

A Case Study: The Use of the Third Person Singular Inflection -s by a Japanese English Learner

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Abstract

This project was designed to address a particular English grammatical point, the present tense the third person-singular -s that most Japanese English learners struggle to acquire with native-like control. There was one participant in this case study. The participant was given tasks that required attention to the present tense third person singular form. The research was also designed to investigate how effective explicit grammar instruction could be for a Japanese English language learner. Previous SLA research has shown that there are a number of factors that contribute to acquisition of a second language. This paper focuses especially on factors such as the age of language learners, the order of acquisition and types of instructions, as compared with the results of previous research findings. Some pedagogical implications drawn from the study results will be provided at the end.

Literature Review

The case study was designed to answer Ellis' (2006) questions concerning whether grammar should be taught and if so, what grammar, when, and how. Despite the fact that Hedge (2009) claimed that grammar teaching is provided within the framework of presentation and practice, Ellis (2006) claimed that grammar teaching does not necessarily accompany presentation and practice. Grammar teaching can be a form of contriving to provide many exemplars to learners through input. Corrective feedback itself can be the means of grammar teaching in communicative tasks. I would use the definition of grammar teaching Ellis (2006) provided in the article as follows: Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form is such as a way that it helps the learners either to understand it metalinguistically and /or process it in comprehension and /or production so that they can internalize it.

To Ellis' first question, *Should we teach grammar?*, the answer would be 'yes' especially for my participant considering his age. DeKeyser (2000) investigated how the age of arrival along with the verbal ability of subjects who started to learn L2 as adults affected ultimate L2 attainment. He found that there was substantial correlation between age and ultimate L2 attainment. Aptitude did not play a role in L2 acquisition of child learners. Adult learners have more difficulties acquiring L2 in a naturalistic way.

Later, Ellis (2012) claimed that the *age of onset* has effects on the rate of acquisition and on ultimate attainment. Despite the fact that early start of L2 learning produces superior L2 acquisition, older learners have greater cognitive development and profit more from explicit learning. Moreover, Ellis (2006) stated that learners who had grammar instruction progressed more rapidly and achieved higher levels of proficiency. DeKeyser and Ellis' claims implied that explicit grammar instruction is useful for adult L2 learners. Other research findings, such as Genesee's (1987) empirical study in the Canadian immersion program, have shown that naturalistic language learning does not result in learners' high levels of grammatical competence. Therefore, providing grammar instruction instead of naturalistic learning environment to an older learner seems to be rational.

Ellis' (2006) next question is *What grammar should we teach?* Ellis' position was that it is essential to describe the form-meaning connections of the target language. In addition, it is important to refer to two different kinds of difficulty: the difficulty learners have in internalizing a grammatical feature and the difficulty they have in acquiring the ability to use that feature accurately in communication. Ellis also refers to the English grammar present tense third person singular -s that is the target grammar in this case study. According to Ellis, most learners have no difficulty in grasping the rule for English third person singular -s, but they have enormous difficulty in internalizing this structure to use it accurately. The grammatical items one focuses on could yield different levels of ultimate attainment. In this case study, the target grammar third person singular -s was selected because it does not exist in the participant's first language, Japanese. Besides, considering the participant's objectives of learning English and his stage of development, mastering the third person singular -s is crucial.

However, there is little research done on Japanese subjects learning the third person singular -s. Abraham (1984) investigated the patterns of use of the present tense third person singular morpheme (-s)

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used in speaking by adult ESL students (non-Japanese). His research has shown that the morpheme might be acquired, not in isolation, but attached to particular verbs, and the phonetic environment and perhaps frequency of use influence the order in which verbs attract. There is little research that show a universal order of acquisition of each grammatical point for Japanese English learners; however, we can hypothesize that saliency would play a huge role in the accurate use of grammatical items and the structural environment; for example, what comes before or follows the present tense third person singular -s.

I would also point out that the order of acquisition is considered to be one of the most important perspectives in SLA. Bailey, Madden and Krashen (1974) found that children and adults who learn English as a second language use common strategies and process linguistic data in similar ways. Goldschneider and DeKeyser (2001) refuted the idea that there is a "natural" order of acquisition of English grammatical morphemes common to all learners of English as a second language. Instead, the order of acquisition is determined by a combination of five different factors: perceptual salience, semantic complexity, morphophonological regularity, syntactic category, and frequency. They concluded that a broad range of saliency at various levels (phonological, morphological, syntactic, semantic, and numerical) is the ultimate predictor of the order of acquisition.

The types of instruction learners receive affect the effectiveness of learning. This is related to the question Ellis (2006) proposed, *Should grammar teaching be intensive or extensive; Is there any value in teaching explicit grammar knowledge?* In this study, we had four sessions in addition to three meetings with diagnostic tests and two post-tests. Intensive instruction was used in this study. The present-practice-produce (PPP) model of grammar teaching was used. Ellis (2006) claimed that practice eventually leads to success in automatizing structures. He also noted that practice should involve both drills and tasks. In addition to that, it helps learners to use structures they have already partially acquired more accurately (White, Spada, Lightbown, & Ranta, 1991).

Ellis (2006) also addressed the question of whether there is any value in teaching explicit grammatical knowledge. Norris and Ortega (2000) reported that explicit instruction had greater effects than implicit instruction. Furthermore, L2 instruction seemed more durable according to his research results. However, as Ellis noted, there was no study that tested whether explicit knowledge converted directly into implicit knowledge; this was due to the difficulty of measurement of which type of knowledge learners employ when they perform a language task or test. He claimed that both focus-on-form and focus-on forms lead to positive results, and provided the order of effectiveness for more specific instructional types as follows: explicit FonF > explicit FonFs > implicit FonF > implicit FonFs.

Moreover, as Mackey, Gass, and McDonough (2000) reported, learners tend to perceive interactional feedback on phonology and lexis more accurately than they do on morphosyntax. Therefore, giving explicit feedback to foster learner's explicit knowledge based on learners' order of difficulty could be the basis for effective learning.

There are also various instructional techniques included in form-focused instruction, and these include corrective feedback and explicit grammar instruction. Corrective feedback includes indicating that errors have been made (Carroll and Swain, 1993), providing explicit metalinguistic knowledge as Nagata (1993) and Rosa and Leow (2004) observed in their research. Ellis (2012) also concluded that output-prompting through elicitations, requests for clarification and metalinguistic clues is more likely to promote L2 acquisition than input-providing through recasts.

Ellis (2006) also questioned if grammar teaching should be massed or distributed. We had just six weeks for the case study because of time constraints. Therefore, maximizing the grammar effects was vital. Miles (2014) reported that spaced distribution instruction in L2 grammar had a greater effect than giving one uninterrupted session to the learners. The effectiveness of spaced distribution instruction was observed especially in the results on the delayed post- tests. The spaced learning group's test scores on the editing task declined less than those of the massed learning group. As to the translation task, the score of the spaced learning group's translation task improved. Miles pointed out that his study results did not show how spaced distribution instruction could affect general skill development. There might be a possibility that what the learners gained from spaced grammar instruction could not transfer to production skills such as speaking and writing.

Considering the previous research results, I gave my participant spaced explicit grammar instruction and gave him corrective feedback in mainly an output-prompting way. I also focused on how the syntactic difference in the use of third person singular -s would affect saliency.

In this study, the following three hypotheses will be tested.

Hypothesis

1. The participant in this study will acquire the target structure with explicit instruction by forming form and meaning.
2. Explicit corrective feedback will boost learning.
3. Spaced learning will facilitate the learner's acquisition of the target language.

Methods

Participant

The participant was a 23-year-old male native speaker of Japanese. He was a graduate student. Shota (pseudonym) was born and bred in Japan. He started receiving English education from middle school. In the interview, he claimed that he was not an avid learner of English when he was in a middle school. He started to study English aiming to pass college entrance examinations. He mainly learned English through the grammar translation method. He majored in mechanical engineering and planned to work at a company that had branch offices in English speaking countries. He was learning English with the view to working in English speaking countries in the future; therefore, as of this data collection time, he was a motivated English learner. A year earlier, he had achieved a score of 715 on the TOEIC listening and reading test which the company he wanted to work for required. The participant was planning to take the TOEIC speaking and writing test within a few months. Some materials used in each session were designed for the TOEIC speaking and writing test targeting the use of third person singular –s.

Instruments

All the instruments are found in the Appendices. The grammatical judgement test (DeKeyser, 2000) was administered to the participant with some changes (Appendix A). It had all grammatically incorrect sentences unlike DeKeyser's original test. The participant was asked to correct the grammatical errors he found. The participant was allowed to use a dictionary if there were unknown words he wanted to look up. Murphy's (1992) exercise of the third-person singular –s was then given to the participant as the second diagnostic test in order to help him figure out what syntactic structure in the target grammar was problematic (Appendix B).

Each session started with review using the material from a previous session. Then, an explanation of the grammar with explicit instruction followed. The review exercises included all the items he had learned which were not limited just to the items from previous sessions. The instruments and the purposes of the activities in each session are listed below.

Table 1. *Tasks and Procedures with Purposes of the Four Sessions*

Session	Sequence of activities	Purpose
1	Review (Appendix B: Murphy's exercise) Explanation (Appendix C) Review exercise (Appendix D: affirmative)	Pay attention to the errors he made on the diagnostic test. Review the basic rules of third-person singular –s in affirmative sentences
2	Review (Appendix C: review test from first session) Explanation (Appendix E and F: question and negative) Review exercise (Appendix: G and H: fill in the blanks)	Pay attention to the errors he made in the previous review test Produce sentences in written forms in question and negative
3	Review (Appendix G and H: review test from second session) Task 1 (Appendix I: write sentences in present tense using the information in the given pictures) Explanation (Appendix J and K: use of third person singular-s with countable and uncountable nouns)	Pay attention to the errors he made on previous review exercises Use the proper third person singular with countable and uncountable nouns Use the present tense third person singular with uncountable nouns

	Task 2 (Appendix L: write sentences in present tense using uncountable nouns) Task 3 (Appendix M: write sentences in present tense to describe what is on the table)	
4	Task 1 (Appendix N: write sentences about a student's daily schedule using the information in the given pictures) Task 2 (Appendix O: write sentences using the item in the pictures) Review of second and third session Explanation (Appendix P: other rules of present tense third person singular -s and make sentences using the handout) Review exercise (Appendix Q: fill in the blanks)	Make explicit knowledge automatic Apply the rest of the knowledge (use of gerund, causal, number, and so on) with present tense third person singular -s

Procedures

In the first session, the participant was told what he was going to learn in the four sessions. The participant was given a handout with the basic rule of the use of third person singular -s (Appendix C). Then, the participant made affirmative sentences freely using the knowledge he had just learned, and used the sentences from Murphy's exercise (Appendix B). Then, he was given 10 fill-in-the-blank type questions as review (Appendix D).

In the second session, we checked the errors the participant had made in the exercise given at the end of the first session. Then, the participant reviewed the basic rules of the present tense third person singular -s in question and negative (Appendix E and F). He made sentences freely using the rules he had just reviewed. The review exercise from the first session was also used (Appendix D). At the end of the session, he was given two review exercises on the use of present tense third person singular -s in question and negative sentences (Appendix G and H).

The third session started with checking the errors in the review exercises of the third person singular -s in question and negative forms. The participant answered all 20 questions correctly; therefore, we did not spend much time on reviewing the exercises. He worked on Task 1 (Appendix I); this required him to describe the given pictures by writing sentences in the present tense. After checking each sentence he had made, he was asked to make his own sentences in question and negative form. After the review, I told him the rule of countable and uncountable nouns with the use of present tense third person singular -s (Appendix J). He could ask questions whenever he did not understand, or create his own sentences to confirm the rules. Then, I explained the rules of how we can make uncountable nouns treated like countable nouns by adding some words, for example, a piece of furniture (Appendix K). Task 2 was to make a sentence using uncountable items as subjects (Appendix L). After checking the answers and giving corrective feedback, Task 3 was given (Appendix M). Several items, either countable or uncountable, were in the tables; the participant was asked to make sentences using those items as subjects.

In the fourth session, I gave the participant two different tasks at the beginning. Task 1 was for the practice of present tense third person singular -s by making sentences based on the given pictures of a college student's daily schedule (Appendix N). Task 2 was for producing sentences based on either countable or uncountable items as subjects (Appendix O). An explanation of other words used with present tense third person singular -s was given to the participant (Appendix P). In addition to each sentence provided in the handout, he was asked to make one more extra sentence for each example. At the end he did a review exercise with twenty questions covered in the fourth session (Appendix Q).

Results and Discussions

I will analyze the results of the two post-tests (Appendix R) and his performance on the review exercises in each session by categorizing the type of errors the participant made. In other words, the syntactic features of a sentence on which he made errors will be featured. I also will focus on the interactions or activities we had on grammar items that he showed improvement on.

Before investigating his performance on the two post-tests, I would like to provide some detailed information related to the underlying reasons why I chose tasks for each session.

First, the target grammar was selected based on the results of the grammatical judgment test and

exercise from Murphy's *English Grammar in Use*. We had two meetings prior to the four sessions to figure out what grammar items the participant especially needed to focus on. The error identification in the grammar test in the first meeting showed that the participant had trouble with certain grammatical items; the use of irregular verbs, irregular forms of plurals, present tense third person singular –s, progressive –ing, determinants used with abstract nouns, pronouns omitted in obligatory contexts, the use of phrasal verbs in which separation is not allowed, word order in the combination of auxiliary and passive voice in question sentences, adding correct auxiliaries related to the use of present tense third person singular –s in question sentences, and S V IO DO order violation. Among them, we realized that a number of his grammatical errors resulted from present tense third person singular –s. He did not recognize that present tense third person singular –s was omitted with subjects followed with singular verbs (Mrs. Sampson clean her house every Wednesday/Every Friday our neighbour wash her car). He did not change verb inflection with present tense third person singular –s either (The little boy speak to a policeman/Janet wear the dress I gave her). He inserted auxiliary verbs that did not correspond to the subject in question sentences (What does they sell at the corner store?/When does they leave for Mexico?) Errors on subject and verb agreement in present tense with use of third person singular –s were found in progressive sentences (The children was playing in the garden till dark these days).

At the beginning of the second meeting, I returned the result of his test without providing correct answers. I asked the participant to figure out why the incorrect answers were incorrect in order to ensure his errors were not made by accident. He could not explain why his answers were incorrect and could not point out that his errors came from present tense third person singular –s. He admitted that he was not sure of the appropriate use of present tense third person singular –s with various subjects in different types of sentences.

To figure out the condition of misusing present tense third person singular –s, the participant was given an additional diagnostic test from one of the exercises in *English Grammar in Use* (Murphy, 1992). The participant made errors in the use of the present tense third person singular –s in 8 questions out of 30 questions. Table two summarizes the number of errors of the use of present tense third person singular –s in different types of sentences found in the grammatical judgement test and Murphy's exercise.

Table 2. *The Number of Errors Found in Different Types of Grammar in the Use of the Present Tense Third Person Singular -s*

Types of Sentences Types of Subject	Affirmative	Negative	Question
He/She/It/	3		3
Countable / Uncountable nouns	5	2	2
Gerund	1		
Clausal			
Other subjects (Every/Each, etc.)			

Some types of subjects covered in sessions were not tested in the diagnostic tests because neither diagnostic tests had an equal number of questions with a particular subject type in different types of sentences. However, the participant claimed that he was not certain about the rule of the use of present tense third person singular –s, and he could not give explicit knowledge about the use of third person singular –s with confidence. Considering the motivation of learners, therefore, the target grammar items of present tense third person singular forms were decided as follows:

Third person singular form with a subject: he, she, it, name of a single person, or places.

Third person singular form in a question sentence.

Third person singular form in a negative sentence.

Third person singular form with subjects of countable nouns and uncountable nouns.

Third person singular form with other subject-verb agreement rules (gerund, clausal subject, etc.).

Table one showed that tasks and instructions given in each session were as stated above. After two meetings for diagnostic tests, we had four sessions once a week. Each session lasted two hours and then the post-test was given three days later. I recorded all the interactions with the participant and instead of having an extra session for an interview with him, I asked him to provide questions and comments during the sessions. I will briefly introduce the participant's comments that are linked to his grammar knowledge.

In the first session, I gave the participant a handout of the basic grammar rule of present tense third person singular -s. At that point, he said that he remembered that he had learned the rule of third person singular -s at the very beginning of English class in middle school. He confessed that he had some confusion about the basic rule of present tense third person singular -s in the following particulars. His first question was why the subject, I, you, he, she, and it, all refer to a single person, or a single item, but took different verb forms. In other words, he always had had questions concerning the terminology used in grammar explanations.

In Japanese English education, teachers might have explained to students using certain grammatical terms e.g. *Ichininshou* (the first person, I), *Nininshou* (the second person, you), *Sanninshou* (the third person: he, she, it, and so on). It was a good question, but I did not answer to his question at that point.

The participant's second concern was that he sometimes confused present tense third person singular -s with plural noun -s. In other words, when he saw the third person -s verb inflection, he often incorrectly assumed that it was for plural use; thus, he sometimes considered the subject to be plural.

The participant's third claim was that when he thought of an English sentence, for example, 'I play tennis.' the Japanese translation would be *Watashi ha tennisu wo suru*. For him, the *be* verb was considered to be equivalent to a Japanese particle. Therefore, he sometimes made a sentence such as 'I am play tennis.' But his teacher thought that he had failed to write a sentence using present progressive, even though his first language, Japanese, influenced his sentence in the present tense. The participant explained very clearly how he tended to misunderstand the use of English grammar, especially when he produced sentences; his comments gave me the idea that giving a good grammar explanation would be crucial to have him fully understand the target grammar.

To his first question, I gave an explicit explanation without using grammar terms. I explained that except for *I* and *you*, any single person takes a third person singular verb inflection in present tense. The participant said that after the first session, he started to pay more attention to subject and verb in the present tense. In the review exercise he was given 10 sentences and was asked to fill in the blanks with the correct form of the verb provided. He made one error with a sentence: (bark) The neighbourhood dogs ____ most of the night. He put *barks* instead of *bark*. I asked him why he wrote *barks* and he said he did not pay attention to the word dogs, and paid attention to only the word neighbourhood. Other than that, he got nine correct answers out of ten.

The participant worked on three exercises using the basic rule of present tense third person singular -s in affirmative sentences. The other two review exercises required him to describe pictures in the present tense. The first one in the third session included 12 pictures; he made errors in three pictures out of twelve. He wrote *The woman throw a ball.* and forgot to add the -s inflection. The other two mistakes were spelling errors. He wrote *teachs* for *teaches* and *punchs* for *punches*. The second exercise describing pictures in the fourth session included 17 pictures. He wrote his own sentences and subjects and verbs; each use of the inflection -s was correct.

In the first post-test, he answered all the questions correctly that required subject and verb agreement in present tense affirmative sentences. In the second post-test done in 50 days after the first post-test, he made an error on the same sentence (bark) The neighbourhood dogs ____ most of the night (This was from the review exercise).

Regarding the use of the third-person singular -s in negative and question sentences, the participant did not make any errors in the review exercises given in the second session, third session, or the fourth session. On the first post-test, he made one error in a wh-question sentence in the present tense. He was supposed to write *What does he teach~?* but he wrote *What is he teach~?* However, overall, he did well on the first post-test because he got all the answers correct in 10 negative sentences, and 10 yes-no question sentences. Other than the one error, he got nine wh-questions correct out of 10. In the second post-test, he made no errors.

Uncountable nouns were rather difficult for the participant. On the review test of the use of countable and uncountable nouns, he made errors on 5 sentences out of 10. He wrote *Art play an important role in everyday life*, *Love make us blind*, *Our travel tips gives you fast, immediate access to lots of information*, *Electricity provide the power you need to run your home electronic equipment*, and *Bad news do make people unhappy*. The rule of countable and uncountable nouns relies on memorization, and one must pay attention to the entire context of the sentence. On the review exercise describing given pictures in the fourth session, he answered all of them correctly. However, on the first post test, he made four errors on the use of countable and uncountable nouns. His errors were on *Two luggages are in front of the counter*, *A bread is on the table*, *A light come from the sun*, and *There are nice jeans*. In the second post-test, he made the same errors on the same sentences.

In the fourth session, he said that the handout I gave him reminded him of questions which appeared on college entrance examinations. On the review exercise at the end of the fourth session he got 18 correct answers out of 20. The two sentences he got wrong were: *A number of people is at the concert yesterday* and *The number of people who use smart phones are increased*.

On the first post-test, the participant made errors in two sentences: *The young has the future in their hands* and *Three years are long time to be without a job*. On the second post-test, the participant made errors; *The number of cars on the road has fallen*; *Madness is part of life*; *Many people drive too fast*; *Neither of the restaurant we went to were expensive*; *Each team have eleven players*; *Ten divided by two equals five*; *That building over there is where I work*; *To help others is to help ourselves*; *Two times two equal four*; and *Beauty is more than skin deep*. The participant failed to correct sentences or pointed out that some sentences did not need any correction. This shows that the use of the present tense third person singular –s requires more memorization of the rule; the rule is the least salient and needs more spaced learning for the participant.

The results of the first post-test (Appendix R) showed that the participant got 64 answers correct out of 70 questions. The results of the second post-test (Appendix R) showed that he got 56 answers correct out of 70 questions.

The purpose of this case study is not to be concerned about the number of answers he got correct compared with those of the post-test, but to investigate whether the hypothesis I stated at the beginning of paper was justified considering the nature of the syntactic environment and instruction.

1. The participant who passed puberty in this study will acquire the target structure with explicit instruction by forming a map of form and meaning. It helped especially improve participant's accuracy on the use of the present tense third person –s in affirmative, negative, and question sentences.
2. Explicit corrective feedback boosts learning.
3. Spaced learning facilitates the learner's acquisition of the target language.

Overall, explicit instruction helps learners to form a map of form and meaning. It works especially in the use of the third person singular –s in present tense.

For the use of the third-person singular –s in affirmative, negative, and yes-no question sentences, explicit instruction, explicit negative feedback, and spaced learning definitely worked. This is because the participant answered questions without making any single mistake. However, he had a lower percentage of correct responses for the use of present tense third-person singular –s in affirmative, negative, yes-no question sentences using countable and uncountable nouns. This was because he needed to pay attention to the rules as well as to the semantic meaning of a sentence; such nouns require more memorization for a Japanese English learner. Besides, as he admitted, he had not spent much time learning this in the past. This means that explicit instruction is more effective for a learner to acquire the knowledge he had previously studied. Other rules that simply show a set of rules concerning what subject takes either a singular verb form or plural verb form were easier to learn and more salient than memorizing what are countable and uncountable nouns.

After the second post-test, he said that he did not spend time reviewing the rules of what nouns would be countable or uncountable as well as what subjects take the present tense third person singular –s in their following verbs. His comments implied that more spaced learning would be needed other than what he had.

The pedagogical implication I could draw from this case study was that explicit grammar instruction could be effective to a certain extent, especially when one combined it with corrective feedback and spaced learning. I plan to give a delayed post-test in a month so that explicit grammar instruction will have a long-term effect.

The drawback of this case study is that it might not be suitable to apply the results to all Japanese English learners of the participant's age. The outcome might be totally different because there are a lot of factors intertwined as previous research findings have shown. The result of this case study did not show if this could lead to ultimate language attainment or whether just temporally learning occurred.

When it comes to classroom teaching, it would be more difficult to focus on one grammatical item and to dedicate sufficient time to review it. Giving corrective feedback to each learner to make sure they have created a map of form and meaning would also be challenging. Each learner might have different requests and motivation levels, and they might not be able to analyze their problem as well as the participant in this study did. I could customize my explanations and instruction depending on the participant's needs in this study based on his feedback. It would be more challenging to meet each learner's demand and the constraints of an institution.

Conclusion

Further study is needed with a long period of observation. Acquiring present tense third person singular -s is difficult for Japanese learners, and instructors can make them pay attention to the form in meaningful contexts with explicit instruction. Corrective feedback is very useful, especially when there are time constraints; furthermore, corrective feedback satisfies learners with high motivation. For future research, I would need more subjects to see if what I observed in this study could be generalized to other Japanese learners around the participant's age with a similar background. As an instructor, I learned a lot from the participants' feedback and questions. Overall, the case study was very productive for both the participant and the instructor.

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Appendix A

GRAMMATICALITY JUDGMENT TEST ITEMS

Correct the sentences where necessary.

Practice

1. A snake bit she on the leg.
 2. Susan is making some cookies for us.
 3. The baby bird has fall from the oak tree.
 4. The little boy was counting all his pennies last night.
- A.
1. Last night the old lady die in her sleep.
 2. Sandy fill a jar with cookies last night.
 3. John sing for the church choir yesterday.
- B.
4. Janie slepted with her teddy bear last night.
 5. Last night the books falled off the shelves.
 6. A policeman gived Alan a ticket for speeding yesterday.
- C.
7. A bat flewed into our attic last night.
 8. Yesterday the teacher sented Allison to the principal.
 9. Mr. Murphy hided his money under his mattress.
- A.
1. Three boy played on the swings in the park.
 2. Many house were destroyed by the flood last week.
 3. The farmer bought two pig at the market.
- B.
4. A shoe salesman sees many foots throughout the day.
 5. Two mouses ran into the house this morning.
 6. The boy lost two teeths in the fight.
- C.
7. I need to get some informations about the train schedule.
 8. Our neighbour bought new furnitures last week.
 9. Teachers often give useful advices to their students.
- A.
1. John's dog always wait for him at the corner.
 2. Mrs. Sampson clean her house every Wednesday.
 3. Every Friday our neighbour wash her car.
- B.
4. John can plays the piano very well.
 5. Our new neighbour should turns his radio down a bit.
 6. Mary will goes to Europe next year.
 7. The Johnsons may are moving to Chicago this fall.
 8. Mrs. Newport will is leaving the party early.
- A.
1. The little boy is speak to a policeman.
 2. Janet is wear the dress I gave her.
 3. The boy has been lie to his father.
- B.
4. Tom working in his office right now.
 5. The children playing in the garden till dark these days.
 6. Bob trying to fix Jim's car with his new tools.
- A.
1. Tom is reading book in the bathtub.
 2. Mrs. Johnson went to library yesterday.
 3. The boy is helping the man build house.
- B.
4. The beauty is something that lasts forever.
 5. After a life like that he will go straight to the hell.
 6. The red is a beautiful color.
 7. The men played the basketball in the backyard.

A.

1. Peter made out the check but didn't sign.
2. Mary looked at the flowers but didn't buy.
3. John took a sweater along but didn't put on.
4. Mike wrote the letter but didn't send.

B.

5. The girl cut himself on a piece of glass.
6. Peter did not have any money on her.
7. Mary fell but he did not break any bones.
8. John knew but she did not tell.

A.

1. The man climbed the ladder up carefully.
2. The drunk slept his hangover off in the guest room.
3. The new neighbors carried a long conversation on.
4. This plastic gives a weird smell off.

B.

5. Kevin called Nancy for a date up.
6. The man looked the new cars yesterday over.
7. She broke her shoes very carefully in.
8. Mary took her coat quickly off.

A.

1. George says much too softly.
2. The little boys laughed the clown.
3. John said me that his wife was ill.
4. The student was learning in his room until late last night.
5. I want you will go to the store now.
6. I hope you to go to the store now.
7. The man allows his son watch TV.
8. The man lets his son to watch TV.
9. The girls want watching TV.
10. The girls enjoy to watch TV.

A.

1. Will be Harry blamed for the accident?
2. Has been the King served his dinner?
3. Is being the baby held by his mother?

B.

4. Can ride the little girl a bicycle?
5. Will wear Harry his new shirt to the party?
6. Is waiting Sally in the car?

C.

7. Knows John the answer to that question?
8. Swam Janet in the race yesterday?
9. Danced Bill at the party last night?

D.

10. Where did Arnie hunted last year?
11. Did Bobbie stayed at home last night?
12. Does Martha uses her microwave oven?

A.

1. What Martha is bringing to the party?
2. Where Ted is working this summer?
3. When Sam will fix his car?

B.

4. Who you meet at the park every day?
5. What they sell at the corner store?
6. When they leave for Mexico?

A.

1. The dinner the man burned.
2. The ball the boy caught.
3. The girl the movie likes.

B.

4. The woman the policeman asked a question.
5. The boy carrots feeds the rabbits.
6. Linda a cake baked John.

C.

7. Bites the dog.
8. Drinks the man.
9. Paints the woman.

D.

10. The students to the movies went.
11. The children with the dog play.
12. All our friends in the suburbs live.

E.

13. The student eats quickly his meals.
14. Kevin rides usually his bicycle to work.
15. My neighbor enjoyed slowly his dessert.

Appendix B

Exercises

Unit 2

2.1 Complete the sentences using the following verbs:

cause(s) connect(s) drink(s) live(s) open(s) ~~speaks(s)~~ take(s)

- 1 Tanya speaks German very well.
- 2 I don't often coffee.
- 3 The swimming pool at 7.30 every morning.
- 4 Bad driving many accidents.
- 5 My parents in a very small flat.
- 6 The Olympic Games place every four years.
- 7 The Panama Canal the Atlantic and Pacific oceans.

2.2 Put the verb into the correct form.

- 1 Julie doesn't drink (not / drink) tea very often.
- 2 What time (the banks / close) here?
- 3 I've got a computer, but I (not / use) it much.
- 4 'Where (Martin / come) from?' 'He's Scottish.'
- 5 'What (you / do)?' 'I'm an electrician.'
- 6 It (take) me an hour to get to work. How long (it / take) you?
- 7 Look at this sentence. What (this word / mean)?
- 8 David isn't very fit. He (not / do) any sport.

2.3 Use the following verbs to complete the sentences. Sometimes you need the negative:

believe eat flow ~~go~~ ~~grow~~ make rise tell translate

- 1 The earth goes round the sun.
- 2 Rice doesn't grow in Britain.
- 3 The sun in the east.
- 4 Bees honey.
- 5 Vegetarians meat.
- 6 An atheist in God.
- 7 An interpreter from one language into another.
- 8 Liars are people who the truth.
- 9 The River Amazon into the Atlantic Ocean.

2.4 You ask Liz questions about herself and her family. Write the questions.

- 1 You know that Liz plays tennis. You want to know how often. Ask her.
How often do you play tennis ?
- 2 Perhaps Liz's sister plays tennis too. You want to know. Ask Liz.
..... your sister ?
- 3 You know that Liz reads a newspaper every day. You want to know which one. Ask her.
..... ?
- 4 You know that Liz's brother works. You want to know what he does. Ask Liz.
..... ?
- 5 You know that Liz goes to the cinema a lot. You want to know how often. Ask her.
..... ?
- 6 You don't know where Liz's grandparents live. You want to know. Ask Liz.
..... ?

2.5 Complete using the following:

I apologise I insist I promise I recommend ~~I suggest~~

- 1 It's a nice day. I suggest we go out for a walk.
- 2 I won't tell anybody what you said.
- 3 (in a restaurant) You must let me pay for the meal.
- 4 for what I did. It won't happen again.
- 5 The new restaurant in Hill Street is very good. it.

Unit
2

Present simple (I do)

A

Study this example situation:



Alex is a bus driver, but now he is in bed asleep.
He is not driving a bus. (He is asleep.)
but He drives a bus. (He is a bus driver.)

Drive(s)/work(s)/do(es) etc. is the *present simple*:

I/we/you/they	drive/work/do	etc.
---------------	---------------	------

he/she/it	drives/works/does	etc.
-----------	-------------------	------

B

We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- ☐ Nurses **look** after patients in hospitals.
- ☐ I usually **go** away at weekends.
- ☐ The earth **goes** round the sun.
- ☐ The café **opens** at 7.30 in the morning.

Remember:

I work ... but He works ... They teach ... but My sister teaches ...

For spelling (-s or -es), see Appendix 6.

C

We use **do/does** to make questions and negative sentences:

do	I/we/you/they	work?	I/we/you/they	don't	work
does	he/she/it	drive?	he/she/it	doesn't	drive
		do?			do

- ☐ I come from Canada. Where **do** you come from?
- ☐ I **don't** go away very often.
- ☐ What **does** this word **mean**? (*not* What means this word?)
- ☐ Rice **doesn't** grow in cold climates.

In the following examples, **do** is also the main verb (do you **do** / doesn't **do** etc.):

- ☐ 'What **do** you **do**?' 'I **work** in a shop.'
- ☐ He's always so lazy. He **doesn't do** anything to help.

D

We use the present simple to say how often we do things:

- ☐ I **get** up at 8 o'clock **every morning**.
- ☐ **How often** do you go to the dentist?
- ☐ Julie **doesn't drink** tea **very often**.
- ☐ Robert usually goes away **two or three times a year**.

E

I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you *promise* to do something, you can say '**I promise ...**'; when you *suggest* something, you can say '**I suggest ...**':

- ☐ I **promise** I won't be late. (*not* I'm promising)
- ☐ 'What do you **suggest** I do?' 'I **suggest** that you ...'

In the same way we say: I **apologise ...** / I **advise ...** / I **insist ...** / I **agree ...** / I **refuse ...** etc.

Appendix C

The Basic Rule of the Use of Third Person Singular -s

	Present		Past
I am	we are	I was	we were
you are	you are	you were	you were
he, she, it is	they are	he, she, it was	they were

Appendix D

Review Exercise

Fill in the blanks with the correct form of the verb.

1. (spread) The tree branches _____ over the sidewalk.
2. (begin) When it's very cold, my teeth _____ to chatter.
3. (run) Cedric _____ in a marathon twice a year.
4. (bark) The neighborhood dogs _____ most of the night.
5. (sell) The little girl _____ lemonade on hot Saturday mornings.
6. (take) It takes _____ a lot of money and good credit to buy a house in some parts of California.
7. (taste) Red apples usually _____ sweet and delicious.
8. (shine) The full moon _____ clear and bright on warm summer nights.
9. (expect) Meredith _____ to have another baby before she is 38 years old.
10. (want) All the employees _____ to take a vacation in August.

Appendix E

Handout for the Second Session
The Negative Simple Present Tense

Subject + auxiliary verb do or does + not + main verb (without -s)

Affirmative	Negative
I drive a car.	I do not drive a car.
She takes a bus to work.	She does not take the bus to work.
Mr. Nasser likes this hotel.	Mr. Nasser does not like this hotel.
Sabrina has a new car.	Sabrina does not have a new car.

The *not* comes between *do* or *does* and the main verb. It is often attached to *do* or *does* in a contraction.

I don't drive a car.
She doesn't take the bus to work.
Mr. Nasser doesn't like this hotel.
Sabrina doesn't have a new car.

Remember that you shouldn't put the *-s* ending on the main verb in negatives. Also remember that you should use only one negative in English.

I don't speak Spanish.	(Not*: I don't speak no Spanish.)
She doesn't have any money.	(Not*: She doesn't have no money.)
I never walk to work in the rain.	(Not*: I don't never walk to work in the rain.)

Remember that you need *do* or *does* in front of not with every verb except *be*:

I am on vacation.	I am not on vacation.
-------------------	-----------------------

Appendix F

Questions in the Present Tense

Questions in the present tense are a lot like negatives because you always need to use the auxiliary *do* or *does*, except with *be*.

Affirmative	Question
Sandro studies English at the community center.	Does Sandro study English at the community center?
They are in New York this week.	Are they in New York this week?

Remember to begin questions in the simple present tense with *do* or *does*, then the subject, and then the main verb (again, always without an -s ending!)

Affirmative	Question
Tom knows Mary.	Does Tom know Mary?
The children enjoy reading.	Do the children enjoy reading?
Maxime has many friends.	Does Maxime have many friends?

The exception is questions with a main verb *is*, *am*, or *are*:

Am I wrong?
Are you happy with the meal?
Is Gary at work right now?

Appendix G

Handout for the Second Session Review Exercise 1

Make the following sentences negative.

1. Tammy rides her horse to school.
2. We pay a lot to take the bus.
3. The children do what the teacher says.
4. Most women like to give their clothes away.
5. Darren and Tom care about the rules of good sportsmanship.
6. Maddie gets as much exercise as she used to.
7. It gets better than this!
8. Many flowers bloom all summer long.
9. The yard gets enough water.
10. The mountains have a lot of snow this time of year.

Appendix H

Handout for the Second Session Review Exercise 2

Change the following sentences into questions.

1. Harold likes to go bird watching.
2. Carolyn understands Spanish.
3. Mockingbirds sing very early in the morning.
4. You catch the bus at Fourth and Broadway.
5. I write to my mother at least once a week.
6. Tina teaches with the Peace Corps.
7. Minnie hides the cookies from her children.
8. The companies send their products through the U.S. mail.
9. The Smiths hear a catfight in their yard almost every night.
10. Taka's party begins at noon.

Appendix I

Task 1. Describe each picture and make a sentence in present tense.



(sell)



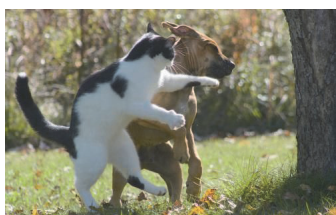
(take)



(run)



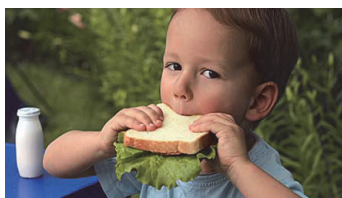
(drink)



(punch)



(deliver)



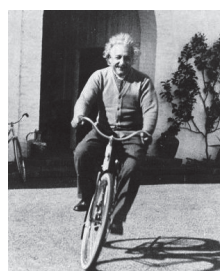
(eat)



(count)



(teach)



(ride)



(install)



(throw)

Appendix J

Uncountable Nouns 不可算名詞

不可算名詞は通常単数扱いされる

Ex. This news is very important.

Your luggage looks heavy.

不可算名詞の例

music, art, love, happiness, advice, information, news, furniture, luggage, rice, sugar, butter, water, electricity, gas, power, money, currency

不可算名詞は不定冠詞 a/an と共に使われない。使用する場合は a *something* of ~ の形をとる

例 a piece of news

a bottle of water

a grain of rice

some / any は不可算名詞と共に使用できる

Ex. I've got some money.

Have you got any rice?

a little と much は 不可算名詞と共に使用できる

Ex. I've got a little money.

I haven't got much rice.

可算名詞、不可算名詞の例

Countable	Uncountable
dollar	money
song	music
suitcase	luggage
table	furniture
battery	electricity
bottle	wine
report	information
tip	advice
journey	travel
job	work
view	scenery

可算・不可算で意味が変わる名詞

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhhh! I thought I heard a noise. There are so many different noises in the city.	noise	It's difficult to work when there is so much noise.
Have you got a paper to read? (newspaper) Hand me those student papers.	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party. How many times have I told you no?	time	Have you got time for a cup of coffee?
Macbeth is one of Shakespeare's greatest works.	work	I have no money. I need work!

Appendix K

The Use of Partitive Structure 部分格の使い方

partitive structure			
quantity	measure word (partitive, countable noun)	"of"	uncountable noun
<i>two cups of coffee</i> <i>several games of tennis</i> <i>a drop of water</i>			

部分格の使い方

Ex. A loaf of bread

Two loaves of bread

A slice of bread

Two slices of bread

Don't forget to buy a bag of rice when you go shopping.

Can I have one cup of coffee and two cups of tea?

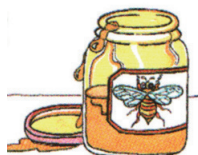
The police found some items of clothing scattered around the floor.

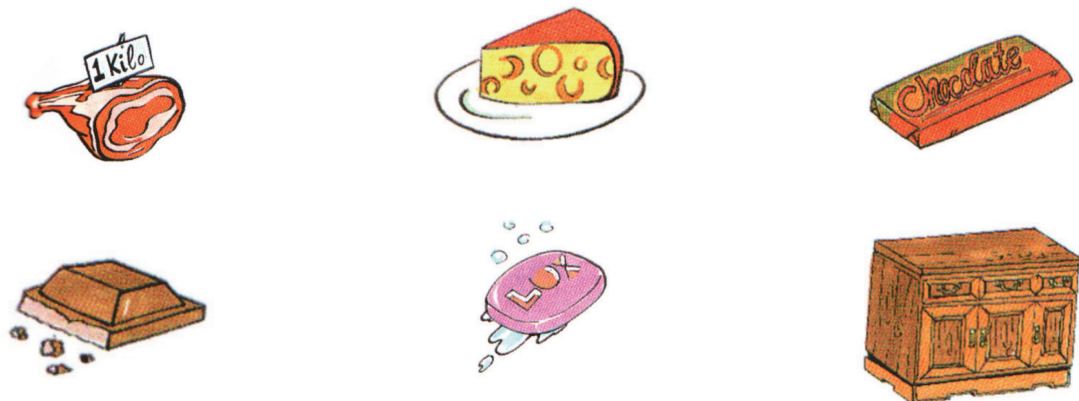
I need a truck that will take at least three pieces of furniture.

You'd think a tablespoon of honey would be more than enough.

Appendix L

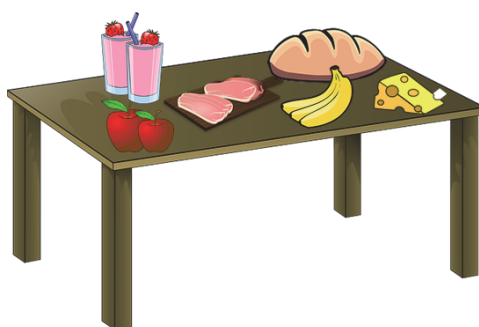
Task 2. Make a sentence using the item as a subject.





Appendix M

Task 3. Make a sentence using the following items on the table below. You have to use each item as a subject of each sentence.



Appendix N

Task1. The pictures below show Shota's typical weekday schedule. Describe the picture making a present tense sentence.

8:00



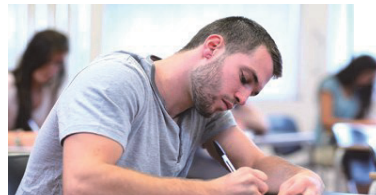
8:45



8:15



9:20



10:00



10:30



11:00



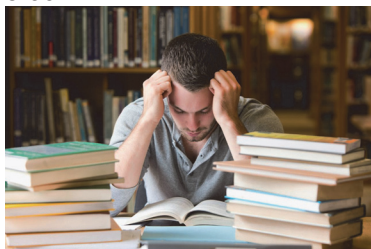
12:30



1:25



3:00



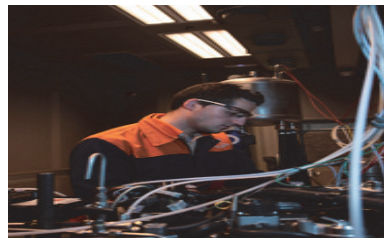
5:00



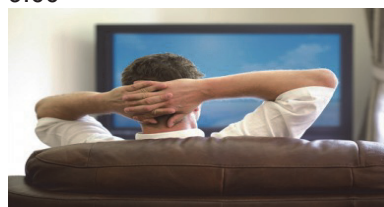
6:00



7:00



9:00



10:00



11:30



12:00



Appendix O

Task 2. Make a present tense sentence using the item in each question as a subject.

1.



2.



3.



4.



5.



6.



7.



8.



9.



Appendix P

Subject-Verb Agreement 主語と動詞の一致

1. 形容詞が名詞化した主語は複数扱いになる。

Ex. The rich are in favor of a tax cut.

2. -s で終わる単数扱いの名詞がある。

Ex. Wales is a beautiful region.

Mathematics is a difficult subject.

The news was very good.

3. 距離、時間、お金等複数を一単位として扱う名詞は単数をとる。

Ex. Six hundred miles is too far to drive in one day.

4. 数学における加算、掛け算、割り算、引き算は単数扱いされる。

Ex. Two plus two equals five.

Four times five equals twenty.

17 divided by 5 is 3 and the remainder is 2.

What's 54 divided by 3?

Ten minus seven is three.

5. Pair が主語にくる場合、単数扱いされる。

Ex. My pair of scissors is lost.

My scissors are lost.

6. What で始まる名詞節が主語になる場合、単数扱いされる。

Ex. What we need is more reference books.

7. 動名詞、不定詞が主語になる場合、単数扱いされる。

Ex. Driving in the heavy rain is dangerous.

To love is to suffer.

8. each, every, every one が主語になる場合、単数扱いされる。

Ex. Every student has a textbook.

9. a number of が主語になる場合、複数扱いされる。

Ex. A number of students are taking the exam.

10. the number of が主語になる場合、複数扱いされる。

Ex. The number of students taking the exam is 75.

11. none が主語になる場合、単数扱いされる。

Ex. None of the magazines is here.

12. either もしくは neither が主語になる場合、単数扱いされる。

Ex. (Either/ neither) was acceptable to me.

13. 相関関係にある either...or or neither....nor が主語にきた場合、動詞に近いほうに形をあわせる。

Ex. Either Bob or my cousins are going to do it.

Neither my cousins or Bob is going to do it.

Appendix Q

Review Exercise for Session 4

Fill in the following sentences with the correct form of the verb in the present tense.

1. A number of people _____ (be) at the concert yesterday.
2. The number of people who use smart phones _____ (have) increased recently.
3. Complaining _____ (help) you vent out negative emotions.
4. Studying English _____ (provide) you with the opportunity with a wide range of texts in English.
5. Mathematics _____ (be) the universal language.
6. Either the father or the mother (have) to attend the meeting.
7. Neither my mother nor my father (be) at home this morning.
8. Everything I see _____ (be) beautiful.
9. Each person _____ (need) to learn how to control frustration.
10. What he told me _____ (be) not what I wanted to hear.
11. There _____ (be) a glass of whisky on the table.
12. What I want to do _____ (be) to go home and sleep.
13. Love _____ (be) not something you look for.
14. Physics _____ (be) an interesting subject.
15. The news _____ (horrify) us.
16. One of my friends _____ (sell) my car.
17. None of them _____ (like) to be hurt or sad.
18. Either way _____ (be) fine by me.
19. Neither _____ (interest) me.
20. Neither John nor the twins _____ (think) that's the right answer.

Appendix R

Post Test

1 Fill in the following sentences with the correct form of the verb in the present tense.

1. (burst) The party balloons are cheap, so they _____ easily.
2. (cling) Baby Meredith often _____ to her mother's skirt.
3. (bend) The tree sway and the branches _____ in the cool breeze.
4. (freeze) Oranges and lemons _____ when the temperature drops.
5. (quit) Gerald always _____ before he gets fired.
6. (sweep) Marta _____ her kitchen floor every day.
7. (stick) This window _____ whenever you try to open it.
8. (rise) Bill and Adriana _____ at 6:00 A.M. to go to work.
9. (bark) The neighborhood dogs _____ most of the night.
10. (make) Bees _____ honey.

2 Make these sentences negative.

1. Our local weatherman forecast the weather correctly.
2. Jane grinds her teeth when she is nervous.
3. The washing machine spins the clothes until they are dry.
4. Terrence winds his wristwatch everyday.
5. The boys spread too much butter on their toast.
6. Gladys and Henry mistake the sugar for the salt.
7. Cats creep up on their prey before they attack.
8. Sharon feeds birds in the park.
9. Liars tell the truth.
10. Rice grows in Britain.

3 Change the following statements into questions.

1. The leaves fall off the trees every autumn in this city.
2. Joe and Tom split the money for each job they do.
3. Mrs. Warren goes to the store nearly every day.
4. Jenna is part Cherokee.
5. This store has nice things.
6. Edwina's clothes hang neatly in her closet.
7. Jorge sometimes leaves his keys in his car.
8. This bank is open late in Thursday.
9. My sisters play tennis.
10. My grandparents live in New York.

4

Write the questions.

1. You know your friend, James, takes an English class with Mr. Smith. Ask your friend what Mr. Smith teaches at his class.
2. Your friend, James, got a job. Ask your friend, Takumi, where James works at.
3. Your friend, James, invited you to a party at his girlfriend's place. Ask him where she lives.
4. Your friend's brother plays soccer every day. Ask him where his brother usually plays soccer.

5. You see Mr. Smith in your neighborhood very often. Ask your friend, James, where Mr. Smith lives.
6. You visited your friend's place and found that he kept his place very clean. Ask your friend how often he cleans his place.
7. You want to ask a question to your academic supervisor, but you don't know where he is. Ask your friend where your academic supervisor is.
8. Your sister refused to do the laundry. Ask her why.
9. Your friend, James, works as a cook. He says many sumo wrestlers eat his dishes. Ask him how much they eat.
10. Your friend, James, is late to class. Ask him what time he usually goes to bed.

5 Correct the sentences where necessary.

1. Two luggages are in front of the counter.
2. A bread are on the table.
3. A light come from the sun.
4. This furniture are mine.
5. The young has the future in their hands.
6. There is a nice jeans.
7. Three years are long time to be without a job.
8. Physics were my best subject at school.
9. The number of cars on the road has fallen.
10. Madness is part of life.

6 Correct the sentences where necessary.

1. None of this money are mine.
2. Many people drive too fast.
3. Neither of the restaurants we went to were expensive.
4. Each team has eleven players.
5. It don't rain so much in summer.
6. A jar of honey are expensive.
7. Two cartons of milk is in the fridge.
8. Bad driving cause many accidents.
9. Neither Mary nor her sister were late.
10. Ten divided by two equals five.

7 Correct the sentences where necessary.

1. That building over there is where I work.
2. Moving to another country are a big adjustment; everything are different.
3. It take a long time to get used to the weather here.
4. What you eat are what you are.
5. To help others is to help ourselves.
6. Two times two equal four.
7. Beauty is more than skin deep.
8. A number of countries is in the process of discussing radical energy.
9. Either Bob or his friends goes to the beach.
10. Happiness come from giving not getting.