

101

Pre-Lesson Grammar Worksheets

General English



free sample

get your students ready **BEFORE** class
maximize the time **IN** class

by Chris Cotter

Thank you for downloading the free sample of **101 Pre-Lesson Grammar Worksheets**.

These worksheets were designed to better maximize the time in the classroom. Although grammar is an integral part of learning a language, it can also be boring and dry. No one wants to sacrifice a lot of time with drills and controlled activities.

101 Pre-Lesson Grammar Worksheets are about getting your students familiar with the grammar before the lesson, which then lets them use new language more quickly and more correctly in the lesson. With less time needed for drills, there is more time to speak...

And students need as much opportunity to speak as possible. They need to connect new language with existing language, and also personalize the information to make it real and relevant.

Here are a few questions for you to consider:

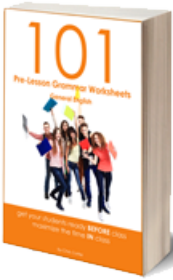
- Would you like send students grammar materials for self-study?
- Would you like spend less time presenting new grammar and more time practicing new grammar?
- Would you like effective materials that set your lessons apart from the lessons of other teachers?

101 Pre-Lesson Grammar Worksheets can provide solutions to all these questions, plus do a lot more.

Enjoy the free sample, and have a great class!

Chris Cotter





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HEADS UP ENGLISH

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Preface

As teachers, we assume a lot of responsibility for the success of our students. We must constantly improve in our lessons, expand our range of knowledge and ideas for learning, and discover new methods to help students reach their goals.

This book focuses on grammar, but it isn't your typical grammar handbook or resource. The contents instead prepare students for a lesson in advance, which then allows the teacher to more quickly present and practice the target language. Students get to maximize their output in a lesson.

Students need as much opportunity to speak. With productive practice, students can connect new language with existing language, personalize the information to make it real and relevant, and also maintain a high level of motivation. Whether a lesson focuses on grammar, listening, reading, etc, some speaking components for collaboration and practice is a must.

This definitely doesn't mean that you should base a lesson on free conversation. And these grammar worksheets represent specific planning in advance of a lesson. They allow students to more quickly improve accuracy, which then allows for extensive fluency practice. Students should be offered every opportunity to become familiar with new grammar structures, resulting in more confidence and familiarity when it comes time to do a role play, discussion, or other free(r) activity.

I hope these grammar worksheets, which represent a wide range of structures frequently taught and used, serve the same purpose as they have in my lessons: To further help your students reach their goals and achieve success with their new language.

Have great classes!

Chris Cotter

How to Use This Resource

101 Pre-Lesson Grammar Worksheets have been designed for students to become familiar with a new target structure in advance of a lesson. Whether you intend to teach grammar to beginner, intermediate, or advanced students, each worksheet means you can more quickly introduce and practice the language.

These worksheets have been bundled into a single book, but are also available as separate handouts. Each grammar structure consists of a *Pre-Lesson Comprehension* which provides an explanation of the language, a *Pre-Lesson Practice* with a handful of exercises, and the *Answers*.

It's important to note, however, that these *101 Pre-Lesson Grammar Worksheets* significantly differ from your usual grammar handouts.

First, the explanations, examples, and practice exercises are purposefully simple. Because students independently work in advance of the lesson, they might not have encountered the language, might have misunderstood the language from past studies, or might have misremembered the language and thus created fossilized mistakes. As a result, and without a teacher to answer additional questions, any difficult vocabulary or sentence structures get in the way of understanding the grammar point.

Each worksheet thus familiarizes students with the new language. If students have self-studied with one of the handouts, everyone will have a general understanding when the teacher asks about the language in the classroom. Put simply, more hands will go up when you ask: "Have you ever heard of tag questions?" or "Can anyone tell me when to use the present perfect tense?" or "Can someone give me an example of a countable noun?" You can more immediately elicit and provide examples, as well as more quickly practice with controlled or semi-controlled activities.

The worksheets don't incorporate every exception to a rule, though. Additional extensions can always be introduced in a lesson as needed. What's more, each worksheet focuses on an isolated grammar point, such as **present simple statements** or **present simple questions**. This allows students to more readily digest a grammar structure independent of the teacher and classroom.

Lastly, it's important to remember the above when looking at the practice exercises. These seek to get students somewhat comfortable with the language ahead of the lesson, so the exercises should prove relatively simple. In fact, the teacher shouldn't have to use valuable time in the lesson in order to check answers on the Pre-Lesson Practice worksheet.

So how do you, as a teacher, use the materials from *101 Pre-Lesson Grammar Worksheets*? Here are a few suggestions:

How to Use This Resource

Method One

- 1: The teacher has decided on a specific grammar point for the next lesson. He/She makes copies of the specific worksheet(s) or sends the worksheet(s) by email.
- 2: Students read and complete the worksheet(s) at home as self-study.
- 3: In the next lesson, the teacher briefly introduces the target language, as well as adds any important exceptions or information.
- 4: Students practice with controlled, semi-controlled, and free activities.

Method Two

- 1: In the course of a lesson, the teacher realizes students lack an understanding of an important, level-relevant grammar structure.
- 2: Rather than detour from the objective of the lesson in order to introduce and practice this grammar point, the teacher provides students with the relevant worksheet(s).
- 3: In the next lesson, the teacher can briefly review and/or check comprehension before moving on, or he/she may center the next lesson on the new target language.

Notice that in both methods above, students don't work through the whole book at their own pace. In general, any material which is at or above their level requires additional opportunities for productive practice in the classroom. However, this does constitute a third method, which can also be completed by students independent of the teacher or classroom.

Method Three

- 1: Students receive *101 Pre-Lesson Grammar Worksheets*.
- 2: Students work on the grammar worksheets slowly, with "slowly" being the key word. Only one or two worksheets should be attempted at any single sitting.
- 3: Following the Pre-Lesson Comprehension and Pre-Lesson Practice, students purposefully try to use the new grammar in their speaking and writing.
- 4: Review! Review! Review! Students should continually return to previously studied structures to re-familiarize themselves with the target structures.

Pre-Lesson Comprehension

Target Language: *simple past tense (statements)*

Focus: You will learn the *simple past tense* to talk about finished actions. You will learn how to change an action verb to the *simple past tense*, and you will also learn about irregular verbs.

Read and understand the target language below.

We use the **simple past tense** to talk about actions that happened in the past. The action / event has finished.

- I **watched** a movie on TV last night.



The actions can be short or long. For most verbs, the structure is: **verb + ed**. For example:

- I **invited** my friends for my birthday.
- Peter **lived** in Italy for three years. He **liked** it very much.

There are three different ways to pronounce verbs in the past tense with **-ed**.

/d/	/t/	/ɪd/
called	asked	decided
played	cooked	hated
used	walked	rested

Here are some negative sentences. The action verb doesn't add **-ed**, so the structure is: **didn't + base verb**.

- X** I ~~**didn't invited**~~ my friends for my birthday.
- I **didn't invite** my friends for my birthday.
- Peter **didn't live** in Italy for three years. He **lived** there for two years.

Some verbs are irregular. This means that the verb doesn't add **-ed**, and the verb takes a different form.

VERB		IRREGULAR PAST TENSE	
buy	⇒	bought	● I bought a new shirt yesterday.
go	⇒	went	● I went to the movies last weekend.
have	⇒	had	● I had an English lesson this morning.
take	⇒	took	● My brother took a test last week.

Pre-Lesson Practice

Target Language: *simple past tense (statements)*

Practice: Now try some activities to help you use the target language.

Check your dictionary and write the correct past tense verb in the blanks below.

1: look _____

6: help _____

2: fly _____

7: listen _____

3: buy _____

8: see _____

4: play _____

9: talk _____

5: make _____

10: go _____

Unscramble and write the sentences. Be sure to change the verb to the past tense!

11: play / weekend / ping pong / last / . / I

12: her / on / to / talk / . / Saturday / Vivian / friend

13: birthday / we / yesterday / my / . / celebrate

14: new / want / clothes / . / I / some

15: overseas / don't travel / they / . / their / for / vacation

Pre-Lesson Comprehension

Target Language: *simple past tense (questions)*

Focus: In this lesson, you will learn how to ask **questions** about actions in the **simple past tense**.

Read and understand the target language below.

We use the **simple past tense** to talk about finished actions. **Closed questions** use the following structure: **did + subject + base verb + object**. **Closed questions** are also called **Y/N questions**.

Q: **Did** you **see** a movie last Saturday?

A: Yes, I did. I saw a movie last Saturday.

No, I didn't. I stayed home last Saturday.

For **open** or **wh-questions**, we use this structure: **wh-question + did + subject + base verb**. For example:

Q: **Where did** you **learn** English?

A: I learned English in London.

Q: **When did** you **go** to London?

A: I went there from August to December last year.

Q: **What did** you **do** there?

A: I had class in the morning. I did homework in the afternoon. I worked part time at night.

Remember: The action verb in a question uses the base verb.

X ~~Did you went to class yesterday?~~ ☞

O Did you go to class yesterday?

X ~~Where did you went yesterday?~~ ☞

O Where did you go yesterday?

Watch out for mistakes!

With **Y/N questions**, be careful with the verb.

Q: **Did** you see the British Museum in London?

↑
x
↓

A: Yes, I **saw**.

Q: **Did** you see the British Museum in London?

↑
o
↓

A: Yes, I **did**. I saw the British Museum.

Pre-Lesson Practice

Target Language: *simple past tense (questions)*

Practice: Now try some activities to help you use the target language.

Correct the mistake in the questions below. Rewrite the questions.

6: Did you saw a movie last weekend?

7: Do you went overseas last year?

8: Where do you studied English?

Make Y/N questions for the following times.

9: yesterday *Did you play tennis yesterday?*

10: last night

11: last Saturday

12: two weeks ago

Make wh-questions for the following times.

13: yesterday

14: last night

15: last Saturday

16: two weeks ago

Pre-Lesson Practice

Target Language: *see, watch, and look*

Practice: Now try some activities to help you use the target language.

For each sentence, choose *see, watch, or look* from the word box below.

looked for watched see looked at
saw looked in watch

- 1: He _____ a baseball game when he visited Seattle.
- 2: She was hungry, so she _____ the fridge for something to eat.
- 3: Jacob lost his car keys again. He _____ them all morning.
- 4: We _____ some nice dresses at the store.
- 5: Who did you _____ last weekend?
- 6: What movie did you _____ yesterday?
- 7: They _____ some beautiful paintings at the art museum.

Now answer the questions below.

- 8: Look in your bag. What is in there?

- 9: What movie did you watch recently?

- 10: What do you see now?

Pre-Lesson Comprehension

Target Language: *any, some, and no (compound nouns)*

Focus: In this lesson, you will learn how to make *compound nouns* with *any, some, and no*.

Read and understand the target language below.

We use **any, some,** and **no** with certain nouns to make a **compound noun**. Look at the words below:

INDEFINITE ARTICLE	+	NOUN / ADVERB
any	+	one / body (to talk about people)
some	+	thing (to talk about things)
no	+	where (to talk about places)

We use **any** in negative sentences. We also use **any** when the answer isn't important.

people: My husband will talk to **anyone**. He talks too much!

things: Steve loves sports. He will watch **anything**.

places: I didn't go **anywhere** last weekend. I was too busy!

We use **some** in positive sentences.

people: Will I meet **someone** and fall in love with them?

things: I saw **something** strange in the sky!

places: I want to go **somewhere** for vacation, but I don't have enough money.

We use **no** when the amount of people, places, or things is zero. The verb in the sentence must also be positive.

people: Felix met **no one** famous on his vacation to Hollywood.

things: I ate **nothing** all day. I'm very hungry.

places: Because it rained all weekend, I went **nowhere**.

Watch out for mistakes!

The word **one** is singular, but **someone** or **anyone** use plural subject pronouns and plural object pronouns.

- I will meet **someone** at the airport. **They** are visiting San Francisco for a week.
(plural subject pronoun)
- My husband will talk to **anyone**. He will talk to **them** for hours and hours.
(plural object pronoun)

Pre-Lesson Practice

Target Language: *any, some, and no (compound nouns)*

Practice: Now try some activities to help you use the target language.

Choose the correct compound noun in the sentences below.

11: I didn't go (**anywhere** / **nowhere**) yesterday. I was sick.

12: She met (**someone** / **anyone**) at the station.

13: They won't buy (**something** / **anything**) for Ted's birthday.

14: Let's go (**nowhere** / **somewhere**) this weekend. I don't want to stay at home.

Complete the sentences with the correct compound noun.

15: The teacher said _____ important, but I didn't listen.

16: I don't talk to _____. I don't like people.

17: He ate _____ at the restaurant. He wasn't hungry.

18: Stephen didn't do _____ this morning. He slept until noon!

Now make some sentences of your own.

19: any + thing / one / body / where

20: some + thing / one / body / where

21: no + thing / one / body / where

Pre-Lesson Comprehension

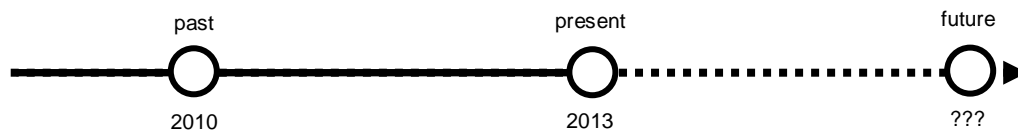
Target Language: *for and since with the present perfect tense*

Focus: After this lesson, you will be able to use *for* and *since* with the *present perfect tense*.

Read and understand the target language below.

The **present perfect tense** can describe an action that started in the past, continued to the present, and will continue indefinitely into the future. The action hasn't ended yet. For example:

- Steve **has lived** overseas **for three years**.



This means that Steve moved overseas in 2010, still lives overseas today, and will live overseas in the future. He might move back to his country in the future, but he doesn't have any plans to move back at the moment.

We use **for** with the **present perfect** to focus on the duration or length of the action.

- I **have lived** overseas **for three years**.
- Annie **has taught** English **for six months**.
- Karl **hasn't been** happy **for three months**.

We use **since** to focus on the start of the action. We use: **since + time / day / date** or a **clause**. For example:

- I **have lived** overseas **since 2010**.
- I **have lived** overseas **since I graduated university**.
- Annie **has taught** English **since six months ago**.
- Annie **has taught** English **since she moved to Spain**.
- Karl **hasn't been** happy **since October**.
- Karl **hasn't been** happy **since he met Stacy**.

We can use **for** and **since** together to clearly describe the duration and when the action started.

- I **have lived** overseas **for three years since I graduated university**.
- ✗ I **have lived** overseas **since I graduated university for three years**.

Pre-Lesson Practice

Target Language: *for and since with the present perfect tense*

Practice: Now try some activities to help you use the target language.

Complete the sentences with *for* or *since*.

1: I have lived by myself _____.

a: for twenty years old

b: since twenty years old

c: since I was twenty years old

2: We haven't seen Darren _____.

a: for three years

b: since three years

c: for 2010

3: Sam has studied at university _____.

a: for he finished high school

b: for 2005

c: since 2011

4: Terry hasn't been to school _____.

a: for she got sick

b: for two weeks

c: since two weeks

5: James hasn't eaten meat _____.

a: since he became a vegetarian

b: for it was 2010

c: for 2010

Complete each sentence with *for*.

6: I have studied English _____

7: I haven't played a video game _____

Complete each sentence with *since*.

8: I have studied English _____

9: I haven't played a video game _____

Pre-Lesson Comprehension

Target Language: *that / which relative clauses as the subjects of sentences*

Focus: You will learn how to use *relative clauses* to provide more information for *the subjects of sentences*. You will focus only on clauses with *that* and *which*.

Read and understand the target language below.

We use **relative clauses** to give more information and detail about a noun. For example:

- The **backpack that / which was on sale** is now out of stock.

- The **coffee that / which comes from Columbia** is usually quite good.


In these sentences, the **relative clause** gives important detail about the backpack and coffee. The sentences identify something specific. Without the **relative clause**, we wouldn't know which backpack or coffee among many.

A: The backpack is out of stock.

B: Which backpack?


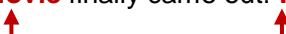
A: The backpack **that / which was on sale** is now out of stock.

If the subject of the sentence and the subject of the **relative clause** are the same, then we can drop the subject of the **relative clause**. Here are some examples:

The backpack was on sale. **The backpack** is now out of stock.
 (same subject and subject)

- X** The backpack ~~that / which the backpack was on sale~~ is now out of stock.
- O** The backpack **that / which was on sale** is now out of stock.
- The restaurant **that / which is in the park** is very expensive.

If the subject of the sentence and the subject of the **relative clause** are different, then we must include the subject. We drop the object in the **relative clause**. For example:

The movie finally came out! **I** really want to see **the movie**.
 (same subject and object)
 (different subject and subject)

- X** The movie ~~that / which I really want to see the movie~~ finally came out!
- O** The movie **that / which I really want to see** finally came out!
- The computer **that / which I bought** was cheap.

Pre-Lesson Practice

Target Language: *that / which relative clauses as the subjects of sentences*

Practice: Now try some activities to help you use the target language.

Use *that* or *which* in the sentences below. All of the sentences have the same subjects.

22: The store is near here. The store has a big sale.

The store that is near here has a big sale.

23: The medicine is for the flu. The medicine makes me sleepy.

24: The watch broke. The watch is too expensive to fix.

25: The new smart phone came out. The smart phone is still too expensive.

All of the sentences have different subjects. Use *that* or *which* to make new sentences.

26: The test was very difficult. I took the test.

The test that I took was very difficult.

27: The dinner was too oily. I ate the dinner.

28: The book looks very interesting. You lent me the book.

29: The shirt was too small. He bought the shirt.

Pre-Lesson Comprehension

Target Language: *that / which relative clauses as the objects of sentences*

Focus: In this lesson, you will learn how to use *relative clauses* to give more information about things. You will only learn about *relative clauses as the objects of sentences*.

Read and understand the target language below.

It's always a good idea to add information to provide clarity and detail. For example:

- Janine bought a new car. It was very expensive.
- We went to a wedding. It was held on a beach in Hawaii.

We can link the two sentences with **that** or **which** to give additional information. The second clause is called a **relative clause**. **That** is usually used for casual speaking, and **which** is usually used for more formal situations. There isn't any change in meaning between **that** and **which**.

- Janine bought a new car **that / which was very expensive**.
- We went to a wedding **that / which was held on the beach in Hawaii**.

If the object of the first sentence and the subject of the second sentence are the same, then we drop the subject in the **relative clause**. For example:

My friend took a **test**. The **test** was quite difficult.
(same object and subject)

- ~~X~~ My friend took a test **that / which the test was quite difficult**.
- My friend took a test **that / which was quite difficult**.

However, if the object of the first sentence and the subject of the second sentence are different, then we must include the subject in the **relative clause**. We drop the object in the **relative clause**.

I lost the **notebook**. I bought the **notebook** yesterday.
(different object and subject)

- ~~X~~ I lost the notebook **that / which I bought the notebook yesterday**.
- I lost the notebook **that / which I bought yesterday**.

Pre-Lesson Practice

Target Language: *that / which relative clauses as the objects of sentences*

Practice: Now try some activities to help you use the target language.

Use *that* or *which* in the sentences below. All of the sentences have the same object and subject.

30: He bought a present. The present was expensive.

He bought a present that was expensive.

31: She has a backpack. The backpack is too small.

32: I met my friend at the cafe. The cafe is near my house.

33: I like to watch movies. The movies are scary.

All of the sentences have different objects and subjects. Use *that* or *which* to make new sentences.

34: I bought a new TV. I wanted a TV for a long time.

I bought a new TV that I wanted for a long time.

35: Blair lost his jacket. He got the jacket for his birthday.

36: Gabby lost her job. She hated her job.

37: Shelly cooked the dinner. Everyone thought the dinner was fantastic.

Pre-Lesson Comprehension

Target Language: *reduced relative clauses*

Focus: After this lesson, you will be able to use *reduced relative clauses* to give more information in the subject or object of a sentence.

Read and understand the target language below.

We can make speaking or writing more concise by using a **reduced relative clause**. For example:

relative clause: I liked the new movie **that starred Matt Damon**.

reduced relative clause: I liked the new movie **starring Matt Damon**.

If the verb in the relative clause is in the active voice, then we cut the relative pronoun and any helping verbs and use: **present participle (verb -ing) + object / complement**. The verb tense doesn't matter. The **reduced clause** can give more information to the subject or the object of the sentence. Here are some examples:

Students study hard. **Students** do well on the final test.
 (same subject and subject)

- Students **who study hard** do well on the final test.
- Students **studying hard** do well on the final test.

I'm looking forward to the **summer concert**. The **summer concert** will have more than fifty bands.
 (same object and subject)

- I'm looking forward to the summer concert **that will have more than fifty bands**.
- I'm looking forward to the summer concert **having more than fifty bands**.

If the verb in the **relative clause** is in the passive voice, then we take out the relative pronoun and any helping verbs and use: **past participle + object / complement**. Again, the verb tense doesn't matter. For example:

The **fish** was caught off the coast of Africa. The **fish** set a world record.
 (same subject and subject)

- The fish **that was caught off the coast of Africa** set a world record. It was the largest of its kind.
- The fish **caught off the coast of Africa** set a world record. It was the largest of its kind.

I bought a **book**. The **book** was signed by the author.
 (same subject and subject)

- I bought a book **that was signed by the author**.
- I bought a book **signed by the author**.

Pre-Lesson Practice

Target Language: *reduced relative clauses*

Practice: Now try some activities to help you use the target language.

Rewrite the sentences using reduced relative clauses for the active voice.

38: The musician **who sang this song** died in a plane crash years ago.

The musician singing this song died in a plane crash years ago.

39: The store **that went out of business** had very rude salespeople.

40: I yelled at the boy **who was talking on his phone loudly**.

41: I always give a little money to homeless people **who beg at the station**.

Rewrite the sentences using reduced relative clauses for the passive voice.

42: The boy **who was saved from the fire** will be fine.

43: The clerk **who was fired yesterday** stole a lot of money.

44: The news that **was broadcast around the world** showed people's reactions.

45: I bought some fish **that was imported from Vietnam**.

Pre-Lesson Comprehension

Target Language: *clauses of purpose*

Focus: You will learn how to explain reasons and purposes for actions with **to** and **for**. These are called *clauses of purpose*.

Read and understand the target language below.

There are many ways to explain a reason or purpose. Two examples use "because" and "so." We can also use **to** and **for**, and these are called **clauses of purpose**. Here are some examples:

- Paulo went to America. He studied English.
- Paulo went to America because he wanted to study English.

to: Paulo went to America **to study English**.

for: Paulo went to America **for his English**.

With a verb, we use an **infinitive (to + verb)**. For example:

- I met my friends **to eat lunch together**.
- Steve learned Spanish **to speak with his girlfriend**. She is from Mexico.
- We took a taxi **to not be late**.

We use **for** with nouns (**for + noun / noun clause**). For example:

- I met my friend **for lunch**.
- Steve learned Spanish **for his girlfriend**. She is from Mexico.
- Kris saved money **for college**.

Watch out for mistakes!

We usually don't use **gerunds (verb + ing)** with **for** to describe the purpose of an event or action. It's better to use the **infinitive**. For example:

- X** Paulo went to America **for studying English**.
- O** Paulo went to America **to study English**.

- X** I did extra credit **for passing the class**.
- O** I did extra credit **to pass the class**.

Pre-Lesson Practice

Target Language: *clauses of purpose*

Practice: Now try some activities to help you use the target language.

Complete the sentences below with *to* or *for*.

46: We went to the store _____ groceries.

47: They studied English _____ live overseas.

48: I looked at recipes _____ cook a special dinner.

49: They looked at YouTube videos _____ pass the time.

50: Bill and Max exercised _____ their health.

Complete the sentences with your own clauses of purpose.

51: She met her best friend...

to: _____

for: _____

52: He went to the store...

to: _____

for: _____

53: I study English...

to: _____

for: _____

Pre-Lesson Comprehension

Target Language: *-ed and -ing adjectives*

Focus: After this lesson, you will be able to understand and use *-ed and -ing adjectives*.

Read and understand the target language below.

In English, we can add **-ed** or **-ing** to the base form of a verb to make an **adjective**. The **-ed** or **-ing adjective** can come before the noun it modifies or at the end of the clause or sentence. For example:

- The **book** is **interesting**.
- I gave an **interesting book** to my friend.
- The **child** was **surprised**.
- The **surprised child** began to laugh.

We use **-ed adjectives** to describe a feeling or emotion, which is the same as when you feel happy, sad, or sick.

- I feel **bored**. I don't want to study anymore.
- He feels **tired**. He worked until midnight last night.
- John was **confused**. He didn't understand the explanation.

We use **-ing adjectives** to describe the quality or character of something, which is the same as when we use "hard," "heavy," or "new" to describe something. For example:

- The movie was **interesting**. I want to see it again!
- My vacation was **amazing**. I had so much fun.
- The party will be **exciting**. Everyone is going to come.

Watch out for mistakes!

Students of English often confuse **-ed** and **-ing adjectives**. For example:

- I am **boring**. = I am a dull person.
- I am **bored**. = Something is not interesting for me.

Pre-Lesson Practice

Target Language: *-ed and -ing adjectives*

Practice: Now try some activities to help you use the target language.

Choose the correct **-ed** or **-ing** adjective for each of the sentences below.

- 1: It was an (**interested** / **interesting**) movie.
- 2: The party was very (**excited** / **exciting**) last night.
- 3: The teacher explained the grammar, but I still felt (**confused** / **confusing**).
- 4: My vacation to the south of France was very (**relaxed** / **relaxing**).
- 5: Crying babies are quite (**annoyed** / **annoying**), I feel.
- 6: When I failed the class, I was (**embarrassed** / **embarrassing**).
- 7: My friend couldn't meet me for lunch, so I felt (**disappointed** / **disappointing**).
- 8: This class is (**confused** / **confusing**). Maybe I should quit.
- 9: I went shopping all day for presents. It was very (**tired** / **tiring**).
- 10: She was (**shocked** / **shocking**) that she passed the test. She didn't study at all.

Next write some sentences with **-ed** and **-ing** adjectives.

11: excited: _____

exciting: _____

12: surprised: _____

surprising: _____

Pre-Lesson Comprehension

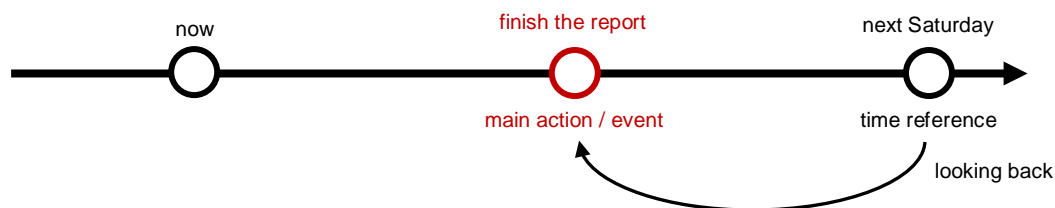
Target Language: *future perfect tense*

Focus: After this lesson, you will be able to talk about future events with the *future perfect tense*.

Read and understand the target language below.

We use the **future perfect tense** to talk about actions and events in the future. However, when we use this language structure, the point of view is a more distant future and we are looking back on the main action.

- I **will have finished** my report **by next Saturday**.



We use the **future perfect tense** to show the start or finish of an action / event at a specific time in the future. The structure is: **will + have + past participle**. Here are a few more examples:

- Bill **will have graduated** university **by May of next year**.
(action / event) (time reference)
- George **will have moved** to Hawaii **before the year ends**.
- **In 100 years**, we **will have invented** cars that fly!

If we want to make the sentence negative, we use: **will not (won't) + have + past participle**.

- Bill **will not have graduated** university by May of next year. He has to take accounting again.
- George **will not have moved** to Hawaii before the year ends. He needs to save more money.
- In 100 years, we **will not have invented** cars that fly! It's just impossible!

Lastly, questions use the following structures:

Closed Questions: **will / won't + subject + have + past participle**

Q: **Will** it **have stopped** raining by this afternoon? I want to go jogging in the park.

A: Yes, it **will have stopped** raining.

No, it **won't have stopped** raining.

Open Questions: **wh-question + will / won't + subject + have + past participle**

Q: **What will** you **have accomplished** by the time you are 40?

A: I **will have made** \$1,000,000 by the time I am 40.

Pre-Lesson Practice

Target Language: *future perfect tense*

Practice: Now try some activities to help you use the target language.

Complete the positive statements with the future perfect tense.

- 1: Michelle (**start**) will have started her new job by this time next year.
- 2: By the time I am fifty, I (**retire**) _____ to a tropical island!
- 3: In three years, I (**finish**) _____ my MBA.
- 4: We (**discover**) _____ life on other planets by 2100.

Complete the negative statements with the future perfect tense.

- 5: I (**clean**) _____ the house before my friends visit, so I need your help.
- 6: She (**finish**) _____ her homework before it's due. She always procrastinates.
- 7: He (**go to bed**) _____ yet. I think it's okay to call him.
- 8: Rob (**get**) _____ well yet. He was really sick a few days ago.

Now complete the questions with the future perfect tense.

- 9: (**leave**) _____ the train _____ yet? I think I
overslept again! Oh no!!
- 10: (**finish**) _____ you _____ the homework by Friday?
- 11: What (**accomplish**) _____ you _____ by the time you
retire in a few years?
- 12: On your trip around the world, where (**visit**) _____ you
_____ before winter?