

# Mosaic 1

## Grammar

4<sup>th</sup> Edition



**Patricia K. Werner / Lou Spaventa**

# Mosaic 1

## Grammar

4<sup>th</sup> Edition

**Patricia K. Werner**

**Lou Spaventa**

**With contributions by Lida R. Baker,  
Mary Curran, and Mary McVey Gill**



**McGraw-Hill  
Contemporary**

# McGraw-Hill/Contemporary



A Division of The McGraw-Hill Companies

## Mosaic 1 Grammar, 4th Edition

Published by McGraw-Hill/Contemporary, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2002, 1996, 1990, 1985 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.



This book is printed on recycled, acid-free paper containing 10% postconsumer waste.

5 6 7 8 9 0 QPD/QPD 0 9 8 7 6 5 4

ISBN 0-07-232983-1

ISBN 0-07-118022-2 (ISE)

Editorial director: *Tina B. Carver*

Series editor: *Annie Sullivan*

Developmental editor: *Jennifer Monaghan*

Director of marketing and sales: *Thomas P. Dare*

Project manager: *Joyce M. Berendes*

Production supervisor: *Kara Kudronowicz*

Coordinators of freelance design: *Michelle M. Meerdink/David W. Hash*

Cover image: © *Corbis*

Senior photo research coordinator: *Lori Hancock*

Photo research: *Pam Carley/Sound Reach*

Supplement coordinator: *Genevieve Kelley*

Compositor: *Interactive Composition Corporation*

Typeface: *10.5/12 Times Roman*

Printer: *Quebecor World Dubuque, IA*

The credits section for this book begins on page 445 and is considered an extension of the copyright page.

INTERNATIONAL EDITION ISBN 0-07-118022-2

Copyright © 2002. Exclusive rights by The McGraw-Hill Companies, Inc. for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill. The International Edition is not available in North America.

# Mosaic 1 Grammar

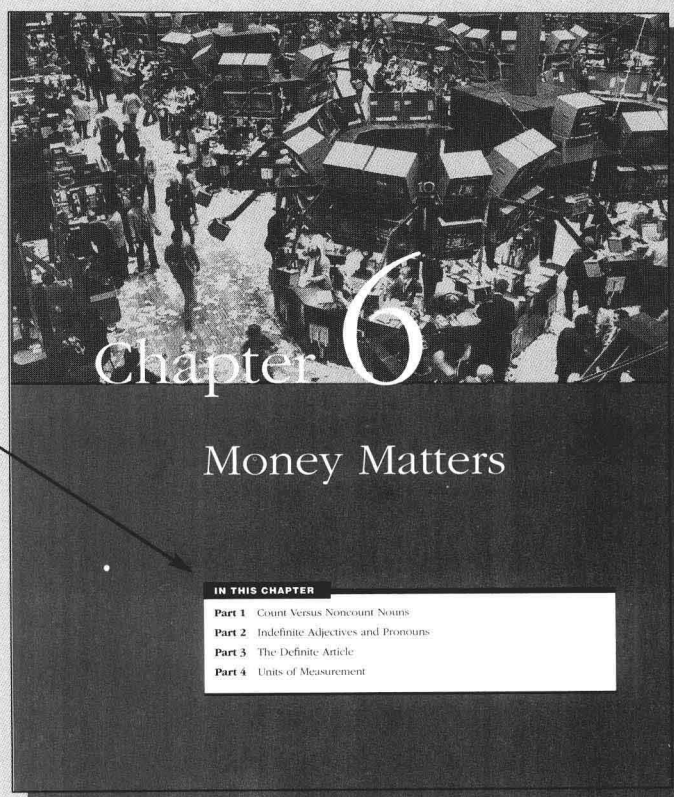
## Boost your students' academic success!

*Interactions Mosaic, 4<sup>th</sup> edition* is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

*Interactions Mosaic, 4<sup>th</sup> edition* features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes

**In This Chapter** sections show students the grammar points that will be covered in the chapter.





## Introduction

In this chapter, you will study some of the uses of noun clauses, including reported speech and embedded questions. You will also study how to reduce these clauses to phrases. Finally, you will review a variety of clauses and other structures covered in the text.

The following passage was written by the noted anthropologist Margaret Mead many years ago, yet its message holds true today. This passage introduces the chapter theme, "Together on a Small Planet," and raises some of the topics and issues you will cover in the chapter.

### Margaret Mead Speaking on the Future of Humanity

I am optimistic by nature. I am glad that I am alive. I am glad that I am living at this particular, very difficult, very dangerous, and very crucial period in human history. To this extent my viewpoint about the future reflects a personal temperamental bent—something that must always be taken into account. But, of course, unsupported optimism is not enough.

I support my optimism with my knowledge of how far mankind has come. Throughout the hundreds of thousands of years that human life has evolved, at first physically, and later culturally, human beings have withstood tremendous changes and have adjusted to radically new demands. What we have to realize, I believe, is that human ingenuity, imagination, and faith in life itself have been crucial both in initiating changes and in meeting new demands imposed by change.

As an anthropologist I also have seen how a living generation of men born into a Stone Age culture has moved into a modern world all at once, skipping the many small steps by which mankind as a whole moved from the distant past into the present.

I find these things encouraging. An earlier generation invented the idea of invention. Now we have invented the industrialization of invention—a way of meeting a recognized problem by setting hundreds of trained persons together to work out solutions and, equally important, to work out the means of putting solutions into practice.

This is what made it possible to send men to the moon and to begin the exploration of outer space. This should give us reason to believe also that we can meet the interlocking problems of runaway population, war, and the pollution of the earth on which we depend for life. None of these problems is insoluble.

What we need is the will to demand solutions and the patience to learn how to carry them out.

Margaret Mead

**Discussing Ideas.** What do you believe about the future of our world? Are you optimistic, as Mead was? Or are you pessimistic? Why?

**Setting the Context** activities introduce key vocabulary and further familiarize students with the chapter theme. Introductory activities include model conversations, readings, class discussions, prediction activities, previewing, and pair interviews.

**Prereading Questions** encourage students to share what they know about the topic before they read.

**Introduction** sections introduce both the theme and the grammar points that will be covered in the chapter.

**Discussing Ideas** questions reinforce students' understanding of the topics through comprehension questions and encourage students to express themselves.

## PART 5

## Past Verb Forms: The Past Perfect Tense; The Past Perfect Continuous Tense

### Setting the Context

**Prereading Questions** All over the world, people have been moving from rural areas into the cities. What effects has this migration had?

#### The Urbanization of America

Like much of the world, the United States did not develop large urban centers until this century. Before World War I, the majority of Americans had lived in rural areas or in small towns. In 1900, for example, over 40 percent of the U.S. population lived or worked on farms.

World War I and the Depression of the 1930s changed American life dramatically. By 1930, for example, the farm population had dropped to 30.1 percent. During the Depression, over three-quarters of a million farmers lost their land. As individuals and entire families moved to cities in search of work, urban areas grew tremendously. Today, almost 80 percent of Americans live in metropolitan areas.

The migration from rural to urban areas has had a great impact on American society, just as it has in many parts of the world. In general, people in urban areas are more mobile and more independent, families are less stable, and friendships are often short-lived. Although cities may offer greater economic opportunities, they also present many difficulties in maintaining "the ties that bind": close, long-term relationships with family and friends.



### A. Indefinite Adjectives and Pronouns with Both Count and Noncount Nouns

Indefinite adjectives such as *some*, *many*, and *little* are used with nouns instead of giving specific amounts. Indefinite pronouns such as *some*, *someone*, *any*, and *anyone* replace nouns. Certain expressions work with both count and noncount nouns: *any*, *some*, *a lot (of)*, *lots (of)*, *plenty (of)*, *no*, and *none*. Compare the following:

	Indefinite Adjectives	Indefinite Pronouns
<b>Count Nouns</b>	Do you have <b>any</b> dollar bills? Jack has <b>some</b> dollar bills. Harry has <b>a lot of</b> dollar bills. I have <b>no</b> dollar bills.	I don't have <b>any</b> . Jack has <b>some</b> . Harry has <b>a lot</b> . I have <b>none</b> .
<b>Noncount Nouns</b>	Do you have <b>any</b> money? Jack has <b>some</b> money. Harry has <b>a lot of</b> money. I have <b>no</b> money.	Do you have <b>any</b> ? Jack has <b>some</b> . Harry has <b>a lot</b> . I have <b>none</b> .

*Note:* In formal English, *none* is always followed by a singular verb: *None of the people has arrived.* (formal) *None of the people have arrived.* (informal)



#### 1 Rapid Oral Practice. In pairs, ask and answer questions using these cues and words such as *some*, *any*, and *a lot (of)*.

Examples: homework tonight

A: Do you have **any** homework tonight?

B: Yes, I have **some** homework.

money

A: Do you have **any** money?

B: No, I don't have **any**.

- |   |                         |
|---|-------------------------|
| 1. cash   | 6. assignments tonight  |
| 2. checks   | 7. free time today      |
| 3. credit cards   | 8. advice (about . . .) |
| 4. interesting news (about . . .)                                   | 9. change               |
| 5. information about good dentists (doctors, therapists, and so on) | 10. coins               |

### B. (A) Few and (Not) Many with Count Nouns

Examples	Meanings	Notes
How <b>many</b> (dollars) do you have? I have <b>a few</b> (dollars).	I have some dollars, but not a lot.	Few, a few, many, and no many are used with count nouns. Many can be used in affirmative statements, but it is more common in questions with how and in negative statements.
I don't have <b>many</b> dollar bills.	I have only a small number of dollars, probably not enough.	
I have <b>few</b> dollar bills.	I probably don't have enough.	

**Groupwork** activities maximize opportunities for discussion.

**Video news broadcasts** immerse students in authentic language, complete with scaffolding and follow-up activities.

**Grammar explanations and charts** provide clear, easy to understand, and visually appealing grammar presentations.

**Pairwork** activities encourage students to personalize and practice the target language.

**Using What You've Learned** provides students with opportunities to do less structured, more communicative activities.

### Using What You've Learned



4 Briefly tell or write a short autobiography. Be sure to include any important events from the past and present, and any plans for the future. You may answer some of these questions: When and where were you born? Where did you live while you were growing up? Where did you go to school? What did you study? Have you ever worked? What are you doing now? What special hobbies or interests do you have? What are some of your plans for the future?

If you choose to tell your autobiography, work in small groups and take turns. When one person finishes, the other group members may ask questions if they have any.

If you choose to write, write three paragraphs—one each for past, present, and future events. When you finish, exchange autobiographies with another classmate.



5 In small groups, take turns talking about your own experiences learning a new language or adjusting to life in a new culture. Share some of your stories—funny ones, sad ones, embarrassing ones, happy ones. Later, write your story and, if possible, make a class collection of "memorable moments" you have had.

### Video Activities: An Exchange Student

**Before You Watch.** Discuss these questions in small groups.

- What is an exchange student?
- What problems do you think exchange students might have?

**Watch.** Check all the correct answers.

- Where is Adah from?
  - the United States
  - Switzerland
  - Turkey
- Circle the kinds of problems that exchange students and their families sometimes have.
  - money
  - chores
  - studying
  - cultural/language problems
- What kind of problem did Adah have?
  - Her homestay sister was jealous of her.
  - She had to share the computer.
  - She didn't have a good social life.
- Who was Adah's best friend?
  - Jeli
  - Corey
  - her date
- What happened to Adah's best friend?
  - She got sick.
  - She had a car accident.
  - She went home.





### Focus on Testing

#### Use of Adverb Clauses and Phrases

Adverb clauses and phrases are frequently tested on standardized English proficiency exams. Review these commonly tested structures and check your understanding by completing the sample items that follow.

#### Remember that . . .

- Clauses follow subordinating conjunctions.
- Phrases follow prepositions.
- In formal English, *so that* (not *so*) must be used to express purpose.
- A modal auxiliary is generally used in clauses with *so that*.

#### Part 1: Circle the correct completion for the following.

**Example:** \_\_\_\_\_ he appears happy with his work, he often complains about the schedule.

- a. In spite of                      c. Even  
b. Despite                        d. Even though

1. The geologist was gathering rock samples \_\_\_\_\_ he could locate a site for drilling.  
a. that                              c. so  
b. so that                         d. such that
2. It was \_\_\_\_\_ polluted well that we couldn't use water from it.  
a. so                                c. such a  
b. such                             d. so many
3. Surface winds are rare at the equator \_\_\_\_\_ the earth and the atmosphere rotate at the same speed there.  
a. because                        c. because of  
b. so                                d. due to
4. \_\_\_\_\_ recent changes in weather patterns, scientists are predicting severe droughts and floods in many countries in the future.  
a. Because                        c. Because of  
b. So                                d. Due

#### Part 2: Circle the letter below the underlined word(s) containing an error.

**Example:** Overseas <sup>A</sup> travelers frequently experience culture shock even <sup>B</sup> they may have spent a good deal of time in foreign countries.

1. The Great Lakes in North America <sup>A</sup> form the large <sup>B</sup> body of fresh water in the <sup>C</sup> world. <sup>D</sup>

**Focus on Testing** helps students prepare for academic exams and standardized tests, such as the TOEFL.

Don't forget to check out the new *Interactions Mosaic* Website at [www.mhcontemporary.com/interactionsmosaic](http://www.mhcontemporary.com/interactionsmosaic).

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

Chapter	Grammar Structures	Contexts	Video Topics
<b>1 New Challenges</b>  <b>Page 1</b>	<ul style="list-style-type: none"> <li>■ Review of Basic Sentence Structure</li> <li>■ Word Order of Modifiers</li> <li>■ The Principal Parts of Verbs and Verb Tense Formation</li> <li>■ An Overview of the Tense System</li> </ul>	<ul style="list-style-type: none"> <li>■ Studying a language in a new culture</li> <li>■ Nonverbal communication</li> <li>■ Culture shock</li> <li>■ Attitudes toward time</li> </ul>	An Exchange Student
<b>2 Looking at Learning</b>  <b>Page 27</b>	<ul style="list-style-type: none"> <li>■ Auxiliary Verbs</li> <li>■ The Simple Present and Present Continuous Tenses</li> <li>■ The Present Perfect Continuous and Present Perfect Tenses</li> </ul>	<ul style="list-style-type: none"> <li>■ Comparing universities</li> <li>■ Learning your way around a new place</li> <li>■ University orientation</li> </ul>	High-Tech Jobs and Low-Tech People
<b>3 Relationships</b>  <b>Page 61</b>	<ul style="list-style-type: none"> <li>■ Past Verb Forms: The Simple Past Tense; The Past Continuous Tense</li> <li>■ The Present Perfect Tense with Unspecified Past Time</li> <li>■ The Simple Future Tense; <i>Be Going To</i>; Present Tenses with Future Meaning; The Future Continuous Tense; The Future Perfect and Future Perfect Continuous Tenses</li> <li>■ Past Verb Forms: The Habitual Past; The Future in the Past</li> <li>■ Past Verb Forms: The Past Perfect Tense; The Past Perfect Continuous Tense</li> </ul>	<ul style="list-style-type: none"> <li>■ Birth order</li> <li>■ Kids taking care of themselves</li> <li>■ Families of the future</li> <li>■ Storytelling</li> <li>■ Urbanization</li> </ul>	True Love
<b>4 Health and Leisure</b>  <b>Page 99</b>	<ul style="list-style-type: none"> <li>■ Modal Auxiliaries and Related Structures of Ability and Expectation</li> <li>■ Modal Auxiliaries of Request, Permission, and Preference</li> <li>■ Modal Auxiliaries and Related Structures of Need and Advice</li> <li>■ Modal Auxiliaries of Possibility and Probability</li> <li>■ Review: Chapters 1 to 4</li> </ul>	<ul style="list-style-type: none"> <li>■ Physical fitness</li> <li>■ Buying tickets for events</li> <li>■ Responding to medical emergencies</li> <li>■ Adventure sports</li> <li>■ The history of Monopoly</li> </ul>	Bottled Water
<b>5 High Tech, Low Tech</b>  <b>Page 137</b>	<ul style="list-style-type: none"> <li>■ The Passive Voice with Simple Tenses</li> <li>■ The Passive Voice with Perfect Tenses</li> <li>■ The Passive Voice with Continuous Tenses</li> <li>■ The Passive Voice with Modal Auxiliaries</li> </ul>	<ul style="list-style-type: none"> <li>■ The history of telecommunications</li> <li>■ Gadgets</li> <li>■ Breakthroughs in transportation</li> <li>■ Robots</li> </ul>	Internet Publishing
<b>6 Money Matters</b>  <b>Page 167</b>	<ul style="list-style-type: none"> <li>■ Count Versus Noncount Nouns</li> <li>■ Indefinite Adjectives and Pronouns</li> <li>■ The Definite Article</li> <li>■ Units of Measurement</li> </ul>	<ul style="list-style-type: none"> <li>■ Defining wealth</li> <li>■ What is economics?</li> <li>■ Natural resources</li> <li>■ Changing eating habits</li> </ul>	Welfare Payments
<b>7 Remarkable Individuals</b>  <b>Page 201</b>	<ul style="list-style-type: none"> <li>■ Introduction to Gerunds and Infinitives</li> <li>■ Verbs Followed by Gerunds or Infinitives</li> <li>■ More Verbs Followed by Gerunds or Infinitives</li> <li>■ Verbs Followed by Either Gerunds or Infinitives</li> <li>■ Special Uses of Other Verb Forms</li> </ul>	<ul style="list-style-type: none"> <li>■ Jimmy Carter</li> <li>■ Jerry Garcia</li> <li>■ Living in Antarctica: Adriana Romero</li> <li>■ Great athletes</li> <li>■ Barbara McClintock</li> </ul>	Overcoming Serious Illness
<b>8 Creativity</b>  <b>Page 251</b>	<ul style="list-style-type: none"> <li>■ Compound Sentences</li> <li>■ Adverb Clauses of Time and Condition: Unspecified or Present Time</li> <li>■ Adverb Clauses of Time and Condition: Past Time with the Simple Past and Past Perfect Tenses</li> <li>■ Adverb Clauses of Time and Condition: Past Time with the Simple Past and Past Continuous Tenses</li> <li>■ Adverb Clauses of Time and Condition: Future Time</li> <li>■ Review: Chapters 5 to 8</li> </ul>	<ul style="list-style-type: none"> <li>■ What is creativity?</li> <li>■ Innovation</li> <li>■ Creative individuals</li> <li>■ Creativity and genius in science</li> <li>■ Decision making</li> <li>■ Inventions and the patent system</li> </ul>	A Life of Painting



	Chapter	Grammar Structures	Contexts	Video Topics
9	<b>Human Behavior</b>  <b>Page 299</b>	<ul style="list-style-type: none"> <li>■ Review of Modifiers and Introduction to Adjective Clauses</li> <li>■ Clauses with <i>That</i>, <i>When</i>, and <i>Where</i>: Replacement of Subjects, Objects, and Adverbials of Time or Place</li> <li>■ Restrictive and Nonrestrictive Clauses; Clauses with <i>Who</i>, <i>Which</i>, and <i>Whose</i>: Replacement of Subjects and Possessives</li> <li>■ Clauses with <i>Whom</i> and <i>Which</i>: Replacement of Objects</li> <li>■ Clause to Phrase Reduction; Agreement with Adjective Phrases and Clauses</li> </ul>	<ul style="list-style-type: none"> <li>■ Hinduism</li> <li>■ Buddhism</li> <li>■ Judaism</li> <li>■ Christianity</li> <li>■ Islam</li> </ul>	People Skills
10	<b>Crime and Punishment</b>  <b>Page 331</b>	<ul style="list-style-type: none"> <li>■ <i>Hope and Wish</i></li> <li>■ Conditional Sentences: Present or Unspecified Time</li> <li>■ Perfect Modal Auxiliaries</li> <li>■ Conditional Sentences: Past and Past-to-Present Time</li> </ul>	<ul style="list-style-type: none"> <li>■ Prisoners' regrets</li> <li>■ Crime risks</li> <li>■ Consumer fraud</li> <li>■ Crimes against the environment</li> </ul>	Victim Support Groups
11	<b>The Physical World</b>  <b>Page 357</b>	<ul style="list-style-type: none"> <li>■ Clauses and Related Structures of Cause, Purpose, and Effect or Result</li> <li>■ Clauses and Related Structures of Contrast: Concession and Opposition</li> <li>■ Comparative and Superlative Adjectives and Adverbs</li> <li>■ Comparisons with <i>As</i> and <i>Then</i></li> <li>■ Clauses of Result</li> </ul>	<ul style="list-style-type: none"> <li>■ World weather patterns</li> <li>■ Consumable water availability</li> <li>■ Major bodies of water</li> <li>■ Irrigation systems</li> </ul>	Air Pollution
12	<b>Together on a Small Planet</b>  <b>Page 399</b>	<ul style="list-style-type: none"> <li>■ Clauses with <i>That</i></li> <li>■ Clauses with <i>If</i>, <i>Whether</i>, and Question Words</li> <li>■ Clause to Phrase Reduction</li> <li>■ Review: Chapters 9 to 12</li> </ul>	<ul style="list-style-type: none"> <li>■ Friendship</li> <li>■ Education, learning, and knowledge</li> <li>■ War and peace</li> <li>■ Worldwide innovations</li> </ul>	An Endangered Species

## Appendices

### 1 Irregular Verbs

Page 434

### 2 Spelling Rules and Irregular Noun Plurals

Page 437

### 3 Pronunciation Guidelines for -s and -ed Endings

Page 439

### 4 Formation of Statements and Questions

Page 440

### 5 Modal Auxiliaries and Related Structures

Page 442

## Skills Index

Page 447



# Chapter 1

## New Challenges

### IN THIS CHAPTER

- Part 1** Review of Basic Sentence Structure
- Part 2** Word Order of Modifiers
- Part 3** The Principal Parts of Verbs and Verb Tense Formation
- Part 4** An Overview of the Tense System

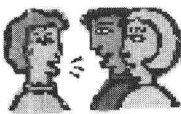
# Introduction

Chapter 1 is a review chapter. It covers some basic structures and grammatical terms, and it looks at some special challenges involved in learning a new language and adjusting to life in a new culture. While you are reviewing the grammar topics in the chapter, you will have a chance to get to know more about your classmates' ideas and backgrounds.

The following passage introduces the chapter theme, "New Challenges," and raises some of the topics and issues you will cover in the chapter.

## Studying a New Language and Culture

Learning to communicate in another language can be very difficult and frustrating at times, but it can also be one of the most rewarding experiences of your life. Being able to communicate in another language will open doors for you to experience a world of new people, places, and ideas. It will offer you a look at cultures from every part of the earth. And if you have the opportunity to live in another culture, the experience will show you many things—above all, about your own culture. It will reveal cultural similarities and differences that you had never noticed in the past. In addition, the experience can also show you a great deal about your own personal beliefs, attitudes, and perceptions. Within a short time in another culture, you will find that you begin to learn a great deal about yourself and your own country and culture.



**Getting to Know Your Class** Learning always involves asking questions. Why not begin by finding out a little about your classmates? Talk with three classmates to gather the information in the following chart. You can write the information in the chart, or you can use a piece of paper.

Name	Hometown and Native Language	Family	Interests (Sports, Hobbies, etc.)	Something Special

Use some of these questions and create others.

- What's your name?

Where are you from?

What country . . . ?

What language . . . ?

Do you have a big family?

How many . . . ?
- What do you like to do . . . ?

Which sports . . . ?

What hobbies . . . ?

What's something special about you?

Do you do anything unusual?

Do you have . . . ?

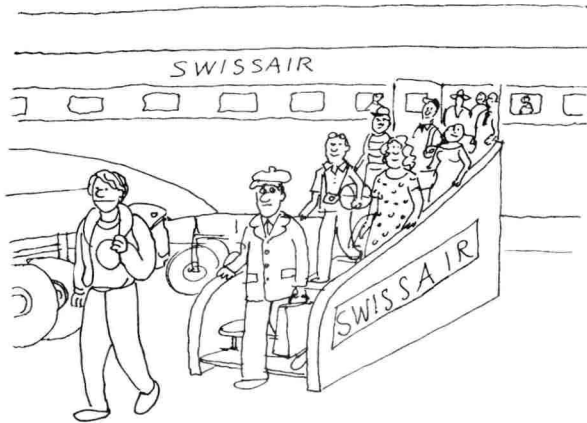


## PART 1

## Review of Basic Sentence Structure

## Setting the Context

**Prereading Questions** You are going to read a passage by a student from Switzerland who spent time studying English in the United States. What effects do you think this experience may have had on him?

**How My American Stay Affected Me**

When I left Switzerland, my life changed completely. I had not known what I should expect or how I would be affected in education, sophistication, and personality through my stay in the United States. Coming from a small country and not having traveled outside of Europe, I was not exactly what people would call a sophisticated man. Now I believe that I am a little more aware. Not only did I learn about the United States, but I also learned tremendously about other fascinating cultures. Most of all, I learned to understand and to accept other cultures. Living in a new country and learning about new cultures has been, I believe, the most important experience in my life.

5

10

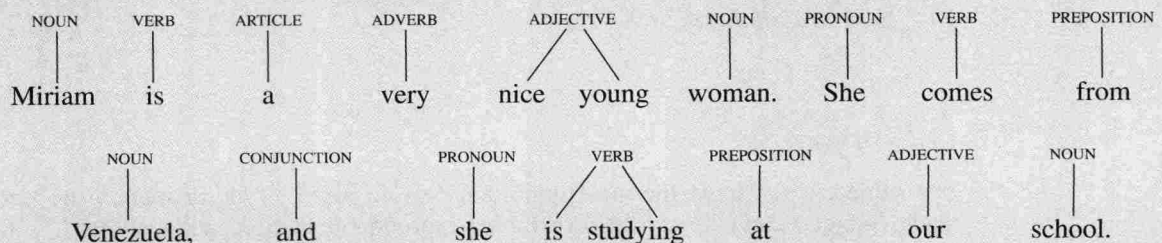
Daniel Pfister



**Discussing Ideas.** Write three things you expected before beginning your English studies. Then choose a partner. Take turns discussing your expectations. Have your experiences been different from your expectations? If so, how?

## A. Parts of Speech

Every sentence in English is made up of basic building blocks, the *parts of speech*. You should be familiar with these: adjective, adverb, article, conjunction, noun, preposition, pronoun, and verb.





	Examples	Notes
<b>Noun or Pronoun</b>	<b>Miriam</b> comes from Venezuela. <b>She</b> is from Caracas.	A noun names a person, place, thing, or idea. Pronouns replace nouns.
<b>Phrase</b>	<b>Many Venezuelan students</b> are studying in the United States. <b>To study in the United States</b> can be expensive. <b>Studying in the United States</b> can be expensive.	A phrase is a group of related words. Infinitive ( <i>to</i> + simple form) or gerund ( <i>ing</i> form) phrases can be used as subjects. These and other verb forms are covered in Chapter 7.
<b>Clause</b>	<b>How long they stay in the United States</b> depends on many things.	A clause is a group of related words that includes a subject and a verb. Dependent clauses are covered in Chapters 8 to 12.

### D. Verbs, Objects, and Complements

Some verbs tell what the subject does. These verbs can be transitive or intransitive. Intransitive verbs do not have objects, but transitive verbs *must* have objects. Other verbs are linking verbs; they connect the subject to the complement. A complement is a noun, pronoun, adjective, phrase, verb form, phrase, or clause that describes the subject. Common linking verbs include *be*, *appear*, *become*, *feel*, *get* (when it means *become*), *look*, *seem*, *smell*, *sound*, and *taste*. The chart gives some examples.

	Examples	Notes
<b>Intransitive Verbs</b>	Miriam <b>travels</b> often.	An intransitive verb is complete without an object.
<b>Transitive Verbs and Objects</b>	When she travels, she always <b>buys</b> souvenirs.	A transitive verb <i>must</i> have an object. It is incomplete without one.
<b>Direct Object</b>	She bought her daughter <b>a sweater</b> .	Direct objects answer the questions <i>who(m)?</i> or <i>what?</i>
<b>Indirect Object</b>	She bought <b>her daughter</b> a sweater.	Indirect objects answer the questions <i>to/for who(m)?</i> or <i>what?</i>
<b>Linking Verbs and Complements</b>	Miriam <b>is</b> a lawyer. She <b>seems</b> happy with her work. It <b>appears</b> to be a very interesting job.	Linking verbs are followed by complements: information that describes the subject. Remember that adverbs cannot be used as complements after linking verbs. Example: Correct: <i>He seems happy.</i> Incorrect: <i>He seems happily.</i>



- 2 Find the subjects, verbs, objects, and/or complements in the following sentences. Underline each subject once and each verb twice. Circle objects or complements.

**Example:** Every year, thousands of foreign students begin university studies in North America.

1. Most of these students have studied some English before coming to an English-speaking country.
2. Many already read and write English fairly well.
3. A major difficulty for all new students, however, is to understand and speak English.
4. Making phone calls or understanding directions can be difficult.
5. Many Americans use a lot of slang.
6. Each part of the country has variations in vocabulary and pronunciation.
7. Nevertheless, after the first few weeks, most new students will notice tremendous improvement.
8. All of a sudden, English becomes a lot clearer and easier!

### E. Pronouns and Possessive Adjectives

<b>Subject Pronouns</b>	I	you	he	she	it	we	they
<b>Object Pronouns</b>	me	you	him	her	it	us	them
<b>Possessive Adjectives</b>	my	your	his	her	its	our	their
<b>Possessive Pronouns</b>	mine	yours	his	hers	its	ours	theirs
<b>Reflexive Pronouns</b>	myself	yourself yourselves	himself	herself	itself	ourselves	themselves



- 3 Work alone or with a partner. Identify the italicized word or words in each sentence. Each is a pronoun. Tell what kind of pronoun each word is.

**Example:** Communicating in *your* first language is easier than communicating in a second language.

*Your* is a possessive adjective.

1. Daniel had a little trouble speaking in *his* second language, English.
2. After a few months, *he* gained confidence and *his* fluency increased.
3. *I* wish it had been the same for *me*.
4. Sometimes *I* ask *myself* if *I* will ever learn a second language well.
5. Gary started studying Korean a year after *me*, but *his* Korean is much more fluent than *mine*.
6. When *we* meet, Gary says, "Wow! *Your* language has really improved."
7. "*My* Korean will never sound like *yours*," *I* tell *him*.
8. "Nonsense! People learn at *their* own speed," Gary tells *me*.
9. "*You* are just better at language than *I* am. Admit *it*."
10. "Well, neither one of *us* will ever sound like a real Korean. *Our* Korean will sound a lot alike in the end, but *it* will never sound like *theirs*—true Korean."

#### 4 Complete the following sentences by using appropriate pronoun forms.



**Example:** When we communicate, each of us speaks two distinct languages.

1. We express \_\_\_\_\_ with \_\_\_\_\_ bodies as well as with \_\_\_\_\_ words.
2. People's movements often communicate more than \_\_\_\_\_ words.
3. Each culture has \_\_\_\_\_ own body language.
4. Arabs often move very close when \_\_\_\_\_ want to communicate.
5. A Japanese woman will tilt \_\_\_\_\_ head to the side when \_\_\_\_\_ is confused or puzzled.
6. Germans may feel uncomfortable when someone stands or sits close to \_\_\_\_\_.
7. When an American businessperson is doing business, \_\_\_\_\_ tries to keep eye contact with \_\_\_\_\_ client.
8. You can learn more about \_\_\_\_\_ own body language by observing \_\_\_\_\_ as \_\_\_\_\_ talk with others.

### F. Sentence Types

Sentences can be simple, compound, complex, or a combination of compound and complex.

	Examples	Notes
<b>Simple</b>	Sukariati arrived from Indonesia last week. Sukariati's sister and brother are living here now. Her cousin wanted to come, too, but couldn't.	A simple sentence has at least one subject and one verb. A simple sentence can have a compound subject. A simple sentence can have a compound verb.
<b>Compound</b>	Sukariati began her classes yesterday, and she likes them a lot.	Compound sentences are sentences joined by a comma and a conjunction: <i>and, but, for, nor, or, so, or yet</i> .
<b>Complex</b>	Muljati, who is originally from Jakarta, has lived in the United States for some time. She chose to live in California because she liked the climate.	Complex sentences are sentences joined by connecting words such as <i>who, that, because, after, while</i> , and so on. These are covered in Chapters 8 to 12.

- 5 Label the subject(s) and verb(s) in each of the following sentences. Tell whether the sentences are simple, compound, or complex. If the sentence is compound or complex, circle the connecting word.

**Examples:** Have you met Kunio Takahashi? *simple sentence*

Kunio is one of the most interesting people whom

I have met here. *complex sentence*

1. My friend Kunio is from Tokyo, Japan.
2. He has studied English in Canada for a year, and now he hopes to study veterinary science.
3. Because Kunio wants to study both English and veterinary science, he has applied to schools in Canada and Australia.
4. Is he working on an undergraduate or a graduate degree?
5. Kunio already has his bachelor's degree.
6. He will get his master's degree, and then he will begin a doctoral program.
7. What did he study as an undergraduate?
8. I'm not really sure.
9. Why don't you ask him when you see him again?
10. He's so busy enjoying Canadian life that I never see him!

- 6 **Error Analysis.** Indicate whether the following 12 items are complete or incomplete sentences. If the sentence is incomplete, tell what is missing and add words to correct it.

**Example:** Learning a new language.

*Incomplete. It needs a subject and a complete verb.  
She is learning a new language.*

*Or: It needs a verb and a complement.  
Learning a new language is challenging.*

1. Is difficult to adjust to a new culture.
2. Learning a new language can be frustrating.
3. Many people confused because of all the new vocabulary.
4. Body language is different from culture to culture.
5. The experience of life in a new country very exciting.
6. Another language will open doors for you.
7. To experience a world of new people, places, and ideas.
8. Cultures from every part of the earth.
9. Think about the similarities and differences across cultures.
10. The experience can show you a great deal.
11. You will learn a lot.
12. You will meet.