

# **CBS**

## **Colegio Bautista Shalom**



### **English Course 3**

### **Third Grade**

### **Second Bimester**

## Contents

### PAST CONTINUOUS

- ✓ GRAMMATICAL RULES
- ✓ BASIC FORM
- ✓ AFFIRMATIVE SENTENCES
- ✓ NEGATIVE SENTENCES
- ✓ USES

### MODALS OF OBLIGATION

- ✓ TO SAY SOMETHING IS NECESSARY
- ✓ TO SAY SOMETHING ISN'T AN OBLIGATION
- ✓ TO SAY SOMETHING IS FORBIDDEN
- ✓ OTHER EXPRESSIONS

### PRESENT PERFECT CONTINUOUS

- ✓ FORM
- ✓ MEANING
- ✓ ADDITIONAL POINTS

### EXPRESSING LIKES AND DISLIKES

- ✓ IF YOU LOVE SOMETHING
- ✓ IF YOU LIKE SOMETHING A LOT
- ✓ IF YOU LIKE SOMETHING
- ✓ IF YOU NEITHER LIKE NOR DISLIKE SOMETHING
- ✓ IF YOU DON'T LIKE SOMETHING
- ✓ IF YOU REALLY DISLIKE SOMETHING

### HOW TO TALK ABOUT PREFERENCES

- ✓ GENERAL PREFERENCES
- ✓ SPECIFIC PREFERENCES

### MUCH, MANY, A LOT OF, LOTS OF (QUANTIFIERS)

- ✓ MUCH, MANY WITH A NOUN
- ✓ A LOT OF, LOTS OF WITH A NOUN
- ✓ MUCH, MANY, A LOT, LOTS: WITHOUT NOUN
- ✓ MUCH WITH COMPARATIVE ADJECTIVE AND ADVERBS: MUCH OLDER, MUCH FASTER
- ✓ TOO MUCH, TOO MANY AND SO MUCH, SO MANY
- ✓ AS MUCH AS, AS MANY AS
- ✓ MUCH, MANY AND A LOT OF, LOTS OF: TYPICAL ERRORS

### SO AND SUCH

- ✓ OTHER USES OF SO AND SUCH

### COUNTABLE AND UNCOUNTABLE NOUNS

- ✓ NOUNS
- ✓ COMMON AND PROPER NOUNS
- ✓ COUNTABLE AND UNCOUNTABLE NOUNS
- ✓ WORDS THAT CAN BE BOTH COUNTABLE AND UNCOUNTABLE
- ✓ NOUNS WHICH ARE ALWAYS PLURAL

### PAST PERFECT TENSE

- ✓ THE PAST PERFECT FORMULA
- ✓ WHEN TO USE THE PAST PERFECT
- ✓ WHEN NOT TO USE THE PAST PERFECT
- ✓ HOW TO MAKE THE PAST PERFECT NEGATIVE
- ✓ HOW TO ASK A QUESTION
- ✓ COMMON REGULAR AND IRREGULAR VERBS IN THE PAST PERFECT TENSE

**NOTE:** As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

## PAST CONTINUOUS

The continuous past is used for actions that occurred at a specific time in the past. As the present continuous, it is formed with the auxiliary verb "to be" and the gerund.

### GRAMMATICAL RULES

To form the continuous past is used the auxiliary verb "to be" and the gerund (infinitive + "ing") of the verb. The auxiliary verb "to be" is in the past simple, but keep in mind that "to be" is an irregular verb.

### BASIC FORM

Sujeto	Auxiliar (to be)	Gerundio
I, he, she, it	was	talking, eating, learning, doing, going...
you, we, they	were	talking, eating, learning, doing, going...

### AFFIRMATIVE SENTENCES

Subject + auxiliary verb (to be) + gerund

For example:

- ✓ I **was talking**.
- ✓ He **was eating**.
- ✓ They **were learning**.

### NEGATIVE SENTENCES

Subject + auxiliary verb (to be) + "not" + gerund

For example:

- ✓ I **was not wasn't talking**.
- ✓ **Was** he **eating**?
- ✓ **Were** they **learning**?

### USES

The past continuous we use it for a long action that already in the past interrupted. The action that is interrupted is in the continuous past and the action that causes the interruption is in the past simple. "When" and "while" point to the use of the simple and continuous past. In general, we use the simple past after "when" and the past continuous after "while."

Examples:

- ✓ Jose called while I **was watching** the news.
- ✓ He **was walking** to work when he fell.
- ✓ **Was** it **raining** when you left?

The continuous past is used to speak about actions at a specific time in the past.

Example:

- ✓ Paula **wasn't living** in Spain in 2005.
- ✓ We **were** still **working** at 10 o'clock last night.

The continuous past is used for two actions that were occurring at the same time in the past.

Example:

- ✓ My son **was reading** while I **was cooking**.
- ✓ They **were talking** very loudly while we **were trying** to watch the movie.

**NOTE:** There are some verbs that we do not usually use in continuous times. See a list and explanation in the lesson of the continuous times of the verbs.

**EXERCISE 01 (PAST CONTINUOUS):** Write the correct form of the past continuous in the underline

1. He \_\_\_\_\_ all day yesterday. (**rest**)
2. We \_\_\_\_\_ through the window when mother came in. (**look**)
3. They \_\_\_\_\_ a newspaper when I entered. (**read**)
4. I \_\_\_\_\_ to her but she didn't hear me. (**speak**)
5. When you telephoned I \_\_\_\_\_ my room. (**sweep**)
6. While we \_\_\_\_\_ we heard a shot. (**play**)
7. She \_\_\_\_\_ along the embankment when I met her yesterday. (**walk**)
8. She \_\_\_\_\_ when his friend arrived. (**sleep**)
9. They \_\_\_\_\_ to the lecture when the light went off. (**listen**)
10. When he \_\_\_\_\_ his garden he found a silver coin. (**dig**)

**EXERCISE 02 (PAST CONTINUOUS VERB):** Choose the correct option from the past continuous and select it

- |  |   |
|--|---|
| 1. The children _____ outside.<br>____ were playing<br>____ was playing                | 2. The dog _____ at us.<br>____ were barking<br>____ was barking  |
| 3. My teacher _____ the exercise to me.<br>____ was explaining<br>____ were explaining | 4. I _____ to my mp3 player.<br>____ were listening<br>____ was listening                                     |
| 5. Those people _____ towards the library.<br>____ were walking<br>____ was walking    | 6. The cook _____ a tasty meal.<br>____ were preparing<br>____ was preparing                                  |
| 7. I _____ to fix my computer.<br>____ were trying<br>____ was trying                  | 8. My friend and I _____ basketball.<br>____ was playing<br>____ were playing                                 |
| 9. The police _____ the thief.<br>____ were chasing<br>____ was chasing                | 10. My sister and my brother _____.<br>____ was singing<br>____ were singing was playing<br>____ were playing |

## MODALS OF OBLIGATION

### TO SAY SOMETHING IS NECESSARY

#### MUST

We use "must" to talk about obligations. Often, when we use "must", the authority for the obligation comes from the person who is speaking.

Examples:

*You must do your homework every night. (Because I say you must!)*  
*I must stop smoking! (Because I think it's a good idea to stop.)*

Remember that "must" is a modal auxiliary verb. This means that it doesn't change its ending (**I must, he must**, etc.) and that it's followed by the infinitive without "to". ("You **must phone** me" not "You must to phone me".)

#### HAVE TO

We can also use "have to" to talk about rules and regulations. The authority for the obligation doesn't come from the person who is speaking. Perhaps the rule is a general law or obligation.

*In England you have to pay tax.*  
*We have to check everyone's ID.*

"Have to" is a normal verb. Use "do" or "does" to make a question, and "don't" or "doesn't" to make a negative.

*Do you have to vote in an election?*  
*He doesn't have to wear a uniform to school.*

#### HAVE GOT TO

"Have got to" is common in British English and is stronger than "have to".

*I have got to fill in this form. The deadline is tomorrow.*  
*She has got to study hard to pass the exam.*

To make the question and negative form, use "have", "has", "haven't" and "hasn't":

*Have you got to leave early tomorrow?*

#### NEED TO

We use "need to" to talk about what is necessary.

Examples:

*You need to go to the hairdresser's. Your hair is very long.*  
*She needs to go to the doctor. She gets headaches every day.*

"Need to" is like "have to". Use: do/does to make questions:

*Do you need to pass an exam to get into university?*  
*Does she need to get a job?*

### TO SAY SOMETHING ISN'T AN OBLIGATION

To say there is no obligation, use "don't / doesn't have to" or "don't / doesn't need to".

Examples:

*You don't have to bring food on the trip.  
She doesn't have to work in the evening.  
I don't need to pay now. I can pay later.  
They don't need to speak English in their job.*

Typical grammar mistake! Be careful when you use "don't have to". It does **not** mean the same as "mustn't" – see below.

### TO SAY SOMETHING IS FORBIDDEN

To say that there is an obligation **not** to do something, use "mustn't".

*You mustn't play here – it's dangerous!  
He mustn't eat peanuts. He's allergic to nuts.*

We can also use "can't":

*You can't go out tonight. You've got homework.*

### OTHER EXPRESSIONS

#### BE ALLOWED TO

*We're allowed to take an hour for lunch.  
We aren't allowed to leave early.  
Are you allowed to use the internet at work?*

#### SHOULD

Should is a weak obligation, and we use it to give advice.

*You should study hard so you can pass the exam.  
He should see a doctor.*

The negative form is "shouldn't":

*You shouldn't smoke. It's bad for your health.*

**EXERCISE 03:** Choose option that is the correct form and write the item in the underline

- |  |                                 |
|--|---------------------------------|
| 1. Can you tell Deborah that she must ___ me tomorrow?               | 2. ___ pay in advance?          |
| a. calls   | a. Do we must                   |
| b. call  | b. Do we to must                |
| c. to call   | c. Must we                      |
| 3. He ___ learn to read and write his name before he goes to school. | 4. We have ___ early tomorrow.  |
| a. must  | a. to leave                     |
| b. musts   | b. leave                        |
| c. must to   | c. leaves                       |
| 5. ___ wear a uniform?   | 6. I ___ get up early tomorrow. |
| a. Has he to   | a. haven't to                   |
| b. Does he has to  | b. don't have to                |
| c. Does he have to   | c. don't to                     |

7. She \_\_\_ work at the weekend.

- a. need
- b. need to
- c. needs to

8. You \_\_\_ play football here. It's dangerous.

- a. don't have to
- b. don't need to
- c. mustn't

9. We \_\_\_ attend all the lessons. We can choose.

- a. don't have to
- b. mustn't
- c. can't

10. I \_\_\_ forget to call him tonight.

- a. don't have to
- b. mustn't
- c. mustn't to

## PRESENT PERFECT CONTINUOUS

### FORM

**Affirmative:** have/has been + present participle (verb + ing).

**Negative:** haven't/hasn't been + present participle (verb + ing).

### MEANING

1. Present perfect continuous is used to talk about an action/event that started in the past and is still happening now.
  - I **ve been waiting** for over an hour. (*I'm still waiting now*).
  - It **s been snowing** since 8am. (*It's still snowing now*).
2. *How long* is often used in questions.
  - How long **have** you **been learning** English? (*You started learning in the past and are still learning now*).
3. Present perfect continuous is used to talk about an activity/event that has recently finished and has a result or consequence now.
  - She's tired because she **s been working** hard.
  - I have no money left because I **ve been shopping**.
4. Present perfect continuous is used to focus on the action and not on the *completion* of the action.
  - She's been writing a book. (*focus on the action*).
  - She's written a book. (*Present perfect simple – focus on the result*).
  - They **ve been negotiating** the contract. (*focus on the action, it's not important if it's finished or not*).
  - They **ve negotiated** the contract. (*focus on the result, the negotiation is finished*).
5. When the action/event is more temporary we often use present perfect continuous. When it is more permanent we often use present perfect simple.
  - They **ve lived** in Italy for many years. (*Present perfect simple*).
  - I **ve been living** here for a month. (*Present perfect continuous*).

### ADDITIONAL POINTS

1. Some verbs are not usually used with present perfect continuous because they are not action verbs, for example: *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want, and understand*.
  - I **ve known** him for ten years – *correct*.
  - I **ve been knowing** him for ten years – *incorrect*.
  - I **ve belonged** to the tennis club for 25 years – *correct*.

- I've **been belonging** to the tennis club for 25 years – *incorrect*.

**EXERCISE 04:** Make the present perfect continuous positive or negative and write it in the underline

1. She (work) here for five years \_\_\_\_\_
2. I (study) all day \_\_\_\_\_
3. You (eat) a lot recently \_\_\_\_\_
4. We (live) in London for six months \_\_\_\_\_
5. He (play) football so he's tired \_\_\_\_\_
6. They (learn) English for two years \_\_\_\_\_
7. I (cook) so I'm really hot \_\_\_\_\_
8. She (go) to the cinema every weekend for years \_\_\_\_\_
9. It (rain), the pavement is wet \_\_\_\_\_
10. You (sleep) for twelve hours \_\_\_\_\_

## EXPRESSING LIKES AND DISLIKES

### IF YOU LOVE SOMETHING

- "I **love** eating ice-cream."  
 "I **adore** sun-bathing."  
 "She's **mad about** that new boy band."  
 "He's **crazy about** that girl."

### IF YOU LIKE SOMETHING A LOT

- "She's **fond** of chocolate."  
 "I **like** swimming very much."  
 "He **really likes** that new golf course." (Remember to stress "really" in this sentence.)

### IF YOU LIKE SOMETHING

- "He **quite likes** going to the cinema."  
 "I **like** cooking."

### IF YOU NEITHER LIKE NOR DISLIKE SOMETHING

- "I **don't mind** doing the housework."

In reply to a question if you like something or not, you can say:

- "I **don't really care either way**."  
 "It's **all the same to me**."

### IF YOU DON'T LIKE SOMETHING

- "She **doesn't like** cooking very much."  
 "He's **not very fond** of doing the gardening."  
 "He's **not a great fan of** football."  
 "Horse-riding **isn't really his thing**."  
 "I **dislike** wasting time."



## IF YOU REALLY DISLIKE SOMETHING

"I **don't like** sport **at all**."  
"He **can't stand** his boss."  
"She **can't bear** cooking in a dirty kitchen."  
"I **hate** crowded supermarkets."  
"He **detests** being late."  
"She **loathes** celery."

### Things to remember...

**Dislike** is quite formal.

**Fond of** is normally used to talk about food or people.

The 'oa' in **loathe** rhymes with the 'oa' in **boat**.

### Grammar note...

To talk about your general likes or dislikes, follow this pattern: **like** something or **like doing** something.

Remember that "I'd like..." is for specific present or future wishes.

"I like swimming" = I like swimming generally.

"I'd like to go swimming this afternoon" = I want to go swimming at a specific time in the future.

### Common mistake...

Be careful where you put **very much** or **a lot**. These words should go **after** the thing that you like.  
For example, "I like reading very much." NOT "I like very much reading."

**EXERCISE 05:** Write five examples of likes and dislikes of each of the ways to express them

## HOW TO TALK ABOUT PREFERENCES

Imagine that you are at a restaurant for breakfast. You want something to drink, but you are not sure what. When the server walks over to your table, he says:

*Let me help. Do you **prefer** coffee or tea?*

You answer:

*I prefer tea to coffee.*

You just told the server about a general preference. The server then makes a few suggestions about the teas available.

When we are given choices, there are special **phrases** we use to say which thing we like more than another. We call these choices "preferences".

In our program today, we will show you how to use general and **specific** preferences. We have different phrases for each.

### GENERAL PREFERENCES

To begin, let's look at general preferences.

A general preference is something you like more as a whole. It is not tied to a specific event or time. It is simply a fact about your likes. For example, you probably like one **style** of music more than another style. And, you like one kind of food more than another food.

Phrases we usually use for general preferences are “prefer” and “like better.” They have the same meaning.

### **Prefer...**

Let’s talk about the word “prefer” and hear the coffee and tea example again:

*Do you prefer coffee or tea?*

Notice that the word “or” is used in the question form. In the answer, we use the preposition “to” or “over”.

*I prefer tea to coffee.*

*I prefer tea over coffee.*

As you might know, in English, when we answer a question, we do not usually answer with full wording. If asked about a preference, you can simply name the preference, like this:

*I prefer tea.*

Here is another example of a question and answer:

*Do you prefer living in the city or the **suburbs**?*

*I prefer living in the city.*

In American English, “prefer” is a little more **formal** but still common enough to use in everyday speech.

### **Like better...**

But Americans are more likely to use the phrase “like...better” when talking with others. We use the word “than” after this phrase. Here is how we do that in a question and answer:

*Do you like tea or coffee better?*

*I like tea better than coffee.*

Again, when answering, we usually only name the preference:

*I like tea better.*

Here is another example of a question and answer:

*Do you like living in the city or the suburbs better?*

*I like living in the city better.*

Notice that, in question form, the word “better” comes at the end of the question.

## **SPECIFIC PREFERENCES**

Now, let’s turn to specific preferences.

A specific preference is something you like or want more at a given point in time, either right now or in the future.

We use the expressions “would prefer” and “would rather” to talk about such things. These phrases have the same meaning.

### **Would rather...**

Let’s look at the phrase “would rather.” It is much more common in American spoken English than “would prefer.” For both phrases, we almost always use the short form of the word “would” with a personal pronoun. We call the shortened form a “contraction.” For example, the contraction of “I would” is “I’d.” When “would” is contracted, it looks and sounds just like the letter “d”.

Listen to the normal form and the contraction of “would rather”. With “would rather”, we use the word “than” in the response.

*Would you rather go out or stay home?*

*I would rather go out than stay home.*

*I'd rather go out than stay home.*

Again, we usually only name the preference in responses

*I'd rather go out.*

And, if there is only one main verb after “would rather”, we do not say it two times. Here is an example:

*Would they rather study French or English?*

And the answer:

*They'd rather study English.*

Notice that the verbs “go”; “stay” and “study” are in simple form – the basic form without “to” before it or any letters at the end. After “would rather,” we always use the simple form of verbs.

### **Would prefer...**

Just like “would rather,” we can use “would prefer” to talk about specific preferences. But, to Americans, “would prefer” sounds more formal and we do not use it often in speaking. Here is an example of a question and answer:

*Would you prefer to go out or stay home?*

*I'd prefer to go out.*

Note that, when Americans do use “would prefer,” we usually only name the preference, as in the example.

However, when the answer **mentions** both choices, Americans usually say it this way:

*I'd prefer to go out than stay home.*

### **The sounds of “would”**

It may take time for you to become **comfortable** with the sounds of the contraction of “would” with personal pronouns. It helps to pay attention to what comes after the *d* sound. If you hear the word “rather” or “prefer” afterward, then you know someone is telling you about a preference.

And, I could say a lot more on this subject, but *I'd rather* end it here!  
I'm Alice Bryant.

*Alice Bryant wrote this story for Learning English. George Grow was the editor.*

*What are some types of foods, music and other things that you prefer? Write to us in the Comments. We would love to hear from you.*

**EXERCISE 06:** Write ten sentences expressing general preferences and specific preferences

## **MUCH, MANY, A LOT OF, LOTS OF QUANTIFIERS**

We use the quantifiers much, many, a lot of, lots of to talk about quantities, amounts and degree. We can use them with a noun (as a determiner) or without a noun (as a pronoun).

## MUCH, MANY WITH A NOUN

We use much with singular uncountable nouns and many with plural nouns:

(talking about money)

- ✓ I haven't got **much** change. I've only got a ten euro note.
- ✓ Are there **many** campsites near you?

### Questions and negatives

We usually use much and many with questions (?) and negatives (–):

- ✓ Is there **much** unemployment in that area?
- ✓ How **many** eggs are in this cake?
- ✓ Do you think **many** people will come?
- ✓ It was pouring with rain but there wasn't **much** wind.
- ✓ There aren't **many** women priests.

### Affirmatives

In affirmative clauses we sometimes use much and many in more formal styles:

- ✓ There is **much** concern about drug addiction in the US.
- ✓ He had heard **many** stories about Yanto and he knew he was trouble.

In informal styles, we prefer to use lots of or a lot of:

- ✓ I went shopping and spent **a lot of** money.
- Not: ~~I went shopping and spent much money.~~

### Much of, many of

When we use much or many before articles (a/an, the), demonstratives (this, that), possessives (my, your) or pronouns (him, them), we need to use of:

- ✓ How **much of** this book is fact and how much is fiction?
- ✓ Claude, the seventeenth-century French painter, spent **much of** his life in Italy.
- ✓ Unfortunately, not **many of** the photographers were there.
- ✓ How **many of** them can dance, sing and act?

### This much, that much

When we are talking to someone face-to-face, we can use this much and that much with a hand gesture to indicate quantity:

(the speaker indicates a small amount with his fingers)  
I only had **that much** cake.

## A LOT OF, LOTS OF WITH A NOUN

We use a lot of and lots of in informal styles. Lots of is more informal than a lot of. A lot of and lots of can both be used with plural countable nouns and with singular uncountable nouns for affirmatives, negatives, and questions:

- ✓ We've got **lots of** things to do.
- ✓ That's **a lot of** money.
- ✓ There weren't **a lot of** choices.
- ✓ Can you hurry up? I don't have **a lot of** time.
- ✓ Are there **a lot of** good players at your tennis club?
- ✓ Have you eaten **lots of** chocolate?

## Much, many, a lot of, lots of: negative questions

When we use much and many in negative questions, we are usually expecting that a large quantity of something isn't there. When we use a lot of and lots of in negative questions, we are usually expecting a large quantity of something.

### Compare

<i>Haven't they sold <b>many</b> tickets?</i>	<i>(No, they haven't.)</i> The speaker expects that they have sold a small quantity of tickets.
<i>Haven't they sold <b>a lot of</b> tickets? (or <b>lots of</b>)</i>	<i>(Yes, they have.)</i> The speaker expects that they have sold a large quantity of tickets.
<i>Isn't there <b>much</b> food left?</i>	<i>(No, there isn't.)</i> The speaker expects that there is a small quantity of food left.
<i>Isn't there <b>a lot of</b> food left? (or <b>lots of</b>)</i>	<i>(Yes, there is.)</i> The speaker expects that there is a large quantity of food left.

## MUCH, MANY, A LOT, LOTS: WITHOUT NOUN

We usually leave out the noun after much, many and a lot, lots when the noun is obvious:

- A: Would you like some cheese?  
 B: Yes please but not **too much** (not too much cheese)  
 A: Can you pass me some envelopes?  
 B: How **many?** (how many envelopes?)  
 A: How many people came?  
 B: **A lot** (or **Lots.**)

## MUCH WITH COMPARATIVE ADJECTIVE AND ADVERBS: MUCH OLDER, MUCH FASTER

We can use much before comparative adjectives and adverbs to make a stronger comparison:

- ✓ Sometimes the prices in the local shop are **much** better than the supermarket's prices.
- ✓ I feel **much** calmer now I know she's safe. (Much calmer than I felt before)
- ✓ She's walking **much** more slowly since her operation. (Much more slowly than before)

## TOO MUCH, TOO MANY AND SO MUCH, SON MANY

We often use too before much and many. It means 'more than necessary'. We can use too much before an uncountable noun and too many before a plural noun, or without a noun when the noun is obvious:

- ✓ I bought **too much** food. We had to throw some of it away.
- ✓ They had a lot of work to do. **Too much.** (too much work)
- ✓ There are **too many** cars on the road. More people should use public transport.
- ✓ There are 35 children in each class. It's **too many.** (too many children)

## So much, so many with a noun

We use so rather than very before much and many in affirmative clauses to emphasize a very large quantity of something:

- ✓ He has **so much** money!
- Not: ~~He has very much money!~~

- ✓ There were **so many** jobs to do.

### AS MUCH AS, AS MANY AS

When we want to make comparisons connected with quantity, we use as much as and as many as:

- ✓ Try and find out **as much** information **as** you can.
- ✓ You can ask **as many** questions **as** you want.

### MUCH, MANY AND A LOT OF, LOTS OF: TYPICAL ERRORS

We use much with uncountable nouns and many with countable nouns:

- ✓ It doesn't need **much** effort.  
Not: ~~It doesn't need many effort.~~

We usually use a lot of and lots of rather than much and many in informal affirmative clauses:

- ✓ There are **a lot of** monuments and **a lot of** historic buildings in Rome.  
Not: ~~There are many monuments and many historic buildings in Rome.~~
- ✓ She gave me **a lot of** information.  
Not: ~~She gave me much information.~~

We don't use of after much or many when they come immediately before a noun without an article (a/an, the), demonstrative (this, that), possessive (my, your) or pronoun (him, them):

- ✓ They haven't made **many** friends here.  
Not: ~~They haven't made many of friends here.~~

We don't use a lot of without a noun:

- A: Do many people work in your building?
- B: Yes. Quite **a lot**. (quite a lot of people)  
Not: ~~Quite a lot of.~~

**EXERCISE 07 (MUCH OR MANY?):** Write in the underline the correct form of the word or expression that is in parentheses

1. I don't drink \_\_\_\_\_? (coffee).
2. I don't have \_\_\_\_\_? (money).
3. John doesn't have \_\_\_\_\_? (friends).
4. You don't have \_\_\_\_\_? (time to do this test).
5. David reads a lot of books, but he doesn't read \_\_\_\_\_? (newspapers).
6. Are there \_\_\_\_\_? (people in the room?)
7. Is there \_\_\_\_\_? (milk in the fridge).
8. Did you answer \_\_\_\_\_? (questions wrongly in the test?)
9. How \_\_\_\_\_? (times have you been to England?)
10. How \_\_\_\_\_? (work do you have to do?)

### SO AND SUCH

We often use "so" and "such" to mean "very" or "really". It makes the sentence stronger and shows that there is a high level of something.

We use 'so' before an adjective or adverb (without a noun).

- ✓ She was so beautiful (= she was very beautiful).

- ✓ He ran so quickly (= he ran very quickly).
- ✓ The food was so delicious (= the food was really delicious).
- ✓ The children spoke French so well (= the children spoke French very well).

We use "such" before a noun or an adjective + a noun. If there is "a" or "an", it goes after "such".

- ✓ She was such a beautiful woman (= she was a very beautiful woman).

NOT: she was a so beautiful woman.

NOT: she was a such beautiful woman.

- ✓ He got such a good time in the race (= he got a very good time in the race).
- ✓ It was such delicious food (= it was really delicious food).
- ✓ The children spoke such good French (= the children spoke really good French).

When we use 'such' directly with a noun, it's often a noun that shows our opinion.

- ✓ He's such a genius! (= he's a real genius / he's very clever).
- ✓ You're such a teacher! (= you act in a typical way for a teacher).

We don't use a word like 'this' or 'those' or 'your' or 'his' before 'so' and 'such'. 'So' and 'such' come directly after the verb.

NOT: This so beautiful city. (Instead say "this city is so beautiful".)

NOT: Your so helpful friend. (Instead say "your friend is so helpful".)

We can use 'so... that...' and 'such... that...' to show that there is a certain result. (We can't use 'very' or 'really' in this way.)

- ✓ It was so cold that the pond froze (= because it was very cold, the pond froze).
- ✓ She felt so tired that she fell asleep on the train (= because she was very tired, she fell asleep on the train).
- ✓ It was such an expensive meal that he didn't spend any money for the rest of the month (= because it was a very expensive meal, he didn't spend any money for the rest of the month).
- ✓ They have such a lot of books that they need to store some of them in the garage (= because they have really a lot of books, they need to store some of them in the garage).

We can drop "that" when we use "so" and "such" in this way.

- ✓ It was so cold the pond froze.
- ✓ She felt so tired she fell asleep on the train.
- ✓ It was such an expensive meal he didn't spend any money for the rest of the month.
- ✓ They have such a lot of books they need to store some of them in the garage!

We can use "so" and "such" to mean "to this level" or "as ... as this".

- ✓ He isn't usually so late (= he isn't usually as late as this).
- ✓ I don't often drink such a lot of coffee (= I don't often drink as much coffee as this).

We use "so" before "much / many / little / few" with and without a noun. This shows that the amount is really a lot or really little. As usual, we use a plural noun after 'many' and 'few' and an uncountable noun after "much" and "little".

- ✓ I ate so much.
- ✓ I ate so much cake.
- ✓ He had so many.
- ✓ He had so many books.
- ✓ Why did you eat so little?
- ✓ He had so few friends that he was very lonely.

We can use "such" before "a lot (of)". Again, such comes before "a". (We sometimes see "such a little + noun" but that is when "little" is just a normal adjective: "this is such a little flat".)

- ✓ He has such a lot of books.
- ✓ I ate such a lot of cake.

**EXERCISE 08:** Put in the underline so or such.

1. They were \_\_\_\_\_ happy that they started dancing.
2. He speaks Chinese \_\_\_\_\_ well!
3. Julie is \_\_\_\_\_ a good writer.
4. She swims \_\_\_\_\_ quickly!
5. It was \_\_\_\_\_ late we missed the last train.
6. They have \_\_\_\_\_ a big house that I got lost!
7. She has \_\_\_\_\_ a sweet puppy.
8. That was \_\_\_\_\_ an interesting book.
9. The weather was \_\_\_\_\_ hot I stayed inside.
10. He's \_\_\_\_\_ a teenager!
11. He was \_\_\_\_\_ handsome.
12. It was \_\_\_\_\_ a beautiful day that we took a picnic to the park.
13. You're not usually \_\_\_\_\_ tired! Is everything okay?
14. He doesn't often work \_\_\_\_\_ a lot.
15. The children have \_\_\_\_\_ many toys.
16. She's \_\_\_\_\_ a bookworm!
17. I had \_\_\_\_\_ a lot of work I couldn't go out.
18. You shouldn't drink \_\_\_\_\_ little in this weather.
19. She has \_\_\_\_\_ much money that she doesn't need to work again.
20. The shops had \_\_\_\_\_ few vegetables at that time that we grew our own.

### OTHER USES OF SO AND SUCH

Here are a few more idiomatic uses of "such" and "so" that are slightly different from what we have already seen.

Such + noun = a certain type or kind of (this is quite formal)

*I'd never heard such music before. (= I'd never heard this kind of music before.)*

No such + noun = the noun doesn't exist

*Ghosts? There's no such thing!*

As such (formal) = in the normal meaning of the word. We usually use this in the negative ('not as such')

*We're not going to have dinner as such, but there will be plenty of snacks. (= we're not going to have a normal dinner, but ...)*

*A: Is Lucy your boss now? B: Not as such (= not exactly) but she does work for the same company.*

Such as = for example / like

*A: We should get a film for tonight. B: Such as? (= please give an example of a film)*  
*Cities such as London are becoming more powerful politically (= cities like London ...).*



And such / and so on = and more similar things

*He likes winter sports "snowboarding and skiing and such".*  
*He likes winter sports "snowboarding and skiing and so on".*

So = a certain amount / size

*It was so big (= it was the size I'm showing you with my hands).*  
*There's only so much time (there's only a certain amount of time).*

So = something that has already been said

*A: Is dinner ready? B: I hope so (= I hope that dinner is ready)*  
*Is that so? (= is that right?)*

Or so = approximately

I think there were fifty people or so at the party (= I think there were approximately fifty people at the party).

See also the page about "neither" and "either" (coming soon!) for more about "so".

## COUNTABLE AND UNCOUNTABLE NOUNS

### NOUNS

A noun names a person, a place, an animal, a thing, or an idea. Nouns can be plural or singular and can be the subject or object of a verb. For example:

- ✓ The books are on the table.
- ✓ Love is all you need.
- ✓ John is in the garden.
- ✓ London is lovely in the summer.

Sometimes, it's difficult to know if a word is a noun or another part of speech. For example, in English, the word 'love' can be a noun and it can be a verb. We need to look at how the word is used in the sentence to work out what part of speech it is. Here are some tips. Nouns are often the subject or object of a verb. Nouns often come after an article like "a" or "the". Nouns often come after an adjective like "red" or "pretty" or "big". Nouns are often used with a determiner like "this" or "those".

### COMMON AND PROPER NOUNS

There are different kinds of noun. First, we have proper nouns and common nouns.

Proper nouns are the names of people (Julie, Mr. Johnson), places (Paris, Africa, and California), organizations (Coca Cola, the Museum of Modern Art, and Oxford University), work of arts (the Mona Lisa), days of the week (Monday), months (June, October) and festivals (Christmas, Ramadan). In English, proper nouns usually have capital letters at the beginning of the word.

Common nouns are everything else. Words like 'book', 'table', 'mountain', 'love' and 'money' are all common nouns.

### COUNTABLE AND UNCOUNTABLE NOUNS

Second, there are two types of common noun. These are countable nouns and uncountable nouns. It's really important to know if a noun is countable or uncountable, because it changes how we use it in a sentence.

Countable nouns are things which can be counted like "table", "apple" or "boy". They usually change their form when we make a plural (they often add an "s"), and can be used with either a singular or a plural verb: one book falls, two books fall.

On the other hand, uncountable nouns are usually things which can't easily be counted, like "love", "rice" or "water".

Uncountable nouns do not make a plural or change their form, and they are always used with a singular verb. We can't say one rice, two rices.

However, sometimes there's not much logic to whether a noun is countable or uncountable. For example, "work" is uncountable but "job" is countable. "Trip" is countable, but "travel" is uncountable. "Word" is countable, but "vocabulary" is uncountable. Sometimes, a noun is even different in US English and UK English, like "Lego" or "accommodation" (both uncountable in the UK but countable in the US).

Here are some kinds of nouns that are often uncountable:

- ✓ Abstract nouns (nouns that talk about ideas): love, happiness, peace, democracy.
- ✓ Subjects from school or university: Maths, French, history.
- ✓ Materials: metal, wood, plastic.
- ✓ Liquids: water, coffee, milk.

Here's a list of some uncountable nouns that we often use:

Advice	Could you give me some advice?
Dust	The old table was covered with dust.
Electricity	Electricity runs through this wire.
Equipment	Could you give me a list of the equipment we need for the trip?
Evidence	What evidence is there against John?
Fog	I could hardly see because of the thick fog.
Fun	We had a lot of fun at the party.
Furniture	I really need to buy some new furniture for my new flat.
Happiness	How can we increase our happiness?
Help	The teacher would like some help with moving the chairs.
Homework	How much homework do you get?
Information	Could you give me some information about things to do in London?
Knowledge	He has such a lot of knowledge about history.
Luck	I need a bit of luck!
Luggage	Please put leave all your luggage at the hotel and we'll pick it up later.
Money	How much money do you have in your purse?
News	The news is good! John has passed the exam!
Pasta	I love pasta!
Progress	We haven't made much progress on our project.
Research	Julie is doing research in neuroscience.
Snow	There's been a lot of snow this year.
Spaghetti	Could we have spaghetti with meatballs?
Spinach	She likes spinach with garlic.
Traffic	Was there a lot of traffic in central London?
Vocabulary	Vocabulary is very important in language learning.
Work	Do you have any work to do this weekend?

## WORDS THAT CAN BE BOTH COUNTABLE AND UNCOUNTABLE

Many, many words can be used in both an uncountable way and a countable way. This is especially true of uncountable food and drink, such as "coffee" or "yogurt". When we're talking in general about coffee or yogurt, the words are uncountable. But, we can use them in a countable way when we mean 'one cup of' or "one pot of":

- ✓ Uncountable: Coffee is my favourite drink.
- ✓ Countable: Could you buy two coffees and two teas, please?
- ✓ Uncountable: My children eat a lot of yogurt.
- ✓ Countable: I bought a pack of six yogurts.

Other words that act like this include: water, juice, salad, curry and cake.

Another way that we use uncountable nouns in a countable way is when we use the word to mean "a kind of" or "a type of":

- ✓ Uncountable: She loves cheese.
- ✓ Countable: That shop sells lots of cheeses (=different kinds of cheese).

Other words that can be used in this way include jam, wood, plastic, bread, metal, fabric.

There are a few words that change their meaning depending on if they used in a countable way or an uncountable

Hair	Countable = one hair Urg! There's a hair in my food!
	Uncountable = all the hair on a person's head She has very beautiful hair.
Paper	Countable = a newspaper I bought all the papers this morning.
	Uncountable = paper in general Could you give me some paper to write on?
Light	Countable = a single lamp or light bulb The Christmas tree was covered in lights.
	Uncountable = light in general The room was full of light.
Experience	Countable = one event I travelled to Thailand and it was a really great experience.
	Uncountable = when you've done something for a long time She has a lot of experience with children.

## NOUNS WHICH ARE ALWAYS PLURAL

Some nouns are always used in a plural form and with a plural verb. You can't count them in the normal way.

Sometimes you can use phrases like "one pair of" or "three pairs of" if you'd like to count them. Nouns like this are often clothes, or tools that have two parts.

Here's a list of words that are always plural:

Trousers	My trousers are too long.
Tights	I need to wear tights with this dress.
Shorts	He bought some blue shorts.
Scissors	There are three pairs of scissors in the drawer.
Tweezers	Could you pass me those tweezers?
Binoculars	She gave me some binoculars.
Glasses (for seeing better)	I've lost my glasses!

Sunglasses	My sunglasses are in my bag.
Clothes	She put her clothes in the suitcase.
Belongings	Whose belongings are these?
Congratulations	Many congratulations!

**EXERCISE 09 (COUNTABLE/UNCOUNTABLE NOUNS: A, SOME ANY):** Circle the uncountable nouns

house car cheese apple money table sugar coffee cup pencil milk wine potato bread petrol shoe film tea newspaper book water watch toast juice glass salt oil pen class meat butter sandwich ham egg advice holiday time chocolate information pen orange tuna.

**EXERCISE 10:** With these sentences

Charles is making an omelet for the first time. He asks his wife Alice who is watching TV.

**a)** Fill in the gaps with some or any:

Charles: Alice! Have we got \_\_\_\_\_ eggs?

Alice: Yes, there are \_\_\_\_\_ in the cupboard.

Charles: Have we got \_\_\_\_\_ cheese?

Alice: Yes, there's \_\_\_\_\_ in the fridge.

Charles: Can I use \_\_\_\_\_ olive oil?

Alice: Yes, of course. Charles: I need \_\_\_\_\_ tomatoes.

Alice: We haven't got \_\_\_\_\_. Charles, would you like \_\_\_\_\_ help?

Charles: No, thanks, I'm OK.

**b)** Answer/complete these questions:

1. Do we use some or any in positive sentences? \_\_\_\_\_
2. Do we use some or any in negative sentences? \_\_\_\_\_
3. Do we usually use some or any in questions? \_\_\_\_\_
4. But we use \_\_\_\_\_ in questions when we expect the answer "Yes" or when the question is an offer.

**EXERCISE 11:** Fill in the gaps with some or any

Tom: Let's go for a picnic in the park.

Sarah: OK. We'll make \_\_\_\_\_ sandwiches. What do we need?

Tom: We haven't got \_\_\_\_\_ bread. Can you buy \_\_\_\_\_?

Sarah: Yes, sure. What about butter?

Tom: We've got \_\_\_\_\_. I'll buy \_\_\_\_\_ cheese.

Sarah: OK, and is there \_\_\_\_\_ orange juice in the fridge?

Tom: No, I'll get \_\_\_\_\_.

Sarah: Good. Do we need \_\_\_\_\_ apples or cherries?

Tom: Just \_\_\_\_\_ apples. Sarah: Oh dear! I haven't got \_\_\_\_\_ money to buy the bread!

Tom: Don't worry. I'll lend you \_\_\_\_\_.

**EXERCISE 12:** Cross out a/an if it is wrong and substitute it with some. If it is correct, put a tick check

1. Can you give me an \_\_\_\_\_ information, please?
2. I bought a \_\_\_\_\_ suitcase yesterday.
3. We need a \_\_\_\_\_ money for the cinema.
4. He's eating a \_\_\_\_\_ bread.
5. I'd like a \_\_\_\_\_ advice about my future.

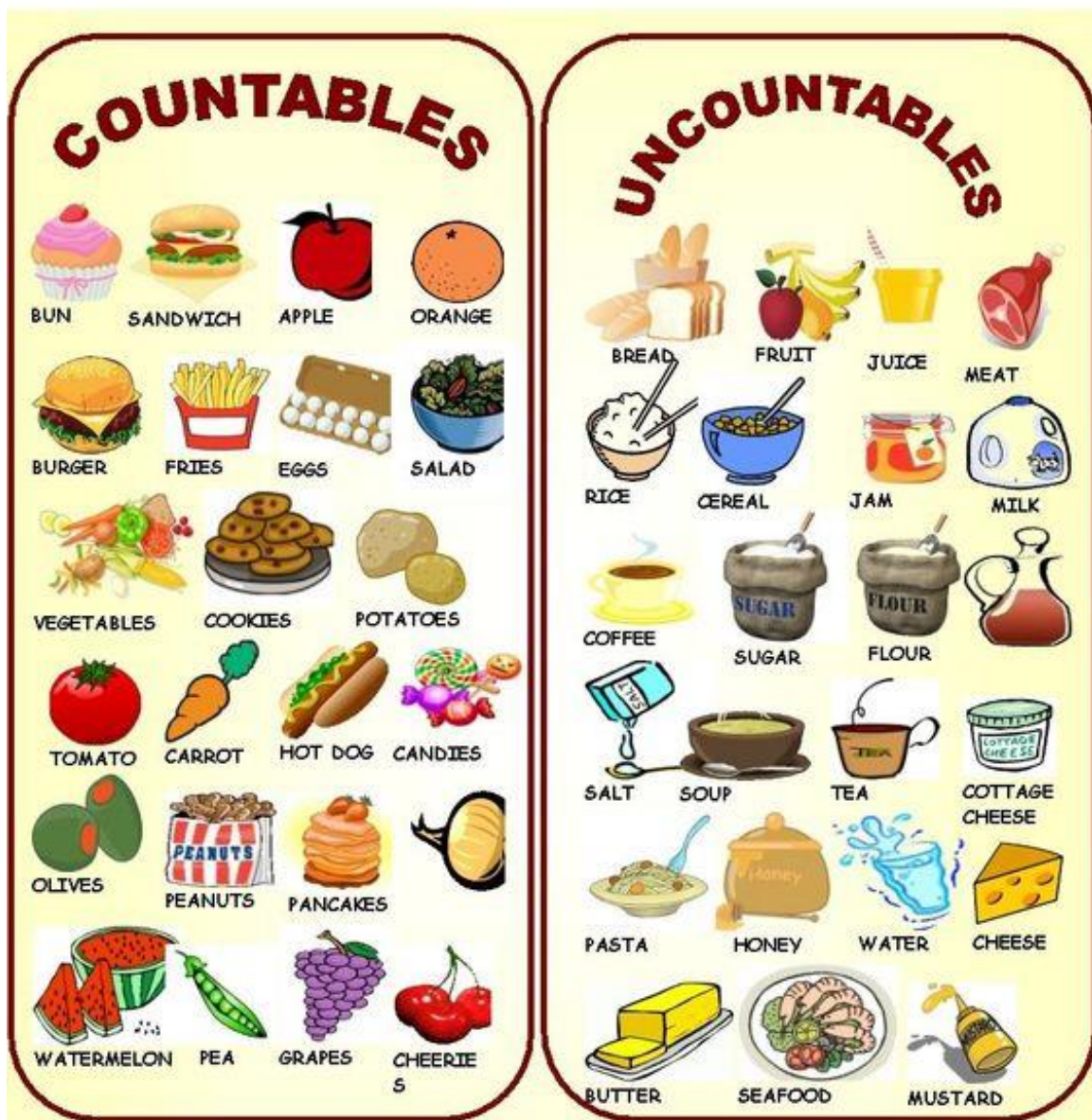
6. We stopped at the filling station to get a \_\_\_\_\_ petrol.
7. I really need a \_\_\_\_\_ holiday.
8. Can you give me a \_\_\_\_\_ water, please? I'm thirsty.
9. Can you pass me a \_\_\_\_\_ newspaper?
10. Do you want an \_\_\_\_\_ apple?

**EXERCISE 13:** Make these sentences negative. Use not or any

1. We've got some books about cinema.
3. Susan needs some help with her homework.
4. I bought some apples in the supermarket.
5. She's got some sausages in the fridge.
5. There are some apples left.

### PRACTICE THE FOLLOWING VOCABULARY

## Food: Countable and Uncountable Nouns



## PAST PERFECT TENSE

The **past perfect**, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past.

We were shocked to discover that someone **had graffitied** "Tootles was here" on our front door. We were relieved that Tootles **had used** washable paint.

The past perfect tense is for talking about something that happened before something else. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in; you notice a mysterious message scrawled across your front door: Tootles was here.

When you're telling this story to your friends later, how would you describe this moment? You might say something like:

I turned back to the house and saw that some someone named Tootles **had defaced** my front door!

**Here's a tip:** Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

In addition to feeling indignant on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the past *before* the moment this morning when you saw his handiwork, because you used the **past perfect** tense to describe the misdeed.

### THE PAST PERFECT FORMULA

The formula for the past perfect tense is **had + [past participle]**. It doesn't matter if the subject is singular or plural; the formula doesn't change.

### WHEN TO USE THE PAST PERFECT

So what's the difference between past perfect and simple past? When you're talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It's also clearer and more specific. Consider the difference between these two sentences:

We were relieved that Tootles **used** washable paint. We were relieved that Tootles **had used** washable paint.

It's a subtle difference, but the first sentence doesn't tie Tootles's act of using washable paint to any particular moment in time; readers might interpret it as "We were relieved that Tootles was in the habit of using washable paint." In the second sentence, the past perfect makes it clear that you're talking about a specific instance of using washable paint.

Another time to use the past perfect is when you are expressing a condition and a result:

If I **had woken up** earlier this morning, I would have caught Tootles red-handed.

The past perfect is used in the part of the sentence that explains the condition (the if-clause).

Most often, the reason to write a verb in the past perfect tense is to show that it happened before other actions in the same sentence that are described by verbs in the simple past tense. Writing an entire paragraph with every verb in the past perfect tense is unusual.

### WHEN NOT TO USE THE PAST PERFECT

Don't use the past perfect when you're not trying to convey some sequence of events. If your friends asked what you did after you discovered the graffiti, they would be confused if you said:

I **had cleaned** it off the door.

They'd likely be wondering what happened next because using the past perfect implies that your action of cleaning the door occurred *before* something else happened, but you don't say what that something else is. The "something else" doesn't always have to be explicitly mentioned, but context needs to make it clear. In this case there's no context, so the past perfect doesn't make sense.

### HOW TO MAKE THE PAST PERFECT NEGATIVE

Making the past perfect negative is simple! Just insert **not** between **had** and **[past participle]**.

We looked for witnesses, but the neighbors **had not seen** Tootles in the act. If Tootles **had not included** his own name in the message, we would have no idea who was behind it.

### HOW TO ASK A QUESTION

The formula for asking a question in the past perfect tense is **had + [subject] + [past participle]**.

**Had** Tootles **caused** trouble in other neighborhoods before he struck ours?

### COMMON REGULAR VERBS IN THE PAST PERFECT TENSE

Infinitive	Past Perfect	Negative
to ask	had asked	had not asked
to work	had worked	had not worked
to call	had called	had not called
to use	had used	had not used

### COMMON IRREGULAR VERBS IN THE PAST PERFECT TENSE

Infinitive	Past Perfect	Negative
to be	had been	had not been
to have	had had	had not had
to do	had done	had not done
to say	had said	had not said
to get	had gotten*	had not gotten*
to make	had made	had not made
to go	had gone	had not gone
to take	had taken	had not taken
to see	had seen	had not seen
to come	had come	had not come

\*The past participle of "to get" is "gotten" in American English. In British English, the past participle is "got."

**EXERCISE 14:** This is at the discretion of your teacher

**EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)**

1. <https://www.english-at-home.com/grammar-modals-obligation/>
2. <https://www.english-at-home.com/speaking/talking-about-likes-and-dislikes-in-english/>
3. <https://www.eslbase.com/grammar/present-perfect-continuous#:~:text=Present%20perfect%20continuous%20is%20used,and%20is%20still%20happening%20now.&text=How%20long%20is%20often%20used%20in%20questions.&text=Present%20perfect%20continuous%20is%20used%20to%20talk%20about%20an%20activity,a%20result%20or%20consequence%20now.>
4. <https://learningenglish.voanews.com/a/how-to-talk-about-preferences/4605975.html>
5. [https://www.grammarly.com/blog/past-perfect/?gclid=Cj0KCQiA9P\\_\\_BRC0ARIsAEZ6irgh-4dmTvXCqwXpaXdvhtByq5cUIZ8LUepUc1G\\_\\_iM1X8nQBz6o8CcaAhduEALw\\_wcB&gclsrc=aw.ds](https://www.grammarly.com/blog/past-perfect/?gclid=Cj0KCQiA9P__BRC0ARIsAEZ6irgh-4dmTvXCqwXpaXdvhtByq5cUIZ8LUepUc1G__iM1X8nQBz6o8CcaAhduEALw_wcB&gclsrc=aw.ds)
6. [https://www.perfect-english-grammar.com/support-files/present\\_perfect\\_continuous\\_form\\_positive\\_and\\_negative.pdf](https://www.perfect-english-grammar.com/support-files/present_perfect_continuous_form_positive_and_negative.pdf)