Subject-Verb Agreement (Unit 3), Count/Noncount Nouns (Unit 8), and Past Tense Verbs (Unit 9), if you have not done so yet.

Objectives

After completing this unit, you will be able to:

- Spell nouns in plural form correctly
- Spell verbs in the third-person singular correctly
- Spell verbs with *-ing* or *-ed* suffixes

RULES

	RULE	Verbs	Nouns
in most cases	add "s"	work - works	cup - cups
words ending in "s"	add "es"	kiss - kisses	class - classes
words ending in "ch"	add "es"	catch - catches	watch - watches
words ending in "sh"	add "es"	wash - washes	dish - dishes
words ending in "x"	add "es"	fix - fixes	box - boxes
words ending in "z"	add "es"	buzz - buzzes	
words ending in "consonant + o"	add "es"	go - goes	potato - potatoes
nouns ending in "f", "fe"	change "f" to "v" & add "es"		leaf - leaves
words ending in "consonant + y"	change "y" to "i" & add "es"	study - studies	city - cities





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Unit 14: Spelling

<i>Situations for doubling:</i> One-syllable words in C + V + C	stop	- stopped - stopping
Two-syllable words with second syllable in C + V + C pattern and stressed	permit	- permitted - permitting
<i>Exceptions:</i> words ending in "y"	enjoy	- enjoyed - enjoying
words ending in "w"	show	- showed - showing
words ending in "x"	mix	- mixed - mixing





Unit 15: Future Tense

Future tense is used to express actions that have not happened yet. This unit will teach you how to express and use the future tense of verbs.

Objectives

After completing this unit, you will be able to:

- Express the future using *will* and *be going to*
- Change from affirmative to negative future
- Make questions expressing the future
- Use affirmative and negative contractions to express the future
- Write sentences of your own using the future

RULES

- Future can be expressed in two ways

will I will go to school tomorrow.

be going to I am going to school tomorrow.

- Forming future tense sentences with ***will***

- a. in affirmative statements: Place *will* before the base form of the verb.

He **will** work until midnight.

Contractions may be formed when the subject is a pronoun.

He'**ll** work until midnight.

- b. in questions: Place *will* in front of the subject.

When **will** you leave for Japan?





Unit 15: Future Tense

- c. in negative statements: Place *will + not* in front of the base form of the verb.

We **will not** have time to finish our homework.

or

We **won't** (contraction) have time to finish our homework.

- Forming future tense sentences with ***be going to***. Sometimes the future is expressed with the present continuous tense of the verb *to go + an infinitive*.

- a. in affirmative statements:

Susan **is going to see** a movie tonight.

- b. in questions:

Is Susan going to see a movie tonight?

- c. in negative statements:

She **is not going to see** a movie tonight.

or

She's **not going to see** a movie tonight.

or

She **isn't going to see** a movie tonight.





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Unit 16: CONTINUOUS TENSES

Continuous tenses are used to express actions that go on over a period of time in the present, past, or future. Continuous tenses are sometimes called progressive tenses. This unit discusses the uses and formation of the present, past, and future continuous tenses.

Objectives

After completing this unit, you will be able to:

- Form present, past, and future continuous tenses correctly
- Form and identify correct forms of continuous tenses with contractions
- Write continuous tenses sentences of your own

RULES

- Continuous tenses are used to indicate actions that go on, went on, or are expected to go on over a period of time. Continuous tenses combine a form of the verb *to be* with the present participle of a verb (the form of the verb that ends with *ing*).

I **am going** to the movies tonight.

- Present continuous tense is used to show actions that are happening now.

Our class **is reading** an exciting story this week.

- Past continuous tense is used to show actions that went on over a period of time in the past. It is used to show two actions that happened at the same time in the past.

It **was raining** when we **left** the house.





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Unit 16: CONTINUOUS TENSES

- Future continuous tense is used to indicate actions that are expected to go on over a period of time in the future.

Next year, I **will be attending** college.





Unit 17: Perfect Tenses

There are several perfect tenses in English. In this unit, you will learn how to form and use present perfect, past perfect, and future perfect tenses.

Objectives

After completing this unit, you will be able to:

- Form present, past, and future perfect
- Change from a simple tense to a perfect tense
- Make negative sentences using the three perfect tenses
- Make a question using the three perfect tenses
- Place adverbs in the correct position in the sentences that use perfect tenses
- Write sentences of your own using perfect tense

Rules

- Perfect tenses are used to show actions that are completed in reference to a specific time in the present, past, or future.
- All perfect tenses contain a form of the verb *have* + a *past participle*.

I have eaten pie

L.E.E. includes a list of irregular past participles that you may use as a reference. (See the appendix).



Unit 17: Perfect Tenses

- **Present perfect** indicated that an action is still going on or has been recently completed.

Affirmative statement:

I **have lived** in Phoenix for five years.

Negative statement:

I **have not** (haven't) **lived** in Phoenix for five years.

Question:

Have you lived in Phoenix for five years?

- **Past perfect** indicates an action in the past that occurred before a reference point in the past.

Affirmative statement:

We **had eaten** our meal before you arrived.

Negative statement:

We **had not** (hadn't) **eaten** our meal when you arrived.

Question:

Had you eaten your meal before I arrived?

- **Future perfect** indicates an action in the future expected to occur before a specific point in the future.

Affirmative statement:

I **will have finished** my English classes by June.

Negative statement:

I **will not** (won't) **have finished** my classes by June.

Question:

Will you have finished your English classes by June?





Unit 17: Perfect Tenses

- **Adverbs** are often used with perfect tenses. Many adverbs are placed after the form of *have* and before the participle.

I **have** *already* **seen** that movie.

Other adverbs may be placed after the participle or toward the end of the sentence.

He **has** **eaten** his *dessert*.

Occasionally adverbs are placed in front of the form of *have*.

Luis *still* **hasn't** **finished** his assignment.





Unit 18: Comparative and Superlative

Unequal comparison shows the difference between two things. **Superlatives** show that one thing, place, or person stands out above all others in a group. **Comparisons of equality** show that two things or actions are the same. In this unit, you will learn how to form and use comparatives and superlatives.

Objectives

After completing this unit, you will be able to:

- Form regular and irregular comparative and superlative forms
- Use unequal comparison
- Use equal comparison
- Write sentences of your own using comparatives and superlatives

RULES

I. Comparisons of Inequality

- Comparative adjectives of one syllable are formed by adding *er* to the base word and placing *than* after the adjective and before the thing being compared.

My brother is **taller** *than* my father.

- Adjectives ending in a vowel/consonant pattern, double the last consonant and add *er*.

big bigger

- Words (adjectives or adverbs) ending in *e* add *r*.

fine finer
fast faster





Unit 18: Comparative and Superlative

- Adjectives of two syllables ending in *y*, change to *i + er*.

pretty prettier

- For adverbs ending in *ly*, place *more* in front of the adverb and *than* after.

quickly more quickly than

- The word *more* is placed in front of words of three syllables or more to form a comparison.

beautiful more beautiful

II. Superlatives

- To form superlatives of one syllable add *est* to the base form of the adjective and place *the* in front of it.

Marcia is **the tallest** child in her class.

- Words ending in a vowel/consonant pattern, double the last consonant and add *est*.

fat **the fattest**

- Words ending in *e*, add *st*.

cute **the cutest**

- Superlatives of two syllables ending in *y* are formed by changing *y* to *i + est*.

witty **the wittiest**



Unit 18: Comparative and Superlative

- Many common adjectives and adverbs have irregular forms (see list below). They are used in front of nouns.

Irregular adjectives

good	better	best
bad	worse	worst
far (distance)	farther	farthest
little (noncount)	less	least
many	more	most

Irregular adverbs

well	better	best
far (physical distance)	farther	farthest
far (non-physical distance)	further	furthest
much	more	most

Same form adjectives/adverbs

early	earlier	earliest
fast	fast	fastest
hard	harder	hardest
late	later	latest

III. Comparisons of Equality

- To make comparisons of equality place *as* in front and behind the adjective or adverb.

Joe ran **as fast as** Maria did.

I answered the phone **as quickly as** I could.





Unit 19: Infinitive and Gerunds

Infinitives and gerunds, the topic of this unit, are verb forms that function as nouns. In English, some verbs and prepositions are followed by gerunds; other verbs are followed by infinitives. The best way to learn which verbs take gerunds and which take infinitives is through memorization.

Objectives

After completing this unit, you will be able to:

- Use gerunds after verb phrases containing prepositions
- Use infinitives after certain verbs
- Use gerunds after certain verbs
- Write sentences of your own using infinitives and gerunds

RULES

- An infinitive is formed by placing *to* in front of the base form of a verb.

We want **to see** a movie.

- A gerund is formed by adding *ing* to a verb.

Michael enjoys **biking** on the mountain trails.

- There are some frequently used verbs which are followed by infinitives

agree
would like
seem
tell
want

expect
ask
can't afford
decide

offer
intend
learn
need

refuse
plan
pretend
promise

Example: We **intend to learn** English.





Unit 19: Infinitive and Gerunds

- These are some frequently used verbs which are followed by gerunds

can(not) help	enjoy	mind	regret
consider	finish	miss	stop
discuss	imagine	postpone	suggest
dislike	keep	recommend	

Lucy **regrets** *getting* angry with you.

- Many commonly used prepositions are followed by gerund.

accustomed to	be used to	keep on	talk about
afraid of	dream of (about)	look forward to	think about
apologize for	familiar with	plan on	tired of
approve of	interested in	put off	worry about

Michael is **looking forward to** *going* on vacation.

- The following verbs may be followed by infinitive or gerund with no difference in meaning.

begin	hate	love	start
can't stand	like	prefer	

I **hate** *to work* on weekends.
I **hate** *working* on weekends.

- Some verbs change meaning depending on the use of infinitives or gerunds.

Mean	Remember	Stop
------	----------	------

Jerry **stopped** *eating* beef last month.
Jerry **stopped** *to eat* a beef sandwich.



Unit 20: Adverbial Clauses

Adverbial clauses allow you to write complex sentences showing relationships of time, contrast, and cause/effect. In this unit you will learn to write sentences containing adverbial clauses.

Objectives

After completing this unit, you will be able to:

- Identify adverbial clauses
- Punctuate adverbial clauses correctly
- Write sentences containing adverbial clauses

Rules

- A clause must contain a subject and a verb. The part of the sentence that contains time, cause/effect, or contrast words depends on the main clause of the sentence to give enough information for the sentence to make sense.

After we received the form, we filled it out properly.

- **Time** words and phrases that begin adverbial clauses.

after	before	when
as	by the time	while
as soon as	since	

Before we saw the play, we went to a restaurant.

- **Cause/effect** words and phrases that begin adverbial clauses.

because	since	so that
---------	-------	---------

Mary is studying Spanish **so that she can go to Argentina**.





Unit 20: Adverbial Clauses

- **Contrast** words and phrases that begin adverbial clauses.

although even though though whereas

Even though it is cold, we will go swimming.

- **Punctuation** of adverbial clauses.

- « Most adverbial clauses that introduce a sentence are followed by a comma.

By the time Joe called us, we had already left.

- « When a main clause begins a sentence that ends with an adverbial clause, a comma is not needed.

We left the party because we were tired.

- « The contrast word *whereas* always requires a comma.

Paul is short, whereas his brother is quite tall.

Whereas Nancy is talkative, her sister is very quiet.



Unit 21: Adjective Clauses

Adjective clauses contain a subject and a verb and describe a word, usually in front of the clause, in a detailed manner. In this unit you will learn to write sentences containing adjective clauses.

Objectives

After completing this unit, you will be able to:

- Identify and write correct introductory words to form adjective clauses
- Write sentences of your own using adjective clauses

Rules

- Adjective clauses describe a person, place, time, or thing that has already been named in a sentence.

The new office **that I will be using** has a large window.

- Words that start an adjective clause.

that	which	who	where
when	whose	whom	

- The words *who* (for people), *that* (for things), and *which* (for both people and things) may be the subject of an adjective clause.

James is the young man **who** (or *that*) wrote this essay.

- The words *whom*, *that*, and *which* may be the object of an adjective clause.

Have you seen the young woman **whom** we met yesterday?



Unit 21: Adjective Clauses

- The words *whose*, *when*, and *where* cannot be the subject of an adjective clause.

It was last year **when** we went to Brazil with Sergio.

- Adjective clauses require commas around them if they are not absolutely essential information.

Martha Chung, *who lives next door to us*, teaches Chemistry.



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Unit 22: Noun Clauses

Noun clauses function as grammatical subjects or objects in English sentences. Often they identify what a person says, thinks, or asks. In this unit you will learn to write sentences containing noun clauses.

Objectives:

After completing this unit, you will be able to:

- Distinguish between noun and adjective clauses
- Identify noun clauses
- Choose the proper words to introduce noun clauses
- Change sentences in direct speech to reported speech
- Write sentences of your own using noun clauses

RULES

- Noun clauses contain a subject and a verb and may function as subjects or objects of a sentence.

As subject:

What you do is very important.

As object:

I will do **what you ask me to do**.

- Words that may start a noun clause.

that	what	which	where
when	why	if	whether
whose	who	whom	how

- Many noun clauses report what people say, know, or want to know. These clauses are called *reported speech*.

Mary asked **if James could fix her car**.



Unit 22: Noun Clauses

- Some changes in wording must be made when direct quotes are changed to reported speech.

Direct quote:

Molly said, "I haven't finished my homework."

Reported speech:

Molly said she hadn't finished her homework.

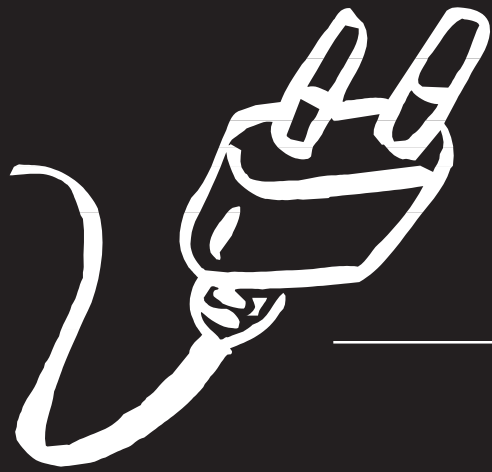
- Noun clauses are often confused with adjective clauses. In order to distinguish them, look for a noun in front of the introductory word. If there is *no noun*, the clause is probably a *noun clause*.

Noun clause:

I don't know *where you shop*.

Adjective clause:

This is the store *where we shop frequently*.



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