Dear ESL/EFL colleagues,

I once met a teacher who had recently used one of my texts in her class. At the end of the term, one of her students said to her, “Thank you for teaching me the secrets of English.”

I still smile when I think of that comment. Of course, we know there are no “secrets,” but I think I understand what the student meant—that it’s sometimes helpful to understand what’s going on underneath the surface of a language. A second language can seem so dizzying and random. A little information about its patterns can help students make sense of it and give them a foundation for language growth.

The first book in the Azar series was published in 1981. It was the blue book, Understanding and Using English Grammar, which grew out of many years of creating my own materials for my own classes. I then wrote two other texts, the red and the black, creating The Azar Grammar Series.

All of the texts have undergone revisions over the years with many evolutionary changes, especially in the use of more interactive and communicative activities. But throughout this time, the original vision remains as stated in the very first book: the goal is the development of all usage skills from a grammar base by giving clear grammar information and employing a variety of practice modes, from controlled response to open communicative interaction.

When I published the first book, I hoped maybe a few other teachers might find the textbook useful, too. In all honesty, I never imagined there were so many teachers like myself who found a grammar-based skills approach to be effective and appropriate for their students. It turns out we are legion.

During the naturalist approach heyday in the 80s and into the 90s, when advocates of zero grammar held sway, grammar instruction largely disappeared from school curricula for native speakers of English. But because of teacher support for grammar-based materials like mine, grammar teaching did not disappear from curricula for second language learners.

Because of you, grammar is today a viable and vigorous component in the ESL/EFL classroom—much to our students’ benefit. A great deal of current research shows that many if not most of our students benefit greatly from a grammar component blended with other approaches in a well-balanced program of second language instruction. Together we have served our students well.

My hat is off to you.

Betti Azar
Whidbey Island, Washington
2006
Basic English Grammar, Third Edition
with Answer Key

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Preface to the Third Edition .................................................. xi
Acknowledgment ................................................................. xv

Chapter 1 USING BE
1-1 Noun + is + noun: singular .............................................. 2
1-2 Noun + are + noun: plural ................................................ 4
1-3 Pronoun + be + noun ......................................................... 7
1-4 Contractions with be ......................................................... 8
1-5 Negative with be .............................................................. 10
1-6 Be + adjective ................................................................. 12
1-7 Be + a place ..................................................................... 18
1-8 Summary: basic sentence patterns with be ......................... 21

Chapter 2 USING BE AND HAVE
2-1 Yes/no questions with be ................................................... 24
2-2 Short answers to yes/no questions ....................................... 25
2-3 Questions with be; using where ......................................... 28
2-4 Using have and has ............................................................ 30
2-5 Using my, your, his, her, our, their ...................................... 33
2-6 Using this and that ........................................................... 38
2-7 Using these and those ......................................................... 40
2-8 Asking questions with what and who = be ......................... 42

Chapter 3 USING THE SIMPLE PRESENT
3-1 Form and basic meaning of the simple present tense ............. 53
3-2 Using frequency adverbs: always, usually, often, sometimes, seldom, rarely, never ......................................................... 56
3-3 Other frequency expressions ................................................. 58
3-4 Using frequency adverbs with be ........................................ 59
3-5 Spelling and pronunciation of final -es ................................ 61
3-6 Adding final -s/ -es to words that end in -y .............................. 63
3-7 Irregular singular verbs: has, does, goes .............................. 64
3-8 Spelling and pronunciation of final -s/ -es .............................. 66
3-9 The simple present: negative ............................................... 69
3-10  The simple present: yes/no questions ................................. 74
3-11  The simple present: asking information questions with **where** ........ 78
3-12  The simple present: asking information questions with **when**
and **what time** .................................................................. 80
3-13  Summary: information questions with **be** and **do** .................. 82

Chapter 4  USING THE PRESENT PROGRESSIVE
4-1  **Be** + -ing: the present progressive tense .......................... 92
4-2  Spelling of **-ing** ............................................................. 97
4-3  The present progressive: negatives ..................................... 99
4-4  The present progressive: questions ................................... 102
4-5  The simple present vs. the present progressive .................... 106
4-6  Nonaction verbs not used in the present progressive .......... 111
4-7  **See**, **look at**, **watch**, **hear**, and **listen to** ...................... 114
4-8  **Think about** and **think that** ....................................... 117

Chapter 5  TALKING ABOUT THE PRESENT
5-1  Using **it** to talk about time ............................................ 121
5-2  Prepositions of time ......................................................... 123
5-3  Using **it** to talk about the weather ................................ 125
5-4  **There** + **be** ............................................................... 128
5-5  **There** + **be**: yes/no questions .................................... 130
5-6  **There** + **be**: asking questions with **how many** ............... 133
5-7  Prepositions of place ....................................................... 134
5-8  Some prepositions of place: a list .................................... 135
5-9  **Need** and **want** + a noun or an infinitive ...................... 143
5-10  **Would like** .................................................................. 146
5-11  **Would like** vs. **like** .................................................. 148

Chapter 6  NOUNS AND PRONOUNS
6-1  Nouns: subjects and objects ............................................ 158
6-2  Adjective + noun ............................................................. 161
6-3  Subject pronouns and object pronouns ............................. 164
6-4  Nouns: singular and plural .............................................. 168
6-5  Nouns: irregular plural forms ........................................... 173

Chapter 7  COUNT AND NONCOUNT NOUNS
7-1  Nouns: count and noncount ............................................ 181
7-2  Using **an** vs. **a** ........................................................... 183
7-3  Using **a/an** vs. **some** .................................................. 185
7-4  Measurements with noncount nouns ................................. 191
7-5  Using **many**, **much**, **a few**, **a little** .......................... 195
7-6  Using **the** .................................................................... 199
7-7  Using **Ø** (no article) to make generalizations ................ 203
7-8  Using **some** and **any** .................................................. 205
Chapter 8  EXPRESSING PAST TIME, PART 1
8-1 Using be: past time .......................... 213
8-2 Past of be: negative .......................... 214
8-3 Past of be: questions .......................... 216
8-4 The simple past tense: using -ed .................. 221
8-5 Past time words: yesterday, last, and ago .......... 225
8-6 The simple past: irregular verbs (Group 1) .......... 227
8-7 The simple past: negative ......................... 231
8-8 The simple past: yes/no questions ............... 234
8-9 Irregular verbs (Group 2) ....................... 238
8-10 Irregular verbs (Group 3) ..................... 241
8-11 Irregular verbs (Group 4) ..................... 244

Chapter 9  EXPRESSING PAST TIME, PART 2
9-1 The simple past: using where, when, what time, and why .......... 252
9-2 Questions with what ............................ 257
9-3 Questions with who ............................. 260
9-4 Irregular verbs (Group 5) ....................... 264
9-5 Irregular verbs (Group 6) ....................... 266
9-6 Irregular verbs (Group 7) ....................... 269
9-7 Before and after in time clauses .................. 273
9-8 When in time clauses ............................. 276
9-9 The present progressive and the past progressive .......... 278
9-10 Using while with the past progressive ............. 281
9-11 While vs. when in past time clauses ................ 282
9-12 Simple past vs. past progressive ................ 284

Chapter 10  EXPRESSING FUTURE TIME, PART 1
10-1 Future time: using be going to ................ 294
10-2 Using the present progressive to express future time .......... 299
10-3 Words used for past time and future time ............ 301
10-4 Using a couple of or a few with ago (past) and in (future) .......... 305
10-5 Using today, tonight, and this + morning, afternoon, evening, week, month, year .......... 307
10-6 Future time: using will .......................... 310
10-7 Asking questions with will ........................ 312
10-8 Verb summary: present, past, and future ............ 316
10-9 Verb summary: forms of be ........................ 318

Chapter 11  EXPRESSING FUTURE TIME, PART 2
11-1 May/Might vs. will ............................. 325
11-2 May/ (one word) vs. may be (two words) .......... 327
11-3 Future time clauses with before, after, and when .......... 334
11-4 Clauses with if .................................. 336
11-5 Expressing habitual present with time clauses and if-clauses .......... 339
11-6 Using what + a form of do ......................... 342
Chapter 12 MODALS, PART 1: EXPRESSING ABILITY
12-1 Using can ................................................................. 354
12-2 Pronunciation of can and can’t ................................. 356
12-3 Using can: questions ................................................. 357
12-4 Using know how to .................................................... 360
12-5 Using could: past of can ............................................. 362
12-6 Using be able to ......................................................... 369
12-7 Using every and too + adjective ................................. 368
12-8 Using two, too, and to ................................................. 373
12-9 More about prepositions: at and in for place ............... 374

Chapter 13 MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS
13-1 Using should ............................................................ 379
13-2 Using have + infinitive (have to/has to) ....................... 383
13-3 Using must .............................................................. 387
13-4 Polite questions: may I, could I, and can I .................... 391
13-5 Polite questions: could you and would you ................. 393
13-6 Imperative sentences .................................................. 395
13-7 Modal auxiliaries ....................................................... 398
13-8 Summary chart: modal auxiliaries and similar expressions 399
13-9 Using let’s ................................................................. 402

Chapter 14 NOUNS AND MODIFIERS
14-1 Modifying nouns with adjectives and nouns .................. 405
14-2 Word order of adjectives .............................................. 410
14-3 Expressions of quantity: all of, most of, some of, almost all of 415
14-4 Expressions of quantity: subject-verb agreement ............ 417
14-5 Expressions of quantity: one of, none of ......................... 419
14-6 Indefinite pronouns: nothing and no one ....................... 423
14-7 Indefinite pronouns: something, someone, anything, anyone 424
14-8 Using every ............................................................. 426
14-9 Linking verbs + adjectives .......................................... 428
14-10 Adjectives and adverbs ............................................. 431

Chapter 15 POSSESSIVES
15-1 Possessive nouns ....................................................... 436
15-2 Possessive: irregular plural nouns ................................. 439
15-3 Possessive pronouns: mine, yours, his, hers, ours, theirs .... 442
15-4 Questions with whose ................................................ 446

Chapter 16 MAKING COMPARISONS
16-1 Comparisons: using the same (as), similar (to), and (different from) 449
16-2 Comparisons: using like and alike .................................. 452
16-3 The comparative: using -er and more ............................. 454
16-4 The superlative: using -est and most ............................. 461
Basic English Grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading. It uses a grammar-based approach integrated with communicative methodologies. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context.

Teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. The direct teaching of grammar to academically oriented adults and young adults is one component of a well-balanced program of second language instruction and can, much to students' benefit, be integrated into curricula that are otherwise content/context-based or task-based.

This third edition has the same basic approach as earlier editions, with new material throughout. It has

- student-friendly grammar charts with clear information that is easily understood by beginning students.
- numerous exercises to give students lots of practice.
- more illustrations to help students learn vocabulary, understand contexts, and engage in communicative language tasks.
- reorganized chapters with expanded practice for high-frequency structures.
- the option of a student text with or without an answer key in the back.

In addition, the new edition has a greater variety of practice modes, including

- greatly increased speaking practice through extensive use of interactive pair and group work.
- the addition of numerous listening exercises, accompanied by audio CDs, with listening scripts included in the back of the book.
- more activities that provide real communication opportunities.

A new Workbook accompanies the student text to provide additional self-study practice. A Test Bank is also available.
HOW TO USE THIS TEXT

GRAMMAR CHARTS
The grammar charts present the target structure by way of example and explanation. Teachers can introduce this material in a variety of ways:

a. Present the examples in the chart, perhaps highlighting them on the board. Add additional examples, relating them to students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, etc.

b. Elicit target structures from students by asking questions. (For example, for simple past tense, ask: What did you do last night?) Proceed to selected examples in the chart.

c. Instead of beginning with a chart, begin with the first exercise after the chart, and as you work through it with students, present the information in the chart or refer to examples in the chart.

d. Assign a chart for homework; students bring questions to class. This works best with a more advanced class.

e. Some charts have a preview exercise or pretest. Begin with these, and use them as a guide to decide what areas to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focus on the examples. Students by and large learn from examples and lots of practice, not from explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

FIRST EXERCISE AFTER A CHART
In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s).

SENTENCE PRACTICE
These exercises can be assigned as either oral or written practice, depending on the ability and needs of the class. Many of them can also be done as homework or seatwork.

LET'S TALK
Each “Let’s Talk” activity is designated as one of the following: pairwork, small group, class activity, or interview. These exercises encourage students to talk about their ideas, their everyday lives, and the world around them. Examples for each are given so that students can easily transition into the activity, whether it be student- or teacher-led.
LISTENING
Listening exercises for both form and meaning give exposure to and practice with spoken English. Listening scripts for teacher use are in the back of the book. Two audio CDs also accompany the text. Many of the exercises also introduce students to common features of reduced speech.

Teachers may want to play or read aloud some listening scripts one time in their entirety before asking students to write, so they have some familiarity with the overall context. Other exercises can be done sentence by sentence.

WRITING
As students gain confidence in using the target structures, they are encouraged to express their ideas in paragraphs and other writing formats. To help students generate ideas, some of these tasks are combined with “Let’s Talk” activities.

When correcting student writing, teachers may want to focus primarily on the structures taught in the chapter.

REVIEW EXERCISES
All chapters finish with review exercises; some are cumulative reviews that include material from previous chapters, so students can incorporate previous grammar with more recently taught structures.

Each chapter review contains an error-correction exercise. Students can practice their editing skills by correcting errors commonly found in beginning students’ speaking and writing.

ANSWER KEY
The text is available with or without an answer key in the back. If the answer key is used, homework can be corrected as a class or, if appropriate, students can correct it at home and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

For more teaching suggestions and supplementary material, please refer to the accompanying Teacher’s Guide.
Janet Johnston was the finest editor an author could ever hope to work with. Wielding pencils of many colors (with purple seeming to be her personal favorite), she cheerfully held her authors to account for every single word they wrote. She saw the Azar Series through thousands of pages of manuscript and proof for more than fifteen years. Each published page bears the seal of her high standards and keen eye. Her delight in the process of shaping text was contagious and her technical expertise extraordinary, making all of us who worked with her enthusiastically reach for our highest level of professionalism. They simply don’t make editors like Janet anymore. Working with her has been a privilege and a joy. As we grieve her untimely death from breast cancer, we will deeply miss her good, sweet friendship as well as her editorial wizardry. Simply stated, Janet Johnston was, and will always remain, the best of the best.

Betty Azar
Stacy Hagen
Shelley Hartle
Sue Van Etten
**EXERCISE 1. Let's talk: class activity.**

*Directions:* Ask your classmates their names. Write their first names in the spaces below. You can also ask them what city or country they are from.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>CITY OR COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
EXERCISE 2. Preview: listening.

Directions: Listen to the sentences. Write the words you hear.

Paulo is a student from Brazil. Marie ____________

student from France. ____________ the classroom. Today

________ exciting day. ____________ the first day of school, but they

________ nervous. ____________ to be here. Mrs. Brown

________ the teacher. She ____________ in the classroom right now.

________ late today.

1-1 NOUN + IS + NOUN: SINGULAR

(a) Canada is a country.

Singular means "one."
In (a): Canada = a singular noun

vowel = a, i, u, o, e

(country = a singular noun

(b) Mexico is a country.

A frequently comes in front of singular nouns.
In (b): a comes in front of the singular noun country.

A is called an "article."

(c) A cat is an animal.

A and an have the same meaning. They are both articles. A is

used in front of words that begin with consonants: b, c, d, f, g, etc.

Examples: a bed, a cat, a dog, a friend, a girl

An is used in front of words that begin with a, e, i, and o.

Examples: an animal, an ear, an island, an office

EXERCISE 3. Sentence practice.

Directions: Complete the sentences. Use an article (a or an).

1. ______A _______ horse is _______ animal.

2. English is _______ language.

3. Tokyo is _______ city.

4. Australia is _______ country.
5. Red is ______ color.
6. ______ dictionary is ______ book.
7. ______ hotel is ______ building.
8. ______ bear is ______ animal.
9. ______ bee is ______ insect.
10. ______ ant is ______ insect.

□ EXERCISE 4. Sentence practice.
Directions: Complete the sentences. Use a or an and the words in the list.

<table>
<thead>
<tr>
<th>animal</th>
<th>country</th>
<th>language</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>insect</td>
<td>sport</td>
</tr>
</tbody>
</table>

1. Arabic is ______ a language ______.
2. Rome is ______ a city ______.
3. A cat is ______ an animal ______.
4. Tennis is ______.
5. Chicago is ______.
6. Spanish is ______.
7. Mexico is ______.
8. A cow is ______.
9. A fly is ______.
10. Baseball is ______.
11. China is ______.
12. Russian is ______.
EXERCISE 5. Let's talk: small groups.

Directions: Work in small groups. Choose a leader. Only the leader's book is open.

Example: a language
LEADER: Name a language.
SPEAKER A: English is a language.
SPEAKER B: French is a language.
SPEAKER C: Arabic is a language.
LEADER: Japanese is a language.
SPEAKER A: Spanish is a language.
SPEAKER B: Etc.
(Continue until no one can name another language.)

1. an animal 4. a color
2. a sport 5. a country
3. an insect 6. a city

1-2 NOUN + ARE + NOUN: PLURAL.

NOUN + ARE + NOUN
(a) Cats are animals.

Plural means "two, three, or more."
Cats = a plural noun
are = a plural verb
animals = a plural noun

(b) SINGULAR: a cat, an animal
PLURAL: cats, animals

Plural nouns end in -s. A and an are used only with singular nouns.

(c) SINGULAR: a city, a country
PLURAL: cities, countries

Some singular nouns that end in -y have a special plural form: They omit the -y and add -ies.

NOUN and NOUN + ARE + NOUN
(d) Canada and China are countries.
(e) Dogs and cats are animals.

Two nouns connected by and are followed by are.
In (d): Canada is a singular noun. China is a singular noun. They are connected by and. Together they are plural, i.e., "more than one."

*See Chart 3-6, p. 63, for more information about adding -ies to words that end in -y.


Directions: Change the singular sentences to plural sentences.

SINGULAR
1. An ant is an insect.
2. A computer is a machine.

PLURAL

→ Ants are insects.
→
SINGULAR
3. A dictionary is a book. →
4. A chicken is a bird. →
5. A rose is a flower. →
6. A carrot is a vegetable. →
7. A rabbit is an animal. →

8. Egypt is a country.
   Indonesia is a country. →
9. Winter is a season.
   Summer is a season. →

□ EXERCISE 7. Game.

Directions: Work in small groups. Close your books for this activity. Your teacher will say the beginning of a sentence. As a group, write the complete sentence. In the end, the group who completes the most sentences correctly wins the game.

Example:


GROUP (books closed): Spanish is a language.

1. A bear . . .
2. An ant . . .
3. London . . .
4. Spring . . .
5. A carrot . . .
6. September and October . . .
7. Mexico and Canada . . .
8. A dictionary . . .
9. Chickens . . .
11. Winter and summer . . .
12. Arabic . . .
13. A computer . . .
EXERCISE 8. Listening.

Directions: Listen to the sentences. Circle yes or no.

Example: Cows are animals. (yes) Horses are insects. (no)

1. yes no 4. yes no 7. yes no
2. yes no 5. yes no 8. yes no
3. yes no 6. yes no 9. yes no


Directions: Your partner will ask you to name something. Answer in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

Example:

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a country</td>
<td>1. two countries</td>
</tr>
<tr>
<td>2. an insect</td>
<td>2. a season</td>
</tr>
</tbody>
</table>

PARTNER A: Name a country.
PARTNER B: Brazil is a country.
PARTNER A: Yes, Brazil is a country. Your turn now.
PARTNER B: Name two countries.
PARTNER A: Italy and China are countries. Your turn now.
PARTNER B: Name an insect.
PARTNER A: A bee is an insect.
PARTNER B: Yes, a bee is an insect. Your turn now.
PARTNER B: Name a season.
PARTNER A: etc.

Remember: You can look at your book before you speak. When you speak, look at your partner.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a language</td>
<td>1. two cities</td>
</tr>
<tr>
<td>2. two languages</td>
<td>2. an island</td>
</tr>
<tr>
<td>3. a city</td>
<td>3. two countries in Asia</td>
</tr>
<tr>
<td>4. an animal</td>
<td>4. a vegetable</td>
</tr>
<tr>
<td>5. two seasons</td>
<td>5. a street in this city</td>
</tr>
</tbody>
</table>
1-3 PRONOUN + BE + NOUN

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRONOUN + BE + NOUN</td>
<td>PRONOUN + BE + NOUN</td>
</tr>
<tr>
<td>(a) I am a student.</td>
<td>(f) We are students.</td>
</tr>
<tr>
<td>(b) You are a student.</td>
<td>(g) You are students.</td>
</tr>
<tr>
<td>(c) She is a student.</td>
<td>(h) They are students.</td>
</tr>
<tr>
<td>(d) He is a student.</td>
<td>(i) It is a country.</td>
</tr>
</tbody>
</table>

Pronouns refer to nouns.
In (i): she (feminine) = Rita.
In (j): he (masculine) = Tom.
In (k): they = Rita and Tom.

EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use a verb (am, is, or are). Use a noun (a student or students).

1. We are students. 4. Rita and Tom are students.
2. I am a student. 5. You (one person) are a student.
3. Rita is a student. 6. You (two persons) are students.

EXERCISE 11. Let's talk: class activity.

Directions: Close your books. Complete the sentences with a form of be + a student/students. Point to the student or students as you name them.

Example:
TEACHER: (name of a student in the class) Yoko . . .
STUDENT: (The student points to Yoko.) Yoko is a student.

1. (name of a student)
2. (name of a student) and (name of a student)
3. I
4. (name of a student) and I
5. We
6. (name of a student)
7. (name of a student) and (name of a student)
8. They
9. You
10. (name of a student) and (name of a student) and (name of a student)
1-4 CONTRACTIONS WITH **BE**

<table>
<thead>
<tr>
<th>AM</th>
<th>PRONOUN + <em>be</em> → CONTRACTION</th>
<th>(a) <em>I'm</em> a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong> + <em>am</em> → <em>I'm</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IS</th>
<th>PRONOUN + <em>is</em> → CONTRACTION</th>
<th>(b) <em>She's</em> a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>she</em> + <em>is</em> → <em>she's</em></td>
<td>(c) <em>He's</em> a student.</td>
<td></td>
</tr>
<tr>
<td><em>he</em> + <em>is</em> → <em>he's</em></td>
<td>(d) <em>It's</em> a city.</td>
<td></td>
</tr>
<tr>
<td><em>it</em> + <em>is</em> → <em>it's</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARE</th>
<th>PRONOUN + <em>are</em> → CONTRACTION</th>
<th>(e) <em>You're</em> a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>you</em> + <em>are</em> → <em>you're</em></td>
<td>(f) <em>We're</em> students.</td>
<td></td>
</tr>
<tr>
<td><em>we</em> + <em>are</em> → <em>we're</em></td>
<td>(g) <em>They're</em> students.</td>
<td></td>
</tr>
<tr>
<td><em>they</em> + <em>are</em> → <em>they're</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.

**CORRECT:** I'm a student

**INCORRECT:** I'm a student

**EXERCISE 12. Sentence practice.**

*Directions: Complete the sentences. Use contractions (pronoun + *be*).

1. Sara is a student. _____She's_____ in my class.
2. Jim is a student. _______ in my class.
3. I have one brother. ______twenty years old.
4. I have two sisters. _________ students.
5. I have a dictionary. _________ on my desk.
6. I like my classmates. _________ friendly.
7. I have three books. _________ on my desk.
8. *My* brother is twenty-six years old. ______married.
9. *My* sister is twenty-one years old. ______single.
10. Yoko and Ali are students. _________ in my class.
11. I like my books. _________ interesting.
12. I like grammar. _________ easy.
13. *Kate and I* live in an apartment. _________ roommates.
14. We live in an apartment. ___________ on Pine Street.

15. I go to school. ___________ a student.

16. I know you. ___________ in my English class.

**EXERCISE 13. Listening.**

**Directions:** Listen to the sentences. Write the contractions you hear. Use the words in the list.

**Example:**
You will hear: You are in class. You’re a student.
You will write: You’re a student.

<table>
<thead>
<tr>
<th>I’m</th>
<th>She’s</th>
<th>We’re</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re</td>
<td>He’s</td>
<td>They’re</td>
</tr>
<tr>
<td>It’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ___________ very nice.  
2. ___________ in the classroom.  
3. ___________ late.  
4. ___________ a teacher.  
5. ___________ her friend.  
6. ___________ in the same class.  
7. ___________ young.  
8. ___________ very big.  
9. ___________ very friendly.  
10. ___________ fun.

**EXERCISE 14. Listening.**

**Directions:** Complete the sentences with the words you hear. Some of them will be contractions.

**SPEAKER A:** Hello. My name ___________ Mrs. Brown.  
_________ the new teacher.

**SPEAKER B:** Hi. My name ___________ Paulo, and this ___________ Marie.  
_________ in your class.

**SPEAKER A:** ___________ nice to meet you.  
**SPEAKER B:** ___________ happy to meet you too.  
**SPEAKER A:** ___________ time for class. Please take a seat.
1-5 NEGATIVE WITH BE

(a) I am not a teacher.
(b) You are not a teacher.
(c) She is not a teacher.
(d) He is not a teacher.
(e) It is not a city.
(f) We are not teachers.
(g) You are not teachers.
(h) They are not teachers.

CONTRACTIONS
I'm not
you're not / you aren't
she's not / she isn't
he's not / he isn't
it's not / it isn't
we're not / we aren't
you're not / you aren't
they're not / they aren't

Not makes a sentence negative.

CONTRACTIONS:
Be and not can be contracted.
Note that “I am” has only one contraction with be, as in (a), but there are two contractions with be for (b) through (g).

Exercise 15. Sentence practice.

Directions: Write sentences using is, isn’t, are, and aren’t and the given information.

Examples: Africa \ city ... It \ continent
          → Africa isn’t a city. It’s a continent.

          Baghdad and Chicago \ city ... They \ continent
          → Baghdad and Chicago are cities. They aren’t continents.

1. Canada \ country ... It \ city

2. Jakarta \ country ... It \ city

3. Beijing and London \ city ... They \ country

4. Asia \ country ... It \ continent

5. Asia and South America \ continent ... They \ country
EXERCISE 16. Sentence practice.

PART I.
Directions: Write the name of the person next to his or her job.

artist  Jim  gardener  
bus driver  
police officer  photographer  

Jim  Ann  Ms. Black

Mike  Mr. Rice  Sue

PART II.
Directions: Complete the sentences with the correct information.

1. Ann ________ a gardener. She ________ a photographer.
2. Mike ________ a gardener. He ________ an artist.
3. Jim ________ a bus driver. He ________.
4. Sue ________ a photographer. She ________.
5. Mr. Rice ________ a police officer. He ________.
6. Ms. Black isn’t a _________. She ________.
7. I’m not a _________. I’m a ________.
1-6  **BE + ADJECTIVE**

<table>
<thead>
<tr>
<th>NOUN</th>
<th>BE</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ball</td>
<td>is</td>
<td>round</td>
</tr>
<tr>
<td>Balls</td>
<td>are</td>
<td>round</td>
</tr>
<tr>
<td>Mary</td>
<td>is</td>
<td>intelligent</td>
</tr>
<tr>
<td>Mary and Tom</td>
<td>are</td>
<td>intelligent</td>
</tr>
<tr>
<td>PRONOUN</td>
<td>BE</td>
<td>ADJECTIVE</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>hungry</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>young</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>happy</td>
</tr>
</tbody>
</table>

*The noun or pronoun that comes at the beginning of a sentence is called a “subject.” See Chart 6-1, p. 158.*

**EXERCISE 17. Sentence practice.**

*Directions: Find the adjective in the first sentence. Then complete the second sentence with **be** + an adjective that has an opposite meaning. Use the adjectives in the list. Use each adjective only once.*

<table>
<thead>
<tr>
<th>beautiful</th>
<th>expensive</th>
<th>noisy</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td>happy</td>
<td></td>
<td>poor</td>
</tr>
</tbody>
</table>

1. I'm not sad. I'm **happy**.
2. Mr. Thomas isn't rich. He **isn't rich**.
3. My hair isn't long. It **isn't long**.
4. My clothes aren't dirty. They **aren't dirty**.
5. Flowers aren't ugly. They **aren't ugly**.
6. Cars aren't cheap. They **aren't cheap**.
7. Airplanes aren't slow. They **aren't slow**.
8. Grammar isn't difficult. It **isn't difficult**.
9. My sister isn't short. She **isn't short**.
10. My grandparents aren't young. They **aren't young**.
11. The classroom isn't quiet. It **isn't quiet**.
EXERCISE 18. Sentence practice.

Directions: Write sentences using is or are and an adjective from the list. Use each adjective only once.

\[\begin{array}{cccc}
cold & funny & round & meet \\
dangerous & hot & small/little & wet \\
dry & important & sour & \\
flat & large/big & square & \\
\end{array}\]

1. Fire ______ is hot ________.
2. Ice and snow ________________.
3. A box ________________.
4. Balls and oranges ________________.
5. Sugar ________________.
6. An elephant ________________, but a mouse ________________.
7. A rain forest ________________, but a desert ________________.
8. A joke ________________.
9. Good health ________________.
10. Guns aren’t safe. They ________________.
11. A coin ________________ small, round, and ________________.
12. A lemon ________________.

[Diagram of lemon, sugar, water, and lemonade]
EXERCISE 19. Let’s talk: pairwork.

Directions: Complete the drawings by making the faces happy, angry, sad, or nervous. Then show your drawings to your partner. Your partner will identify the emotions in your drawings.

EXERCISE 20. Sentence practice.

Directions: Complete the sentences. Use is, isn’t, are, or aren’t.

1. A ball _______ square.
2. Balls _______ round.
3. Lemons _______ yellow.
4. Ripe bananas _______ yellow too.
5. A lemon _______ sweet. It _______ sour.
7. This room _______ dark. It _______ light.
8. My classmates _______ friendly.
9. A turtle _______ slow.
10. Airplanes _______ slow. They _______ fast.
11. The floor in the classroom _______ clean. It _______ dirty.
12. The weather _______ cold today.
13. The sun _______ bright today.
EXERCISE 21. Let’s talk: pairwork.

Directions: Work with a partner. Take turns making two sentences for each picture. Use the given adjectives. You can look at your book before you speak. When you speak, look at your partner.

Example: The girl . . . happy/sad
PARTNER A: The girl isn’t happy. She’s sad.
Your turn now.

Example: The flower . . . beautiful/ugly
PARTNER B: The flower is beautiful. It isn’t ugly.
Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>2. The little boy . . . sick/well.</td>
<td>2. The coffee . . . cold/hot.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>$x^2 + 5 + 4 = (x + 4)(x + 1)$</td>
<td>3. The woman . . . tall/short.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>4. The cars . . . old/new.</td>
<td>4. Ken’s sister . . . old/young.</td>
</tr>
</tbody>
</table>

Using 8e 15
EXERCISE 22. Let’s talk: game.

Directions: Practice using adjectives.

PART I. Look at the words. Check (√) all the words you know. Your teacher will explain the words you don’t know.

1. ___ hungry 11. ___ angry
2. ___ thirsty 12. ___ nervous
3. ___ sleepy 13. ___ quiet
4. ___ tired 14. ___ lazy
5. ___ old 15. ___ hardworking
6. ___ young 16. ___ famous
7. ___ happy 17. ___ sick
8. ___ homesick 18. ___ healthy
9. ___ married 19. ___ friendly
10. ___ single 20. ___ shy

PART II. Sit in a circle. Speaker 1 makes a sentence using “I” and the first word. Speaker 2 repeats the information about Speaker 1 and makes a new sentence using the second word. Continue around the circle until everyone in class has spoken. The teacher is the last person to speak and must repeat the information about everyone in the class.

Example:

SPEAKER A: I’m not hungry.
SPEAKER B: He’s not hungry.
    I’m thirsty.
SPEAKER C: He’s not hungry.
    She’s thirsty.
    I’m sleepy.
EXERCISE 23. Let’s talk: painwork.

Directions: Check (√) each adjective that describes this city/town (the city or town where you are studying now). When you finish, compare your work with a partner. Do you and your partner have checks beside the same adjectives? Report to the class on things you disagree about.

1. ___ big 11. ___ noisy
2. ___ small 12. ___ quiet
3. ___ clean 13. ___ crowded
4. ___ dirty 14. ___ not crowded
5. ___ friendly 15. ___ hot
6. ___ unfriendly 16. ___ cold
7. ___ safe 17. ___ warm
8. ___ dangerous 18. ___ cool
9. ___ beautiful 19. ___ expensive
10. ___ ugly 20. ___ inexpensive/cheap

EXERCISE 24. Let’s talk: game.

Directions: Sit in small groups. Close your books for this activity. Your teacher will ask you to name things. As a group, make a list. The teacher will give you only a short time to make the list. Share the list with the rest of your class. The group that makes the longest list gets a point. The group with the most points at the end of the game is the winner.

Example: round

TEACHER: Name something that is round.

GROUP A’S LIST: a ball, an orange, the world

GROUP B’S LIST: a baseball, a basketball, a soccer ball

GROUP C’S LIST: a ball, a head, an orange, the world, the sun, a planet

Results: Group 3 wins a point.

1. hot 6. flat 11. beautiful
2. square 7. little 12. expensive
3. sweet 8. important 13. cheap
4. sour 9. cold 14. free
5. large 10. funny 15. delicious
### 1-7  *BE + A PLACE*

(a) Maria is **here**.
(b) Bob is **at the library**.

In (a): *here* = a place.
In (b): *at the library* = a place.

*Be* is often followed by a **place**.

(c) Maria is

- **here**.
- **there**.
- **downstairs**.
- **upstairs**.
- **inside**.
- **outside**.
- **downtown**.

A place may be one word, as in the examples in (c).

(d) Bob is

- **at** the **library**.
- **on** the **bus**.
- **in** his **room**.
- **at** **work**.
- **next to** Maria.

A place may be a prepositional phrase (*preposition + noun*), as in (d).

**PREPOSITION + NOUN**

- **at**  **the library**.
- **on**  **the bus**.
- **in**  **his room**.
- **at**  **work**.
- **next to** Maria.

Some common prepositions:

- **above**
- **at**
- **behind**
- **between**
- **from**
- **in**
- **next to**
- **on**
- **under**

---

**ON**

**ABOVE**

**IN**

**NEXT TO**

**BEHIND**

**UNDER**
EXERCISE 25. Sentence practice.

Directions: Complete the sentences with prepositions that describe the pictures. Use each preposition only once.

above  between  next to  under
behind  in  on

1. The cat is ________ the desk.
2. The cat is ________ the desk.
3. The cat is ________ the desk.
4. The cat is ________ the desk.
5. The cat is ________ the desk.
6. The cat is ________ the desk.
7. The cat is ________ the desks.
EXERCISE 26. Let’s talk: class activity.

Directions: Close your books. Practice using prepositions of place.

Example: under

TEACHER: Put your hand under your chair. Where is your hand?
STUDENT: My hand is under my chair. or: It’s under my chair.

1. on Put your pen on your book. Where is your pen?
2. in Put your pen in your book. Where’s your pen?
3. under Put your pen under your book. Where’s your pen?
4. next to Put your pen next to your book. Where’s your pen?
5. on Put your hand on your ear. Where’s your hand?
6. next to Put your hand next to your ear. Where’s your hand?
7. above Put your hand above your head. Where’s your hand?
8. next to Stand next to (...). Where are you?
9. between Stand between (... and (...). Where are you?
10. between Put your pen between two books. Where’s your pen?
11. behind Put your hand behind your head. Where’s your hand?
12. Follow these directions: Put your pen . . . in your hand.

. . . on your arm.
. . . between your hands.
. . . under your book.
. . . next to your book.
. . . above your book.

EXERCISE 27. Let’s talk: pairwork.

Directions: Work with a partner. Give and follow directions.


Example: Draw a ball on a box.


PARTNER B (book closed): (Draw the picture Partner A described.)

1. Draw a ball on a box.
2. Draw a ball above a box.
3. Draw a ball next to a box.
4. Draw a ball under a box.
5. Draw a ball in a box.
6. Draw a banana between two apples.
8. Draw a flower. Draw a tree next to the flower. Draw a bird above the tree. Draw a turtle under the flower.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to talk now.

9. Draw a circle next to a triangle.
10. Draw a circle in a triangle.
11. Draw a circle above a triangle.
12. Draw a triangle between two circles.
13. Draw a circle under a triangle.

1-8 SUMMARY: BASIC SENTENCE PATTERNS WITH BE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>a student</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>intelligent</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>in class</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>upstairs</td>
</tr>
</tbody>
</table>

The noun or pronoun that comes at the beginning of a sentence is called the “subject.”

Be is a “verb.” Almost all English sentences have a subject and a verb.

SUBJECT + BE + A PLACE

We are in class.
She is upstairs.

Notice in the examples: There are three basic completions for sentences that begin with a subject + the verb be:

• a noun, as in (a)
• an adjective, as in (b)
• an expression of place, as in (c) and (d)

*An expression of place can be a preposition + noun, or it can be one word.

□ EXERCISE 28. Sentence practice.
Directions: Write the form of be (am, is, or are) that is used in each sentence. Then write the grammar structure that follows be.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>COMPLETION</td>
</tr>
</tbody>
</table>

1. We’re students.  
   are + a noun

2. Anna is in Rome.  
   is + a place

3. I’m hungry.  
   am + an adjective

Using Be 21
BE + COMPLETION

4. Dogs are animals.  
5. Jack is at home.  
6. He's sick.  
7. They're artists.  
8. I'm in class.  
9. Gina is upstairs.  
10. Joe's pockets are empty.  

Exercise 29. Listening.

Directions: *Is* and *are* are often contracted with nouns in spoken English. Listen to the sentences. Practice saying them yourself.

1. Grammar is easy.  
2. My name is John.  
3. My books are on the table.  
4. My brother is 21 years old.  
5. The weather is cold today.  
6. The windows are open.  
7. My money is in my wallet.  
8. Mr. Smith is a teacher.  
9. Mrs. Lee is at home now.  
10. The sun is bright today.  
11. Tom is at home right now.  
12. My roommates are from Chicago.  
13. My sister is a student in high school.

Exercise 30. Listening.

Directions: Listen to the sentences. Circle the completions you hear.

Example: My friend ______ from Korea.

A. is  B. 's  C. *

1. The test ______ easy.
A. is  B. 's  C. *

2. My notebook ______ on the table.
A. is  B. 's  C. *

A. are  B. 're  C. *

* = nothing
4. Sue ______ a student.  
   A. is  
   B. 's  
   C. Ø

5. The weather ______ warm today.  
   A. is  
   B. 's  
   C. Ø

6. The windows ______ open.  
   A. are  
   B. 're  
   C. Ø

7. My parents ______ from Cuba.  
   A. are  
   B. 're  
   C. Ø

8. My cousins ______ from Cuba, too.  
   A. are  
   B. 're  
   C. Ø

   A. book's  
   B. books're  
   C. Ø

10. The ______ in class.  
    A. teacher's  
    B. teachers're  
    C. Ø

☐ EXERCISE 31. Sentence review.  

Directions: Complete the sentences. Use is or are. Then exchange papers and correct each other's sentences.

1. _______________________ an animal.  
2. _______________________ here.  
3. _______________________ languages.  
4. _______________________ not cheap.  
5. _______________________ friendly.  
6. _______________________ not expensive.  
7. _______________________ an insect.  
8. _______________________ countries.  
9. _______________________ not from Canada.  
10. _______________________ noisy.
CHAPTER 2
Using Be and Have

EXERCISE 1. Preview: listening.

Directions: Listen to the questions. Circle yes or no.

Example: Is Africa a continent? (yes) no

1. yes no 4. yes no 7. yes no
2. yes no 5. yes no 8. yes no
3. yes no 6. yes no 9. yes no

2-1 YES/NO QUESTIONS WITH BE

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be + Subject</td>
<td>Subject + Be</td>
</tr>
<tr>
<td>(a) Is Anna a student?</td>
<td>Anna is a student.</td>
</tr>
<tr>
<td>(b) Are they at home?</td>
<td>They are at home.</td>
</tr>
</tbody>
</table>

In a question, be comes in front of the subject.

PUNCTUATION: A question ends with a question mark (?). A statement ends with a period (.)

EXERCISE 2. Question practice.

Directions: Make questions for the given answers.

1. A: Is Mrs. Lee a teacher?
   B: Yes, Mrs. Lee is a teacher.

2. A: __________________________
   B: Yes, the sun is a ball of fire.

3. A: __________________________
   B: Yes, carrots are vegetables.

4. A: __________________________
   B: Yes, chickens are birds.
5. A: __________________________
   B: Yes, Mr. Wu is here today.
6. A: __________________________
   B: Yes, Sue and Mike are here today.
7. A: __________________________
   B: Yes, English grammar is fun.
8. A: __________________________
   B: Yes, I am ready for the next grammar chart.

### 2-2 SHORT ANSWERS TO YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Is Anna a student?</td>
<td></td>
</tr>
<tr>
<td>→ Yes, she is.</td>
<td>In (a): INCORRECT: Yes, she's.</td>
</tr>
<tr>
<td>→ No, she's not.</td>
<td></td>
</tr>
<tr>
<td>→ No, she isn't.</td>
<td></td>
</tr>
<tr>
<td>(b) Are they at home?</td>
<td></td>
</tr>
<tr>
<td>→ Yes, they are.</td>
<td>In (b): INCORRECT: Yes, they've.</td>
</tr>
<tr>
<td>→ No, they aren't.</td>
<td></td>
</tr>
<tr>
<td>(c) Are you ready?</td>
<td></td>
</tr>
<tr>
<td>→ Yes, I am.</td>
<td>In (c): INCORRECT: Yes, I'm.</td>
</tr>
<tr>
<td>→ No, I’m not.*</td>
<td></td>
</tr>
</tbody>
</table>

*’Are and not are not contracted.

**EXERCISE 3. Question practice.**

_Directions:_ Make questions and give short answers.

1. A: __________________________  
   B: __________________________ (I'm not tired.)

2. A: __________________________  
   B: __________________________ (Anna is in my class.)

3. A: __________________________  
   B: __________________________ (I'm not homesick.)

4. A: __________________________  
   B: __________________________ (Bob is homesick.)
5. A: 
B: ___________________ (Sue isn’t here today.)
6. A: 
B: ___________________ (The students in this class are intelligent.)
7. A: 
B: ___________________ (The chairs in this room aren’t comfortable.)
8. A: 
B: ___________________ (I’m not married.)
9. A: 
B: ___________________ (Tom and I are roommates.)
10. A: 
B: ___________________ (A butterfly is not a bird.)

**Exercise 4. Let’s talk: find someone who . . . .**

*Directions:* Walk around the room. Ask your classmates questions. Find someone who can answer yes to each question. Write down his/her name. Use *Are you . . . ?*

*Example:*

**Speaker A:** Are you hungry?
**Speaker B:** No, I’m not.
**Speaker A:** (Ask another student.) Are you hungry?
**Speaker C:** Yes, I am. (Write down his/her name.)
(Now ask another student a different question.)

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>hungry</td>
<td>tired</td>
</tr>
<tr>
<td>sleepy</td>
<td>nervous</td>
</tr>
<tr>
<td>thirsty</td>
<td>friendly</td>
</tr>
<tr>
<td>married</td>
<td>lazy</td>
</tr>
<tr>
<td>a parent</td>
<td>cold</td>
</tr>
<tr>
<td>single</td>
<td>comfortable</td>
</tr>
<tr>
<td>happy</td>
<td>from (name of country)</td>
</tr>
</tbody>
</table>
**EXERCISE 5. Let's talk: pairwork.**

_Directions:_ Work with a partner. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

_Example:_ turtles: fast/slow

**Partner A:** Are turtles fast?

**Partner B:** No, they aren’t.

**Partner A:** Your turn now.

OR

**Partner A:** Are turtles slow?

**Partner B:** Yes, they are.

**Partner A:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a mouse: big/little</td>
<td>1. diamonds: expensive/cheap</td>
</tr>
<tr>
<td>2. lemons: sweet/sour</td>
<td>2. your grammar book: light/heavy</td>
</tr>
<tr>
<td>3. the world: flat/round</td>
<td>3. butterflies: beautiful/ugly</td>
</tr>
<tr>
<td>4. the weather: cool today/warm today</td>
<td>4. English grammar: easy/difficult</td>
</tr>
<tr>
<td>5. your dictionary: with you/at home</td>
<td>5. dolphins: intelligent/dumb</td>
</tr>
<tr>
<td>6. your shoes: comfortable/uncomfortable</td>
<td>6. the floor in this room: clean/Dirty</td>
</tr>
</tbody>
</table>

**EXERCISE 6. Question practice.**

_Directions:_ Complete the conversations with your own words.

1. **A:** __________ you a student at this school?
   **B:** Yes, __________.
   **A:** __________ you from ________________?
   **B:** No, __________ from ________________.

2. **A:** Are you a/an ________________?
   **B:** No, __________ not. I’m a/an ________________.

3. **A:** Are ________________ expensive?
   **B:** Yes, ________________.
   **A:** Is ________________ expensive?
   **B:** No, ________________.
4. A: ___________________________ countries in Asia?
   B: Yes, ____________ are.
   A: ___________________________ a country in South America?
   B: Yes, ____________ is.
   A: ___________________________ a country in Africa?
   B: No, ____________ not. It’s a country in ________________.

2-3 QUESTIONS WITH BE: USING WHERE

*Where* asks about place. *Where* comes at the beginning of the question, in front of be.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER + (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Is the book on the table?</td>
<td>Yes, it is. (The book is on the table.)</td>
</tr>
<tr>
<td>(b) Are the books on the table?</td>
<td>Yes, they are. (The books are on the table.)</td>
</tr>
<tr>
<td>(c) Where is the book?</td>
<td>On the table. (The book is on the table.)</td>
</tr>
<tr>
<td>(d) Where are the books?</td>
<td>On the table. (The books are on the table.)</td>
</tr>
</tbody>
</table>

☐ EXERCISE 7. Question practice.

*Directions*: Make questions.

1. A: ________ Kate at home?
   B: Yes, she is. (Kate is at home.)

2. A: ________ Kate?
   B: At home. (Kate is at home.)

3. A: ___________________________ 
   B: Yes, it is. (Cairo is in Egypt.)

4. A: ___________________________ 
   B: In Egypt. (Cairo is in Egypt.)
5. A: __________________________
   B: Yes, they are. (The students are in class today.)

6. A: __________________________
   B: In class. (The students are in class today.)

7. A: __________________________
   B: On Main Street. (The post office is on Main Street.)

8. A: __________________________
   B: Yes, it is. (The train station is on Grand Avenue.)

9. A: __________________________
   B: Over there. (The bus stop is over there.)

10. A: __________________________
     B: At the zoo. (Sue and Ken are at the zoo today.)

**EXERCISE 8. Let’s talk: pairwork.**

Directions: Work with a partner. Ask questions. Use **where**. You can look at your book before you speak. When you speak, look at your partner.

Example:
PARTNER A: Where is your pen?
PARTNER B: It’s in my hand. *(or any other true answer)*
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. your dictionary</td>
<td>1. your notebooks</td>
</tr>
<tr>
<td>2. your money</td>
<td>2. your wallet</td>
</tr>
<tr>
<td>3. your books</td>
<td>3. your glasses or sunglasses</td>
</tr>
<tr>
<td>4. your coat</td>
<td>4. your family</td>
</tr>
<tr>
<td>5. your pencil</td>
<td>5. your apartment</td>
</tr>
<tr>
<td>6. <em>(name of a classmate)</em></td>
<td>6. <em>(names of two classmates)</em></td>
</tr>
<tr>
<td>7. your hometown</td>
<td>7. your hometown</td>
</tr>
<tr>
<td>8. <em>(name of a city in the world)</em></td>
<td>8. <em>(name of a country in the world)</em></td>
</tr>
</tbody>
</table>
2-4 USING HAVE AND HAS

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have a pen.</td>
<td>(f) We have pens.</td>
</tr>
<tr>
<td>(b) You have a pen.</td>
<td>(g) You have pens.</td>
</tr>
<tr>
<td>(c) She has a pen.</td>
<td>(h) They have pens.</td>
</tr>
<tr>
<td>(d) He has a pen.</td>
<td></td>
</tr>
<tr>
<td>(e) It has blue ink.</td>
<td></td>
</tr>
</tbody>
</table>

\[ I \quad \text{you} \quad \text{they} \quad + \quad \text{have} \]
\[ she \quad he \quad it \quad + \quad \text{has} \]


Directions: Complete the sentences. Use have and has.

1. We ______have____ grammar books.
2. I _________ a dictionary.
3. Kate ___________ a blue pen. She ___________ a blue notebook too.
4. You ___________ a pen in your pocket.
5. Bob ___________ a notebook on his desk.
6. Anna and Bob ___________ notebooks. They ___________ pens too.
7. Samir is a student in our class. He ___________ a red grammar book.
8. I ___________ a grammar book. It ___________ a red cover.
9. You and I are students. We ___________ books on our desks.
10. Mike ___________ a wallet in his pocket. Sara ___________ a wallet in her purse.
11. Nadia isn’t in class today because she ___________ the flu.
12. Mr. and Mrs. Johnson ___________ two daughters.
EXERCISE 10. Sentence practice.

Directions: Complete the sentences with have or has and words from the list.

backaches  a headache  a stomachache
a cold      a sore throat  toothaches

1. Mr. Wu __________________ .
2. The patients __________________ .
3. I __________________ .
4. Mrs. Ramirez __________________ .
5. You __________________ .
6. The workers __________________ .
7. Olga __________________ .

EXERCISE 11. Let's talk: pairwork.

Directions: Complete this conversation with a partner. You can look at your book before you speak. When you speak, look at your partner.

Partner A: How __________?  
Partner B: Not so good. __________________ .
Partner A: That's too bad. Your turn now.

Example:
1. Jim? . . . a toothache
2. Susan? . . . a stomachache

PARTNER A: How's Jim?
PARTNER B: Not so good. He has a toothache.
PARTNER A: That's too bad. Your turn now.
PARTNER B: How's Susan?
PARTNER A: Not so good. She has a stomachache.
PARTNER B: That's too bad. Your turn now.

1. you? . . . a headache 
2. you? . . . a sore tooth 
3. your mother? . . . a sore back 
4. Mr. Lee? . . . a backache 
5. your parents? . . . colds 
6. the patients? . . . stomachaches 
7. your little brother? . . . a sore throat 
8. Mrs. Wood? . . . a fever

□ EXERCISE 12. Listening.

Directions: Listen to the sentences. Circle the verbs you hear.
Example: Anna ___ boots. (has) have

1. has have
2. has have
3. has have
4. has have
5. has have
6. has have
7. has have
8. has have

□ EXERCISE 13. Let's talk: find someone who . . .

Directions: Walk around the room. Ask your classmates questions. Try to find people who can answer yes to the questions. Write down their names. Use Do you have . . .?
Example: . . . car?

SPARKER A: Do you have a car?
SPARKER B: Yes, I have a car. Or No, I don't have a car.
(You can also give additional information: I have a sports car.)

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brothers and sisters?</td>
<td>5. a job?</td>
</tr>
<tr>
<td>2. children?</td>
<td>6. a favorite sport?</td>
</tr>
<tr>
<td>3. pets?</td>
<td>7. a favorite movie star?</td>
</tr>
<tr>
<td>4. hobbies?</td>
<td>8. a favorite movie?</td>
</tr>
</tbody>
</table>
### 2-5 USING **MY, YOUR, HIS, HER, OUR, THEIR**

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>SUBJECT FORM</th>
<th>POSSESSIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have a book.</td>
<td>(c) We have books.</td>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td><strong>My</strong> book is red.</td>
<td><strong>Our</strong> books are red.</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>(b) You have a book.</td>
<td>(f) You have books.</td>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td><strong>Your</strong> book is red.</td>
<td><strong>Your</strong> books are red.</td>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>(c) She has a book.</td>
<td>(g) They have books.</td>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td><strong>Her</strong> book is red.</td>
<td><strong>Their</strong> books are red.</td>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

I possess a book. = I have a book.  "It is my book."  
*My, our, her, his, our, and their are called "possessive adjectives." They come in front of nouns.*

### EXERCISE 14. Sentence practice.

*Directions:* Complete the sentences with the correct possessive adjectives.

1. You’re next. It’s __________ turn.
2. Sue’s next. It’s __________ turn.
3. John and Jane are next. It’s __________ turn.
4. My aunt is next. It’s __________ turn.
5. I’m next. It’s __________ turn.
6. The children are next. It’s __________ turn.
7. You and Sam are next. It’s __________ turn.
8. Marcos and I are next. It’s __________ turn.
9. Bill’s next. It’s __________ turn.
10. Mrs. Brown is next. It’s __________ turn.

### EXERCISE 15. Sentence practice.

*Directions:* Complete the sentences with the information on the ID cards.

What information do you know about this person from his ID card?

1. __________ last name is __________.
2. __________ first name is __________.
3. __________ middle initial is __________.
What information do the ID cards give you about Don and Kathy Johnson?

4. __________ zip code is __________.
5. __________ area code is __________.

What do you know about Dr. Nelson?

6. __________ birthdate is ________________.
7. __________ birthday is ________________.
8. __________ middle name is ________________.

Write about yourself.

9. __________ first name is ________________.
10. __________ last name is ________________.
11. __________ middle name is ________________.
12. __________ middle initial is __________.
13. __________ area code is __________.
14. __________ phone number is ________________.
15. __________ zip code is __________.
EXERCISE 16. Let's talk: pairwork.

Directions: Work with a partner. Look at the vocabulary. Put a check (✓) beside the words you know. Ask your partner about the ones you don’t know. Your teacher can help you. The pictures below and on the next page illustrate clothing and jewelry.

<table>
<thead>
<tr>
<th>Colors</th>
<th>Clothes</th>
<th>Jewelry</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>belt</td>
<td>bracelet</td>
</tr>
<tr>
<td>blue, dark blue, light blue</td>
<td>blouse</td>
<td>earrings</td>
</tr>
<tr>
<td>blue green</td>
<td>boots</td>
<td>necklace</td>
</tr>
<tr>
<td>brown, dark brown, light brown</td>
<td>coat</td>
<td>ring</td>
</tr>
<tr>
<td>gold</td>
<td>dress</td>
<td>watch/wristwatch</td>
</tr>
<tr>
<td>gray, dark gray, light gray</td>
<td>gloves</td>
<td></td>
</tr>
<tr>
<td>green, dark green, light green</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td>jacket</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td>jeans</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td>pants</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>sandals</td>
<td></td>
</tr>
<tr>
<td>silver</td>
<td>shirt</td>
<td></td>
</tr>
<tr>
<td>tan, beige</td>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td>skirt</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>socks</td>
<td></td>
</tr>
</tbody>
</table>

a hard hat
a T-shirt
a jacket
an ax
a belt
jeans
a pair of gloves
boots

an earring
a blouse
a ring
a sweater
a pair of sandals
a skirt
EXERCISE 17. Sentence practice.

Directions: Complete the sentences with my, your, her, his, our, or their.

1. Rita is wearing a blouse. Her blouse is light blue.
2. Tom is wearing a shirt. _________ shirt is yellow and brown.
3. I am wearing jeans. _________ jeans are blue.
4. Bob and Tom are wearing boots. _________ boots are brown.
5. Sue and you are wearing dresses. _________ dresses are red.
6. Ann and I are wearing sweaters. _________ sweaters are green.
7. You are wearing shoes. _________ shoes are dark brown.
8. Sue is wearing a skirt. _________ skirt is black.
9. John is wearing a belt. _________ belt is white.
10. Sue and Ann are wearing socks. _________ socks are dark gray.
11. Tom is wearing pants. _________ pants are dark blue.
12. I am wearing earrings. _________ earrings are gold.
EXERCISE 18. Let’s talk: class activity.

Directions: Your teacher will ask you questions about people and their clothing. Then describe an article of clothing/jewelry and its color. Use this pattern: possessive adjective + noun + is/are + color. Close your book for this activity.

Examples:

TEACHER: Look at Ali. Tell me about his shirt. What color is his shirt?
STUDENT: His shirt is blue.

TEACHER: Look at Rosa. What is this?
STUDENT: A sweater.
TEACHER: Tell me about her sweater. What color is it?
STUDENT: Her sweater is red.

TEACHER: Look at me. What am I touching?
STUDENT: Your shoes.
TEACHER: Tell me about the color.
STUDENT: Your shoes are brown.

EXERCISE 19. Sentence practice.

Directions: Complete the sentences. Use have or has. Use my, your, her, his, our, or their.

1. I ______ have ______ a book. _______ book is interesting.
2. Bob _________ a backpack. ________ backpack is green.
3. You _________ a raincoat. ________ raincoat is brown.
4. Kate _________ a raincoat. ________ raincoat is red.
5. Ann and Jim are married. They _________ a baby. _________ baby is six months old.
6. Ken and Sue _________ a daughter. _________ daughter is ten years old.
7. John and I _________ a son. _________ son is seven years old.
8. I _________ a brother. _________ brother is sixteen.
9. We _________ grammar books. _________ grammar books are red.
10. Tom and you _________ backpacks. _________ backpacks are brown.
11. Ann _________ a dictionary. _________ dictionary is red.
12. Mike _________ a car. _________ car is blue.
2-6 USING THIS AND THAT

(a) I have a book in my hand. **This book** is red.  **This book** = the book is near me.  
(b) I see a book on your desk. **That book** is blue. **That book** = the book is not near me.  
(c) **This** is my book.  
(d) **That** is your book.  
(e) **That's** her book.  **That's** = contraction: *that is* = *that's*  
(f) **This is ("This's")** her book.  In spoken English, **this is** is usually pronounced as "**this's**." It is not used in writing.

**EXERCISE 20.** Sentence completion.  
*Directions:* Complete the sentences with **this** or **that**.

1. **This** is my book.  
2. **That** is your book.  
3. _____ is a pen.  
4. _____ is a pencil.  
5. _____ is his notebook.  
6. _____ is her notebook.  
7. _____ is my dictionary.  
8. _____ is your dictionary.  
9. _____ is his umbrella.  
10. _____ is our umbrella.

Directions: Work with a partner. Use this and that. Touch and point to things in the classroom.

Example: red \ yellow
PARTNER A (book open): red \ yellow
PARTNER B (book closed): This (book) is red. That (shirt) is yellow.
(Partner B touches a red book and points to a yellow shirt.)

1. red \ blue
2. red \ green
3. red \ yellow
4. blue \ black
5. white \ black
6. orange \ green

Switch roles.
PARTNER A: Close your book.
PARTNER B: Open your book. Your turn to talk now.

7. red \ pink
8. dark blue \ light blue
9. black \ gray
10. gold \ silver
11. dark brown \ tan
12. purple \ red

EXERCISE 22.  Listening.

Directions:  Listen to the sentences. Circle the words you hear.

Example:  ___ is my pen.  (This) That

1. This  That
2. This  That
3. This  That
4. This  That
5. this  that
6. This  That
7. this  that
8. this  that
9. This  That
10. This  That
2-7 USING THESE AND THOSE

(a) My books are on my desk. **These** are my books.
(b) Your books are on your desk. **Those** are your books.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>

□ EXERCISE 23. Sentence practice.

Directions: Complete the sentences with **these** or **those**.

1. _______ are my books.
2. _______ are your pencils.
3. _______ are his boots.
4. _______ are her shoes.
5. _______ are your hats.
6. _______ are their jackets.

□ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

1. *(This, These) _______ These _______ books belong to me.* *(That, Those)*
   
   _______ book belongs to Kate.

2. *(This, These) _______ coat is black.* *(That, Those)*
   
   _______ coats are tan.
3. (This, These) _______________ earrings are gold. (That, Those) _______________ earrings are silver.

4. (This, These) _______________ pencil belongs to Alex. (That, Those) _______________ pencil belongs to Olga.

5. (This, These) _______________ sunglasses belong to me. (That, Those) _______________ sunglasses belong to you.

6. (This, These) _______________ exercise is easy. (That, Those) _______________ exercises are hard.

7. Students are sitting at (this, these) _______________ desks, but (that, those) _______________ desks are empty.

8. (This, These) _______________ book is on my desk. (That, Those) _______________ books are on your desk.

EXERCISE 25. Let's talk: pairwork.
Directions: Work with a partner. Use this, that, these, or those. Touch and point to things in the classroom.
PARTNER B (book closed): This is my book. That is your book.
PARTNER A (book open): books
PARTNER B (book closed): These are my books. Those are your books.

1. notebook 4. dictionary
2. coat 5. purse
3. coats 6. glasses

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to talk now.

7. notebooks 10. pens
8. shoes 11. pen
9. wallet 12. desk
2-8  ASKING QUESTIONS WITH WHAT AND WHO + BE

(a) What is this (thing)?
(b) Who is that (man)?
(c) What are those (things)?
(d) Who are they?

It's a pen.
That's Mr. Lee.
They're pens.
They're Mr. and Mrs. Lee.

What asks about things.
Who asks about people.

Note: In questions with what and who,
• **is** is followed by a singular word.
• **are** is followed by a plural word.

(e) What's this?
(f) Who's that man?

CONTRACTIONS
what is = what's
who is = who's

□ EXERCISE 26. Sentence practice.

Directions: Complete the questions with what or who and is or are.

1. A: __________ Who is __________ that woman?
   B: She's my sister. Her name is Sonya.

2. A: __________ those things?
   B: They're ballpoint pens.

3. A: __________ that?
   B: That's Ms. Walenski.

4. A: __________ this?
   B: That's my new notebook.

5. A: Look at those people over there. __________ they?
   B: I'm not sure, but I think they're new students from Thailand.

6. A: __________ your name?
   B: Anita.

7. A: __________ your grammar teacher?
   B: Mr. Cook.

8. A: __________ your favorite teachers?
   B: Mr. Cook and Ms. Rosenberg.
9. A: ______ a rabbit?
   B: It's a small furry animal with big ears.

10. A: ___________ bats?
    B: They're animals that can fly. They're not birds.

□ EXERCISE 27. Let's talk: pairwork.

Directions: Work with a partner. Talk about things and people in the classroom. You can look at your book before you speak. When you speak, look at your partner.

Example: What's this?
PARTNER A (book open): What's this? (indicating a book)
PARTNER B (book closed): This is your grammar book.

PARTNER A (book open): Who's that? (indicating a classmate)

1. What's this?
2. Who's that?
3. What's that?
4. What are these?
5. Who's this?
6. What are those?

Switch roles.
PARTNER A: Close your book.
PARTNER B: Open your book. Your turn to ask questions. Use new people and things in your questions.

7. Who's this?
8. What's this?
9. What are those?
10. What's that?
11. Who's that?
12. What are these?
**EXERCISE 28.** Let's talk: pairwork.

**Directions:** Work with a partner.

**PART I.** Write the names of the parts of the body on the illustration. Use the words in the list.

<table>
<thead>
<tr>
<th>ankle</th>
<th>ear</th>
<th>foot</th>
<th>leg</th>
<th>shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>elbow</td>
<td>hand</td>
<td>mouth</td>
<td>side</td>
</tr>
<tr>
<td>back</td>
<td>eye</td>
<td>head</td>
<td>neck</td>
<td>teeth</td>
</tr>
<tr>
<td>chest</td>
<td>fingers</td>
<td>knee</td>
<td>nose</td>
<td>toes</td>
</tr>
</tbody>
</table>

**PART II.** With your partner, take turns asking questions with **this, that, these,** and **those.**

**Note:** Both partners can ask about both pictures.

**Example:**

**PARTNER A:** What is this?

**PARTNER B:** This is his leg.

**PARTNER A:** What are those?

**PARTNER B:** Those are his fingers.
EXERCISE 29. Let's talk: class activity.

Directions: Close your books for this activity. Your teacher will ask questions. Answer with this, that, these, and those.

Example: hand

TEACHER: What is this? (The teacher indicates her or his hand.)

STUDENT: That is your hand.

OR

TEACHER: What is that? (The teacher indicates a student's hand.)

STUDENT: This is my hand.

1. nose  2. eyes  3. arm  4. elbow  5. legs  
6. knee  7. foot  8. shoulder  9. fingers  
10. ears

EXERCISE 30. Let's talk: pairwork.

Directions: Ask your partner questions about the picture on p. 46. Use What's this? What's that? What are these? What are those?

Partner A: Use the list below to point out items on the picture.

Partner B: Look at the picture on p. 46 and name the items your partner points to.

Example: apples

PARTNER A: What are these? (pointing to apples in the picture)

PARTNER B: These are apples.

Example: tree

PARTNER A: What's this? (touching a tree in the picture)

PARTNER B: This is a tree.

1. apples  2. fence  3. log  
4. ears  5. apple tree  6. cow  
7. clouds  8. dog  9. egg  
10. bat  11. trees  12. turtle

Switch roles.

Partner B: Use the list to point out items on the picture.

Partner A: Look at the picture on p. 46 and name the items your partner points to.

13. animals  14. grass  15. birds  
16. bee  17. fences  18. bees  
19. beehive  20. bird  21. chicken  
22. wings  23. tree  24. hill
EXERCISE 31. Chapter review: error analysis.

Directions: Correct the errors.

1. We are students.
2. I no hungry.
3. I am student. He is teacher.
4. Yoko not here. She at school.
5. I’m from Mexico. Where you are from?
6. Roberto he is a student in your class?
7. Those pictures are beautifuls.
8. This is you dictionary. It not my dictionary.
9. Mr. Lee have a brown coat.
10. They are n’t here today.
11. This books are expensive.
12. Cuba is a island.

EXERCISE 32. Chapter review.

Directions: Circle the correct completion.

Example: Those ______ expensive.
   A. book is     B. books are     C. books is

   A. have      B. is      C. has

2. This floor ______.
   A. dirty is  B. dirty  C. is dirty

3. ______ yellow.
   A. A banana are  B. A banana is  C. Bananas is
4. BOB: ______ is your apartment?  
ANN: It’s on Forest Street.  
A. What  B. Where  C. Who

5. Mike is ______ engineer.  
A. a  B. an  C. on

6. Give this to Ann. It is ______ dictionary.  
A. she  B. an  C. her

7. YOKO: ______ these?  
GINA: My art books. I’m taking an art history course.  
A. What is  B. Who are  C. What are

8. TOM: Are you hungry?  
SUE: Yes, ______.  
A. I’m  B. I’m not  C. I am

9. ______ books are really expensive.  
A. Those  B. They  C. This

10. TINA: ______ that?  
JIM: That’s Paul Carter.  
A. Who’s  B. What’s  C. Where’s

11. That is ______.  
A. a mistakes  B. mistakes  C. a mistake

12. PAUL: ______ in your class?  
ERIC: No.  
A. Mr. Kim  B. Is Mr. Kim  C. Mr. Kim is he

☐ EXERCISE 33. Chapter review.  
Directions: Complete the sentences with am, is, or are. Use not if necessary.

1. Lemons ______ vegetables.  
2. A lemon ______ a kind of fruit.  
3. I ______ from the United States.  
4. We ______ human beings.  
5. Eggs ______ oval.  
6. Chickens ______ birds, but bats ______ birds.
7. Salt ____________ sweet. Sugar ____________ sweet.

8. Soccer ____________ a sport.

9. Soccer and basketball ____________ sports.

10. Africa ____________ a country. It ____________ a continent.

**EXERCISE 34. Chapter review.**

*Directions:* Complete the conversations.

1. A: Where ____________ your book?
   
   B: Yoko ____________ it.

   A: Where ____________ your notebooks?
   
   B: Ali and Roberto ____________ my notebooks.

2. A: ____________ this?
   
   B: It ____________ picture of my family.

   A: ____________ this?
   
   B: That’s ____________ father.

   A: ____________ they?
   
   B: My brother and sister.

3. A: What’s ________________?
   
   B: I don’t know. Ask someone else.

   A: What’s ________________?
   
   B: It’s ________________.

4. A: ________________ an animal?
   
   B: Yes.

   A: ________________ animals?
   
   B: Yes.

   A: ________________ an insect?
   
   B: No, it’s not. It’s an animal too.
5. A: Where ________________?
   B: He's ________________.
   A: Where ________________?
   B: They're ________________.

6. A: ________________ turtle?
   B: Just a minute. Let me look in my dictionary. Okay. A turtle is a reptile.
   A: ________________ reptile?
   B: ________________ animal that has cold blood.
   A: ________________ snake a reptile too?
   B: Yes. ________________ reptiles too.

☐ EXERCISE 35. Review: pairwork.

Directions: Work with a partner. Give directions using the given prepositions. You can look at your book. When you speak, look at your partner.

Example: in
PARTNER A: Put your pen in your pocket.
PARTNER B: (Partner B puts her/his pen in her/his pocket.)
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in</td>
<td>1. in</td>
</tr>
<tr>
<td>2. on</td>
<td>2. between</td>
</tr>
<tr>
<td>3. above</td>
<td>3. behind</td>
</tr>
<tr>
<td>4. under</td>
<td>4. above</td>
</tr>
<tr>
<td>5. between</td>
<td>5. on</td>
</tr>
<tr>
<td>6. next to</td>
<td>6. next to</td>
</tr>
<tr>
<td>7. behind</td>
<td>7. under</td>
</tr>
</tbody>
</table>
EXERCISE 36. Activity: let’s talk.

Directions: Do one or more of these activities. In each activity, ask What’s this? What’s that? What are these? What are those? and any other questions you want to ask.

ACTIVITY 1. Pairwork.
Use a blank sheet of paper. Draw a simple picture of an outdoor scene: for example, things you can see in a park, on a city street, in the country, at a marketplace. Show your picture to a partner and answer questions about it.

Sample drawing:

ACTIVITY 2. Group work.
Volunteers can draw pictures of outdoor scenes on the chalkboard, and the class will ask questions about the pictures.

ACTIVITY 3. Pairwork or group work.
Bring to class pictures without people in them: postcards, photographs, magazine ads, etc. Show them to a partner or the class and answer questions about them. Your teacher will help answer questions about vocabulary.

ACTIVITY 4. Pairwork or group work.
Draw the floor plan of your dream house. Show where the kitchen is, the bedrooms, etc. Show the drawing to a partner or the class and answer questions about it.

EXERCISE 37. Chapter review.

Directions: Complete the sentences in this composition by Carlos.

My name _______ is _______ Carlos. _______ I am or I’m _______ from Mexico.

_______ a student. _______ twenty years old.

My family lives in Mexico City. _______ father _______ a

businessman. _______ fifty-one years old. _______ mother

_______ a housewife. _______ forty-nine years old.
I have two sisters and one brother. The names of my sisters are Rosa and Patricia. Rosa is a teacher.

Rosa is twenty-eight years old. Patricia is a student.

She is eighteen years old. The name of my brother is Pedro. He is an engineer. He is married. He has two children.

I live in a dormitory. It is a tall building on Pine Street. My address is 3225 Pine St. I live with my roommate. Friend's name is Bob.

He is from Chicago. He is nineteen years old.

I like my classes. They are interesting. I like my classmates. They are friendly.

EXERCISE 38. Review

Directions: Write a composition by completing the sentences. (Use your own paper.)

Note: A sentence begins with a capital letter (a big letter), and a sentence ends with a period (.)

My name is . I am from . I am a student.

I am years old.

My family lives in . My father is years old. My mother is years old.

I have sister(s) and brother(s). The name(s) of my sister(s) is/are . The name(s) of my brother(s) is/are .

(Write about each sister.)

(Write about each brother.)

I live in (a dormitory, a house, an apartment) . My address is . I live with . . .

I like classes. They are and . I like classmates. They are .

*In British English, a period is called a "full stop."
### 3-1 FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

<table>
<thead>
<tr>
<th>1st PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>Notice: The verb after she, he, it (3rd person singular) has a final -s: talks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I talk</td>
<td>we talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>you talk</td>
<td>you talk</td>
<td></td>
</tr>
<tr>
<td>2nd PERSON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd PERSON</td>
<td>she talks</td>
<td>they talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>he talks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it rains</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) I eat breakfast every morning.
(b) Oleg speaks English every day.
(c) We sleep every night.
(d) They go to the beach every weekend.

The simple present tense expresses habits.
In (a): Eating breakfast is a habit, a usual activity. Every morning = Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.

She wakes up every morning at 7:00.
He shaves every morning.

53
**EXERCISE 1. Let's talk: pairwork.**

**Directions:** Work with a partner.

**PART I.** What do you do every morning? On the left is a list of habits. Check (√) your habits every morning. Put them in order. What do you do first, second, third, etc.? Write them on the lines.

<table>
<thead>
<tr>
<th>HABITS</th>
<th>MY HABITS EVERY MORNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat breakfast</td>
<td>1. <em>The alarm clock rings.</em></td>
</tr>
<tr>
<td>go to class</td>
<td>2. <em>I turn off the alarm clock.</em></td>
</tr>
<tr>
<td>put on my clothes</td>
<td>3.</td>
</tr>
<tr>
<td>drink a cup of coffee/tea</td>
<td>4.</td>
</tr>
<tr>
<td>shave</td>
<td>5.</td>
</tr>
<tr>
<td>put on my make-up</td>
<td>6.</td>
</tr>
<tr>
<td>take a shower/bath</td>
<td>7.</td>
</tr>
<tr>
<td>get up</td>
<td>8.</td>
</tr>
<tr>
<td>pick up my books</td>
<td>9.</td>
</tr>
<tr>
<td>walk to the bathroom</td>
<td>10.</td>
</tr>
<tr>
<td>watch TV</td>
<td>11.</td>
</tr>
<tr>
<td>look in the mirror</td>
<td>12.</td>
</tr>
<tr>
<td>turn off the alarm clock</td>
<td>13.</td>
</tr>
<tr>
<td>go to the kitchen/the cafeteria</td>
<td>14.</td>
</tr>
<tr>
<td>brush/comb my hair</td>
<td>15.</td>
</tr>
<tr>
<td>say good-bye to my roommate/ wife/husband/parents/partner/etc.</td>
<td>16.</td>
</tr>
<tr>
<td>brush my teeth</td>
<td></td>
</tr>
<tr>
<td>do exercises</td>
<td></td>
</tr>
<tr>
<td>wash my face</td>
<td></td>
</tr>
</tbody>
</table>

**PART II.** Tell a partner about your habits every morning. Close your book.
EXERCISE 2. Listening.

Directions: Listen to the sentences and circle the verbs you hear.

1. (wake)  wakess  6. watch  watches
2. wake  wakess  7. take  takes
3. get  gets  8. take  takes
4. go  goes  9. take  takes
5. do  does  10. talk  talks

EXERCISE 3. Sentence practice.

Directions: Choose the correct completions.

1. My mother and father _______ eat _________ breakfast at 7:00 every day.
   eat  eats

2. My mother _______ drink _______ tea with her breakfast.
   drink  drinks

3. I _______ take _______ a bath every morning.
   take  takes

4. My sister _______ take _______ a shower.
   take  takes

5. I _______ study _______ English with my friends.
   study  studies

6. We _______ walk _______ to school together every morning.
   walk  walks

7. Class _______ begin _______ at 9:00 every day.
   begin  begins

8. It _______ stop _______ at 12:00 for lunch.
   stop  stops

9. We _______ eat _______ in the cafeteria.
   eat  eats

10. My friends and I _______ go _______ home at 3:00 every afternoon.
    go  goes
3-2 USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, RARELY, NEVER

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Adverb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>always</td>
<td>Bob always eats breakfast.</td>
</tr>
<tr>
<td>90%-99%</td>
<td>usually</td>
<td>Mary usually eats breakfast.</td>
</tr>
<tr>
<td>75%-90%</td>
<td>often</td>
<td>They often watch TV at night.</td>
</tr>
<tr>
<td>25%-75%</td>
<td>sometimes</td>
<td>Tom sometimes watches TV.</td>
</tr>
<tr>
<td>5%-10%</td>
<td>seldom</td>
<td>I seldom watch TV.</td>
</tr>
<tr>
<td>1%-10%</td>
<td>rarely</td>
<td>I rarely drink milk.</td>
</tr>
<tr>
<td>0%</td>
<td>never</td>
<td>I never eat paper.</td>
</tr>
</tbody>
</table>

The words in this list are called “frequency adverbs.” They come between the subject and the simple present verb.*

*Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:
Sometimes I get up at seven. I sometimes get up at seven. I get up at seven sometimes.
Also: See Chart 3-4, p. 59, for the use of frequency adverbs with be.

□ EXERCISE 4. Sentence practice.

Directions: Complete the sentences in the chart. Use each frequency adverb once.

<table>
<thead>
<tr>
<th>always</th>
<th>often</th>
<th>never</th>
<th>rarely</th>
<th>seldom</th>
<th>sometimes</th>
<th>usually</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Ann _______ drinks tea with lunch.
2. Bob _______ drinks tea with lunch.
3. Maria _______ drinks tea with lunch.
4. Gary _______ drinks tea with lunch.
5. Ali _______ drinks tea with lunch.
6. Sonya _______ drinks tea with lunch.
7. Joe _______ drinks tea with lunch.

□ EXERCISE 5. Sentence practice.

Directions: Write $S$ over the subject and $V$ over the verb in each sentence. Then rewrite the sentences, adding the italicized frequency adverbs.

1. always  I eat breakfast in the morning.
   
   I always eat breakfast_____________ in the morning.

2. never I eat carrots for breakfast.
   
   _______________________________ for breakfast.

3. seldom I watch TV in the morning.
   
   _______________________________ in the morning.

4. sometimes I have tea with dinner.
   
   _______________________________ with dinner.

5. usually Sonya eats lunch at the cafeteria.
   
   _______________________________ at the cafeteria.

6. rarely Joe drinks tea.
   
   _______________________________

7. often We listen to music after dinner.
   
   _______________________________ after dinner.

8. always The students speak English in the classroom.
   
   _______________________________ in the classroom.

□ EXERCISE 6. Let’s talk: class activity.

Directions: Your teacher will ask you to talk about your morning, afternoon, and evening activities. Close your books for this activity.

TEACHER: Tell me something you . . .

1. always do in the morning.
2. never do in the morning.
3. sometimes do in the morning.
4. usually do in the afternoon.
5. seldom do in the afternoon.
6. never do in the afternoon.
7. often do in the evening.
8. sometimes do in the evening.
9. rarely do in the evening.
10. sometimes do on weekends.
3-3 OTHER FREQUENCY EXPRESSIONS

<table>
<thead>
<tr>
<th></th>
<th>once a day.</th>
<th>twice a day.</th>
<th>three times a day.</th>
<th>four times a day.</th>
<th>etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I drink tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>I see my</td>
<td>three times a week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>I see my</td>
<td>once a month.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>I see my</td>
<td>twice a year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>I see my</td>
<td>every morning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>roommate</td>
<td>every month.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I pay my</td>
<td>every year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We can express frequency by saying how many times something happens
a day,
a week,
a month,
a year.

Every is singular. The noun that follows (e.g., morning) must be singular.
INCORRECT: every mornings

EXERCISE 7. Sentence practice.

Directions: How often do the people in the chart take the bus? Use the chart to complete the sentences.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Wu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Cook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Hamid takes the bus ______ seven times ______ a week. That means he ______ always ______ takes the bus.

2. Anna takes the bus ______ a week. That means she ______ takes the bus.

3. Yoko takes the bus ______ a week. That means she ______ takes the bus.
4. Marco takes the bus ____________ a week. That means he ____________ takes the bus.

5. Joe takes the bus ____________ a week. That means he ____________ takes the bus.

6. Mr. Wu ____________ takes the bus.

7. Mrs. Cook takes the bus ____________ a week. That means she ____________ takes the bus.

□ EXERCISE 8. Listening.

Directions: Listen to the sentences and circle the words you hear.

1. (morning) mornings 5. day days
2. year years 6. time times
3. year years 7. night nights
4. day days 8. month months

3-4 USING FREQUENCY ADVERBS WITH BE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>FREQUENCY ADVERB</th>
<th>Frequency adverbs follow am, is, are (the simple forms of be).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>is</td>
<td>[always</td>
<td>sometimes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>usually</td>
<td>seldom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FREQUENCY ADVERB</th>
<th>OTHER SIMPLE PRESENT VERBS</th>
<th>Frequency adverbs come before all simple present verbs except be.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>[always</td>
<td>usually</td>
<td>sometimes</td>
</tr>
</tbody>
</table>

Directions: Add the frequency adverbs to the sentences.

1. always Ann is on time for class. \(\rightarrow\) Ann is always on time for class.
2. always Ann comes to class on time. \(\rightarrow\) Ann always comes to class on time.
3. often Maria is late for class.
4. often Maria comes to class late.
5. never It snows in my hometown.
6. never It is very cold in my hometown.
7. usually Bob is at home in the evening.
8. usually Bob stays at home in the evening.
9. seldom Tom studies at the library in the evening.
10. seldom His classmates are at the library in the evening.
11. sometimes I skip breakfast.
12. rarely I have time for a big breakfast.
13. usually I am very hungry by lunchtime.
14. never Sue drinks coffee.

EXERCISE 10. Let’s talk: class activity.

Directions: Talk about what your classmates do in the evening.

PART I. Check (✓) the boxes to describe your activities after 5:00 P.M.

<table>
<thead>
<tr>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>seldom</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to a movie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spend time with my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch videos or DVDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>send e-mails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>surf the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drink coffee after 9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be in bed at ten o’clock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to bed late</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART II. Exchange books with a partner. Your partner will tell the class two things about your evening.

Example: (Carlos) is usually at home. He sometimes sends e-mails.
(Olga) sometimes drinks coffee after 9:00. She usually goes to bed late.

EXERCISE 11. Paragraph practice.

Directions: Write about a typical day in your life, from the time you get up in the morning until you go to bed. Use the following words to show the order of your activities: then, next, at . . . o'clock, after that, later.

Example: I usually get up at seven-thirty. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that I go back to my room. I sometimes watch the news on TV. At 8:15, I leave the dormitory. I go to class. My class begins at 8:30. I'm in class from 8:30 to 11:30. After that I eat lunch. I usually have a sandwich and a cup of tea for lunch. (Continue until you complete your day.)

3-5 SPELLING AND PRONUNCIATION OF FINAL -EX

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>-sh (a) push</td>
<td>pushes</td>
</tr>
<tr>
<td>-ch (b) teach</td>
<td>teaches</td>
</tr>
<tr>
<td>-ss (c) kiss</td>
<td>kisses</td>
</tr>
<tr>
<td>-x (d) fix</td>
<td>fixes</td>
</tr>
</tbody>
</table>

Ending of verb: -sh, -ch, -ss, -x.
Spelling: add -es.
Pronunciation: /zu/.

EXERCISE 12. Sentence practice.

Directions: Use the verbs in italics to complete the sentences.

1. brush Alice _________________ her hair every morning.
2. teach Alex _________________ English.
3. fix Jason _________________ his breakfast every morning. He makes eggs and toast.
4. drink Sonya _________________ tea every afternoon.
5. watch Joon Kee often _________________ television at night.
6. kiss Peter always _________________ his children goodnight.
7. wear Tina usually __________________ jeans to class.
8. wash Eric seldom __________________ dishes.
9. walk Jenny __________________ her dog twice each day.
10. stretch, yawn When Jack gets up in the morning, he __________________ and __________________.

☐ EXERCISE 13. Listening.
Directions: Listen to the sentences and circle the verbs you hear.
1. teach __________ 6. watch __________
2. teach __________ 7. brush __________
3. fix __________ 8. brush __________
4. fix __________ 9. wash __________
5. watch __________ 10. wash __________

Directions: Complete the sentences. Use the words in the list and add -s or -es. Then practice reading the story aloud (with a partner or in small groups).

<table>
<thead>
<tr>
<th>verb</th>
<th>-s</th>
<th>-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>get</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>turn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Laura __________ her office every night at 5:00 and __________ on a bus to go home. She has a regular schedule every evening. She __________ dinner and then __________ down to eat at 6:00. After she __________ the dishes, she __________ on the TV. She usually __________ the news and then a movie. At 9:00, she __________ a shower. She always __________ her teeth after her shower. Then she picks up a book and __________ in bed for a while. She usually __________ asleep before 10:00.
### 3-6 Adding Final -s/-es to Words That End in -y

<table>
<thead>
<tr>
<th>(a) cry → cries</th>
<th>Try → tries</th>
<th>End of verb: consonant + -y.</th>
<th>Spelling: change y to i, add -es.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) pay → pays</td>
<td>Enjoy → enjoys</td>
<td>End of verb: vowel + -y.</td>
<td>Spelling: add -s.</td>
</tr>
</tbody>
</table>

#### Exercise 15. Spelling Practice.
*Directions:* Complete the chart with the correct form of each verb.

1. I try. **He ____________**
2. We study. **She ____________**
3. They say. **It ____________**
4. You worry. **My mother ____________**
5. We fly. **A bird ____________**
6. I stay awake. **Paul ____________ awake.**
7. I enjoy games. **Ann ____________ games.**
8. Students buy books. **My brother ____________ books.**
9. We pay bills. **Gina ____________ bills.**
10. I play music. **My friend ____________ music.**

#### Exercise 16. Sentence Practice.
*Directions:* Use the words in *italics* to complete the sentences.

1. **pay, always** Boris **always pays** his bills on time.
2. **cry, seldom** Our baby **seldom cries** at night.
3. **study** Paul **__________** at the library every day.
4. **stay, usually** Laura **__________** home at night.

*Using the Simple Present* 63
5. fly Kunio is a pilot. He __________ a plane.

6. carry, always Carol ________________ her books to class.

7. buy, seldom Ann ________________ new clothes.

8. worry Tina is a good student, but she ______________ about her grades.

9. enjoy Ron ________________ good food.

3-7 IRREGULAR SINGULAR VERBS: HAS, DOES, GOES

<table>
<thead>
<tr>
<th>(a) I have a book.</th>
<th>she has</th>
<th>(b) He has a book.</th>
<th>he has</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) I do my work.</td>
<td>she does</td>
<td>(d) She does her work.</td>
<td>she does</td>
</tr>
<tr>
<td>(e) They go to school.</td>
<td>she goes</td>
<td>(f) She goes to school.</td>
<td>she goes</td>
</tr>
</tbody>
</table>

Have, do, and go have irregular forms for third person singular:

- have → has
- do → does
- go → goes

EXERCISE 17. Sentence practice.

Directions: Use the given verbs to complete the sentences.

1. do Pierre always __________ his homework.

2. do We always __________ our homework.

3. have Yoko and Hamid __________ their books.

4. have Mrs. Chang __________ a car.

5. go Andy __________ to school every day.
6. *have* Jessica __________ a snack every night around ten.

7. *do* Sara seldom __________ her homework.

8. *do* We __________ exercises in class every day.

9. *go, go* Roberto __________ downtown every weekend. He and his wife __________ shopping.

10. *go* My friends often __________ to the beach.

**EXERCISE 18. Listening.**

*Directions:* Listen to the story. Complete the sentences with *is, has, does, or goes.*

Marco __________ a student. He __________ an unusual schedule. All of his classes are at night. His first class __________ at 6:00 P.M. every day. He __________ a break from 7:30 to 8:00. Then he __________ classes from 8:00 to 10:00.

He leaves school and __________ home at 10:00. After he __________ dinner, he watches TV. Then he __________ his homework from midnight to 3:00 or 4:00 in the morning.

Marco __________ his own computer at home. When he finishes his homework, he usually goes on the Internet. He usually stays at his computer until the sun comes up. Then he __________ a few exercises, __________ breakfast, and __________ to bed. He sleeps all day. Marco thinks his schedule __________ great, but his friends think it __________ strange.
3-8  SPELLING AND PRONUNCIATION OF FINAL -S/-ES

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) rub → rubs</td>
<td>rub/əs</td>
</tr>
<tr>
<td>ride → rides</td>
<td>ridez/əs</td>
</tr>
<tr>
<td>smile → smiles</td>
<td>smilez/əs</td>
</tr>
<tr>
<td>dream → dreams</td>
<td>dreamz/əmz</td>
</tr>
<tr>
<td>run → runs</td>
<td>runz/əns</td>
</tr>
<tr>
<td>wear → wears</td>
<td>warez/ərz</td>
</tr>
<tr>
<td>drive → drives</td>
<td>drivz/əz</td>
</tr>
<tr>
<td>see → sees</td>
<td>seez/əz</td>
</tr>
<tr>
<td>snow → snows</td>
<td>snowz/ərz</td>
</tr>
<tr>
<td>(b) drink → drinks</td>
<td>drinkz/ərz</td>
</tr>
<tr>
<td>sleep → sleeps</td>
<td>sleepz/ərz</td>
</tr>
<tr>
<td>write → writes</td>
<td>writez/ərz</td>
</tr>
<tr>
<td>laugh → laughs</td>
<td>laughz/ərz</td>
</tr>
</tbody>
</table>

To form a simple present verb in 3rd person singular, you usually add only -s, as in (a) and (b).

In (a): -s is pronounced /z/. The final sounds in (a) are “voiced.”** Voiced sounds make your vocal cords vibrate. The sound /b/ is a voiced sound.

In (b): -s is pronounced /z/. The final sounds in (b) are “voiceless.”* Your vocal cords do not vibrate with voiceless sounds. You push air through your teeth and lips. The sound /p/ is a voiceless sound.

(c) push → pushes | pushz/əz |
| teach → teaches | teachz/əz |
| kiss → kisses | kissz/əz |
| fix → fixes | fixz/əz |

End of verb: -sh, -ch, -es, -x

Spelling: add -es

Pronunciation: /z/!

(d) cry → cries | cryz/əz |
| study → studies | studyz/əz |

End of verb: consonant + -y

Spelling: change y to i, add -es

(e) pay → pays | payz/əz |
| buy → buys | buyz/əz |

End of verb: vowel + -y

Spelling: change y to i, add -es

(f) have → has | haz/əz |
| go → goes | goz/əz |
| do → does | daz/əz |

The 3rd person singular forms of have, go, and do are irregular.

*Voice sounds = b, d, g, t, m, n, r, s, y, and all the vowels: a, e, i, o, u.

Voiceless sounds = f, f, s, s, t, sh as in think.

EXERCISE 19. Let's talk: class activity.

Directions: Talk about everyday activities using the given verbs. Close your book.

Example:

TEACHER: eat

SPEAKER A: I eat breakfast every morning.

TEACHER: What does (Speaker A) do every morning?

SPEAKER B: She/He eats breakfast.

1. eat
2. go
3. drink
4. brush
5. have
6. study
7. get up
8. watch
9. speak
10. do
11. listen to
12. wash
13. put on
14. carry
15. kiss

66  CHAPTER 3
EXERCISE 20. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses. Use the simple present tense. Pay special attention to singular and plural and to the spelling of final -s/-es.

1. The students (ask, often) _______________ questions in class.
2. Pablo (study, usually) __________________ at the library every evening.
3. Olga (bite) _______________ her fingernails when she is nervous.
4. Donna (cash) _______________, a check at the bank once a week.
5. Sometimes I (worry) _______________ about my grades at school. Sonya (worry, never) _______________ about her grades. She (study) _______________ hard.
6. Ms. Jones and Mr. Anderson (teach) _______________ at the local high school.
   Ms. Jones (teach) _______________ math.
7. Birds (fly) _______________. They (have) _______________ wings.
8. A bird (fly) _______________. It (have) _______________ wings.
9. Jason (do, always) _______________ his homework. He (go, never) _______________ to bed until his homework is finished.
10. Mr. Cook (say, always)* _______________, hello to his neighbor in the morning.
11. Ms. Chu (play, always)* _______________ attention in class. She (answer) _______________ questions. She (listen) _______________ to the teacher. She (ask) _______________ questions.

* Pronunciation of say = /seɪ/. Pronunciation of play = /pleɪ/.
12. Sam \(\text{enjoy}\) \__________\ cooking. He \(\text{try,\ often}\) \___________
\___________ new recipes. He \(\text{like}\) \___________ to have company for
dinner. He \(\text{invite}\) \___________ me to dinner once a month. When I
arrive, I \(\text{go}\) \___________ to the kitchen and \(\text{watch}\) \___________ him
cook. He usually \(\text{have}\) \___________
three or four pots on the stove. He \(\text{watch}\)
\___________ the pots carefully.
He \(\text{make}\) \___________ a big
mess in the kitchen when he cooks.
After dinner, he \(\text{wash}\) \___________
all the dishes and \(\text{clean}\) \___________ the kitchen. I \(\text{cook,\ never}\)
\___________ \_________. It \(\text{be}\) \___________ too much trouble. But my
friend Sam \(\text{love}\) \___________ to cook.

☐ EXERCISE 21. \textit{Let’s talk: pairwork.}

\textit{Directions:} Work with a partner. Use frequency words like \textit{sometimes, rarely}, etc.

\textit{PART I.} Billy, Jenny, and Peter do many things in their evenings. How often do they
do the things in the list? Pay attention to final -s.

\textit{Example:} Billy rarely/seldom does homework.

\begin{center}
\begin{tabular}{|l|l|l|l|}
\hline
 & \textbf{BILLY} & \textbf{JENNY} & \textbf{PETER} \\
\hline
\textit{do homework} & once a week & 6 days a week & every day \\
\textit{surf the Internet} & every day & once a week & once a month \\
\textit{watch TV} & 3–4 days a week & 3–4 days a week & 3–4 days a week \\
\textit{read for pleasure} & 5 days a week & 5 days a week & 5 days a week \\
\textit{try to go to bed early} & once a week & 5 nights a week & 6 nights a week \\
\hline
\end{tabular}
\end{center}

\textit{PART II.} For homework, write ten sentences about the activities of Billy, Jenny, and
Peter.

68 \textit{CHAPTER 3}
EXERCISE 22. Let's talk and write: pairwork.

Directions: Work with a partner.
Partner A: Tell Partner B five to ten things you do every morning. You can look at the list you made for Exercise 1.
Partner B: Take notes while Partner A is talking. (You will use these notes later to write a paragraph about Partner A's usual morning habits.)

Switch roles.
Partner B: Tell Partner A five to ten things you do every morning.
Partner A: Take notes while Partner B is talking.

When you finish talking, write a paragraph about your partner's daily morning activities. Pay special attention to the use of final -s/es. Show your paragraph to your partner, who will look at your use of final -s/es.

3–9 THE SIMPLE PRESENT: NEGATIVE

<table>
<thead>
<tr>
<th>(a)</th>
<th>I</th>
<th>do not</th>
<th>drink coffee.</th>
<th>NEGATIVE:</th>
<th>I</th>
<th>+ do not + main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>do not</td>
<td>drink coffee.</td>
<td></td>
<td>We</td>
<td>+ do not + main verb</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>do not</td>
<td>drink coffee.</td>
<td></td>
<td>You</td>
<td>+ do not + main verb</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>do not</td>
<td>drink coffee.</td>
<td></td>
<td>They</td>
<td>+ do not + main verb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b)</th>
<th>She</th>
<th>does not</th>
<th>drink coffee.</th>
<th></th>
<th>She</th>
<th>+ does not + main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>does not</td>
<td>drink coffee.</td>
<td></td>
<td>He</td>
<td>+ does not + main verb</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>does not</td>
<td>drink coffee.</td>
<td></td>
<td>It</td>
<td>+ does not + main verb</td>
<td></td>
</tr>
</tbody>
</table>

Do and does are called "helping verbs."

Notice in (b): In 3rd person singular, there is no -s on the main verb; the final -s is part of does.

INCORRECT: She does not drinks coffee.

<table>
<thead>
<tr>
<th>(c)</th>
<th>I don't drink tea.</th>
<th>CONTRACTIONS:</th>
<th>do not = don't</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They don't have a car.</td>
<td></td>
<td>doesn't</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(d)</th>
<th>He doesn't drink tea.</th>
<th>People usually use contractions when they speak.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mary doesn't have a car.</td>
<td>People often use contractions when they write.</td>
</tr>
</tbody>
</table>

EXERCISE 23. Sentence practice.

Directions: Use the words in italics to make negative sentences. Use contractions.

1. like, not
   Ingrid ______ doesn't like ______ tea.

2. like, not
   I ______ don't like ______ tea.

3. know, not
   Mary and Jim are strangers. Mary ______ ______ ______ ______ Jim.
4. need, not  It's a nice day today. You __________________ your umbrella.

5. snow, not  It ___________________ in Bangkok in the winter.

6. speak, not  I ___________________ French.

7. be, not  I ___________________ hungry.

8. live, not  Butterflies ___________________ long.

9. have, not  A butterfly ___________________ a long life.

10. be, not  A butterfly ___________________ large.

11. be, not  Butterflies ___________________ large.

12. have, not  We ___________________ class every day.

13. have, not  This city ___________________ nice weather in the summer.

14. be, not  It ___________________ cold today.

15. rain, not  It ___________________ every day.

□ EXERCISE 24. Let's talk: pairwork.
Directions: Work with a partner. Make two sentences about each picture.

Example:
PARTNER A: Ann takes showers. She doesn’t take baths. Your turn now.
PARTNER B: Omar has a dog. He doesn’t have a cat. Your turn now.

YES 1. (Ann \take) showers baths

NO
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. (Omar \ have) a cat a dog</td>
<td></td>
</tr>
<tr>
<td>3. (I \ drink) tea coffee</td>
<td></td>
</tr>
<tr>
<td>4. (Rob and Ed \ live) an apartment a house</td>
<td></td>
</tr>
<tr>
<td>5. (Recky \ drive) a new car an old car</td>
<td></td>
</tr>
<tr>
<td>6. (I \ play) soccer tennis</td>
<td></td>
</tr>
<tr>
<td>7. (Mr. Davis \ teach) English French</td>
<td></td>
</tr>
<tr>
<td>8. (we \ use) typewriters computers</td>
<td></td>
</tr>
<tr>
<td>9. (Alex \ watch) news reports old movies</td>
<td></td>
</tr>
<tr>
<td>10. (Marco \ study) history physics</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 25. Let's talk: game.

Directions: Sit in a circle. Choose any of the verbs in the list. Make sentences with not.

| have | like | need | play | read | speak |

Example: like

SPEAKER A: I don't like bananas.
SPEAKER B: (Speaker A) doesn't like bananas. I don't have a dog.
SPEAKER C: (Speaker A) doesn't like bananas. (Speaker B) doesn't have a dog. I don't play baseball.

Continue around the circle, each time repeating the information of your classmates before saying your sentence. If you have trouble, your classmates can help you. Your teacher will be the last one to speak.

EXERCISE 26. Sentence practice.

Directions: Use verbs from the list to complete the sentences. Make all of the sentences negative by using does not or do not. You can use contractions (doesn't/don't). Some verbs may be used more than one time.

<table>
<thead>
<tr>
<th>do</th>
<th>go</th>
<th>share</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>make</td>
<td>smoke</td>
</tr>
<tr>
<td>eat</td>
<td>put on</td>
<td>speak</td>
</tr>
</tbody>
</table>

1. Bob ______ doesn't go ________ to school every day.

2. My roommates are from Japan. They ________ Spanish.

3. Roberto has a beard. He ________ in the morning.

4. We ________ to class on Sunday.

5. Sally is healthy. She ________ cigarettes.

6. Jane and Alex always have lunch at home. They ________ at the cafeteria.

7. Sometimes I ________ my homework in the evening. I watch TV instead.

8. My sister likes tea, but she ________ coffee.
9. Hamid is a careful writer. He ________________ mistakes in spelling when he writes.

10. I'm lazy. I ________________ exercises in the morning.

11. Sometimes Ann ________________ her shoes when she goes outside.

□ EXERCISE 27. Let's talk: class activity.

Directions: Use the given words to make truthful sentences.

Example: Grass \ blue.
SPEAKER A: Grass isn't blue.
SPEAKER B: Grass is green.

Example: Dogs \ tails.
SPEAKER C: Dogs have tails.
SPEAKER D: People* don't have tails.

1. A restaurant \ sell shoes.
2. A restaurant \ serve food.
3. People \ wear clothes.
4. Animals \ wear clothes.
5. A child \ need love, food, care, and toys.
6. A child \ need a driver's license.
7. Refrigerators \ hot inside.
8. Refrigerators \ cold inside.
9. A cat \ have whiskers.

10. A bird \ have whiskers.
11. Doctors \ take care of sick people.
12. Doctors in my country \ be expensive.
13. A bus \ carry people from one place to another.
14. It \ be cold today.
15. English \ be an easy language to learn.
16. People in this city \ be friendly.
17. It \ rain a lot in this city.

*People is a plural noun. It takes a plural verb.
### 3-10 THE SIMPLE PRESENT: YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>Do/Does + Subject + Main Verb</th>
<th>Question Forms, Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Do I like coffee?</td>
<td>Do I + main verb (simple form)</td>
</tr>
<tr>
<td>(b) Do you like coffee?</td>
<td>Do you + main verb (simple form)</td>
</tr>
<tr>
<td>(c) Do we like coffee?</td>
<td>Do we + main verb (simple form)</td>
</tr>
<tr>
<td>(d) Do they like coffee?</td>
<td>Do they + main verb (simple form)</td>
</tr>
<tr>
<td>(e) Does she like coffee?</td>
<td>Notice in (e): The main verb in the question does not have a final -s. The final -s is part of does.</td>
</tr>
<tr>
<td>(f) Does he like coffee?</td>
<td>Incorrect: Does she likes coffee?</td>
</tr>
<tr>
<td>(g) Does it taste good?</td>
<td></td>
</tr>
</tbody>
</table>

When the main verb is a form of be, do is not used. See Chart 2-1, p. 24, for question forms with be.

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(h) Are you a student?</td>
<td>Do you be a student?</td>
</tr>
<tr>
<td>Incorrect: Do you be a student?</td>
<td></td>
</tr>
<tr>
<td>(i) Do you like tea?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>No, I don't.</td>
<td></td>
</tr>
<tr>
<td>(j) Does Bob like tea?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>No, he doesn't.</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 28. Question practice.**

**Directions:** Make questions. Give short answers.

1. **A:** Do you like tea?
   **B:** Yes, I do. (I like tea.)

2. **A:** Do you like coffee?
   **B:** No, I don't. (I don't like coffee.)

3. **A:** ____________________________
   **B:** ____________________________ (I don't speak Chinese.)

4. **A:** ____________________________
   **B:** ____________________________ (Ann speaks Italian.)
5. A:  
   B: ___________________________ (Ann and Tom don’t speak Arabic.)

6. A:  
   B: ___________________________ (I do exercises every morning.)

7. A:  
   B: ___________________________ (Sue has a cold.)

8. A:  
   B: ___________________________ (Jim doesn’t do his homework every day.)

9. A:  
   B: ___________________________ (It rains a lot in April.)

10. A:  
    B: ___________________________ (Frogs don’t have tails.)

   □ EXERCISE 29. Interview and question practice: pairwork.
   Directions: Work with a partner. Ask and answer questions.

   PART I. Ask each other about the following activities. Check (√) the correct box.
   You can look at your book before you speak. When you speak, look at your partner.

   Example: drive a car
   PARTNER A: Do you drive a car?
   PARTNER B: No, I don’t. Do you drive a car?
   PARTNER A: Yes, I do.

   yes  no  yes  no
   1. live in an apartment  □  □  6. dream in English  □  □
   2. go to movie theaters  □  □  7. have a cell phone  □  □
   3. play tennis  □  □  8. like vegetables  □  □
   4. enjoy sports on TV  □  □  9. eat red meat  □  □
   5. read newspapers every day  □  □  10. like chocolate  □  □

   PART II. Write five sentences about your partner. Write five sentences about yourself.
EXERCISE 30. Let’s talk: pairwork.

Directions: Work with a partner. Ask and answer questions.

PART 1. Take turns making questions and giving short answers. Use the names of your classmates in the questions. Note: This is speaking practice. Do not write the answers yet.

Example:
PARTNER A: ____________________________
PARTNER B: ____________________________ (He is in class today.)
PARTNER A: Is Ali in class today?
PARTNER B: Yes, he is.

Example:
PARTNER B: ____________________________
PARTNER A: ____________________________ (She doesn’t speak Spanish.)
PARTNER B: Does Yoko speak Spanish?
PARTNER A: No, she doesn’t.

1. Partner A: ____________________________
   Partner B: ____________________________ (He speaks English in class every day.)

2. Partner B: ____________________________
   Partner A: ____________________________ (She comes to class every day.)

3. Partner A: ____________________________
   Partner B: ____________________________ (They’re in class today.)

4. Partner B: ____________________________
   Partner A: ____________________________ (She sits in the same seat every day.)

5. Partner A: ____________________________
   Partner B: ____________________________ (He wears jeans every day.)

6. Partner B: ____________________________
   Partner A: ____________________________ (They aren’t from Australia.)
7. Partner A: ______________________________

Partner B: _______________________________ (They don’t have dictionaries on their desks.)

8. Partner B: ______________________________

Partner A: _______________________________ (They speak English.)

PART II. Now write the questions and answers in your book.

☐ EXERCISE 31. Let’s talk: pairwork.

Directions: Work with a partner to make conversations. Begin your answers with no.

Example: children \ walk to school every day
Partner A: Do the children walk to school every day?
Speaker B: No, they don’t. They take the bus.
Partner A: Your turn now.

1. the students \ come to class at 10:00

2. Amy \ watch TV in the mornings

3. Luis \ write letters

4. Beth \ drive a car

5. the workers \ wear shoes

6. Joe \ have a cat
3-11 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHERE

<table>
<thead>
<tr>
<th>WHERE</th>
<th>DOES</th>
<th>SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Do</td>
<td>they live in Miami?</td>
<td>Yes, they do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No, they don’t.</td>
</tr>
<tr>
<td>(b)</td>
<td>Where</td>
<td>do they live?</td>
<td>In Miami.</td>
</tr>
<tr>
<td>(c)</td>
<td>Does</td>
<td>Gina live in Rome?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No, she doesn’t.</td>
</tr>
<tr>
<td>(d)</td>
<td>Where</td>
<td>does Gina live?</td>
<td>In Rome.</td>
</tr>
</tbody>
</table>

(a) = a yes/no question
(b) = an information question
Where asks for information about a place.
The form of yes/no questions and information questions is the same:
Does/Does = subject + main verb

Exercise 32. Question practice.

Directions: Make questions.

1. A: ____ Does Jean eat lunch at the cafeteria every day?__
   B: Yes, she does. (Jean eats lunch at the cafeteria every day.)

2. A: ____ Where does Jean eat lunch every day?__
   B: At the cafeteria. (Jean eats lunch at the cafeteria every day.)

3. A: ____________________________
   B: At the post office. (Peter works at the post office.)

4. A: ____________________________
   B: Yes, he does. (Peter works at the post office.)

5. A: ____________________________
   B: Yes, I do. (I live in an apartment.)

6. A: ____________________________
   B: In an apartment. (I live in an apartment.)

7. A: ____________________________
   B: At a restaurant. (Bill eats dinner at a restaurant every day.)

8. A: ____________________________
   B: In the front row. (I sit in the front row during class.)
9. A: __________________________
   B: At the University of Toronto. (Jessica goes to school at the University of Toronto.)

10. A: __________________________
    B: On my desk. (My book is on my desk.)

11. A: __________________________
    B: To class. (I go to class every morning.)

12. A: __________________________
    B: In class. (The students are in class right now.)

13. A: __________________________
    B: In Australia. (Kangaroos live in Australia.)

☐ **EXERCISE 33. Let's talk: pairwork.**

**Directions:** Work with a partner.
Partner A: Ask your partner questions using *where*.
    Your book is open.
Partner B: Answer the questions. Your book is closed.

*Example:* live
**PARTNER A (book open):** Where do you live?
**PARTNER B (book closed):** (free response)

1. live
2. eat lunch every day
3. go after class
4. study at night
5. go to school
6. buy school supplies

*Switch roles.*
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions now.

7. buy your clothes
8. go on weekends
9. sit during class
10. eat dinner
11. do your homework
12. go on vacation

Using the Simple Present 79
3-12 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHEN AND WHAT TIME

<table>
<thead>
<tr>
<th>Q-WORD* + DO/ + SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
<th>When and what time ask for information about time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) When do you go to class?</td>
<td>At nine o'clock.</td>
<td></td>
</tr>
<tr>
<td>(b) What time do you go to class?</td>
<td>At nine o'clock.</td>
<td></td>
</tr>
<tr>
<td>(c) When does Anna eat dinner?</td>
<td>At six p.m.</td>
<td></td>
</tr>
<tr>
<td>(d) What time does Anna eat dinner?</td>
<td>At six p.m.</td>
<td></td>
</tr>
<tr>
<td>(e) What time do you usually go to class?</td>
<td>The frequency adverb usually comes immediately after the subject in a question: Q-word + does/do + subject + usually + main verb</td>
<td></td>
</tr>
</tbody>
</table>

* A "Q-Word" is "a question word." When, where, what time, when, and why are examples of question words.

EXERCISE 34. Question practice.

Directions: Make questions.

1. A: ______ When/What time do you eat breakfast?  
   B: At 7:30. (I eat breakfast at 7:30 in the morning.)

2. A: ______ When/What time do you usually eat breakfast?  
   B: At 7:00. (I usually eat breakfast at 7:00.)

3. A: ______  
   B: At 6:45. (I get up at 6:45.)

4. A: ______  
   B: At 6:30. (Maria usually gets up at 6:30.)

5. A: ______  
   B: At 8:15. (The movie starts at 8:15.)

6. A: ______  
   B: Around 11:00. (I usually go to bed around 11:00.)

7. A: ______  
   B: At half-past twelve. (I usually eat lunch at half-past twelve.)

8. A: ______  
   B: At 5:30. (The restaurant opens at 5:30.)

80 CHAPTER 3
9. A: ____________________________
   B: At 9:05. (The train leaves at 9:05.)

10. A: ____________________________
    B: Between 6:30 and 8:00. (I usually eat dinner between 6:30 and 8:00.)

11. A: ____________________________
   B: At eight fifteen. (My classes begin at eight fifteen.)

12. A: ____________________________
   B: At 10:00 P.M. (The library closes at 10:00 P.M. on Saturday.)

□ EXERCISE 35. Let’s talk: class interview.

Directions: Ask and answer questions.

PART I. Walk around the room. Ask a question using when or what time. Write the answer and your classmate’s name. Then ask another classmate a different question.

Example: eat breakfast
SPEAKER A: What time do you eat breakfast?
SPEAKER B: I usually eat breakfast around seven o’clock.

<table>
<thead>
<tr>
<th>SPEAKER A: (write)</th>
<th>Name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yoko</td>
<td>7 A.M.</td>
</tr>
</tbody>
</table>

1. wake up
2. usually get up
3. eat breakfast
4. leave home in the morning
5. usually get to class
6. eat lunch
7. get home from school
8. have dinner
9. usually study in the evening
10. go to bed

PART II. Tell the class about a few of the answers you got.
**EXERCISE 36. Interview and paragraph practice.**

*Directions:* Interview someone (a friend, a roommate, a classmate, etc.) about her/his daily schedule. Use the information from the interview to write a paragraph.

*Some questions you might want to ask during the interview:*

- What do you do every morning?
- What time do you . . . ?
- What do you do every afternoon?
- When do you . . . ?
- What do you do every evening?
- Where do you . . . ?

---

**3-13 SUMMARY: INFORMATION QUESTIONS WITH BE AND DO**

<table>
<thead>
<tr>
<th>Q-WORD</th>
<th>+ BE</th>
<th>+ SUBJECT</th>
<th>LONG ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Where</td>
<td>is</td>
<td>Thailand?</td>
<td>Thailand <em>is</em> in Southeast Asia.</td>
</tr>
<tr>
<td>(b) Where</td>
<td>are</td>
<td>your books</td>
<td>My books <em>are</em> on my desk.</td>
</tr>
<tr>
<td>(c) When</td>
<td>is</td>
<td>the concert</td>
<td>The concert <em>is</em> on April 3rd.</td>
</tr>
<tr>
<td>(d) What</td>
<td>is</td>
<td>your name?</td>
<td>My name is Yoko.</td>
</tr>
<tr>
<td>(e) What time</td>
<td>is</td>
<td>it?</td>
<td>It <em>is</em> ten-thirty.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Q-WORD</th>
<th>+ DO</th>
<th>+ SUBJECT + MAIN VERB</th>
<th>LONG ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) What time</td>
<td>does</td>
<td>the plane arrive?</td>
<td>The plane <em>arrives</em> at six-fifteen.</td>
</tr>
<tr>
<td>(h) What</td>
<td>does</td>
<td>monkeys eat?</td>
<td>Monkeys <em>eat</em> fruit, plants, and insects.</td>
</tr>
<tr>
<td>(i) When</td>
<td>does</td>
<td>Bob study?</td>
<td>Bob <em>studies</em> in the evenings.</td>
</tr>
</tbody>
</table>

**NOTICE:** In questions with *be* as the main and only verb, the subject follows *be*. In simple present questions with verbs other than *be*, the subject comes between *do*/*does* and the main verb.

---

**EXERCISE 37. Question practice.**

*Directions:* Complete the questions in the written conversations. Use *is, are, does, or do.*

**CONVERSATION ONE**

A: What time _______ does ______ the movie start?

1

B: Seven-fifteen. _______ you want to go with us?

2

A: Yes. What time _______ it now?

3

B: Almost seven o'clock. _______ you ready to leave?

4

A: Yes, let's go.
CONVERSATION TWO
A: Where _________ my keys to the car?
B: I don’t know. Where _________ you usually keep them?
A: In my purse. But they’re not there.
B: Are you sure?
A: Yes. _________ you see them?
B: No. _________ they in one of your pockets?
A: I don’t think so.
B: _________ your husband have them?
A: No. He has his own set of car keys.
B: Well, I hope you find them.
A: Thanks.

CONVERSATION THREE
A: _________ you go to school?
B: Yes.
A: _________ your brother go to school too?
B: No. He quit school last semester. He has a job now.
A: _________ it a good job?
B: Not really.
A: Where _________ he work?
B: At a restaurant. He washes dishes.
A: _________ he live with you?
B: No, he lives with my parents.
A: _________ your parents unhappy that he quit school?
B: They’re very unhappy about it.
A: _________ they want him to return to school?
B: Of course. They have many dreams for him and his future.
EXERCISE 38. Let’s talk: small group activity.

Directions: Work in small groups. Complete the sentences with is, are, do, or does. Circle if the answer is yes or no. Discuss your answers with your classmates. If you don’t know the answer, guess.

1. ___ does the moon go around the earth? yes no
2. ___ the sun go around the earth? yes no
3. ___ the planets go around the sun? yes no
4. ___ the sun a planet? yes no
5. ___ stars planets? yes no
6. ___ Venus hot? yes no
7. ___ Neptune easy to see? yes no
8. ___ Jupiter windy? yes no
9. ___ Venus and Mars go around the sun? yes no
10. ___ Saturn and Uranus have moons? yes no
**EXERCISE 39. Question practice.**

*Directions:* Complete the questions and answers with your own words.

1. A: Do _______?  
   B: No, I don’t.

2. A: Where are ____________________________?  
   B: I don’t know.

3. A: What time does ________________________?  
   B: ________________________.

4. A: When do ________________________?  
   B: ________________________.

5. A: Is ________________________?  
   B: ________________________.

6. A: What is ________________________?  
   B: ________________________.

7. A: Are ________________________?  
   B: ________________________.

8. A: What are ________________________?  
   B: ________________________.

9. A: What do ________________________?  
   B: ________________________.

10. A: What does ________________________?  
    B: ________________________.

**EXERCISE 40. Chapter review.**

*Directions:* Add -s or -es where necessary.

ABDUL AND PABLO  

s (lives = live + /z/)

(1) My friend Abdul lives in an apartment near school. (2) He walk to school almost every day. (3) Sometimes he catch a bus, especially if it’s cold and rainy outside. (4) Abdul share the apartment with Pablo. (5) Pablo come from Venezuela.
(6) Abdul and Pablo go to the same school. (7) They take English classes.

(8) Abdul speak Arabic as his first language, and Pablo speak Spanish. (9) They communicate in English. (10) Sometimes Abdul try to teach Pablo to speak a little Arabic, and Pablo give Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoy having Pablo as his roommate, but he miss his family back in Saudi Arabia.

□ EXERCISE 41. Chapter review; pairwork.

Directions: Work with a partner.

PART I.
Partner A: Ask Partner B five questions about things s/he has and doesn’t have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.).
Take notes.
Partner B: Answer the questions.

Example:
PARTNER A: Do you have a car?
PARTNER B: No.
PARTNER A: Do you have a computer?
PARTNER B: Yes, but it’s not here. It’s in my country.
Etc.

Switch roles. (Partner B now asks five questions.)

PART II.
Partner B: Ask Partner A five questions about things s/he likes and doesn’t like (for example, kinds of food and drink, music, movies, books, etc.)
Partner A: Answer the questions.

Example:
PARTNER B: Do you like pizza?
PARTNER A: Yes.
PARTNER B: Do you like the music of (name of a group or singer)?
PARTNER A: No, I don’t.
Etc.

PART III. Write about your partner. The vocabulary on the next page can help you.
• Give a physical description.
• Write about things this person has and doesn’t have.
• Write about things this person likes and doesn’t like.
Here's some vocabulary to help you describe your partner.

<table>
<thead>
<tr>
<th>eye color:</th>
<th>hair types:</th>
<th>hair color:</th>
</tr>
</thead>
<tbody>
<tr>
<td>brown</td>
<td>straight</td>
<td>brown</td>
</tr>
<tr>
<td>blue</td>
<td>curly</td>
<td>blond</td>
</tr>
<tr>
<td>green</td>
<td>wavy</td>
<td>black</td>
</tr>
<tr>
<td>gray</td>
<td>bald</td>
<td>dark</td>
</tr>
</tbody>
</table>

**EXERCISE 42. Chapter review: question practice.**

**Directions:** Complete the questions and answers with the words in parentheses. Use the simple present of the verbs.

A: *(you, study)  a lot?*

B: I *(study)  at least three hours every night. My roommate *(study)  at least five hours. She's very serious about her education. How about you? *(you, spend)  a lot of time studying?*

A: No, I don't. I *(spend)  as little time as possible. I *(like, not)  to study.*

B: Then why *(you, be)  a student?*

A: My parents *(want)  me to go to school. I *(want, not)  to be here.*

B: In that case, I *(think)  that you should drop out of school and find a job until you decide what you want to do with your life.
EXERCISE 43. Chapter review.

Directions: Complete each sentence with the correct form of the verb in parentheses.

I (have) ____________ two roommates. One of them, Sam, is always neat and clean. He (wash) ____________ his clothes once a week. (you, know)

Matt, my other roommate? He (be) ____________ the opposite of Sam. For example, Matt (change, not)

__________ the sheets on his bed. He (keep)

__________ the same sheets week after week. He (wash, never)

__________ his clothes. He (tear) ____________ the same dirty jeans every day. Sam’s side of the room (be, always)

__________ neat, and Matt’s side (be, always) ____________ a mess. As my mother always (say) ____________, it (take) ____________ all kinds of people to make a world.

Sam’s side

Matt’s side

---

EXERCISE 44. Chapter review: let’s talk.

Directions: Work with a partner.

PART 1. Complete the conversations.

1. PARTNER A: Do you ______? PARTNER B: Yes, I do. How about you? Do you ______?

PARTNER A: ______.

2. PARTNER B: Are you ______? PARTNER A: Yes, I am. How about you? Are you ______?

PARTNER B: ______.

3. PARTNER A: ______ you usually ______ in the morning? PARTNER B: ______.

PARTNER A: When ______?

PARTNER B: ______.
4. PARTNER B: ____?
PARTNER A: Yes, I do.
PARTNER B: ____?
PARTNER A: No, he doesn’t.
PARTNER B: ____?
PARTNER A: Yes, I am.
PARTNER B: ____?
PARTNER A: No, he isn’t.

PART II. Share one or two of your dialogues with the class.

☐ EXERCISE 45. Chapter review.
Directions: Make questions. Use your own words.

1. A: ____________________________?
   B: No, I don’t.

2. A: ____________________________?
   B: Yes, I am.

3. A: ____________________________?
   B: In an apartment.

4. A: ____________________________?
   B: Six-thirty.

5. A: ____________________________?
   B: Monday.

6. A: ____________________________?
   B: At home.

7. A: ____________________________?
   B: No, he doesn’t.

8. A: ____________________________?
   B: No, she isn’t.

9. A: ____________________________?
   B: South of the United States.

10. A: ____________________________?
    B: Yes, it is.

11. A: ____________________________?
    B: Yes, they do.
12. A: ____________________________________________
   B: In Southeast Asia.

13. A: ____________________________________________
   B: Hot in the summer.

14. A: ____________________________________________
   B: September.

15. A: ____________________________________________
   B: Yes, I do.

☐ EXERCISE 46. Chapter review: let's talk.

Directions: Which lifestyle do you like the most? Ask your teacher questions to get more information about them. Then decide which you like best and explain why.

Example:

SPEAKER A: Where does Peter live?
   TEACHER: On a boat.

SPEAKER B: What does Kathy do?
   TEACHER: She teaches skiing.

SPEAKER C: Where does Ron work?
   TEACHER: At a jewelry store.

SPEAKER D: What pets does Lisa have?
   TEACHER: She has a snake.

Continue asking questions until your chart is complete.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where does she/he live?</th>
<th>What does she/he do?</th>
<th>Where does she/he work?</th>
<th>What pets does she/he have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETER</td>
<td>on a boat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KATHY</td>
<td></td>
<td>teaches skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RON</td>
<td></td>
<td></td>
<td>at a jewelry store</td>
<td></td>
</tr>
<tr>
<td>LISA</td>
<td></td>
<td></td>
<td></td>
<td>a snake</td>
</tr>
<tr>
<td>JACK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 47. Chapter review: error analysis.

Directions: Correct the errors.

lives
1. Yoko live in Japan.

2. Ann comes usually to class on time.

3. Peter use his cell phone often.

4. Amy carry a notebook computer to work every day.

5. She enjoy her job.

6. I no know Joe.

7. Mike don’t like milk. He never drink it.

8. Tina doesn’t speak Chinese. She speaks Spanish.

9. You a student?

10. Does your roommate sleeps with the window open?

11. A: Do you like strong coffee?
    
    B: Yes, I like.

12. Where your parents live?

13. What time is your English class begins?

14. Olga isn’t need a car. She have a bicycle.

15. Do Pablo does his homework every day?
CHAPTER 4
Using the Present Progressive

4-1  **BE + -ING: THE PRESENT PROGRESSIVE TENSE**

| am + -ing | (a) I am sitting in class right now. |
| is + -ing  | (b) Rita is sitting in class right now. |
| are + -ing | (c) You are sitting in class right now. |

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

| am, is, are = helping verbs |
| sitting = the main verb |
| am, is, are + -ing = the present progressive tense* |

*The present progressive is also called the "present continuous" or the "continuous present."

☐ **EXERCISE 1.** Let's talk: class activity.

*Directions:* Your teacher will perform and describe some actions. Listen for the form of the verb. Answer questions about these actions.

*Example:* read  
TEACHER: (pantomimes reading) I am reading. What am I doing?  
STUDENT: You are reading.

1. write  4. count  
2. sit  5. wave  
3. stand  6. look at the ceiling

☐ **EXERCISE 2.** Let's talk: pairwork.

*Directions:* Work with a partner. What are the animals in the following pictures doing?  
Partner A: Choose any picture and describe the activity. Use the present progressive (is + -ing).  
Partner B: Point to the picture described by your partner.
Example: horse

PARTNER A: The horse is sleeping.

PARTNER B: (points to the horse in the picture)

PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>mouse</td>
</tr>
<tr>
<td>cat</td>
<td>horse</td>
</tr>
<tr>
<td>dog</td>
<td>monkey</td>
</tr>
<tr>
<td>elephant</td>
<td>rabbit</td>
</tr>
<tr>
<td>giraffe</td>
<td>tiger</td>
</tr>
<tr>
<td></td>
<td>drink a cup of tea</td>
</tr>
<tr>
<td></td>
<td>drive a car</td>
</tr>
<tr>
<td></td>
<td>eat a carrot</td>
</tr>
<tr>
<td></td>
<td>sing</td>
</tr>
<tr>
<td></td>
<td>paint a picture</td>
</tr>
<tr>
<td></td>
<td>play the piano</td>
</tr>
<tr>
<td></td>
<td>read a newspaper</td>
</tr>
<tr>
<td></td>
<td>sleep</td>
</tr>
<tr>
<td></td>
<td>take a bath</td>
</tr>
<tr>
<td></td>
<td>talk on the phone</td>
</tr>
</tbody>
</table>
EXERCISE 3. Let's talk: class activity.

Directions: Answer questions about what you are wearing today and what your classmates are wearing. Use the present progressive (am/is/are + wearing).

Example:
TEACHER: Rosa, what are you wearing today?
SPEAKER A: I'm wearing a white blouse and a blue skirt.
TEACHER: What is Jin Won wearing?
SPEAKER A: He's wearing jeans and a sweatshirt.
TEACHER: What color is his sweatshirt?
SPEAKER A: It's gray with red letters.
TEACHER: What else is Jin Won wearing?
SPEAKER B: He's wearing sneakers, white socks, and a wristwatch.
Etc.

EXERCISE 4. Let's talk: pairwork.

Directions: Work with a partner. Identify who is wearing particular articles of clothing. If no one is wearing that piece of clothing, say "no one."

Example:
PARTNER A: brown shoes
PARTNER B: Marco is wearing brown shoes. OR
Marco and Abdul are wearing brown shoes. OR
No one is wearing brown shoes.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a T-shirt</td>
<td>1. a white shirt</td>
</tr>
<tr>
<td>2. blue jeans</td>
<td>2. a skirt (or dress)</td>
</tr>
<tr>
<td>3. earrings</td>
<td>3. a necklace</td>
</tr>
<tr>
<td>4. boots</td>
<td>4. running shoes</td>
</tr>
<tr>
<td>5. pants</td>
<td>5. a belt</td>
</tr>
</tbody>
</table>

EXERCISE 5. Let's talk: class activity.

Directions: Act out the directions the teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your books for this activity.

Example: Smile.
TEACHER: (Student A), please smile. What are you doing?
SPEAKER A: I'm smiling.
TEACHER: (Speaker A) and (Speaker B), please smile. (Speaker A), what are you and (Speaker B) doing?

SPEAKER A: We're smiling.

TEACHER: (Speaker C), what are (Speaker A and Speaker B) doing?

SPEAKER C: They're smiling.

TEACHER: (Speaker A), please smile. (Speaker B), what is (Speaker A) doing?

SPEAKER B: He/She is smiling.

1. Stand up.
2. Sit down.
3. Stand in the middle of the room.
4. Sit in the middle of the room.
5. Stand in the back of the room.
6. Stand between ( . . . ) and ( . . . ).
7. Touch the floor.
8. Touch the ceiling.
9. Touch your toes.
10. Open/Close the door/window.
11. Speak in your native language.
12. Shake hands with ( . . . ).
13. Stand up and turn around in a circle.
15. Hold up your right hand.
16. Hold up your left hand.
17. Touch your right ear with your left hand.
18. Clap your hands.


Directions: Work with a partner. Look around your classroom. Make sentences about people in the room. Use their names. You can use the verbs in the list to help you.

Example: the name of a student near you

PARTNER A: Maria is sitting near me.

PARTNER B: Yes. And she is talking to Po.

PARTNER A: Your turn now.

daydream read stand watch
help sit talk wear
listen speak English think in English write

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the name of the teacher</td>
<td>1. the name of a student near the door</td>
</tr>
<tr>
<td>2. the names of two classmates near you</td>
<td>2. the names of two classmates on the other side of the room</td>
</tr>
<tr>
<td>3. the name of a classmate</td>
<td>3. the names of three classmates</td>
</tr>
<tr>
<td>4. yourself (Use &quot;I&quot;)</td>
<td>4. yourself and your partner</td>
</tr>
</tbody>
</table>
EXERCISE 7. Listening.

Directions: Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answers. Compare your answers with your classmates’ answers.

Tony is not a serious student. He is lazy. He doesn’t go to class much. He likes to sit in the cafeteria. Sometimes he sits alone, and sometimes he visits with friends from his country. He is in the cafeteria right now. What is he doing?

Example: Tony is talking on his cell phone. (yes) no

1. yes no 6. yes no
2. yes no 7. yes no
3. yes no 8. yes no
4. yes no 9. yes no
5. yes no 10. yes no

EXERCISE 8. Pretest.

Directions: Write the -ing form for the following words.

1. smile —— smiling
2. ride ——
3. run ——
4. stop ——
5. rain ——
6. sleep ——
7. push ——
8. count ——
9. fix ——
10. write ——
11. grow ——
12. wait ——

96 CHAPTER 4
4-2 **SPELLING OF -ING**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A CONSONANT* + -e → DROP THE -e and ADD -ing</td>
<td>smile → smiling, write → writing</td>
</tr>
<tr>
<td>2</td>
<td>ONE VOWEL* + ONE CONSONANT → DOUBLE THE CONSONANT and ADD -ing**</td>
<td>sit → sitting, run → running</td>
</tr>
<tr>
<td>3</td>
<td>TWO VOWELS + ONE CONSONANT → ADD -ing; DO NOT DOUBLE THE CONSONANT</td>
<td>read → reading, rain → raining</td>
</tr>
<tr>
<td>4</td>
<td>TWO CONSONANTS + ADD -ing; DO NOT DOUBLE THE CONSONANT</td>
<td>stand → standing, push → pushing</td>
</tr>
</tbody>
</table>

*Vowels = a, o, i, u, e.  Consonants = b, c, d, f, g, h, k, l, m, n, p, q, r, s, t, v, w, x, y, z.*

**Exception to Rule 2: Do not double n, s, and y.**

\[\text{Note:}\] one → something  fix → fixing  say → saying

**EXERCISE 9. Spelling practice.**

Directions: Write the -ing forms for the following words.

1. take  
2. come  
3. dream  
4. bite  
5. hit  
6. join  
7. hurt  
8. plan  
9. dine  
10. snow  
11. study  
12. warn
EXERCISE 10. Spelling practice.

Directions: Your teacher will say a sentence. Write the word that ends in -ing.
Close your book for this activity.

Example: wave
teacher: I'm waving.
students: waving

1. smile  
2. fly  
3. laugh  
4. sit  
5. stand  
6. sleep  
7. clap  
8. write
9. eat  
10. run  
11. sing  
12. read  
13. drink  
14. sneeze  
15. cry
16. cut a piece of paper

EXERCISE 11. Let’s talk: class activity.

Directions: Practice using the present progressive to describe actions. Your teacher will give directions. One student acts out the directions, and another describes it.

Example: erase the board
teacher: (Student A), please erase the board.
student A: (erases the board)
teacher: What is (Student A) doing?
student B: He/She is erasing the board.

1. draw a picture on the board  
2. clap your hands  
3. walk around the room  
4. wave at (name of a student)  
5. sign your name on the board  
6. count your fingers out loud  
7. hit your desk with your hand  
8. carry your book on the top of your head to the front of the room  
9. bite your finger  
10. look at the ceiling  
11. tear a piece of paper  
12. sing, hum, or whistle  
13. sleep  
14. snore  
15. stand up and stretch  
16. sneeze  
17. cough  
18. chew gum  
19. hold your grammar book between your ankles  
20. (two students) throw and catch (something in the room)
4-3 THE PRESENT PROGRESSIVE: NEGATIVES

(a) I am not sleeping. I am awake.
(b) Ben isn't listening. He's daydreaming.
(c) Mr. and Mrs. Brown aren't watching TV. They're reading.

Present progressive negative:

\[
\text{am } \rightarrow \text{ not } + \text{-ing}
\]

EXERCISE 12. Sentence practice.

Directions: Use the present progressive to make two sentences about each situation, one negative and one affirmative.

Example: Nancy: standing up / sitting down
Written: Nancy isn'st standing up.
She's sitting down.

1. Otto: watching the news / talking on the phone
Otto isn't ___________________________
He's ___________________________
2.
Anita: listening to music / playing the piano
Anita _______________________
She's _______________________

3.
Sophia: reading a magazine / reading a book
Sophia _______________________
She's _______________________

4.
The birds: flying / sitting on a telephone wire
The birds _______________________
They're _______________________
EXERCISE 13. Let's talk: pairwork.

Directions: Work with a partner. Make sentences about your classmates’ activities right now. In the first sentence, describe what is not true. In the second sentence, describe what is true.

Example:

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not wearing a white shirt</td>
<td>1. not sitting near us</td>
</tr>
</tbody>
</table>

PARTNER A: Toshi is not wearing a white shirt. He’s wearing a blue shirt. Your turn now.

PARTNER B: Olga is not sitting near us. She’s sitting near the teacher. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not standing up</td>
<td>1. not writing</td>
</tr>
<tr>
<td>2. not holding a piece of chalk</td>
<td>2. not looking out the window</td>
</tr>
<tr>
<td>3. not talking to (name of a classmate)</td>
<td>3. not sitting on the floor</td>
</tr>
<tr>
<td>4. not wearing T-shirts</td>
<td>4. not standing next to each other</td>
</tr>
<tr>
<td></td>
<td>(names of classmates)</td>
</tr>
</tbody>
</table>


Directions: Write the names of people you know. Write two sentences about each person. Write about (1) what they are doing right now and (2) what they are not doing right now. Use your own paper. Share a few of your sentences with the class.

Example: your neighbor
- Mrs. Martinez is working at her office right now.
- She is not working in her garden.

1. someone in your family
2. the leader of your country
3. your favorite actor, writer, or sports star
4. a friend from childhood
### 4-4 THE PRESENT PROGRESSIVE: QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER (LONG ANSWER)</th>
</tr>
</thead>
</table>
| (a) **Is** Mary **sleeping**? | → Yes, she is. (She's sleeping.)  
  → No, she's not. (She's not sleeping.)  
  → No, she isn't. (She isn't sleeping.) |
| (b) **Are** you **watching TV**? | → Yes, I am. (I'm watching TV.)  
  → No, I'm not. (I'm not watching TV.) |
| (c) **Where** is Mary **sleeping**? | → In bed. (She's sleeping in bed.) |
| (d) **What** is Ted **watching**? | → A movie. (Ted is watching a movie.) |
| (c) **Why** are you **watching TV**? | → Because I like this program. (I'm watching TV because I like this program.) |

**EXERCISE 15. Question practice.**

*Directions:* Make questions.

1. **Is** the teacher helping **students**?
   1. Yes, she is. (The teacher is helping students.)
2. **What** is John **riding**?
   2. Yes, he is. (John is riding a bicycle.)
3. **Where** are you **sleeping**?
   3. No, I'm not. (I'm not sleeping.)
4. **Are** they **watching TV**?
   4. No, they aren't. (The students aren't watching TV.)
5. **What** is it **outside**?
   5. No, it isn't. (It isn't raining outside.)
EXERCISE 16. Let's talk: pairwork.

Directions: Work with a partner. You and your partner have different pictures.
Ask and answer questions about your partner's picture.
Partner A: Look at the pictures in Exercise 2, p. 93.
Partner B: Look at the pictures below. Find the differences.

Example:
PARTNER A: Is the rabbit eating a carrot in your picture?
PARTNER B: No, it isn't. It's eating an ice-cream cone.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the rabbit . . .?</td>
<td>1. Is the elephant . . .?</td>
</tr>
<tr>
<td>2. Is the cat . . .?</td>
<td>2. Is the tiger . . .?</td>
</tr>
<tr>
<td>3. Is the giraffe . . .?</td>
<td>3. Is the monkey . . .?</td>
</tr>
<tr>
<td>4. Is the horse . . .?</td>
<td>4. Is the bird . . .?</td>
</tr>
<tr>
<td>5. Is the dog . . .?</td>
<td>5. Is the mouse . . .?</td>
</tr>
</tbody>
</table>

Using the Present Progressive 103
EXERCISE 17. Let’s talk: small groups.

Directions: Work in small groups. Ask yes/no questions using the present progressive. Use the verbs in the list. Ask two questions for each verb: Are you...? and Is (name of a group member)...? Take turns asking questions.

Example: write

Speaker A: Are you writing?
Speaker B: Yes, I am. Or: No, I’m not.
Speaker A: Is (Speaker B) writing?
Speaker C: Yes, she/he is. Or: No, she/he’s not.
Speaker A: Your turn now, (Speaker B).

1. sit
2. stand
3. smile
4. answer questions
5. sleep
6. speak English
7. look out the window
8. write in your/her/his book
9. talk to (name of a classmate)

EXERCISE 18. Question practice.

Directions: Create questions with where, why, and what.

1. A: _______What are you reading?_____
   B: My grammar book. (I’m reading my grammar book.)

2. A: _______
   B: Because we’re doing an exercise. (I’m reading my grammar book because we’re doing an exercise.)

3. A: _______
   B: A sentence in my grammar book. (I’m writing a sentence in my grammar book.)

4. A: _______
   B: In the back of the room. (Seung is sitting in the back of the room.)

5. A: _______
   B: In an apartment. (I’m living in an apartment.)

6. A: _______
   B: Jeans and a sweatshirt. (Roberto is wearing jeans and a sweatshirt today.)

7. A: _______
   B: Because I’m happy. (I’m smiling because I’m happy.)
EXERCISE 19. Question practice.

Directions: Make questions. Give short answers to yes/no questions.

1. A: What ___ are you writing?
   B: A letter. (I’m writing a letter.)

   B: No, ___ he isn’t/she’s not. (Ali isn’t reading a book.)

3. A: ___
   B: Yes, ___ (Anna is eating lunch.)

4. A: Where ___
   B: At the Red Bird Cafe. (She’s eating lunch at the Red Bird Cafe.)

5. A: ___
   B: No, ___ (Mike isn’t drinking a cup of coffee.)

6. A: What ___
   B: A cup of tea. (He’s drinking a cup of tea.)

7. A: ___
   B: No, ___ (The girls aren’t playing in the street.)
8. A: Where ________________________________
   B: In the park. (They're playing in the park.)

9. A: Why ________________________________
   B: Because they don't have school today. (They're playing in the park because they don't have school today.)

---

**4-5 THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE**

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>QUESTIONS</th>
<th>NEGATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I sit in class every day.</td>
<td>(e) Do you sit in class every day?</td>
<td>(i) I don't sit in class every day.</td>
</tr>
<tr>
<td>(b) I am sitting in class right now.</td>
<td>(f) Are you sitting in class right now?</td>
<td>(j) I'm not sitting in class right now.</td>
</tr>
<tr>
<td>(c) The teacher writes on the board every day.</td>
<td>(g) Does the teacher write on the board every day?</td>
<td>(k) The teacher doesn't write on the board every day.</td>
</tr>
<tr>
<td>(d) The teacher is writing on the board right now.</td>
<td>(h) Is the teacher writing on the board right now?</td>
<td>(l) The teacher isn't writing on the board right now.</td>
</tr>
</tbody>
</table>

- The **SIMPLE PRESENT** expresses habits or usual activities, as in (a), (c), and (d).
- The **PRESENT PROGRESSIVE** expresses actions that are happening right now, while the speaker is speaking, as in (b), (g), and (l).

- The **SIMPLE PRESENT** uses **do** and **does** as helping verbs in questions.
- The **PRESENT PROGRESSIVE** uses **am**, **is**, and **are** in questions.

- The **SIMPLE PRESENT** uses **do** and **does** as helping verbs in negatives.
- The **PRESENT PROGRESSIVE** uses **am**, **is**, and **are** in negatives.
**EXERCISE 20. Sentence practice.**

**Directions:** Complete the sentences with the words in parentheses.

1. Ahmed (talk) _______ talks _______ to his classmates every day in class. Right now he (talk) _______ _______ _______ _______ _______ to Yoko. He (talk, not) _______ _______ _______ _______ _______ to his friend Omar right now.

2. It (rain) _______ _______ _______ a lot in this city, but it (rain, not) _______ _______ _______ _______ _______ _______ right now. The sun (shine) _______ _______ _______ _______.
   (It, rain) _______ _______ _______ _______ a lot in your hometown?

3. Hans and Anna (sit) _______ _______ next to each other in class every day, so they often (help) _______ _______ _______ each other with their grammar exercises. Right now Anna (help) _______ _______ _______ _______ _______ Hans with an exercise on present verb tenses.

4. Roberto (cook) _______ _______ _______ his own dinner every evening. Right now he is in his kitchen. He (cook) _______ _______ _______ _______ _______ rice and beans. (He, cook) _______ _______ _______ _______ meat for his dinner tonight too? No, he is a vegetarian. He (eat, not) _______ _______ _______ _______ meat. (You, eat) _______ _______ _______ _______ _______ meat? (You, be) _______ _______ _______ _______ a vegetarian?

**EXERCISE 21. Listening.**

**Directions:** Listen to the sentences. Circle the correct completions.

**Examples:** John sleeps late . . . now every day
                John is sleeping . . . now every day

1. now every day 5. now every day
2. now every day 6. now every day
3. now every day 7. now every day
4. now every day 8. now every day
EXERCISE 22. Let’s talk: pairwork.

Directions: Work with a partner. Take turns asking and answering questions about Anna’s activities. Use the present progressive and the simple present.

Example: read a newspaper
PARTNER A: Is Anna reading a newspaper?
PARTNER B: Yes, she is.
PARTNER A: Does she read a newspaper every day?
PARTNER B: Yes, she does.
PARTNER A: Your turn now.

- drink tea
- ride her bicycle
- talk on the phone
- listen to music
- say “hello” to her neighbor
- watch TV
- play tennis
- swim
- play the guitar
- take a walk

EXERCISE 23. Sentence practice.

Directions: Complete the sentences. Use words from the list.

- am
- is
- are
- do
- does

1. __________ you ready? The bus __________ leaving right now.
2. __________ you have enough money for the bus?
3. Oh, no. It __________ raining again. __________ it rain often in this city?

4. Excuse me, what time __________ you have?

5. No one is here. __________ I early or late?

6. I __________ looking for the registration office. __________ you know where it is?

7. When __________ the registration office close?

8. Where __________ your school?

9. Where __________ you live?

10. __________ your classmates live near you?

☐ EXERCISE 24. Question practice.

Directions: Complete the sentences with the words in parentheses.

1. A: Tom is on the phone.
   B: (he, talk) __________ is he talking __________ to his wife?
   A: Yes.
   B: (he, talk) __________ Does he talk __________ to her often?
   A: Yes, he (talk) __________ talks __________ to her every day during his lunch break.

2. A: I (walk) __________ to school every day. I (take, not) __________
   __________ the bus. (you, take) __________ the bus?
   B: No, I don’t.

3. A: Anna is in the hallway.
   B: (she, talk) __________ to her friends?
   A: No, she isn’t. She (run) __________ to her next class.

4. A: I (read) __________ the newspaper every day.
   B: How about your grammar book? (you, read) __________
   __________ your grammar book every day?
   A: No, I don’t. I (read, not) __________ my grammar book every day.

5. A: What (you, read) __________ right now?
   B: I (read) __________ my grammar book.
6. A: (you, want) __________________ your coat?
   B: Yes.
   A: (be, this) __________________ your coat?
   B: No, my coat (hang) __________________ in the closet.

☐ EXERCISE 25. Listening.

Directions: Listen to each conversation. Complete the sentences with the words you hear.

Example:
You will hear: Is Ann here today?
You will write: ___Is___ Ann here today?
You will hear: No. She's working at her uncle's bakery today.
You will write: No. ___She's working___ at her uncle's bakery today.

1. A: _____ Tom __________ a black hat?
   B: Yes.
   A: __________________ it every day?
   B: No.
   A: __________________ it right now?
   B: I __________________, Why do you care about Tom's hat?
   A: I found a hat in my apartment. Someone left it there. I __________ that it belongs to Tom.

2. A: __________ animals __________?
   B: I don't know. I suppose so. Animals __________ very different from human beings in lots of ways.
   A: Look at my dog. She ______________. Her eyes __________
closed. At the same time, she ______________ and ______________
her head and her front legs. I __________ sure that
she ______________
right now. I'm sure that
animals __________.
EXERCISE 26. Listening.

Directions: Listen to the conversation. Complete the sentences with the words you hear.

Example:
You will hear: Are you doing an exercise?
You will write: ______ Are you doing ______ an exercise?
You will hear: Yes, I am.
You will write: Yes, ______ I am ______.

 SPEAKER A: What are you doing? _____________ on your English paper?

 SPEAKER B: No, _____________ . _____________ an e-mail to my sister.

 SPEAKER A: _____________ to her often?

 SPEAKER B: Yes, but I _____________ , a lot of e-mails to anyone else.

 SPEAKER A: _____________ to you often?

 SPEAKER B: Yes. I _____________ an e-mail from her several times a week.

 How about you? _____________ a lot of e-mails?

 SPEAKER A: Yes. I _____________ to send e-mails to friends all over the world.

4-6 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

(a) I’m hungry ______ now. I ______ an apple.

INCORRECT: I am wanting an apple.

(b) I ______ a siren. Do you ______ it too?

INCORRECT: I’m hearing a siren. Are you hearing it too?

NONACTION VERBS

dislike  hear  believe
hate  see  know
like  small  think (meaning believe)*
love  taste  understand
need
want

Some verbs are NOT used in the present progressive. They are called “nonaction verbs.” In (a): Want is a nonaction verb. Want expresses a physical or emotional need, not an action. In (b): Hear is a nonaction verb. Hear expresses a sensory experience, not an action.

* Sometimes think is used in progressive tenses. See Chart 4-8, p. 117, for a discussion of think about and think that.
Exercise 27. Sentence practice.

Directions: Use the words in parentheses to complete the sentences. Use the simple present or the present progressive.

1. Alice is in her room right now. She (read) ______ is reading ______ a book. She (like) ______ likes ______ the book.

2. It (snow) ______________ right now. It’s beautiful! I (like) ______ ______ this weather.

3. I (know) ______________ Jessica Jones. She’s in my class.

4. The teacher (talk) ______________ to us right now. I (understand) ______ ______ ______ everything she’s saying.

5. Mike is at a restaurant right now. He (eat) ______________ dinner.
   He (like) ______ ______ ______ the food. It (taste) ______ ______ ______ good.

6. Sniff-sниff. I (smell) ______________ gas. (you, smell) ______________ ______ ______ ______ ______ ______ it too?

7. Jason (tell) ______________ us a story right now. I (believe) ______ ______ ______ his story. I (think) ______ ______ ______ that his story is true.

8. Ugh! Someone (smoke) ______________ a cigar. It (smell) ______ ______ ______ ______ ______ terrible! I (hate) ______ ______ ______ ______ ______ cigars.

9. Look at Mr. Allen. He (hold) ______________ a kitten in his hand.
   He (love) ______ ______ ______ the kitten. Mr. Allen (smile) ______ ______ ______ ______ ______.
**EXERCISE 28. Let's talk: interview.**

*Directions:* Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What \ you \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What \ babies \ around the world \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What \ you \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What \ children \ around the world \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What \ you \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What \ teenagers \ around the world \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What \ you \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What \ people \ around the world \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What \ you \ need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What \ elderly people around the world \ need?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO

<table>
<thead>
<tr>
<th>SEE, LOOK AT, and WATCH</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I see many things in this room.</td>
<td>In (a): <em>see</em> = a nonaction verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.</td>
</tr>
<tr>
<td>(b) I’m looking at the clock. I want to know the time.</td>
<td>In (b): <em>look at</em> = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.</td>
</tr>
<tr>
<td>(c) Bob is watching TV.</td>
<td>In (c): <em>watch</em> = an action verb. I watch something for a long time, but I <em>look at</em> something for a short time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEAR and LISTEN TO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) I’m in my apartment. I’m trying to study. I hear music from the next apartment. The music is loud.</td>
<td>In (d): <em>hear</em> = a nonaction verb. Hearing is an unplanned act. It expresses a physical reaction.</td>
</tr>
<tr>
<td>(e) I’m in my apartment. I’m studying. I have a tape recorder. I’m listening to music. I like to listen to music when I study.</td>
<td>In (e): <em>listen (to)</em> = an action verb. Listening happens for a purpose.</td>
</tr>
</tbody>
</table>

### EXERCISE 29. Let’s Talk: class activity.

**Directions:** Your teacher will ask you questions. Your book is closed.

**Example:**

**TEACHER:** Look at the floor. What do you see?

**SPEAKER:** I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 103 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the chalkboard. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?
6. What animals do you like to watch when you go to the zoo?
7. What do you hear at night in the place where you live?
8. What do you listen to when you go to a concert?
9. What do you listen to when you are at home?
EXERCISE 30. Verb review.

Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

1. I (sit) __________ in class right now. I (sit, always) __________ in the same seat every day.

2. Ali (speak) __________ Arabic, but right now he (speak) __________ English.

3. Right now we (do) __________ an exercise in class. We (do) __________ exercises in class every day.

4. I’m in class now. I (look) __________ at my classmates. Kim (write) __________ in his book. Francisco (look) __________ out the window. Yoko (bite) __________ her pencil. Abdullah (smile) __________.
María (sleep) __________. Jung-Po (chew) __________ __________ gum.

5. The person on the bench in the picture on p. 116 is Barbara. She’s an accountant. She (work) __________ for the government. She (have) __________ an hour for lunch every day. She (eat, often) __________ lunch in the park. She (bring, usually) __________ a sandwich and some fruit with her to the park. She (sit, usually) __________ on a bench, but sometimes she (sit) __________ on the grass. While she’s at the park, she (watch) __________ people and animals. She (watch) __________ joggers and squirrels. She (relax) __________ when she eats at the park.
6. Right now I (look) ___________ at a picture of Barbara. She (be, not) ________________ at home in the picture. She (be) ___________ at the park.

She (sit) ________________ on a bench. She (eat) ________________ ________________ her lunch. A jogger (run) ________________ on a path through the park. A squirrel (sit) ________________ on the ground in front of Barbara. The squirrel (eat) ________________ a nut.

Barbara (watch) ________________ the squirrel. She (watch, always) ________________ squirrels when she eats lunch in the park.

Some ducks (swim) ________________ in the pond in the picture, and some birds (fly) ________________ in the sky. A police officer (ride) ________________ a horse. He (ride) ________________ a horse through the park every day. Near Barbara, a family (horse) ________________ ________________ a picnic. They (go) ________________ on a picnic every week.
4-8 THINK ABOUT AND THINK THAT

(a) I think about my family every day.
(b) I am thinking about grammar right now.

(c) I think that Sue is lazy.
(d) Sue thinks that I am lazy.
(e) I think that the weather is nice.

In (a): Ideas about my family are in my mind every day.
In (b): My mind is busy now. Ideas about grammar are in my mind right now.

In (c): In my opinion, Sue is lazy. I believe that Sue is lazy. People use think that when they want to say (to state) their beliefs. The present progressive is often used with think about. The present progressive is almost never used with think that.

INCORRECT: I am thinking that Sue is lazy.

(f) I think that Mike is a nice person.
(g) I think Mike is a nice person.

(f) and (g) have the same meaning. People often omit that after think, especially in speaking.

□ EXERCISE 31. Sentence practice.

Directions: Use I think (that) to give your opinion. Share a few of your opinions with the class.

1. English grammar is easy / hard / fun / interesting. I think (that) ____________

   English grammar is ____________

2. People in this city are friendly / unfriendly / kind / cold.

   ____________

3. The food at (name of a place) is delicious / terrible / good / excellent / awful.

   ____________

4. Baseball / football / soccer / golf is interesting / boring / confusing / etc.

   ____________
EXERCISE 32. Sentence practice.

Directions: Make sentences.

PART I. Complete the sentences with your own words.

1. I think that the weather today is _____________________________
2. I think my classmates are _____________________________
3. Right now I’m thinking about _____________________________
4. In my opinion, English grammar is _____________________________
5. In my opinion, soccer is _____________________________
6. I think that my parents are _____________________________
7. I think this school _____________________________
8. I think about _____________________________
9. I think that _____________________________
10. In my opinion, _____________________________

PART II. Share a few of your completions with the class.

EXERCISE 33. Let’s talk: small groups.

Directions: Work in small groups. Take turns stating an opinion about each of the following topics.

Example: books
Response: I think that War and Peace is an excellent novel. OR
In my opinion, War and Peace is an excellent novel.

1. this city
2. your English classes
3. music
4. movies
5. cars
6. the food in this country
7. the weather in this area
8. a current local, national, or international news story
EXERCISE 34. Chapter review.

Directions: Choose the correct completions.

1. Anita and Pablo ______ TV right now.
   A. watch       B. watching       C. are watching

2. “______ you writing a letter to your parents?”
   “No. I’m studying.”
   A. Do       B. Are       C. Don’t

3. I ______ like to write letters.
   A. no       B. am not       C. don’t

4. “Jack has six telephones in his apartment.”
   “I ______ you. No one needs six telephones in one apartment.”
   A. am believe       B. am not believing       C. don’t believe

5. When I want to know the time, I ______ a clock.
   A. see       B. look at       C. watch

6. “Do you know Fatima?”
   “Yes, I do. I ______ she is a very nice person.”
   A. am thinking       B. thinking       C. think

7. Where ______ John? Upstairs or downstairs?
   A. does       B. is       C. lives

8. Oh no. Ron ______. He is allergic to cats.
   A. is sneezing       B. doesn’t sneeze       C. sneezes

9. The teacher often ______ on time.
   A. doesn’t start       B. isn’t starting       C. don’t start

10. “You look sad.”
    “Yes, I ______ about my family back in my country. I miss them.”
    A. think       B. am thinking       C. thinking

EXERCISE 35. Chapter review: error analysis.

Directions: Correct the errors.

1. It’s raining today. I no like the rain.

2. I like New York City. I am thinking that it is a wonderful city.

3. Does Abdul be sleeping right now?
4. Why you are going downtown today?

5. I’m listening you.

6. Are you hearing a noise outside the window?

7. Kunio at a restaurant right now. He usually eat at home, but today he eating dinner at a restaurant.

8. I am liking flowers. They are smelling good.

9. Alex is siting at his desk. He wrriting a letter.

10. Where do they are sitting today?
CHAPTER 5
Talking About the Present

Exercise 1. Preview: Listening.
Directions: Write the answers to the questions.

Example:
You will hear: What time is it?
You will write: It's ______________.

1. It's ____________________.
2. It's ____________________.
3. It's ____________________.
4. It's ____________________.
5. It's ____________________.

5-1 Using *it* to Talk About Time

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What day is it?</td>
<td>It's Monday.</td>
</tr>
<tr>
<td>(b) What month is it?</td>
<td>It's September.</td>
</tr>
<tr>
<td>(c) What year is it?</td>
<td>It's 2 __________.</td>
</tr>
<tr>
<td>(d) What's the date today?</td>
<td>It's September 15th.</td>
</tr>
<tr>
<td>(e) What time is it?</td>
<td>It's 9:00.*</td>
</tr>
<tr>
<td></td>
<td>It's nine.</td>
</tr>
<tr>
<td></td>
<td>It's nine o'clock.</td>
</tr>
<tr>
<td></td>
<td>It's nine (o'clock) A.M.</td>
</tr>
</tbody>
</table>

In English, people use *it* to express (to talk about) time.

*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.*
EXERCISE 2. Question practice.

Directions: Make questions. Begin each question with What.

1. A: ___ What day is it? ___
   B: It’s Tuesday.

2. A: ___
   B: It’s March 14th.

3. A: ___
   B: Ten-thirty.

4. A: ___
   B: March.

5. A: ___
   B: It’s six-fifteen.

6. A: ___
   B: Wednesday.

7. A: ___
   B: The 1st of April, 2 ___.

8. A: ___
   B: It’s two thousand and ___.

9. A: ___
   B: It’s seven A.M.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a calendar page
### 5-2 PREPOSITIONS OF TIME

<table>
<thead>
<tr>
<th></th>
<th>Examples</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>at</strong></td>
<td>(a) We have class <strong>at</strong> one o'clock.</td>
<td><strong>at</strong> + a specific time on the clock.</td>
</tr>
<tr>
<td></td>
<td>(b) I have an appointment with the doctor <strong>at</strong> 3:00.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) We sleep <strong>at</strong> night.</td>
<td><strong>at</strong> + <strong>night</strong></td>
</tr>
<tr>
<td><strong>in</strong></td>
<td>(d) My birthday is <strong>in</strong> October.</td>
<td><strong>in</strong> + a specific month</td>
</tr>
<tr>
<td></td>
<td>(e) I was born <strong>in</strong> 1989.</td>
<td><strong>in</strong> + a specific year</td>
</tr>
<tr>
<td></td>
<td>(f) We have class <strong>in</strong> the morning.</td>
<td><strong>in</strong> + <strong>the morning</strong></td>
</tr>
<tr>
<td></td>
<td>(g) Bob has class <strong>in</strong> the afternoon.</td>
<td><strong>in</strong> + <strong>the afternoon</strong></td>
</tr>
<tr>
<td></td>
<td>(h) I study <strong>in</strong> the evening.</td>
<td><strong>in</strong> + <strong>the evening</strong></td>
</tr>
<tr>
<td><strong>on</strong></td>
<td>(i) I have class <strong>on</strong> Monday.</td>
<td><strong>on</strong> + a specific day of the week</td>
</tr>
<tr>
<td></td>
<td>(j) I was born <strong>on</strong> October 31, 1991.</td>
<td><strong>on</strong> + a specific date</td>
</tr>
<tr>
<td><strong>from</strong> ... <strong>to</strong></td>
<td>(k) We have class <strong>from</strong> 1:00 to 2:00.</td>
<td><strong>from</strong> (a specific time) <strong>to</strong> (a specific time)</td>
</tr>
</tbody>
</table>

#### □ EXERCISE 3. Sentence practice.

*Directions:* Complete the sentences with prepositions of time.

1. We have class _______ **at** ten o'clock.
2. We have class _______ ten _______ eleven.
3. I have class _______ the morning, and I work _______ the afternoon.
4. I study _______ the evening.
5. I sleep _______ night.
6. I was born _______ May.
7. I was born _______ 1988.
8. I was born _______ May 21.
9. I was born _______ May 21, 1988.
10. The post office isn’t open _______ Sundays.
11. The post office is open _______ 8:00 A.M. _______ 5:00 P.M. Monday through Saturday.
12. The post office closes _______ 5:00 P.M.
**EXERCISE 4. Listening and sentence practice.**

*Directions:* Identify the people in the pictures.

**PART I.** Listen to each description. Write the name of the person who is described.

*Example:*
You will hear: I was born on June 2, 1986. I go to class in the morning.
My name is ____________

You will write:  ____________

1. ____________
2. ____________
3. ____________
4. ____________

**PART II.** Use the information in the pictures to complete the sentences.

1. I was born ____________ July. I was born ____________ July 7. My name is ____________.
2. I was born ____________ 1980. I was born ____________ June 24, 1980. My name is ____________.
3. I go to class ____________ the morning. I go to class ____________ 7:00. My name is ____________.
4. Hi, my name is _____________. I was born ____________ July. I was born ____________ July 24. I go to class ____________ the morning.
5-3 USING IT TO TALK ABOUT THE WEATHER

(a) It's sunny today.  
(b) It's hot and humid today.  
(c) It's a nice day today.  

In English, people usually use it when they talk about the weather.

(d) What's the weather like in Istanbul in January?  
(e) How's the weather in Moscow in the summer?

People commonly ask about the weather by saying What's the weather like? or How's the weather?

EXERCISE 5. Let's talk: pairwork.

Directions: How's the weather today? Circle yes or no. Share your answers with a partner. Do your answers agree? Report to the class.

1. hot yes no  
2. warm yes no  
3. cool yes no  
4. chilly yes no  
5. cold yes no  
6. freezing yes no  
7. below freezing yes no  
8. sunny yes no  
9. nice yes no  
10. clear yes no  
11. partly cloudy yes no  
12. humid* yes no  
13. windy yes no  
14. stormy yes no

EXERCISE 6. Let's talk: small groups.

Directions: Change the Fahrenheit (F) temperatures to Celsius (C) by choosing temperatures from the list. Then describe the temperature in words.

<table>
<thead>
<tr>
<th>FAHRENHEIT</th>
<th>CELSIUS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 50° F</td>
<td>10°C</td>
<td>cool, chilly</td>
</tr>
<tr>
<td>2. 32° F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 100° F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 75° F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 0° F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*humid = hot and wet
Exercise 7. Let’s talk: small groups.

Directions: Work in small groups. Read the chart and follow the instructions.

“Approximate” means “close but not exact.” Here is a fast way to get an approximate number when you convert from one temperature system to another.*

<table>
<thead>
<tr>
<th>To change Celsius to Fahrenheit: DOUBLE THE CELSIUS NUMBER AND ADD 30.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>12°C × 2 = 24 + 30 = 54°F. (Exact numbers: 12°C = 53.6°F.)</td>
</tr>
<tr>
<td>20°C × 2 = 40 + 30 = 70°F. (Exact numbers: 20°C = 68°F.)</td>
</tr>
<tr>
<td>35°C × 2 = 70 + 30 = 100°F. (Exact numbers: 35°C = 95°F.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To change Fahrenheit to Celsius: SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>60°F – 30 = 30 ÷ 2 = 15°C. (Exact numbers: 60°F = 15.6°C.)</td>
</tr>
<tr>
<td>80°F – 30 = 50 ÷ 2 = 25°C. (Exact numbers: 80°F = 26.7°C.)</td>
</tr>
<tr>
<td>90°F – 30 = 60 ÷ 2 = 30°C. (Exact numbers: 90°F = 32.2°C.)</td>
</tr>
</tbody>
</table>

*To get exact numbers, use these formulas: C = 5/9 (F - 32) or F = 9/5 (C) + 32.

Change the following from Celsius to Fahrenheit and Fahrenheit to Celsius. Calculate the approximate numbers.

1. 22°C → ____________ 22°C = approximately 74°F (22°C × 2 = 44 + 30 = 74°F)
2. 2°C → ____________
3. 30°C → ____________
4. 10°C → ____________
5. 16°C → ____________
6. 45°F → ____________
7. 70°F → ____________
8. 58°F → ____________
9. 100°F → ____________
10. 20°F → ____________
EXERCISE 8. Interview and paragraph practice.

Directions: Find out information about your classmates’ hometowns. Use the information to write a report. Ask questions about the name of the hometown, its location, its population, its weather and average temperature in a particular month (of your choosing).

Example:
SPEAKER A: What’s your hometown?
SPEAKER B: Athens.
SPEAKER A: Where is it located?
SPEAKER B: In southeastern Greece near the Aegean Sea.
SPEAKER A: What’s the population of Athens?
SPEAKER B: Almost four million.
SPEAKER A: What’s the weather like in Athens in May?
SPEAKER B: It’s mild. Sometimes it’s a little rainy.
SPEAKER A: What’s the average temperature in May?
SPEAKER B: The average temperature is around 21°C Celsius.

Chart for recording information about three of your classmates’ hometowns.

<table>
<thead>
<tr>
<th>Name</th>
<th>Spyros</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hometown</td>
<td>Athens</td>
</tr>
<tr>
<td>Location</td>
<td>SE Greece</td>
</tr>
<tr>
<td>Population</td>
<td>almost 4 million</td>
</tr>
<tr>
<td>Weather</td>
<td>mild in May, around 21°C, in the mid-seventies Fahrenheit</td>
</tr>
</tbody>
</table>
5-4 THERE + BE

<table>
<thead>
<tr>
<th>THERE + BE + SUBJECT + PLACE</th>
<th>THERE + BE is used to say that something exists in a particular place. Notice: The subject follows be: there + is + singular noun there + are + plural noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) There is a bird in the tree.</td>
<td></td>
</tr>
<tr>
<td>(b) There are four birds in the tree.</td>
<td></td>
</tr>
<tr>
<td>(c) There's a bird in the tree.</td>
<td>CONTRACTIONS: there + is = there's there + are = there're</td>
</tr>
<tr>
<td>(d) There're four birds in the tree.</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 9  Sentence practice.

Directions: Complete the sentences with is or are. Then circle yes or no. Compare your answers with your classmates' answers.

1. There _______ a butterfly in this picture.  yes  no
2. There _______ two trees in this picture.  yes  no
3. There _______ a bird in this picture.  yes  no
4. There _______ seven flowers in this picture.  yes  no
5. There _______ a grammar book on my desk.  yes  no
6. There _______ many grammar books in this room.  yes  no
7. There _______ comfortable chairs in this classroom.  yes  no
8. There _______ a nice view from the classroom window.  yes  no
9. There __________ interesting places to visit in this area.

10. There __________ a good place to eat near school.

11. There __________ fun activities to do on weekends in this area.

12. There __________ difficult words in this exercise.

EXERCISE 10. Let's talk: pairwork.

Directions: Work with a partner. Complete the sentences with the words in the list or your own words. When you speak, look at your partner.

<table>
<thead>
<tr>
<th>a book</th>
<th>a map</th>
<th>a notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>some books</td>
<td>some papers</td>
<td>some notebooks</td>
</tr>
<tr>
<td>tall buildings</td>
<td>a park</td>
<td>some restaurants</td>
</tr>
<tr>
<td>a bulletin board</td>
<td>a pen</td>
<td>a sink</td>
</tr>
<tr>
<td>a calendar</td>
<td>a pencil</td>
<td>many stores</td>
</tr>
<tr>
<td>some chairs</td>
<td>a pencil sharpener</td>
<td>several students</td>
</tr>
<tr>
<td>a chalkboard</td>
<td>many people</td>
<td>a teacher</td>
</tr>
<tr>
<td>a clock</td>
<td>a picture</td>
<td>a whiteboard</td>
</tr>
<tr>
<td>a coffee shop</td>
<td>some pictures</td>
<td>a window</td>
</tr>
<tr>
<td>some desks</td>
<td>a post office</td>
<td>some windows</td>
</tr>
<tr>
<td>some light switches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. PARTNER A: There is . . . on this desk.
   PARTNER B: There are . . . on that desk.

2. PARTNER A: There are . . . on that wall.
   PARTNER B: There is . . . on this wall.

3. PARTNER A: There are . . . in this room.
   PARTNER B: There is also . . . in this room.

4. PARTNER A: There is . . . near our school.
   PARTNER B: There are also . . . near our school.

EXERCISE 11. Let's talk: small groups.

Directions: Work in small groups. After everybody puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom, describe the items on the table. Use There is . . . and There are . . .

Examples:

SPEAKER A: There are three dictionaries on the table.
SPEAKER B: There are some keys on the table.
SPEAKER C: There is a pencil sharpener on the table.
EXERCISE 12. Listening.

Directions: Listen to each sentence. Circle the word you hear. Note: You will hear contractions for *There is* and *There are*.

**Example:** ________ several windows in this room.  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There's</td>
<td>There're</td>
<td>5. There's</td>
</tr>
<tr>
<td>2. There's</td>
<td>There're</td>
<td>6. There's</td>
</tr>
<tr>
<td>3. There's</td>
<td>There're</td>
<td>7. There's</td>
</tr>
<tr>
<td>4. There's</td>
<td>There're</td>
<td>8. There's</td>
</tr>
</tbody>
</table>

EXERCISE 13. Let’s talk: small groups.

Directions: Work in small groups. Choose a leader. Take turns making sentences. Begin your sentence with *There*.

**Example:**

LEADER: . . . in this building.

SPEAKER A: There are five floors in this building.

SPEAKER B: There are many classrooms in this building.

SPEAKER C: There are stairs in this building.

LEADER: There is an elevator in this building.

Etc.

1. . . . in my home.
2. . . . in this city.
3. . . . in my country.
4. . . . in the world.
5. . . . in the universe.

---

**5-5 THERE + BE: YES/NO QUESTIONS**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE</strong> + <strong>THERE</strong> + SUBJECT</td>
<td></td>
</tr>
<tr>
<td>(a) <em>Is there</em> any juice in the refrigerator?</td>
<td>Yes, there is. → No, there isn't.</td>
</tr>
<tr>
<td>(b) <em>Are there</em> any eggs in the refrigerator?</td>
<td>Yes, there are. → No, there aren't.</td>
</tr>
</tbody>
</table>

130 CHAPTER 5
**Exercise 14. Let's Talk: Pairwork.**

**Directions:** Work with a partner. Ask questions about the contents of the refrigerator in the picture. Use the nouns in the list in your questions. Use *Is there . . .?* or *Are there . . .?*

**Example:**

**Partner A:** Is there any cheese in the refrigerator?
**Partner B:** Yes, there is.
**Partner A:** Your turn now.
**Partner B:** Are there any onions in the refrigerator?
**Partner A:** No, there aren’t.
**Partner B:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cheese</td>
<td></td>
</tr>
<tr>
<td>2. eggs</td>
<td></td>
</tr>
<tr>
<td>3. bread</td>
<td></td>
</tr>
<tr>
<td>4. apples</td>
<td></td>
</tr>
<tr>
<td>5. butter</td>
<td></td>
</tr>
<tr>
<td>6. potatoes</td>
<td></td>
</tr>
<tr>
<td>7. vegetables</td>
<td></td>
</tr>
<tr>
<td>1. onions</td>
<td></td>
</tr>
<tr>
<td>2. strawberries</td>
<td></td>
</tr>
<tr>
<td>3. oranges</td>
<td></td>
</tr>
<tr>
<td>4. orange juice</td>
<td></td>
</tr>
<tr>
<td>5. fruit</td>
<td></td>
</tr>
<tr>
<td>6. flour</td>
<td></td>
</tr>
<tr>
<td>7. pickles</td>
<td></td>
</tr>
</tbody>
</table>

---

**Exercise 15. Let's Talk: Small Groups.**

**Directions:** Work in small groups. Take turns asking and answering questions using *there + be.* Ask questions about this city. Use *Is there . . .?* or *Are there . . .?* If the answer is "I don’t know," ask someone else.

**Example:** a zoo

**Speaker A:** Is there a zoo in *(name of this city)*?
**Speaker B:** Yes, there is. / No, there isn’t.
**Speaker C:** *(to Speaker D)* Is there an airport near *(name of this city)*?
**Speaker D:** I don’t know.
**Speaker B:** *(to Speaker D)* Is there an airport near *(name of this city)*?
**Speaker D:** Yes, there is. / No, there isn’t.

Etc.

1. a zoo
2. an airport
3. any lakes
4. any good restaurants
5. a good Chinese restaurant
6. an art museum
7. an aquarium
8. any interesting bookstores
9. a subway system
10. any public swimming pools
11. a good public transportation system
12. any movie theaters
EXERCISE 16. Let's talk: class activity.

Directions: Solve the puzzle. Teacher's Note: Use the grid on p. 509 of the Answer Key to answer your students' questions.

The Johnson family needs to decide where to stay for their summer vacation. They want a hotel that has everything in the list below. Your teacher has information about several hotels. Ask her/him questions using the list. Then write yes or no in the correct column of the chart. Which hotel has everything that the Johnsons want?

Example:

SPEAKER A: Is there a swimming pool at Hotel 1?
TEACHER: Yes, there is.
SPEAKER B: Are there tennis courts at Hotel 3?
TEACHER: Yes, there are.
SPEAKER C: Are there ocean-view rooms at Hotel 5?
TEACHER: Yes, there are.

<table>
<thead>
<tr>
<th>LIST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a beach</td>
<td>a swimming pool</td>
</tr>
<tr>
<td>horses to ride</td>
<td>tennis courts</td>
</tr>
<tr>
<td>ocean-view rooms</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHART</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a swimming pool</td>
</tr>
<tr>
<td>HOTEL 1</td>
<td>yes</td>
</tr>
<tr>
<td>HOTEL 2</td>
<td>yes</td>
</tr>
<tr>
<td>HOTEL 3</td>
<td></td>
</tr>
<tr>
<td>HOTEL 4</td>
<td></td>
</tr>
<tr>
<td>HOTEL 5</td>
<td></td>
</tr>
</tbody>
</table>

132 CHAPTER 5
5-6  THERE + BE: ASKING QUESTIONS WITH HOW MANY

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW MANY + SUBJECT + ARE + THERE + PLACE</td>
<td></td>
</tr>
<tr>
<td>(a) How many chapters are there in this book?</td>
<td>Sixteen. (There are 16 chapters in this book.)</td>
</tr>
<tr>
<td>(b) How many provinces are there in Canada?</td>
<td>Ten. (There are ten provinces in Canada.)</td>
</tr>
<tr>
<td>(c) How many words do you see?</td>
<td>Notice: The noun that follows how many is plural.</td>
</tr>
<tr>
<td><strong>INCORRECT:</strong> How many word do you see?</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 17. Let’s talk: class activity.

Directions: Ask and answer questions about this room. Use How many and the given words.

Example: desks

Speaker A: How many desks are there in this room?

Speaker B: Thirty-two. OR There are thirty-two desks in this room.

Speaker A: That’s right. OR No, I count thirty-three desks.

1. windows 5. women
2. desks 6. men
3. students 7. grammar books
4. teachers 8. dictionaries

EXERCISE 18. Let’s talk: pairwork.

Directions: Work with a partner. Ask questions with How many.

Example: days in a week

Partner A: How many days are there in a week?

Partner B: Seven. OR There are seven days in a week.

Partner A: Right. There are seven days in a week. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chapters in this book</td>
<td>1. pages in this book</td>
</tr>
<tr>
<td>2. doors in this room</td>
<td>2. people in this room</td>
</tr>
<tr>
<td>3. floors in this building</td>
<td>3. letters in the English alphabet (26)</td>
</tr>
<tr>
<td>4. states in the United States (50)</td>
<td>4. provinces in Canada (10)</td>
</tr>
<tr>
<td>5. countries in North America (3)</td>
<td>5. continents in the world (7)</td>
</tr>
</tbody>
</table>
5-7  PREPOSITIONS OF PLACE

(a) My book is on my desk.
   In (a): on = a preposition
           my desk = object of the preposition
           on my desk = a prepositional phrase

(b) Tom lives in the United States.
    He lives in New York City.
(c) He lives on Hill Street.
(d) He lives at 4472 Hill Street.

A person lives in a country and in a city
   on a street, avenue, road, etc.
   at a street address

(See Chart 12-3, p. 374, for more information
   about using in and at.)

Note: Prepositions of place are also called “prepositions of location.”

□ EXERCISE 19. Sentence practice.
   Directions: Complete the sentences with in, on, or at.

   Write about Pablo.
   1. Pablo lives _________ Canada.
   2. He lives _________ Toronto.
   3. He lives _________ Lake Street.
   4. He lives _________ 5541 Lake Street
       _________ Toronto, Canada.

   Write about Dr. Lee.
   5. Dr. Lee lives on ________________.
   6. He lives in ________________.
   7. He lives at ________________.

   Write about yourself.
   8. I live _________ (name of country).
   9. I live _________ (name of city).
   10. I live _________ (name of street).
   11. I live _________ (street address).

134  CHAPTER 5
### 5-8 SOME PREPOSITIONS OF PLACE: A LIST

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>The book is beside the cup.</td>
</tr>
<tr>
<td>around</td>
<td>The book is next to the cup.</td>
</tr>
<tr>
<td>at</td>
<td>The book is near the cup.</td>
</tr>
<tr>
<td>behind</td>
<td>The book is between two cups.</td>
</tr>
<tr>
<td>below</td>
<td>The book is far away from the cup.</td>
</tr>
<tr>
<td>in</td>
<td>The cup is under the book.</td>
</tr>
<tr>
<td>in back of</td>
<td>The cup is above the book.</td>
</tr>
<tr>
<td>in the back of</td>
<td>The hand is around the cup.</td>
</tr>
<tr>
<td>in the front of</td>
<td>The man is in back of the bus.</td>
</tr>
<tr>
<td>in the middle of</td>
<td>The man is behind the bus.</td>
</tr>
<tr>
<td>inside</td>
<td>The man is in front of the bus.</td>
</tr>
<tr>
<td>near</td>
<td>The man is in the back of the bus.</td>
</tr>
<tr>
<td>next to</td>
<td>The man is in the front of the bus.</td>
</tr>
<tr>
<td>on</td>
<td>The man is in the middle of the bus.</td>
</tr>
<tr>
<td>on top of</td>
<td>The man is outside the bus.</td>
</tr>
<tr>
<td>outside</td>
<td>The man is inside the bus.</td>
</tr>
</tbody>
</table>

In (a), (b), and (c): the man is outside the bus.

In (d), (e), and (f): the man is inside the bus.

In (g), (h), and (i): the man is outside the bus.

In (j), (k), and (l): the man is inside the bus.
EXERCISE 20. Sentence practice.

Directions: Describe the pictures by completing the sentences with prepositional expressions of place. There may be more than one possible completion.

1. The apple is on top of the plate.

2. The apple is the plate.

3. The apple is the plate.

4. The apple is the glass.

5. The apple isn’t near the glass. It is the glass.

6. The apple is the glass.

7. The apple is two glasses.

8. The hand is the glass.

9. The dog isn’t inside the car. The dog is the car.
EXERCISE 21. Let’s talk: pairwork.

Directions: Work with a partner. Choose a small object (a pen, pencil, coin, etc.).
Give and follow directions. You can look at your book before you speak. When you
speak, look at your partner.
Partner A: Give your partner directions. Your book is open.
Partner B: Follow the directions. Your book is closed.

Example: (a small object such as a coin)
PARTNER A (book open): Put it on top of the desk.
PARTNER B (book closed): (Partner B puts the coin on top of the desk.)

1. Put it on your head. 5. Put it far away from me.
3. Put it between your fingers. 7. Put it below your knee.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to give directions.

12. Put it in front of me. 16. Put your hand around it.
Exercise 22. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions about the picture. Practice using Is there/Are there, Where, and How many. Use the vocabulary in the list to help you.

<table>
<thead>
<tr>
<th>bikes</th>
<th>cars</th>
<th>flowers</th>
<th>a picnic bench</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bird</td>
<td>chickens</td>
<td>a guitar</td>
<td>a picnic table</td>
</tr>
<tr>
<td>a boat</td>
<td>clouds</td>
<td>hills</td>
<td>rabbits</td>
</tr>
<tr>
<td>boots</td>
<td>dogs</td>
<td>a knife</td>
<td>a river</td>
</tr>
<tr>
<td>a bridge</td>
<td>a fish</td>
<td>motorcycles</td>
<td>a train</td>
</tr>
<tr>
<td>butterflies</td>
<td>a fishing pole</td>
<td>people</td>
<td>trees</td>
</tr>
</tbody>
</table>

Example:
Partner A: Are there any dogs in the picture?
Partner B: No, there aren't any dogs in the picture.
Partner A: Your turn to ask.

Exercise 23. Listening.

Directions: Listen to the sentences about the picture in Exercise 22. Circle the correct answers.

Example: The bike is in the water. yes  no

1. yes  no  6. yes  no  11. yes  no
2. yes  no  7. yes  no  12. yes  no
3. yes  no  8. yes  no  13. yes  no
4. yes  no  9. yes  no  14. yes  no
5. yes  no  10. yes  no  15. yes  no
EXERCISE 24. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

burn  
eat dinner  
have a steak for dinner  
hold a knife and a fork  

a bowl  
a bowl of salad  
a candle  
a cup  
a cup of coffee  
a fork  
a glass  
a glass of water  
a knife  
a vase of flowers  

meat  
a piece of meat  
a plate  
a restaurant  
a saucer  
a spoon  
a steak  
a table  
a waiter  

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?  
2. What do you see on the table?  
3. What is Mary holding in her right hand? in her left hand?  
4. What is in the bowl?  
5. What is on the plate?  
6. What is in the cup?  
7. What is burning?  
8. Is Mary eating breakfast?  
9. Is Mary at home? Where is she?  
10. What is she cutting?  

PART II. Complete the sentences.

11. Mary is sitting ______ a table.  
12. There is a candle ______ the table.  
13. There is coffee ______ the cup.  
14. Mary ______ holding a knife ______ her right hand.  
15. She’s ______ a restaurant.  
16. She ______ at home.  
17. She ______ eating breakfast.
EXERCISE 25. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>read a book</th>
<th>the circulation desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>study at the library</td>
<td>a librarian</td>
</tr>
<tr>
<td>take notes</td>
<td>a shelf (singular)</td>
</tr>
<tr>
<td>shelves (plural)*</td>
<td></td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing?  4. Is John reading a newspaper?
2. What do you see in the picture? 5. Where is the librarian standing?
3. Is John at home? Where is he? 6. Is John right-handed or left-handed?

PART II. Complete the sentences.

7. John is studying __________ the library.
8. He is sitting __________ a table.
9. He is sitting __________ a chair.
10. His legs are __________ the table.
11. There are books __________ the shelves.
12. John is writing __________ a piece of paper.
13. He’s taking notes __________ a piece of paper.
14. He __________ reading a newspaper.
15. The librarian __________
    standing __________
    the circulation desk.
16. Another student is sitting __________ John.

*See Chart 6-5, p. 173, for information about nouns with irregular plural forms.
EXERCISE 26. Review: Chapters 4 and 5.

Directions: Talk about the picture. Use the vocabulary in the list to help you answer the questions.

| the date | a bank | first name / given name |
| sign a check | cash | middle initial |
| sign her name | a check | last name / family name / surname |
| write a check* | | name and address |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is Mary’s address?
3. What is Mary’s full name?
4. What is Mary’s middle initial?
5. What is Mary’s last name?
6. How much money does Mary want?

![Check Image]

PART II. Complete the sentences.

10. Mary is writing a ________________.
11. She is signing ____________ name.
12. The name ____________ the bank is First National Bank.
13. Mary lives ____________ 3471 Tree Street.
15. Mary’s name and address are ________, the upper-left corner ________ the check.

*Check (American English) is spelled cheque in British and Canadian English. The pronunciation of check and cheque is the same.
EXERCISE 27. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

| cash a check | a bank teller | a man (singular) |
| stand in line | a counter | men (plural)* |
| a line | | people (plural)* |
| | a woman (singular) | |
| | women (plural)* | |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. Is Mary at a store? Where is she?
3. What do you see in the picture?
4. Who is standing behind Mary, a man or a woman?
5. Who is standing at the end of the line, a man or a woman?
6. How many men are there in the picture?
7. How many women are there in the picture?
8. How many people are there in the picture?
9. How many people are standing in line?

PART II. Complete the sentences.

10. Mary is _______ a bank.
11. Four people _______ standing in line.
12. Mary is standing _______ the counter.
13. The bank teller is standing _______ the counter.
14. A woman _______ standing _______ Mary.
15. Mary _______ standing _______
   the end _______ the line.
16. A man _______ standing _______
   the end _______ the line.
17. A businessman _______
   standing _______ the woman
   in the dress and the young man with the beard.

*See Chart 6-5, p. 173, for information about nouns with irregular plural forms.
### 5-9 NEED AND WANT + A NOUN OR AN INFINITIVE

<table>
<thead>
<tr>
<th>(a) We need</th>
<th>food.</th>
<th>Need is stronger than want. Need gives the idea that something is very important.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) I want</td>
<td>a sandwich.</td>
<td>Need and want are followed by a noun or by an infinitive. An infinitive = to + the simple form of a verb.*</td>
</tr>
<tr>
<td>(c) We need</td>
<td>to eat.</td>
<td>Alc</td>
</tr>
<tr>
<td>(d) I want</td>
<td>to eat a sandwich.</td>
<td></td>
</tr>
</tbody>
</table>

*The simple form of a verb = a verb without -ed, or -ing. Examples of the simple form of a verb: come, help, answer, write. Examples of infinitives: to come, to help, to answer, to write.

---

**EXERCISE 28. Sentence practice.**

*Directions: Add to where necessary.*

1. I want some water. *(no change)*
   
   to

2. I want _,_ drink some water.

3. Linda wants go to the bookstore.

4. Linda wants a new dictionary.

5. I need make a telephone call.

6. I need a telephone.

7. Do you want go to the movie with us?

8. Do you need a new notebook?

---

**EXERCISE 29. Let’s talk! class activity.**

*Directions: Your teacher will ask you questions using need and want. Think about your day tomorrow. Close your book for this activity.*

*Example:*

**TEACHER:** What do you need to do tomorrow morning?

**STUDENT A:** I need to go to school at 8:00.

**TEACHER:** *(to Student B)* What do you need to do?

**STUDENT B:** I need to eat breakfast.

**TEACHER:** *(to Student C)* What does *(Student B)* need to do?

**STUDENT C:** He/She needs to eat breakfast.
What do you . . .
1. need to do tomorrow morning?
2. want to do tomorrow morning?
3. need to do in the afternoon tomorrow?
4. want to do in the afternoon?
5. want to do in the evening?
6. need to do tomorrow evening?

☐ EXERCISE 30. Sentence practice.
Directions: Use the words in the list or your own words to complete the sentences. Use an infinitive (to + verb) in each sentence. Some words can be used more than once.

<table>
<thead>
<tr>
<th>buy</th>
<th>go</th>
<th>pay</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>listen</td>
<td>play</td>
<td>wash</td>
</tr>
<tr>
<td>cash</td>
<td>marry</td>
<td>take</td>
<td>watch</td>
</tr>
<tr>
<td>do</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Anna is sleepy. She wants ___ to go ______ to bed.
2. I want __________ downtown today because I need __________ a new coat.
3. Mike wants __________ TV. There’s a good program on Channel 5.
4. Do you want __________ soccer with us at the park this afternoon?
5. I need __________ Jennifer on the phone.
6. I want __________ to the bank because I need __________ a check.
7. James doesn’t want __________ his homework tonight.
8. My clothes are dirty. I need __________ them.
9. John loves Mary. He wants __________ her.
10. Helen needs __________ an English course.
11. Where do you want __________ for lunch?
12. Do you want __________ some music on the radio?
13. It's a nice day. I don't want __________ to the bus home today. I want __________ home instead.
14. David's desk is full of overdue bills. He needs __________ his bills.

☐ EXERCISE 31. Listening.

Directions: Listen to the conversations and complete the sentences.

Example:
You will hear: Do you want to go downtown this afternoon?  
You will write: __________ Do you want to go __________ downtown this afternoon?
You will hear: Yes, I do. I need to buy a winter coat.
You will write: Yes, I do. __________ I need to buy __________ a winter coat.

1. A: Where __________ for dinner tonight?  
   B: Rossini's Restaurant.
2. A: What time __________ to the airport?  
   B: Around five. My plane leaves at seven.
3. A: Jean __________ to the baseball game.  
   B: Why not?  
   A: Because __________ for a test.
4. A: I'm getting tired. __________ a break for a few minutes.  
   B: Okay. Let's take a break. We can finish the work later.
5. A: __________ to class on Friday.  
   B: Why not?  
   A: It's a holiday.
6. A: Peter __________ to his apartment.  
   B: Why?  
   A: Because __________ his clothes before he goes to the party.
7. A: Where ______________________ for your vacation?
   B: ____________________________ Niagara Falls, Quebec, and
       Montreal.

8. A: May I see your dictionary? __________________________ a word.
   B: Of course. Here it is.
   A: Thanks.

9. A: ___________________________ with us to the park?
   B: Sure. Thanks. __________________________ some exercise.

5-10 WOULD LIKE

(a) I’m thirsty. I want a glass of water.
(b) I’m thirsty. I would like a glass of water.

(c) I would like
    You would like
    She would like
    He would like
    We would like
    They would like

   a glass of water.

Notice in (c):
There is no final -s on would.
There is no final -s on like.

(d) CONTRACTIONS
    I’d = I would
    you’d = you would
    she’d = she would
    he’d = he would
    we’d = we would
    they’d = they would

Notice in (e): would like can be followed by an
infinitive.

(e) I would like to eat a sandwich.

(f) Would you like some tea?

In a question, would comes before the subject.

(g) Yes, I would. (I would like some tea.)

Would is used alone in short answers to
questions with would like. It is not contracted
in short answers.
EXERCISE 32. Sentence practice and listening activity.

Directions: Make sentences.

PART I. Change the sentences by using would like.

1. Tony wants a cup of coffee.
   → ______ Tony would like or Tony’d like ______ a cup of coffee.

2. He wants some sugar in his coffee.
   → __________ He would like or He’d like ______ some sugar in his coffee.

3. Ahmed and Anita want some coffee too.
   → ____________________________ some coffee too.

4. They want some sugar in their coffee too.
   → ____________________________ some sugar in their coffee too.

5. A: Do you want a cup of coffee?
   B: Yes, I do. Thank you.
   → A: ____________________________ a cup of coffee?
      B: Yes, ____________________________ . Thank you.

6. I want to thank you for your kindness and hospitality.
   → ____________________________ you for your kindness and hospitality.

7. My friends want to thank you too.
   → ____________________________ you too.

8. A: Does Robert want to ride with us?
   B: Yes, he does.
   → A: ____________________________ with us?
      B: Yes, ____________________________ .

PART II. Listen to the sentences for contractions with would. Practice repeating them.
EXERCISE 33. Let's talk: class activity.

Directions: Your teacher will ask you questions. Close your book for this activity.

1. Who's hungry right now? ( . . . ), are you hungry? What would you like?
2. Who's thirsty? ( . . . ), are you thirsty? What would you like?
3. Who's sleepy? What would you like to do?
4. What would you like to do this weekend?
5. What would you like to do after class today?
6. What would you like to have for dinner tonight?
7. What countries would you like to visit?
8. What cities would you like to visit in (the United States, Canada, etc.)?
9. What languages would you like to learn?
10. You listened to your classmates. What would they like to do? Do you remember what they said?
11. Pretend that you are a host at a party at your home and your classmates are your guests. Ask them what they would like to eat or drink.
12. Think of something fun to do tonight or this weekend. Using would you like, invite a classmate to join you.

5-11 WOULD LIKE vs. LIKE

(a) I would like to go to the zoo.
(b) I like to go to the zoo.

In (a): I would like to go to the zoo means I want to go to the zoo. In (b): I like to go to the zoo means I enjoy the zoo.

Would like indicates that I want to do something now or in the future. Like indicates that I always, usually, or often enjoy something.

EXERCISE 34. Listening

Directions: Listen to the sentences and circle the verbs you hear. Some sentences have contractions.

Example: I ______ some tea. like  'd like
1. like 'd like 6. likes 'd like
2. like 'd like 7. like 'd like
3. like 'd like 8. like 'd like
4. likes 'd like 9. like 'd like
5. like 'd like 10. like 'd like
EXERCISE 35. Let's talk: class activity.

Directions: Discuss possible completions for the sentences. Use your own words.

1. I need to __________________________ every day.
2. I want to __________________________ today.
3. I like to __________________________ every day.
4. I would like to __________________________ today.
5. I don't like to __________________________ every day.
6. I don't want to __________________________ today.
7. Do you like to __________________________?
8. Would you like to __________________________?
9. I need to __________________________ and __________________________ today.
10. __________________________ would you like to __________________________ this evening?

EXERCISE 36. Let's talk: pairwork.

Directions: Work in pairs. Ask and answer questions. Look at your partner when you speak.

Example:
PARTNER A: Do you like apples?
PARTNER B: Yes, I do. OR No, I don't.
PARTNER A: Would you like an apple right now?
PARTNER B: Yes, I would. OR Yes, thank you. OR No, but thank you for asking.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like coffee?</td>
<td>1. Do you like chocolate?</td>
</tr>
<tr>
<td>Would you like a cup of coffee?</td>
<td>Would you like some chocolate right now?</td>
</tr>
<tr>
<td>2. Do you like to go to movies?</td>
<td>2. Do you like to go shopping?</td>
</tr>
<tr>
<td>Would you like to go to a movie with me later today?</td>
<td>Would you like to go shopping with me later today?</td>
</tr>
<tr>
<td>3. What do you like to do on weekends?</td>
<td>3. What do you like to do in your free time?</td>
</tr>
<tr>
<td>What would you like to do this weekend?</td>
<td>What would you like to do in your free time tomorrow?</td>
</tr>
<tr>
<td>4. What do you need to do this evening?</td>
<td>4. Do you like to travel?</td>
</tr>
<tr>
<td>What would you like to do this evening?</td>
<td>What countries would you like to visit?</td>
</tr>
</tbody>
</table>
EXERCISE 37. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>cook</th>
<th>a kitchen</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook dinner</td>
<td>a list/grocery list</td>
<td>butter</td>
</tr>
<tr>
<td>make dinner</td>
<td>a pepper shaker</td>
<td>coffee</td>
</tr>
<tr>
<td>taste (food)</td>
<td>a pot</td>
<td>an egg</td>
</tr>
<tr>
<td>a refrigerator</td>
<td>pepper</td>
<td>salt</td>
</tr>
<tr>
<td>a salt shaker</td>
<td>a stove</td>
<td></td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing? 6. Where is the refrigerator?
2. What do you see in the picture? 7. What is on the refrigerator?
3. Where is John? 8. Is the food on the stove hot or cold?
4. Is John tasting his dinner? 9. Is the food in the refrigerator hot or cold?
5. Is John a good cook?

PART II. Complete the sentences.

10. John is making dinner. He’s __________ the kitchen.
11. There is a pot __________ the stove.
12. The stove is __________ the refrigerator.
13. There is a grocery list __________ the refrigerator door.
14. John needs __________ to the grocery store.
15. A salt shaker and a pepper shaker are __________ the stove.
16. There is hot food __________ top __________
    the stove.
17. There is cold food __________ the refrigerator.
EXERCISE 38. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

- sing  a cat  a living room
- sit on a sofa  a dog  a rug
- sleep  a fish  a singer
- swim  a fishbowl  a sofa
- watch TV/television  a lamp  a floor  a TV set/a television set

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?
2. What do you see in the picture?
3. Are John and Mary in the kitchen?
   Where are they?
4. Where is the lamp?
5. Where is the rug?
6. Where is the dog?
7. Where is the cat?
8. Is the cat walking? What is the cat doing?
9. What is the dog doing?
10. What is on top of the TV set?
11. Is the fish watching TV?
12. What is on the TV screen?
    What are John and Mary watching?

PART II. Complete the sentences.

13. John and Mary ___________ watching TV. They like ___________ watch TV.
14. They ___________ sitting ___________ a sofa.
15. They ___________ sleeping.
16. There is a rug ___________ the floor.
17. A dog ___________ sleeping ___________ the rug.
18. A cat ___________ sleeping ___________ the sofa.
EXERCISE 39. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

| draw a picture | an arrow | a piece of paper |
| smile | a calendar | a telephone book |
| talk on the phone | a heart | a wall |
| talk to (someone) | a phone/a telephone | |
| talk to each other | a picture | a picture of a mountain |

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?
2. What do you see in the picture?
3. Is John happy? Is Mary happy? Are John and Mary smiling?
4. Are they sad?
5. Who is standing? Who is sitting?
6. Is John in his bedroom? Where is John?
7. What is Mary drawing?
8. What is on Mary’s table?
9. What is on the wall next to the refrigerator?
10. Where is the clock?
11. What time is it?
12. What is on the wall above the table?

PART II. Complete the sentences.

13. John and Mary ________ talking ________ the phone.
   They ________ talking to ________ other.
15. John is ________ the kitchen. He’s standing ________ the refrigerator.
16. There is a calendar ________ the wall next to the refrigerator.
17. Mary ________ sitting ________ a table. She’s ________ a picture.
18. Mary likes to ________ to John on the phone.
19. There is a telephone book ________ the table.
20. There is picture ________ a mountain ________ the table.
EXERCISE 40. Review: Chapters 4 and 5.

Directions: Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<table>
<thead>
<tr>
<th>sleep</th>
<th>a bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>a dream</td>
</tr>
<tr>
<td>dream about (someone/something)</td>
<td>a head</td>
</tr>
<tr>
<td></td>
<td>a pillow</td>
</tr>
</tbody>
</table>

PART I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is John doing?
3. What are Mary and John doing?
4. What do you see in the picture?
5. Is Mary in her bedroom?
6. Is John in class? Where is he?
7. Is John standing or lying down?
8. Is Mary dreaming?
9. Are Mary and John dreaming about each other?
10. Are John and Mary in love?

PART II. Complete the sentences.

11. John and Mary ___________ sleeping. They are ________ bed.
12. John ___________ dreaming _________ Mary. Mary ___________ dreaming _________ John. They ___________ dreaming _________ each other.
13. Mary's head is _________ a pillow.
14. John and Mary ___________ in the living room.
15. They ___________ asleep. They ___________ awake.
16. John and Mary love each other. They are _________ love.
17. They would like _________ get married someday.
REXERCISE 41. Let’s talk: pairwork.

Directions: Work with a partner. Bring to class one or two pictures of your country (or any interesting picture). Ask your partner to describe the picture(s).

REXERCISE 42. Paragraph practice.

Directions: Choose one of the pictures your classmates brought to class. Describe the picture in a paragraph.

REXERCISE 43. Chapter review.

Directions: Circle the correct completions.

1. Jack lives ______ China.
   (A) in  (B) at  (C) on

2. I need ______ a new notebook.
   (A) buy  (B) to buy  (C) buying

3. “______ a cup of tea?”
   “Yes, thank you.”
   (A) Would you like  (B) Do you like  (C) Are you like

4. There ______ twenty-two desks in this room.
   (A) be  (B) is  (C) are

5. Pilots sit ______ an airplane.
   (A) in front of  (B) in the front of  (C) front of

6. I live ______ 6601 Fourth Avenue.
   (A) in  (B) on  (C) at

7. The students ______ do their homework.
   (A) don’t want  (B) aren’t wanting  (C) don’t want to

8. ______ a TV in Jane’s bedroom?
   (A) Are there  (B) There  (C) Is there

REXERCISE 44. Chapter review: error analysis.

Directions: Correct the errors.

1. Do you want go downtown with me?

2. There’s many problems in big cities today.
3. I'd like to see a movie tonight.
4. We are needing to find a new apartment soon.
5. Mr. Rice would like to have a cup of tea.
6. How many students are in your class?
7. Yoko and Ivan are studying grammar right now. They want to learn English.
8. I am going to leave now. How about you?
9. Please put the chair in the middle of the room.
10. The teacher needs to check our homework now.

□ EXERCISE 45. Review: Chapters 4 and 5.

Directions: Complete the sentences with your own words. Use your own paper.
1. I need ____ because ____.
2. I want ____ because ____.
3. I would like ____.
4. Would you like ____?
5. Do you like ____?
6. There is ____.
7. There are ____.
8. I’m listening to ____ but I also hear ____.
9. I’m looking at ____ but I also see ____.
10. I’m thinking about ____.
11. I think that ____.
12. In my opinion, ____.
13. How many ____ are there ____?
14. Is there ____?
15. Are there ____?
EXERCISE 46. Review: Chapters 1 – 5.

Directions: Complete the sentences. Use the words in parentheses. Use the simple present or the present progressive. Use an infinitive where necessary.

The baby = Bobby
the daughter = Ellen
the son = Paul
the mother = Mrs. Smith
the father = Mr. Smith
the cat = Puss
the bird = Tweety
the mouse = Mickey

The Smiths are at home. It is evening. Paul (sit) 1 on the sofa. He (read) 2 a newspaper. Ellen (sit) 3 at the desk. She (study) 4 .

While she is studying, she (listen to) 5 music on her radio. Paul (hear) 6 the music, but he (listen to, not) 7 it right now. He (read) 8 the weather report in the newspaper.

Ellen (study) 9 her chemistry text. She (like) 10 chemistry. She (think) 11 that chemistry is easy.

She (think about) 12 chemical formulas. She (understand) 13 the formulas.

Mrs. Smith is in the kitchen. She (cook) 14 dinner. She (make) 15 a sauce for the pasta. Steam (rise) 16
from the pot on the stove. Mrs. Smith (like, not) to cook, but she (know) that her family has to eat good food. While she (make) dinner, Mrs. Smith (think about) a vacation on the beach. Sometimes Mrs. Smith (get) tired of cooking all the time, but she (love) her family very much and (want) to (take) care of their health.

Mr. Smith (stand) near the front door. He (take off) his coat. Under his coat, he (wear) a suit. Mr. Smith is happy to be home. He (think about) dinner. After dinner, he (want) (watch) television. He (need) (go) to bed early tonight because he has a busy day at work tomorrow.

In the corner of the living room, a mouse (eat) a piece of cheese. The mouse (think) that the cheese (taste) good. Puss (see, not) the mouse. She (smell, not) the mouse. Puss (sleep) . She (dream about) a mouse.

Bobby is in the middle of the living room. He (play) with a toy train. He (see, not) the mouse because he (look at) his toy train. The bird, Tweetie, (sing) . Bobby (listen to, not) the bird. He is busy with his train.
EXERCISE 1. Let's talk: small groups.

Directions: Work in small groups. Name things that belong to each category. Make lists. Compare your lists with other groups' lists. All of the words you use in this exercise are called nouns.

1. Name clothing you see in this room. (shirt)
2. Name kinds of fruit. (apple)
3. Name things you drink. (coffee)
4. Name parts of the body. (head)
5. Name kinds of animals. (horse)
6. Name cities in the United States and Canada.* (New York, Montreal, etc.)
7. Name languages.* (English)
8. Name school subjects. (history)

6-1 NOUNS: SUBJECTS AND OBJECTS

| NOUN | NOUN          | A NOUN is used as the subject of a sentence. A NOUN is used as the object of a verb.*
|------|---------------|-----------------------------------------------------------------------------------------------
| (a)  | Birds | fly | In (a): Birds is a NOUN. It is used as the subject of the sentence. In (b): pen is a NOUN. It has the article a in front of it: a pen is used as the object of the verb is holding. |
|      | subject verb |                                                             |
| (b)  | John | is holding | a pen |                                                             |
|      | subject verb object |                                                             |
| (c)  | Birds | fly | in | the sky. | A NOUN is also used as the object of a preposition. In (o): in is a preposition (prep.). The noun sky (with the article the in front) is the object of the preposition in. Some common prepositions: about, across, at, between, by, for, from, in, of, on, to, with. |
|      | subject verb prep. object of prep. |                                                             |
| (d)  | John | is holding | a pen | in | his hand. |                                                             |
|      | subject verb prep. object of prep. |                                                             |

*Some verbs are followed by an object. These verbs are called transitive verbs (v.t. in a dictionary). Some verbs are not followed by an object. These verbs are called intransitive verbs (v.i. in a dictionary).

*The names of cities and languages begin with capital letters.

Directions: Check (✓) the words that are nouns.

1. ___ eat  
2. ___ dog  
3. ___ beautiful  
4. ___ have  
5. ___ eyes  
6. ___ English  
7. ___ think  
8. ___ mathematics  
9. ___ flowers  
10. ___ juice  
11. ___ Paris  
12. ___ wonderful


Directions: Describe the grammatical structure of the sentences as shown in items 1 and 2. Then identify each noun. Is the noun used as

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Marie studies chemistry.

<table>
<thead>
<tr>
<th>Marie</th>
<th>studies</th>
<th>chemistry</th>
<th>(none)</th>
<th>(none)</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

→ Marie = a noun, subject of the sentence

→ chemistry = a noun, object of the verb "studies"

2. The children are playing in the park.

<table>
<thead>
<tr>
<th>The children</th>
<th>are playing</th>
<th>(none)</th>
<th>in</th>
<th>the park</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

→ children = a noun, subject of the sentence

→ park = a noun, object of the preposition "in"

3. Children like candy.

| subject | verb | object of verb | preposition | object of prep. |

4. The teacher is erasing the board with her hand.

| subject | verb | object of verb | preposition | object of prep. |

Nouns and Pronouns 159
5. Mike lives in Africa.

6. The sun is shining.

7. Robert is reading a book about butterflies.

8. Tom and Ann live with their parents.


10. Mary and Bob help Sue with her homework.

11. Ships sail across the ocean.

6-2 ADJECTIVE + NOUN

(a) I don’t like cold weather.
   adj. + noun

(b) Alex is a happy child.
   adj. + noun

(c) The hungry boy has a fresh apple.
   adj. + noun

(d) The weather is cold.
   noun + be + adj.

An adjective (adj.) describes a noun. In grammar, we say that adjectives “modify” nouns. The word “modify” means “change a little.” Adjectives give a little different meaning to a noun: cold weather, hot weather, nice weather, bad weather.

Adjectives come in front of nouns.

Reminder: An adjective can also follow be; the adjective describes the subject of the sentence. (See Chart 1-6, p. 12.)

<table>
<thead>
<tr>
<th>COMMON ADJECTIVES</th>
<th>good - bad</th>
<th>angry - happy</th>
<th>hungry</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful - ugly</td>
<td>happy - sad</td>
<td>bright</td>
<td></td>
</tr>
<tr>
<td>big - small</td>
<td>long - short</td>
<td>busy</td>
<td></td>
</tr>
<tr>
<td>boring - interesting</td>
<td>noisy - quiet</td>
<td>delicious</td>
<td></td>
</tr>
<tr>
<td>cheap - expensive</td>
<td>old - new</td>
<td>exciting</td>
<td></td>
</tr>
<tr>
<td>clean - dirty</td>
<td>old - young</td>
<td>famous</td>
<td></td>
</tr>
<tr>
<td>cold - hot</td>
<td>poor - rich</td>
<td>favorite</td>
<td></td>
</tr>
<tr>
<td>dangerous - safe</td>
<td>sour - sweet</td>
<td>free</td>
<td></td>
</tr>
<tr>
<td>dry - wet</td>
<td>strong - weak</td>
<td>fresh</td>
<td></td>
</tr>
<tr>
<td>easy - hard</td>
<td></td>
<td>healthy</td>
<td></td>
</tr>
<tr>
<td>easy - difficult</td>
<td></td>
<td>honest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ EXERCISE 4. Sentence practice.

Directions: Find the adjectives and nouns.

1. Jim has an expensive bicycle.
   → Jim = a noun; expensive = an adjective; bicycle = a noun

2. My sister has a beautiful house.

3. We often eat at an Italian restaurant.

4. Maria sings her favorite songs in the shower.

5. Olga likes American hamburgers.

6. You like sour apples, but I like sweet fruit.

7. Political leaders make important decisions.

8. Heavy traffic creates noisy streets.

Nouns and Pronouns 161
9. Poverty causes serious problems in the world.

10. Young people have interesting ideas about modern music.

**Exercise 5. Let's talk: small groups.**

*Directions:* Work in small groups. Take turns adding adjectives to the sentences. Use any adjectives that make sense. Think of at least three possible adjectives to complete each sentence.

1. I don't like _____ cold / hot / wet / rainy / bad / etc. _____ weather.
2. Do you like __________ food?
3. I admire ___________________________ people.
4. ___________________________ people make me angry.
5. Pollution is a/an ___________________________ problem in the modern world.
6. I had a/an ___________________________ experience yesterday.
7. I don't like ___________________________ cities.
8. I had a/an ___________________________ dinner last night.

**Exercise 6. Sentence practice.**

*Directions:* Find each noun. Is the noun used as

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Bob and his wife like coffee with their breakfast.
   - Bob = a noun, subject of the sentence
   - wife = a noun, subject of the sentence
   - coffee = a noun, object of the verb "like"
   - breakfast = a noun, object of the preposition "with"

2. Jack doesn't have a radio in his car.

3. Monkeys and apes have thumbs.

4. Does Janet work in a large office?

5. Scientists don't agree on the origin of the earth.
6. Egypt has hot summers and mild winters.

7. Many Vietnamese farmers live in small villages near their fields.

8. Large cities face many serious problems.

9. These problems include poverty, pollution, and crime.

10. An hour consists of 60 minutes. Does a day consist of 1440 minutes?

□ EXERCISE 7. Let’s talk: small groups.

Directions: Work in groups. When you are done, you will have a list of adjectives for different countries.

**PART I.** Complete each sentence with the name of a country and the appropriate adjective.

1. Food from _______ China _______ is _______ Chinese _______ food.

2. Food from _______ Mexico _______ is _______ _______ food.

3. Food from _______ _______ is _______ _______ food.

4. Food from _______ _______ is _______ _______ food.

5. Food from _______ _______ is _______ _______ food.

6. Food from _______ _______ is _______ _______ food.

7. Food from _______ _______ is _______ _______ food.

8. Food from _______ _______ is _______ _______ food.

**PART II.** What is the favorite ethnic food in your group? Give an example of this kind of food.

*Example:* Favorite ethnic food?

**GROUP A:** Italian

*Example:* An example of Italian food?

**GROUP A:** spaghetti

Favorite ethnic food in our group: __________________________________________

An example of this kind of food: __________________________________________

**PART III.** Find out the most popular ethnic food in other groups too.

**PART IV.** Working as a class, make a list of adjectives of nationality.
## 6-3 SUBJECT PRONOUNS AND OBJECT PRONOUNS

<table>
<thead>
<tr>
<th>SUBJECT PRONOUNS</th>
<th>OBJECT PRONOUNS</th>
<th>SUBJECT — OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>I</em> speak English.</td>
<td>(b) Bob knows <em>me</em>.</td>
<td><em>I</em> — <em>me</em></td>
</tr>
<tr>
<td>(c) <em>You</em> speak English.</td>
<td>(d) Bob knows <em>you</em>.</td>
<td><em>you</em> — <em>you</em></td>
</tr>
<tr>
<td>(e) <em>She</em> speaks English.</td>
<td>(f) Bob knows <em>her</em>.</td>
<td><em>she</em> — <em>her</em></td>
</tr>
<tr>
<td>(g) <em>He</em> speaks English.</td>
<td>(h) Bob knows <em>him</em>.</td>
<td><em>he</em> — <em>him</em></td>
</tr>
<tr>
<td>(i) <em>It</em> starts at 8:00.</td>
<td>(j) Bob knows <em>it</em>.</td>
<td><em>it</em> — <em>it</em></td>
</tr>
<tr>
<td>(k) <em>We</em> speak English.</td>
<td>(l) Bob talks to <em>us</em>.</td>
<td><em>we</em> — <em>us</em></td>
</tr>
<tr>
<td>(m) <em>You</em> speak English.</td>
<td>(n) Bob talks to <em>you</em>.</td>
<td><em>you</em> — <em>you</em></td>
</tr>
<tr>
<td>(o) <em>They</em> speak English.</td>
<td>(p) Bob talks to <em>them</em>.</td>
<td><em>they</em> — <em>them</em></td>
</tr>
</tbody>
</table>

(q) I know **Tony**. He is a friendly person.

(r) I like **Tony**. I know him well.

(s) I have a red book. It is on my desk.

A pronoun has the same meaning as a noun. In (q): *he* has the same meaning as **Tony**. In (r): *him* has the same meaning as **Tony**. In grammar, we say that a pronoun "refers to" a noun. The pronouns *he* and *him* refer to the noun **Tony**.

Sometimes a pronoun refers to a "noun phrase." In (s): *it* refers to the whole phrase a red book.

### EXERCISE 8. Sentence practice.

**Directions:** Complete the sentences. Use pronouns (*I, me, he, him, etc.*).

1. John loves Mary. ___________ loves ___________ very much.

2. Mary loves John. ___________ loves ___________ very much.

3. Mary and John love their daughter, Anna. ___________ love ___________ very much.

4. Mary and John love their son, Tom. ___________ love ___________ very much.

5. Tom loves his little sister, Anna. ___________ loves ___________ very much.

6. Mary loves her children. ___________ loves ___________ very much.

7. John loves his children. ___________ loves ___________ very much.

8. Mary and John love Tom and Anna. ___________ love ___________ very much.

164 CHAPTER 6
**EXERCISE 9. Sentence practice.**

*Directions:* Complete the sentences. Use pronouns (*I, me, he, him, etc.*).

1. Rita has a book. ______ bought ______ last week.
2. I know the new students, but Tony doesn't know ________ yet.
3. I wrote a letter, but I can’t send ________ because I don’t have a stamp.
4. Tom is in Canada. ________ is studying at a university.
5. Bill lives in my dorm. I eat breakfast with ________ every morning.
6. Ann is my neighbor. I talk to ________ every day. ________ and ________ have interesting conversations.
7. I have two pictures on my bedroom wall. I like ________. ________ are beautiful.
8. Ann and I have a dinner invitation. Mr. and Mrs. Brown want ________ to come to dinner at their house.
9. Judy has a new car. ________ is a Toyota.
10. My husband and I have a new car. ________ got ________ last month.

**EXERCISE 10. Let’s talk: find someone who . . . .**

*Directions:* Interview your classmates. Find someone who can answer *yes* to a question. Then ask the follow-up question using the appropriate object pronoun.

*Example:*

**SPEAKER A:** Do you send e-mails?
**SPEAKER B:** No, I don’t.
**SPEAKER A:** (Ask another student.) Do you send e-mails?
**SPEAKER C:** Yes, I do.
**SPEAKER A:** When do you send them?
**SPEAKER C:** I send them in the evenings.

1. Do you do your homework? 5. Do you watch TV?
   When do you . . . ? When you . . . ?
2. Do you visit friends? 6. Do you buy groceries?
   When do you . . . ? When you . . . ?
3. Do you read newspapers or magazines? 7. Do you wear boots?
   When do you . . . ? When you . . . ?
4. Do you talk to (name of female classmate)? 8. Do you use a computer?
   When do you . . . ? When you . . . ?
EXERCISE 11. Sentence practice.

Directions: Complete the sentences. Use pronouns.

1. A: Do you know Kate and Jim?
   B: Yes, _________ do. I live near _______.

2. A: Is the chemical formula for water H₂O?
   B: No, _________ isn’t. _________ is H₂O.

3. A: Would Judy and you like to come to the movie with us?
   B: Yes, _________ would. Judy and _________ would enjoy going to the movie with _________.

4. A: Do Mr. and Mrs. Kelly live in the city?
   B: No, _________ don’t. _________ live in the suburbs. I visited _________ last month.

5. A: Do you know how to spell “Mississippi”?
   B: Sure! I can spell _________. _________ is easy to spell.

6. A: Is Paul Cook in your class?
   B: Yes, _________ is. I sit next to _________.

EXERCISE 12. Listening practice.

Directions: Listen to the sentences. Note that the “h” in her and him is often dropped in spoken English. The “th” in them can also be dropped. Discuss the pronunciation changes.

1. Sara knows Joe. She knows him very well.
2. Where does Shelley live? Do you have her address?
3. There’s Sam. Let’s go talk to him.
4. There’s Bill and Julie. Let’s go talk to them.
5. The teacher is speaking with Lisa because she doesn’t have her homework.
6. I need to see our airline tickets. Do you have them?
EXERCISE 13. Listening.

Directions: Listen to each conversation and complete the sentences.

Example:
You will hear: How is Mr. Adams doing?
You will write: How _______ is _______ Mr. Adams doing?
You will hear: Great! I see him every week at the office.
You will write: Great! I see _______ him _______ every week at the office.

1. A: Yoko and _______ downtown this afternoon. Do you want to come _______?
   
   B: I don’t think so, but thanks anyway. Chris and _______ to the library. _______ study for our test.

2. A: Hi, Ann. How do you like your new apartment?
   
   B: _______ very nice.
   
   A: Do you have a roommate?
   
   B: Yes. Maria Hall is my roommate. Do you _______?
   
   A: No, I don’t _______. Do you get along _______?
   
   B: Yes, _______. living together. You must _______ sometime. Maybe _______ can come over for dinner soon.
   
   A: Thanks. _______ that.

3. A: Do George and Mike come over to your house often?
   
   B: Yes, _______. I invite _______ to my house often. We like to play cards.
   
   A: Who usually wins your card games?
   
   B: Mike. _______ a really good card player. We can’t beat _______.

Nouns and Pronouns 167
### 6-4 Nouns: Singular and Plural

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) one pen</td>
<td>two pens</td>
<td>To make the plural form of most nouns, add -s.</td>
</tr>
<tr>
<td>one apple</td>
<td>three apples</td>
<td></td>
</tr>
<tr>
<td>one cup</td>
<td>four cups</td>
<td></td>
</tr>
<tr>
<td>one elephant</td>
<td>five elephants</td>
<td></td>
</tr>
</tbody>
</table>

| (b) baby       | babies       | End of noun: cons + -y                                               |
| city           | cities       | Plural form: change y to i, add -es.                                  |

| (c) boy        | boys         | End of noun: ver + -y                                               |
| key            | keys         | Plural form: add -s.                                               |

| (d) wife       | wives        | End of noun: -fe or -f                                              |
| thief          | thieves      | Plural form: change f to v, add -es.                                 |

| (e) dish       | dishes       | End of noun: -sh, -ch, -ss, -x                                      |
| match          | matches      | Plural form: add -es.                                              |
| class          | classes      | Pronunciation: /'klas/                                             |
| box            | boxes        |                                                                      |

| (f) tomato     | tomatoes     | End of noun: cons + -o                                              |
| potato         | potatoes     | Plural form: add -es.                                              |
| zoo            | zoos         | End of noun: ver + -o                                              |
| radio          | radios       | Plural form: add -s.                                               |

### Exercise 14. Sentence Practice

**Directions:** Complete the sentences. Use the plural form of the words in the lists. Use each word only once.

**List A.**

<table>
<thead>
<tr>
<th>baby</th>
<th>cowboy</th>
<th>lady</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>dictionary</td>
<td>party</td>
</tr>
<tr>
<td>city</td>
<td>key</td>
<td>tray</td>
</tr>
<tr>
<td>country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two **boys**.

2. The students in my class come from many ____________.

3. Women give birth to ____________.
4. My money and my ______________ are in my pocket.

5. I know the names of many ______________ in the United States and Canada.

6. I like to go to ______________ because I like to meet and talk to people.

7. People carry their food on ______________ in a cafeteria.

8. We always use our ______________ when we write compositions.

9. Good evening, ______________ and gentlemen.

10. ______________ ride horses.

LIST B.

<table>
<thead>
<tr>
<th>knife</th>
<th>life</th>
<th>wife</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>thief</td>
<td></td>
</tr>
</tbody>
</table>

11. It is fall. The ______________ are falling from the trees.

12. Sue and Ann are married. They have husbands.

   They are ______________.

13. We all have some problems in our ______________.

14. Police officers catch ______________.

15. Please put the ______________, forks, and spoons on the table.
LIST C.

<table>
<thead>
<tr>
<th>bush</th>
<th>glass</th>
<th>sandwich</th>
<th>tomato</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>match</td>
<td>sex</td>
<td>zoo</td>
</tr>
<tr>
<td>dish</td>
<td>potato</td>
<td>tax</td>
<td></td>
</tr>
</tbody>
</table>

16. Bob drinks eight _______________ of water every day.
17. There are two _______________: male and female.
18. Please put the _______________, and the silverware on the table.
19. All citizens pay money to the government every year. They pay their _______________.
20. I can see trees and _______________ outside the window.
21. I want to light the candles. I need some _______________.
22. When I make a salad, I use lettuce and _______________.
23. Sometimes Sue has a hamburger and French-fried _______________ for dinner.
24. We often eat _______________ for lunch.
25. Mehmet is a student. He likes his _______________.
26. Some animals live all of their lives in _______________.

☐ EXERCISE 15. Pronunciation practice.

Directions: Listen to the pronunciation of final -s/-es. Practice saying the words.

GROUP A. Final -s is pronounced /z/ after voiced sounds.*

1. taxicabs 7. years
2. beds 8. lives
3. dogs 9. trees
4. balls 10. cities
5. rooms 11. boys
6. coins 12. days

* For more information on voiced sounds, see Chart 3-8, p. 66.
**GROUP B.** Final -s is pronounced /s/ after voiceless sounds.*

13. books
14. desks
15. cups

16. groups
17. cats
18. students

**GROUP C.** Final -s/-es is pronounced /z/.

* after “s” sounds: 19. classes
20. glasses
21. horses
22. places
23. sentences

* after “z” sounds: 24. sizes
25. exercises
26. noises

* after “sh” sounds: 27. dishes
28. bushes

* after “ch” sounds: 29. matches
30. sandwiches

* after “ge/dge” sounds: 31. pages
32. oranges
33. bridges

**EXERCISE 16.** Listening.

*Directions:* Listen to each word. Circle the noun you hear.

1. toy  
2. table  
3. face  
4. hat  
5. office  
6. box  
7. package  
8. chair  
9. edge  
10. top

(toys)
(tables)
(faces)
(hats)
(offices)
(boxes)
/packages)
(chairs)
(edges)
(tops)

* For more information on voiceless sounds, see Chart 3-8, p. 66.
EXERCISE 17. Listening.

*Directions:* Listen to each sentence. Circle the noun you hear.

1. desk **desks**
2. place **places**
3. sandwich **sandwiches**
4. sentence **sentences**
5. apple **apples**
6. exercise **exercises**
7. piece **pieces**
8. rose **roses**
9. bush **bushes**
10. college **colleges**

EXERCISE 18. Pronunciation practice.

*Directions:* Find the plural noun(s) in each sentence. Pronounce the noun(s). Then read the sentences aloud.

1. The students are carrying books and backpacks.
2. Department stores sell many sizes of clothes.
3. The weather is terrible. It’s raining cats and dogs.*
4. The teachers have their offices in this building.
5. Engineers build bridges.
6. At the zoo you can see tigers, monkeys, birds, elephants, bears, and snakes.
7. People have two ears, two eyes, two arms, two hands, two legs, and two feet.
8. Square tables and rectangular tables have four edges.
9. My dictionary has 350 pages.
10. I like apples, bananas, strawberries, and peaches.
11. My apartment has cockroaches in the kitchen.

*The idiom “raining cats and dogs” means “raining very hard.”*
### Nouns: Irregular Plural Forms

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) child</td>
<td>children</td>
<td>Mr. Smith has one child. Mr. Cook has two children. I have a right foot and a left foot. I have two feet.</td>
</tr>
<tr>
<td>(b) foot</td>
<td>feet</td>
<td>I see a man on the street. I see two men on the street. My cat sees a mouse. Cats like to catch mice. My tooth hurts. My teeth are white.</td>
</tr>
<tr>
<td>(c) man</td>
<td>men</td>
<td>There’s one woman in our class. There are ten women in your class.</td>
</tr>
<tr>
<td>(d) mouse</td>
<td>mice</td>
<td></td>
</tr>
<tr>
<td>(e) tooth</td>
<td>teeth</td>
<td></td>
</tr>
<tr>
<td>(f) woman</td>
<td>women</td>
<td></td>
</tr>
<tr>
<td>(g) sheep</td>
<td>sheep</td>
<td>Annie drew a picture of one sheep. Tommy drew a picture of two sheep.</td>
</tr>
<tr>
<td>(h) fish</td>
<td>fish</td>
<td>Bob has an aquarium. He has one fish. Sue has an aquarium. She has seven fish.</td>
</tr>
</tbody>
</table>

*People is always plural. It has no singular form.

### Exercise 19. Game.

**Directions:** Work in groups or individually. The object of the game on p. 174 is to fill in each list with nouns. If possible, write one noun that begins with each letter of the alphabet. The nouns must belong to the category of the list. When you finish your lists, count the number of nouns you have. That is your score. Who has the highest score?
<table>
<thead>
<tr>
<th></th>
<th>List 1 Things in nature</th>
<th>List 2 Things you eat and drink</th>
<th>List 3 Animals and insects</th>
<th>List 4 Things for sale at (name of a local store)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>air</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>bushes</td>
<td></td>
<td></td>
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<td>C</td>
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<td>E</td>
<td>earth</td>
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<td>F</td>
<td>fish</td>
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<td>G</td>
<td>grass</td>
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<td>R</td>
<td>rain</td>
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<td>S</td>
<td>stars</td>
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<td>T</td>
<td>trees</td>
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<td>W</td>
<td>water</td>
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</tbody>
</table>

Score: 13
□ EXERCISE 20. Let's talk: class activity.

Directions: Your teacher will say a noun. You say the plural form with two. Close your books for this activity.

Example:
TEACHER: one child
STUDENTS: two children

1. one child 13. one sentence
2. one woman 14. one man
3. one tooth 15. one orange
4. one foot 16. one foot
5. one man 17. one knife
6. one mouse 18. one sex
7. one fish 19. one girl
8. one page 20. one exercise
9. one place 21. one tooth
10. one banana 22. one woman
11. one child 23. one boy and
12. one desk 24. one woman

□ EXERCISE 21. Review.

Directions: Fill in the grammatical structure of the sentences. Item 1 has been completed for you.

1. Mr. Cook is living in a hotel.

   | Mr. Cook | is living | (none) | in | a hotel |
   | subject | verb | object | preposition | object of prep. |

2. Anita carries her books in her backpack.

   | subject | verb | object | preposition | object of prep. |


   | subject | verb | object | preposition | object of prep. |

4. Monkeys sleep in trees.

   | subject | verb | object | preposition | object of prep. |
5. The teacher is writing words on the chalkboard.

| subject | verb | object | preposition | object of prep. |

6. I like apples.

| subject | verb | object | preposition | object of prep. |

☐ EXERCISE 22. Review.

Directions: A complete sentence has a subject and a verb. An incomplete sentence is a group of words that does not have a subject and a verb.

If the words are a complete sentence, change the first letter to a capital letter (a big letter) and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write “Inc.” to mean “Incomplete.”

1. monkeys like bananas → My monkeys like bananas.

2. in my garden → Inc.

3. do you like sour apples → Do you like sour apples?

4. this class ends at two o’clock

5. teaches English

6. my mother works

7. in an office

8. my mother works in an office

9. does your brother have a job

10. does not work

11. rain falls

12. my sister lives in an apartment

176 CHAPTER 6
13. has a roommate

14. the apartment has two bedrooms

15. a small kitchen and a big living room

16. on the third floor

□ EXERCISE 23. Review.
Directions: Circle the correct completions.

1. My sister and I live together. Our parents often call ______ on the telephone.
   A. us   B. them   C. we   D. they

2. Tom has a broken leg. I visit ______ every day.
   A. he   B. him   C. them   D. it

3. Sue and I are good friends. ______ spend a lot of time together.
   A. They   B. You   C. We   D. She

4. Our children enjoy the zoo. We often take ______ to the zoo.
   A. it   B. they   C. them   D. him

5. Mary drives an old car. She takes good care of ______.
   A. her   B. them   C. it   D. him

6. Jack and ______ don’t know Mr. Wu.
   A. I   B. me   C. us   D. them

7. Ms. Gray is a lawyer in Chicago. Do you know ______?
   A. them   B. it   C. him   D. her

8. Ahmed lives near Yoko and ______.
   A. I   B. me   C. him   D. her

9. My sister and a friend are visiting me. ______ are visiting here for two days.
   A. She   B. They   C. We   D. Them

10. Do ______ have the correct time?
    A. you   B. them   C. him   D. her

Directions: Correct the errors.

1. Omar a car has. → Omar has a car.

2. Our teacher gives tests difficult.

3. Alex helps Mike and I.

4. Babys cry.

5. Mike and Tom in an apartment live.

6. There are seven woman in this class.

7. There are nineteen peoples in my class.

8. Olga and Ivan has three childrens.

9. There is twenty classroom in this building.

10. Mr. Jones is our teacher. I like her very much.
## CHAPTER 7
Count and Noncount Nouns

**EXERCISE 1. Preview: noun practice.**

*Directions:* Describe the pictures. Add `-s` to the ends of the words if necessary. Otherwise, write an "x."

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Ring" /></td>
<td>1. one ring <em>x</em>_</td>
</tr>
<tr>
<td><img src="image2.png" alt="Rings" /></td>
<td>2. two ring <em>s</em>_</td>
</tr>
<tr>
<td><img src="image3.png" alt="Rings" /></td>
<td>3. three ring <em>s</em>_</td>
</tr>
<tr>
<td><img src="image4.png" alt="Jewelry" /></td>
<td>4. some jewelry <em>x</em>_</td>
</tr>
<tr>
<td><img src="image5.png" alt="Letter" /></td>
<td>5. two letter _______</td>
</tr>
<tr>
<td><img src="image6.png" alt="Postcard" /></td>
<td>6. one postcard _______</td>
</tr>
<tr>
<td><img src="image7.png" alt="Mail" /></td>
<td>7. some mail _______</td>
</tr>
<tr>
<td>Picture</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="image" alt="Sofa" /></td>
<td>8. one sofa</td>
</tr>
<tr>
<td><img src="image" alt="Table" /></td>
<td>9. two table</td>
</tr>
<tr>
<td><img src="image" alt="Chair" /></td>
<td>10. some chair</td>
</tr>
<tr>
<td><img src="image" alt="Furniture" /></td>
<td>11. some furniture</td>
</tr>
<tr>
<td><img src="image" alt="Car" /></td>
<td>12. a lot of car</td>
</tr>
<tr>
<td><img src="image" alt="Traffic" /></td>
<td>13. a lot of traffic</td>
</tr>
<tr>
<td><img src="image" alt="Money" /></td>
<td>14. a lot of money</td>
</tr>
<tr>
<td><img src="image" alt="Coins" /></td>
<td>15. a lot of coin</td>
</tr>
</tbody>
</table>
### 7-1 NOUNS: COUNT AND NONCOUNT

<table>
<thead>
<tr>
<th>COUNT NOUN</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a book</td>
<td>books</td>
<td>books</td>
</tr>
<tr>
<td>one book</td>
<td>two books</td>
<td>some books</td>
</tr>
<tr>
<td></td>
<td>a lot of books</td>
<td>a lot of books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A COUNT NOUN</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a + noun</td>
<td>one + noun</td>
<td>noun + -s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NONCOUNT NOUN</th>
<th>(no plural form)</th>
<th>A NONCOUNT NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>mail</td>
<td></td>
<td>SINGULAR: Do not use a.</td>
</tr>
<tr>
<td>some mail</td>
<td></td>
<td>Do not use one.</td>
</tr>
<tr>
<td>a lot of mail</td>
<td></td>
<td>PLURAL: A noncount noun does not have a plural form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMON NONCOUNT NOUNS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>bread</td>
</tr>
<tr>
<td>furniture</td>
<td>cheese</td>
</tr>
<tr>
<td>help</td>
<td>coffee</td>
</tr>
<tr>
<td>homework</td>
<td>food</td>
</tr>
<tr>
<td>information</td>
<td>fruit</td>
</tr>
<tr>
<td>jewelry</td>
<td>meat</td>
</tr>
<tr>
<td>luck</td>
<td>milk</td>
</tr>
<tr>
<td>mail</td>
<td>pepper</td>
</tr>
<tr>
<td>money</td>
<td>rice</td>
</tr>
<tr>
<td>music</td>
<td>salt</td>
</tr>
<tr>
<td>traffic</td>
<td>sugar</td>
</tr>
<tr>
<td>vocabulary</td>
<td>tea</td>
</tr>
<tr>
<td>weather</td>
<td>water</td>
</tr>
</tbody>
</table>

### EXERCISE 2. Noun practice.

Directions: Look at the italicized words. Underline the noun. Is it count or noncount?

1. He sits on a chair. **count** noncount
2. He sits on furniture. count noncount
3. She has a coin. count noncount
4. She has some money. count noncount
5. The street is full of traffic. count noncount
6. There are a lot of cars in the street. count noncount
7. I know a fact about bees. count noncount
8. I have some information about bees. count noncount
9. The teacher gives us homework. count noncount
10. We have an assignment. count noncount
11. I like music. count noncount
12. Would you like some coffee? count noncount
13. Our school has a library. count noncount
14. We are learning new vocabulary every day.   count   noncount
15. I need some advice.  count   noncount
16. Tom has a good job.  count   noncount
17. He likes his work.  count   noncount
18. Maria wears a lot of bracelets.  count   noncount

☐ EXERCISE 3. Let's talk: small groups.

Directions: Work in small groups. List the noncount nouns. Then find the count nouns that are close in meaning. Use an with the count nouns.

<table>
<thead>
<tr>
<th>advice</th>
<th>furniture</th>
<th>money</th>
</tr>
</thead>
<tbody>
<tr>
<td>assignment</td>
<td>homework</td>
<td>music</td>
</tr>
<tr>
<td>bracelet</td>
<td>information</td>
<td>song</td>
</tr>
<tr>
<td>cloud</td>
<td>jewelry</td>
<td>suggestion</td>
</tr>
<tr>
<td>coin</td>
<td>job</td>
<td>weather</td>
</tr>
<tr>
<td>desk</td>
<td>✓ letter</td>
<td>work</td>
</tr>
<tr>
<td>fact</td>
<td>✓ mail</td>
<td></td>
</tr>
</tbody>
</table>

NONCOUNT
COUNT
1. mail
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

182  CHAPTER 7
EXERCISE 4. Let's talk: class activity.

Directions: Most nouns are count nouns. Complete the sentences by naming things you see in the classroom.

1. I see a . . . .
2. I see a . . . .
3. I see a . . . . and a . . . .
4. I see two . . . .
5. I see five . . . .
6. I see some . . . .
7. I see a lot of . . . .
8. I see many . . . .

7-2 USING AN VS. A

(a) A dog is an animal.

A and an are used in front of singular count nouns. In (a): dog and animal are singular count nouns.

(b) I work in an office.

(c) Mr. Lee is an old man.

Use an in front of words that begin with the vowels a, e, i, and o: an apartment, an elephant, an idea, an ocean. In (c): Notice that an is used because the adjective (old) begins with a vowel and comes in front of a singular count noun (man).

(d) I have an uncle.

Compare

(e) He works at a university.

Use an if a word that begins with “a” has a vowel sound: an uncle, an ugly picture.

Use a if a word that begins with “u” has a /yu/ sound: a university, a usual event.

(f) I need an hour to finish my work.

Compare

(g) I live in a house. He lives in a hotel.

In some words that begin with “u,” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used: an hour, an honor.

In most words that begin with “b,” the “b” is pronounced. Use a if the “b” is pronounced.

EXERCISE 5. Sentence practice.

Directions: Complete the sentences. Use a or an.

1. Bob is eating ________ apple.
2. Tom is eating ________ banana.
3. Alice works in ________ office.
4. I have ________ idea.
5. I have ________ good idea.
6. Sue is taking ______ class.
7. Sue is taking ______ easy class.
8. Cuba is ______ island near the United States.
9. ______ hour has sixty minutes.
10. ______ healthy person gets regular exercise.
11. ______ horse has a long nose.
12. Maria is ______ honest worker.
13. Mark needs ______ math tutor.
14. ______ university is ______ educational institution.
15. Ann has ______ unusual job.


Directions: Listen to each sentence. Circle the word you hear.

1. a  an  6. a  an
2. a  an  7. a  an
3. a  an  8. a  an
4. a  an  9. a  an
5. a  an  10. a  an
7-3 USING A/AN vs. SOME

(a) I have a pen.  
   A/an is used in front of singular count nouns.  
   In (a): The word pen is a singular count noun.
(b) I have some pens.  
   Some is used in front of plural count nouns.  
   In (b): The word pens is a plural count noun.
(c) I have some rice.  
   Some is used in front of noncount nouns.*  
   In (c): The word rice is a noncount noun.

*Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

   Directions: Look at the noun and circle the correct word (a, an, or some). Then decide if the noun is singular count, plural count, or noncount.

<table>
<thead>
<tr>
<th></th>
<th>sing. count</th>
<th>pl. count</th>
<th>noncount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a an <strong>some</strong> letters</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. a an <strong>some</strong> mail</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. (a) an <strong>some</strong> letter</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. a an <strong>some</strong> table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. a an <strong>some</strong> tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. a an <strong>some</strong> furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. a an <strong>some</strong> car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. a an <strong>some</strong> automobiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. a an <strong>some</strong> buses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. a an <strong>some</strong> traffic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. a an <strong>some</strong> advice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. a an <strong>some</strong> egg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ EXERCISE 8. Sentence practice.
   Directions: Use a/an or some with the count nouns in these sentences. Are the nouns singular or plural?

1. Bob has ____ a _________ book on his desk. → book = a singular count noun
2. Bob has ____ some _________ books on his desk. → books = a plural count noun
3. I see ___________ desk in this room.
4. I see ___________ desks in this room.
5. I’m hungry. I would like ___________ apple.
6. The children are hungry. They would like ___________ apples.
7. We are doing ___________ exercise in class.
8. We are doing ___________ exercises in class.

**EXERCISE 9. Sentence practice.**

*Directions:* Use *a, an, or some* with the nouns in these sentences. Are they singular count nouns or noncount nouns?

1. I need ___________ money. → *money* = a noncount noun
2. I need ___________ dollar. → *dollar* = a singular count noun
3. Alice has ___________ mail in her mailbox.
4. Alice has ___________ letter in her mailbox.
5. I’m hungry. I would like ___________ fruit.
6. I would like ___________ apple.
7. Jane is hungry. She would like ___________ food.
8. She would like ___________ sandwich.
9. I’d like to have ___________ soup with my sandwich.
10. I’m thirsty. I’d like ___________ water.

**EXERCISE 10. Let’s talk: small groups.**

*Directions:* Work in small groups. Complete the lists with nouns. You may use adjectives with the nouns. Share some of your answers with the class.

1. Things you can see in an apartment.
   
   a ___________

   an ___________

   some ___________ (plural noun)

   some ___________ (singular noun)
2. Things you can see in a classroom.
   a __________________________
   an __________________________
   some ________________________ (plural noun)
   some ________________________ (singular noun)

3. Things you can see outdoors.
   a __________________________
   an __________________________
   some ________________________ (plural noun)
   some ________________________ (singular noun)

☐ EXERCISE 11. Sentence practice.

Directions: Use a/an or some with the nouns in these sentences.

1. Sonya is wearing ______ some ______ silver jewelry. She's wearing ______ a ______ necklace and ______ some ______ earrings.

2. I'm busy. I have ______ homework to do.

3. Jane is very busy. She has ______ work to do.

4. Jane has ______ job. She is ______ teacher.

5. We have ______ table, ______ sofa, and ______ chairs in our living room.

6. We have ______ furniture in our living room.

7. Susan has a CD player. She is listening to ______ music.

8. I'm hungry. I would like ______ orange.

9. The children are hungry. They would like ______ oranges. They would like ______ fruit.

10. I need ______ information about the bus schedule.
11. I’m confused. I need _______ advice.

12. I’m looking out the window. I see _______ cars, _______ bus, and _______ trucks on the street. I see _______ traffic.

□ EXERCISE 12. Let’s talk: pairwork.

Directions: Work with a partner.
Partner A: Your book is open to this page. Use a, an, or some with the given word.
Partner B: Your book is open to p. 515. Help Partner A with the correct response if necessary.

Example: desk
PARTNER A: a desk
PARTNER B: Right.

Example: desks
PARTNER A: a desks
PARTNER B: Again?
PARTNER A: some desks
PARTNER B: Right.

1. apple
2. apples
3. child
4. children
5. music
6. flower
7. man
8. old man
9. men
10. island
11. rice
12. advice
13. hour
14. horse
15. food

Switch roles.
Partner B: Your book is open to this page. Use a, an, or some with the given word.
Partner A: Your book is open to p. 515. Help Partner B with the correct response if necessary.

16. animal
17. animals
18. chair
19. chairs
20. furniture
21. homework
22. orange
23. bananas
24. banana
25. fruit
26. university
27. uncle
28. people
29. house
30. bread
EXERCISE 13. Sentence practice.

Directions: Use the word in italics to complete the sentence. Add -s to a count noun (or give the irregular plural form). Do not add -s to a noncount noun.

1. money I need some ______ money ______.
2. desk I see some ______ desks ______ in this room.
3. man Some ______ man ______ are working in the street.
4. music I want to listen to some ______ ______.
5. flower Andy wants to buy some ______ ______ for his girlfriend.
6. information I need some ______ ______.
7. jewelry Fred wants to buy some ______ ______.
8. child Some ______ ______ are playing in the park.
9. homework I can’t go to the movie because I have some ______ ______ to do.
10. advice Could you please give me some ______ ______?
11. suggestion I have some ______ ______ ______ for you.
12. help I need some ______ ______ with my homework.
13. sandwich We’re hungry. We want to make some ______ ______.
14. animal I see some ______ ______ in the picture.
15. banana The monkeys are hungry. They would like some ______ ______.
16. fruit  I'm hungry. I would like some ________________.
17. weather We're having some hot ________________ right now.
18. picture I have some ________________ of my family in my wallet.
19. rice, bean I usually have some ________________ and
_______________ for dinner.

Directions: Change the italicized noun to its plural form if possible, changing a to some. Make other changes in the sentence as necessary.

1. There is a chair in this room. PLURAL FORM → There are some chairs in this room.

2. There is some furniture in this room. PLURAL FORM → (none)

3. I have a coin in my pocket.

4. I have some money in my wallet.

5. There's a lot of traffic on Main Street.

6. There's a car on Main Street.

7. Our teacher assigns a lot of homework.

8. I like rock music.

9. Hong Kong has a lot of hot weather.

10. I need some information and some advice from you.

11. There's a dictionary on the shelf.

12. I hope you do well on your exam. Good luck!

13. Here is a flower from my garden.

14. Be careful! There's some water on the floor.

15. I need an apple for the fruit salad.

16. The soup needs a potato and some salt.
### MEASUREMENTS WITH NONCOUNT NOUNS

(a) I'd like some water.
(b) I'd like a glass of water.
(c) I'd like a cup of coffee.
(d) I'd like a piece of fruit.

Units of measure are used with noncount nouns to express a specific quantity. For example: a glass of, a cup of, a piece of.

In (a): some water = an unspecific quantity.
In (b): a glass of water = a specific quantity.

<table>
<thead>
<tr>
<th>COMMON EXPRESSIONS OF MEASURE</th>
<th>Counted Item</th>
<th>Unit of Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag of rice</td>
<td>a bunch of bananas</td>
<td>a jar of pickles</td>
</tr>
<tr>
<td>a bar of soap</td>
<td>a can of corn</td>
<td>a loaf of bread</td>
</tr>
<tr>
<td>a bottle of olive oil</td>
<td>a carton of milk</td>
<td>a piece of cheese</td>
</tr>
<tr>
<td>a bowl of cereal</td>
<td>a glass of water</td>
<td>a sheet of paper</td>
</tr>
<tr>
<td>a box of candy</td>
<td>a head of lettuce</td>
<td>a tube of toothpaste</td>
</tr>
</tbody>
</table>

*In British English: a tin of corn.

### EXERCISE 15. Noun practice.

**Directions:** Complete the phrases. You are hungry and thirsty. What would you like?

*Use a piece of, a cup of, a glass of, a bowl of.*

1. ______ a cup of / a glass of ______ tea
2. ______ ___________ ___________ bread
3. ___________ ___________ water
4. ___________ ___________ coffee
5. ___________ ___________ cheese
6. ___________ ___________ soup
7. ___________ ___________ meat
8. ___________ ___________ wine
9. ___________ ___________ fruit
10. ___________ ___________ rice
EXERCISE 16. Let's talk: pairwork.

Directions: Work in pairs. Look at the list of food and drink. Check (✓) what you eat and drink every day. Add your own words to the list. Then tell your partner the usual quantity you have every day. Use a piece of, two pieces of, a cup of, three cups of, a glass of, a bowl of, or one, two, a, some, etc., in your answers. Share a few of your partner's answers with the class.

Example:

✓ egg

✓ banana

✓ coffee

✓ fruit

ice cream

orange juice

PARTNER A: I have one egg every day.

I usually eat two pieces of fruit.

I like a bowl of ice cream at night.

I drink a glass of orange juice every morning.

List of food and drinks.

eggs rice

soup ice cream

fruit water

bread chicken

banana cheese

apples tea

EXERCISE 17. Sentence practice.

Directions: Complete the sentences with nouns.

1. I'm going to the store. I need to buy a carton of orange juice / milk / etc.

2. I also need a tube of ______________ and two bars of ______________.
3. I need to find a can of ___________ and a jar of ___________.

4. I need to get a loaf of ___________ and a box of ___________.

5. I would like a head of ___________ if it looks fresh.

6. Finally, I would like a couple of bottles of ___________ and a jar of ___________.

☐ EXERCISE 18. Review.

Directions: Make a list of everything in the picture by completing the sentence I see _______. Try to use numbers (e.g., three spoons) or other units of measure (e.g., a box of candy). Use a for singular count nouns (e.g., a fly).

Example: I see three spoons, a box of candy, a fly, etc.


Directions: Work in pairs. Pretend that tomorrow you are moving into a new apartment together. What do you need? Ask each other questions.

In writing, list the things you need and indicate quantity (two, some, a lot of, a little, etc.). List twenty to thirty things. Be sure to write down the quantity. You are completing this sentence: We need _______.

Example: We need _______.

PARTNER A: a sofa and two beds.
PARTNER B: a can opener.
PARTNER A: some spaghetti.
PARTNER B: a little fruit.
PARTNER A: some bookcases.

Etc.
EXERCISE 20. Let's talk: pairwork.

Directions: Work with a partner.
Partner A: Your book is open to this page. Complete the sentences by using a, an, or some with the nouns.
Partner B: Your book is open to p. 515. Help Partner A with the correct responses if necessary.

1. I'm hungry. I'd like . . .
   a. food.
   b. apple.
   c. sandwich.
   d. bowl of soup.

2. I'm thirsty. I'd like . . .
   a. glass of milk.
   b. water.
   c. cup of tea.

3. I'm sick. I need . . .
   a. medicine.
   b. ambulance.

4. I'm cold. I need . . .
   a. coat.
   b. hat.
   c. warm clothes.
   d. heat.

5. I'm tired. I need . . .
   a. sleep.
   b. break.
   c. relaxing vacation.

6. I'm hungry. I'd like . . .
   a. snack.
   b. fruit.
   c. orange.
   d. piece of chicken.

7. I'm thirsty. I'd like . . .
   a. juice.
   b. bottle of water.
   c. glass of ice tea.

8. I'm sick. I need . . .
   a. doctor.
   b. help.

9. I'm cold. I need . . .
   a. boots.
   b. blanket.
   c. hot bath.
   d. gloves.

10. I'm tired. I need . . .
    a. strong coffee.
    b. break.
    c. vacation.
    d. nap.

Switch roles.
Partner B: Your book is open to this page. Complete the sentences by using a, an, or some with the nouns.
Partner A: Your book is open to p. 515. Help Partner B with the correct responses if necessary.
7-5 USING MANY, MUCH, A FEW, A LITTLE

(a) I don’t get many letters.  In (a): many is used with plural count nouns.
(b) I don’t get much mail. In (b): much is used with noncount nouns.
(c) Ann gets a few letters. In (c): a few is used with plural count nouns.
(d) Tom gets a little mail. In (d): a little is used with noncount nouns.

□ EXERCISE 21. Sentence practice.

Directions: Change a lot of to many or much in these sentences.

1. Tom has a lot of problems. → Tom has many problems.
2. I don’t have a lot of money. → I don’t have much money.
3. I want to visit a lot of cities in the United States and Canada.
4. I don’t put a lot of sugar in my coffee.
5. I have a lot of questions to ask you.
6. Sue and John have a small apartment. They don’t have a lot of furniture.
7. You can see a lot of people at the zoo on Sunday.
8. Dick doesn’t get a lot of mail because he doesn’t write a lot of letters.
9. Chicago has a lot of skyscrapers. Montreal has a lot of tall buildings too.
10. Mary is lazy. She doesn’t do a lot of work.
11. I don’t drink a lot of coffee.
12. Jeff is a friendly person. He has a lot of friends.
13. Do you usually buy a lot of fruit at the market?
14. Does Andy drink a lot of coffee?
15. Do you write a lot of letters?

□ EXERCISE 22. Sentence practice.

Directions: Complete the questions with many or much.

1. How much money do you have in your wallet?
2. How many roommates do you have?
3. How _______ languages do you speak?
4. How _______ homework does your teacher usually assign?
5. How _______ tea do you drink in a day?
6. How _______ sugar do you put in your tea?
7. How _______ sentences are there in this exercise?
8. How _______ water do you need to cook rice?

☐ EXERCISE 23. Let’s talk: pairwork.

Directions: Work with a partner.

Partner A: Your book is open to this page. Make questions with how many or how much and are there or is there.

Partner B: Help Partner A if necessary.

Example: students in this room
Partner A: How many students is there in this room?
Partner B: Please try again.
Partner A: How many students are there in this room?
Partner B: Right.

Example: coffee in that pot
Partner A: How much coffee is there in that pot?
Partner B: Right.

1. restaurants in (name of this city)
2. desks in this room
3. furniture in this room
4. letters in your mailbox today
5. mail in your mailbox today

Switch roles.
Partner B: Your book is open to this page. Make questions with how many or how much and are there or is there.

Partner A: Help Partner B if necessary.

6. chicken in your refrigerator
7. bridges in (name of this city)
8. traffic on the street right now
9. cars in the street outside the window
10. people in this room
EXERCISE 24. Sentence practice.

Directions: Change some to a few or a little. Use a few with count nouns. Use a little with noncount nouns. (See Chart 7-5, p. 195.)

1. I need some paper. → I need a little paper.
2. I usually add some salt to my food.
3. I have some questions to ask you.
4. Bob needs some help. He has some problems. He needs some advice.
5. I need to buy some clothes.
6. I have some homework to do tonight.
7. I usually get some mail every day.
8. I usually get some letters every day.
9. When I'm hungry in the evening, I usually eat some cheese.
10. We usually do some oral exercises in class every day.

EXERCISE 25. Let's talk: pairwork.

Directions: Work with a partner. Take turns asking and answering questions. Use the words from your list. Remember, you can look at your book before you speak. When you speak, look at your partner.

Partner A: How much/many... would you like?
Partner B: I'd like a little/a few, please. Thanks.

Example: chicken
Partner A: How much chicken would you like?
Partner B: I'd like a little, please. Thanks.
Partner A: Your turn now.

Example: pencil
Partner B: How many pencils would you like?
Partner A: I'd like a few, please.
Partner B: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pen</td>
<td>1. salt</td>
</tr>
<tr>
<td>2. tea</td>
<td>2. banana</td>
</tr>
<tr>
<td>3. rice</td>
<td>3. soup</td>
</tr>
<tr>
<td>4. apple</td>
<td>4. coffee</td>
</tr>
<tr>
<td>5. money</td>
<td>5. assignment</td>
</tr>
<tr>
<td>6. help</td>
<td>6. cheese</td>
</tr>
<tr>
<td>7. toy</td>
<td>7. book</td>
</tr>
</tbody>
</table>
EXERCISE 26. Sentence review.

Directions: Complete the sentences with these words. If necessary, use the plural form.

<table>
<thead>
<tr>
<th>bush</th>
<th>glass</th>
<th>match</th>
<th>strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>centimeter</td>
<td>homework</td>
<td>page</td>
<td>thief</td>
</tr>
<tr>
<td>dish</td>
<td>inch</td>
<td>paper</td>
<td>tray</td>
</tr>
<tr>
<td>edge</td>
<td>information</td>
<td>piece</td>
<td>valley</td>
</tr>
<tr>
<td>fish</td>
<td>knife</td>
<td>sex</td>
<td>weather</td>
</tr>
<tr>
<td>foot</td>
<td>leaf</td>
<td>size</td>
<td>woman</td>
</tr>
</tbody>
</table>

1. I want to light a candle. I need some ______ matches _______.
2. ______ flowers _______ fall from the trees in autumn.
3. There are two _______ : male and female.
4. There are some _______ , forks, and spoons on the table.
5. I want to take the bus downtown, but I don’t know the bus schedule. I need some _______ about the bus schedule.
6. I want to write a letter. I have a pen, but I need some _______ .
7. Plates and bowls are called _______ .
8. Married _______ are called wives.
9. There are a lot of trees and _______ in the park.
10. Bob is studying. He has a lot of _______ to do.
11. My dictionary has 437 _______.
12. This puzzle has 200 _______.
13. A piece of paper has four _______.
14. Mountains are high, and _______ are low.
15. When the temperature is around 35°C (77°F), I’m comfortable. But I don’t like very hot _______.
16. _______ steal things: money, jewelry, cars, etc.
17. _______ are small, red, sweet, and delicious.
18. People carry their food on ______________ at a cafeteria.

19. Sweaters in a store often have four ______________: small, medium, large, and extra large.

20. In some countries, people use cups for their tea. In other countries, they usually use ______________ for their tea.

21. Toshiro has five ______________ in his aquarium.

22. There are 100 ______________ in a meter.

23. There are 12 ______________ in a foot.*

24. There are 3 ______________ in a yard.*

7-6 USING THE

(a) A: Where’s David?
    B: He’s in the kitchen.

(b) A: I have two pieces of fruit for us, an apple and a banana. Which do you want?
    B: I’d like the apple, thank you.

(c) A: It’s a nice summer day today.
    B: Yes, I really like summer.

A speaker uses the when the speaker and the listener have the same thing or person in mind. The shows that a noun is specific.

In (a): Both A and B have the same kitchen in mind.
In (b): When B says “the apple,” both A and B have the same apple in mind.
In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).

(d) Mike has a pen and a pencil.
    The pen is blue.
    The pencil is yellow.

(e) Mike has some pens and pencils.
    The pens are blue.
    The pencils are yellow.

The is used with
- singular count nouns, as in (d).
- plural count nouns, as in (e).
- noncount nouns, as in (f).

In other words, the is used with each of the three kinds of nouns.

(f) Mike has some rice and some cheese.
    The rice is white.
    The cheese is yellow.

Notice in the examples: the speaker is using the for the second mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing.

First mention: I have a pen.
Second mention: The pen is blue.

*1 inch = 2.54 centimeters. 1 foot = 30.48 centimeters. 1 yard = 0.91 meters.
EXERCISE 27. Sentence practice.

Directions: Complete the sentences with the or a/an.

1. I have __________ notebook and __________ grammar book. __________
   notebook is brown. __________ grammar book is red.

2. Right now Pablo is sitting in class. He's sitting between __________ woman and
   __________ man. __________ woman is Graciela. __________ man is Mustafa.

3. Susan is wearing __________ ring and __________ necklace. __________ ring is
   on her left hand.

4. Tony and Sara are waiting for their plane to depart. Tony is reading __________
   magazine. Sara is reading __________ newspaper. When Sara finishes
   __________ newspaper and Tony finishes __________ magazine, they will trade.

5. In the picture below, there are four figures: __________ circle, __________
   triangle, __________ square, and __________ rectangle. __________ circle is
   next to __________ triangle. __________ square is between __________ triangle
   and __________ rectangle.

   - circle
   - triangle
   - square
   - rectangle

6. Linda and Anne live in __________ apartment in __________ old building. They
   like __________ apartment because it is big. __________ building is very old. It
   was built more than one hundred years ago.

7. I gave my friend __________ card and __________ flower for her birthday.
   __________ card wished her “Happy Birthday.” She liked both __________ card
   and __________ flower.

8. We stayed at __________ hotel in New York. __________ hotel was expensive.
EXERCISE 28. Let’s talk: pairwork.

Directions: Work with a partner. Read the sentences aloud and complete them with the or a/an. Then change roles. When you have finished speaking, write the answers.

A: Look at the picture below. What do you see?

B: I see ________ chair, ________ desk, ________ window, ________ plant.

A: Where is ________ chair?

B: ________ chair is under ________ window.

A: Where is ________ plant?

B: ________ plant is beside ________ chair.

A: Do you see any people?

B: Yes. I see ________ man and ________ woman. ________ man is standing. ________ woman is sitting down.

A: Do you see any animals?

B: Yes. I see ________ dog, ________ cat, and ________ bird in ________ cage.

A: What is ________ dog doing?

B: It’s sleeping.

A: How about ________ cat?

B: ________ cat is watching ________ bird.
EXERCISE 29. Review.

Directions: Complete the sentences with the or an.

1. A: I need to go shopping. I need to buy ________ coat.
   
   B: I’ll go with you. I need to get ________ umbrella.
   
   A: Okay. Great! When should we go?

2. A: Hi! Come in!
   
   B: Hi! ________ weather is terrible today! It’s cold and wet outside.
   
   A: Well, it’s warm in here.
   
   B: What should I do with my coat and umbrella?
   
   A: You can put ________ coat in that closet. I’ll take ________ umbrella
   
   and put it in ________ kitchen where it can dry.

3. My cousin Jane has ________ good job. She works in ________ office. She
   
   uses ________ computer.

4. A: How much longer do you need to use ________ computer?
   
   B: Why?
   
   A: I need to use it too.
   
   B: Just five more minutes, then you can have it.

5. A: I need ________ stamp for this letter. Do you have one?
   
   B: Yes. Here.
   
   A: Thanks.

6. A: Would you like ________ egg for breakfast?
   
   B: No thanks. I’ll just have ________ glass of juice
   
   and some toast.
7. A: Do you see my pen? I can’t find it.
   B: There it is. It’s on _______ floor.
   A: Oh. I see it. Thanks.

8. A: Be sure to look at _______ moon tonight.
   B: Why?
   A: _______ moon is full now, and it’s beautiful.

9. A: Can I call you tonight?
   B: No. I don’t have _______ telephone in my apartment yet. I just moved in yesterday.

10. A: Could you answer _______ telephone? Thanks.
    B: Hello?

<table>
<thead>
<tr>
<th>7-7 USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ø Apples are good for you.</td>
</tr>
<tr>
<td>(b) Ø Students use Ø pens and Ø pencils.</td>
</tr>
<tr>
<td>(c) I like to listen to Ø music.</td>
</tr>
<tr>
<td>(d) Ø Rice is good for you.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>No article (symbolized by Ø) is used to make generalizations with</td>
</tr>
<tr>
<td>• plural count nouns, as in (a) and (b), and</td>
</tr>
<tr>
<td>• noncount nouns, as in (c) and (d).</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(e) Tom and Ann ate some fruit.</td>
</tr>
<tr>
<td>The apples were very good, but the bananas were too ripe.</td>
</tr>
<tr>
<td>(f) We went to a concert last night.</td>
</tr>
<tr>
<td>The music was very good.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>COMPARE: In (a), the word apples is general. It refers to all apples, any apples. No article (Ø) is used.</td>
</tr>
<tr>
<td>In (e), the word apples is specific, so the is used in front of it. It refers to the specific apples that Tom and Ann ate.</td>
</tr>
<tr>
<td>COMPARE: In (c), music is general. In (f), the music is specific.</td>
</tr>
</tbody>
</table>

□ EXERCISE 30. Sentence practice.
Directions: Complete the sentences with the or Ø (no article).
1. _______ sugar is sweet.
2. Could you please pass me _______ sugar?
3. Oranges are orange, and _______ bananas are yellow.
4. There was some fruit on the table. I didn’t eat ________ bananas because they were soft and brown.

5. Everybody needs ________ food to live.

6. We ate at a good restaurant last night. ________ food was excellent.

7. ________ salt tastes salty, and ________ pepper tastes hot.

8. Could you please pass me ________ salt? Thanks. And could I have ________ pepper too?

9. ________ coffee is brown.

10. Steven made some coffee and some tea. ________ coffee was very good. I didn’t taste ________ tea.

11. ________ pages in this book are full of grammar exercises.

12. ________ books consist of ________ pages.

13. There was some food on the table. The children ate ________ fruit, but they didn’t want ________ vegetables.


---

EXERCISE 31. Listening.

Directions: Listen to each sentence. Decide if the given noun has a general or a specific use.

1. vegetables (general) specific
2. cats general specific
3. teacher general specific
4. bananas general specific
5. cars general specific
6. keys general specific
7. computers general specific
8. ducks general specific
EXERCISE 32. Listening: article review.

Directions: Listen to the sentences and write the words you hear. Use a, an, or the.

1. A: Do you have ________ pen?
   B: There's one on ________ counter in ________ kitchen.

2. A: Where are ________ keys to ________ car?
   B: I'm not sure, but I have ________ set. You can use mine.

   B: It's just ________ bird outside, probably ________ woodpecker. Don't worry.

4. A: John Jones teaches at ________ university.
   B: I know. He's ________ English professor.
   A: He's also the head of ________ department.

5. A: Hurry! We're late.
   B: No, we're not. It's five o'clock, and we have ________ hour.
   A: No, it isn't. It's six! Look at ________ clock.
   B: Oh my. I need ________ new battery in my watch.

7-8 USING SOME AND ANY

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>(a) Alice has some money.</th>
<th>Use some in affirmative statements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEGATIVE</td>
<td>(b) Alice doesn't have any money.</td>
<td>Use any in negative statements.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>(c) Does Alice have any money?</td>
<td>Use either some or any in a question.</td>
</tr>
<tr>
<td></td>
<td>(d) Does Alice have some money?</td>
<td></td>
</tr>
<tr>
<td>(e) I don't have any money.  (noncount noun)</td>
<td>Any is used with noncount nouns and plural count nouns.</td>
<td></td>
</tr>
<tr>
<td>(f) I don't have any matches.  (plural count noun)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 33. Sentence practice.

Directions: Use some or any to complete the sentences.

1. Sue has __________ money.
2. I don’t have __________ money.
3. Do you have some/any money?
4. Do you need __________ help?
5. No, thank you. I don’t need __________ help.
7. Anita usually doesn’t get __________ mail.
8. We don’t have __________ fruit in the apartment. We don’t have __________ apples, __________ bananas, or __________ oranges.
9. The house is empty. There aren’t __________ people in the house.
10. I need __________ paper. Do you have __________ paper?
11. Heidi can’t write a letter because she doesn’t have __________ paper.
12. Steve is getting along fine. He doesn’t have __________ problems.
13. I need to go to the grocery store. I need to buy __________ food. Do you need to buy __________ groceries?
14. I’m not busy tonight. I don’t have __________ homework to do.
15. I don’t have __________ money in my purse.
16. There are __________ beautiful flowers in my garden this year.

EXERCISE 34. Let’s talk: class activity.

Directions: Ask a classmate a question about what he or she sees in this room. Use any in the question.

Examples: desks, monkeys

SPEAKER A: (Speaker B), do you see any desks in this room?
SPEAKER B: Yes, I do. I see some desks / a lot of desks / twenty desks.
SPEAKER C: (Speaker C), do you see any monkeys in this room?
SPEAKER C: No, I don’t. I don’t see any monkeys.

Etc.
EXERCISE 35. Sentence practice.

Directions: Use any or a. Use any with noncount nouns and plural count nouns. Use a with singular count nouns.

1. I don’t have ______ money.
2. I don’t have ______ pen.
3. I don’t have ______ brothers or sisters.
4. We don’t need to buy ______ new furniture.
5. Mr. and Mrs. Kelly don’t have ______ children.
6. I can’t make ______ coffee. There isn’t ______ coffee in the house.
7. Ann doesn’t want ______ cup of coffee.
8. I don’t like this room because there aren’t ______ windows.
9. Amanda is very unhappy because she doesn’t have ______ friends.
10. I don’t need ______ help. I can finish my homework by myself.
11. I don’t have ______ comfortable chair in my dormitory room.
12. I’m getting along fine. I don’t have ______ problems.
13. Joe doesn’t have ______ car, so he has to take the bus to school.
14. I don’t have ______ homework to do tonight.
15. I don’t need ______ new clothes.*
16. I don’t need ______ new suit.

*Clothes is always plural. The word clothes does not have a singular form.
EXERCISE 36. Chapter review: error analysis.

Directions: Correct the errors.

some
1. I need an advice from you.
2. I don’t like hot weather.
3. I usually have an egg for breakfast.
4. Sun rises every morning.
5. The students in this class do a lot of homeworks every day.
6. How many language do you know?
7. I don’t have many money.
8. John and Susan don’t have some children.
9. A pictures are beautiful. You’re a good photographer.
10. There isn’t a traffic early in the morning.
11. I can’t find any bowl for my soup.

EXERCISE 37. Review: pairwork.

Directions: Work in pairs. Ask and answer questions about the things and people in the picture on p. 209.

Example:
PARTNER A: How many boys are there in the picture?
PARTNER B: There are three boys in the picture.
PARTNER A: Are there any flowers?
PARTNER B: No, there aren’t any flowers in the picture.
PARTNER A: Are you sure?
PARTNER B: Well, hmm. I don’t see any flowers.
PARTNER A: Oh?
Etc.
EXERCISE 38. Sentence practice.

Directions: Make the nouns plural where necessary.

cities

1. Toronto and Bangkok are big cities.

2. I need some information. (no change)

3. Horse are large animals.

4. I like to listen to music when I study.

5. I have two small children.

6. I like to tell them story.

7. There are sixty minute in an hour.

8. Children like to play with toy.

9. My bookcase has three shelves.

10. There are five woman and seven men in this class.

11. Taiwan and Cuba are islands.

12. I drink eight glasses of water every day.

13. Tomato are red when they are ripe.


15. I have many friends. I don’t have many enemies.

EXERCISE 39. Let’s talk: review.

Directions: Imagine that a new shopping center is coming to your neighborhood. A drugstore and a grocery store are already in place. Decide what other stores you want to add. Your teacher will help you with vocabulary you don’t know.

PART 1. Work alone.

Choose any six businesses from the list and write their names in any of the six available spaces on Blueprint #1 on p. 211.
BLUEPRINT #1
(your business locations)

PART II. Work with a partner, but do not look at each other’s blueprints.
Partner A: Ask your partner about the location of his/her new businesses.
Write your partner’s answers on your copy of Blueprint #2.
Partner B: Ask your partner about the location of his/her new businesses.
Write your partner’s answers on your copy of Blueprint #2.

When you are finished, compare your answers. Does your Blueprint #1 match your partner’s Blueprint #2?

Question and answer pattern.
PARTNER A: Is there an _______?
PARTNER B: Yes, there is / No, there isn’t.
PARTNER A: Where is the _______?
PARTNER B: It’s next to / beside / in back of / in front of the _______.

Count and Noncount Nouns 211
Example:
PARTNER A: Is there an exercise gym?
PARTNER B: No, there isn't.
PARTNER A: Is there a bank?
PARTNER B: Yes, there is.
PARTNER A: Where is the bank?
PARTNER B: It's in front of the drugstore.

BLUEPRINT #2
(your partner's business locations)
CHAPTER 8
Expressing Past Time, Part 1

8-1 USING BE: PAST TIME

<table>
<thead>
<tr>
<th>PRESENT TIME</th>
<th>PAST TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am in class today.</td>
<td>(b) I was in class yesterday.</td>
</tr>
<tr>
<td>(c) Alice is at the library today.</td>
<td>(d) Alice was at the library yesterday.</td>
</tr>
<tr>
<td>(e) My friends are at home today.</td>
<td>(f) My friends were at home yesterday.</td>
</tr>
</tbody>
</table>

**SIMPLE PAST TENSE OF BE**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>you were (one person)</td>
<td>you were (more than one person)</td>
</tr>
<tr>
<td>she was</td>
<td>they were</td>
</tr>
<tr>
<td>he was</td>
<td></td>
</tr>
<tr>
<td>it was</td>
<td></td>
</tr>
</tbody>
</table>


**EXERCISE 1.** Sentence practice.

*Directions:* Change the sentences to past time.

1. Bob is in class today.  →  He was in class yesterday too.
2. I’m in class today.  →  I was in class yesterday too.
3. Mary is at the library today.
4. We’re in class today.
5. You’re busy today.
6. I’m happy today.
7. The classroom is hot today.
8. Ann is in her office today.
9. Tom is in his office today.
10. Ann and Tom are in their offices today.
EXERCISE 2. Let’s talk: class activity.

Directions: Talk about today and yesterday. Close your book for this activity.

Examples:
TEACHER: I’m in class.
SPEAKER A: I’m in class today. I was in class yesterday too.
TEACHER: (to Speaker B) (Speaker A) is in class.
SPEAKER B: (Speaker A) is in class today. She/He was in class yesterday too.

1. We’re in class. 6. (…) is absent.
2. I’m in class. 7. I’m tired.
3. (…) is in class. 8. (…) and (…) are (in the first row).
4. (…) and (…) are in class. 9. The door is open/closed.
5. (…) is here. 10. It’s hot/cold.

8-2 PAST OF BE: NEGATIVE

(a) I was not in class yesterday.  
(b) I wasn’t in class yesterday.

NEGATIVE CONTRACTIONS
was + not = wasn’t
were + not = weren’t

(c) They were not at home last night.  
(d) They weren’t at home last night.

\[
\begin{array}{c|c}
\text{I} & \text{wasn’t} \\
\text{she} & \text{wasn’t} \\
\text{he} & \text{wasn’t} \\
\text{it} & \text{wasn’t} \\
\hline
\text{you} & \text{weren’t} \\
\text{they} & \text{weren’t} \\
\end{array}
\]

EXERCISE 3. Sentence practice.

Directions: Study the time expressions. Then complete the sentences. Use wasn’t or weren’t. Use a past time expression.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>yesterday</td>
</tr>
<tr>
<td>this morning</td>
<td>yesterday morning</td>
</tr>
<tr>
<td>this afternoon</td>
<td>yesterday afternoon</td>
</tr>
<tr>
<td>tonight</td>
<td>last night</td>
</tr>
<tr>
<td>this week</td>
<td>last week</td>
</tr>
</tbody>
</table>

1. Ken is here today, but _____ he wasn’t here yesterday.

2. I’m at home tonight, but _____ I wasn’t at home last night.
3. Olga is busy today, but ______________________________

4. Tom is at the library tonight, but ______________________________

5. Alex and Rita are at work this afternoon, but ______________________________

6. You're here today, but ______________________________

7. Dr. Ruckman is in her office this morning, but ______________________________

8. It's cold this week, but ______________________________

□ EXERCISE 4. Let’s talk: class activity.

Directions: Think about your first day in this class. Check (✓) the words that describe how you felt. Then answer your teacher’s questions.

Example: happy

TEACHER: Were you happy the first day of class?

SPEAKER A: Yes, I was happy.

SPEAKER B: No, I wasn’t happy.

(TEACHER C) Tell me about (Speaker A) and (Speaker B).

SPEAKER C: (Speaker A) was happy. (Speaker B) wasn’t happy.

1. ___ excited 4. ___ relaxed (not nervous)
2. ___ scared/afraid 5. ___ quiet
3. ___ nervous 6. ___ talkative

□ EXERCISE 5. Listening.

Directions: Listen to the sentences. Circle the verbs you hear.

1. was (wasn’t) 6. were (weren’t)
2. was (wasn’t) 7. was (wasn’t)
3. was (wasn’t) 8. was (wasn’t)
4. was (wasn’t) 9. were (weren’t)
5. were (weren’t) 10. were (weren’t)

□ EXERCISE 6. Let’s talk: find someone who . . . .

Directions: Interview your classmates about their days in elementary school. Find people who can answer yes to your questions. Write down their names.

Speaker A: Make a complete question with the given words. Use the past tense.

Ask (Speaker B) the question.

Speaker B: Answer the question.
Example: you \ shy

Speaker A: Were you shy?
Speaker B: No, I wasn’t.
Speaker A: (to Speaker C) Were you shy?
Speaker C: Yes, I was.

<table>
<thead>
<tr>
<th>First name</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. you \ shy</td>
<td>7. you \ noisy</td>
</tr>
<tr>
<td>2. you \ outgoing \ (not shy)</td>
<td>8. you \ athletic</td>
</tr>
<tr>
<td>3. you \ talkative</td>
<td>9. you \ active</td>
</tr>
<tr>
<td>4. you \ happy</td>
<td>10. you \ well-behaved</td>
</tr>
<tr>
<td>5. you \ hardworking</td>
<td>11. you \ a serious student</td>
</tr>
<tr>
<td>6. you \ quiet</td>
<td>12. you \ artistic</td>
</tr>
</tbody>
</table>

### 8-3 PAST OF **BE**: QUESTIONS

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWER + (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Were you in class yesterday? \ (be) + (subject)</td>
<td>Yes, I was. (I was in class yesterday.)</td>
</tr>
<tr>
<td>(b) Was Carlos at home last night? \ (be) + (subject)</td>
<td>Yes, he was. (He was at home last night.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION QUESTIONS</th>
<th>SHORT ANSWER + (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Where were you yesterday? \ (Where) + (be) + (subject)</td>
<td>In class. (I was in class yesterday.)</td>
</tr>
<tr>
<td>(d) Where was Jennifer last night? \ (Where) + (be) + (subject)</td>
<td>At home. (She was at home last night.)</td>
</tr>
</tbody>
</table>
Exercise 7. Question practice.

Directions: Make questions and give short answers.

1. (you \ at home \ last night)
   A: __________________________
   B: No, ______________________

2. (Mr. Yamamoto \ absent from class \ yesterday)
   A: __________________________
   B: Yes, ______________________

3. (Oscar and Anya \ at home \ last night)
   A: __________________________
   B: Yes, ______________________

4. (you \ nervous \ the first day of class)
   A: __________________________
   B: No, ______________________

5. (Ahmed \ at the library \ last night)
   A: __________________________
   B: Yes, ______________________

6. (Mr. Shin \ in class \ yesterday)
   A: __________________________
   B: No, ______________________
   A: Where ______________________
   B: At home.
7. (you and your family \ in Canada \ last year)

A: _______________________________________________________

B: No, _______________________

A: Where ________________________________________________

B: In Ireland.

8. (you \ be \ at the library \ right now)

A: _______________________________________________________

B: No, _________________________________________________

A: Where ________________________________________________

B: In class.

☐ EXERCISE 8. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions. If your partner answers yes, the exercise item is finished. If your partner answers no, ask a where-question.

Example: in class \ now
PHTER A (book open): \ (Partner B), are you in class now?

Example: at the library \ last night
PHTER A (book open): \ (Partner B), were you at the library last night?
PARTNER A (book open): \ Where were you?
PARTNER B (book closed): I was \ at home \ in my room \ at a party, etc.).

1. at home \ now
2. at home \ yesterday morning
3. at home \ last night
4. in class \ six hours ago
5. in \ (a place in this city) \ now
6. in \ (this city) \ last year
7. (your teacher) \ in class \ yesterday
8. (two classmates) \ here \ yesterday

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. in \ (this country) \ two weeks ago
10. in \ (this country) \ two years ago
11. in \ (a city) \ now
12. at \ (a park in this city) \ yesterday afternoon
13. at (a famous place in this city) \ this morning
14. at (a popular place for students) \ last night
15. at home \ this morning
16. (two students) \ (this building) \ yesterday afternoon

Directions: Make questions and give short answers.

1. (you \ in class \ yesterday)
   A: ______ Were you in class yesterday?
   B: Yes, ______ I was. ______

2. (Anita \ in class \ today)
   A: ______ Is Anita in class today?
   B: No, ______ she isn’t. ______ She’s absent.

3. (you \ tired \ last night)
   A: ______
   B: Yes, ______. I went to bed early.

4. (you \ hungry \ right now)
   A: ______
   B: No, ______, but I’m thirsty.

5. (the weather \ hot in New York City \ last summer)
   A: ______
   B: Yes, ______. It was very hot.

6. (the weather \ cold in Alaska \ in the winter)
   A: ______
   B: Yes, ______. It’s very cold.

*If you are asking this question in the morning, use a present verb. If it is now afternoon or evening, use a past verb.
7. (Yoko and Mohammed \ here \ yesterday afternoon)
   A: 
   B: Yes, 

8. (the students \ in this class \ intelligent)
   A: 
   B: Of course ! They are very intelligent!

9. (Mr. Tok \ absent \ today)
   A: 
   B: Yes, 
   A: Where 
   B: 

10. (Tony and Benito \ at the party \ last night)
    A: 
    B: No, 
    A: Where 
    B: 

11. (Amy \ out of town \ last week)
    A: 
    B: Yes, 
    A: Where 
    B: 

12. *Mr. and Mrs. Rice \ in town \ this week*

A: _____________________________________________

B: No, ___________________________. They're out of town.

A: Oh? Where _______________________________________

B: _____________________________________________

---

**8-4 THE SIMPLE PAST TENSE: USING -ED**

<table>
<thead>
<tr>
<th>SIMPLE PRESENT</th>
<th>SIMPLE PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I <strong>walk</strong> to school <strong>every day.</strong></td>
<td>(b) I <strong>walked</strong> to school <strong>yesterday.</strong></td>
</tr>
<tr>
<td>(c) Ann <strong>walks</strong> to school <strong>every day.</strong></td>
<td>(d) Ann <strong>walked</strong> to school <strong>yesterday.</strong></td>
</tr>
</tbody>
</table>

Verb + **-ed** = the simple past tense

1. Every day I walk. Yesterday I __________________________.
2. Every day I work. Yesterday I __________________________.
3. Every day Omar shaves. Yesterday Omar __________________________.
4. Every night Paula watches TV. Last night she __________________________ TV.
5. Every day Mrs. Wu cooks. Last night she __________________________.
6. Every day people smile. Yesterday they __________________________.
7. Every week it rains. Last week it __________________________.
8. Every day we ask questions. Yesterday we __________________________ questions.
10. Every day Tomo listens to music. Yesterday he __________________________ to music.

**EXERCISE 10. Sentence practice.**

*Directions:* Complete the sentences orally in the simple past. Then write the answers.

1. Every day I walk. Yesterday I __________________________.
2. Every day I work. Yesterday I __________________________.
3. Every day Omar shaves. Yesterday Omar __________________________.
4. Every night Paula watches TV. Last night she __________________________ TV.
5. Every day Mrs. Wu cooks. Last night she __________________________.
6. Every day people smile. Yesterday they __________________________.
7. Every week it rains. Last week it __________________________.
8. Every day we ask questions. Yesterday we __________________________ questions.
10. Every day Tomo listens to music. Yesterday he __________________________ to music.
EXERCISE 11. Sentence practice.

Directions: Complete the sentences. Use the words in the list. Use the simple present or the simple past.

ask  
cook  
dream  

erase  
rain  
shave  

smile  
stay  
wait  

walk  
watch  
work

1. It often _________ in the morning. It _________ yesterday.

2. I __________________ to school every morning. I __________________ to school yesterday morning.

3. Sue often __________________ questions. She __________________ a question in class yesterday.

4. I __________________ a movie on television last night. I usually __________________ TV in the evening because I want to improve my English.

5. Mike __________________ his own dinner yesterday evening. He __________________ his own dinner every evening.

6. I usually __________________ home at night because I have to study. I __________________ home last night.

7. I have a job at the library. I __________________ at the library every evening. I __________________ there yesterday evening.

8. When I am asleep, I often __________________ . I __________________ about my family last night.*

9. Linda usually __________________ for the bus at a bus stop in front of her apartment building. She __________________ for the bus there yesterday morning.

10. The teacher __________________ some words from the board a couple of minutes ago. He used his hand instead of an eraser.

---

*The past of dream can be dreamed or dreamt.
11. Our teacher is a warm, friendly person. She often _____________ when she is talking to us.

12. Rick doesn’t have a beard anymore. He _____________ it five days ago.

Now he _____________ every morning.

□ EXERCISE 12. Let’s talk: pairwork.

Directions: Work with a partner. Check (√) all the activities you did yesterday. Tell your partner. Begin with Yesterday I . . . . Share a few of your partner’s answers with the class.

1. ___ ask the teacher a question 8. ___ watch TV
2. ___ cook dinner 9. ___ work at my desk
3. ___ wash some clothes 10. ___ wait for a bus
4. ___ listen to music on the radio 11. ___ smile at several people
5. ___ use a computer 12. ___ talk on a cell phone
6. ___ stay home in the evening 13. ___ dream in English
7. ___ walk in a park 14. ___ dream in my language

□ EXERCISE 13. Pronunciation practice.

Directions: Pronounce the words in each group.

GROUP A: Final -ed is pronounced /t/ if the verb ends in a voiceless sound.*
1. walked 3. laughed 5. missed 7. stretched
2. washed 4. helped 6. sniffed 8. watched

GROUP B: Final -ed is pronounced /d/ if the verb ends in a voiced sound.
1. closed 3. rubbed 5. filled 7. loved 9. stirred
2. waited 4. turned 6. seemed 8. stayed 10. hugged

GROUP C: Final -ed is pronounced /d/ if the verb ends in the letter “d” or “l.”
1. rent 2. need 3. visit 4. add

*See Chart 3-8, p. 96, for information about voiceless and voiced sounds.
EXERCISE 14. Listening.

Directions: Listen to each sentence and circle the verb you hear.

1. play  plays  played
2. play  plays  played
3. watch  watches  watched
4. enjoy  enjoys  enjoyed
5. watch  watches  watched
6. ask  asks  asked
7. answer  answers  answered
8. listen  listens  listened
9. like  likes  liked
10. work  works  worked

EXERCISE 15. Let’s talk: class activity.

Directions: Answer the questions your teacher asks you. Practice pronouncing -ed.
Close your book for this activity.

Example: walk to the front of the room
TEACHER: (Speaker A), walk to the front of the room.
SPEAKER A: (walks to the front of the room)
TEACHER: (to Speaker B) What did (Speaker A) do?
SPEAKER B: She/He walked to the front of the room.
TEACHER: (to Speaker A) What did you do?
SPEAKER A: I walked to the front of the room.

1. smile  11. wash your hands (pantomime)
2. laugh  12. touch the floor
3. cough  13. point at the door
4. sneeze  14. fold a piece of paper
5. shave (pantomime)  15. count your fingers
6. erase the board  16. push (something in the room)
7. sign your name  17. pull (something in the room)
8. open the door  18. yawn
9. close the door  19. pick up your pen
10. ask a question  20. add two and two on the board
8-5 PAST TIME WORDS: YESTERDAY, LAST, AND AGO

<table>
<thead>
<tr>
<th>YESTERDAY</th>
<th>LAST</th>
<th>AGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Bob was here . . .</td>
<td>(b) Sue was here . . .</td>
<td>(c) Tom was here . . .</td>
</tr>
<tr>
<td>yesterday</td>
<td>last night</td>
<td>five minutes ago.</td>
</tr>
<tr>
<td>yesterday morning</td>
<td>last week</td>
<td>two hours ago.</td>
</tr>
<tr>
<td>yesterday afternoon</td>
<td>last month</td>
<td>three days ago.</td>
</tr>
<tr>
<td>yesterday evening</td>
<td>last year</td>
<td>a (one) week ago.</td>
</tr>
<tr>
<td></td>
<td>last spring</td>
<td>six months ago.</td>
</tr>
<tr>
<td></td>
<td>last summer</td>
<td>a (one) year ago.</td>
</tr>
<tr>
<td></td>
<td>last fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last winter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Wednesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

NOTICE
In (a): yesterday is used with morning, afternoon, and evening.
In (b): last is used with night, with long periods of time (week, month, year), with seasons (spring, summer, etc.), and with days of the week.
In (c): ago means “in the past.” It follows specific lengths of time (e.g., two minutes + ago, five years + ago).

☐ EXERCISE 16. Sentence practice.
Directions: Complete the sentences. Use yesterday or last.
1. I dreamed about you ___________ night.
2. I was downtown ___________ morning.
3. Two students were absent ___________ Friday.
4. Ann wasn’t at home ___________ night.
5. Ann wasn’t at home ___________ evening.
6. Carmen was out of town ___________ week.
7. I visited my aunt and uncle ___________ fall.
8. Roberto walked home ___________ afternoon.
9. My sister arrived in Miami ___________ Sunday.
10. We watched TV ___________ night.
11. Ali played with his children ____________ evening.
12. Yoko arrived in Los Angeles ____________ summer.
13. I visited my relatives in San Francisco ____________ month.
14. My wife and I moved into a new house ____________ year.
15. Mrs. Porter washed the kitchen floor ____________ morning.

**EXERCISE 17. Sentence practice.**
*Directions:* Complete the sentences with your own words. Use *ago*.

1. I'm in class now, but I was at home ______ ten minutes ago/two hours ago/et cetera.
2. I'm in class today, but I was absent from class ____________________
3. I'm in this country now, but I was in my country ____________________
4. I was in (name of a city) ____________________
5. I was in elementary school ____________________
6. I arrived in this city ____________________
7. There is a nice park in this city. I was at the park ____________________
8. We finished Exercise 16 ____________________
9. I was home in bed ____________________
10. It rained in this city ____________________

**EXERCISE 18. Listening.**
*Directions:* Listen to the sentences and answer the questions.

**PART 1.** Write today's date.

Today's date is ____________________

Listen to the sentences and write the dates.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
PART II. Write the correct time.

Right now, the time is ___________________.

Listen to the sentences and write the times you hear.

8. ___________________.
9. ___________________.
10. ___________________.

8–6 THE SIMPLE PAST: IRREGULAR VERBS (GROUP 1)

Some verbs do not have -ed forms. Their past forms are irregular.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

(a) I come to class every day.
(b) I came to class yesterday.
(c) I do my homework every day.
(d) I did my homework yesterday.
(e) Ann eats breakfast every morning.
(f) Ann ate breakfast yesterday morning.

□ EXERCISE 19. Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: come–came

TEACHER: come–came. I come to class every day. I came to class yesterday.

What did I do yesterday?

STUDENTS: (repeat) come–came. You came to class yesterday.

1. do–did We do exercises in class every day. We did exercises yesterday. What did we do yesterday?
2. eat–ate I eat lunch at 12:00 every day. Yesterday I ate lunch at 12:00. What did I do at 12:00 yesterday?
3. get–got I get up early every day. I got up early yesterday. What did I do yesterday? Did you get up early yesterday? What time did you get up?
4. **go—went** I go downtown every day. I went downtown yesterday. What did I do yesterday? Did you go downtown? Where did you go?

5. **have—had** I have breakfast every morning. I had breakfast yesterday morning. What did I do yesterday morning? I had toast and fruit for breakfast. What did you have?

6. **put—put** I like hats. I put on a hat every day. What did I do yesterday?

7. **see—saw** I see my best friend every day. Yesterday I saw my best friend. What did I do yesterday? Did you see your best friend? Who did you see?

8. **sit—sat** I usually sit at my desk in the mornings. I sat at my desk yesterday morning. What did I do yesterday morning?

9. **sleep—slept** Sometimes I sleep for a long time at night. I slept for 10 hours last night. What did I do last night? Did you sleep for 10 hours last night? How long did you sleep last night?

10. **stand—stood** I stand at the bus stop every day. I stood at the bus stop yesterday. What did I do yesterday?

11. **write—wrote** I usually write in my journal every day. Yesterday I wrote in my journal. What did I do yesterday? Did you write in your journal? What did you write about?

**Exercise 20. Let's talk: Pairwork.**

*Directions:* Work with a partner. Take turns changing the sentences from the present to the past.

**Example:** I have class every day.

**Partner A:** I have class every day. I had class yesterday. Your turn now.

**Example:** Roberto gets mail from home every week.

**Partner B:** Roberto gets mail from home every week. Roberto got mail from home last week. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rita gets some mail every day.</td>
<td>1. We have lunch every day.</td>
</tr>
<tr>
<td>2. They go downtown every day.</td>
<td>2. I write e-mails to my parents every week.</td>
</tr>
<tr>
<td>3. The students stand in line at the cafeteria every day.</td>
<td>3. Wai-Leng comes to class late every day.</td>
</tr>
<tr>
<td>4. I see my friends every day.</td>
<td>4. I do my homework every day.</td>
</tr>
<tr>
<td>5. Hamid sits in the front row every day.</td>
<td>5. I eat breakfast every morning.</td>
</tr>
<tr>
<td>6. I sleep for eight hours every night.</td>
<td>6. Roberto puts his books in his briefcase every day.</td>
</tr>
</tbody>
</table>

Directions: Complete the sentences. Use the words in parentheses. Use the simple present, the present progressive, or the simple past. Pay attention to spelling.

1. I (get) ______ got ______ up at eight o'clock yesterday morning.
2. Mary (talk) ______ ______ to John on the phone last night.
3. Mary (talk) ______ ______ to John on the phone right now.
4. Mary (talk) ______ ______ to John on the phone every day.
5. Jim and I (eat) ______ ______ lunch at the cafeteria two hours ago.
6. We (eat) ______ ______ lunch at the cafeteria every day.
7. I (go) ______ ______ to bed early last night.
8. My roommate (study) ______ ______ Spanish last year.
9. Sue (write) ______ ______ an e-mail to her parents yesterday.
10. Sue (write) ______ ______ an e-mail to her parents every week.
11. Sue is in her room right now. She (sit) ______ ______ at her desk.
12. Maria (do) ______ ______ her homework last night.
13. Yesterday I (see) ______ ______ Fumiko at the library.
14. I (have) ______ ______ a dream last night. I (dream) ______ ______ about my friends. I (sleep) ______ ______

   for eight hours.
15. A strange thing (happen) ______ ______ to me yesterday. I couldn't remember my own telephone number.
16. My wife (come) ______ ______ home around five every day.
17. Yesterday she (come) ______ ______ home at 5:15.
18. Our teacher (stand) ______ ______ in the middle of the room right now.
19. Our teacher (stand) ______ ______ in the front of the room yesterday.
20. Tom (put) ______ the butter in the refrigerator yesterday.

21. He (put) ______ the milk in the refrigerator every day.

22. Pablo usually (sit) ______ in the back of the room, but yesterday he (sit) ______ in the front row. Today he (be) ______ absent. He (be) ______ absent two days ago too.

**EXERCISE 22. Listening.**

*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* He did . . .

- a chair
- some rice
- some numbers

- on the floor
- a man
- together

- late
- yesterday
- car

- an answer
- pretty
- a book

- a good grade
- last month
- a new truck

- a watch
- next to my parents
- at the bus stop

**EXERCISE 23. Let’s talk: small groups.**

*Directions:* Work in small groups. Use numbers to put the sentences in correct story order. Then finish the story. Share it with the class.

2. He looked up at the stars.

3. He put the postcard down and went to sleep.

4. The bear stood next to his tent.

5. The next morning, John sat up and rubbed his eyes.

6. One night, John went camping.

7. They were beautiful.

8. He wrote a postcard to his girlfriend.

9. The bear had his postcard.

10. He saw a bear.
8-7 THE SIMPLE PAST: NEGATIVE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>+ DID + NOT + MAIN VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I</td>
<td>did not walk to school yesterday.</td>
</tr>
<tr>
<td>(b) You</td>
<td>did not walk to school yesterday.</td>
</tr>
<tr>
<td>(c) Tom</td>
<td>did not eat lunch yesterday.</td>
</tr>
<tr>
<td>(d) They</td>
<td>did not come to class yesterday.</td>
</tr>
</tbody>
</table>

INCORRECT: I did not walk to school yesterday.
INCORRECT: Tom did not ate lunch yesterday.

I (you she) (he it) (we they) + did not + main verb

Notice: The simple form of the main verb is used with did not.

NEGATIVE CONTRACTION

did + not = didn't

did is NOT used when the main verb is be. See Charts 8-2, p. 214, and 8-3, p. 216.

CORRECT: Joe wasn't here yesterday.
INCORRECT: Joe didn't be here yesterday.

☐ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use not.

1. I don't go to the park every day. I went to the park last week, but I __ didn't go ______ there yesterday.

2. We don't have rain every day. We had rain two days ago, but we _____________ rain yesterday.

3. Linda doesn't sit in the front row every day. She sat there yesterday, but she _____________ there two days ago.

4. Mrs. Romano and her son don't talk on the phone every day. They talked to each other last weekend, but they _____________ on the phone last night.

☐ EXERCISE 25. Let's talk: pairwork.

Directions: Work with a partner. Take turns using I don't . . . every day and I didn't . . . yesterday.

Example: walk to school
PARTNER A: I don't walk to school every day. I didn't walk to school yesterday. Your turn now.

Example: listen to the radio
PARTNER B: I don't listen to the radio every day. I didn't listen to the radio yesterday. Your turn now.
<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat breakfast</td>
<td>1. go to the library</td>
</tr>
<tr>
<td>2. watch TV</td>
<td>2. visit my friends</td>
</tr>
<tr>
<td>3. go shopping</td>
<td>3. see (name of a person)</td>
</tr>
<tr>
<td>4. read a newspaper</td>
<td>4. do my homework</td>
</tr>
<tr>
<td>5. study</td>
<td>5. get on the Internet</td>
</tr>
</tbody>
</table>

**EXERCISE 26. Let’s talk: class activity.**

*Directions:* Practice present and past negatives. Close your books for this activity.

*Speaker A:* Use *I don’t* and *I didn’t.* Use an appropriate past time expression with *didn’t.*

*Speaker B:* Report what Speaker A said. Use *She/He doesn’t* and then *She/He didn’t* with an appropriate past time expression.

*Example:* walk to school every morning  
*TEACHER:* walk to school every morning  
*SPEAKER A:* I don’t walk to school every morning. I didn’t walk to school yesterday morning.

*TEACHER:* *(to Speaker B)* Tell me about *(Speaker A).*  
*SPEAKER B:* She/He doesn’t walk to school every morning. She/He didn’t walk to school yesterday morning.

| 1. eat breakfast every morning | 6. dream in English every night |
| 2. watch TV every night        | 7. visit my aunt and uncle every year |
| 3. talk to (someone) every day | 8. write to my parents every week |
| 4. play soccer every afternoon | 9. read the newspaper every morning |
| 5. study grammar every evening | 10. pay all of my bills every month |

**EXERCISE 27. Sentence practice.**

*Directions:* Complete the sentences. Use the words in parentheses. Use simple present, simple past, or present progressive.

1. Jasmin *(come, not)* ______ didn’t come ______ to the meeting yesterday. She *(stay)* _________ in her office.

2. I *(go)* _________ to a movie last night, but I *(enjoy, not)* _________ it. It *(be, not)* _________ very good.
3. Sue (read) __________________________ a magazine right now. She (watch, not) __________________________ TV. She (likes, not) __________________________ to watch TV during the day.

4. Toshi is a busy student. Sometimes he (eat, not) __________________________ lunch because he (have, not) __________________________ enough time between classes. Yesterday he (have, not) __________________________ time for lunch. He (get) __________________________ hungry during his afternoon class.

□ EXERCISE 28. Let’s talk: small groups.
Directions: Work in groups of six to eight students. Tell your group things you didn’t do yesterday. Repeat the information from the other students in your group.

Example:
Speaker A: I didn’t go to the zoo yesterday.
Speaker B: (Speaker A) didn’t go to the zoo yesterday. I didn’t have lunch in Beijing yesterday.
Speaker C: (Speaker A) didn’t go to the zoo yesterday. (Speaker B) didn’t have lunch in Beijing yesterday. I didn’t swim in the Pacific Ocean yesterday.
Etc.

Suggestions:
go (someplace) drive to (a place)
walk to (a place) fly to (a place)
have (a meal) study (a subject)
eat (something) buy (something)
swim (in a place) sleep in (a place)
sing (in the shower) wear (something)
visit (a person) see (someone)
talk to (a person) wake up (at a time)
use (something)
8-8  THE SIMPLE PAST: YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>DID</th>
<th>SUBJECT</th>
<th>MAIN VERB</th>
<th>SHORT ANSWER + (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Did</td>
<td>Mary</td>
<td>walk to school? → Yes, she did. (She walked to school.)</td>
</tr>
<tr>
<td>(b)</td>
<td>Did</td>
<td>you</td>
<td>come to class? → Yes, I did. (I came to class.)</td>
</tr>
</tbody>
</table>

☐ EXERCISE 29.  Question practice.

Directions: Make questions. Give short answers.

1. A: __________________________
   B: Yes, I did. (I walked downtown yesterday.)

2. A: __________________________
   B: No, it didn’t. (It didn’t rain last week.)

3. A: __________________________
   B: I ate lunch at the cafeteria. (I ate lunch at the cafeteria.)

4. A: __________________________
   B: Mr. Kwan didn’t go out of town last week. (Mr. Kwan didn’t go out of town last week.)

5. A: __________________________
   B: I had a cup of tea this morning. (I had a cup of tea this morning.)

6. A: __________________________
   B: Benito and I went to a party last night. (Benito and I went to a party last night.)

7. A: __________________________
   B: Olga studied English in high school. (Olga studied English in high school.)

8. A: __________________________
   B: Yoko and Ali didn’t do their homework last night. (Yoko and Ali didn’t do their homework last night.)

9. A: __________________________
   B: I saw Gina at dinner last night. (I saw Gina at dinner last night.)
10. A: __________________________

B: __________________________. (I didn’t dream in English last night.)

**EXERCISE 30. Listening.**

*Directions:* Listen to the questions and write the words you hear.

*Example:*

You will hear: Did you eat breakfast this morning?
You will write: ___ did you ___ eat breakfast this morning?

1. _____________ do well on the test?
2. _____________ finish the assignment?
3. _____________ make sense?
4. _____________ answer your question?
5. _____________ need more help?
6. _____________ understand the homework?
7. _____________ explain the project?
8. _____________ complete the project?
9. _____________ do well?
10. _____________ pass the class?

**EXERCISE 31. Let’s talk: pairwork.**

*Directions:* Work with a partner. Ask questions about her/his activities this morning.

*Example:*

PARTNER A *(book open):* Did you walk to school this morning?
PARTNER B *(book closed):* Yes, I did. OR No, I didn’t.

1. get up at seven
2. eat breakfast
3. study English
4. walk to class
5. talk to *(name of a person)*
6. see *(name of a person)*
Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to talk now.

7. make your bed
8. go shopping
9. have a cup of tea
10. watch TV
11. listen to the radio
12. read a newspaper

☐ EXERCISE 32. Let’s talk: find someone who . . . .
Directions: Interview your classmates. Find people who can answer yes to your questions. Write down their names.
Speaker A: Make a complete question with the given verb. Use the past tense. Ask (Speaker B) the question.
Speaker B: Answer the question. Give both a short answer and a long answer.
Example: eat ice cream \ yesterday?
Speaker A: Did you eat ice cream yesterday?
Speaker B: No, I didn’t.
Speaker A: (Ask another student.) Did you eat ice cream yesterday?
Speaker C: Yes, I did. I ate ice cream yesterday.

<table>
<thead>
<tr>
<th>First name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat rice \ yesterday</td>
<td></td>
</tr>
<tr>
<td>2. do homework \ last night</td>
<td></td>
</tr>
<tr>
<td>3. get an e-mail \ yesterday</td>
<td></td>
</tr>
<tr>
<td>4. go shopping \ yesterday</td>
<td></td>
</tr>
<tr>
<td>5. sleep well \ last night</td>
<td></td>
</tr>
<tr>
<td>6. a. have coffee for breakfast \ this morning</td>
<td>b. put sugar in your coffee \ this morning</td>
</tr>
<tr>
<td>7. see a good movie \ last week</td>
<td></td>
</tr>
<tr>
<td>8. write in English \ today</td>
<td></td>
</tr>
<tr>
<td>9. sit on the floor \ yesterday</td>
<td></td>
</tr>
<tr>
<td>10. stand in line for something \ last week</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 33. Listening.

Directions: Listen to the reductions in spoken English. In spoken questions, *did* and the pronoun that follows are often reduced.

**PART I.** Listen to the examples.

1. Did you ("dih-juh") read the paper this morning?
2. A: Tom called.
   B: Did he ("dih-de") leave a message?
3. A: Sara called.
   B: Did she ("dih-she") leave a message?
4. Did it ("dih-dit") rain yesterday?
5. A: The children are watching TV.
   B: Did they ("dih-they") finish their homework?
6. I can’t find my notebook. Did I ("dih-di") leave it on your desk?

**PART II.** Listen to the sentences. You will hear reduced speech *did* + pronoun. Write the non-reduced forms.

*Examples:*
You will hear: “Dih-dit” rain yesterday?
You will write: _______ Did it _______ rain yesterday?

You will hear: “Dih-juh” come to class yesterday?
You will write: _______ Did you _______ come to class yesterday?

1. _______ finish the homework assignment?
2. _______ take a long time?
3. _______ hear my question?
4. _______ hear my question?
5. _______ speak loud enough?
6. _______ understand the information?
7. _______ understand the information?
8. _______ want more help?
9. _______ explain it okay?
10. _______ do a good job?
### IRREGULAR VERBS (GROUP 2)

<table>
<thead>
<tr>
<th>bring</th>
<th>drove</th>
<th>run</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>read</td>
<td>taught</td>
</tr>
<tr>
<td>catch</td>
<td>rode</td>
<td>think</td>
</tr>
<tr>
<td>drank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The past form of *read *is pronounced the same as the color red.*

#### EXERCISE 3.4. Let’s talk: class activity.

**Directions:** Practice using irregular verbs. Close your book for this activity.

- **Example:** *teach-taught*
  - TEACHER: teach-taught. I teach class every day. I taught class yesterday. What did I do yesterday?
  - STUDENTS: (repeat) teach-taught. You taught class.

1. **bring-brought** I bring my book to class every day. I brought my book to class yesterday. What did I do yesterday?
2. **buy-bought** I buy books at the bookstore. I bought a book yesterday. What did I do yesterday?
3. **catch-caught** I catch the bus every day. I caught the bus yesterday. What did I do yesterday? Sometimes I catch a cold. Yesterday I caught a bad cold. What did I do yesterday?
4. **think-thought** I often think about my family. I thought about my family yesterday. What did I do yesterday?
5. **review** What did I bring to class yesterday? What did you bring yesterday? What did I buy yesterday? What did you buy yesterday? Did you teach class yesterday? Who did? Did I walk to class yesterday, or did I catch the bus? What did I think about yesterday? What did you think about yesterday?
6. **run-ran** Sometimes I’m late for class, so I run. Yesterday I was late, so I ran. What did I do yesterday?
7. **read-read** I like to read books. I read every day. Yesterday I read a book. What did I do yesterday? What did you read yesterday?
8. **drink-drank** I usually drink a cup of coffee in the morning. I drank a cup of coffee this morning. What did I do this morning? Did you drink a cup of coffee this morning? What do you usually drink in the morning? Do you drink the same thing every morning?
9. **drive-drove** I usually drive my car to school. I drove my car to school this morning. What did I do this morning? Who has a car? Did you drive to school this morning?
10. **ride-rode** Sometimes I ride the bus to school. I rode the bus yesterday morning. What did I do yesterday morning? Who rode the bus to school this morning?
11. REVIEW: I was late for class yesterday morning, so what did I do? What did I read yesterday? What did you read yesterday? Did you read a newspaper this morning? What did I drink this morning? What did you drink this morning? I have a car. Did I drive to school this morning? Did you? Did you ride the bus?

☐ EXERCISE 35. Sentence practice.
Directions: Complete the sentences. Use the words in parentheses.

1. A: Why are you out of breath?
   B: I (run) _______________ to class because I was late.

2. A: I (ride) _______________ the bus to school yesterday. How did you get to school?
   B: I (drive) _______________ my car.

3. A: Did you decide to change schools?
   B: I (think) _______________ about it, but then I decided to stay here.

4. A: (you, go) _______________ shopping yesterday?
   B: Yes. I (buy) _______________ a new pair of shoes.

5. A: (you, study) _______________ last night?
   B: No, I didn’t. I (read) _______________ a magazine and then (go) _______________ to bed early.

6. A: Do you like milk?
   B: No. I (drink) _______________ milk when I (be) _______________ a child, but I don’t like milk now.

7. A: Did you leave your dictionary at home?
   B: No. I (bring) _______________ it to class with me.

9. A: Did you enjoy your fishing trip?
   B: I had a wonderful time! I *(catch)* __________________ a lot of fish.

☐ **EXERCISE 36.** Let’s talk: pairwork.

*Directions:* Work with a partner. Take turns asking and answering questions about
the past.

- **Partner A:** Make a complete question with the given verb. Use the simple past.
  Ask your partner the question.
- **Partner B:** Answer the question. Give both a short answer and a long answer.

*Example:* drink

**PARTNER A:** Did you drink a cup of coffee this morning?
**PARTNER B:** Yes, I did. I drank a cup of coffee this morning. **OR**
No, I didn’t. I didn’t drink a cup of coffee this morning.

**PARTNER A:** Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat</td>
<td>1. sleep</td>
</tr>
<tr>
<td>2. buy</td>
<td>2. go</td>
</tr>
<tr>
<td>3. get up</td>
<td>3. talk to</td>
</tr>
<tr>
<td>4. have</td>
<td>4. walk</td>
</tr>
<tr>
<td>5. go</td>
<td>5. watch</td>
</tr>
<tr>
<td>6. study</td>
<td>6. listen to</td>
</tr>
<tr>
<td>7. drink</td>
<td>7. see</td>
</tr>
<tr>
<td>8. read</td>
<td>8. think about</td>
</tr>
<tr>
<td>9. drive</td>
<td>9. rain</td>
</tr>
</tbody>
</table>
EXERCISE 37. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: He drank . . . . bread  some tea  water

1. last week  a fish  happy
2. very fast  a house  to the store
3. books  the children  the newspaper
4. a story  yesterday  a horse
5. good  some food  a doctor
6. people  into town  home

EXERCISE 38. Writing practice.

Directions: Use the expressions in the list below to write sentences about yourself. When did you do these things in the past? Use the simple past tense and past time expressions (yesterday, two days ago, last week, etc.) in all of your sentences.

Example: go downtown with someone
Response: I went downtown with Marco two days ago.

1. arrive in this city
2. eat at a restaurant
3. buy something
4. have a cold
5. be in elementary school
6. drink a cup of tea
7. talk to someone on the phone
8. study arithmetic
9. read a newspaper
10. play soccer, a pinball machine, etc.
11. see someone or something
12. think about someone or something
13. be born

S-10 IRREGULAR VERBS (GROUP 3)

break – broke  meet – met  sing – sang
fly – flew  pay – paid  speak – spoke
hear – heard  ring – rang  take – took
leave – left  send – sent  wake up – woke up
EXERCISE 39. Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: break—broke

TEACHER: break—broke. Sometimes a person breaks an arm or a leg.
I broke my arm five years ago. What happened five years ago?

STUDENTS: (repeat) break—broke. You broke your arm.

TEACHER: (to Student A) Did you ever break a bone?

STUDENT A: Yes. I broke my leg ten years ago.

1. fly—flew
Sometimes I fly home in an airplane. I flew home in an airplane last month. What did I do last month? When did you fly to this city?

2. hear—heard
I hear birds singing every morning. I heard birds singing yesterday. What did I hear yesterday? What did you hear when you woke up this morning?

3. pay—paid
I pay the rent every month. I paid the rent last month. What did I do last month? Did you pay your rent last month?

4. send—sent
I send my mother a gift every year on her birthday. I sent my mother a gift last year on her birthday. What did I do last year? When did you send a gift to someone?

5. leave—left
I leave for school at 8:00 every morning. I left for school yesterday at 8:00 A.M. What did I do at 8:00 A.M. yesterday? What time did you leave for class this morning?

6. meet—met
I meet new people every week. Yesterday I met ( . . . )’s friend. What did I do yesterday? Do you know ( . . . )? When did you meet him/her?

7. take—took
I take my younger brother to the movies every month. I took my younger brother to the movies last month. What did I do last month? Who has a younger brother or sister? Where and when did you take him/her someplace?

8. wake—woke
I usually wake up at six. This morning I woke up at six-thirty. What time did I wake up this morning? What time did you wake up this morning?

9. speak—spoke
I speak to many students every day. Before class today, I spoke to ( . . . ). Who did I speak to? Who did you speak to before class today?

10. ring—rang
The phone in our apartment rings a lot. This morning it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a telephone call this morning? What time did the phone ring?

11. sing—sang
I sing in the shower every morning. I sang in the shower yesterday. What did I do yesterday? Do you ever sing? When was the last time?

12. break—broke
Sometimes I break things. This morning I dropped a glass on the floor, and it broke. What happened this morning? When did you break something?
EXERCISE 40. Sentence practice.

Directions: Complete the sentences. Use the correct form of the verbs in the list.

<table>
<thead>
<tr>
<th>break</th>
<th>leave</th>
<th>ring</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>meet</td>
<td>send</td>
<td>take</td>
</tr>
<tr>
<td>hear</td>
<td>pay</td>
<td>sing</td>
<td>wake</td>
</tr>
</tbody>
</table>

1. A: What happened to your finger?
   B: I ________________ it in a soccer game.

2. A: Who did you talk to at the director's office?
   B: I ________________ to the secretary.

3. A: When did Jessica leave for Europe?
   B: She ________________ for Europe five days ago.

4. A: Did you write Ted a letter?
   B: No, but I ________________ him a postcard.

5. A: Do you know Meg Adams?
   B: Yes. I ________________ her a couple of weeks ago.

6. A: Why did you call the police?
   B: Because I ________________ a burglar!

7. A: Where did you go yesterday?
   B: I ________________ the children to the zoo.

8. A: What time did you get up this morning?
   B: 6:15.

9. A: Why did you get up so early?
   B: The telephone ________________.

9. A: Did you enjoy the party?
   B: Yes, I had a good time. We ________________ songs and danced. It was fun.
10. A: You look sleepy.
   B: I am. I __________ up before dawn this morning and couldn’t get back to sleep.

11. A: A bird __________ into our apartment yesterday through an open window.
   B: Really? What did you do?
   A: I caught it and took it outside.

12. A: Did you give the painter a check?
   B: No. I __________ him in cash.

☐ EXERCISE 41. Listening.
   Directions: Listen to the story. Then read each sentence and circle the best answer.

1. The man was at the doctor’s office. yes no
2. He took some medicine. yes no
3. He was in bed for a short time. yes no
4. The man spoke to the nurse. yes no
5. He is feeling okay now. yes no

8-11 IRREGULAR VERBS (GROUP 4)

| begin – began | say – said | tell – told |
| find – found  | sell – sold | tear – tore |
| lose – lost   | steal – stole | wear – wore |

☐ EXERCISE 42. Let’s talk: class activity.
   Directions: Practice using irregular verbs. Close your book for this activity.

Example: begin–began
   TEACHER: begin–began. Our class begins at (9:00) every day. Class began at (9:00)
             this morning. When did class begin (this morning)?
   STUDENTS: (repeat) begin–began. Class began (this morning) at (9:00).
1. **lose-lost** Sometimes I lose things. Yesterday I lost my keys. What did I lose yesterday?

2. **find-found** Sometimes I lose things. And then I find them. Yesterday I lost my keys, but then I found them in my jacket pocket. What did I do yesterday?

3. **tear-tore** If we make a mistake when we write a check, we tear the check up. Yesterday I made a mistake when I wrote a check, so I tore it up and wrote a new check. What did I do yesterday?

4. **sell-sold** People sell things that they don’t need anymore. ( . . . ) has a new bicycle, so he/she sold his/her old bicycle. What did ( . . . ) do?

5. **hang-hung** I like to hang pictures on my walls. This morning I hung a new picture in my bedroom. What did I do this morning?

6. **tell-told** The kindergarten teacher likes to tell stories to her students. Yesterday she told a story about a little red train. What did the teacher do yesterday?

7. **wear-wore** I wear a sweater to class every evening. Last night I wore a jacket as well. What did I wear last night?

8. **steal-stole** Thieves steal money and other valuables. Last month a thief stole my aunt’s pearl necklace. What did a thief do last month?

9. **say-said** People usually say “hello” when they answer a phone. When ( . . . ) answered his/her phone this morning, he/she said “hello.” What did ( . . . ) do this morning?

**EXERCISE 43. Sentence practice.**

*Directions:* Complete the sentences with the given words.

<table>
<thead>
<tr>
<th>begin</th>
<th>say</th>
<th>tear</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>sell</td>
<td>tell</td>
</tr>
<tr>
<td>hang</td>
<td>steal</td>
<td>wear</td>
</tr>
<tr>
<td>lose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A: Did you go to the park yesterday?
   
   B: No. We stayed home because it ____________ to rain.
   
   A: Oh, that’s too bad.

2. A: Susie is in trouble.
   
   B: Why?
   
   A: She ____________ a lie. Her mom and dad are upset.
   
   B: I’m sure she’s sorry.
3. A: May I please have your homework?
   B: I don’t have it. I ____________ it.
   A: What?
   B: I can’t find it anywhere.

4. A: Where’s my coat?
   B: I ____________ it up in the closet for you.

5. A: Where did you get that pretty shell?
   B: I ____________ it on the beach.

6. A: Do you still have your bicycle?
   B: No. I ____________ it because I needed some extra money.

   B: Excuse me? What did you say?
   A: I ____________, “It’s hot in here.”

8. A: Why did you take the bus to work this morning? Why didn’t you drive?
   B: Because somebody ____________ my car last night.
   A: Did you call the police?
   B: Of course I did.

9. A: Did you wear your blue jeans to the job interview?
   B: Of course not! I ____________ a suit.

10. A: I wrote the wrong amount on the check, so I had to write a new check.
    B: What did you do with the first check?
    A: I ____________ it into pieces.
EXERCISE 44. Listening.

Directions: Listen to the story. Then read each sentence and circle the best answer.

1. The woman lost her mother's ring. yes no
2. Someone stole the ring. yes no
3. Her dog found the ring in the garden. yes no
4. Her mother wore the ring for a while. yes no
5. The woman was happy at the end of the story. yes no

EXERCISE 45. Chapter review.

Directions: You went to a birthday party last night. A friend is asking you questions about it. Complete the sentences with did, was, or were.

1. ________ you go with a friend?
2. ________ your friends at the party?
3. ________ the party fun?
4. ________ many people there?
5. ________ you have a good time?
6. ________ you eat a piece of birthday cake?
7. ________ everyone sing "Happy Birthday"?
8. ________ there a birthday cake?
9. ________ you hungry?
10. ________ you take a present?

EXERCISE 46. Chapter review.

Directions: Complete the sentences with was, were, or did.

1. I _______ not go to work yesterday. I _______ sick, so I stayed home from the office.

2. Tom _______ not in his office yesterday. He _______ not go to work.
3. A: ________ Mr. Chan in his office yesterday?
   B: Yes.
   A: ________ you see him about your problem?
   B: Yes. He answered all my questions. He ________ very helpful.

4. A: ________ you at the meeting yesterday?
   B: What meeting?
   A: ________ you forget about the meeting?
   B: I guess so. What meeting?
   A: The meeting with the president of the company about health insurance.
   B: Oh. Now I remember. No, I ________ not there. ________ you?
   A: Yes. I can tell you all about it.
   B: Thanks.

5. A: Where ________ you yesterday?
   B: I ________ at the zoo.
   A: ________ you enjoy it?
   B: Yes, but the weather ________ very hot. I tried to stay out of the sun. Most of the animals ________ in their houses or in the shade. The sun ________ too hot for them too. They ________ not want to be outside.

EXERCISE 47. Chapter review.
Directions: Make questions and give short answers.

1. A: Do you live in an apartment?
   B: Yes, I do. (I live in an apartment.)

2. A: Do you have a roommate?
   B: No, I don't. (I don’t have a roommate.)
3. A: ____________________________
   B: ____________________________ (I don’t want a roommate.)

4. A: ____________________________
   B: ____________________________ (I had a roommate last year.)
     It didn’t work out.

5. A: ____________________________
   B: ____________________________ (He was difficult to live with.)
   A: What did he do?
   B: He never picked up his dirty clothes. He never washed his dirty dishes. He
      was always late with his share of the rent.

6. A: ____________________________
   B: ____________________________ (I asked him to keep the apartment clean.)
     He always agreed, but he never did it.

7. A: ____________________________
   B: ____________________________ (I was glad when he left.)
     I like living alone.

EXERCISE 48. Class activity.

Directions: Walk around the room. Ask your classmates questions about the present
and the past. Change classmates with every topic.

Example: walk to school
   SPEAKER A: Do you walk to school every day?
   SPEAKER B: Yes, I do. OR No, I don’t.
   SPEAKER A: Did you walk to school this morning?
   SPEAKER B: Yes, I did. I walked with a friend. OR No, I didn’t.

1. go downtown          9. wear (an article of clothing)
2. dream in color       10. laugh out loud at least two times
3. talk to (someone) on the phone 11. speak (a language)
4. come to grammar class on time 12. go to (a place in this city)
5. sing in the shower   13. read at least one book
6. eat at least two pieces of fresh fruit 14. go swimming
7. think about your family 15. go shopping
8. cook your own dinner
EXERCISE 49. Let’s talk: game.

Directions: Your teacher will say the simple form of a verb. Your team will give the past tense. Close your book for this activity.

Example:

TEACHER: Team A: come
TEAM A: *(all together)* came
TEACHER: That’s one point.

TEACHER: Team B: eat
TEAM B: *(all together)* ate
TEACHER: That’s one point.

1. fly
2. bring
3. read
4. tell
5. stand
6. teach
7. drink
8. wear
9. buy
10. speak
11. pay
12. hear
13. catch
14. find
15. sleep
16. think
17. ride
18. break
19. say
20. get
21. leave
22. have
23. pay
24. meet
25. sit
26. take
27. ring
28. write
29. sing
30. wake up

EXERCISE 50. Chapter review: error analysis.

Directions: Correct the errors.

1. Someone stealed my bicycle two day ago.

2. Did you went to the party yesterday weekend?

3. I hear a really interesting story yesterday.

4. The teacher not ready for class yesterday.

5. Did came Joe to work last week?

6. Yesterday night I staied home and working on my science project.

7. Several students wasn’t on time for the final exam yesterday.

8. Your fax came before ten minutes. Did you get it?
9. Did you all your friends to your graduation party invite?

10. I sleeped too late this morning and was missed the bus.

11. The market no have any bananas yesterday. I get there too late.

12. Was you nervous about your test the last week?

13. I didn’t saw you at the party. Did you be there?

☐ EXERCISE 51. Review.

Directions: Think about the years your grandparents grew up in. What kinds of things did they do? What kinds of things didn’t they do? Write sentences. Work with a partner or in small groups.

Example: My grandparents didn’t use computers.
My grandfather walked to work.
CHAPTER 9
Expressing Past Time, Part 2

9-1 THE SIMPLE PAST: USING WHERE, WHEN, WHAT TIME, AND WHY

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did you go downtown?</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>(b) Where did you go?</td>
<td>Downtown.</td>
</tr>
<tr>
<td>(c) Were you downtown?</td>
<td>Yes, I was. / No, I wasn’t.</td>
</tr>
<tr>
<td>(d) Were you downtown?</td>
<td>Downtown.</td>
</tr>
<tr>
<td>(e) Did you run because you were late?</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>(f) Why did you run?</td>
<td>Because I was late.</td>
</tr>
<tr>
<td>(g) Did Ann come at six?</td>
<td>Yes, she did. / No, she didn’t.</td>
</tr>
<tr>
<td>(h) When did Ann come?</td>
<td>At six.</td>
</tr>
</tbody>
</table>

COMPARE

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time did Ann come? → At six.</td>
<td>What time usually asks for a specific time on a clock.</td>
</tr>
<tr>
<td>→ Seven o’clock.</td>
<td>The answer to when can be various expressions of time.</td>
</tr>
<tr>
<td>→ Around 9:30.</td>
<td></td>
</tr>
<tr>
<td>When did Ann come?</td>
<td>At six.</td>
</tr>
<tr>
<td>→ At six.</td>
<td></td>
</tr>
<tr>
<td>→ Friday.</td>
<td></td>
</tr>
<tr>
<td>→ June 15th.</td>
<td></td>
</tr>
<tr>
<td>→ Last week.</td>
<td></td>
</tr>
<tr>
<td>→ Three days ago.</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 1. Question practice.

Directions: Make questions. Use where, when, what time, or why.

1. A: ___Where did you go yesterday?___
   B: To the zoo. (I went to the zoo yesterday.)

2. A: ___Where did you go yesterday?___
   B: Last month. (Mr. Chu arrived in Canada last month.)

252
3. A: 
   B: At 7:05. (My plane arrived at 7:05.)

4. A: 
   B: Because I was tired. (I stayed home last night because I was tired.)

5. A: 
   B: Because I stayed up the night before. (I was tired because I stayed up the night before.)

6. A: 
   B: To Greece. (Sara went to Greece for her vacation.)

7. A: 
   B: Around midnight. (I finished my homework around midnight.)

8. A: 
   B: Five weeks ago. (I came to this city five weeks ago.)

9. A: 
   B: Because Tony made a funny face. (I laughed because Tony made a funny face.)

10. A: 
    B: Upstairs. (Kate is upstairs.)

11. A: 
    B: In ten minutes. (The movie starts in ten minutes.)

12. A: 
    B: Because she wanted to surprise Joe. (Tina was behind the door because she wanted to surprise Joe.)

13. A: 
    B: Because he wants big muscles. (Jim lifts weights because he wants big muscles.)
EXERCISE 2. Let's talk: class activity.

Directions: Make questions. Use question words. Close your book for this activity.

Example:
TEACHER: I got up at 7:30.
STUDENT: When/What time did you get up?
1. I went to the zoo.
2. I went to the zoo yesterday.
3. I went to the zoo yesterday because I wanted to see the animals.
4. ( . . . ) went to the park.
5. ( . . . ) went to the park yesterday.
6. ( . . . ) went to the park yesterday because the weather was nice.
7. ( . . . ) was at the park yesterday.
8. I am in class.
9. I came to class (ten minutes) ago.
10. I was late because traffic was heavy.
11. ( . . . ) was at home last night.
12. He/She finished his/her homework around midnight.
13. ( . . . ) went to bed at 7:30 last night.
14. He/She went to bed early because he/she was tired.
15. ( . . . ) was at the airport yesterday.
16. He/She went to the airport because a friend came to visit.
17. The plane arrived at 4:30.
18. ( . . . ) and ( . . . ) went to (name of a restaurant) last night.
19. They went to a restaurant because it was ( . . . )'s birthday.
20. They got home around ten-thirty.

EXERCISE 3. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions using the simple past.
Partner A: Make up any question that includes the given verb. Use the simple past.
Ask your partner the question. Your book is open.
Partner B: Answer the question. Give a short answer and a long answer. Your book is closed.

Example: speak
PARTNER A (book open): Did you speak to Mr. Lee yesterday?
PARTNER B (book closed): Yes, I did. I spoke to him yesterday. OR
No, I didn't. I didn't speak to him yesterday.

Example: finish
PARTNER A (book open): What time did you finish your homework last night?
PARTNER B (book closed): Around nine o'clock. I finished my homework around nine o'clock.
1. drink  
2. eat  
3. study  
4. take  
5. fly  
6. talk  
7. wake up  
8. come  

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. see  
10. sleep  
11. work  
12. have  
13. buy  
14. send  
15. watch  
16. read  

□ EXERCISE 4. Listening.

Directions: Look at the information on the datebook pages. Write answers to the questions you hear.

<table>
<thead>
<tr>
<th>Tom's Day</th>
<th>Susan's Day</th>
<th>Bill's Day</th>
<th>Nancy's Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>April 4</td>
<td>Mon.</td>
<td>April 4</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>School meeting with teacher</td>
<td>10:00 AM</td>
<td>City Hall meeting</td>
</tr>
</tbody>
</table>

Example:
You will hear: Where did Nancy go?
You will write: (To the) gym .

1. ________________________________.
2. ________________________________.
3. ________________________________.
4. ________________________________.
5. ________________________________.
6. ________________________________.
7. ________________________________.
8. ________________________________.
9. ________________________________.
10. ________________________________.
11. ________________________________.
12. ________________________________.
EXERCISE 5. Question practice.

Directions: Complete the questions.

1. A: I didn’t go to class yesterday.
   B: Why didn’t you go to class?
   A: Because I was sick.

2. A: I didn’t finish my homework.
   B: Why didn’t you finish my homework?
   A: Because I didn’t have enough time.

3. A: I didn’t eat breakfast this morning.
   B: Why didn’t you eat breakfast this morning?
   A: Because I wasn’t hungry.

4. A: I didn’t clean my apartment last week.
   B: Why didn’t you clean your apartment last week?
   A: Because I was too tired.

5. A: I didn’t answer the phone all day.
   B: Why didn’t you answer the phone all day?
   A: Because I wanted to finish my work.


Directions: Work with a partner. Take turns completing the conversations with questions that begin with why, when, what time, and where.

1. PARTNER A: Where do you want to go for your vacation?
   PARTNER B: Hawaii.

2. PARTNER B: __________________________
   PARTNER A: Ten o’clock.

3. PARTNER A: __________________________
   PARTNER B: Because I was tired.

4. PARTNER B: __________________________
   PARTNER A: South America.
5. PARTNER A: Last week.
PARTNER B: __________

6. PARTNER B: Because I forgot.
PARTNER A: __________

7. PARTNER A: Downtown.
PARTNER B: __________

8. PARTNER B: __________
PARTNER A: Several months ago.

9. PARTNER A: __________
PARTNER B: At a Chinese restaurant.

9-2 QUESTIONS WITH WHAT

*What* is used in a question when you want to find out about a thing. *Who* is used when you want to find out about a person. (See Chart 9-3, p. 260, for questions with *who*.)

<table>
<thead>
<tr>
<th>(QUESTION WORD) + HELPING VERB + SUBJECT + MAIN VERB</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did Carol buy a car? → Yes, she did. (She bought a car.)</td>
<td></td>
</tr>
<tr>
<td>(b) What did Carol buy? → A car. (She bought a car.)</td>
<td></td>
</tr>
<tr>
<td>(c) Is Fred holding a book? → Yes, he is. (He's holding a book.)</td>
<td></td>
</tr>
<tr>
<td>(d) What is Fred holding? → A book. (He's holding a book.)</td>
<td></td>
</tr>
</tbody>
</table>

In (e): *a car* is the object of the verb.

In (f): *What* is the object of the verb.

**EXERCISE 7.** Question practice.

*Directions:* Make questions.

1. A: Did you buy a new tape recorder?
   B: Yes, I did. (I bought a new tape recorder.)

2. A: What did you buy?
   B: A new tape recorder. (I bought a new tape recorder.)
3. A: ____________________________
   B: Yes, she is. (Mary is carrying a suitcase.)

4. A: ____________________________
   B: A suitcase. (Mary is carrying a suitcase.)

5. A: ____________________________
   B: Yes, I do. (I see an airplane.)

6. A: ____________________________
   B: An airplane. (I see an airplane.)

7. A: ____________________________
   B: Some soup. (Bob ate some soup for lunch.)

8. A: ____________________________
   B: Yes, he did. (Bob ate some soup for lunch.)

9. A: ____________________________
   B: A sandwich. (Bob usually eats a sandwich for lunch.)

10. A: ____________________________
    B: No, he doesn’t. (Bob doesn’t like salads.)

11. A: ____________________________
    B: No, I’m not. (I’m not afraid of snakes.) Are you?

12. A: ____________________________
    B: The map on the wall. (The teacher is pointing to the map on the wall.)

- Exercise 8. Question Practice: Pairwork.
  Directions: Work in pairs. Ask a classmate a question. Use what and either a past or a present verb. Remember, you can look at your book. When you speak, look at your partner.

  Example: eat
  Partner B: (Free response)
  Partner A: Your turn now.
<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat</td>
<td>1. be interested in</td>
</tr>
<tr>
<td>2. wear</td>
<td>2. be afraid of</td>
</tr>
<tr>
<td>3. look at</td>
<td>3. dream about</td>
</tr>
<tr>
<td>4. study</td>
<td>4. have</td>
</tr>
<tr>
<td>5. think about</td>
<td>5. need to buy</td>
</tr>
</tbody>
</table>

**EXERCISE 9. Question practice.**

*Directions:* Ask your teacher for the meaning of the given words. Begin your question with *What.*

*Example:* century

**STUDENT:** What does “century” mean? OR What is the meaning of “century”?

**TEACHER:** “Century” means “100 years.”

1. muggy 6. grocery store 11. invitation
2. awful 7. empty 12. enjoy
3. quiet 8. ill 13. forest
4. century 9. attic 14. pretty difficult
5. murder 10. simple 15. old-fashioned

**EXERCISE 10. Listening.**

*Directions:* Listen to the questions. Write the words you hear.

*Example:*

You will hear: Where did they go?
You will write: Where did they ___________ go?

1. ___________ arrive?
2. ___________ leave?
3. ___________ live?
4. ___________ want?
5. ___________ mean?
6. ___________ study?
7. ___________ go?
8. ___________ end?
## 9-3 QUESTIONS WITH WHO

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th><strong>What</strong> is used to ask questions about things.</th>
<th><strong>Who</strong> is used to ask questions about people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>What</em> did they see?</td>
<td><em>A boat.</em> (They saw a boat.)</td>
<td>(c) and (d) have the same meaning.</td>
<td><em>Whom</em> is used in formal English as the object of a verb or a preposition.</td>
</tr>
<tr>
<td>(b) <em>Who</em> did they see?</td>
<td><em>Jim.</em> (They saw Jim.)</td>
<td><em>Who</em> is not <em>whom</em>, it is usually</td>
<td>In (c): <em>Who</em> is rarely used in everyday spoken English.</td>
</tr>
<tr>
<td>(c) <em>Who</em> did they see?</td>
<td><em>Jim.</em> (They saw Jim.)</td>
<td>used in everyday English.</td>
<td>In (d): <em>Who</em> is used in very formal English.</td>
</tr>
<tr>
<td>(d) <em>Whom</em> did they see?</td>
<td><em>Jim.</em> (They saw Jim.)</td>
<td><em>Whom</em> is used in formal English as the object of a verb or a preposition.</td>
<td></td>
</tr>
</tbody>
</table>

| (e) *Who(m)* did they see? | *Jim.* (They saw Jim.) | In (e): *Who(m)* is the object of the verb. | |
| (f) *Who* came?            | *Mary.* (Mary came.)     | *Who* is the subject of the question. Normal question word order is used. | |
| (g) *Who* lives there?     | *Ed.* (Ed lives there.)   | *Who* is the subject of the question. Normal question word order is used. | |
| (h) *Who* saw Jim?         | *Ann.* (Ann saw Jim.)     | *Who* is the subject of the question. Normal question word order is used. | |

**INCORRECT: Who did come?**

### EXERCISE 11. Question practice.

**Directions:** Make questions for the given answers.


- → **Who saw John**? The teacher.
- → **Who talked to John**? The teacher.
- → **Who helped John**? The teacher.
- → **Who did the teacher see**? John.
- → **Who did the teacher talk to**? John.
- → **Who did the teacher help**? John.

__________________________? John.
__________________________? John.
__________________________? John.
__________________________? Yuko.
__________________________? Yuko.
__________________________? Yuko.

2. Mary carried the baby. Mary helped the baby. Mary sang to the baby.

__________________________? The baby.
__________________________? The baby.
__________________________? The baby.
__________________________? Mary.
__________________________? Mary.
__________________________? Mary.


__________________________? Ron.
__________________________? The children.
__________________________? Ron.
__________________________? The children.
__________________________? Ron.
__________________________? The children.

☐ EXERCISE 12. Question practice.

Directions: Make questions.

1. A: _____________________________
   B: Mary. (I saw Mary at the party.)
2. A: ________________________________
   B: Mary. (Mary came to the party.)

3. A: ________________________________
   B: John. (John lives in that house.)

4. A: ________________________________
   B: John. (Janet called John.)

5. A: ________________________________
   B: My aunt and uncle. (I visited my aunt and uncle.)

6. A: ________________________________
   B: My cousin. (My cousin visited me.)

7. A: ________________________________
   B: Ken. (I talked to Ken.)

8. A: ________________________________
   B: Bob. (Bob helped Ann.)

9. A: ________________________________
   B: Ann. (Bob helped Ann.)

10. A: ________________________________
    B: Yes, he did. (Bob helped Ann.)

11. A: ________________________________
    B: Bob and Ann. (I’m thinking about Bob and Ann.)

12. A: ________________________________
    B: No, I’m not. (I’m not confused.)

☐ EXERCISE 13. Let’s talk: pairwork.

Directions: Work with a partner and make questions. Then change roles and make new questions. When you have finished speaking, write answers.

1. A: ________________________________
    B: Yesterday.

2. B: ________________________________
    A: My brother.
3. A: 
B: A new pair of sandals.

4. B: 
A: At 7:30.

5. A: 
B: At Rossini's Restaurant.

6. B: 
A: Tomorrow afternoon.

7. A: 
B: In an apartment.

8. B: 
A: My roommate.

9. A: 
B: Because I wanted to.

10. B: 
A: Ann.

11. A: 
B: A bird.

12. B: 
A: The zoo.

**EXERCISE 14. Listening.**

*Directions: Listen to each question and circle the best answer.*

*Example: Why was John late?*  
Yesterday. At the park.  [Because he slept too long.]

1. Next month.  
   In a small town.  
   Ten minutes ago.

2. Tomorrow morning.  
   Because it was late.  
   At midnight.

3. In a minute.  
   Some help.  
   John and Sarah.

4. To the store.  
   At 10:00.  
   I am.

5. On the bus.  
   Because her car didn’t start.  
   Mary did.

6. An apartment downtown.  
   Next week.  
   Because we like the city.

7. It’s down the street.  
   Two hours ago.  
   At the theater.

8. Because I didn’t have time.  
   My friends.  
   It was fun.
### 9-4 IRREGULAR VERBS (GROUP 5)

<table>
<thead>
<tr>
<th>cost – cost</th>
<th>hit – hit</th>
<th>shut – shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>must accurate</td>
<td>hurt – hurt</td>
<td>spend – spent</td>
</tr>
<tr>
<td>forget – forgot</td>
<td>lend – lent</td>
<td>understand – understood</td>
</tr>
<tr>
<td>give – gave</td>
<td>make – made</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Irregular verb groups 1 to 4 can be found in Charn 8-6, p. 227, 8-9, p. 238, 8-10, p. 241, and 8-11, p. 244.*

#### □ EXERCISE 15. Let’s talk: class activity.

**Directions:** Practice using irregular verbs. Close your book for this activity.

**Example:** teach – taught

**TEACHER:** teach – taught. I teach class every day. I taught class yesterday. What did I do yesterday?

**STUDENTS:** (repeat) teach – taught. You taught class.

1. **cost**-**cost** I bought a hat yesterday. I paid twenty dollars for it. It cost twenty dollars. What did I buy yesterday? How much did it cost?

2. **cut**-**cut** ( . . . ) cuts vegetables when he/she makes a salad. Two nights ago, while he/she was making a salad, he/she cut his/her finger with the knife. What happened two nights ago?

3. **forget**-**forgot** Sometimes I forget my wallet. Last night, I forgot it at a restaurant. What did I do last night?

4. **give**-**gave** People give gifts when someone has a birthday. Last week, ( . . . ) had a birthday. I gave him/her (something). What did I do?

5. **hit**-**hit** ( . . . ) lives in an apartment. The neighbors are very noisy. When they make too much noise, ( . . . ) hits the wall with his/her hand. Last night he/she couldn’t get to sleep because of the noise, so he/she hit the wall with his/her hand. What did ( . . . ) do last night? What does he/she usually do when the neighbors make too much noise?

6. **hurt**-**hurt** When I have a headache, my head hurts. Yesterday I had a headache. My head hurt. How did my head feel yesterday? How does your head feel when you have a headache?

7. **lend**-**lent** I lend money to my friends if they need it. Yesterday I lent (an amount of money) to ( . . . ). What did I do?

8. **make**-**made** I make good chocolate cake. Last week I made a cake for ( . . . )’s birthday. What did I do last week?

9. **shut**-**shut** I shut the garage door every night at 10:00 P.M. I shut it early last night. What did I do last night?

10. **spend**-**spent** I usually spend Saturdays with my parents. Last Saturday, I spent the day with my friends instead. What did I do last Saturday?

11. **understand**-**understood** I always understand ( . . . ) when he/she speaks. He/She just said something, and I understood it. What just happened?
EXERCISE 16. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

1. A: How much (a new car, cost) ____________________________?
   B: It (cost) __________________ a lot! New cars are expensive.

2. A: Did you get a ticket for the rock concert?
   B: Yes, and it was really expensive! It (cost) ______________ fifty dollars.

3. A: Where's your history book?
   B: I (give) ______________ it to Robert.

4. A: I had a car accident yesterday morning.
   B: What happened?
   A: I (hit) ______________ a telephone pole.

5. A: May I have your homework, please?
   B: I'm sorry, but I don't have it. I (forget) ______________ it.
   A: You (forget) ______________ it?

6. A: Did you eat breakfast?
   B: Yeah. I (make) ______________ some scrambled eggs and toast for myself.

7. Jack (put) ______________ on his clothes every morning.

8. Jack (put) ______________ on his clothes this morning after he got up.

9. A: Did you enjoy going into the city to see a show?
   B: Yes, but I (spend) ______________ a lot of money. I can't afford to do that very often.

10. A: May I see your dictionary?
    B: I don't have it. I (lend) ______________ it to George.
11. A: Is that knife sharp?
    B: It's very sharp. It (cut) _____________ anything easily.

12. A: Why are you wearing a bag over your head?
    B: I went to a barber this morning. He (cut) _____________ my hair too short.
    A: Let me see. Oh, it looks fine.

**EXERCISE 17. Listening.**

*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* John made . . . (his lunch) (furniture) in the morning

1. the answer the conversation the teacher
2. money to her house some furniture
3. your hair some paper between
4. tomorrow a tree an animal
5. remember his appointment the question

**9-5 IRREGULAR VERBS (GROUP 6)**

- blow – blew
draw – drew
fall – fell
feel – felt

grow – grew
keep – kept
know – knew

swim – swam
throw – threw
win – won

**EXERCISE 18. Let’s talk: class activity.**

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example:* fall–fell
students: (repeat) fall–fell. You fell (down).

1. **blow–blew** The sun shines. Rain falls. Wind blows. Last week we had a storm. It rained hard, and the wind blew hard. Tell me about the storm last week.
2. **draw-drew** I draw once a week in art class. Last week I drew a portrait of myself. What did I do in art class last week?

3. **fall-fell** Sometimes I fall down. Yesterday I fell down. I felt bad when I fell down. What happened to me yesterday?

4. **feel-felt** You can feel an object. You can also feel an emotion or sensation. Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?

5. **grow-grew** Trees grow. Flowers grow. Vegetables grow. Usually I grow vegetables in my garden, but last year I grew only flowers. What did I grow in my garden last year?

6. **keep-kept** Now I keep my money in (name of a local bank). Last year I kept my money in (name of another local bank). Where did I keep my money last year?

7. **know-knew** ( . . . ) knows a lot about English grammar. On the grammar test last week, she/he knew all the answers. What did ( . . . ) know last week?

8. **swim-swam** I swim in (name of a lake, sea, ocean, or local swimming pool) every summer. I swam in (name of a lake, sea, ocean, or local swimming pool) last summer. What did I do last summer?

9. **throw-threw** I can hand you this (piece of chalk), or I can throw it to you. I just threw this (piece of chalk) to ( . . . ). What did I just do?

10. **win-won** You can win a game or lose a game. Last weekend (name of a local sports team) won a game/match against (name of another team). How did (name of the local sports team) do last weekend? Did they win or lose?

□ EXERCISE 19. **Sentence practice.**

**Directions:** Complete the sentences. Use the past form of the verbs in the list.

<table>
<thead>
<tr>
<th>blew</th>
<th>grew</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>drew</td>
<td>keep</td>
<td>threw</td>
</tr>
<tr>
<td>fall</td>
<td>knew</td>
<td>win</td>
</tr>
<tr>
<td>feel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A: Did you enjoy your tennis game with Jackie?
   
   B: Yes, but I lost. Jackie ________________.

2. A: How did you break your leg?
   
   B: I ________________ down on the ice on the sidewalk.

3. A: Did you give the box of candy to your girlfriend?
   
   B: No, I didn’t. I ________________ it and ate it myself.
4. A: That’s a nice picture.
   B: I agree. Anna _______________ it. She’s a good artist.

5. A: Did you have a garden when you lived at home?
   B: Yes. I _______________ vegetables and flowers.

   B: Did you put ice on it?
   A: No. I _______________ on it.

7. A: Did you finish the test?
   B: No. I _______________ all of the answers,
       but I ran out of time.

8. A: Did you have fun at the beach?
   B: Lots of fun. We sunbathed and _______________ in the ocean.

9. A: What’s the matter? You sound like you have a frog in your throat.
   B: I think I’m catching a cold. I _______________ okay yesterday, but I don’t
       feel very good today.

10. A: How did you break the window, Tommy?
    B: Well, I _______________ a ball to Annie, but I missed Annie and hit the
       window instead.

Exercise 20. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: Tim knew . . . . the answer a ball my father

1. tomorrow on a car in the park
2. the game a prize lost
3. on the paper a picture with some chalk
4. happy in the morning excited
5. a ball not a pillow
EXERCISE 21. Let’s talk: class activity.

Directions: Practice using irregular verbs. Close your book for this activity.

Example: hold–held
TEACHER: hold–held. I often hold my book open when I teach. Yesterday I held my book open when we practiced grammar. What did I do with my book?
STUDENTS: (repeat) hold–held. You held your book open.

1. become–became When strangers meet, they can become friends. I met ( . . . ) (a length of time) ago. We became friends. What happened between ( . . . ) and me?

2. bend–bent When I drop something, I bend over to pick it up. I just dropped my pen, and then I bent over to pick it up. What did I do?

3. bite–bit Sometimes dogs bite people. Yesterday my friend’s dog bit my hand while we were playing. What happened to my hand?

4. build–built I have some friends who know how to build houses. They built their own house next to the river. What did my friends do?

5. feed–fed I have a (dog, cat, parrot, etc.). I have to feed it every day. Yesterday I fed it once in the morning and once in the evening. What did I do yesterday?

6. fight–fought People fight in wars. People fight diseases. They fight for freedom and equality. My country fought a war against (name of another country) in (a time period). What happened in (that time period)?

7. hide–hid I have a coin in my hand. Close your eyes while I hide it. Okay, open your eyes. I hid the coin. Where’s the coin? Why don’t you know?

8. hold–held When it rains, I hold my umbrella. Yesterday it rained. I held my umbrella. What did I do yesterday?

9. shake–shook People sometimes shake their finger or their head. Sometimes they shake when they’re cold. Right now I’m shaking my (finger/head). What did I just do?
EXERCISE 22. Sentence practice.

Directions: Complete the sentences. Use the past form of the verbs in the list.

<table>
<thead>
<tr>
<th>become</th>
<th>build</th>
<th>hide</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>feed</td>
<td>hold</td>
</tr>
<tr>
<td>bite</td>
<td>fight</td>
<td>shake</td>
</tr>
</tbody>
</table>

1. When my dog got out of the lake, it _______ shook _______ itself. Dogs always do that when they’re wet.

2. I _______ hid _______ my husband’s birthday present in the closet yesterday. I didn’t want him to find it.

3. Nancy and Tom saved money. They didn’t buy a bookcase for their new apartment. They ______________ one.

4. The baby is sleeping peacefully. She’s not hungry. Her mother ______________ her before she put her in bed.

5. David is a Canadian citizen. Maria was born in Puerto Rico, but when she married David, she ______________ a Canadian citizen too.

6. Doug is a new father. He felt very happy when he ______________ his baby in his arms for the first time.

7. Many countries in the world ______________ in World War II.

8. A: Owwww!
   B: What’s the matter?
   A: I _______ bit _______ my tongue.

9. We saw a strong man at the circus. He ______________ an iron bar with his bare hands.
EXERCISE 23. Listening.

Directions: Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

Example: I bent . . . . (my arm) a building the road
1. the dog happy her baby
2. next week usually a new house
3. a stick my hand sad
4. in the bedroom behind a tree their money
5. some chalk the classroom some papers

EXERCISE 24. Class activity.

Directions: Answer the questions the teacher asks you. Use a short response and a long response. Close your book for this activity.

Example:
TEACHER: Did you write a letter yesterday?
STUDENT: Yes, I did. I wrote a letter yesterday.

1. Did you fly to (this city)?
2. Did you drink a cup of tea this morning?
3. Did you come to class yesterday?
4. Did you go downtown yesterday?
5. Did you eat breakfast this morning?
6. Did you lend some money to (. . . )?
7. Did you lose your pen yesterday? Did you find it?
8. Did you give your dictionary to (. . . )?
9. Did you throw your eraser to (. . . )? (. . . ), did you catch it?
10. Did someone steal your wallet? Did you get it back?
11. Did you wake up at seven this morning?
12. Did you get up at seven this morning?
13. Did the wind blow yesterday?
14. Did you shut the door?
15. Did class begin at (. . . )?
16. Did you say hello to (. . . )?
17. Did you tell (. . . ) to sit down? (. . . ), did you sit down?
18. Did you hear my last question?
19. Did you teach your daughter/son to count to ten?
20. Did you bring your books to class today?
21. Did you forget your books?
22. Did you see (. . . ) yesterday?
23. Did you meet ( . . . )'s wife?
24. Did you leave your sunglasses at the restaurant?
25. Did you read the newspaper this morning?
26. Did you go shopping yesterday?
27. Did you drive your car to school today?
28. Did you ride a horse to school today?
29. Did a barber cut your hair?
30. Did you run to class this morning?
31. Did your pen cost (an amount of money)?
32. Did you understand my question?
33. Did you come to class yesterday?
34. Did you make a mistake?
35. Did you take the bus to school today?
36. Did you write a letter yesterday? Did you send it?
37. Did the telephone ring?
38. Did you break your arm?
39. Did you shake your head?
40. Did you draw a picture?
41. Did you bend your elbow?
42. Did you win a million dollars?
43. Did you feel good yesterday?
44. Did you feed the birds at the park?
45. Did you bite your finger?
46. Did you hurt your finger?
47. Did you hold ( . . . )'s hand?
48. Did you build a bookcase?
49. Did you stand at the bus stop?
50. Did you sing in the shower this morning?
51. Did you grow up in (name of a country)?
52. Did you become an adult?
53. Did (name of a sports team) win yesterday?
54. Did you fall down yesterday?
55. Did you think about me yesterday?
56. Did you fight yesterday?
57. Which pen do you want? Did you choose this one?
58. Did you hide your money under your mattress?
59. Did your car hit a telephone pole yesterday?
60. Did you put your books under your desk?
### BEFORE AND AFTER IN TIME CLAUSES

<table>
<thead>
<tr>
<th>9-7</th>
<th>Before and After in Time Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I ate breakfast. = a main clause</td>
</tr>
<tr>
<td>(b)</td>
<td>before I went to class = a time clause</td>
</tr>
<tr>
<td>(c)</td>
<td>I ate breakfast. before I went to class</td>
</tr>
<tr>
<td>(d)</td>
<td>Before I went to class. I ate breakfast.</td>
</tr>
<tr>
<td>(e)</td>
<td>We took a walk. After we finished our work</td>
</tr>
<tr>
<td>(f)</td>
<td>After we finished our work, we took a walk.</td>
</tr>
<tr>
<td>(g)</td>
<td>We took a walk. (after the movie)</td>
</tr>
<tr>
<td>(h)</td>
<td>I had a cup of coffee before.</td>
</tr>
</tbody>
</table>

A clause is a group of words that has a subject and a verb.

A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).

A time clause can begin with before or after:
- before + S + V = a time clause  
- after + S + V = a time clause

A time clause can follow a main clause, as in (e) and (f). A time clause can come in front of a main clause, as in (d) and (f). There is no difference in meaning between (c) and (d) or (e) and (f).

Before and after don’t always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-7, p. 18, and 6-1, p. 158, for information about prepositional phrases.

#### Note:
When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

### EXERCISE 25. Sentence practice.

**Directions:** Find the main clauses and the time clauses.

1. Before I ate the banana, I peeled it.
   - main clause = I peeled it
   - time clause = before I ate the banana

2. We arrived at the airport before the plane landed.

3. I went to a movie after I finished my homework.

4. After the children got home from school, they watched TV.

5. Before I moved to this city, I lived at home with my parents.
**Exercise 26.  Sentence practice.**

*Directions:* Add a capital letter and period to the complete sentences. Write "Inc." to mean "Incomplete" if the group of words is a time clause and not a complete sentence.

1. we went home \(\rightarrow\) *Why went home.*
2. after we left my uncle's house \(\rightarrow\) *Inc.*
3. we went home after we left my uncle's house
   \(\rightarrow\) *Why went home after we left my uncle's house.*
4. before we ate our picnic lunch
5. we went to the zoo
6. we went to the zoo before we ate our picnic lunch
7. the children played games after they did their work
8. the children played games
9. after they did their work
10. the lions killed a zebra
11. after the lions killed a zebra
12. they ate it
13. after the lions killed a zebra, they ate it

**Exercise 27.  Let's talk: small groups.**

*Directions:* Work in small groups. Combine the two ideas into one sentence by using *before* and *after* to introduce time clauses. Make four sentences for each item.

*Example:* I put on my coat. I went outside.

**Speaker A:** Before I went outside, I put on my coat.

**Speaker B:** I put on my coat before I went outside.

**Speaker C:** After I put on my coat, I went outside.

**Speaker D:** I went outside after I put on my coat.
1. She ate breakfast.

2. He did his homework.

3. We bought tickets.

She went to work.

He went to bed.

We entered the movie theater.
EXERCISE 28. Sentence practice.

Directions: Use the given words to write sentences of your own. Use the simple past.

Example: after I

1. before I came here
2. after I got home last night
3. I went ______ before I
4. after we
5. before they
6. Mr. ______ after he

---

9-8 WHEN IN TIME CLAUSES

(a) When the rain stopped, we took a walk. OR
   We took a walk when the rain stopped.

(b) When Tom was a child, he lived with his aunt. OR
   Tom lived with his aunt when he was a child.

When can introduce a time clause.

When + s + v = a time clause

In (a): When the rain stopped is a time clause.
In (b): Notice that the noun (Tom) comes before the pronoun (he).

COMPARE

(c) When did the rain stop? = a question
(d) when the rain stopped = a time clause

When is also used to introduce questions.* A question is a complete sentence, as in (c). A time clause is not a complete sentence, as in (d).

*See Chart 3-12, p. 80, and 9-1, p. 252, for information about using when in questions.

---

EXERCISE 29. Sentence practice.

Directions: Make sentences by combining the ideas in Column A with those in Column B. Then change the position of the time clause.

Example: When the phone rang,

   → When the phone rang, I answered it.*
   → I answered the phone when it rang.

* NOTE: If a sentence with a when-clause talks about two actions, the action in the when-clause happens first. (See Chart 9-12, p. 284.) In the sentence When the phone rang, I answered it: first the phone rang, and then I answered it. Not logically possible: When I answered the phone, it rang.
**Exercise 30. Sentence Practice.**

*Directions:* Add a capital letter and a question mark to complete the sentences. Write "Inc." to mean "Incomplete" if the group of words is a time clause and not a question.

1. When did Jim arrive? - *Why did Jim arrive?*
2. When Jim arrived - *Inc.*
3. When you were a child
4. When you were in Iran
5. When did the movie end
6. When the movie ended
7. When Mr. Wang arrived at the airport
8. When Khalid and Bakir went to a restaurant on First Street yesterday
9. When I was a high school student
10. When does the museum open

**Exercise 31. Sentence Practice.**

*Directions:* Complete the sentences with your own words. Don’t change the order of the given words.

1. When did ____________________________
2. When I ____________________________
3. I ____________________________ when ____________________________
4. When were ____________________________
5. When the ____________________________
6. The ____________________________ when ____________________________
## 9-9 The Present Progressive and the Past Progressive

<table>
<thead>
<tr>
<th>Present Progressive (in progress right now)</th>
<th>The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 92. In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) It’s 10:00 now. Boris <em>is sitting</em> in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Progressive (in progress yesterday)</th>
<th>The past progressive describes an activity in progress at a particular time in the past. In (b): Boris began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) It was 10:00. Boris <em>was sitting</em> in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Progressive Form: <em>am, is, are + -ing</em></th>
<th>The forms of the present progressive and the past progressive consist of <em>be + -ing</em>. The present progressive uses the present forms of <em>be: am, is, and are + -ing.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) It’s 10:00. I <em>am sitting</em> in class. Boris <em>is sitting</em> in class. We <em>are sitting</em> in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Progressive Form: <em>was, were + -ing</em></th>
<th>The past progressive uses the past forms of <em>be: was and were + -ing.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) It was 10:00. Boris <em>was sitting</em> in class. We <em>were sitting</em> in class.</td>
<td></td>
</tr>
</tbody>
</table>

Boris *is sitting* in class right now at ten o’clock.

Boris *was sitting* in class yesterday at ten o’clock.
EXERCISE 32. Sentence practice.

Directions: Use the words in parentheses to complete the sentences. Discuss the meaning of the phrase “in progress.”

1. Paul started to eat dinner at 7:00. At 7:05, Mary came. Paul (eat) __________________________ when Mary (come) __________________________ at 7:05.

2. Bobby was at home yesterday evening. His favorite program was on television last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called.
   When Kristin (call) __________________________ at 8:30, Bobby (watch) __________________________ TV.

3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00. At 10:00, Rosa (play) __________________________ her guitar.
EXERCISE 33. Let's talk: class activity.

Directions: Look at the picture. Use the past progressive to describe the activities that were in progress.

Mr. and Mrs. Gold invited some friends to their house for the weekend. A thief stole Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?
9-10 USING WHILE WITH THE PAST PROGRESSIVE

(a) The phone rang while I was sleeping. OR

(b) While I was sleeping, the phone rang.*

while + subject + verb = a time clause
While I was sleeping is a time clause.
A while-clause describes an activity that was in progress at the time another activity happened. The verb in a while-clause is often past progressive (e.g., was sleeping).

*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

☐ EXERCISE 34. Let’s talk: class activity.
Directions: Combine the sentences. Use while.

1. I was studying last night.
   Rita called.
   → While I was studying last night, Rita called.
   → Rita called while I was studying last night.

2. Someone knocked on my apartment door.
   I was eating breakfast yesterday morning.

3. I was cooking dinner yesterday evening.
   I burned my hand.

4. Yoko raised her hand.
   The teacher was talking.

5. A tree fell on my car.
   I was driving home yesterday.

6. I was studying last night.
   A mouse suddenly appeared on my desk.
9-11 **WHILE VS. WHEN IN PAST TIME CLAUSES**

(a) The mouse appeared while I was studying. OR  
(b) While I was studying, the mouse appeared.  
(c) When the mouse appeared, I was studying. OR  
(d) I was studying when the mouse appeared.

The verb in a *while*-clause is often past progressive, as in (a) and (b).  
The verb in a *when*-clause is often simple past, as in (c) and (d).

☐ **EXERCISE 35. Sentence practice.**

*Directions:* Complete the sentences. Use the past progressive in the *while*-clauses. Use the simple past in the *when*-clauses.

1. While I *was washing* dishes last night, I *got* ______ a phone call from my best friend.

2. When my best friend *called* last night, I *washed* ______ dishes.

3. My friend Jessica *came* ______ while I *ate* ______ dinner last night.

4. I *ate* ______ dinner when my friend Jessica *came* ______ last night.

5. My friend Ricardo *came* ______ while I *watched* ______ a rented movie on my VCR last night. I *invited* ______ him to join me.

6. I *watched* ______ a rented movie on my VCR last night when my friend Ricardo *came* ______.

7. Jason *tossed* ______ a suit and tie when I *saw* ______ him yesterday.
8. While I (watch) ______________ TV last night and (relax) ______________ after a long day, my new puppy (take) ______________ my wallet from my bedside table.

☐ EXERCISE 36. Let's talk: class activity.

Directions: Perform and describe actions using while-clauses or when-clauses. Close your book for this activity.

Student A: Perform the action your teacher gives you. Then use the present progressive to describe what you are doing. Continue to perform the action.

Student B: Perform your action, then stop.

Student A: After Student B stops, you stop too.

Example: A: Erase the board.
B: Open the door.

TEACHER: (Student A), please erase the board. What are you doing?

STUDENT A: I'm erasing the board right now.

TEACHER: (Student B), would you please open the door?

STUDENT B: (opens the door)

TEACHER: Thank you. You may both sit down. (Student C), will you please describe the two actions we saw?

STUDENT C: While (Student A) was erasing the board, (Student B) opened the door. OR (Student A) was erasing the board when (Student B) opened the door.

1. A: Write on the board.
B: Drop a book on the floor.

2. A: Walk around the room.
B: Say hello to (Student A).

3. A: Look out the window.
B: Take (Student A)'s grammar book.

B: Ask (Student A) a question.
### 9-12 SIMPLE PAST VS. PAST PROGRESSIVE

(a) Jane **called** me yesterday.  
(b) I **talked** to Jane for an hour last night.  
(c) We **went** to Jack’s house last Friday.  
(d) What time **did you get up** this morning?  

| (e) I **was studying** when Jane called me yesterday. | The **simple past** describes activities or situations that began and ended at a particular time in the past (e.g., *yesterday, last night*).  
| (f) While I **was studying** last night, Jane called. |  

| (g) I **opened** my umbrella when it **began** to rain. | If both the **when**-clause and the main clause in a sentence are **simple past**, it means that the action in the **when**-clause happened first, and the action in the main clause happened second.  
| | In (g): First, it began to rain; second, I opened my umbrella.  

**COMPARE**  
(h) When the phone **rang**, I **answered** it.  
(i) When the phone **rang**, I **was studying**.  

In (h): First, the phone rang; second, I answered it.  
In (i): First, the studying was in progress; second, the phone rang.

## EXERCISE 37. Sentence practice.
**Directions:** Complete the sentences. Use the simple past or the past progressive.

1. While my cousin and I **have** ____________ dinner at the restaurant last night, we **see** ____________ a friend of mine. I **introduce** ____________ her to my cousin.

2. When I **hear** ____________ a knock at the door last night, I **walk** ____________ to the door and **open** ____________ it. When I **open** ____________ the door, I **see** ____________ my brother. I **greet** ____________ him and **ask** ____________ him to come in.
3. My cousin and I (watch) _________________ a movie on TV last night when my brother (come) _______________. He (watch) ________________ the end of the movie with us.

4. While I (walk) _________________ to class yesterday morning, I (see) _________________ Abdullah. We (say) _________________ hello and (walk) _________________ the rest of the way to school together.

☐ EXERCISE 38. Sentence practice.

Directions: Complete the sentences. Use the simple past or the past progressive.

1. Mrs. Reed (turn) _________________ on the radio in her car while she (drive) _________________ home yesterday. She (listen) _________________ _________________ to some music when she suddenly (hear) _________________ a siren. When she (look) _________________ in her rear-view mirror, she (see) _________________ an ambulance behind her. She immediately (pull) _________________ her car to the side of the road and (wait) _________________ for the ambulance to pass.
2. A: I (be) ______________ at my friends’ house last night. While we (eat) ______________ dinner, their cat (jump) ______________ on the table. My friends (seem, not) ______________ to care, but I lost my appetite.

B: What (you, say) _______________?

A: Nothing.

B: Why (you, ask, not) ______________ your friends to get their cat off the table?

A: I (want, not) _______________ to be impolite.

B: I think your friends were impolite to let their cat sit on the table during dinner.

□ EXERCISE 39. Sentence practice.

Directions: Use the information in the timeline to make sentences with the simple past and past progressive. Use while, when, before, and after.

Example: 1967: entered Lakeside School
→ In 1967, Bill Gates entered Lakeside School.
→ While he was studying at Lakeside, he began to work with computers.

Bill Gates: a brief history
1955: was born
1967: entered Lakeside School
1967–1973: studied at Lakeside School
1968: wrote his first computer program
1970: started his first software company
1973: graduated from Lakeside
1973–1977: studied at Harvard University
1975: began to design programs for personal computers
1975: started Microsoft
1975–2000: worked as Chief Executive Officer for Microsoft
1977: left Harvard
1994: got married
1996: his first child was born

□ EXERCISE 40. Listening.
Directions: Listen to the story. Complete the sentences with the verbs you hear.

I __________ a strange experience yesterday. I ________________
my book on the bus when a man ___________ down next to me and
____________ me if I wanted some money. I ________________ his
money. I ___________ very confused. I ________________ up and
____________ toward the door of the bus.

While I ________________ for the door to open, the man
______________ to give me the money. When the door _____________, I
____________ off the bus quickly. I still ________________ why he
______________ to give me money.

□ EXERCISE 41. Verb review.
Directions: Choose the best completions.

1. I was watching TV. I heard a knock on the door. When I heard the knock on the
door, I _______ it.
   A. open
   B. am opening
   C. opened
   D. was opening

2. “When ______ you talk to Jane?”
   “Yesterday.”
   A. do
   B. are
   C. did
   D. were

3. I ______ TV when Gina called last night. We talked for an hour.
   A. watch
   B. watched
   C. was watching
   D. am watching
4. Mike is in his bedroom right now. He _____, so we need to be quiet.
   A. is sleeping  
   B. sleeps  
   C. slept  
   D. was sleeping

5. Kate _____ tell us the truth yesterday. She lied to us.
   A. don’t  
   B. doesn’t  
   C. didn’t  
   D. wasn’t

6. I saw a fish while I _____ in the ocean yesterday.
   A. swim  
   B. was swimming  
   C. were swimming  
   D. swimming

7. When I heard the phone ring, I _____ it.
   A. answer  
   B. am answering  
   C. answered  
   D. was answering

8. " _____ you go to concerts often?"
   "Yes. I go at least once a month."
   A. Do  
   B. Did  
   C. Was  
   D. Were

9. While I _____ dinner last night, I burned my finger.
   A. cooking  
   B. cook  
   C. was cooking  
   D. was cook

10. Where _____ after work yesterday?
    A. you went  
    B. you did go  
    C. did you went  
    D. did you go

□ EXERCISE 42. Let’s talk: interview.

Directions: Interview someone you know about his/her activities yesterday morning, yesterday afternoon, and last night. Then use this information to write a paragraph. Use time expressions (first, next, then, at . . . o’clock, later, after, before, when, etc.) to show the order of the activities.

□ EXERCISE 43. Chapter review: error analysis.

Directions: Correct the errors.

1. Did you went downtown yesterday?

2. Yesterday I speak to Ken before he leaves his office and goes home.

3. I heared a good joke last night.

4. When Pablo finished his work.

5. I visited my relatives in New York City last month.
6. Where you did go yesterday afternoon?

7. Ms. Wah was flew from Singapore to Tokyo last week.

8. When I see my friend yesterday, he didn’t spoke to me.

9. Why Mustafa didn’t came to class last week?

10. Where were you bought those shoes? I like them.

11. Mr. Adams teached our class last week.

12. I writed a letter last night.

13. Who you wrote a letter to?


☐ EXERCISE 44. Verb review.

Directions: Complete the sentences with the words in parentheses.

PART I.

Yesterday Fish (be) _________ in the river. He (see) _________ Bear on

the bank of the river. Here is their conversation.

BEAR: Good morning, Fish.

FISH: Good morning, Bear. How (you, be) _________ today?

BEAR: I (do) _________ fine, thank you. And you?

FISH: Fine, thanks.
BEAR: (you, would like) __________ to get out of the river and see me? I (need) ______ someone to talk to.

FISH: I (need, not) _______ to get out of the river for us to talk. We can talk just the way we are now.

BEAR: Hmmm.

FISH: Wait! What (you, do) ________?

BEAR: I (get) __________ in the river to join you.

---

FISH: Stop! This (be) _______ my river! I (trust, not) _______ you. What (you, want) _______?

BEAR: Nothing. Just a little conversation. I (want) _______ to tell you about my problems. I (have) _______ a bad day yesterday.

FISH: Oh? What happened?

PART II.

BEAR: While I was walking through the woods, I (see) _______ a beehive. I love _______ honey. So I (stop) _______. When I (reach) _______ inside the beehive to get some honey, a great big bee (come) _______ up behind me and stung* my ear. The sting (be) _______ very painful.

*Stung is the past form of the verb sting, which means "to cause sharp pain."
FISH: I (believe, not) you. Bees can't hurt bears. I (believe, not) your story about a great big bee. All bees (be) the same size, and they (be, not) big.

BEAR: But it is true! Here. Come a little closer and look at my ear. I'll show you where the big bee stung it.

FISH: Okay. Where (is, be)? Where (the bee, sting) you?

BEAR: Right here. See?

FISH: Stop! What (you, do)? Let go of me! Why (you, hold) me?

BEAR: I (hold) you because I'm going to eat you for dinner.
FISH: Oh no! You (trick) _______ me! Your story about the great big bee never (happen) _______ !

PART III.

BEAR: That's right. I (got) _______ in the river because I (want) _______ (catch) _______ you for dinner. And I did! I (catch) _______ you for dinner.

FISH: Watch out! Behind you! Oh no! Oh no! It's a very, very big bee. It's huge! It (look) _______ really angry!

BEAR: I (believe, not) _______ you!

FISH: But it (be) _______ true! A great big bee (come) _______ toward you. It's going to attack you and sting you!

BEAR: What? Where? I (see, not) _______ a bee! Oh no, Fish, you are getting away from me. Oh no! I (drop) _______ you!

Come back! Come back!

FISH: Ha! I (fool) _______ you too Bear. Now you must find your dinner in another place.

BEAR: Yes, you (trick) _______ me too. We (teach) _______ each other a good lesson today: Don't believe everything you hear.
FISH: Thank you for teaching me that lesson. Now I will live a long and happy life.

BEAR: Yes, we (learn) a valuable lesson today, and that's good. But I (be) still hungry. Hmm. I (have) a gold tooth in my mouth. (you, would like) to come closer and look at it?
EXERCISE 1. Preview: let's talk.
Directions: Answer your teacher’s questions. Give a short answer and a long answer.
Close your book for this activity.

Example:
TEACHER: Are you going to eat dinner at home tonight?
STUDENT: Yes, I am. I’m going to eat dinner at home tonight. OR
No, I’m not. I’m not going to eat dinner at home tonight.

1. Are you going to come to class tomorrow?
2. Is (name of a student) going to be here tomorrow? Please ask her/him.
3. Are (names of two students) going to be here tomorrow? Please ask them.
4. When are you going to go to bed tonight?
5. What time are you going to get up tomorrow morning?
6. Where is (name of a student) going to go tomorrow after class? Please ask her/him.

10-1 FUTURE TIME: USING BE GOING TO

(a) I **am going to go** downtown tomorrow.
(b) Sue **is going to be** here tomorrow afternoon.
(c) We **are going to come** to class tomorrow morning.

**Be going to** expresses (talks about) the future.

*FORM: am | is | are + going + infinitive*

(d) I’m not going to go downtown tomorrow.
(e) Ann isn’t going to study tonight.

**NEGATIVE: be + not + going to**

(f) “**Are you going to come** to class tomorrow?”
“**No, I’m not.**

(g) “**Is Jim going to be** at the meeting tomorrow?”
“Yes, he is.”

(h) “**What time are you going to eat** dinner tonight?”
“**Around six.**”

**QUESTION: be + subject + going to**
A form of be is used in the short answer to a yes/no question with be going to, as in (f) and (g). (See Chart 2-2, p. 25, for information about short answers with be.)

*Infinitive = to + the simple form of a verb (to come, to go, to see, to study, etc.).

294
**EXERCISE 2. Let’s talk: pairwork.**

*Directions:* Work with a partner. Which of the given activities are you going to do tomorrow? Which ones are you not going to do tomorrow?

**Partner A:** Your book is open. Ask a question. Use *Are you going to... tomorrow?*

**Partner B:** Your book is closed. Answer the question. Give both a short answer and a long answer. Use *I’m going to... tomorrow* or *I’m not going to... tomorrow* in the long answer.

*Example:* go downtown

**PARTNER A (book open):** Are you going to go downtown tomorrow?

**PARTNER B (book closed):** Yes, I am. I’m going to go downtown tomorrow. OR No, I’m not. I’m not going to go downtown tomorrow.

1. get up before eight o’clock
2. come to class
3. stay home all day
4. eat lunch
5. get a ride with (someone)
6. get a haircut
7. watch TV in the evening
8. do something interesting in the evening
9. go to bed early
10. go to bed late

*Switch roles.*

**Partner A:** Close your book.

**Partner B:** Open your book. Your turn now.

11. get up early
12. get up late
13. walk to school
14. study grammar
15. get some exercise
16. eat dinner
17. eat dinner alone
18. listen to music after dinner
19. go shopping
20. do something interesting and unusual

**EXERCISE 3. Let’s talk: class interview.**

*Directions:* Walk around the room. Ask your classmates questions. Write down their names and their answers. Share some of their answers with the class.

*Example:* tomorrow

**SPEAKER A:** What are you going to do tomorrow?

**SPEAKER B:** I’m going to go shopping / get a haircut / walk to school.

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<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2. tomorrow morning</td>
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<tr>
<td>Question</td>
<td>First name</td>
<td>Answer</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>3. tomorrow afternoon</td>
<td></td>
<td></td>
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<tr>
<td>4. tomorrow night</td>
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<td></td>
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<tr>
<td>5. at 7:00 tomorrow morning</td>
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<td></td>
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<tr>
<td>6. at 9:00 tomorrow morning</td>
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<td></td>
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<tr>
<td>7. at noon tomorrow</td>
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<td></td>
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<td>8. at 5:00 tomorrow afternoon</td>
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<td></td>
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<tr>
<td>9. around 6:30 tomorrow evening</td>
<td></td>
<td></td>
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<tr>
<td>10. after 8:00 tomorrow night</td>
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</tbody>
</table>

☐ **EXERCISE 4. Sentence practice.**

*Directions: Complete the sentences. Use* be going to *and the given expressions (or your own words).*

- call the manager
- call the police
- get something to eat
- go to the beach
- go to bed

- go to the bookstore
- go to an Italian restaurant
- lie down and rest for a while
- look it up in my dictionary
- major in psychology
- see a dentist
- stay in bed today
- take a long walk in the park
- take it to the post office
- take them to the laundromat

1. I need to buy a book. I __________ am going to go to the bookstore.________________

2. It’s midnight now. I’m sleepy. I _____________________________

3. Sue is hungry. She _____________________________

4. My clothes are dirty. I _____________________________

5. I have a toothache. I _____________________________

6. I’m writing a composition. I don’t know how to spell a word. I _____________________________

7. George has to mail a package. He _____________________________

8. It’s a nice day today. Mary and I _____________________________
9. Sue and I want to go swimming. We ____________________________

10. I have a headache. I ____________________________

11. It’s late at night. I hear a burglar! I ____________________________

12. I want to be a psychologist. When I go to the university, I ____________________________

13. I feel terrible. I think I’m getting the flu. I ____________________________

14. Ivan and Natasha want to go out to eat. They ____________________________

15. Rosa lives in an apartment. There’s a problem with the plumbing. She _________

□ EXERCISE 5. Let’s talk: class activity.

Directions: Listen to the teacher describe common activities. Picture these activities in your mind. Use be going to to tell what you think your classmates are going to do. Close your book for this activity.

Example:

TEACHER: ( . . . ) is carrying his/her textbooks and notebooks. He/She is walking toward the library. What is ( . . . ) going to do?

STUDENT: ( . . . ) is going to study at the library.

1. ( . . . ) is standing next to the chalkboard. He/She is picking up a piece of chalk. What is ( . . . ) going to do?

2. ( . . . ) has some letters in his/her hand. He/She is walking toward the post office. What is ( . . . ) going to do?

3. ( . . . ) is holding a phone book. He/She is looking for ( . . . )’s name. What is ( . . . ) going to do?
4. ( . . . ) put some water on the stove to boil. She got a cup and saucer and some tea out of the cupboard. What is ( . . . ) going to do?

5. ( . . . ) is putting on his/her coat. He/She is walking toward the door. What is ( . . . ) going to do?

6. ( . . . ) has a basket full of dirty clothes. He/She is walking toward a laundromat. What is ( . . . ) going to do?

7. ( . . . ) bought some meat and vegetables at the store. He/She is holding a bag of rice. He/She just turned on the stove. What is ( . . . ) going to do?

8. ( . . . ) and ( . . . ) are walking into (name of a local restaurant). It's seven o'clock in the evening. What are ( . . . ) and ( . . . ) going to do?

9. ( . . . ) gave ( . . . ) a diamond engagement ring. What are ( . . . ) and ( . . . ) going to do?

10. ( . . . ) and ( . . . ) have airplane tickets. They're putting clothes in their suitcases. Their clothes include swimming suits and sandals. What are ( . . . ) and ( . . . ) going to do?


Directions: Walk around the room. Ask your classmates questions using be going to. Write down their names and their answers. Share some of their answers with the class.

Example: when I go downtown

Speaker A: When are you going to go downtown?

Speaker B: Tomorrow afternoon. / In a couple of days. / Around noon. / Etc.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where I go after class today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. what time I get home tonight</td>
<td></td>
<td></td>
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<tr>
<td>3. when I eat dinner</td>
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<td></td>
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<tr>
<td>4. where I eat dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what time I go to bed tonight</td>
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<td></td>
</tr>
<tr>
<td>6. what time I get up tomorrow morning</td>
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<td></td>
</tr>
<tr>
<td>7. where I be tomorrow morning</td>
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<td></td>
</tr>
<tr>
<td>8. when I see your family again</td>
<td></td>
<td></td>
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<tr>
<td>9. where I live next year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. when I take a trip and where I go</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 7. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Use be going to in your answers. Close your book for this activity.

Example: You want to buy some tea. What are you going to do? What is ( . . . ) going to do and why?

Teacher: You want to buy some tea. What are you going to do?

Speaker A: I’m going to go to the grocery store.

Teacher: (to Speaker B) What is (Speaker A) going to do and why?

Speaker B: (Speaker A) is going to go to the grocery store because he/she wants to buy some tea.

1. You have a toothache. What are you going to do? What is ( . . . ) going to do and why?
2. You need to mail a package. Where are you going to go? Where is ( . . . ) going to go and why?
3. Your clothes are dirty.
4. It’s midnight. You’re sleepy.
5. It’s late at night. You hear a burglar.
6. You need to buy some groceries.
7. You want to go swimming.
8. You want to go fishing.
9. You want to buy a new coat.
10. You’re hungry.
11. You have a headache.
12. It’s a nice day today.
13. You need to cash a check.
14. You want some (pizza) for dinner.
15. You’re reading a book. You don’t know the meaning of a word.

10-2 Using the Present Progressive to Express Future Time

(a) Sue is going to leave at 8:00 tomorrow.
(b) Sue is leaving at 8:00 tomorrow.
(c) We are going to drive to Toronto next week.
(d) We are driving to Toronto next week.

Sometimes the present progressive is used to express future time.
(a) and (b) mean the same thing.
(c) and (d) mean the same thing.
The present progressive is used for future meaning when the speaker is talking about plans that have already been made.

Common Verbs

<table>
<thead>
<tr>
<th>come</th>
<th>drive</th>
<th>go</th>
<th>must</th>
<th>spend</th>
<th>stay</th>
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</thead>
<tbody>
<tr>
<td>do</td>
<td>fly</td>
<td>leave</td>
<td>return</td>
<td>start</td>
<td>take</td>
</tr>
</tbody>
</table>
EXERCISE 8. Sentence practice.

Directions: Rewrite the sentences using the present progressive.

1. My mother and I are going to leave for our trip at 10:00 tomorrow.
   → My mother and I are leaving for our trip at 10:00 tomorrow.

2. We are going to fly to Athens.

3. We are going to spend a week there.

4. My brother is going to meet us there.

5. He is going to take the train.

6. We are going to go sightseeing together.

7. I am going to come back by boat, and they are going to return by train.

EXERCISE 9. Listening.

Directions: Listen to each sentence. Decide if the meaning is present or future time. Circle the correct answer.

1. (present) future 5. present future
2. present future 6. present future
3. present future 7. present future
4. present future 8. present future

EXERCISE 10. Let’s talk: interview.

Directions: Walk around the room. Ask your classmates questions using the present progressive. Write down their names and their answers. Share some of their answers with the class.

Example: What \ do \ tonight

SPEAKER A: What are you doing tonight?

SPEAKER B: I’m staying home and watching a DVD.

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
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<td>2. what time \ have dinner</td>
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<td>3. when \ go \ to bed tonight</td>
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<td>4. what time \ get up \ tomorrow</td>
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<td>5. what \ do \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. what \ do \ this weekend</td>
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**EXERCISE 11. Listening.**

*Directions:* Listen to each sentence. Circle the verb you hear.

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<th>Sentence</th>
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<th>Future</th>
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<td><em>is raining</em></td>
<td>rains</td>
</tr>
<tr>
<td>2. <em>am going to leave</em></td>
<td><em>am leaving</em></td>
<td>leave</td>
</tr>
<tr>
<td>3. <em>is going to start</em></td>
<td><em>is starting</em></td>
<td>starts</td>
</tr>
<tr>
<td>4. <em>is going to come</em></td>
<td><em>is coming</em></td>
<td>comes</td>
</tr>
<tr>
<td>5. <em>is going to call</em></td>
<td><em>is calling</em></td>
<td>calls</td>
</tr>
<tr>
<td>6. Are you going to study</td>
<td><em>Are you studying</em></td>
<td>Do you study</td>
</tr>
<tr>
<td>7. <em>are going to have</em></td>
<td><em>are having</em></td>
<td>have</td>
</tr>
<tr>
<td>8. <em>aren't going to go</em></td>
<td><em>aren't going</em></td>
<td>don't go</td>
</tr>
<tr>
<td>9. <em>is going to ride</em></td>
<td><em>is riding</em></td>
<td>rides</td>
</tr>
<tr>
<td>10. <em>is going to help</em></td>
<td><em>is helping</em></td>
<td>helps</td>
</tr>
</tbody>
</table>

**10-3 WORDS USED FOR PAST TIME AND FUTURE TIME**

<table>
<thead>
<tr>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>tomorrow</td>
</tr>
<tr>
<td>yesterday morning</td>
<td>tomorrow morning</td>
</tr>
<tr>
<td>yesterday afternoon</td>
<td>tomorrow afternoon</td>
</tr>
<tr>
<td>yesterday evening</td>
<td>tomorrow evening</td>
</tr>
<tr>
<td>last night</td>
<td>tomorrow night</td>
</tr>
<tr>
<td>last week</td>
<td>next week</td>
</tr>
<tr>
<td>last month</td>
<td>next month</td>
</tr>
<tr>
<td>last year</td>
<td>next year</td>
</tr>
<tr>
<td>last weekend</td>
<td>next weekend</td>
</tr>
<tr>
<td>last spring</td>
<td>next spring</td>
</tr>
<tr>
<td>last summer</td>
<td>next summer</td>
</tr>
<tr>
<td>last fall</td>
<td>next fall</td>
</tr>
<tr>
<td>last winter</td>
<td>next winter</td>
</tr>
<tr>
<td>last Monday, etc.</td>
<td>next Monday, etc.</td>
</tr>
<tr>
<td>... minutes ago</td>
<td>in ... minutes (from now)</td>
</tr>
<tr>
<td>... hours ago</td>
<td>in ... hours (from now)</td>
</tr>
<tr>
<td>... days ago</td>
<td>in ... days (from now)</td>
</tr>
<tr>
<td>... weeks ago</td>
<td>in ... weeks (from now)</td>
</tr>
<tr>
<td>... months ago</td>
<td>in ... months (from now)</td>
</tr>
<tr>
<td>... years ago</td>
<td>in ... years (from now)</td>
</tr>
</tbody>
</table>

**Past:** It rained yesterday.

**Future:** It's going to rain tomorrow.

**Past:** I was in class yesterday morning.

**Future:** I'm going to be in class tomorrow morning.

**Past:** Mary went downtown last week.

**Future:** Mary is going to go downtown next week.

**Past:** Bob graduated from high school last spring.

**Future:** Ann is going to graduate from high school next spring.

**Past:** I finished my homework five minutes ago.

**Future:** Pablo is going to finish his homework in five minutes.
EXERCISE 12. Sentence practice.

Directions: Complete the sentences. Use yesterday, last, tomorrow, or next.

1. I went swimming ______ yesterday ______ morning.
2. Ken is going to go to the beach ______ tomorrow ______ morning.
3. I’m going to take a trip ______ week.
4. Maria went to Miami ______ week for a short vacation.
5. We had a test in class ______ afternoon.
6. ______ afternoon we’re going to go on a picnic.
7. My sister is going to arrive ______ Tuesday.
8. Mr. Koh bought a used car ______ Friday.
9. My brother is going to enter the university ______ fall.
10. ______ spring I took a trip to San Francisco.
11. Mia is going to fly to London ______ month.
12. Rick lived in Tokyo ______ year.
13. I’m going to study at the library ______ night.
14. ______ night I watched TV.
15. ______ evening I’m going to go to a baseball game.
16. Mrs. Chang went to the opera ______ evening.
EXERCISE 13. Sentence practice.
Directions: Complete the sentences. Use the given time expression with ago or in.
1. ten minutes Class is going to end _______ in ten minutes.
2. ten minutes Ann’s class ended _______ ten minutes ago.
3. an hour The post office isn’t open. It closed _______.
4. an hour Jack is going to call us _______.
5. two more months I’m studying abroad now, but I’m going to be back home _______.
6. two months My wife and I took a trip to Morocco _______.
7. a minute Karen left _______.
8. half an hour I’m going to meet David at the coffee shop _______.
9. one more week The new highway is going to open _______.
10. a year I was living in Korea _______.

Directions: Change the sentences using ago or in. Use the calendar to calculate length of time. “Today” is September 9.
1. Beth and Tom are going to get married on September 14.
   → Beth and Tom are going to get married in five days.
2. They are going to leave for their honeymoon on Sept. 15.
4. They are going to return from their honeymoon on Sept. 23.
6. They began dating a year later.
7. Tom is going to quit his job September 30.
8. Beth and Tom are going to open a restaurant together on December 9.
**EXERCISE 15. Listening.**

*Directions: Listen to the beginning of each sentence. Circle the correct completion.*

1. five minutes ago in five minutes
2. one hour ago in one hour
3. two weeks ago in two weeks
4. one year ago in one year
5. ten minutes ago in ten minutes
6. a few minutes ago in a few minutes
7. last spring next spring
8. last summer next summer
9. last weekend next weekend
10. yesterday evening tomorrow evening

**EXERCISE 16. Let's talk: interview.**

*Directions: Walk around the room. Ask a different student each pair of questions. Write down their names and their answers. Share some of their answers with the class.*

<table>
<thead>
<tr>
<th>Question</th>
<th>First name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where \ go \ yesterday where \ go \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. who \ call \ last week who \ call \ next week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. who \ call \ yesterday who \ call \ tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. what \ watch on TV \ last week what \ watch on TV \ next week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. where \ live \ five years ago where \ live \ in five years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 17. Sentence practice.**

*Directions: Complete the sentences. Use yesterday, last, tomorrow, next, in, or ago.*

1. I went to the zoo last week.
2. Yolanda went to the zoo a week ago.
3. Peter Nelson is going to go to the zoo tomorrow Saturday.
4. We’re going to go to the zoo ________________ two more days.
5. My children went to the zoo ________________ morning.
6. My cousin is going to go to the zoo ________________ afternoon.
7. Kim Yang-Don graduated from Sogang University ________________ spring.
8. We’re going to have company for dinner ________________ night.
9. We had company for dinner three days ________________.
10. We’re going to have dinner at our friends’ house ________________ two days.
11. ________________ evening we’re going to go to a concert.
12. ________________ Friday I went to a party.
13. ________________ morning the students took a test.
14. My little sister arrived here ________________ month.
15. She is going to leave ________________ two weeks.
16. ________________ year Yuko is going to be a freshman in college.

### 10-4 USING A COUPLE OF OR A FEW WITH AGO (PAST) AND IN (FUTURE)

| (a) Sam arrived here **one** (or a) **year ago.** | Numbers are often used in time expressions with *ago* and *in.* |
| (b) Jack is going to be here **in** **two minutes.** | |
| (c) I talked to Ann **three** **days ago.** | |
| (d) I saw Carlos a **couple of months ago.** | A **couple of** and a **few** are also commonly used. **A couple of** means “two.” **A couple of months ago = two months ago.**  
**A few** means “a small number, not a large number.” **A few weeks ago = three, four, or five weeks ago.** |
| (e) He’s going to return to Mexico **in a couple of months.** | |
| (f) I got a letter from Gina **a few weeks ago.** | |
| (g) I’m going to see Gina **in a few weeks.** | |
| (h) I began college last year. I’m going to graduate **in two more years.** My sister is almost finished with her education. She’s going to graduate **in a few more months.** | Frequently, the word **more** is used in future time expressions that begin with *in.* |

*Expressing Future Time, Part 1*
EXERCISE 18. Let’s talk: small groups.

Directions: Work in small groups. Take turns completing the sentences. Use information from your own life. Use the words in italics with ago or in. Use numbers (one, two, three, ten, sixteen, etc.) or the expressions a couple of or a few.

1. **days** We studied Chapter 9 _a couple of days ago/three days ago/etc._

2. **days** We’re going to finish this chapter _in a few more days/in three or four days/etc._

3. **hours** I ate breakfast ____________________________________________

4. **hours** I’m going to eat lunch/dinner ______________________________________

5. **minutes** We finished Exercise 17 ______________________________________

6. **minutes** This class is going to end ______________________________________

7. **years** I was born __________________________________________________

8. **years** My parents got married ________________________________________

9. **weeks** I arrived in this city ________________________________________, and
   **months** I’m going to leave this city ____________________________________
   **years**

EXERCISE 19. Sentence practice.

Directions: Complete the sentences with your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days? Share some of your sentences with the class.

1. ______________________________________________ a few days ago.

2. ______________________________________________ in a few days (from now).

3. ______________________________________________ in a few more minutes.

4. ______________________________________________ three hours ago.

5. ______________________________________________ in four more hours.

6. ______________________________________________ a couple of days ago.

7. ______________________________________________ in a couple of months (from now).

8. ______________________________________________ many years ago.

9. ______________________________________________ in a couple of minutes (from now).
**EXERCISE 20. Listening.**

*Directions:* Listen to the sentences. Circle *same* if the sentence in the book has the same meaning. Circle *different* if the meaning is different.

1. Jean is going to leave in two days.  
   - *same*  
   - *different*
2. Tom is going to leave in three weeks.  
   - *same*  
   - *different*
3. The doctor is going to call in one hour.  
   - *same*  
   - *different*
4. Tim graduated from high school two years ago.  
   - *same*  
   - *different*
5. We sold our house five years ago.  
   - *same*  
   - *different*
6. The mail came ten minutes ago.  
   - *same*  
   - *different*
7. The phone rang five minutes ago.  
   - *same*  
   - *different*
8. John is going to be here in forty minutes.  
   - *same*  
   - *different*

---

**10-5 USING TODAY, TONIGHT, AND THIS + MORNING, AFTERNOON, EVENING, WEEK, MONTH, YEAR**

| PRESENT       | Right now it’s 10 A.M. We are in our English class. We are studying English this morning. | today  
|              | (a) We are studying English this morning.          | tonight  
|              | (b) Nancy went downtown this morning.               | this morning  
|              | (c) Nancy went downtown this morning.               | this afternoon  
|              | Right now it’s 10 A.M. Nancy left home at 9 A.M.   | this evening  
|              | to go downtown. She isn’t at home right now.       | this week  
|              | (a) Nancy went downtown this morning.               | this weekend  
|              | Right now it’s 10 A.M. Class ends at 11 A.M.       | this month  
|              | After class today, I’m going to go to the post office. | this year  
|              | (c) I’m going to go to the post office this morning. | These words can express present, past, or future time.

---

**EXERCISE 21. Sentence practice.**

*Directions:* Answer the questions with your own words.

1. What is something you did earlier this year?
   → I __________ came to this city __________ this year.

2. What is something you are doing this year?
   → I __________ am studying English __________ this year.

3. What is something you are going to do this year?
   → I __________ am going to visit my relatives in Cairo __________ this year.
4. What is something you did earlier today?
   → I __________________________ today.

5. What is something you are doing today, right now?
   → I __________________________ today.

6. What is something you are going to do later today?
   → I __________________________ today.

7. What is something you did earlier this morning / afternoon / evening?
   → I __________________________ this __________________________.

8. What is something you are going to do later this morning / afternoon / evening?
   → I __________________________ this __________________________.

☐ EXERCISE 22. Sentence practice.
Directions: Complete the sentences with your own words. Discuss the different verb tenses that are possible.
1. __________________________ today.
2. __________________________ this morning.
3. __________________________ this afternoon.
4. __________________________ this evening.
5. __________________________ tonight.
6. __________________________ this week.
7. __________________________ this month.
8. __________________________ this year.

☐ EXERCISE 23. Let's talk: small groups.
Directions: Work in small groups. Take turns being Speaker A and asking your classmates questions about future activities.
Speaker A: Begin your question with When are you going to . . .?
Speaker B: Answer Speaker A's question.
Speaker A: Ask Speaker C a question that begins with When is (B) going to . . .?
Speaker C: Answer in a complete sentence.
Example: go downtown

**Speaker A:** When are you going to go downtown?

**Speaker B:** This weekend. / Tomorrow morning. / In a couple of days. / Etc.

**Speaker A:** When is ( . . . ) going to go downtown?

**Speaker C:** He/She is going to go downtown this weekend.

1. have dinner
2. do your grammar homework
3. go shopping
4. go to (name of a class)
5. visit (name of a place in this city)
6. call (name of a student) on the phone
7. go to (name of a restaurant) for dinner
8. see your family again
9. buy a car
10. see (name of a new movie)
11. go to (name of an event)
12. take a vacation

□ **Exercise 24. Let’s talk: pairwork.**

*Directions:* Work with a partner. Ask questions using the given verbs or your own words.

**Example:** tomorrow morning

**Partner A:** Are you going to come to class tomorrow morning?

**Partner B:** Yes, I am. OR No, I'm not.

**Example:** yesterday morning

**Partner A:** Did you eat breakfast yesterday morning?

**Partner B:** Yes, I did. OR No, I didn’t.

*Remember:* You can use the given verbs or your own words.

<table>
<thead>
<tr>
<th>buy</th>
<th>drive</th>
<th>shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>eat</td>
<td>sleep</td>
</tr>
<tr>
<td>come</td>
<td>get up</td>
<td>visit</td>
</tr>
<tr>
<td>do</td>
<td>go</td>
<td>wake up</td>
</tr>
<tr>
<td>drink</td>
<td>send</td>
<td>wash</td>
</tr>
</tbody>
</table>

1. last night
2. tomorrow night
3. tonight
4. tomorrow afternoon
5. yesterday afternoon
6. this afternoon
7. last Friday
8. next Friday
9. next week
10. last week
11. this week
12. yesterday morning
13. tomorrow morning
14. this morning
15. later today
16. a couple of hours ago
17. in a couple of hours (from now)
18. this evening

*Expressing Future Time, Part 1* 309
### EXERCISE 25. Listening.

**Directions:** Listen to each sentence. Decide if the meaning is past, present, or future time. Circle the correct answer.

1. past future
2. past future
3. past future
4. past future
5. past future
6. past future
7. past future
8. past future
9. past future
10. past future

---

### 10-6 FUTURE TIME: USING WILL

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>(a) Mike <strong>will arrive</strong> at 10:00 tomorrow.</th>
<th>(b) Mike <strong>is going to arrive</strong> at 10:00 tomorrow.</th>
<th>(a) and (b) have basically the same meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) CORRECT: Mike will go there.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: Mike will go there.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: Mike will go there.</td>
<td>The simple form of a verb follows <strong>will</strong>. In (c): go and will go are NOT correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) CORRECT: Mike will arrive at 10:00.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: Mike will arrives at 10:00.</td>
<td>There is never a final -s on <strong>will</strong> for future time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) CORRECT: Mike will go there.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: Mike will to go there.</td>
<td><strong>Will</strong> is not followed by an infinitive with <strong>to</strong>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTRACTIONS**

| (f) I will come. = I'll come.  |
| You will come. = You'll come.  |
| She will come. = She'll come.  |
| He will come. = He'll come.  |
| It will come. = It'll come.  |
| We will come. = We'll come.  |
| They will come. = They'll come.  | **Will** is contracted to 'll with subject pronouns. These contractions are common in both speaking and writing. |

**NEGATIVE**

| (g) Bob **will not be** here tomorrow.  |
| (h) Bob **won't be** here tomorrow.  | Negative contraction **will not** = **wont** |

*Will is also often contracted with nouns in speaking (but not in writing).*  
**WRITING:** You will be here at ten.  
**SPOKEN:** "You'll" be here at ten.
EXERCISE 26. Let’s talk: class activity.

Directions: Change the sentences by using **will** to express future time.
1. I’m going to arrive around six tomorrow.
   → I’ll arrive around six tomorrow.
2. Ahmed isn’t going to come to our party.
3. He’s going to be out of town next week.
4. Mrs. Rivera is going to be in class tomorrow.
5. She has a cold, but she isn’t going to stay home.
6. Jack and Olga are going to meet us at the movie theater.
7. They’re going to be there at 7:15.
8. Tina is going to stay home and watch TV tonight.*
9. This is an important letter. I’m going to send it by express mail.
10. My parents are going to stay at a hotel in Honolulu.
11. Hurry up, or we’re going to be late for the concert.
12. I’m not going to be at home this evening.
13. I’m going to wash the dishes and clean the kitchen after dinner.
14. Be careful with those scissors! You’re going to hurt yourself!

---

*When two verbs are connected by and, the helping verbs be going to and will are usually not repeated. For example:
I’m going to lock the door and **will** turn out the lights.
I’ll lock the door and **will** turn out the lights.
EXERCISE 27. Listening.

Directions: Listen to each sentence. Circle the word(s) you hear.

1. teacher'll teacher will
2. teacher'll teacher will
3. We'll We will
4. We'll We will
5. I'll I will
6. students'll students will
7. John'll John will
8. doctor'll doctor will
9. nurse'll nurse will
10. You'll you will

EXERCISE 28. Listening.

Directions: Think of a place you would like to visit during your dream vacation. It can be a small town, a big city, a country, or a place far away from cities or towns. After you have this place in your mind, listen to the questions and write complete answers. Share a few of your answers with the class.

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

10-7 ASKING QUESTIONS WITH WILL

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Tom come tomorrow?</td>
<td>Yes, he will.*</td>
</tr>
<tr>
<td>Will you be at home tonight?</td>
<td>Yes, I will.*</td>
</tr>
<tr>
<td>Will Ann arrive?</td>
<td>Next Saturday.</td>
</tr>
<tr>
<td>Will the plane arrive?</td>
<td>Three-thirty.</td>
</tr>
<tr>
<td>Will you be tonight?</td>
<td>At home.</td>
</tr>
</tbody>
</table>

*Note: will is not contracted with a pronoun in a short answer. See Chart 2-2, p. 25, for information about the use of contractions in short answers.
EXERCISE 29. Question practice.

Directions: Make questions.

1. A: Will you be at home tomorrow night?
B: Yes, I will. (I'll be at home tomorrow night.)

2. A: Will Ann be in class tomorrow?
B: No, she won't. (Ann won't be in class tomorrow.)

3. A: When will you see Mr. Pong?
B: Tomorrow afternoon. (I'll see Mr. Pong tomorrow afternoon.)

4. A: __________________________
B: Yes, ______________________ (The plane will be on time.)

5. A: __________________________
B: Yes, ______________________ (Dinner will be ready in a few minutes.)

6. A: __________________________
B: In a few minutes. (Dinner will be ready in a few minutes.)

7. A: __________________________
B: Next year. (I'll graduate next year.)

8. A: __________________________
B: At the community college. (Mary will go to school at the community college next year.)

9. A: __________________________
B: No, ______________________ (Jane and Mark won't be at the party.)

10. A: __________________________
B: Yes, ______________________ (Mike will arrive in Chicago next week.)
11. A: ____________________________________________

   B: In Chicago. (Mike will be in Chicago next week.)

12. A: ____________________________________________

   B: No, ___________________ (I won’t be home early tonight.)

13. A: ____________________________________________

   B: In a few minutes. (Dr. Smith will be back in a few minutes.)

14. A: ____________________________________________

   B: Yes, ___________________ (I’ll be ready to leave at 8:15.)

☐ EXERCISE 30. Let's talk: pairwork.

Directions: Work with a partner.

PART 1. Imagine you are visiting Paris. Check (√) the fun things you will do on your trip.

Paris activities:

- ☐ visit the Eiffel Tower
- ☐ ride the elevator to the top
- ☐ drink coffee in a French café
- ☐ buy a painting from a street artist
- ☐ ride a boat on the Seine River
- ☐ see the Mona Lisa at the Louvre museum
- ☐ speak French
- ☐ buy some clothes at a French shop
- ☐ eat dinner in an expensive French restaurant
- ☐ visit Notre Dame cathedral
- ☐ take a bus tour of Paris
- ☐ buy some French perfume

314 CHAPTER 10
PART II. Take turns asking and answering questions about your activities.

Example: visit the Eiffel Tower

PARTNER A: Will you visit the Eiffel Tower?
PARTNER B: Yes, I will. OR No, I won’t.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. visit the Eiffel Tower</td>
<td>1. ride the elevator to the top</td>
</tr>
<tr>
<td>2. drink coffee in a French cafe</td>
<td>2. buy a painting from a street artist</td>
</tr>
<tr>
<td>3. ride a boat on the Seine River</td>
<td>3. see the Mona Lisa at the Louvre museum</td>
</tr>
<tr>
<td>4. speak French</td>
<td>4. buy some clothes at a French shop</td>
</tr>
<tr>
<td>5. eat dinner in an expensive French restaurant</td>
<td>5. visit Notre Dame cathedral</td>
</tr>
<tr>
<td>6. take a bus tour of Paris</td>
<td>6. buy some French perfume</td>
</tr>
</tbody>
</table>

□ EXERCISE 31. Listening.

Directions: Read the story. Then listen to the questions and circle the correct answers. NOTE: Jane is a high school student. She is thinking about next year. New Year’s is in one week. She wants to change some of her habits. She is going to make some New Year’s resolutions.

Jane is a good student. She studies a lot, but she likes to go to parties on weekends. She wants to attend a good university, so next year she will study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She will exercise four times a week. Now, she only exercises two times a week. She doesn’t smoke, but she wants to lose a little weight. She will start a new diet next year. Jane loves her grandmother, but she doesn’t see her very much. Jane misses her. Next year, she will visit her once a week. Jane is planning a lot of changes, and she thinks she will be happier.

1. Yes, she will. No, she won’t.
2. Yes, she will. No, she won’t.
3. Yes, she will. No, she won’t.
4. Yes, she will. No, she won’t.
5. Yes, she will. No, she won’t.
6. Yes, she will. No, she won’t.
7. Yes, she will. No, she won’t.
8. Yes, she will. No, she won’t.
**EXERCISE 32. Listening.**

*Directions:* *Won’t* and *want* sound similar. Listen carefully to the sentences and circle the verbs you hear.

1. won’t  
2. won’t  
3. won’t  
4. won’t  
5. won’t  
6. won’t  
7. won’t  
8. won’t

<table>
<thead>
<tr>
<th>10-8 VERB SUMMARY: PRESENT, PAST, AND FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATEMENT</strong></td>
</tr>
</tbody>
</table>
| **SIMPLE PRESENT** | I *eat* lunch every day.  
He *eats* lunch every day.  
I *don’t eat* breakfast.  
She *doesn’t eat* breakfast.  
Do you *eat* breakfast?  
Does she *eat* lunch? |
| **PRESENT PROGRESSIVE** | I *am eating* an apple right now.  
She *is eating* an apple.  
They *are eating* apples.  
I’m *not eating* a pear.  
She *isn’t eating* a pear.  
They *aren’t eating* pears.  
Am I *eating* a banana?  
Is he *eating* a banana?  
Are they *eating* bananas? |
| **SIMPLE PAST** | He *ate* lunch yesterday.  
He *didn’t eat* breakfast.  
Did you *eat* breakfast? |
| **BE GOING TO** | I *am going to eat* lunch at noon.  
She *is going to eat* lunch at noon.  
They *are going to eat* lunch at noon.  
I’m *not going to eat* breakfast tomorrow.  
She *isn’t going to eat* breakfast tomorrow.  
They *aren’t going to eat* breakfast tomorrow.  
Am I *going to see* you tomorrow?  
Is she *going to eat* lunch tomorrow?  
Are they *going to eat* lunch tomorrow? |
| **WILL** | He *will eat* lunch tomorrow.  
He *won’t eat* breakfast tomorrow.  
Will he *eat* lunch tomorrow? |
EXERCISE 33. Sentence practice.

Directions: Complete the sentences with the verbs in parentheses.

1. Right now, Anita (sit) _______ sitting _______ at her desk.

2. She (do, not) ______________ homework. She (write) _______ an e-mail to her parents.

3. She (write) ______________ an e-mail to her parents every week.

4. She (write, not) ______________ an e-mail every day.

5. Her parents (expect, not) ______________ _______ to get an e-mail every day.

6. Last night Anita (write) ______________ an e-mail to her brother. Then she (start) ______________ to write an e-mail to her sister.

7. While Anita was writing an e-mail to her sister last night, her phone (ring) _______. It (be) ______________ her sister!

8. Anita (finish, not) ______________ the e-mail to her sister last night. After she (talk) ______________ to her sister, she (go) _______ to bed.

9. Tomorrow she (write) ______________ an e-mail to her cousin in Brazil.

10. Anita (write, not) ______________ an e-mail to her parents tomorrow.

11. (you, write) ______________ an e-mail to someone every day?

12. (you, write) ______________ an e-mail to someone yesterday?

13. (you, write) ______________ an e-mail to someone tomorrow?
EXERCISE 34. Listening.

Directions: Listen to the sentences. Write the verbs you hear.

1. Bill __________ meat, egg, or fish.

2. He __________ a vegetarian. He __________ meat from animals. He __________ it as a child either.

3. His wife Beth __________ meat, but she __________ a vegetarian.

4. She __________ the taste of meat.

5. They __________ a new restaurant tomorrow.

6. John __________ probably __________ a dish with lots of vegetables.

7. Beth __________ vegetables for a main dish. She __________ probably __________ for some type of fish.

8. __________ themselves?

9. __________ back to this restaurant?

### 10-9 VERB SUMMARY: FORMS OF BE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE PRESENT</td>
<td>I am from Korea. He is from Egypt. They are from Venezuela.</td>
<td>I am not from Jordan. She isn't from China. They aren't from Italy.</td>
</tr>
<tr>
<td>SIMPLE PAST</td>
<td>Ann was late yesterday. They were late yesterday.</td>
<td>She wasn't on time. They weren't on time.</td>
</tr>
<tr>
<td>BE GOING TO</td>
<td>I am going to be late. She is going to be late. They are going to be late.</td>
<td>I'm not going to be on time. She isn't going to be on time. They aren't going to be on time.</td>
</tr>
<tr>
<td>WILL</td>
<td>He will be at home tomorrow.</td>
<td>He won't be at home tomorrow.</td>
</tr>
</tbody>
</table>
EXERCISE 35. Sentence practice: review of be.
Directions: Complete the sentences with the verbs in parentheses.

1. I (be) ___________ in class right now. I (be, not) ___________ here yesterday. I (be) ___________ absent yesterday. (you, be) ___________
   in class yesterday? (Carmen, be) _______________ here yesterday?

2. Carmen and I (be) ___________ absent from class yesterday. We (be, not) ______________ here.

3. My friends (be) ______________ at Fatima's apartment tomorrow evening. I (be) ______________ there too. (you, be) ____________ there?
   (You, be) ______________ there?

4. A whale (be, not) ___________ a fish. It (be) ___________ a mammal. Dolphins (be, not) ___________ fish either. They (be) ___________ mammals.

EXERCISE 36. Listening: review of be.
Directions: Listen to the sentences. Write the words you hear.

1. A: _______________ here tomorrow?
   B: Yes, ____________, but __________ probably _________ late.

2. A: Where __________ your visitors from?
   B: Ali ___________ from Kuwait, and Toshi and Hiro ___________ from Japan.

3. A: ___________ everyone in class yesterday?
   B: All the students ___________ there, but the teacher ___________ absent. A: ___________ sick?
   B: No, ______________, but his daughter ___________.
4. A: Let’s hurry! ________________ really late.
   B: ________________ late. I think your watch
       __________ fast.
   A: My watch __________ fast. Maybe your watch __________ slow!
   B: Let’s not argue. ________________ there any sooner if we argue.

[EXERCISE 37. Review]
Directions: Pretend you are going to start a self-improvement plan for this coming
year. What are some things you are going to do/will do to improve yourself and your
life this year? Make a list, then share some of your ideas with the class.
Example: I will stop smoking.
I am going to get more exercise.
Etc.

[EXERCISE 38. Review: small groups]
Directions: Work in small groups. What is going to happen in the lives of your
classmates in the next 50 years? Make predictions about your classmates’ futures.
Share some of your predictions with the class.
Example:
SPEAKER A: Heidi is going to become a famous research scientist.
SPEAKER B: Ali will have a happy marriage and lots of children.
SPEAKER C: Carlos will live in a quiet place and write poetry.
Etc.

[EXERCISE 39. Review: small groups]
Directions: In the mail is a letter from your bank. In the envelope is a gift of a lot of
money. (As a class, decide on the amount of money in the gift.) You can keep the
money if you follow the directions in the letter. There are six different versions of the
letter. Choose one (or more) of the letters and describe what you are going to do.
Then break into small groups and share your answers.
LETTER #1: You have to spend the money on a wonderful vacation. What are you
going to do?
LETTER #2: You have to spend the money to help other people. What are you going to
do?
LETTER #3: You have to spend the money to improve your school or place of work.
What are you going to do?
LETTER #4: You have to spend the money on your family. What are you going to do?

LETTER #5: You have to spend the money to make the world a better place. What are you going to do?

LETTER #6: You have to spend the money to improve your country. What are you going to do?

□ EXERCISE 40. Review: Chapters 8 → 10.

Directions: Correct the errors.

1. Is Ivan will go to work tomorrow?

2. When you will call me?

3. Will Tom to meet us for dinner tomorrow?

4. We went to a movie yesterday night.

5. Did you found your keys?

6. What time you are going to come tomorrow?

7. My sister is going to meet me at the airport. My brother won’t to be there.

8. Mr. Wong will sells his business and retires next year.

9. Do you will be in Venezuela next year?

10. I’m going to return home in a couple of month.

11. I saw Jim three day ago.

12. A thief stole my bicycle.

□ EXERCISE 41. Review: verb forms.

Directions: Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

1. A: (you, have) _____ Do you have _____ a bicycle?

   B: Yes, I _____ do ______. I (ride) _____ ride ______ it to work every day.
2. A: (you, walk) ______________ to work yesterday?
   B: No, I _____________. I (ride) ___________ my bicycle.

3. A: Where (you, study, usually) ____________________________?
   B: In my room.
   A: (you, go) ________________ to the library to study sometimes?
   B: No. I (like, not) ________________ to study at the library.

4. A: (you, be) ________________ in class tomorrow?
   B: Yes, I _________________. But I (be, not) ________________ in class the day after tomorrow.

5. A: (whales, breathe) ________________________________ air?
   B: Yes, they _________________.
   A: (a whale, have) ________________________________ lungs?
   B: Yes, it _________________.
   A: (a whale, be) ________________________________ a fish?
   B: No, it _________________. It (be) ________________ a mammal.
6. A: *(Yuko, call)* __________________________ you last night?
   B: Yes, she ________________. We *(talk)* ________________ for a few
   minutes.
   A: *(she, tell)* __________________________ you about her brother, Tom?
   B: No, she ________________. She *(say, not)* ________________ anything
   about him. Why?
   A: Tom *(be)* ________________ in an accident.
   B: That's too bad. What happened?

   ![Drawing of a dog running in front of a bicycle, a truck, and a person]

   A: A dog *(run)* ________________ in front of his bicycle. He *(want, not)*
   ________________ to hit the dog. When he *(try)* ________________ to
   avoid the dog, his bike *(run)* ________________ into the path of a truck. The
   truck hit Tom. It was an unfortunate accident.
   B: *(he, be)* ________________ in the hospital now?
   A: No, he ________________. He *(be)* ________________ at home.
EXERCISE 42. Let's talk: small groups.

Directions: Work in groups of three. The name of the man in the pictures is Alex. What is he doing? Why? Make up probable reasons. Each student in your group will give a different description of Alex's activities. Follow the directions below. Later, share your group's ideas about Alex's activities with the rest of the class.

SPEAKER A: Assume each picture shows things that Alex is doing right now and/or does every day. Use the pictures to describe some of Alex's activities. Use present tenses.

SPEAKER B: Assume the pictures show things that Alex is going to do tomorrow. Describe these activities.

SPEAKER C: Assume the pictures show things that Alex did yesterday. Describe these activities.
# 11-1 May/Might vs. Will

<p>| | |</p>
<table>
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<th></th>
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</thead>
</table>
| (a) | *It may rain tomorrow.*  
| (b) | *Anita may be at home now.*  
| May + verb (simple form) expresses a possibility in the future, as in (a), or a present possibility, as in (b). |
| (c) | *It might rain tomorrow.*  
| (d) | *Anita might be at home now.*  
| Might has the same meaning as may. (a) and (c) have the same meaning. |
| (e) | *Tom will be at the meeting tomorrow.*  
| (f) | *Ms. Lee may/might be at the meeting tomorrow.*  
| In (e): The speaker uses *will* because he feels sure about Tom’s presence at the meeting tomorrow. In (f): The speaker uses *may/might* to say, “I don’t know if Ms. Lee will be at the meeting, but it is possible.” |
| (g) | *Ms. Lee may/might not be at the meeting tomorrow.*  
| Negative form: *may/might + not*  
| **NOTE:** (f) and (g) have essentially the same meaning. Ms. Lee may or may not be at the meeting. |
| **INCORRECT:** | *Ms. Lee may will be at the meeting tomorrow.*  
| **INCORRECT:** | *Ms. Lee might will be at the meeting tomorrow.*  
| *May and might* are not used with *will.* |

## Exercise 1. Sentence practice

**Directions:** Complete the sentences. Use *will* or *won't* if you’re sure. Use *may/might* if you’re not sure.

1. I ______ be in class next Monday.
   - *I will be in class next Monday.* = You’re sure.
   - *I will not (won’t) be in class next Monday.* = You’re sure.
   - *I may/might be in class next Monday.* = It’s possible, but you’re not sure.
2. I ________________ eat breakfast tomorrow morning.
3. I ________________ be in class tomorrow.
4. I ________________ get an e-mail from a friend of mine tomorrow.
5. I ________________ watch TV for a little while after dinner tonight.
6. We ________________ have a grammar test in class tomorrow.
7. I ________________ eat dinner at a restaurant tonight.
8. It ________________ be cloudy tomorrow.
9. The sun ________________ rise tomorrow morning.
10. I ________________ choose a career in music after I finish school.
11. The population of the earth ________________ continue to grow.
12. Cities ________________ become more and more crowded.
13. Some people think we ________________ communicate with beings from outer space soon.

Exercise 2. Let’s write and talk.

Directions: Write two paragraphs. Use the given words. Use your own paper.
Paragraph 1: Write about your activities yesterday.
Paragraph 2: Write about your activities tomorrow.
Then show your paragraphs to a partner. Your partner will share some of your activities with the class.

Paragraph 1.
I got up at ______ yesterday morning. After that, ______. Around ______ o’clock, ______. Later ______. At ______ o’clock, ______. Then ______. ______ a little later. Then at ______ o’clock ______.
PARAGRAPH 2.

I'm going to get up at _____ tomorrow morning. Then ____. After that, ____. Around _____ o'clock, ____. Later _____. At _____ o'clock, ____. Next _____. ____ a little later. Then at _____ o'clock, _____.

☐ EXERCISE 3. Let's talk: pairwork.

Directions: Work with a partner. Take turns completing the sentences about yourself and other people in the list.

yourself (“I”) a friend
your partner (“you”) the leader of your country
a classmate a world leader
your teacher a movie star
a member of your family a famous athlete

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In five years, _____ will _____.</td>
<td>1. _____ might not ____ tomorrow.</td>
</tr>
<tr>
<td>2. Next year, _____ may not _____.</td>
<td>2. Next year, _____ won’t ______.</td>
</tr>
<tr>
<td>3. _____ might _____ tomorrow.</td>
<td>3. In 20 years, _____ may ______.</td>
</tr>
<tr>
<td>4. _____ might or might not _____</td>
<td>4. Next week, _____ may or may not</td>
</tr>
<tr>
<td>next week.</td>
<td>______.</td>
</tr>
<tr>
<td>5. _____ won’t _____ in 2020.</td>
<td>5. _____ will _____ in a few years.</td>
</tr>
</tbody>
</table>

11-2 MAYBE (ONE WORD) vs. MAY BE (TWO WORDS)

(a) "Will Abdullah be in class tomorrow?"
   "I don't know. Maybe. Maybe Abdullah will be in class tomorrow, and maybe he won't."

(b) The adverb maybe (one word) means "possibly."
    "Maybe" comes in front of a subject and verb.

(c) Maybe comes in front of a subject and verb.
    "May be" (two words) is used as the verb of a sentence.
 Exercise 4. Sentence practice.

Directions: Find the sentences where *maybe* is used as an adverb and where *may* is used as part of the verb.

1. Maybe it will rain tomorrow. → *Maybe* = an adverb
2. It may rain tomorrow. → *may rain* = a verb; *may* is part of the verb
3. We may go to the art museum tomorrow.
4. Maybe Ann would like to go to the museum with us.
5. She may like to go to art museums.
6. It’s cold and cloudy today. It may be cold and cloudy tomorrow. Maybe the weather will be warm and sunny this weekend.

 Exercise 5. Sentence practice.

Directions: Complete the sentences with *maybe* or *may be*.

1. A: I ______ may be ______ a little late tonight.
   B: That’s okay. I won’t worry about you.

2. A: Will you be here by seven o’clock?
   B: It’s hard to say. ______ *Maybe* ______ I’ll be a little late.

3. A: It ______ cold tomorrow.
   B: That’s okay. Let’s go to the beach anyway.

4. A: Will the plane be on time?
   B: I think so, but it ______ a few minutes late.

5. A: Do you want to go to the park tomorrow?
   B: Sure. That sounds like fun.
   A: Let’s talk to Carlos too. ______ he would like to go with us.

6. A: Where’s Mr. Chu?
   B: Look in Room 506 down the hall. I think he ______ there.
   A: No, he’s not there. I just looked in Room 506.
   B: ______ he’s in Room 508.

Directions: Listen to the sentences. Circle the use of may that you hear.

Examples: ____ I’ll see you tomorrow. (Maybe) May + verb
           I ____ you later today.       may  (may + verb)

1. maybe  may + verb        5. Maybe  May + verb
2. maybe  may + verb        6. Maybe  May + verb
3. maybe  may + verb        7. maybe  may + verb
4. maybe  may + verb        8. Maybe  May + verb

EXERCISE 7. Sentence practice.

Directions: Rewrite the sentences. Use the words in parentheses.

1. Maybe I will study.
   a. (might)  I might study. __________________________
   b. (may)    I may study. __________________________

2. The teacher might give a test.
   a. (may)    __________________________
   b. (may)    __________________________

3. Maybe Janet will be home early.
   a. (may)    __________________________
   b. (might)  __________________________

4. She might be late.
   a. (may)    __________________________
   b. (maybe)  __________________________

5. It may rain tomorrow.
   a. (maybe)  __________________________
   b. (might)  __________________________
EXERCISE 8. Sentence practice.

Directions: Answer the questions. Use maybe or may/might.

1. A: Is David going to come to the party?
   B: I don't know. ______________.

2. A: What are you going to do tomorrow?
   B: I don't know. I ___________ go swimming.

3. A: What are you going to do tomorrow?
   B: I don't have any plans. ______________ I'll go swimming.

4. A: Where is Robert?
   B: I don't know. He ______________ be at his office.

5. A: Where is Robert?
   B: I don't know. ______________ he's at his office.

6. A: Are Kate and Steve going to get married?
   B: ______________. Who knows?

7. A: Are you going to move to Portland or to Seattle?
   B: I don't know. I _____________ move to San Francisco.

8. A: Where are you planning to go on your vacation?
   B: ______________ we'll go to Mexico. We haven't decided yet.

   We ______________ go to Florida.

9. A: I'd like to have a pet.
   B: Oh? What kind of pet would you like to get?

   A: Oh, I don't know. I haven't decided yet. ______________ I'll get a
canary. Or ______________ I'll get a snake. I'm not sure. I

   ______________ get a frog. Or I ______________ get a turtle.

   B: What's wrong with a cat or dog?
□ EXERCISE 9. Let's talk.
Directions: Work in groups or as a class. The group leader or your teacher will ask
you questions. Answer them by using I don't know + maybe or may/might. If
you work in groups, choose a new leader where indicated.

Example:
TEACHER/LEADER: What are you going to do tonight?
STUDENT: I don’t know. Maybe I’ll watch TV. / I may watch TV. / I might
watch TV.

1. What are you going to do tonight?
2. What are you going to do tomorrow?
3. What are you going to do after class today?
4. What are you going to do this weekend?
5. What are you going to do this evening?

Choose a new leader.
6. Who is going to go shopping tomorrow? What are you going to buy?
7. Who is going to go out to eat tonight? Where are you going to go?
8. Who is going to get married? When?
9. Who is going to watch TV tonight? What are you going to watch?

Choose a new leader.
10. Who is absent today? Where is he/she?
11. Is it going to rain tomorrow? What is the weather going to be like tomorrow?
12. Who is planning to go on a vacation? Where are you going to go?
13. Who wants to have a pet? What kind of pet are you going to get?

□ EXERCISE 10. Let's talk: pairwork.
Directions: Work with a partner. Use the phrases below to tell your partner about
your activities tomorrow. Use will/won't, going to/not going to, maybe, may,
and might.

Example: go to a movie \ go shopping
PARTNER A: I'm not going to go to a movie tomorrow. I might go shopping.
PARTNER B: I might go to a movie. Maybe I'll go shopping.

1. wake up early \ sleep in
2. eat a big breakfast \ eat a small breakfast
3. stay home \ go to school
4. get some exercise in the afternoon \ take a nap in the afternoon
5. do my homework in the evening \ watch TV in the evening
6. eat ice cream \ eat vegetables
7. cook dinner \ eat out
8. clean my house (apartment, bedroom, car, kitchen) \ read a book
9. shop on the Internet \ shop at a store
10. visit a friend \ visit a chat room on the Internet

☐ EXERCISE 11. Listening.
Directions: Listen to each sentence. Circle the letter of the sentence that has the same meaning as the sentence you hear.

1. (a) Maybe I will be absent.
   b. I'm going to be absent.

2. a. Our plans will change.
   b. Our plans might change.

3. a. It is going to rain.
   b. Maybe it will rain.

4. a. We may finish this grammar book soon.
   b. We will finish this grammar book soon.

5. a. Maybe John will get good news tomorrow.
   b. John is going to get good news tomorrow.

6. a. The class may start on time.
   b. The class is going to start on time.

☐ EXERCISE 12. Let's talk: class activity.
Directions: Your teacher will ask you questions. Use the given information to make guesses. Include may/might and maybe in some of your guesses. Close your book for this activity.

Example:
TEACHER: (...) is absent today. Why? Do you have any possible explanations?
STUDENT A: He/She may be sick.
STUDENT B: He/She might be out of town today.
STUDENT C: Maybe he/she is late today and will come soon.

1. What is (...) going to do after class today?
2. (...) said, “I have very exciting plans for this weekend.” What is he/she going to do this weekend?
3. ( . . . ) has an airplane ticket in his pocket. I saw it. Do you know where he/she is going to go?

4. ( . . . ) said, “I don’t like it here in this city.” Why doesn’t ( . . . ) like it here? Do you have any idea?

5. ( . . . ) doesn’t like it here. What is he/she going to do?

6. ( . . . ) has something very special in his/her pocket, but he/she won’t show anyone what it is. What do you suppose is in his/her pocket?

7. Can you think of some good things that may happen to you this year?

8. What are some good things that might happen to ( . . . ) this year or next year?

9. Can you think of some bad things that might happen in the world this year or next?

10. What are some good things that may happen in the world this year?

11. What new inventions do you think we may have in the future to make our lives easier?

□ EXERCISE 13. Let’s talk: pairwork.

Directions: Work with a partner. Check the boxes that describe your activities tomorrow. Show your answers to your partner. She/He will make sentences about you and share some of them with the class.

Example: You may/might get up at 7:00. Or Maybe you’ll get up at 7:00. You’ll come to class. Or You’re going to come to class. You won’t sing in the shower. Or You’re not going to sing in the shower.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. send some e-mails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. watch TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. talk on the phone</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. play soccer</td>
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<tr>
<td>7. read an English language newspaper</td>
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<tr>
<td>8. look up information on the Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. have dinner with friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. listen to the radio</td>
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</tbody>
</table>
### 11-3  FUTURE TIME CLAUSES WITH BEFORE, AFTER, AND WHEN

| (a) Before Ann goes to work tomorrow, she will eat breakfast. | In (a): Before Ann goes to work tomorrow is a future time clause.* A future time clause uses the SIMPLE PRESENT TENSE, not will or be going to. |
| INCORRECT: Before Ann will go to work tomorrow, she will eat breakfast. | |
| INCORRECT: Before Ann is going to go to work tomorrow, she will eat breakfast. | |

| (b) I'm going to finish my homework after I eat dinner tonight. |
| (c) When I go to New York next week, I'm going to stay at the Hilton Hotel. | In (b): after I eat dinner tonight = a future time clause. In (c): When I go to New York next week = a future time clause. Notice: A comma follows an adverb clause when it comes at the beginning of a sentence. |

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*See Chart 5-7, p. 273, for more information about time clauses.

### EXERCISE 14. Sentence practice.

**Directions:** Underline the time clauses.

1. When we go to the park tomorrow, we're going to go to the zoo.
2. After I get home tonight, I'm going to make an overseas call to my parents.
3. Mr. Kim will finish his report before he leaves the office today.
4. I'll get some fresh fruit when I go to the grocery store tomorrow.
5. Before I go to bed tonight, I'm going to write a letter to my brother.
6. I'm going to look for a job at a computer company after I graduate next year.

### EXERCISE 15. Sentence practice.

**Directions:** Complete the sentences with the words in parentheses.

1. Before I (go) _______ go _______ to bed tonight, I (watch) _______ am going to _______ watch/will watch _______ my favorite show on TV.
2. I (buy) _______ a new coat when I (go) _______ shopping tomorrow.
3. After I (finish) _______ my homework this evening, I (take) _______ a walk.
4. When I (see) ____________ Eduardo tomorrow, I (ask) _______________ him to join us for dinner this weekend.

5. When I (go) _______________ to Australia next month, I (meet) _______________ my Aunt Emily for the first time.

6. Mrs. Polanski (change) _______________ her clothes before she (work) _______________ in her garden this afternoon.

Exercise 16. Let's talk: class activity.

Directions: Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

Example: Who's going to go shopping later today? What are you going to do after you go shopping?

Teacher: Who's going to go shopping later today?

Speaker A: (raises his/her hand)

Teacher: What are you going to do after you go shopping?

Speaker A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.

Teacher: (to Speaker B) What is (Speaker A) going to do after he/she goes shopping?

Speaker B: After (Speaker A) goes shopping, he/she is going to go home. OR (Speaker A) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?
2. Who else is going to study tonight? What are you going to do before you study tonight?
3. Who's going to watch TV tonight? What are you going to do before you watch TV?
4. Who's going to watch TV tonight? What are you going to do after you watch TV?
5. Who's going to go shopping tomorrow? What are you going to buy when you go shopping tomorrow?
6. ( . . . ), what are you going to do tonight? What are you going to do before you . . . ? What are you going to do after you . . . tonight?
7. ( . . . ), what are you going to do tomorrow? What are you going to do before you . . . tomorrow? What are you going to do after you . . . tomorrow?
8. Who's going out of town soon? Where are you going? What are you going to do when you go to (name of place)?
9. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have when you eat dinner?
10. ( . . . ), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

11-4 CLAUSES WITH IF

<table>
<thead>
<tr>
<th>(a)</th>
<th>If it rains tomorrow, we will stay home.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>if-clause</td>
</tr>
<tr>
<td></td>
<td>main clause</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b)</th>
<th>We will stay home if it rains tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>main clause</td>
</tr>
<tr>
<td></td>
<td>if-clause</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c)</th>
<th>If it rains tomorrow, we won't go on a picnic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The simple present (not will or be going to) is used in an if-clause to express future time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(d)</th>
<th>I'm going to buy a new car next year if I have enough money. If I don't have enough money next year for a new car, I'm going to buy a used car.</th>
</tr>
</thead>
</table>

An if-clause begins with if and has a subject and a verb. An if-clause can come before or after a main clause. Notice: A comma follows an if-clause when it comes at the beginning of a sentence.

**EXERCISE 17. Sentence practice.**

**Directions:** Complete the sentences with the words in parentheses.

1. If Ali (be) ________ in class tomorrow, I (ask) ________ am going to/will ask him to join us for coffee after class.

2. If the weather (be) __________ nice tomorrow, I (go) __________ ____________ to Central Park with my friends.

3. I (stay, not) ____________ home tomorrow if the weather (be) ____________ nice.

4. If I (feel, not) ____________ well tomorrow, I (go, not) ____________ ____________ to work.
5. Masako (stay) ________________ in bed tomorrow if she
   (feel, not) ________________ well.
6. I (stay) ________________ with my aunt and uncle if I (go) ________________
to Miami next week.
7. If my friends (be) ________________ busy tomorrow, I (go) ________________
to a movie by myself.
8. If we (continue) ________________ to pollute the land and oceans with
   poisons and waste, future generations (suffer) ________________.

EXERCISE 18. Let’s talk: pairwork.
Directions: Work with a partner. Ask and answer questions.
Partner A: Ask a question that begins with What are you going to do . . . ? Your
book is open.
Partner B: Answer the question. Include the if-clause in your answer. Your book is
closed.
Example: . . . if the weather is nice tomorrow?
PARTNER A (book open): What are you going to do if the weather is nice tomorrow?
PARTNER B (book closed): If the weather is nice tomorrow, I’m going to sit outside in
the sun, or I’m going to sit outside in the sun if the weather is nice tomorrow.
1. . . . if the weather is cold tomorrow?
2. . . . if the weather is hot tomorrow?
3. . . . if you don’t understand a question that I ask you?
4. . . . if class is canceled tomorrow?
5. . . . if you don’t feel well tomorrow?
6. . . . if you go to (name of a place in this city) tomorrow?
Exercise 19. Listening.

Directions: Listen to the questions. Write your answers in complete sentences.

1. ____________________________.
2. ____________________________.
3. ____________________________.
4. ____________________________.

Exercise 20. Let's talk: pairwork.

Directions: Work with a partner.

Step 1: Write your activities for next week in the blank datebook on the next page. If you don't have many planned activities, make up some interesting ones. Then, give your datebook to your partner.

Step 2: In writing, describe your partner's activities next week. Try to include some time clauses beginning with when, after, and before. Ask your partner questions about the activities on his/her datebook to get more information.

Example:

STEP 1: (Ali)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Tawr with Talal</td>
</tr>
<tr>
<td>9:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch with Ivan</td>
</tr>
<tr>
<td>2:00</td>
<td>Soccer game</td>
</tr>
<tr>
<td>6:00</td>
<td>Study</td>
</tr>
</tbody>
</table>

STEP 2: One partner interviews the other (Ali) about his calendar and then writes:

On Sunday, Ali is going to play tennis with Talal early in the morning. They’re going to play on the tennis courts here at school. After they play tennis, they’re going to have breakfast.

In the afternoon, Ali is going to meet Ivan for lunch at Cozy's Café. They’re going to have a sandwich before they go to the soccer game at Memorial Stadium.

When Ali gets home in the evening, he will study before he watches TV and goes to bed.
PARTNER A'S DATEBOOK: Fill in the calendar with your activities for next week.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

11-5 EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND IF-CLAUSES

(a) FUTURE
After Ann *gets* to work today, she *is going to have/will have* a cup of coffee.
(a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. *Be going to* or *will* is used in the main clause.

(b) HABITUAL PRESENT
After Ann *gets* to work (every day), she *always has* a cup of coffee.
(b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.

(c) FUTURE
If it *rains* tomorrow, I *am going to/will* wear my raincoat to school.
(c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the if-clause. *Be going to* or *will* is used in the main clause.

(d) HABITUAL PRESENT
If it *rains*, I *wear* my raincoat.
(d) expresses habitual activities, so the SIMPLE PRESENT is used in both the if-clause and the main clause.
EXERCISE 21. Sentence practice.

Directions: Complete the sentences with the words in parentheses.

1. When I (go) ___________ to Miami, I (stay, usually) ________________ ________________ with my aunt and uncle.

2. When I (go) ___________ to Miami next week, I (stay) ________________ ________________ with my aunt and uncle.

3. Before I (go) ___________ to class today, I (have) ________________ a cup of tea.

4. Before I (go) ___________ to class, I (have, usually) ________________ ________________ a cup of tea.

5. I’m often tired in the evening after a long day at work. If I (be) ___________ tired in the evening, I (stay, usually) ________________ home and (go) ___________ to bed early.

6. If I (be) ___________ tired this evening, I (stay) ________________ home and (go) ___________ to bed early.

7. After I (get) ___________ home in the evening, I (sit, usually) ________________ ________________ in my favorite chair and (read) ___________ the newspaper.

8. After I (get) ___________ home tonight, I (sit) ________________ in my favorite chair and (read) ___________ the newspaper.

9. People (yawn, often) ________________ and (stretcher) ________________ when they (wake) ___________ up.

10. Before the teacher (walk) ___________ into the room every day, there (be) ___________ a lot of noise in the classroom.
11. When I (go) ___________ to Taiwan next month, I (stay) ______________

__________________________ with my friend Mr. Chu. After I (leave) ______________
Taiwan, I (go) ______________________ to Hong Kong.

12. Ms. Wah (go) ___________ to Hong Kong often. When she (be) ___________
there, she (like) ___________ to take the ferry across the bay, but she (take)
______________________ the subway under the bay if she (be) ____________ in a hurry.

☐ EXERCISE 22. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Answer them in complete sentences.
Close your book for this activity.

Example:

TEACHER: What do you do when you get up in the morning?

SPEAKER A: When I get up in the morning, I eat breakfast.

SPEAKER B: I listen to music when I get up in the morning.

1. What do you do when you get up in the morning?
2. What are you going to do when you get up tomorrow morning?
3. What do you usually do before you eat breakfast?
4. What are you going to do after class today?
5. What are you going to do when you get home?
6. What do you usually do after you get home?
7. What do you like to do if the weather is nice?
8. What are you going to do if the weather is nice tomorrow?

☐ EXERCISE 23. Sentence practice.

Directions: Complete the sentences with your own words.

1. Before I go to bed tonight, ____________________________.
2. Before I go to bed, I usually ____________________________.
3. I’m going to ____________________ tomorrow after I ____________________.
4. When I go to ____________________ , I’m going to ____________________.
5. When I go to ____________________, I always ____________________.
6. If the weather ____________________ tomorrow, I ____________________.
7. I will visit ____________________ when I ____________________.
8. I'll ________________ if I ________________.

9. If the weather ________________ tomorrow, ________________ you going to ________________?

10. Are you going to ________________ before you ________________?

11. Do you ________________ before you ________________?

12. After I ________________ tonight, I ________________.

**EXERCISE 24. Listening.**

*Directions:* Listen to each sentence and circle the correct completion.

1. I watch TV.) I'm going to watch TV.

2. I get a good night's sleep. I'll get a good night's sleep.

3. I do my homework. I'll do my homework.

4. I go shopping. I'll go shopping.

5. I exercise. I'll exercise.

6. I call my parents. I'll call my parents.

7. I'm happy. I'll be happy.

8. I know a lot of grammar. I'll know a lot of grammar.

### 11-6 USING WHAT + A FORM OF DO

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What do you do every day? → I work every day.</td>
<td>(d) What did you do yesterday? → I went to school yesterday.</td>
<td>(e) What are you going to do tomorrow? → I'm going to go downtown tomorrow.</td>
</tr>
<tr>
<td>(b) What are you doing right now? → I'm studying English.</td>
<td></td>
<td>(f) What will we do if it rains tomorrow? → We'll stay home if it rains tomorrow.</td>
</tr>
<tr>
<td>(c) What do you do? → I'm a teacher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In (a) and (b), *What* + a form of *do* is used to ask about activities. In (c): What do you do? means What kind of work do you do? or What is your job?
EXERCISE 25. Question practice.

Directions: Complete the sentences with the words in parentheses.

1. A: What (you, do) __________ do you do __________ every Friday?
   B: I (come) __________ come __________ to class.

2. A: What (you, do) __________ __________ last Friday?
   B: I (come) __________ to class.

3. A: What (you, do) __________ __________ next Friday?
   B: I (come) __________ __________ to class.

4. A: What (you, do) __________ __________ yesterday evening?
   B: I (watch) __________ __________ TV.

5. A: What (you, do) __________ __________ every evening?
   B: I (watch) __________ __________ TV.

6. A: What (you, do) __________ __________ tomorrow evening?
   B: I (watch) __________ __________ TV.

7. A: What (you, do) __________ __________ right now?
   B: I (do) __________ __________ a grammar exercise.

8. A: What (Maria, do) __________ __________ every morning?
   B: She (go) __________ __________ to work.

9. A: What (the students) __________ __________ __________ right now?
   B: They (work) __________ __________ __________ on this exercise.

10. A: What (they, do) __________ __________ __________ in class tomorrow?
    B: They (take) __________ __________ __________ a test.

11. A: What (Boris, do) __________ __________ __________ last night?
    B: He (go) __________ __________ __________ to a movie.
12. A: What (the teacher, do) ________________ every day at the
     beginning of class?

     B: She (put) ____________ her books on her desk, (look) ____________ at the
     class, and (say) ____________ “Good morning.”

☐ EXERCISE 26. Let’s talk: pairwork.

Directions: Work with a partner. Ask your partner questions. Use What + a form of
do with the given time expression.

Example: yesterday
PARTNER A (book open): What did you do yesterday?
PARTNER B (book closed): I read a newspaper yesterday.

1. last night    5. yesterday afternoon
2. every day    6. tomorrow morning
3. right now    7. every morning
4. tomorrow

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

  8. right now   12. this afternoon
  9. last Saturday 13. tonight
10. next Saturday 14. next week
11. this morning

☐ EXERCISE 27. Review: verb forms.

Directions: Complete the sentences with the words in parentheses. Use any
appropriate verb form.

1. A: I (ship) __________________ class tomorrow.
   B: Why?
   A: Why not?
   B: That’s not a very good reason.

2. A: How did you get here?
   B: I (take) ___________ a plane. I (fly) ___________ here from Bangkok.
3. A: How do you usually get to class?
   B: I (walk, usually) ___________________, but sometimes I (take)
   __________ the bus.

   B: Take it easy. Your book (be) __________ right here.
   A: Oh.

5. A: Where (you, meet) ____________________ your wife?
   B: I (meet) __________ her at a party ten years ago.

6. A: What time (the movie, begin) _________________________ last night?
   B: 7:30.
   A: (you, be) ________________ late?
   B: No. We (make) ________________ it in time.

7. A: Where's your homework?
   B: I (lose) __________ it.
   A: Oh?
   B: I (forget) __________ it.
   A: Oh?
   B: I (give) __________ it to Roberto to give to you, but he (lose)
   __________ it.
   A: Oh?
   B: Someone (steal) __________ it.
   A: Oh?
   B: Well, actually I (have, not) _________________ enough time to finish it
   last night.
   A: I see.
8. A: (you, stay) a trip to Miami. I (visit) my aunt and uncle.
   B: No. I (take) a trip to Miami. I (visit) my aunt and uncle.
   A: How long (you, be) away?
   B: About five days.

9. A: Why (you, wear) a cast on your foot?
   B: I (break) my ankle.
   A: How?
   B: I (step) in a hole while I was running in the park.

10. A: (you, see) Randy yesterday?
    B: No, but I (speak) to him on the phone. He (call) me yesterday evening.
    A: Is he okay?
    B: Yes. He still has a cold, but he's feeling much better.
    A: That's good.

11. A: Is Carol here?
    B: No, she (be, not) a few minutes ago.
    A: (she, be) back soon?
    B: I think so.
    A: Where (she, go) ?
    B: She (go) to the drugstore.
EXERCISE 28. Listening.
Directions: Complete the conversations with the words you hear.

1. A: __________________ that?
   B: What?
   A: The man in the red shirt ____________ the man in the blue shirt.
   B: _______________ sure?
   A: Yes, _______________ the whole thing.

2. A: _______________ late for the movie?
   B: No. The movie ____________ at 7:30, and ____________ to the theater at 7:26.

3. A: _______________ that noise?
   B: What noise?
   A: Listen again.
   B: Now _______________ it. ____________ someone ____________?

4. A: _______________ to the zoo this afternoon?
   B: _______________ to go, but I can’t because _______________ study.
   A: That’s too bad.
   B: _______________ to the zoo?
   A: Yes. The weather ____________ perfect, and _______________ outside and _______________.

EXERCISE 29. Review.
Directions: Circle the correct completions.

1. “Are you going to go to the baseball game tomorrow afternoon?”
   “I don’t know. I _______.”
   A. will  B. am going to  C. maybe  D. might

2. “Are Jane and Eric going to be at the meeting?”
   “No, they’re too busy. They _______ be there.”
   A. don’t  B. won’t  C. will  D. may
3. “Are you going to go to the market today?”
   “No. I went there _____ Friday.”
   A. yesterday  B. next  C. last  D. ago

4. “When are you going to go to the bank?”
   “I’ll go there before I _____ to the post office tomorrow morning.”
   A. will go  B. go  C. went  D. am going

5. “Why is the teacher late today?”
   “I don’t know. _____ he slept late.”
   A. Maybe  B. Did  C. May  D. Was

6. “Do you like to go to New York City?”
   “Yes. When I’m in New York, I always _____ new things to do and places to go.”
   A. found  B. find  C. will find  D. finds

7. “Is Ken going to talk to us this afternoon about our plans for tomorrow?”
   “No. He’ll _____ us this evening.”
   A. calls  B. calling  C. call  D. called

8. “_____ are you going to do after class today?”
   “I’m going to go home.”
   A. When  B. Where  C. What  D. What time

9. “Where _____ Ivonne live before she moved into her new apartment?”
   “She lived in a dormitory at the university.”
   A. did  B. does  C. is  D. was

10. “What time _____ Olga and Boris going to arrive?”
    “Six.”
    A. is  B. do  C. will  D. are

☐ EXERCISE 30. Chapter review: error analysis.
Directions: Correct the errors.

1. If it will be cold tomorrow morning, my car won’t start.

2. We maybe late for the concert tonight.

3. What time you are going to come tomorrow?

4. Fatima will call us tonight when she will arrive home safely.

5. Emily may will be at the party.
6. When I’ll see you tomorrow, I’ll return your book to you.

7. I may to don’t be in class tomorrow.

8. Ahmed puts his books on his desk when he walked into his apartment.

9. I’ll see my parents when I will return home for a visit next July.

10. What do you doing all day at work?

**EXERCISE 31. Review.**

**Directions:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

**PART I.**

Peter and Rachel are brother and sister. Right now their parents (be)__________ abroad on a trip, so they (stay)__________ with their grandmother. They (like)__________ to stay with her. She (make, always)__________ wonderful food for them. And she (tell)__________ them stories every night before they (go)__________ to bed.

Before Peter and Rachel (go)__________ to bed last night, they (ask)__________ Grandma to tell them a story. She (agree)__________. The children (put)__________ on their pajamas, (brush)__________ their teeth, and (sit)__________ with their grandmother in her big chair to listen to a story.
PART II.

GRANDMA: That's good. Sit here beside me and get comfortable.

CHILDREN: What (you, tell) ______________ us about tonight, Grandma?

GRANDMA: Before I (begin) __________ the story, I (give) __________ each of you a kiss on the forehead because I love you very much.

CHILDREN: We (love) __________ you too, Grandma.

GRANDMA: Tonight I (tell) ______________ you a story about Rabbit and Eagle. Ready?

CHILDREN: Yes!

GRANDMA: Rabbit had light gray fur and a white tail. He lived with his family in a hole in a big, grassy field. Rabbit (be) __________ afraid of many things, but he (be) __________ especially afraid of Eagle. Eagle liked to eat rabbits for dinner. One day while Rabbit was eating grass in the field, he (see) __________ Eagle in the sky above him. Rabbit (be) __________ very afraid and (run) __________ home to his hole as fast as he could.

Rabbit (stay) __________ in his hole day after day because he (be) __________ afraid to go outside. He (get) __________ very hungry, but still he (stay) __________ in his hole. Finally, he (find) __________ the courage to go outside because he (need) __________ (eat) __________.

Carefully and slowly, he (put) __________ his little pink nose outside the hole. He (smell, not) __________ any dangerous animals.

And he (see, not) __________ Eagle anywhere, so he (hop) __________ out and (find) __________ some delicious new
grass to eat. While he was eating the grass, he (see) __________ a shadow on
the field and (look) __________ up. It was Eagle! Rabbit said, “Please
don’t eat me, Eagle! Please don’t eat me!”

PART III.

GRANDMA: On this sunny afternoon, Eagle was on her way home to her nest when she

(hear) __________ a faint sound below her. “What is that sound?” Eagle said
to herself. She looked around, but she (see, not) __________

anything. She (decide) __________ to ignore the sound and go home. She

was tired and (want) __________ (rest) __________ in her nest.

Then below her, Rabbit (say) __________ again in a very loud voice,

“Please don’t eat me, Eagle! Please don’t eat me!”

This time Eagle (hear) __________ Rabbit clearly. Eagle (spot)

___________ Rabbit in the field, (fly) __________ down, and (pick)

___________ Rabbit up in her talons.
“Thank you, Rabbit,” said Eagle. “I was hungry and (know, not)

called to me.” Then Eagle (eat) Rabbit for dinner.

**PART IV:**

GRANDMA: There’s a lesson to learn from this story, children. If you (be)

afraid and expect bad things to happen, bad things will happen. The opposite is

also true. If you (expect) good things to happen, good

things will happen. (you, understand)?

Now it’s time for bed.

CHILDREN: Please tell us another story!

GRANDMA: Not tonight. I’m tired. After I (have) a warm drink, I (go)

to bed. All of us need (get) a good

night’s sleep. Tomorrow (be) a busy day.

CHILDREN: What (see, do) tomorrow?

GRANDMA: After we (have) breakfast, we (go)
to the zoo at Woodland Park. When we (be) at the zoo, we

(see) lots of wonderful animals. Then in the afternoon we

(see) a play at the Children’s Theater. But before we (see)

the play, we (have) a picnic lunch in

the park.

CHILDREN: Wow! We (have) a wonderful day tomorrow!

GRANDMA: Now off to bed! Goodnight, Rachel and Peter. Sleep tight.*

CHILDREN: Goodnight, Grandma. Thank you for the story!

*Sleep tight means “Sleep well. Have a good night’s sleep.”
EXERCISE 32. Let's talk: small groups.

Directions: Work in small groups. Choose a leader. Answer your leader's questions. Look at the story in Exercise 31, p. 349, if you need to.

1. What did Rabbit look like?
2. Where did he live?
3. Who was he afraid of?
4. Why did he hide in his hole?
5. Why did he come out of his hole?
6. What did he do when he saw Eagle?
7. Did Eagle see Rabbit before Rabbit spoke in a loud voice?
8. What happened to Rabbit?
9. What’s the moral of the story?
**EXERCISE 1.** Let's talk: class activity.

*Directions:* Answer your teacher's questions. Close your book for this activity.

*Example:*

**TEACHER:** Can you sing?
**SPEAKER:** Yes, I can sing. Or No, I can't sing.

1. Can you speak *(a language)*?
2. Can you play *(a musical instrument)*?
3. Can you lift your desk?
4. Can you touch the ceiling?
5. Can you count to five in *(a language)*?
6. Can you walk to the back of the room with your eyes closed? Who would like to try?

### 12-1 USING *CAN*

<table>
<thead>
<tr>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have some money. <em>I can</em> buy a book. (b) We have time and money. <em>We can</em> go to a movie. (c) Tom is strong. He <em>can</em> lift the heavy box.</td>
<td><em>Can</em> expresses ability and possibility.</td>
</tr>
<tr>
<td>(d) <strong>CORRECT:</strong> Yuko <em>can speak</em> English.</td>
<td>The simple form of the main verb follows <em>can</em>. In (d): <em>speak</em> is the main verb.</td>
</tr>
<tr>
<td>(e) <strong>INCORRECT:</strong> Yuko <em>can to speak</em> English.</td>
<td>An infinitive with <em>to</em> does not follow <em>can</em>. In (e): <em>to speak</em> is incorrect.</td>
</tr>
<tr>
<td>(f) <strong>INCORRECT:</strong> Yuko <em>can speaks</em> English.</td>
<td>A main verb following <em>can</em> does not have a final <em>-s</em>. In (f): <em>speaks</em> is incorrect.</td>
</tr>
</tbody>
</table>
| (g) Alice *can not* come. Alice *cannot* come. Alice *can’t* come. | NEGATIVE  
*can* + *not* = *can not* or *cannot*  
CONTRACTION  
*can* + *not* = *can’t* |
EXERCISE 2.  Sentence practice.

Directions: Make sentences from the given words. Use can or can’t.

Examples: A bird sing
           → A bird can sing.
A horse sing
           → A horse can’t sing.

1. A bird fly 8. A deaf person hear
2. A cow fly 9. A blind person see
3. A child drive a car 10. An elephant swim
4. An adult drive a car 11. An elephant climb trees
5. A newborn baby walk 12. A cat climb trees
6. A fish breathe air 13. A boat float on water

EXERCISE 3.  Let’s talk: class activity.

Directions: Make sentences about yourself. Use I can or I can’t.

Example: speak Chinese
Response: I can speak Chinese. Or I can’t speak Chinese.

1. whistle 9. swim
2. ride a bicycle 10. float on water
3. touch my ear with my elbow 11. ski
4. play the piano* 12. do arithmetic
5. play the guitar 13. make a paper airplane
6. lift a piano 14. sew a button on a shirt
7. drive a stick-shift car 15. wiggle my ears
8. fix a flat tire 16. eat with chopsticks

*In expressions with play, she is usually used with musical instruments: play the piano, play the guitar, play the violin, etc.
**EXERCISE 4. Game: small group activity.**

*Directions:* Work in small groups. Discuss each statement. Then circle yes or no. When you are finished, check your answers with your teacher. The group with the most correct answers wins.

1. Some birds can’t fly. yes no
2. Elephants can jump. yes no
3. Tigers can’t swim. yes no
4. An octopus can change colors. yes no
5. Kangaroos can walk. yes no
6. A baby kangaroo lives in its mother’s pouch for a short time. yes no
7. Some fish can climb trees. yes no
8. Horses can’t sleep when they stand up. yes no
9. Turtles can’t live more than 100 years. yes no
10. Whales can hold their breath underwater. yes no

---

**12-2 PRONUNCIATION OF CAN AND CAN’T**

(a) Rick can come to the meeting.
(b) Mike can’t come to the meeting.

*Can* is usually pronounced “kun”—/kən/.
*Can’t* is usually pronounced with the same vowel sound as “can”—/kænt/.

*Sometimes native speakers also have trouble hearing the difference between *can* and *can’t.*

---

**EXERCISE 5. Listening.**

*Directions:* Listen to each sentence. Circle the word you hear.

1. can’t 6. can  can’t
2. can’t 7. can  can’t
3. can’t 8. can  can’t
4. can’t 9. can  can’t
5. can’t 10. can  can’t

Directions: Read the want ad. Then listen to John talk about his job skills. Last, circle the answer to the question.

**Job opening at small, international hotel.** Need person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Also needs to help guests with their suitcases and be available weekends.

QUESTION:
Is John a good person for this job?  yes  no

<table>
<thead>
<tr>
<th>QUESTION + CAN + SUBJECT + MAIN VERB</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Can you speak Arabic?</td>
<td>Yes, I can.</td>
</tr>
<tr>
<td></td>
<td>No, I can’t.</td>
</tr>
<tr>
<td>(b) Can Rosa come to the party?</td>
<td>Yes, she can.</td>
</tr>
<tr>
<td></td>
<td>No, she can’t.</td>
</tr>
<tr>
<td>(c) Where can I buy a hammer?</td>
<td>At a hardware store.</td>
</tr>
<tr>
<td>(d) When can you help me?</td>
<td>Tomorrow afternoon.</td>
</tr>
</tbody>
</table>

EXERCISE 7. Question practice.

Directions: Make yes/no questions. Give short answers.

1. A: ____ Can Jean speak English?
   B: ____ Yes, she can. (Jean can speak English.)

2. A: ____ Can you speak French?
   B: ____ No, I can’t. (I can’t speak French.)

3. A: ________________
   B: ________________ (Jim can’t play the piano.)
4. A: ____________________
   B: _________________ (I can whistle.)

5. A: ____________________
   B: _________________ (I can go shopping with you this afternoon.)

6. A: ____________________
   B: _________________ (Carmen can’t ride a bicycle.)

7. A: ____________________
   B: _________________ (Elephants can swim.)

8. A: ____________________
   B: _________________ (The students can finish this exercise quickly.)

9. A: ____________________
   B: _________________ (The doctor can see you tomorrow.)

10. A: ____________________
    B: _________________ (I can stand on my head.)

11. A: ____________________
     B: _________________ (We can’t have pets in the dormitory.)

□ EXERCISE 8. Let’s talk: pairwork.

Directions: Work with a partner.
Partner A: Ask a question. Use Can you . . . ?
Partner B: Answer the question. Then ask How about you? and repeat the question.

Example: speak Arabic
PARTNER A: Can you speak Arabic?
PARTNER B: Yes, I can. OR No, I can’t. How about you? Can you speak Arabic?
PARTNER A: Yes, I can. OR No, I can’t. Your turn now.
**EXERCISE 9. Let's talk: pairwork.**

*Directions:* Work with a partner.
Partner A: Ask a question. Use *Where can I . . .?* Your book is open.
Partner B: Answer the question. Your book is closed.

*Example:* buy a notebook

**PARTNER A (book open):** Where can I buy a notebook?
**PARTNER B (book closed):** At the bookstore. / At a local store. / Etc.

1. buy a camera
2. get a dozen eggs
3. buy a fan
4. get a good dinner
5. go swimming
6. play tennis
7. catch a bus
8. find a vegetarian restaurant
9. buy a diamond ring

*Switch roles.*
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

10. buy a hammer
11. see a tiger
12. get a newspaper
13. buy a notebook
14. get a taxi
15. get a sandwich
16. cash a check
17. rent a DVD
18. buy cold medicine

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ride a bicycle</td>
<td></td>
</tr>
<tr>
<td>2. play the piano</td>
<td></td>
</tr>
<tr>
<td>3. sing</td>
<td></td>
</tr>
<tr>
<td>4. touch your knee with your nose</td>
<td></td>
</tr>
<tr>
<td>5. drive a stick-shift car</td>
<td></td>
</tr>
<tr>
<td>6. spell Mississippi</td>
<td></td>
</tr>
<tr>
<td>7. swim</td>
<td></td>
</tr>
<tr>
<td>1. ride a horse</td>
<td></td>
</tr>
<tr>
<td>2. play the guitar</td>
<td></td>
</tr>
<tr>
<td>3. whistle</td>
<td></td>
</tr>
<tr>
<td>4. touch your ear with your elbow</td>
<td></td>
</tr>
<tr>
<td>5. fix a flat tire</td>
<td></td>
</tr>
<tr>
<td>6. spell the teacher's last name</td>
<td></td>
</tr>
<tr>
<td>7. float on water</td>
<td></td>
</tr>
</tbody>
</table>
□ EXERCISE 10. Listening.
   Directions: Listen to the conversations. Write the words you hear.

1. A: Hello?
   B: ____________ speak to Mr. Jones, please?
   A: I'm sorry. ____________ to the phone right now.
      ____________ take a message? ____________ return your call in
      about a half-hour.
   B: Yes. Please tell him Bob Anderson called.

2. A: ____________ me lift this box?
   B: It looks very heavy. ____________ to help you, but I think we need
      a third person.
   A: No, I'm very strong. I think ____________ it together.

3. A: ____________ the TV. ____________ turn it up?
   B: ____________ turn it up. I'm doing my homework. If I turn it up, I
      ____________ concentrate.
   A: ____________ your homework in another room?
   B: Oh, all right.

12-4 USING KNOW HOW TO

(a) I can swim.
(b) I know how to swim.
(c) Can you cook?
(d) Do you know how to cook?

(a) and (b) have basically the same meaning. Know how to expresses ability.
(c) and (d) have basically the same meaning.

□ EXERCISE 11. Let's talk: pairwork.
   Directions: Work with a partner.
   Partner A: Ask a question. Use know how to in your question. Your book is open.
   Partner B: Answer the question. Your book is closed.

360 CHAPTER 12
Example: swim

PARTNER A (book open): Do you know how to swim?

1. cook 5. fix a flat tire
2. dance 6. drive a stick-shift car
3. play the piano 7. wiggle your nose
4. get to the post office from here 8. sew

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn to ask questions.

9. play the guitar 13. get to (a store) from here
10. get to the airport from here 14. count to five in (a language)
11. use a digital camera 15. add, subtract, multiply, and divide
12. use a screwdriver 16. find the square root of nine

□ EXERCISE 12. Let’s talk: find someone who . . . .

Directions: Walk around the room. Ask your classmates questions. Find someone who can answer yes to each question. Write down his/her name. Use Do you know how to . . . ? Share a few of their answers with the class.

<table>
<thead>
<tr>
<th>Ability</th>
<th>First name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play a musical instrument</td>
<td></td>
</tr>
<tr>
<td>2. play a sport</td>
<td></td>
</tr>
<tr>
<td>3. speak three or four languages</td>
<td></td>
</tr>
<tr>
<td>4. eat with chopsticks</td>
<td></td>
</tr>
<tr>
<td>5. take care of a snake</td>
<td></td>
</tr>
<tr>
<td>6. sew</td>
<td></td>
</tr>
<tr>
<td>7. fix a car</td>
<td></td>
</tr>
<tr>
<td>8. draw</td>
<td></td>
</tr>
<tr>
<td>9. swim</td>
<td></td>
</tr>
<tr>
<td>10. create movies on a computer</td>
<td></td>
</tr>
</tbody>
</table>
**EXERCISE 13. Let's write: small groups.**

*Directions: Work in small groups. Complete the sentences as a group. Use a separate sheet of paper. Share some of your completions with the class.*

1. Babies know how to . . .
2. Babies don't know how to . . .
3. Birds know how to . . .
4. Birds don't know how to . . .
5. I know how to . . .
6. I don't know how to . . .
7. (name of a classmate) knows how to . . .
8. Our teacher doesn't know how to . . .
9. Do you know how to . . .?

**12–5 USING COULD: PAST OF CAN**

(a) I am in Hawaii. I can go to the beach every day.  
(b) I was in Hawaii last month. I could go to the beach every day when I was there.

\[could = \text{the past form of can}\]

(c) I can't go to the movie today. I have to study.
(d) I [couldn't go \[could not go\]] to the movie last night. I had to study.

\[\text{NEGATIVE } \quad \text{could} + \text{not} = \text{couldn't}\]

(e) Could you speak English before you came here?

\[\text{QUESTION } \quad \text{could} + \text{subject} + \text{main verb}\]

**EXERCISE 14. Let's talk: pairwork.**

*Directions: Work with a partner. Circle the answers that describe your childhood. Then tell your partner what you could and couldn't do when you were a child.*

When I was a child . . .

1. I could stand on my head.  
2. I could ride a bike with no hands.  
3. I could sing in another language.  
4. I could tell time before the age of five.  
5. I could do cartwheels.  
6. I could read before the age of five.  
7. I could hold my breath underwater for one minute.  
8. I could (complete the sentence with your own words).  

\[\text{yes} \quad \text{no}\]
EXERCISE 15. Sentence practice.

Directions: Complete the sentences by using couldn’t. Use the expressions in the list or your own words.

- call you
- come to class
- do my homework
- get into my car
- go swimming
- go to the movie
- light the candles
- listen to music
- wash his clothes
- watch TV

1. I ______ couldn’t do my homework ______ last night because I was too tired.
2. I __________________________ yesterday because I lost your telephone number.
3. I __________________________ last night because my TV set is broken.
4. Tom __________________________ because he didn’t have any matches.
5. The teacher __________________________ yesterday because he was sick.
6. I __________________________ last night because my radio doesn’t work.
7. Ken __________________________ because he didn’t have any laundry soap.
8. We __________________________ yesterday because the water was too cold.
9. I __________________________ yesterday because I locked all the doors and left the keys inside.
10. I __________________________ last night because I had to study.

EXERCISE 16. Sentence practice.

Directions: Mr. Chang had a bad day yesterday. There are many things he wanted to do, but couldn’t. Tell what he couldn’t do yesterday and give a reason. Use because.

Example: eat breakfast \ get up late
   • Mr. Chang couldn’t eat breakfast because he got up late.
Example: go downtown during the day \ have to work
→ Mr. Chang couldn’t go downtown during the day because he had to work.

1. eat lunch \ leave his wallet at home
2. finish his report \ have to go to a meeting
3. leave work at five \ have to finish his report
4. play tennis after work \ it \ be raining
5. enjoy his dinner \ his wife \ be angry at him
6. watch his favorite TV program after dinner \ his TV set \ not work
7. read quietly \ his children \ be very noisy
8. go to bed early \ his neighbors \ come to visit

☐ EXERCISE 17. Let’s talk: class activity.

Directions: Your teacher will make a statement. Give some of the negative results for the situations. Use *can’t* or *couldn’t*. Close your book for this activity.

Examples:

**TEACHER:** There’s no chalk in the classroom.
**STUDENT:** We can’t write on the board.

**TEACHER:** There was no chalk in the classroom yesterday.
**STUDENT:** We couldn’t write on the board.

1. I have only (a small amount of money) in my pocket / in my purse today.
2. Some people don’t know how to use a computer.
3. Your parents had rules for you when you were a child.
4. This school has rules for students.
5. All of you are adults. You are not children.
6. You didn’t know much English last year.
7. You don’t speak fluent English yet.
8. Millions of people in the world live in poverty.


Directions: Correct the errors.

1. Could you to drive a car when you were thirteen years old?

2. If your brother goes to the graduation party, he can meets my sister.

3. I couldn’t opened the door because I didn’t have a key.

4. Please turn up the radio. I can’t to hear it.
5. When Ernesto arrived at the airport last Tuesday, he can’t find the right gate.

6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.

12-6 USING BE ABLE TO

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>(a) I am able to touch my toes.</th>
<th>(a) and (b) have basically the same meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) I can touch my toes.</td>
<td></td>
</tr>
<tr>
<td>FUTURE</td>
<td>(c) I will be able to go shopping tomorrow.</td>
<td>(c) and (d) have basically the same meaning.</td>
</tr>
<tr>
<td></td>
<td>(d) I can go shopping tomorrow.</td>
<td></td>
</tr>
<tr>
<td>PAST</td>
<td>(e) I wasn’t able to finish my homework last night.</td>
<td>(e) and (f) have basically the same meaning.</td>
</tr>
<tr>
<td></td>
<td>(f) I couldn’t finish my homework last night.</td>
<td></td>
</tr>
</tbody>
</table>

□ EXERCISE 19. Sentence practice.

Directions: On a separate sheet of paper, make sentences with the same meaning. Use be able to.

1. I can be here tomorrow at ten o’clock.
   → I’ll (I will) be able to be here tomorrow at ten o’clock.

2. Two students couldn’t finish the test.
   → Two students weren’t able to finish the test.

3. Mark is bilingual. He can speak two languages.

4. Sue can get her own apartment next year.

5. Animals can’t speak.

6. Can you touch your toes without bending your knees?

7. Jack couldn’t describe the thief.

8. Could you do the homework?

9. I couldn’t sleep last night because my apartment was too hot.

10. My roommate can speak four languages. He’s multilingual.

11. I’m sorry that I couldn’t call you last night.
12. I’m sorry, but I can’t come to your party next week.

13. Can we take vacations on the moon in the 22nd century?

![Image of a spaceship in space]

□ EXERCISE 20. Sentence practice.

Directions: Complete the sentences with your own words.

1. I wasn’t able to __________________________ last night because __________________________.

2. We’ll be able to __________________________ in the 22nd century.

3. I’m sorry, but I won’t be able to __________________________.

4. Birds are able to __________________________.

5. My friend is multilingual. She’s able to __________________________.

6. I’m bilingual. I’m able to __________________________.

7. The students weren’t able to __________________________ in class yesterday because __________________________.

8. Will you be able to __________________________ tomorrow?

9. __________________________ wasn’t able to __________________________ because __________________________.

10. __________________________ isn’t able to __________________________ because __________________________.

11. __________________________ won’t be able to __________________________ because __________________________.
EXERCISE 21. Listening review: can / be able to / know how to.

**Directions:** Listen to the conversations. Complete the sentences with the words you hear.

1. A: ________________________ to John last night?
   B: ________________________ reach him. I ________________________ again later today.

2. A: ________________________ bread?
   B: Yes, I ________________________ bread. What about you?
   A: No. ________________________ me?
   B: Sure, ________________________.

3. A: ________________________ the teacher?
   B: I ________________________ her in the beginning, but now I ________________________ most of her lectures.
   A: I still ________________________ her very well.

4. A: Professor Jones, when ________________________ correct our tests?
   B: I began last night, but I ________________________ finish. I ________________________ again tonight. I hope ________________________ hand them back to you tomorrow.

5. A: Hello?
   B: Hi. This is Jan Smith. I'm wondering if ________________________ get in to see Dr. Brown today or tomorrow.
   A: Well, she ________________________ you tomorrow morning at 11:00. ________________________ in then?
   B: Yes, ________________________. Please tell me where you are. I ________________________ the way to your office.
### 12-7 USING VERY AND TOO + ADJECTIVE

(a) The box is **very** heavy, but Tom can **lift** it.  
(b) The box is **too** heavy. Bob can’t **lift** it.  
(c) The coffee is **very** hot, but I can **drink** it.  
(d) The coffee is **too** hot. I can’t **drink** it.  

*Very* and *too* come in front of adjectives; *heavy* and *hot* are adjectives.  
*Very* and *too* do **not** have the same meaning.  
In (a): *very heavy* = It is difficult but possible for Tom to lift the box.  
In (b): *too heavy* = It is impossible for Bob to lift the box.  

---

(e) The coffee is **too** hot.  
**NEGATIVE RESULT:** I can’t drink it.  
(f) The weather is **too** cold.  
**NEGATIVE RESULT:** We can’t go to the beach.  

In the speaker’s mind, the use of *too* implies a negative result.

---

### EXERCISE 22. Class activity.

*Directions:* Make sentences for each picture. Use **very** or **too** and **can** or **can’t** to describe the pictures.

*Example:* suitcase \ heavy \ lift  
- The suitcase is **very** heavy, but Mark can **lift** it.  
- The suitcase is **too** heavy. James can’t **lift** it.

---

368 **CHAPTER 12**
1. soup / hot / eat
   Jack
   Ricardo

2. coat / small / wear
   Tom
   Susan

3. shoes / tight / wear
   Marika
   Mai
EXERCISE 23. Sentence practice.

Directions: Complete the sentences. Use the expressions in the list or your own words.

buy it  lift it
do his homework  reach the cookie jar
eat it  sleep
go swimming  take a break

1. The soup is too hot. I can’t _________________________

2. The diamond ring is too expensive. I can’t _________________________

3. The weather is too cold. We can’t _________________________

4. I am too busy.
   I can’t _________________________

5. Ali is too tired.
   He can’t _________________________

6. Peggy is too short.
   She can’t _________________________

7. It’s too noisy in the dorm at night.
   I can’t _________________________

8. The piano is too heavy.
   I can’t _________________________

370 CHAPTER 12
□ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use too. Use adjectives in the list or your own words.

<table>
<thead>
<tr>
<th>cold</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>tall</td>
</tr>
<tr>
<td>heavy</td>
<td>tired</td>
</tr>
<tr>
<td>noisy</td>
<td>young</td>
</tr>
</tbody>
</table>

1. You can't lift a car. A car is ____________________________

2. Jimmy is ten. He can’t drive a car. He’s ____________________________

3. I can’t study in the dorm at night. It’s ____________________________

4. I don’t want to go to the zoo. The weather is ____________________________

5. Ann doesn’t want to play tennis this afternoon. She’s ____________________________

6. I can’t buy a new car. A new car is ____________________________

7. John has gained weight. He can’t wear his old shirt. It’s ____________________________

8. The basketball player can’t stand up straight in the subway. He’s ____________________________

□ EXERCISE 25. Sentence practice.

Directions: Complete the sentences. Use too or very.

1. The tea is _______ very _______ hot, but I can drink it.

2. The tea is _______ too _______ hot. I can’t drink it.

3. I can’t put my dictionary in my pocket. My dictionary is _______ big.
4. An elephant is _________ big. A mouse is _________ small.
5. I can’t buy a boat because it’s _________ expensive.
6. A sports car is _________ expensive, but Anita can buy one if she wants to.
7. We went to the Rocky Mountains for vacation. The mountains are _________ beautiful.
8. I can’t eat this food because it’s _________ salty.
9. Amanda doesn’t like her room in the dorm. She thinks it’s _________ small.
10. I lost your dictionary. I’m _________ sorry. I’ll buy you a new one.

11. A: Do you like your math course?
    B: Yes. It’s _________ difficult, but I enjoy it.
12. A: Do you like your math course?
    B: No. It’s _________ difficult. I don’t like it because I can’t understand the math.

13. A: It’s seven-thirty. Do you want to go to the movie?
    B: We can’t. It’s _________ late. The movie started at seven.
14. A: Did you enjoy your dinner last night?
    B: Yes. The food was _________ good!
15. A: Are you going to buy that dress?
    B: No. It doesn’t fit. It’s _________ big.
16. A: Do you think Carol is smart?
    B: Yes, I do. I think she’s _________ intelligent.
17. A: My daughter wants to get married.
    B: What? But she can’t! She’s _________ young.
18. A: Can you read that sign across the street?
    B: No, I can’t. It’s _________ far away.
## 12-8 USING TWO, TOO, AND TO

<table>
<thead>
<tr>
<th>TWO</th>
<th>(a) I have <strong>two</strong> children.</th>
<th><strong>Two</strong>, <strong>too</strong>, and <strong>to</strong> have the same pronunciation. In (a): <strong>two</strong> = a number.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOO</td>
<td>(b) Timmy is <strong>too</strong> young. He can’t read. (c) Ann saw the movie. I saw the movie <strong>too</strong>.</td>
<td>In (b): <strong>too</strong> young = impossible to do because of his youth. In (c): <strong>too</strong> = <strong>also</strong>.</td>
</tr>
<tr>
<td>TO</td>
<td>(d) I talked <strong>to</strong> Jim. (e) I want <strong>to</strong> watch television.</td>
<td>In (d): <strong>to</strong> = a preposition. In (e): <strong>to</strong> = part of an infinitive.</td>
</tr>
</tbody>
</table>

### EXERCISE 26. Sentence practice.

**Directions:** Complete the sentences. Use **two**, **too**, or **to**.

1. I'd like a cup of coffee. Bob would like a cup **too**.
2. I had ____________ cups of coffee yesterday.
3. I can’t drink my coffee. It’s ____________ hot. The coffee is ____________ hot for me ____________ drink.
4. I talked ____________ Jim. Jane wants ____________ talk ____________ Jim ____________.
5. I walked ____________ school today. Alex walked ____________ school today ____________.
6. I'm going ____________ take the bus ____________ school tomorrow.
7. Shh. I want ____________ listen ____________ the news broadcast.
8. I can't study. The music is ____________ loud.
9. The weather is ____________ cold for us ____________ go ____________ the beach.
10. I have ____________ apples. Ken wants ____________ have ____________ apples ____________.

---

Models, Part 1: Expressing Ability 373
12-9  MORE ABOUT PREPOSITIONS: AT AND IN FOR PLACE

(a) Olya is at home.
    Ivan is at work.
    Yoko is at school.
(b) Sue is in bed.
    Tom is in class.
    Paul is in jail/prison.
(c) Mr. Lee is in the hospital.

In (a): at is used with home, work, and school.*

In (b): in is used with bed, class, and jail/prison.*

In (c): in is used with the hospital.
    Note: American English = in the hospital.
    British English = in hospital.

(d) Ahmed is in the kitchen.
(c) David is in Mexico City.

In (d): in is used with rooms: in the kitchen, in the classroom, in the hall, in my bedroom, etc.
In (c): in is used with cities, states/provinces, countries, and continents: in Mexico City, in Florida, in Italy, in Asia, etc.

(f) A: Where's Ivan?
    B: He isn't here. He's at the bank.

In (f): at is usually used with locations in a city: at the post office, at the bank, at the library, at the bookstore, at the park, at the theater, at the restaurant, at the football stadium, etc.

COMPARE

(g) In Picture 2, Ivan is in the bank.
    He is not outside the bank.

In (g): A speaker uses in with a building only when it is important to say that someone is inside, not outside, the building. Usually a speaker uses at with a building. in the bank = inside the bank building.

*Notice: In these common expressions of place, the is not used in front of home, work, school, bed, class, jail/prison.

374  CHAPTER 12
EXERCISE 27. Sentence practice.

Directions: Complete the sentences with at or in. In some sentences, both
prepositions are correct.

1. A: Is Jennifer here?
   B: No, she’s ______ at ______ the bookstore.*

2. A: Where’s Jack?
   B: He’s ______ in ______ his room.

3. When I was ______ work yesterday, I had an interesting telephone call.

4. Poor Anita. She’s ______ the hospital again for more surgery.

5. Mr. Gow wasn’t ______ class yesterday. He was ______ home.
   He wasn’t feeling well.

6. Last year at this time, Eric was ______ Korea. This year he’s ______
   Spain.

7. A: Where’s Donna?
   B: She’s ______ New York. She’s attending a conference.

8. There’s a fire extinguisher ______ the hall.

9. The children are ______ home this morning. They aren’t ______
   school.

10. A: Where’s Olga? I was supposed to meet her here at five.
    B: She’s ______ the library. She’s studying for a test.
    A: Oh. Maybe she forgot that she was supposed to meet me here.

11. A: Where’s Robert?
    B: He’s ______ the computer room.

12. There are thirty-seven desks ______ our classroom.

13. We ate ______ a good restaurant last night. The food was delicious.

*Also correct: She’s in the bookstore, but only if the speaker wants to say that she is inside, not outside, the
    bookstore. Usually a speaker uses at with a building to identify someone’s location. See Chart 12-6, p. 374.
14. A thief broke the window of a jewelry store and stole some valuable jewelry. The police caught him. Now he's ________ jail. He's going to be ________ prison for a long time.

15. Singapore is ________ Asia.

16. We had a good time ________ the zoo yesterday.

17. A: Where's Fatima?
   B: She's ________ the supermarket.

18. A: Where can I get some fresh tomatoes?
   B: ________ the market on Waterfront Street.

19. A: Here's your hotel key, Ms. Fox. You're ________ Room 609.
   B: Thank you. Where are the elevators?

20. A: Is Mike up?
   B: No, he's ________ bed.
   A: Well, it's time to get up. I'm going to wake him up. Hey, Mike! You can't sleep all day! Get up!
   C: Go away!

☐ EXERCISE 28. Let's talk: class activity.

Directions: Complete the sentence I was...yesterday by using the words your teacher gives you and the correct preposition, at or in. Close your book for this activity.

Example:

TEACHER: work
STUDENT: I was at work yesterday.

1. class 7. work
2. the library 8. Room 206
3. (a city) 9. a hotel
4. home 10. (a continent)
5. this room 11. ( . . . )'s living room
6. the bookstore 12. (a building)
EXERCISE 29. Let’s talk: pairwork.

Directions: Work with a partner. Ask questions about place. Use at or in in your answers.

Partner A: Begin the question with Where were you.
Partner B: Use at or in in the answer. Then ask How about you? and repeat the question.

Example: yesterday afternoon

PARTNER A: Where were you yesterday afternoon?
PARTNER B: I was in class. How about you? Where were you yesterday afternoon?
PARTNER A: I was in class too. / I was at home. / Etc. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. at nine o’clock last night</td>
<td>1. at two o’clock yesterday afternoon</td>
</tr>
<tr>
<td>2. after class yesterday</td>
<td>2. this morning at six o’clock</td>
</tr>
<tr>
<td>3. six weeks ago</td>
<td>3. five years ago</td>
</tr>
<tr>
<td>4. on your last vacation</td>
<td>4. when you were ten years old</td>
</tr>
</tbody>
</table>

EXERCISE 30. Review: let’s talk.

Directions: Work in small groups. What can or can’t the following people/animals/things do? Why or why not? Discuss the topics and report to the rest of the class. You can also use be able to or know how to in your sentences.

Example: a tiger

SPEAKER A: A tiger can kill a water buffalo because a tiger is very strong and powerful.
SPEAKER B: A tiger can sleep in the shade of a tree all day if it wants to. It doesn’t have a job, and it doesn’t go to school.
SPEAKER C: A tiger can’t speak (a human language). It’s an animal.
SPEAKER D: A tiger can communicate with other tigers. Animals can talk to each other in their own languages.

1. the students in this class
2. young children
3. a monkey
4. (a classmate)
5. international students who live in (this country)
6. teenagers
7. people who live in (this city)
8. people who are illiterate
9. money
10. computers
11. our teacher
12. (the leader of this country or your country)
EXERCISE 31. Chapter review: error analysis.

Directions: Correct the errors.

1. We will can go to the museum tomorrow afternoon.
2. We can't count all of the stars in the universe. There are to many.
3. Can you to stand on your head?
4. I saw a beautiful vase at a store yesterday, but I couldn't bought it.
5. The shirt is too small. I can wear it.
6. Sam know how to count to 1000 in English.
7. When I was on vacation, I can swim every day.
8. When we lived at Tokyo, we took the subway every day.
9. Honeybees not able to live in very cold climates.
10. Where we can go in the city for an inexpensive meal?
11. James can reads newspapers in five languages.
12. Sorry. I didn't be able to get tickets for the concert.
13. I can't finish my homework because I'm to tired.
CHAPTER 13
Modals, Part 2: Advice, Necessity, Requests, Suggestions

13-1 USING SHOULD

(a) My clothes are dirty. I should wash them.
(b) Tom is sleepy. He should go to bed.
(c) You’re sick. You should see a doctor.

<table>
<thead>
<tr>
<th>(d) I</th>
<th>You</th>
<th>She</th>
<th>He</th>
<th>It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You</td>
<td>Should go.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He</td>
<td></td>
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<td></td>
<td>It</td>
<td></td>
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</tr>
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<td></td>
<td>We</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>They</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Should means “This is a good idea. This is good advice.”

Should is followed by the simple form of a verb.

INCORRECT: He should goes.
INCORRECT: He should to go.

(e) You should not leave your grammar book at home. You need it in class.
(f) You shouldn’t leave your grammar book at home.

NEGATIVE: should not

CONTRACTION: should + not = shouldn’t

□ EXERCISE 1. Sentence practice.

Directions: Complete the conversations. Begin the sentences with You should. Use the expressions in the list or your own words.

- buy a new pair of shoes
- call the manager
- go to the bank
- go to the immigration office
- go to the post office
- go to bed and take a nap
- see a dentist
- study harder

1. A: I want to mail a package.
   B: You should go to the post office.
2. A: I'm sleepy.
   B: ________________________________

3. A: I need to cash a check.
   B: ________________________________

4. A: I have a toothache.
   B: ________________________________

5. A: I'm getting poor grades in all of my classes at school.
   B: ________________________________

6. A: The toilet in my apartment doesn't work.
   B: ________________________________

7. A: I need to get a new visa.
   B: ________________________________

8. A: My shoes have holes in the bottom.
   B: ________________________________

**EXERCISE 2. Let's talk: small groups.**

*Directions:* Work in small groups. Make sentences with *should* and *shouldn't.* Share some of your answers with the class.

1. Sue has a headache from working at her computer too long. 
   Sue . . . 
   a. see a doctor.
   b. take some headache medicine.
   c. lie down.
   d. go to the hospital emergency room.
   e. take a 15-minute break from the computer.

2. John stayed late after school to help his teacher. He missed the last bus and needs a ride home. It takes two hours to walk to his home, and it is a 20-minute ride by car.
   John . . . 
   a. call a taxi.
   b. hitchhike.
   c. ask his teacher for a ride.
   d. call a friend for a ride.
   e. walk.
3. Mary's baby doesn't want to take a nap. He is crying. Mary
   a. hold him.
   b. rock him.
   c. let him cry until he falls asleep.
   d. feed him.
   e. let him play.

4. The teacher is giving a final exam. One student keeps looking at a paper under
   his exam paper. It has the answers on it.
   The teacher . . .
   a. take the paper away and give the student another chance.
   b. give the student a failing grade for the test.
   c. give the student a failing grade for the class.
   d. send the student to see the director of the school.

5. Susan is 16 years old. A boy in her class wants her to go to dinner and a movie
   with him. This will be her first date.
   Her parents . . .
   a. let her go if her older brother goes too.
   b. make her wait until she is older.
   c. go with her.
   d. let her go by herself.
   e. let her go to dinner only.

□ EXERCISE 3. Sentence practice.

Directions: Complete the sentences. Use should or shouldn't.

1. Students ________ should ________ come to class every day.

2. Students ________ shouldn't ________ skip class.

3. We ________ shouldn't ________ waste our money on things we don't need.

4. It's raining. You ________ should ________ take your umbrella when you leave.

5. Jimmy, you ________ shouldn't ________ pull the cat's tail!

6. People ________ shouldn't ________ be cruel to animals.

7. Your plane leaves at 8:00. You ________ should ________ get to the airport by 6:00.

8. Life is short. We ________ shouldn't ________ waste it.

9. You ________ shouldn't ________ smoke in a public place because the smoke bothers
   other people.
10. We ________________ cross a street at an intersection. We ________________ jaywalk.

11. When you go to New York City, you ________________ see a play on Broadway.


13. When you go to Bangkok, you ________________ visit the Floating Market.

14. When you go to a football game, you ________________ throw things on the field.

□ EXERCISE 4. Let's talk: small groups.

Directions: Work in small groups. For each situation, give advice by making a list of sentences using should and shouldn't. Speaker A should request advice first, then Speaker B, etc.

1. SPEAKER A: English is not my native language. What advice can you give me about good ways to learn English?

2. SPEAKER B: I am a teenager. What advice can you give me about being a good person and living a happy life?

3. SPEAKER C: I am a newcomer. What advice can you give me about going to this school and living in this city?

4. SPEAKER D: I have a job interview tomorrow. What advice can you give me about going to a job interview?
**EXERCISE 5. Listening.**

*Directions:* Listen to each sentence and circle the verb you hear. After you check your answers, listen again. If you agree, circle yes. If you don’t, circle no.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>DO YOU AGREE?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>2. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>3. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>4. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>5. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>6. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>7. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
<tr>
<td>8. should</td>
<td>shouldn’t</td>
<td>yes  no</td>
</tr>
</tbody>
</table>

**EXERCISE 6. Writing.**

*Directions:* Write a paragraph about your hometown on a separate piece of paper. Include answers to the tourist’s questions.

I’m a tourist. I’m going to visit your hometown. Is your hometown a good place for a tourist to visit? Why? What should I do when I’m there? Where should I go? What should I see? What shouldn’t I do? Are there places I shouldn’t visit? Will I enjoy my visit?

### 13-2 USING HAVE + INFINITIVE (HAVE TO / HAS TO)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) People need to eat food.</td>
<td>(a) and (b) have basically the same meaning.</td>
<td></td>
</tr>
<tr>
<td>(b) People have to eat food.</td>
<td>(c) and (d) have basically the same meaning.</td>
<td></td>
</tr>
<tr>
<td>(c) Jack needs to study for his test.</td>
<td>Have + infinitive has a special meaning: it expresses the same idea as need.</td>
<td></td>
</tr>
<tr>
<td>(d) Jack has to study for his test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) I had to study last night.</td>
<td>Past form: had + infinitive.</td>
<td></td>
</tr>
<tr>
<td>(f) Do you have to leave now?</td>
<td>Question form: do, does, or did is used in questions with have to.</td>
<td></td>
</tr>
<tr>
<td>(g) What time does Jim have to leave?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Why did they have to leave yesterday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) I don’t have to study tonight.</td>
<td>Negative form: don’t, doesn’t, or didn’t is used with have to.</td>
<td></td>
</tr>
<tr>
<td>(j) The concert was free. We didn’t have to buy tickets.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 7. Let’s talk: class activity.

Directions: Answer the questions your teacher asks you. Close your book for this activity.

1. What do you want to do today?
2. What do you have to do today?
3. What do you want to do tomorrow?
4. What do you have to do tomorrow?
5. What does a student need to do or have to do?
6. Who has to go shopping? Why?
7. Who has to go to the post office? Why?
8. Who has to go to the bank? Why?
9. Where do you have to go today? Why?
10. Where do you want to go tomorrow? Why?
11. What did you have to do yesterday? Why?
12. Did you have responsibilities at home when you were a child? What did you have to do?
13. If you’re driving a car and the traffic light turns red, what do you have to do?
14. What do you have to do before you cross a busy street?
15. Do you have to learn English? Why?
16. Who has a job? What are some of the things you have to do when you’re at work?
17. What kind of job did you have in the past? What did you have to do when you had that job?

EXERCISE 8. Let’s talk: class activity.

Directions: Make sentences using have to/has to and because.

Example: go downtown \ buy some new shoes
SPAKER A: I have to go downtown because I have to buy some new shoes.
TEACHER: (to Speaker B) Why does (Speaker A) have to go downtown?
SPAKER B: (Speaker A) has to go downtown because he/she has to buy some new shoes.

1. go to the drugstore \ buy some toothpaste
2. go to the grocery store \ get some bread
3. go shopping \ get a new coat
4. go to the post office \ mail a package
5. stay home tonight \ study grammar
6. go to the hospital \ visit a friend
7. go to the bank \ cash a check
8. go downtown \ go to the immigration office
9. go to the bookstore \ buy a notebook
10. go to (name of a store in the city) \ buy (a particular thing at that store)

Directions: Complete the sentences with the words in parentheses. Use a form of have/has + infinitive.

1. A: Jack can’t join us for dinner tonight.
   B: Why not?
   A: (he, work) He has to work.
   B: (he, work) Does he have to work tomorrow night too? If he doesn’t, maybe we should postpone the dinner until then.

2. A: Why (you, go) to the library later tonight?
   B: (I, find) some information for my research paper.

3. A: It’s almost four-thirty. What time (Sue, leave) for the airport?
   B: Around five. (she, be) at the airport at six-fifteen.

4. A: Why did you go to the bookstore after class yesterday?
   B: (I, buy) some colored pencils.
   A: Oh? Why (you, buy) colored pencils?
   B: I need them for some drawings I plan to do for my art class.

5. A: (I, go) to the store.
   B: Why?
   A: Because (I, get) some rice and fresh fruit.

6. A: Kate didn’t come to the movie with us last night.
   B: Why?
   A: Because (she, study) for a test.
7. A: What time (you, be) __________________ at the dentist’s office?
B: Three. I have a three o’clock appointment.

8. A: (Tom, find) __________________________ a new apartment?
B: Yes, he does. His old apartment is too small.

9. A: (Yoko, take, not) __________________________ another English course. Her English is very good.
B: (you, take) __________________________ another English course?
A: Yes, I do. I need to study more English.

10. A: Was Steve at home yesterday evening?
B: No. (he, stay) __________________________ late at the office.
A: Why?
B: (he, finish) __________________________ a report for his boss.

EXERCISE 10. Listening.

Directions: In spoken English, have to is often pronounced “hafta.” Has to is often pronounced “hasta.” Listen to each sentence and circle the correct verb.

1. (have to) has to
2. have to has to
3. have to has to
4. have to has to
5. have to has to
6. have to has to
7. have to has to
8. have to has to
9. have to has to
10. have to has to
### 13-3 USING MUST

| (a) People need food. People have to eat food. | (a) and (b) have the same meaning: must eat = have to eat. |
| (b) People need food. People must eat food. | |

| (c) I must work. | **Must** is followed by the simple form of a verb. |
| You | **INCORRECT:** He must works. |
| She | **INCORRECT:** He must to work. |
| He | |
| It | |
| We | |
| They | |

| (d) You must not be late for work if you want to keep your job. | must not = Don’t do this! You don’t have a choice. |
| (e) You don’t have to go to the movie with us if you don’t want to. | don’t have to = It’s not necessary; you have a choice. |

Compare the following examples. Notice the difference between **must** and **should**.

| **MUST** | **SHOULD** |
| SOMETHING IS VERY IMPORTANT. SOMETHING IS NECESSARY. YOU DO NOT HAVE A CHOICE. | SOMETHING IS A GOOD IDEA, BUT YOU HAVE A CHOICE. |
| (f) I must study tonight. I’m going to take a very important test tomorrow. | (g) I should study tonight. I have some homework to do, but I’m tired. I’ll study tomorrow morning. I’m going to go to bed now. |
| (h) You must take an English course. You cannot graduate without it. | (i) You should take an English course. It will help you. |
| (j) Johnny, this is your mother speaking. You must eat your vegetables. You can’t leave the table until you eat your vegetables. | (k) Johnny, you should eat your vegetables. They’re good for you. You’ll grow up to be strong and healthy. |
**EXERCISE 11. Sentence practice.**

*Directions:* Complete the sentences. Use *must* and expressions in the list. There are more expressions than you will need.

<table>
<thead>
<tr>
<th>close the door behind you</th>
<th>pay an income tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to medical school</td>
<td>read English newspapers and magazines</td>
</tr>
<tr>
<td>have a driver's license</td>
<td>speak English outside of class every day</td>
</tr>
<tr>
<td>have a library card</td>
<td>stop</td>
</tr>
<tr>
<td>have a passport</td>
<td>study harder</td>
</tr>
<tr>
<td>listen to English on the radio and TV</td>
<td>talk to myself in English</td>
</tr>
<tr>
<td>make new friends who speak English</td>
<td>take one tablet every six hours</td>
</tr>
</tbody>
</table>

1. According to the law,* a driver _______ must have a driver’s license. _______

2. If a traffic light is red, a car _______.

3. If you want to check a book out of the library, you _______.

4. Nancy has a job in Chicago. She earns a good salary. According to the law, she _______.

5. I failed the last two tests in my biology class. According to my professor, I _______.

6. I want to improve my English. According to my teacher, I _______.

7. I want to travel abroad. According to the law, I _______.

8. If you want to become a doctor, you _______.

9. Jimmy! It’s cold outside. When you come inside, you _______.

10. John’s doctor gave him a prescription. According to the directions on the bottle, John _______.

---

* According to the law = the law says.
EXERCISE 12. Sentence practice.
Directions: Answer the questions.

1. When must you have a passport?
2. If you live in an apartment, what is one thing you must do and one thing you must not do?
3. Name one thing a driver must do and one thing a driver must not do.
4. If you are on an airplane, what is one thing you must do and one thing you must not do?
5. Name something you must have a ticket for. Name something you don't have to have a ticket for.

EXERCISE 13. Sentence practice.
Directions: Circle the correct completions.

1. If you want to keep your job, you ______ be late for work.
   A) must not   B) don't have to   C) doesn't have to

2. My office is close enough to my apartment for me to walk to work. I ______ take a bus. I take a bus only in bad weather.
   A) must not   B) don't have to   C) doesn't have to

3. Some schools require schoolchildren to wear uniforms to school, but my children's school doesn't require uniforms. My children ______ wear uniforms to school.
   A) must not   B) don't have to   C) doesn't have to

4. Jimmy, it is very important to be careful with matches. You ______ play with matches.
   A) must not   B) don't have to   C) doesn't have to

5. Jack is twenty-four, but he still lives with his parents. That saves him a lot of money. For example, he ______ pay rent or buy his own food.
   A) must not   B) don't have to   C) doesn't have to

6. The water in that river is badly polluted. You ______ drink it.
   A) must not   B) don't have to   C) doesn't have to

7. If you have a credit card, you ______ pay for something in cash. You can charge it.
   A) must not   B) don't have to   C) doesn't have to

8. When an airplane is taking off, you have to be in your seat with your seat belt on. You ______ stand up and walk around when an airplane is taking off.
   A) must not   B) don't have to   C) doesn't have to
EXERCISE 14. Let's talk: small groups.

Directions: Work in small groups. Make sentences about your English class. Use should / have to / don't have to with the given phrases. Share a few of your answers with the class.

Example: Students . . . study.
Response: Students have to study.

Students . . .
1. come to class.
2. sit quietly.
3. take attendance.
4. bring pencil and paper to class.
5. listen carefully.
6. speak English in class.
7. stand up when the teacher enters the room.
8. knock on the door before entering the room.
9. raise their hands when they want to talk.
10. do their homework.
11. memorize vocabulary.
12. bring an English–English dictionary to class.
13. write homework answers in their books.

EXERCISE 15. Listening.

Directions: Listen to each pair of sentences. One sentence uses should, and the other uses must. Decide which sentence you agree with. Write a or b in the blank. Discuss your answers as a class.

Example:
You will hear: a. People must obey traffic laws.
          b. People should obey traffic laws.
You will write: a

1. _______  4. _______  7. _______
2. _______  5. _______  8. _______
3. _______  6. _______  9. _______
### 13-4 POLITE QUESTIONS: MAY I, COULD I, AND CAN I

| (a) May I borrow your pen? | (a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen. |
| (b) Could I borrow your pen? |
| (c) Can I borrow your pen? |
| (d) May I please borrow your pen? |
| (e) Could I please borrow your pen? |
| (f) Can I please borrow your pen? |

| PLEASE is often used in polite questions. |

| TYPICAL RESPONSES |
| (g) Yes, of course. |
| (h) Of course. |
| (i) Certainly. |
| (j) Sure. (informal)* |
| (k) No problem. (informal)* |

| TYPICAL CONVERSATION |
| A: May I please borrow your pen? |
| B: Yes, of course. Here it is. |
| A: Thank you. / Thanks. |

*Informal English is typically used between friends and family members.

### ☐ EXERCISE 16. Let's talk: pairwork.

**Directions:** Work with a partner. Look at the pictures. Make conversations. Use *May I, Can I, or Could I* and typical responses.

![Diagram with dialogues]
EXERCISE 17. Let’s talk: pairwork.

Directions: Work with a partner. Ask and answer polite questions using May I, Can I, or Could I.

Example: Your partner has a pencil. You want to borrow it.
PARTNER A: ( . . . ), may I (please) borrow your pencil?
PARTNER B: Certainly. Here it is.
PARTNER A: Thank you. Your turn now.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You partner has a dictionary. You want to borrow it.</td>
<td>1. Your partner has a pen. You want to use it for a minute.</td>
</tr>
<tr>
<td>2. Your partner has an eraser. You want to use it for a minute.</td>
<td>2. Your partner has a pencil sharpener. You want to borrow it.</td>
</tr>
<tr>
<td>3. Your partner has a book. You want to see it.</td>
<td>3. Your partner has a dictionary. You want to see it.</td>
</tr>
<tr>
<td>4. You are at your partner’s home. You want to use the phone.</td>
<td>4. You are at your partner’s home. You want a glass of water.</td>
</tr>
<tr>
<td>5. You are at a restaurant. Your partner is a waiter/waitress. You want to have a cup of coffee.</td>
<td>5. You are at a restaurant. Your partner is a waiter/waitress. You want to have the check.</td>
</tr>
</tbody>
</table>
### 13-5 POLITE QUESTIONS: COULD YOU AND WOULD YOU

| (a) Could you (please) open the door? | (a) and (b) have the same meaning: I want you to open the door. I am asking you politely to open the door. |
| (b) Would you (please) open the door? | |

#### TYPICAL RESPONSES
- (c) Yes, of course.
- (d) Certainly.
- (e) I'd be glad to.
- (f) I'd be happy to.
- (g) Sure. (informal)
- (h) No problem. (informal)

#### A TYPICAL CONVERSATION
- A: Could you please open the door?
- B: I'd be glad to.
- A: Thank you. / Thanks.

---

### EXERCISE 18. Let's talk: pairwork.

**Directions:** Work with a partner to complete the conversations. Use *Could you* or *Would you* and give typical responses. Then write them down and discuss them with the rest of the class.

1. **A:** Excuse me, sir.
   **B:** __________________________
   **A:** __________________________

2. **A:** __________________________
   **B:** Excuse me? I didn’t understand what you said.
   **A:** __________________________
   **B:** __________________________

Directions: Work with a partner. Make and answer requests. Use *Could you* or *Would you.*

Example: You want your partner to open the window.

PARTNER A: (. . .); could you (please) open the window?
PARTNER B: Certainly.
PARTNER A: Thank you. Your turn.

1. You want your partner to close the door.
2. You want your partner to turn on the light.
3. You want your partner to turn off the light.
4. You want your partner to pass you the salt and pepper.
5. You want your partner to hand you that book.
6. You want your partner to translate a word for you.
7. You want your partner to tell you the time.
8. You want your partner to open the window.
9. You want your partner to hold your books for a minute.
10. You want your partner to lend you (*an amount of money)._*

EXERCISE 20. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer polite questions that might fit each situation. Share your conversations with the rest of the class.

Example: A professor's office: Partner A is a student. Partner B is the professor.

PARTNER A: (*knock, knock*) May I come in?
PARTNER B: Certainly. Come in. How are you today?
PARTNER A: Fine, thanks.

OR

PARTNER A: Hello, Professor Alvarez. Could I talk to you for a few minutes? I have some questions about the last assignment.
PARTNER B: Of course. Have a seat.
PARTNER A: Thank you.

1. A restaurant: Partner A is a customer. Partner B is a waitress/waiter.
2. A classroom: Partner A is a teacher. Partner B is a student.
3. A kitchen: Partner A is a visitor. Partner B is at home.
4. A clothing store: Partner A is a customer. Partner B is a salesperson.
5. An apartment: Partner A and B are roommates.
6. A car: Partner A is a passenger. Partner B is the driver.
7. An office: Partner A is a boss. Partner B is an employee.
8. A house: Partner B answers the phone. Partner A wants to talk to (*someone)._*
### IMPERATIVE SENTENCES

(a) “Close the door, Jimmy. It’s cold outside.”
   “Okay, Mom.”
   In (a): Close the door is an imperative sentence. The sentence means “Jimmy, I want you to close the door. I am telling you to close the door.”

(b) Sit down.
(c) Be careful!
   An imperative sentence uses the simple form of a verb (close, sit, be, etc.).

(d) Don’t open the window.
(e) Don’t be late.
   NEGATIVE don’t + the simple form of a verb

(F) ORDERS: Stop, thief!
(g) DIRECTIONS: Open your books to page 24.
(h) ADVICE: Don’t worry.
(i) REQUESTS: Please close the door.
   Imperative sentences give orders, directions, and advice. With the addition of please, as in (i), imperative sentences are used to make polite requests.

### EXERCISE 21. Sentence practice.

**Directions:** Underline the imperative verbs in the conversations.

1. CINDY: We’re leaving.
   BETH: Wait for me!
   CINDY: Hurry up! We’ll be late.

2. TOM: What’s the matter?
   JIM: I have the hiccups.
   TOM: Hold your breath.
   BOB: Drink some water.
   JOE: Breathe into a paper bag.
   KEN: Eat a piece of bread.
   JIM: It’s okay. The hiccups are gone.

3. MARY: We need to leave soon.
   IVAN: I’m ready.
   MARY: Don’t forget your house key.
   IVAN: I have it.
   MARY: Okay.
4. YUKO: How do I get to the post office from here?
   ERIC: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go
two more blocks to Market Street and turn left. The post office is halfway
down the street on the right-hand side.
   YUKO: Thanks.

5. ANDY: Bye, Mom. I'm going over to Billy's house.
   MOM: Wait a minute. Did you clean up your room?
   ANDY: I'll do it later.
   MOM: No. Do it now, before you leave.
   ANDY: Do I have to?
   MOM: Yes.
   ANDY: What do I have to do?
   MOM: Hang up your clothes. Make your bed. Put your books back on the shelf.
       Empty the wastepaper basket. Okay?
   ANDY: Okay.

☐ EXERCISE 22. Sentence practice.
   Directions: Write an imperative sentence in each conversation balloon.
EXERCISE 23. Let's talk: class activity.

Directions: Listen to your teacher's questions. Make some typical imperative sentences for these situations. Close your book for this activity.

Example:
TEACHER: Your friend ( . . . ) has a headache. What are some typical sentences for this situation?

SPEAKER A: Take an aspirin.
SPEAKER B: Lie down and close your eyes for a little while.
SPEAKER C: Put a cold cloth across your forehead.
SPEAKER D: Take a hot bath and relax.
Etc.

1. You are the teacher of this class. You are assigning homework for tomorrow. What are some typical imperative sentences for this situation?
2. Your friend ( . . . ) has the hiccups. What are some typical imperative sentences for this situation?
3. Your eight-year-old son/daughter is walking out the door to go to school. What are some typical imperative sentences for this situation?
4. ( . . . ) wants to improve his/her general health. Tell him/her what to do and what not to do.
5. ( . . . ) is going to cook rice for the first time this evening. Tell him/her how to cook rice.
6. ( . . . ) is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

13-7 MODAL AUXILIARIES

(a) Anita

\[
\begin{align*}
\text{can} & \quad \text{go to class} \\
\text{could} & \\
\text{may} & \\
\text{might} & \\
\text{must} & \\
\text{should} & \\
\text{will} & \\
\end{align*}
\]

An auxiliary is a helping verb. It comes in front of the simple form of a main verb. The following helping verbs are called “modal auxiliaries”: can, could, may, might, must, should, will, would.

(b) Anita

\[
\begin{align*}
\text{is able to} & \\
\text{is going to} & \\
\text{has to} & \\
\end{align*}
\]

Expressions that are similar to modal auxiliaries are be able to, be going to, have to.


Directions: Add to where necessary. If to is not necessary, write “X.”

1. My sister can ___X___ play the guitar very well.
2. We have ___ to ___ pay our rent on the first of the month.
3. Could you please ___ to ___ open the window? Thanks.
4. I wasn’t able ___ to ___ visit my friends yesterday because I was busy.
5. You shouldn’t ___ to ___ drink twenty cups of coffee a day.
6. Will you ___ to ___ be at the meeting tomorrow?
7. Does everyone have ___ to ___ be at the meeting?
8. You must not ___ to ___ miss the meeting. It’s important.
9. Jennifer might not ___ to ___ be there tomorrow.
10. May I ___ to ___ use your telephone?
11. We couldn’t ___ to ___ go to the concert last night because we didn’t have tickets.
12. Can you _______ play a musical instrument?
13. What time are you going _______ arrive?
14. It may _______ be too cold for us to go swimming tomorrow.

### 13-8 SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

<table>
<thead>
<tr>
<th>AUXILIARY*</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) can</td>
<td>ability</td>
<td>I can sing.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Can you please help me?</td>
</tr>
<tr>
<td>(b) could</td>
<td>past ability</td>
<td>I couldn’t go to class yesterday.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Could you please help me?</td>
</tr>
<tr>
<td>(c) may</td>
<td>possibility</td>
<td>It may rain tomorrow.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>May I help you?</td>
</tr>
<tr>
<td>(d) might</td>
<td>possibility</td>
<td>It might rain tomorrow.</td>
</tr>
<tr>
<td>(e) must</td>
<td>necessity</td>
<td>You must have a passport.</td>
</tr>
<tr>
<td>(f) should</td>
<td>advisability</td>
<td>You should see a doctor.</td>
</tr>
<tr>
<td>(g) will</td>
<td>future happening</td>
<td>My sister will meet us at the airport.</td>
</tr>
<tr>
<td>(h) would</td>
<td>polite question</td>
<td>Would you please open the door?</td>
</tr>
<tr>
<td>(i) be able to</td>
<td>ability</td>
<td>I wasn’t able to attend the meeting.</td>
</tr>
<tr>
<td>(j) be going to</td>
<td>future happening</td>
<td>Tina is going to meet us at the airport.</td>
</tr>
<tr>
<td>(k) have to/has to</td>
<td>necessity</td>
<td>I have to study tonight.</td>
</tr>
<tr>
<td>(l) had to</td>
<td>past necessity</td>
<td>I had to study last night too.</td>
</tr>
</tbody>
</table>

*See the following charts for more information: can, Chart 12-1, p. 354, and Chart 12-3, p. 357; could, Chart 12-5, p. 362; may and might, Chart 11-1, p. 325; must, Chart 13-3, p. 387; should, Chart 13-1, p. 379; will, Chart 10-6, p. 310, Chart 10-7, p. 312, and Chart 11-1, p. 325; would, Chart 13-5, p. 395; be able to, Chart 12-6, p. 365; be going to, Chart 10-1, p. 294; have/had to, Chart 13-2, p. 383.
□ EXERCISE 25. Let's talk: small groups.

Directions: Work in small groups. Each person in the group should give a different response. Share a few of your answers with the class.

Example: Name something you had to do yesterday.

Speaker A: I had to go to class.

Speaker B: I had to go to the post office to buy some stamps.

Speaker C: I had to study for a test.

1. Name something you can do.
2. Name something you couldn’t do yesterday.
3. Name something you may do tomorrow.
4. Name something you might do tomorrow.
5. Name something you must do this week.
6. Name something you have to do today.
7. Name something you don’t have to do today.
8. Name something you should do this evening.
9. Name something you will do this evening.
10. Name something you are going to do this week.
11. Name something you weren’t able to do when you were a child.
12. Name something you had to do when you were a child.
13. You want to borrow something from a classmate. Ask a polite question with could.
14. You want a classmate to do something for you. Ask a polite question with would.
15. A classmate has something that you want. Ask a polite question with may.
16. Name something that may happen in the world in the next ten years.
17. Name something that (probably) won’t happen in the world in the next ten years.
18. Name some things that this school should do or shouldn’t do to make the school a better place for students.

□ EXERCISE 26. Sentence practice.

Directions: Circle the correct completions.

1. Tom _____ every day.
   A. shaves  B. is shaving  C. has to shaves

2. ___ go to class every day?
   A. Are you  B. Do you have  C. Do you

3. Yoko _____ to be here tomorrow.
   A. will  B. may  C. is going

4. Jack _____ be in class yesterday.
   A. didn’t  B. can’t  C. couldn’t
5. Fatima ____ to her sister on the phone yesterday.
   A. spoke       B. can speak       C. speaks

6. I ____ my rent last month.
   A. might pay   B. will pay       C. paid

7. Shh. Ken ____ on the phone right now.
   A. talks       B. can talk       C. is talking

8. I want to go to a movie tonight, but I ____ home and study.
   A. should stay B. stayed         C. stay

9. We ____ to the zoo tomorrow.
   A. will going  B. might go       C. will can go

10. I ____ in class right now.
    A. sit         B. am sitting     C. sitting

EXERCISE 27. Listening.

Directions: Listen to each sentence. Circle the letter of the sentence that is closest in meaning.

1. a. It will snow.
    b. It may snow.
    c. It must snow.

2. a. He should work.
    b. He must work.
    c. He might work.

3. a. She can swim.
    b. She may swim.
    c. She will swim.

4. a. The teacher should correct papers.
    b. The teacher had to correct papers.
    c. The teacher wanted to correct papers.

5. a. You may study for the test.
    b. You must study for the test.
    c. You should study for the test.

6. a. We should go to a movie.
    b. It’s possible we will go to a movie.
    c. We have to go to a movie.
7. a. We couldn't help.
b. We didn't need to help.
c. We weren't able to help.

8. a. I didn't want to go to school.
b. I didn't have to go to school.
c. I wasn't able to go to school.

13-9 USING LET’S

(a) Bob: What should we do tonight?
Ann: Let's go to a movie.
Bob: Okay.
(b) Sue: I'm tired.
Ted: I'm tired too. Let's take a break.
Sue: That's a good idea!

Let's (do something) = I have a suggestion for you and me. (let's = let us)
In (a): Let's go to a movie. = I think we should go to a movie. Do you want to go to a movie?

☐ EXERCISE 28. Sentence practice.
Directions: Complete the conversations with let’s. Use the words in the list or your own words.

| eat | go to a seafood restaurant |
| get a cup of coffee | go to the zoo |
| go dancing | ✔ leave at six-thirty |
| go to Florida | walk |
| go to a movie | |

1. A: What time should we leave for the airport?
   B: Let's leave at six-thirty.
   A: Okay.

2. A: Where should we go for our vacation?
   B: ____________________________
   A: That's a good idea.

3. A: Where do you want to go for dinner tonight?
   B: ____________________________
4. A: The weather is beautiful today. ____________________________
   B: Okay. Great!

5. A: I’m bored. ____________________________
   B: I can’t. I have to study.

6. A: Should we take the bus downtown or walk downtown?
   B: It’s a nice day. ____________________________

7. A: Dinner’s ready! The food’s on the table!
   B: Great! ____________________________. I’m starving!

8. A: Where should we go Saturday night?
   B: ____________________________
   A: Wonderful idea!

9. A: We have an hour between classes. ____________________________
   B: Okay. That sounds good.

☐ EXERCISE 29. Let’s talk: pairwork.

Directions: Work with a partner. Practice using let’s.
Partner A: Read your sentence aloud. You can look at your book before you speak.
   When you speak, look at your partner. Your book is open.
Partner B: Use let’s in your response. Your book is closed.
Partner A: Respond to Partner B’s suggestion.

Example: It’s a beautiful day today. What should we do?
PARTNER A (book open): It’s a beautiful day today. What should we do?
PARTNER B (book closed): Let’s go to Woodland Park Zoo.
PARTNER A (book open): Great! What a good idea! Let’s go!

1. What time should we go out to dinner tonight?
2. When should we go to (name of a place)?
3. What should we do this evening?
4. I want to do something fun tomorrow.

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

5. What should we do tomorrow? It’s a holiday, and we don’t have to go to class.
6. I’m bored. Think of something we can do.
7. My plane leaves at six. What time should we leave for the airport?
8. It's (name of a classmate)'s birthday tomorrow. Should we do something special for him/her?


Directions: Correct the errors.

1. Would you please to help me?

2. I will can go to the meeting tomorrow.

3. My brother wasn’t able calling me last night.

4. Ken should writes us a letter.

5. I have to went to the store yesterday.

6. Susie! You must not to play with matches!

7. May you please hand me that book?

8. Ann couldn’t answered my question.

9. Shelley can’t goes to the concert tomorrow.

10. Let’s going to a movie tonight.

11. Don’t to interrupt. It’s not polite.

12. Can you to stand on your head?

13. I saw a beautiful dress at a store yesterday, but I couldn’t bought it.

14. Closing the door please. Thank you.

15. May I please to borrow your dictionary? Thank you.
## CHAPTER 14
Nouns and Modifiers

### EXERCISE 1. Noun and adjective practice.

**Directions:** How are the given words usually used? Circle NOUN or ADJ (adjective). Then use each word in a sentence.

1. busy **NOUN** ADJ → *I’m very busy right now.*
2. computer **NOUN** ADJ → *Computers are machines.*
3. tall **NOUN** ADJ
4. apartment **NOUN** ADJ
5. Tom **NOUN** ADJ
6. hand **NOUN** ADJ
7. good **NOUN** ADJ
8. monkey **NOUN** ADJ
9. young **NOUN** ADJ
10. music **NOUN** ADJ
11. expensive **NOUN** ADJ
12. grammar **NOUN** ADJ

### 14-1 MODIFYING NOUNS WITH ADJECTIVES AND NOUNS

<table>
<thead>
<tr>
<th>ADJECTIVE + NOUN</th>
<th>NOUN + NOUN</th>
<th>ADJECTIVE + NOUN + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I bought an <strong>expensive</strong> book.</td>
<td>(b) I bought a <strong>grammar</strong> book.</td>
<td>(d) I bought an <strong>expensive grammar</strong> book.</td>
</tr>
<tr>
<td>Adjectives can modify nouns, as in (a). See Chart 6-2, p. 161, for a list of common adjectives.</td>
<td>Nouns can modify other nouns. In (b): <strong>grammar</strong> is a noun that is used as an adjective to modify another noun (<strong>book</strong>).</td>
<td>A noun that is used as an adjective is always in its singular form. In (c): the store sells shoes, but it is called a <strong>shoe</strong> (singular form) store.</td>
</tr>
<tr>
<td><strong>INCORRECT:</strong> He works at a <strong>shoe</strong> store.</td>
<td><strong>INCORRECT:</strong> I bought a <strong>grammar expensive</strong> book.</td>
<td>Both an adjective and a noun can modify a noun; the adjective comes first, the noun second.</td>
</tr>
</tbody>
</table>

405
☐ EXERCISE 2. Sentence practice.

Directions: Underline the adjectives and identify the nouns they modify.

1. I drank some hot tea.
2. My grandmother is a wise woman.
3. English is not my native language.
4. The busy waitress poured coffee into the empty cup.
5. A young man carried the heavy suitcase for Fumiko.
6. I sat in an uncomfortable chair at the restaurant.
7. There is international news on the front page of the newspaper.
8. My uncle is a wonderful man.

☐ EXERCISE 3. Sentence practice.

Directions: Underline the nouns used as adjectives and identify the nouns they modify.

1. We sat at the kitchen table.
2. I bought some new CDs at the music store.
3. We met Jack at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

☐ EXERCISE 4. Listening.

Directions: Listen to the sentences. Decide if the given word is used as a noun or adjective. Circle your choice.

1. kitchen NOUN ADJ 6. car NOUN ADJ
2. kitchen NOUN ADJ 7. car NOUN ADJ
3. apartment NOUN ADJ 8. chicken NOUN ADJ
4. apartment NOUN ADJ 9. chicken NOUN ADJ
5. music NOUN ADJ 10. grammar NOUN ADJ
EXERCISE 5. Sentence practice.

Directions: Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

1. Vases that are used for flowers are called ___________.
2. A cup that is used for coffee is called ____________.
3. A story that appears in a newspaper is called _________________.
4. Rooms in hotels are called _________________________.
5. A worker in an office is called _________________________.
6. A tag that gives the price of something is called _________________.
7. A room that contains computers is called _________________________.
8. Seats on airplanes are called _________________________.
9. A bench that is found in a park is called _________________________.
10. Soup that is made of beans is called _________________________.

EXERCISE 6. Let's talk: small groups.

Directions: Work in small groups. Which noun in the list can be used with all three of the nouns used as modifiers? For example, in the first sentence below, the completion can be a university education, a high school education, and a college education.

Nouns: education, program, store

1. Jane has a ____________ education.
2. We went to a ____________.
3. I took a ____________.
4. We watched a horse
car
foot

5. I talked to a government
city
class
school

6. Mom made some vegetable
bean
chicken

7. He told me about a radio
television
computer

8. We took a boat
bus
airplane

9. I couldn’t find my car
house
doors

10. We bought some theater
concert
airplane

11. We visited Sue in her hospital
hotel
dormitory

12. What is your telephone
apartment
license plate
**EXERCISE 7. Sentence practice.**

_Directions:_ Each item lists two nouns and one adjective. Write them in the correct order.

1. homework
   long
   assignment
   The teacher gave us a ____________ long homework assignment.__________

2. program
   good
   television
   I watched a ________________________________

3. road
   mountain
   dangerous
   We drove on a ________________________________

4. automobile
   bad
   accident
   Janet was in a ________________________________

5. article
   magazine
   interesting
   I read an ________________________________

6. delicious
   vegetable
   soup
   Mrs. Green made some ________________________________

7. card
   funny
   birthday
   My sister gave me a ________________________________

8. narrow
   seats
   airplane
   People don’t like to sit in ________________________________
## 14-2 WORD ORDER OF ADJECTIVES

(a) a **large** **red** car  
*INCORRECT: a **red** **large** car*  
In (a): two adjectives (*large* and *red*) modify a noun (*car*). Adjectives follow a particular order. In (a): an adjective describing **size** (*large*) comes before **color** (*red*).

(b) a **beautiful** **young** woman  
(c) a **beautiful** **red** car  
(d) a **beautiful** **Greek** island  
The adjective **beautiful** expresses an opinion. Opinion adjectives usually come before all other adjectives. In (b): opinion precedes age. In (c): opinion precedes color. In (d): opinion precedes nationality.

(e) **OPINION ADJECTIVES**  
- dangerous  
- favorite  
- difficult  
- good  
- interesting  
- dirty  
- happy  
- strong  
- expensive  
- honest  
- wonderful  
There are many opinion adjectives. The words in (e) are examples of common opinion adjectives.

### USUAL WORD ORDER OF ADJECTIVES

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPINION</strong></td>
<td><strong>SIZE</strong></td>
<td><strong>AGE</strong></td>
<td><strong>COLOR</strong></td>
<td><strong>NATIONALITY</strong></td>
<td><strong>MATERIAL</strong></td>
</tr>
<tr>
<td>beautiful</td>
<td>large</td>
<td>young</td>
<td>red</td>
<td>Greek</td>
<td>metal</td>
</tr>
<tr>
<td>delicious</td>
<td>tall</td>
<td>old</td>
<td>blue</td>
<td>Chinese</td>
<td>glass</td>
</tr>
<tr>
<td>kind</td>
<td>little</td>
<td>middle-aged</td>
<td>black</td>
<td>Mexican</td>
<td>plastic</td>
</tr>
</tbody>
</table>

(f) some **delicious** **Mexican** food  
(g) a **small** glass vase  
(h) a **kind** **old** **Chinese** man  
A noun is usually modified by only one or two adjectives, although sometimes there are three.

(i) **RARE**  
- a beautiful small old brown Greek metal coin  
It is very rare to find a long list of adjectives in front of a noun.

*NOTE: Adjectives that describe nationality are capitalized: Korean, Venezuelan, Saudi Arabian, etc.*

### EXERCISE 8. Adjective practice.

*Directions: Put the italicized words in the correct order.*

1. glass  
   tall  
   a _______  _______ glass _______  _______ vase

2. delicious  
   Thai  
   some _______  _______  _______ food

3. red  
   small  
   some _______  _______ tomatoes

410 CHAPTER 14
Directions: Complete the sentences with words from the list.

Asian  brick  Canadian  coffee  cotton  important  leather  polite  soft  unhappy

1. Jack is wearing a white _______ shirt.
2. Hong Kong is an important _______ city.
3. I'm wearing some comfortable old _______ shoes.
4. Tommy was a/an _______ little boy when he broke his favorite toy.
5. Ann has a/an _______ wool blanket on her bed.
6. Our dorm is a tall red _______ building.

Nouns and Modifiers 411
7. The computer is a/an _______________ modern invention.

8. My nephew has good manners. He is always a/an _______________ young man, especially to his elders.

9. Jack always carries a large blue _______________ cup with him.

10. Ice hockey is a popular _______________ sport.

Exercise 10. Sentence practice.

Directions: Add adjectives or nouns used as adjectives to complete the sentences. Share some of your answers with the class.

1. We had some hot _______________ food.

2. My dog, Rover, is a/an _______________ old dog.

3. We bought a blue _______________ blanket.

4. Alice has _______________ gold earrings.

5. Tom has short _______________ hair.

6. Mr. Lee is a/an _______________ young man.

7. Jack lives in a large _______________ brick house.

8. I bought a big _______________ suitcase.

9. Sally picked a/an _______________ red flower.

10. Ali wore an old _______________ shirt to the picnic.
EXERCISE 11. Sentence practice.

Directions: Many, but not all, of the sentences contain mistakes in the word order of modifiers. Correct the mistakes. Make changes in the use of a and an as necessary.

an old wood

1. Ms. Lane has an old wood desk in her office.

2. She put the flowers in a blue glass vase. (no change)

3. The Great Wall is a Chinese landmark famous.

4. Ken is a man young honest.

5. I read a newspaper article interesting this morning.

6. Spiro gave me a wonderful small black Greek box as a birthday present.

7. Alice reached down and put her hand in the mountain cold stream.

8. Pizza is my favorite food Italian.

9. There was a beautiful flower arrangement on the kitchen table.

10. Jack usually wears brown old comfortable shoes leather.

11. Gnats are black tiny insects.

12. I used a box brown cardboard to mail a gift to my sister.

13. Tony has a noisy electric fan in his bedroom window.

14. James is a middle-aged handsome man with brown short hair.

15. When Jane was on her last business trip, she had a cheap rental car, but she stayed in a room expensive hotel.
EXERCISE 12. Let’s talk: pairwork.

Directions: Work with a partner. Practice modifying nouns.

Partner A: Say the words in each item. Don’t let your intonation drop because Student B is going to finish the phrase. Your book is open.

Partner B: Complete Student A’s phrase with a noun. Your book is closed. Respond as quickly as you can with the first noun that comes to mind.

Share a few of your answers with the class.

Example: a dark . . .
PARTNER A (book open): a dark
PARTNER B (book closed): night (room, building, day, cloud, etc.)

Example: some ripe . . .
PARTNER A (book open): some ripe
PARTNER B (book closed): soup
PARTNER B (book closed): Okay. How about “some ripe fruit” or “some ripe bananas”?
PARTNER A (book open): That’s good. Some ripe fruit or some ripe bananas.

1. a kitchen . . . 11. a birthday . . .
2. a busy . . . 12. a computer . . .
3. a public . . . 13. a baby . . .
4. a true . . . 14. a soft . . .
5. some expensive . . . 15. an easy . . .
6. an interesting old . . . 16. a government . . .
7. an airplane . . . 17. some hot . . .
8. a dangerous . . . 18. a flower . . .
9. a beautiful Korean . . . 19. a bright . . .
10. some delicious Mexican . . . 20. some small round . . .

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

21. a telephone . . . 31. some great old . . .
22. a fast . . . 32. a television . . .
23. some comfortable . . . 33. a very deep . . .
24. a foreign . . . 34. an office . . .
25. a famous Italian . . . 35. a gray wool . . .
26. a bus . . . 36. an afternoon . . .
27. a history . . . 37. an empty . . .
28. a rubber bicycle . . . 38. a wonderful South American . . .
29. a hospital . . . 39. a bedroom . . .
30. a movie . . . 40. a science . . .
EXERCISE 13. Listening.

Directions: Listen to each sentence. Circle the best completion(s). There may be more than one answer.

Example: We watched an interesting TV . . . . store (movie) (show)

1. card cake party
2. friend bus keys
3. jeans shoes flowers
4. test classroom eraser
5. room games desk
6. mail article story

14-3 EXPRESSIONS OF QUANTITY: ALL OF, MOST OF, SOME OF, ALMOST ALL OF

(a) Rita ate all of the food on her plate.
(b) Mike ate most of his food.
(c) Susie ate some of her food.
(d) Matt ate almost all of his food.

All of, most of, and some of express quantities.

all of = 100%
most of = a large part, but not all
some of = a small or medium part

INCORRECT: Matt ate almost of his food.

Almost is used with all, all cannot be omitted.
**EXERCISE 14. Sentence practice.**

*Directions:* Complete the sentences with *(almost) all of, most of, or some of.*

1. 2, 4, 6, 8: _________ these numbers are even.
2. 1, 3, 5, 7: _______________ these numbers are odd.
3. 1, 3, 4, 6, 7, 9: _______________ these numbers are odd.
4. 1, 3, 4, 6, 7, 8: _______________ these numbers are odd.
5. 1, 3, 4, 5, 7, 9: _______________ these numbers are odd.
6. _______________ the birds in Picture A are flying.
7. _______________ the birds in Picture B are flying.
8. _______________ the birds in Picture C are flying.
9. _______________ the birds in Picture D are flying.
10. _______________ the students in this class have dark hair.
11. _______________ the students in this class are using pens rather than pencils to do this exercise.
12. _______________ the students in this class wear glasses.
13. _______________ the students in this class can speak English.

14-4 EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
<th>Verbs Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) All of my work is finished.</td>
<td>In (a): all of + <strong>singular</strong> noun + <strong>singular</strong> verb.</td>
<td></td>
</tr>
<tr>
<td>(b) All of my friends are kind.</td>
<td>In (b): all of + <strong>plural</strong> noun + <strong>plural</strong> verb.</td>
<td></td>
</tr>
<tr>
<td>(c) Some of my homework is finished.</td>
<td>In (c): some of + <strong>singular</strong> noun + <strong>singular</strong> verb.</td>
<td></td>
</tr>
<tr>
<td>(d) Some of my friends are coming to my birthday party.</td>
<td>In (d): some of + <strong>plural</strong> noun + <strong>plural</strong> verb.</td>
<td></td>
</tr>
</tbody>
</table>

When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows of.

<table>
<thead>
<tr>
<th>Common Expressions of Quantity</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of</td>
<td>a lot of</td>
<td>most of</td>
<td></td>
</tr>
<tr>
<td>almost all of</td>
<td>half of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>some of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 15. Sentence practice.**

**Directions:** Choose the correct completions.

1. All of that money __________ mine.
   - is
   - are

2. All of the windows __________ open.
   - is
   - are

3. We saw one movie. Some of the movie __________ interesting.
   - was
   - were

4. We saw five movies. Some of the movies __________ interesting.
   - was
   - were

5. A lot of those words __________ new to me.
   - is
   - are

6. A lot of that vocabulary __________ new to me.
   - is
   - are

Nouns and Modifiers 417
7. Half of the glasses _____ empty, and half of the glasses _____ full.

8. Half of the glass _____ empty.

9. Almost all of the air in the city _____ polluted.

10. Almost all of the oceans in the world _____ polluted.

11. Most of the students _____ on time.

12. Most of our mail _____ in the morning.

**EXERCISE 16. Listening.**

*Directions:* Listen to each sentence. Circle the percentage that means the same as the quantity you hear.

*Example:* Half of the class was late. 100% 50% 10%

1. 100% 80% 10%
2. 100% 30% 0%
3. 80% 50% 25%
4. 90% 100% 10%
5. 10% 20% 70%
6. 25% 50% 85%
### 14-5 Expressions of Quantity: One Of, None Of

<table>
<thead>
<tr>
<th>one of + plural noun</th>
<th>one of is followed by a specific plural noun, as in (a).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Sam is one of my friends.</td>
<td>It is incorrect to follow one of with a singular noun.</td>
</tr>
<tr>
<td>INCORRECT: Sam is one of my friend.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>one of + pl. noun + sing. verb</th>
<th>When one of + a plural noun is the subject of a sentence, it is followed by a singular verb, as in (b): one of + plural noun + singular verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) One of my friends is here.</td>
<td></td>
</tr>
<tr>
<td>INCORRECT: One of my friends are here.</td>
<td></td>
</tr>
</tbody>
</table>

| (c) None of the students was late. | In (d): Not one of the students was late. |
| (d) None of the students were late. | none of = not one of |
| | The verb following none of + a plural noun can be singular, as in (c), or plural, as in (d). Both are correct.* |

*In very formal English, a singular verb is used after none of + a plural noun: None of the students was late. In everyday English, both singular and plural verbs are used.

### Exercise 17. Sentence Practice

**Directions:** Make sentences from the given words and phrases.

1. one of my teacher be (name of a teacher)  
   One of my teachers is Ms. Lopez.

2. (name of a student) be (name of a classmate)  

3. one of my book be (red)  

4. one of my book have (green)  

5. (name of a place) be (one of my favorite place in the world)  

6. one of the student in my class always come late  

7. (name of a person) be (one of my best friend)  

Nouns and Modifiers 419
8. one of my friend live in (name of a place)

9. (title of a TV program) be one of the best program on TV

10. (name of a person) be one of the most famous people* in the world

11. one of my biggest problem be my inability to understand spoken English

12. (name of a newspaper) be one of the leading newspaper in (name of a city)

13. none of the student in my class speak (name of a language)

14. none of the furniture in this room be soft and comfortable

☐ EXERCISE 18. Let's talk.

Directions: Work alone to complete the sentences with your own words. Then take turns sharing your sentences with a small group or with the class.

1. One of my favorite ____________________ is ____________________.
2. ____________________ is one of the most interesting ____________________ in the world.
3. One of the ____________________ in my ____________________ is ____________________.
4. ____________________ is one of my best ____________________.
5. One of ____________________
6. None of ____________________

* People is a plural noun even though it does not have a final -s.
EXERCISE 19. Sentence practice.
Directions: Choose the correct verbs.
1. My grammar book _______ is _______ red.
   (is / are)
2. Some of my books _______ on my desk.
   (is / are)
3. One of my books _______ blue and green.
   (is / are)
4. My favorite colors _______ red and yellow.
   (is / are)
5. Sue’s favorite color _______ green.
   (is / are)
6. One of my favorite colors _______ red.
   (is / are)
7. Some of the students in my class _______ lap-top computers.
   (has / have)
8. One of the students in Pablo’s class _______ a mustache.
   (has / have)
9. My best friends _______ in Brazil.
   (lives / live)
10. One of my best friends _______ in Australia.
    (lives / live)
11. None of these letters _______ for you.
    (is / are)
12. None of this mail _______ for you.
    (is / are)

EXERCISE 20. Sentence practice.
Directions: Complete the sentences with is or are.
1. Some of the children’s toys _______ broken.
2. Most of my classmates _______ always on time for class.
3. One of my classmates _______ always late.
4. All of my friends __________ kind people.
5. One of my friends __________ Sam Brown.
6. Most of the rivers in the world __________ polluted.
7. Some of the Pacific Ocean __________ badly polluted.
8. Most of this page __________ white.
10. One of the pages in this book __________ the title page.

**EXERCISE 21. Listening.**

*Directions:* Complete the sentences with the words you hear.

1. __________________________ is hard.
2. __________________________ is missing.
3. __________________________ are here yet.
4. __________________________ were late.
5. __________________________ is absent.
6. __________________________ was vegetarian.
7. __________________________ were helpful.
8. __________________________ was scary.

**EXERCISE 22. Listening review.**

*Directions:* Look at the pictures as you listen to each sentence. Circle the correct answer.

*Example:* None of the people are mad. yes (no)

1. yes no 2. yes no 3. yes no 4. yes no 5. yes no 6. yes no 7. yes no 8. yes no
EXERCISE 23. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Answer them using complete sentences. Use any expression of quantity (all of, most of, some of, a lot of, one of, three of, etc.). Close your book for this activity.

Examples:
TEACHER: How many of the people in this room are wearing shoes?
STUDENT: All of the people in this room are wearing shoes.

TEACHER: How many of us are wearing blue jeans?
STUDENT: Some of us are wearing blue jeans.

1. How many people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?
4. How many of your classmates are from (name of a country)?
5. How many of the people in this room can speak (English)?
6. How many of the women in this room are wearing earrings? How many of the men?
7. What is one of your favorite TV programs?
8. How many of the people in this city are friendly?
9. Who is one of the most famous people in the world?
10. How many of the married women in your country work outside the home?

14-6 INDEFINITE PRONOUNS: NOTHING AND NO ONE

(a) I didn’t say anything.
(b) I said nothing.
INCORRECT: I didn’t say nothing.
(a) and (b) have the same meaning. Anything is used when the verb is negative. Nothing is used when the verb is affirmative.

(c) Bob didn’t see anyone at the park.
(d) Bob saw no one at the park.
INCORRECT: Bob didn’t see no one at the park.
(c) and (d) have the same meaning. Anyone is used when the verb is negative. No one is used when the verb is affirmative.

EXERCISE 24. Sentence practice.
Directions: Complete the sentences. Use anything, nothing, anyone, or no one.

1. Jim doesn’t know ________________ about butterflies.
2. Jim knows ________________ about butterflies.
3. Jean didn’t tell ________________ about her problem.
4. Jean told _____________ about her problem.
5. There’s _____________ in my pocket. It’s empty.
6. There isn’t _____________ in my pocket.
7. Liz went to a shoe store, but she didn’t buy ________________.
8. Liz bought ________________ at the shoe store.
9. I got ________________ in the mail today. My mailbox was empty.
10. George sat quietly in the corner. He didn’t speak to _________________.
11. The office is closed from 12:00 to 1:00. ________________ is there during the lunch hour.
12. I know ________________ about nuclear physics.
13. ________________ was at home last night. Both my roommate and I were out.
14. Joan has a new apartment. She doesn’t know ________________ in her apartment building yet.
15. A: Do you know ________________ about Iowa?
   B: Iowa? I know ________________ about Iowa.
   A: It’s an agricultural state that is located between the Mississippi and Missouri rivers.

### 14-7 INDEFINITE PRONOUNS: SOMETHING, SOMEONE, ANYTHING, ANYONE

| STATEMENT | (a) Mary bought something at the store.  
(b) Jim talked to someone after class. | In a statement, use something or someone. |
|-----------|-------------------------------------|------------------------------------------|
| NEGATIVE  | (c) Mary didn’t buy anything at the store.  
(d) Jim didn’t talk to anyone after class. | In a negative sentence, use anything or anyone. |
| QUESTION  | (e) Did Mary buy something at the store?  
(f) Did Mary buy anything at the store?  
Did Jim talk to someone after class?  
Did Jim talk to anyone after class? | In a question, use either something/someone or anything/anyone. |
EXERCISE 25. Sentence practice.

Directions: Complete the sentences. Use something, someone, anything, or anyone.*

1. I have ___________ in my pocket.
2. Do you have ___________ in your pocket?
3. Ken doesn’t have ___________ in his pocket.
4. I bought ___________ when I went shopping yesterday.
5. Rosa didn’t buy ___________ when she went shopping.
6. Did you buy ___________ when you went shopping?
7. My roommate is speaking to ___________ on the phone.
8. Yuko didn’t tell ___________ her secret.
9. I talked to ___________ at the phone company about my bill.
10. Did you talk to ___________ about your problem?
11. Kim gave me ___________ for my birthday.
12. Paul didn’t give me ___________ for my birthday.
13. Did Paul give you ___________ for your birthday?
14. My brother is sitting at his desk. He’s writing an e-mail to ___________.
15. The hall is empty. I don’t see ___________.
16. A: Listen. Do you hear a noise?
   B: No, I don’t. I don’t hear ___________.
17. A: Did you talk to Jim on the phone last night?
   B: No. I didn’t talk to ___________.
18. A: Where’s your bicycle?
   B: ___________ stole it.

* Someone and somebody have the same meaning. Anyone and anybody have the same meaning.
19. A: Does ______________ have some change? I need to use the pay phone.
B: Here.
A: Thanks. I'll pay you back later.

20. A: What did you do last weekend?
B: I didn't do ______________. I stayed home.

14-8 USING EVERY

(a) Every student has a book.
(b) All of the students have books.
INCORRECT: Every of the students has a book.
INCORRECT: Every students have books.

(a) and (b) have essentially the same meaning.
In (a): every + singular noun + singular verb.

Every is not immediately followed by of.
Every is immediately followed by a singular noun, not a plural noun.

(c) Everyone has a book.
(d) Everybody has a book.
(c) and (d) have the same meaning.
Everyone and everybody are followed by a singular verb.

(e) I looked at everything in the museum.
(f) Everything is okay.
In (e): everything = each thing
In (f): Everything is followed by a singular verb.

☐ EXERCISE 26. Sentence practice.
Directions: Choose the correct completions.

1. All of the ________ on this desk ________ mine.
   (books / book / books) (is / are)

2. Every ________ on this desk ________ mine.
   (book / books) (is / are)

3. All of the ________ here today.
   (student / students) (is / are)

4. Every ________ here today.
   (student / students) (is / are)
5. Every ________ (teacher / teachers) at my college ________ (gives / give) tests regularly.

6. All of the ________ (teacher / teachers) at my college ________ (gives / give) a lot of tests.

7. Every ________ (child / children) in my country ________ (likes / like) bedtime stories.

8. All of the ________ (child / children) in my country ________ (knows / know) that story.

9. All of the ________ (person / people) in this class ________ (is / are) studying English.

10. Everyone in this class ________ (wants / want) to learn English.

11. ________ (Does / Do) all of the ________ (student / students) in this class speak English well?

12. ________ (Does / Do) every ________ (person / people) in the world like to listen to music?

13. ________ (Does / Do) all of the ________ (person / people) in the world enjoy dancing?

14. ________ (Does / Do) everybody in the world have enough to eat?

15. Every ________ (city / cities) in Sweden ________ (has / have) a good transportation system.

16. One of the ________ (student / students) in my class ________ (is / are) from Iceland.

**EXERCISE 27. Review: error analysis.**

**Directions:** Correct the errors.

1. I work hard every days.

2. I live in an apartment with one of my friend.

3. We saw a pretty flowers garden in the park.

4. Almost of the students are in class today.
5. Every people in my class are studying English.

6. All of the cities big in North America has traffic problems.

7. One of my cars are dark green.

8. Nadia drives a blue small car.

9. Istanbul is one of my favorite city in the world.

10. Every of students in the class have a grammar book.

11. The work will take a long time. We can’t finish every things today.

12. Everybody in the world want peace.

14-9 LINKING VERBS + ADJECTIVES

<table>
<thead>
<tr>
<th>BE + ADJECTIVE</th>
<th>LINKING VERB + ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The flowers were beautiful.</td>
<td>Adjectives can follow <strong>be</strong>, as in (a). The adjective describes the subject of the sentence. See Chart 1-6, p. 12.</td>
</tr>
<tr>
<td>(b) The flowers looked beautiful.</td>
<td></td>
</tr>
<tr>
<td>(c) The flowers smelled good.</td>
<td></td>
</tr>
<tr>
<td>(d) I feel good.</td>
<td></td>
</tr>
<tr>
<td>(e) Candy tastes sweet.</td>
<td></td>
</tr>
<tr>
<td>(f) That book sounds interesting.</td>
<td></td>
</tr>
</tbody>
</table>


Directions: Work with a partner to practice using linking verbs. Take turns completing the sentences.

PART I. Describe how you feel today. Begin your sentence with I feel . . . .

1. good
2. fine
3. terrible
4. terrific
5. sleepy
6. tired
7. lazy
8. nervous
9. happy
10. calm
11. sick
12. old
PART II. Name things that . . . .
13. taste good 17. taste sour
14. taste terrible 18. smell good
15. taste delicious 19. smell bad
16. taste sweet 20. smell wonderful

PART III. Name something in this room that looks . . . .
21. clean 25. expensive
22. dirty 26. comfortable
23. new 27. messy
24. old 28. familiar

☐ EXERCISE 29. Let’s talk.
Directions: Work in groups or as a class. Take turns showing and describing emotions.
Speaker A: Choose one of the emotions listed below. Show that emotion through the
expression on your face and through your actions. Don’t tell anyone
which emotion you’re trying to show.
Speaker B: Describe how Speaker A looks. Use the linking verb look and an
adjective.
1. angry
2. sad/unhappy
3. happy
4. tired/sleepy
5. busy
6. comfortable
7. surprised
8. nervous

☐ EXERCISE 30. Sentence practice.
Directions: Use any possible completions for these sentences. Use the words in the
list or your own words.

- easy - good / terrific / wonderful / great - interesting
- hard / difficult - terrible / awful - tired / sleepy

1. Rosa told me about a new book. I want to read it. It sounds
   interesting / good / terrific . . .

2. Karen learned how to make paper flowers. She told me how to do it. It sounds
   . . .

3. There’s a new play at the community theater. I read a review of it in the
   newspaper. I’d like to see it. It sounds . . .

Nouns and Modifiers 429
4. Professor Wilson is going to lecture on the problems of overpopulation tomorrow evening. I think I’ll go. It sounds _________________.

5. Chris explained how to fix a flat tire. I think I can do it. It sounds _________________.

6. Shelley didn’t finish her dinner because it didn’t taste _________________.

7. What’s for dinner? Something smells _________________. Ummm! What is it?

8. Amy didn’t get any sleep last night because she studied all night for a test. Today she looks _________________.

9. Yummm! This dessert tastes _________________. What is it?

10. A: What’s the matter? Do you feel okay?
    B: No. I feel _________________. I think I’m getting a cold.

11. A: Do you like my new dress, darling?
    B: You look _________________, honey.

12. A: Pyew!* Something smells _________________! Do you smell it too?
    B: I sure do. It’s the garbage in the alley.

☐ **EXERCISE 31. Let’s talk.**

*Directions: Work in pairs or small groups. In a given time limit (e.g., fifteen seconds, thirty seconds, a minute), think of as many adjectives or nouns used as adjectives as you can that describe the given nouns. Make a list.

*Example: car
*Response: big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

1. weather 5. country
2. animal 6. person
3. food 7. river
4. movie 8. student

*Pyew is sometimes said “p.u.” Both Pyew and p.u. mean that something smells very bad.
### 14-10 ADJECTIVES AND ADVERBS

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ann is a <strong>careful</strong> driver. (adjective)</td>
<td><strong>careful</strong> slow quick easy</td>
<td>An adjective describes a noun. In (a): <strong>careful</strong> describes <strong>driver</strong>. An adverb describes the action of a verb. In (b): <strong>carefully</strong> describes <strong>drives</strong>. Most adverbs are formed by adding <strong>-ly</strong> to an adjective.</td>
</tr>
<tr>
<td>(b) Ann drives <strong>carefully</strong>. (adverb)</td>
<td><strong>carefully</strong> slowly quickly easily</td>
<td></td>
</tr>
<tr>
<td>(c) John is a <strong>fast</strong> driver. (adjective)</td>
<td><strong>fast</strong> hard early late</td>
<td>The adjective form and the adverb form are the same for <strong>fast</strong>, <strong>hard</strong>, <strong>early</strong>, <strong>late</strong>.</td>
</tr>
<tr>
<td>(d) John drives <strong>fast</strong>. (adverb)</td>
<td><strong>fast</strong> hard early late</td>
<td></td>
</tr>
<tr>
<td>(e) Linda is a <strong>good</strong> writer. (adjective)</td>
<td><strong>good</strong> well</td>
<td><strong>Well</strong> is the adverb form of <strong>good</strong>. (*)</td>
</tr>
<tr>
<td>(f) Linda writes <strong>well</strong>. (adverb)</td>
<td><strong>good</strong> well</td>
<td></td>
</tr>
</tbody>
</table>

*Will can also be used as an adjective to mean "not sick." Paul was sick last week, but now he's well.*

### EXERCISE 32. Sentence practice.

**Directions:** Complete the sentences with the adjective or adverb in **italics**.

1. quiet, quietly  
   My hometown is small and ____ quiet ____.
2. quiet, quietly  
   Mr. Wilson whispered. He spoke ____ quietly ____.
3. clear, clearly  
   Anna pronounces every word ____ clearly ____.  
4. clear, clearly  
   We like to go boating in ____ clear ____ weather.
5. careless, carelessly  
   Boris makes a lot of mistakes when he writes. He's a ____ careless ____ writer.
6. careless, carelessly  
   Boris writes ____ carelessly ____.  
7. easy, easily  
   The teacher asked an ____ easy ____ question.
8. easy, easily  
   I answered the teacher's question ____ easily ____. 

---

Nouns and Modifiers 431
9. good, well
   David is kind, generous, and thoughtful. He is a
   ___________ person.

10. good, well
    Jake has poor eyesight. He can’t see ___________ without his glasses.

EXERCISE 33. Sentence practice.

Directions: Complete the sentences with the correct form (adjective or adverb) of the
words in italics.

1. careful
   Do you drive ___________?

2. correct
   Carmen gave the ___________ answer to the question.

3. correct
   She answered the question ___________.

4. fast
   Mike is a ___________ reader.

5. quick
   Mike reads ___________.

6. fast
   Mike reads ___________.

7. neat
   Barbara has ___________ handwriting. It is easy to read what
   she writes.

8. neat
   Barbara writes ___________.

9. hard
   I study ___________.

10. hard
    The students took a ___________ test.

11. honest
    Roberto answered the question ___________.

12. slow
    Karen and Fumiko walked through the park ___________.

13. quick
    We were in a hurry, so we ate lunch ___________.

432 CHAPTER 14
14. careless I made some __________ mistakes in my last composition.

15. early Last night we had dinner __________ because we had to leave for the theater at 6:00.

16. early We had an __________ dinner last night.

17. loud I speak ___________ when I talk to my grandfather because he has trouble hearing.

18. clear Kim speaks English ___________ and ___________.

□ EXERCISE 34. Sentence practice.

Directions: Complete the sentences with the correct form (adjective or adverb) of the words in italics.

1. good Did you sleep __________ last night?

2. fast Anita is a __________ learner.

3. quick She learns everything __________.

4. fast Ahmed walks too __________. I can’t keep up with him.

5. soft Please speak __________. The children are asleep.

6. hard It rained __________ yesterday.

7. late I paid my telephone bill __________.

8. easy Ron lifted the heavy box __________. He’s very strong.

9. quiet Olga entered the classroom __________ because she was late for class.

10. beautiful The flowers look __________.

11. good We had a ___________ time at the party last night.

12. good Your science project looks __________.

13. fluent Nadia speaks French ___________.

Nouns and Modifiers 433
EXERCISE 35. Review.

Directions: Choose the correct completions.

1. The teacher gave a test paper to every _____ in the class.
   (A) student  (B) students  (C) of student  (D) of students

2. Rosa is a _____ woman.
   (A) beautiful Mexican young  (B) beautiful young Mexican
   (C) Mexican beautiful young  (D) young beautiful Mexican

3. _____ the students in our class have dark hair.
   (A) All of  (B) Almost of
   (C) Almost  (D) Almost all of

4. I had some _____ soup for lunch.
   (A) vegetable good  (B) good vegetables
   (C) vegetables good  (D) good vegetable

5. Jack introduced me to one _____.
   (A) friends  (B) of his friend
   (C) of his friends  (D) his friends

6. The flowers _____.
   (A) looked beautiful  (B) looked beautifully
   (C) beautiful look  (D) beautifully look

7. _____ have jobs after school.
   (A) A lot of students  (B) A lot students
   (C) A lots of students  (D) A lot student

8. I didn’t talk to _____.
   (A) something  (B) anyone
   (C) nothing  (D) no one

EXERCISE 36. Chapter review: error analysis.

Directions: Correct the errors.

1. Everybody want to be happily.

2. One of the building on Main Street is the post office.

3. I didn’t see nobody at the mall.

4. At the library, you need to do your work quiet.

5. I walk in the park every days.
6. Mr. Jones teaches English very good.

7. The answer looks clearly. Thank you for explaining it.

8. Every grammar test have a lot of difficult questions.

☐ EXERCISE 37. Review: small groups.

Directions: Play this game in small groups. Think of a noun. Describe this noun to your group by giving clues, but don’t mention the noun. The group will guess the noun you’re thinking of.

Example:

Speaker A: I’m thinking of a kind of plant. It’s small and colorful. It smells good.

Group 1: A flower!

Speaker B: I’m thinking of a person. She has short black hair. She’s wearing a blue sweater and a black skirt today.

Group 2: That’s too easy! Yoko!

Speaker C: I’m thinking of a very big cat. It’s a wild animal.

Group 1: A lion!

Speaker C: No. It’s orange and black. It lives in Asia. It has stripes.

Group 1: A tiger!

☐ EXERCISE 38. Review.

Directions: Bring to class an object from your country. In a small group, describe your object and tell your classmates about it. What is it? How is it used? Why is it special? Answer questions from the group.

When all of the groups finish discussing the objects, all of the objects should be placed in the center of the room.

Speaker A: Choose one of the objects. Ask questions about it. Find out who it belongs to and what it is. (The owner of the object should not speak. People from the owner’s group will give Student A the necessary information.)

Speaker B: Choose another one of the objects and ask questions. Etc.

After all of the objects have been discussed and placed in the middle of the room, choose five of them to write about. Write a short paragraph on each object. What is it? What does it look like? Whose is it? What’s it for? Why is it special? Why is it interesting to you? Etc.
### 15-1 POSSESSIVE NOUNS

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR NOUN</th>
<th>POSSESSIVE FORM</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>My friend</td>
<td>friend's</td>
<td>To show that a person possesses something, add an apostrophe ('1) and -s to a singular noun.</td>
</tr>
<tr>
<td>(b)</td>
<td>The student</td>
<td>student's</td>
<td>POSSESSIVE NOUN, SINGULAR: noun + apostrophe ('1) + -s</td>
</tr>
<tr>
<td>(c)</td>
<td>The students</td>
<td>students'</td>
<td>Add an apostrophe ('1) at the end of a plural noun (after the -s).</td>
</tr>
<tr>
<td>(d)</td>
<td>My friends</td>
<td>friends'</td>
<td>POSSESSIVE NOUN, PLURAL: noun + -s + apostrophe ('1)</td>
</tr>
</tbody>
</table>

### EXERCISE 1. Punctuation practice.

**Directions:** Add apostrophes to the possessive nouns.

1. Jim's last name is Smith.

2. Bobs cat likes to sleep on the sofa.

3. My teachers names are Ms. Rice and Mr. Molina.

4. My mothers first name is Marika.

5. My parents telephone number is 555-9876.

6. My Uncle George is my fathers brother.
7. Nicole is a girls name.

8. Erica and Heidi are girls names.

9. Do you like Toms shirt?

10. Do you know Anita's brother?

11. Alex's friends visited him last night.

12. The teacher collected the students test papers at the end of the class.

13. How long is an elephants trunk?


15. Monkey's hands have thumbs.

☐ EXERCISE 2. Sentence practice.

Directions: Complete the sentences. Use your classmates' names.

1. _________ hair is short and straight.

2. _________ grammar book is on her desk.

3. _________ last name is _________.

4. I don't know _________ address.

5. _________ eyes are brown.

6. _________ shirt is blue.

7. _________ briefcase is on the floor.

8. I need to borrow _________ dictionary.
EXERCISE 3. Let's talk: small groups.
Directions: Work in small groups. Take turns making sentences about things that belong to students in your group. Write down five of them.
Example:
SPEAKER A: Kim's dictionary is on his desk.
SPEAKER B: Anna's purse is brown.
SPEAKER C: Pablo's shirt is green.
Etc.

EXERCISE 4. Listening.
Directions: Listen to each sentence and circle the word you hear.
1. Bob  Bob's
2. Bob  Bob's
3. teacher  teacher's
4. teacher  teacher's
5. friend  friend's
6. friend  friend's
7. manager  manager's
8. cousin  cousin's

EXERCISE 5. Sentence practice.
Directions: Complete the sentences.
1. My husband's _______ brother _______ is my brother-in-law.
2. My father's _____________ is my uncle.
3. My mother's _____________ is my grandmother.
4. My sister's _____________, are my nieces and nephews.
5. My aunt's _____________ is my mother.
6. My wife's _____________ is my mother-in-law.
7. My brother's _____________ is my sister-in-law.
8. My father's _____________ and _____________ are my grandparents.
9. My niece is my brother's _________________.
10. My nephew is my sister's _________________.

438  CHAPTER 15
**EXERCISE 6. Sentence practice.**

*Directions:* Choose the correct completions.

1. The _____ work hard.
   - A. students
   - B. student's
   - C. students'

2. My _____ name is Honey.
   - A. cats
   - B. cat's
   - C. cats'

3. My _____ are traveling in Spain.
   - A. cousins
   - B. cousin's
   - C. cousins'

4. My _____ meeting them in two weeks.
   - A. uncle
   - B. uncle's
   - C. uncles'

5. Two of my _____ live near me.
   - A. friends
   - B. friend's
   - C. friends'

6. My _____ names are Mark and Kevin.
   - A. friend
   - B. friend's
   - C. friends'

7. My best _____ name is Rob.
   - A. friends
   - B. friend's
   - C. friends'

8. The three _____ coats are in the closet.
   - A. boys
   - B. boy's
   - C. boys'

9. The _____ riding his bike.
   - A. boys
   - B. boy's
   - C. boys'

10. We have three _____ and one girl in my family.
    - A. boys
    - B. boy's
    - C. boys'

---

### 15-2 POSSESSIVE: IRREGULAR PLURAL NOUNS

(a) The **children**'s toys are on the floor.

(b) That store sells **men**'s clothing.

(c) That store sells **women**'s clothing.

(d) I like to know about other **people**'s lives.

Irregular plural nouns (*children, men, women, people*) have an irregular plural possessive form. The apostrophe (') comes before the final -s.

**REGULAR PLURAL POSSESSIVE NOUN:**
- *the students’ books*

**IRREGULAR PLURAL POSSESSIVE NOUN:**
- *the women’s books*
EXERCISE 7. Sentence practice.

Directions: Complete the sentences with the possessive form of the nouns in italics. These books belong to . . .

1. Mary They're ___________ books.
2. my friend They're ___________ books.
3. my friends They're ___________ books.
4. the child They're ___________ books.
5. the children They're ___________ books.
6. the woman They're ___________ books.
7. the women They're ___________ books.

EXERCISE 8. Sentence practice.

Directions: Complete the sentences with the possessive form of the nouns in italics.

1. children That store sells ___________ books.
2. girl Rita is a ___________ name.
3. girls Rita and Sue are ___________ names.
4. women Rita and Sue are ___________ names.
5. uncle Roberto is living at his ___________ house.
6. person A biography is the story of a ___________ life.
7. people Biographies are the stories of ___________ lives.
8. students ___________ lives are busy.
9. brother Do you know my ___________ wife?
10. brothers Do you know my ___________ wives?
11. wife Ron fixed his ___________

old sewing machine.
12. dog  My ________________ name is Fido.
13. dogs My ________________ names are Fido and Rover.
14. men Are Jim and Tom ________________ names?
15. man, woman Chris can be a ________________ nickname or a
_______________ nickname.
16. children Our ________________ school is near our house.

Directions: Add apostrophes and final -s as necessary to make possessive nouns.

Paul's
1. Someone stole Paul's bicycle.
2. Do you know Yuko roommate?
3. I can't remember all of my classmate names.
4. My roommate desk is always a mess.
5. What is your parent new address?
6. It's important to respect other people opinions.
7. My husband sister is visiting us this week.
8. Excuse me. Where is the men room?
10. I have my father nose.*
11. Where is Rosa apartment?
12. Does that store sell women clothes?

* I have my father's nose = My nose looks like my father's nose; I inherited the shape of my nose from my father.

Possessives 441]
15-3 POSSESSIVE PRONOUNS: MINE, YOURS, HIS, HERS, OURS, THEIRS

<table>
<thead>
<tr>
<th>(a)</th>
<th>This book belongs to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is my book.</td>
</tr>
<tr>
<td></td>
<td>It is mine.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b)</th>
<th>That book belongs to you.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is your book.</td>
</tr>
<tr>
<td></td>
<td>It is yours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c)</th>
<th>That book is mine.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INCORRECT: That is mine book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSSESSIVE ADJECTIVE</th>
<th>POSSESSIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

A possessive adjective is used in front of a noun: my book.

A possessive pronoun is used alone, without a noun following it, as in (c).

EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use object pronouns, possessive adjectives, and possessive pronouns.

1. I own this book.
   - This book belongs to ______me______.
   - This is ______my______ book.
   - This book is ______mine______.

2. They own these books.
   - These books belong to ______.  
   - These are ______books.
   - These books are ______.

3. You own that book.
   - That book belongs to ______.
   - That is ______book.
   - That book is ______.

4. She owns this pen.
   - This pen belongs to ______.
   - This is ______pen.
   - This pen is ______.

5. He owns that pen.
   - That pen belongs to ______.
   - That is ______pen.
   - That pen is ______.

6. We own those books.
   - Those books belong to ______.
   - Those are ______books.
   - Those books are ______.

442 CHAPTER 15
EXERCISE 11. Sentence practice

Directions: Complete the sentences. Use the correct possessive form of the words in italics.

1. I
   a. This bookbag is __________.
   Sue
   b. That bookbag is __________.
   I
   c. __________ bookbag is red.
   she
   d. __________ is green.

2. we
   a. These books are __________.
   they
   b. Those books are __________.
   we
   c. __________ books are on the table.
   they
   d. __________ are on the desk.

3. Tom
   a. This raincoat is __________.
   Mary
   b. That raincoat is __________.
   he
   c. __________ is light brown.
   she
   d. __________ is light blue.

4. I
   a. This notebook is __________.
   you
   b. That one is __________.
   I
   c. __________ has __________ name on it.
   you
   d. __________ has __________ name on it.

5. Jim
   a. __________ apartment is on Pine Street.
   we
   b. __________ is on Main Street.
   he
   c. __________ apartment has three rooms.
   we
   d. __________ has four rooms.
6. I  a. This is _____________ pen.
   you  b. That one is _____________.
I    c. _____________ is in _____________ pocket.
you  d. _____________ is on _____________ desk.

7. we  a. _____________ car is a Chevrolet.
   they b. _____________ is a Volkswagen.
we    c. _____________ gets 17 miles to the gallon.
they  d. _____________ car gets 30 miles to the gallon.

8. Ann a. These books are _____________.
   Paul b. Those are _____________.
she c. _____________ are on _____________ desk.
he   d. _____________ are on _____________ desk.

☐ EXERCISE 12. Sentence practice.
Directions: Choose the correct completions.

1. Is this _____________ pen?
   (your / yours)

2. Please give this dictionary to Olga. It’s _____________.
   (her / hers)

3. A: Don’t forget _____________ hat. Here.
   (your / yours)
   B: No, that’s not _____________ hat. _____________ is green.
   (my / mine) (My / Mine)

4. A: Please take this wood carving as a gift from me. Here. It’s _____________.
   (your / yours)
   B: Thank you. You’re very thoughtful.

5. A: Isn’t that the Smiths’ car? That one over there. The blue one.
   B: No, that’s not _____________ car is dark blue.
   (their / theirs) (Their / Theirs)
6. A: Abdul and I really like ________ new apartment. It has lots of space.

   How do you like ________?

   (our / ours)

   (your / yours)

B: ________ is small, but it’s comfortable.

   (Our / Ours)

7. A: Excuse me. Is this ________ umbrella?

   (your / yours)

B: I don’t have an umbrella. Ask Ken. Perhaps it’s ________.

   (him / his)

8. A: When do ________ classes begin?

   (your / yours)

B: September second. How about ________? When do ________ begin?

   (your / yours)

   (My / Mine)

A: ________ begin August twenty-ninth.

9. A: Maria, ________ spaghetti sauce is delicious!

   (your / yours)

B: Thank you, but it’s not as good as ________.

   (your / yours)

A: Oh, no. ________ is much better! It tastes just as good as Anna’s.

   (Your / Yours)

B: Do you like Anna’s spaghetti sauce? I think ________ is too salty.

   (her / hers)

A: Maybe. ________ husband makes good spaghetti sauce too.

   (My / Mine)

   ________ is thick and rich.

   (His / He)

B: Making spaghetti sauce is easy, but everyone’s sauce is just a little different.
### QUESTIONS WITH WHOSE

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Whose book is this?</td>
<td>Mine.</td>
<td>Whose asks about possession.</td>
</tr>
<tr>
<td>→ It's mine.</td>
<td></td>
<td>Whose is often used with a noun (e.g., whose book), as in (a) and (b).</td>
</tr>
<tr>
<td>→ It's my book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Whose books are these?</td>
<td>Rita’s.</td>
<td></td>
</tr>
<tr>
<td>→ They're Rita's.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ They're Rita’s books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Whose is this? (The speaker is pointing to a book.)</td>
<td></td>
<td>Whose can be used without a noun if the meaning is clear, as in (c)</td>
</tr>
<tr>
<td>(d) Whose are these? (The speaker is pointing to some books.)</td>
<td></td>
<td>and (d).</td>
</tr>
<tr>
<td>(e) Who’s your teacher?</td>
<td></td>
<td>In (e): Who’s = who is. Whose and who’s have the same pronunciation.</td>
</tr>
</tbody>
</table>

#### EXERCISE 13. Sentence practice.

**Directions:** Choose the correct completions.

1. Whose watch **is** (is / are) **this** (this / these)?

2. Whose glasses **is** (is / are) **that** (that / those)?

3. Whose teddy bear **is** (is / are) **this** (this / these)?

4. Whose hat **is** (is / are) **that** (that / those)?

5. Whose shoes **is** (is / are) **that** (that / those)?

6. Whose keys **is** (is / are) **this** (this / these)?
EXERCISE 14. Let’s talk: pairwork.

Directions: Work with a partner. Touch or point to something in the classroom that belongs to someone and ask a question with *Whose*.

Example:

SPEAKER A: (points to a book) Whose book is this?
SPEAKER B: It’s mine. / Mine. / It’s my book.
SPEAKER A: Your turn to ask.
SPEAKER B: Whose book is that?
SPEAKER A: It’s Po’s. / Po’s. / It’s Po’s book.

EXERCISE 15. Sentence practice.

Directions: Circle the correct completions.

1. (Who’s) Whose _____ your roommate this year?
2. Who’s Whose _____ pen is this?
3. Who’s Whose _____ on the phone?
4. Who’s Whose _____ that?
5. Who’s Whose _____ is that?
6. Who’s Whose _____ making so much noise?

EXERCISE 16. Listening.

Directions: Listen to each sentence. Circle *Whose* or *Who’s*.

2. Whose Who’s 7. Whose Who’s
5. Whose Who’s 10. Whose Who’s

EXERCISE 17. Chapter review: error analysis.

Directions: Correct the errors.

1. Whose that woman?
2. What are those peoples names?
3. Mr. and Mrs. Swan like their’s apartment.
4. The two student’s study together in the library every afternoon.
5. Who’s book is this?
6. Those shoes in the bag are theirs, not ours.
7. My father's sister has M.D. and Ph.D. degrees.
8. Did you meet your children's teacher?
9. This is mine pillow and that one is yours.

Directions: Work in pairs or small groups. Read the facts about eight friends.

Facts:
- Jack, Jim, Jake, John, Jill, Julie, Joan, and Jan are all friends.
- Two of them are secretly engaged.
- They met five months ago.
- They are going to get married next year.

Who is engaged? Read the clues to find out. (Be careful! Some of the clues are only additional information. They will not help you find the answer.)

Fill in the chart as you work through the clues to solve the puzzle.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clues:
1. For Julie's wedding next month, she is planning to wear her mother's long, white wedding dress. Her mother wore it 30 years ago.
   → Julie's wedding is next month. The engaged couple is getting married next year, so it's not Julie.
2. Joan's husband is working in another city right now. They hope to see each other soon.
3. Jill and Jack love each other. They met at Jill's sister's wedding.
4. Jill's sister got married a year ago.
5. Of all the friends, Jim is the only computer-science student.
6. Joan is a computer-science teacher. She began teaching two years ago.
7. Jan's boyfriend is a medical student.
8. All of the friends think Julie is very funny.
9. John loves Jan, but he doesn't love her. He's a friend to her, not a boyfriend.
CHAPTER 16
Making Comparisons

16-1 COMPARISONS: USING **THE SAME (AS)**, **SIMILAR (TO)**, AND **DIFFERENT (FROM)**

<table>
<thead>
<tr>
<th>THE SAME (AS)</th>
<th>SIMILAR (TO)</th>
<th>DIFFERENT (FROM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

A and B are **the same**. A is **the same as** B.
C and D are **similar**. C is **similar to** D.
E and F are **different**. E is **different from** F.

☐ EXERCISE 1. Let's talk: class activity.

*Directions*: Which of the pictures are the same, similar, or different?

1. Are Pictures A and B the same?
2. Are Pictures A and C the same?
3. Are Pictures A and C similar?
4. Are Pictures A and C different?
5. Are Pictures C and D similar?
6. Are Pictures C and D different?
Exercise 2. Sentence practice.

Directions: Complete the sentences. Use the same (as), similar (to), and different (from) in your completions.

A     B     C     D     E     F     G

1. A is the same as ____________________________ F.
2. D and E are similar* or are different.
3. C ____________________________ D.
4. B ____________________________ D.
5. B and D ____________________________ .
6. C and D ____________________________ .
7. A and F ____________________________ .
8. F and G ____________________________ .
9. F ____________________________ G.
10. G ____________________________ A and F, but ____________________________ C.

Exercise 3. Listening.

Directions: Listen to the comparisons of Pictures A through G in Exercise 2. Are these comparisons correct? Circle yes or no.

Example: A and F are the same. (yes) no

1. yes no
2. yes no
3. yes no
4. yes no
5. yes no
6. yes no
7. yes no

* Similar gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle and E is a square).
EXERCISE 4. Error analysis.

Directions: Correct the errors.

1. A rectangle is similar a square.

2. Pablo and Rita come from same country.

3. Girls and boys are different. Girls are different to boys.

4. My cousin is the same age with my brother.

5. Dogs are similar with wolves.

6. Jim and I started to speak at a same time.

EXERCISE 5. Let’s talk: class activity.

Directions: Answer the questions.

1. Which of the figures are the same?

2. Is there at least one figure that is different from all the rest?

Just for fun:

3. How many triangles are there in figure 1? (answer: Seven.)

4. How many triangles are there in figure 2?

5. How many triangles are there in figure 6?

EXERCISE 6. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Practice using the same (as), similar (to), and different (from). Close your book for this activity.

Example: Look at ( . . . )’s clothes and ( . . . )’s clothes. What is different about them?

Response: Their shoes are different. ( . . . ) is wearing running shoes, and ( . . . ) is wearing sandals.
1. Look around the room. Name things that are the same.
2. Look around the room. Name things that are similar but not the same.
3. Find two pens that are the same length. Find two pieces of paper that are the same size. Find two notebooks that are different sizes.
4. Find two people in the class who are wearing (earrings). Are their (earrings) the same, similar, or different?
5. Who in the class has a (notebook, briefcase, backpack) that is similar to yours? Does anyone have a (notebook, briefcase, backpack) that is the same as yours?
6. Do any of the people in this room have the same hairstyle? Name two people who have similar hairstyles.
7. Whose shirt is the same color as yours today? Name some things in this room that are the same color. Name things that are similar colors.
8. Do any of the people in this room come from the same country? Who? Name two people who come from different countries.
9. Name an animal that is similar to a tiger. Name a bird that is similar to a duck.
10. Are Egypt and Italy on the same continent? Egypt and Algeria? Thailand and Korea? Mexico and Brazil?

16-2 COMPARISONS: USING LIKE AND ALIKE

You have a ballpoint pen with blue ink.
I have a ballpoint pen with blue ink.

(a) Your pen is like my pen.
(b) Your pen and my pen are alike.
(c) Our pens are alike.

like = similar to
alike = similar
Like and alike have the same meaning, but the sentence patterns are different.
This + be + like + that.
This and that + be + alike.

□ EXERCISE 7. Sentence practice.

Directions: Complete the sentences with like and alike.

1. You and I have similar books. In other words, your book is ________ my book.
   Our books are ________ mine.

2. Mr. Chang and I have similar coats. In other words, Mr. Chang’s coat is ________ mine.
   Our coats are ________.

3. Ken and Sue have similar cars. In other words, their cars are ________.

4. You and I have similar hats. In other words, your hat is ________ mine.
5. A town is ___________ a city in some ways.

6. A foot and a hand are ___________ in some ways, but different in other ways.

7. A dormitory and an apartment building are ___________ in many ways.

8. A motorcycle is ___________ a bicycle in some ways.

☐ EXERCISE 8. Let’s talk: pairwork.

Directions: Work with a partner. Take turns making sentences with like. Check off (✓) the things in Column B that compare with the items in Column A. Discuss the ways in which the two things you are comparing are similar.

Example: a pencil, a bus

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a pencil</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a bus</td>
<td>a human hand</td>
</tr>
<tr>
<td></td>
<td>✓ a pen</td>
</tr>
<tr>
<td></td>
<td>✓ a lemon</td>
</tr>
<tr>
<td></td>
<td>✓ a taxi</td>
</tr>
</tbody>
</table>

PARTNER A: A pencil is like a pen in some ways. They are both used for writing.
Your turn now.

PARTNER B: A bus is like a taxi. You can ride in both of them. Your turn now.
Etc.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bush</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a cup</td>
<td>a human hand</td>
</tr>
<tr>
<td>3. a hill</td>
<td>a lemon</td>
</tr>
<tr>
<td>4. honey</td>
<td>a chair</td>
</tr>
<tr>
<td>5. a monkey’s hand</td>
<td>a mountain</td>
</tr>
<tr>
<td>6. an orange</td>
<td>an ocean</td>
</tr>
<tr>
<td>7. an alley</td>
<td>a street</td>
</tr>
<tr>
<td>8. a sea</td>
<td>sugar</td>
</tr>
<tr>
<td>9. a sofa</td>
<td>a bird</td>
</tr>
<tr>
<td>10. a sports jacket</td>
<td>a suit coat</td>
</tr>
<tr>
<td>11. a butterfly</td>
<td>a tree</td>
</tr>
</tbody>
</table>

Making Comparisons 453
16-3 THE COMPARATIVE: USING -ER AND MORE

Mary is 25 years old. John is 20 years old.
(a) Mary is older than John.
(b) Health is more important than money.

INCORRECT: Mary is more old than John.
INCORRECT: Health is importantness than money.

When we use adjectives (e.g., old, important) to compare two people or two things, the adjectives have special forms.
In (a): We add -er to an adjective, or
In (b): We use more in front of an adjective.
The use of -er or more is called the COMPARATIVE FORM.

Notice in the examples: than follows the comparative form: older than, more important than.

<table>
<thead>
<tr>
<th>ADJECTIVES WITH ONE SYLLABLE</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add -er to one-syllable adjectives.

<table>
<thead>
<tr>
<th>ADJECTIVES THAT END IN -Y</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>funnier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If an adjective ends in -y, change the -y to -i and add -er.

<table>
<thead>
<tr>
<th>ADJECTIVES WITH TWO OR MORE SYLLABLES</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>famous</td>
<td>more famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important</td>
<td>more important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use more in front of adjectives that have two or more syllables (except adjectives that end in -y).

<table>
<thead>
<tr>
<th>IRREGULAR COMPARATIVE FORMS</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>farther/further</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparative forms of good, bad, and far are irregular.

Directions: Write the comparative form for these adjectives.

1. old ________________________
2. small ________________________
3. big ________________________
4. important ________________________
5. easy ________________________
6. difficult ________________________
7. long ____________________
8. heavy ____________________
9. expensive ____________________
10. sweet ____________________
11. hot ____________________
12. good ____________________
13. bad ____________________
14. far ____________________

**EXERCISE 10. Sentence practice.**

*Directions:* Complete the sentences. Use the comparative form of the words in *italics.*

1. **comfortable** This chair is **more comfortable than** that chair.
2. **deep** The Pacific Ocean is _________________ the Mediterranean Sea.
3. **important** Love is _________________ money.
4. **lazy** I'm ____________________ my roommate.
5. **tall** My brother is ____________________ I am.*
6. **heavy** Iron is ____________________ wood.
7. **difficult** My physics course is _________________ my math course.
8. **hot** Thailand is ____________________ Korea.
9. **thin** A giraffe's neck is ____________________ an elephant's neck.
10. **warm** It's ____________________ today ____________________ yesterday.
11. **good** Nadia's English is ____________________ her husband's.
12. **long** The Nile River is ____________________ the Mississippi.

*Formal written English: My brother is taller than I (am).
Informal spoken English: My brother is taller than me.
13. intelligent A dog is ____________________________ a chicken.
14. short My little finger is ______________________ my middle finger.
15. bad The weather yesterday was ____________________ it is today.
16. far Your apartment is ______________________ from school
                   _______________________ mine.
17. strong A horse is __________________________ a person.
18. curly Ken’s hair is __________________________ mine.
19. nervous The groom was ______________________
                   __________________________ the bride.

☐ EXERCISE 11. Let’s talk: pairwork.

Directions: Work with a partner. Use the adjective in parentheses to compare each
pair of items. Use more or -er.

Example: a mouse, an elephant (small)
Response: A mouse is smaller than an elephant.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bus, car (big)</td>
<td>1. this book, that one (good)</td>
</tr>
<tr>
<td>2. my old shoes, my new shoes (comfortable)</td>
<td>2. my hair, her hair (curly)</td>
</tr>
<tr>
<td>3. your hair, my hair (dark)</td>
<td>3. her hair, his hair (straight)</td>
</tr>
<tr>
<td>4. my arm, your arm (long)</td>
<td>4. the weather here the weather in my hometown (bad)</td>
</tr>
<tr>
<td>5. biology, chemistry (interesting)</td>
<td>5. this chapter, Chapter 10 (easy)</td>
</tr>
</tbody>
</table>
EXERCISE 12. Let's talk: class activity.

Directions: Practice comparative forms.

PART I. Your teacher will put several different books in a central place. Compare one to another, using the given adjectives.

Example: big
Response: This book is bigger than that book/that one.

1. large 5. difficult 9. expensive
2. interesting 6. easy 10. cheap
3. small 7. good 11. thick
4. heavy 8. bad 12. important

PART II. The given adjectives describe a man named Bob. A man named Jack does not have the same qualities. Draw pictures of Bob and Jack on the board. Compare Bob to Jack.

Example: tall
Response: Bob is taller than Jack.

Bob is . . .

1. tall 5. young 9. friendly*
2. strong 6. happy 10. responsible
3. lazy 7. kind 11. famous
4. intelligent 8. generous 12. busy

EXERCISE 13. Listening.

Directions: Listen to each sentence. Circle the adjective you hear.

Example: Sky Airlines is ______ than World Airlines. cheap

1. cold colder 7. safe safer
2. cold colder 8. safe safer
3. cold colder 9. safe safer
4. happy happier 10. fresh fresher
5. happy happier 11. funny funnier
6. happy happier 12. funny funnier

*The comparative of friendly has two possible forms: friendlier than or more friendly than.

Directions: Complete the sentences. Use the comparative form of the words in the list (or your own words).

- big
- bright
- cheap
- cold
- comfortable
- easy
- expensive
- fast
- high
- important
- large
- warm
- hot
- sweet

1. An elephant is ________ bigger than / larger than ________ a mouse.
2. A lemon is sour. An orange is __________________ a lemon.
3. The weather today is __________________ it was yesterday.
4. Sometimes Mrs. Gay’s feet hurt when she wears high heels.
   Bedroom slippers are __________________ shoes with high heels.
5. I can afford a radio, but not a TV set. A radio is __________________ a TV set.
6. An airplane moves quickly. An airplane is __________________ an automobile.
7. A person can think logically. A person is __________________ an animal.
8. Hills are low. Mountains are __________________ hills.
9. The sun gives off a lot of light. The sun is __________________ the moon.
10. A motorcycle costs a lot of money. A motorcycle is __________________ a bicycle.
11. Arithmetic isn’t difficult. Arithmetic is __________________ algebra.
12. Good health is __________________ money.
EXERCISE 15. Let's talk.

Directions: Work in pairs, in groups, or as a class. Make comparisons.

Example: an elephant to a mouse
Response: An elephant is bigger than a mouse / more intelligent than a mouse. Etc.

1. an orange to a lemon
2. a lake to an ocean
3. good health to money
4. a radio to a TV set
5. an airplane to an automobile
6. a person to an animal
7. the sun to the moon
8. a mountain to a hill
9. arithmetic to algebra
10. bedroom slippers to high heels
11. a horse to a person
12. your little finger to your ring finger
13. love to money
14. your hair to ( . . . )'s hair
15. food in (your country) to food in (another country)
16. the weather today to the weather yesterday

EXERCISE 16. Let's talk: small groups.

Directions: Work in small groups. Take turns making sentences using -er/more with the given adjectives. Share a few of your sentences with the class.

Example: large
Response: Canada is larger than Mexico. / My feet are larger than yours. / Etc.

1. tall
2. important
3. cold
4. curly
5. expensive
6. long
7. easy
8. comfortable
9. old
10. strong
11. small
12. intelligent
13. big
14. heavy
15. cheap
16. sweet
17. high
18. interesting
19. good
20. bad
□ EXERCISE 17. Let's talk: pairwork.

Directions: Work with a partner. Write a sentence using -er or -more with an adjective from the list in Exercise 16. Tear the sentence into pieces, with only one word or phrase on each piece. Give the pieces to a classmate, who will reassemble your sentence. Repeat this exercise several times, using a different adjective for each new sentence you write.

□ EXERCISE 18. Let's talk: pairwork.

Directions: Work in pairs. Make comparisons.
Partner A: Ask your partner a question. Your book is open.
Partner B: Answer in a complete sentence. Your book is closed.

Example: Name something that is sweeter than an apple.
PARTNER A: What's sweeter than an apple? / Can you name something that is sweeter than an apple? / Name something that is sweeter than an apple.
PARTNER B: Candy is sweeter than an apple.

1. Name a country that is larger than Mexico.
2. Name a planet that is closer to or farther away from the sun than the earth.
3. Name someone in the class who is younger than (I am, you are).
4. Name an animal that is more dangerous than a wild dog.
5. Name a bird that is larger than a chicken.
6. Name something that is more expensive than (an object in this room)
7. Name a sport that is more popular internationally than baseball.
8. Name someone who is more famous than (name of a famous person).

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

9. Name someone who is taller than you.
10. Name something that is more interesting than (name of a field of study).
11. Name an ocean that is smaller than the Pacific Ocean.
12. Name a place that is farther away from here than (name of a place).
13. Name an animal that is stronger than a horse.
14. Name a game that is, in your opinion, more exciting than (name of a sport).
15. Name a place that is colder than this city.
16. Name a place that is more beautiful than this city.
### 16-4 THE SUPERLATIVE: USING -EST AND MOST

(a) COMPARATIVE
   - My thumb is **shorter** than my index finger.

(b) SUPERLATIVE
   - My hand has five fingers. My thumb is the **shortest** (finger) of all.

The comparative (-er/more) compares two things or people.
The superlative (-est/most) compares three or more things or people.

<table>
<thead>
<tr>
<th></th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJECTIVES WITH ONE SYLLABLE</td>
<td>old</td>
<td>older (than)</td>
<td>the oldest (of all)</td>
</tr>
<tr>
<td></td>
<td>big</td>
<td>bigger (than)</td>
<td>the biggest (of all)</td>
</tr>
<tr>
<td>ADJECTIVES THAT END IN -Y</td>
<td>pretty</td>
<td>prettier (than)</td>
<td>the prettiest (of all)</td>
</tr>
<tr>
<td></td>
<td>easy</td>
<td>easier (than)</td>
<td>the easiest (of all)</td>
</tr>
<tr>
<td>ADJECTIVES WITH TWO OR MORE SYLLABLES</td>
<td>expensive</td>
<td>more expensive (than)</td>
<td>the most expensive (of all)</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td>more important (than)</td>
<td>the most important (of all)</td>
</tr>
<tr>
<td>IRREGULAR FORMS</td>
<td>good</td>
<td>better (than)</td>
<td>the best (of all)</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>worse (than)</td>
<td>the worst (of all)</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>farther/further (than)</td>
<td>the farthest/farthest (of all)</td>
</tr>
</tbody>
</table>

### EXERCISE 19. Comparative and superlative practice

**Directions:** Write the comparative and superlative forms of the given adjectives.

<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long</td>
<td>longer (than)</td>
</tr>
<tr>
<td>2. small</td>
<td></td>
</tr>
<tr>
<td>3. heavy</td>
<td></td>
</tr>
<tr>
<td>4. comfortable</td>
<td></td>
</tr>
<tr>
<td>5. hard</td>
<td></td>
</tr>
<tr>
<td>6. difficult</td>
<td></td>
</tr>
<tr>
<td>7 hot*</td>
<td></td>
</tr>
</tbody>
</table>

*Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: big–biggest, far–farthest, thin–thinnest.*
<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. easy</td>
<td></td>
</tr>
<tr>
<td>9. cheap</td>
<td></td>
</tr>
<tr>
<td>10. interesting</td>
<td></td>
</tr>
<tr>
<td>11. pretty</td>
<td></td>
</tr>
<tr>
<td>12. strong</td>
<td></td>
</tr>
<tr>
<td>13. good</td>
<td></td>
</tr>
<tr>
<td>14. bad</td>
<td></td>
</tr>
<tr>
<td>15. far</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 20. Sentence practice.**

**Directions:** Complete the sentences. Use the superlative form of the adjectives in italics.

1. large  
   The largest city in Canada is Toronto.

2. long  
   The Nile is ____________________ river in the world.

3. interesting  
   I'm taking four classes. My history class is ____________________ of all.

4. high  
   Mt. McKinley in Alaska is ____________________ mountain in North America.

5. tall  
   The Sears Tower is ____________________ building in Chicago.

6. big  
   Lake Superior is ____________________ lake in North America.

7. short  
   February is ____________________ month of the year.

8. far  
   Pluto is ____________________ planet from the sun.

9. beautiful  
   In my opinion, Seattle is ____________________ city in the United States.
10. bad  In my opinion, Harry's Steak House is _________________
    restaurant in the city.

11. good  In my opinion, the Doghouse Cafe has _________________ food
    in the city.

12. comfortable  Ken is sitting in _________________ chair in
    the room.

13. fast  The _________________ way to travel is by airplane.

14. good  When you feel depressed, laughter is _________________ medicine.

15. large  Asia is _________________ continent in the world.

16. small  Australia is _________________ continent in the world.

17. expensive  Sally ordered _________________ food on
    the menu for dinner last night.

18. easy  Taking a taxi is _________________ way to get to the
    airport.

19. important  I think good health is _________________ thing in life.

20. famous  The Gateway Arch is _________________ landmark in St. Louis, Missouri.

Making Comparisons 463
EXERCISE 21. Listening.

Directions: Look at the people in the picture and listen to each sentence. Circle the correct answer.

Example: Pam is the youngest. yes no

1. yes no 5. yes no 8. yes no
2. yes no 6. yes no 9. yes no
3. yes no 7. yes no 10. yes no
4. yes no

EXERCISE 22. Sentence practice.

Directions: Work in small groups or as a class. Make comparisons about each group of pictures.

A. COMPARE THE SIZES OF THE THREE BALLS.

1. The golf ball is smaller than the baseball.
2. The soccer ball is larger than the baseball.
3. The soccer ball is the largest of all.

464 CHAPTER 16
B. COMPARE THE AGES OF THE CHILDREN.

4. Ann is ________________ Helen.
5. Helen is __________________ Tommy.
6. Tommy is __________________ Helen and Ann.
7. Ann is __________________ of all.

C. COMPARE THE HEIGHTS OF THE THREE WOMEN.

8. ______________ is the tallest
9. ______________ is the shortest.
10. ______________ is taller than ______________ but shorter than ______________.
D. COMPARE THE STRENGTHS OF THE THREE MEN.

11. 

12. 

13. 

14. 

E. COMPARE THE PRICES OF THE THREE VEHICLES.

15. 

16. 

17. 

18. 
F. COMPARE THE GRADES OF THE TEST PAPERS.

G. COMPARE HOW INTERESTING (TO YOU) THE THREE BOOKS LOOK.

□ EXERCISE 23. Sentence practice.

Directions: Complete the sentences. Use the correct form (comparative or superlative) of the adjectives in italics.

1. long  The Yangtze River is ________________ the Mississippi River.

2. long  The Nile is ________________ river in the world.

3. large  The Caribbean Sea is ________________ the Mediterranean Sea.
4. large The Caribbean Sea is _____________ sea in the world.
5. high Mt. Everest is ________________ mountain in the world.
6. high Mt. Everest is ________________ Mt. McKinley.
7. big Africa is ________________ North America.
8. small Europe is ________________ South America.
9. large Asia is ________________ continent in the world.
10. big Canada is ________________ the United States in area.
11. large Indonesia is ________________ Japan in population.
12. good Fruit is ________________ for your health _____________ candy.
13. good The student cafeteria has ________________ roast beef sandwiches in the city.

14. comfortable I have a pair of boots, a pair of sandals, and a pair of running shoes.
    The sandals are ________________ the boots, but the running shoes are ________________
    ________________ of all.

15. easy This exercise is ________________ the next one. This is one of ________________ exercises in the book.

16. bad There are over 800 million people in the world who don’t get enough to eat. With few exceptions, poverty and hunger are _____________ in rural areas than in cities and towns.

EXERCISE 24. Listening.

Directions: Listen to the sentences about shopping in a clothing store. Write the words you hear.

1. The blue dress is ________________ the red one.
2. Well, I think the red one is ________________.
3. Is it too ________________, or does it look OK?
4. It’s _______________ of all the ones you tried on.
5. I’m not going to buy the brown shoes. They’re too _______________.
6. How do you like this hat? It’s _______________ size they have.
7. No, this hat is _______________ that one.
8. I need a belt, but one that is _______________ my old one.
9. Is this belt _______________ enough?
10. It’s perfect. And it’s _______________ of all of them.

### 16-5 USING ONE OF + SUPERLATIVE + PLURAL NOUN

<table>
<thead>
<tr>
<th>(a) The Amazon is one of the longest rivers in the world.</th>
<th>The superlative often follows one of. Notice the pattern: one of + superlative + plural noun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) A Rolls Royce is one of the most expensive cars in the world.</td>
<td>See Chart 14-5, p. 419, for more information about one of.</td>
</tr>
<tr>
<td>(c) Alice is one of the most intelligent people in our class.</td>
<td></td>
</tr>
</tbody>
</table>

□ **EXERCISE 25. Sentence practice.**

*Directions:* Use the given phrases to make sentences. Use one of + superlative + plural noun.

1. a high mountain in the world
   → *Mr. McKinley is one of the highest mountains in the world.*

2. a pretty park in (this city)
   → *Forest Park is one of the prettiest parks in St. Louis.*

3. a tall person in our class
   → *Talal is one of the tallest people* in our class.

4. a big city in the world

5. a beautiful place in the world

6. a nice person in our class

7. a long river in the world

---

*People is usually used instead of persons in the plural.*
8. a good restaurant in *(this city)*

9. a famous landmark in the world

10. an important event in the history of the world

**EXERCISE 26. Let's talk: class interview.**

*Directions:* Make questions using *one of* + *superlative + plural noun.* You are Speaker A. Ask two students each question. Write their first names and their answers. *(Note: Try to change people with each question.) Share some of your answers with the class.*

*Example:* a big city in Canada

**Speaker A:** What is one of the biggest cities in Canada?

**Speaker B:** Toronto is one of the biggest cities in Canada.

**Speaker C:** Vancouver is one of the biggest cities in Canada.

<table>
<thead>
<tr>
<th>1. a big city in Asia</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a large state in the United States</td>
<td></td>
</tr>
<tr>
<td>3. a beautiful city in the world</td>
<td></td>
</tr>
<tr>
<td>4. a tall person in our class</td>
<td></td>
</tr>
<tr>
<td>5. a good place to visit in the world</td>
<td></td>
</tr>
<tr>
<td>6. a famous person in the world</td>
<td></td>
</tr>
<tr>
<td>7. an important thing in life</td>
<td></td>
</tr>
<tr>
<td>8. a bad restaurant in <em>(this city)</em></td>
<td></td>
</tr>
<tr>
<td>9. a famous landmark in <em>(name of a country)</em></td>
<td></td>
</tr>
<tr>
<td>10. a tall building in <em>(this city)</em></td>
<td></td>
</tr>
<tr>
<td>11. a dangerous sport in the world</td>
<td></td>
</tr>
<tr>
<td>12. a serious problem in the world</td>
<td></td>
</tr>
</tbody>
</table>

470  CHAPTER 16
Exercises 27. Let's talk.

Directions: Your teacher will ask you questions, or work in small groups and take
turns asking each other these questions.

1. How many brothers and sisters do you have? Are you the oldest?
2. Who is one of the most famous movie stars in the world?
3. In your opinion, what is the most exciting sport?
4. What is one of the most interesting experiences in your life?
5. In your opinion, what is the most beautiful place in the world?
6. What is one of the most important inventions in the modern world?
7. What is one of the worst experiences of your life?
8. What are the best things in life?
9. What was the happiest day of your life—or one of the happiest days of your life?
10. Who are the most important people in your life today?

Exercises 28. Let's talk: small groups.

Directions: First, take this quiz by yourself. Circle the letters of the correct answers.
If you don't know an answer, guess. Second, form small groups to discuss the
answers. You can figure out the correct answers by looking at the Table of Statistics
on p. 474.

Part 1

1. What is the longest river in the world?
   A. the Yangtze
   B. the Amazon
   C. the Nile
   D. the Mississippi

2. Is the Amazon River longer than the Mississippi River?
   A. yes
   B. no

3. Is the Yangtze River longer than the Mississippi River?
   A. yes
   B. no

4. Which two rivers are almost the same length?
   A. the Nile and the Amazon
   B. the Amazon and the Yangtze
   C. the Nile and the Mississippi
   D. the Mississippi and the Amazon
PART II.

5. What is the largest sea in the world?
   A. the Mediterranean Sea
   B. the South China Sea
   C. the Caribbean Sea

6. Is the South China Sea the smallest of the three seas listed above?
   A. yes
   B. no

PART III.

7. What is the deepest ocean in the world?
   A. the Atlantic Ocean
   B. the Indian Ocean
   C. the Pacific Ocean

8. Is the Indian Ocean larger than the Atlantic Ocean?
   A. yes
   B. no

PART IV.

9. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antartica</td>
<td>North America</td>
</tr>
<tr>
<td>Asia</td>
<td>South America</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
</tbody>
</table>

(1) __________________________ (the largest)
(2) __________________________
(3) __________________________
(4) __________________________
(5) __________________________
(6) __________________________
(7) __________________________ (the smallest)
PART X

10. Which of the following cities has the largest population in the world?
    A. New York City, U.S.A.  
    B. Seoul, Korea  
    C. Mexico City, Mexico  
    D. Tokyo, Japan

11. Is the population of Sao Paulo, Brazil, larger than the population of New York City, U.S.A.?
    A. yes  
    B. no

12. Is the population of Sao Paulo, Brazil, larger than the population of Seoul, Korea?
    A. yes  
    B. no

13. What is the largest city in North America?
    A. Mexico City  
    B. New York City

PART XI

14. Which of the following countries has the largest area in the world?
    A. Canada  
    B. China  
    C. the United States  
    D. Brazil

15. Which of the following two countries is larger in area?
    A. Canada  
    B. Brazil

16. Which of the following countries has the largest population in the world?
    A. India  
    B. China  
    C. the United States  
    D. Indonesia

17. Which of the following two countries has the larger population?
    A. India  
    B. Indonesia

18. Which of the following two countries has the larger population?
    A. the United States  
    B. Brazil

19. Which of the following two countries has the smaller population?
    A. Egypt  
    B. Japan
### TABLE OF STATISTICS

#### PART I.

<table>
<thead>
<tr>
<th>River</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Amazon River</td>
<td>4,000 miles</td>
</tr>
<tr>
<td>the Mississippi River</td>
<td>2,350 miles</td>
</tr>
<tr>
<td>the Nile River</td>
<td>4,160 miles</td>
</tr>
<tr>
<td>the Yangtze River</td>
<td>3,900 miles</td>
</tr>
</tbody>
</table>

#### PART II.

<table>
<thead>
<tr>
<th>Sea</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Caribbean Sea</td>
<td>970,000 square miles</td>
</tr>
<tr>
<td>the Mediterranean Sea</td>
<td>969,000 square miles</td>
</tr>
<tr>
<td>the South China Sea</td>
<td>895,000 square miles</td>
</tr>
</tbody>
</table>

#### PART III.

<table>
<thead>
<tr>
<th>Ocean</th>
<th>Size</th>
<th>Average Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Ocean</td>
<td>31,820,000 square miles</td>
<td>12,100 feet</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>29,000,000 square miles</td>
<td>12,750 feet</td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>64,000,000 square miles</td>
<td>13,000 feet</td>
</tr>
</tbody>
</table>

#### PART IV.

<table>
<thead>
<tr>
<th>Continent</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>12,000,000 square miles</td>
</tr>
<tr>
<td>Antarctica</td>
<td>7,000,000 square miles</td>
</tr>
<tr>
<td>Asia</td>
<td>17,129,000 square miles</td>
</tr>
<tr>
<td>Australia</td>
<td>3,000,000 square miles</td>
</tr>
<tr>
<td>Europe</td>
<td>3,837,000 square miles</td>
</tr>
<tr>
<td>North America</td>
<td>9,355,000 square miles</td>
</tr>
<tr>
<td>South America</td>
<td>6,896,000 square miles</td>
</tr>
</tbody>
</table>

#### PART V.

<table>
<thead>
<tr>
<th>City</th>
<th>Population*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico City, Mexico</td>
<td>28 million</td>
</tr>
<tr>
<td>New York, U.S.A.</td>
<td>21 million</td>
</tr>
<tr>
<td>Sao Paulo, Brazil</td>
<td>25 million</td>
</tr>
<tr>
<td>Seoul, Korea</td>
<td>22 million</td>
</tr>
<tr>
<td>Tokyo, Japan</td>
<td>30 million</td>
</tr>
</tbody>
</table>

#### PART VI.

<table>
<thead>
<tr>
<th>Country</th>
<th>Area</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>3,265,059 sq mi</td>
<td>175 million</td>
</tr>
<tr>
<td>Canada</td>
<td>3,612,187 sq mi</td>
<td>32 million</td>
</tr>
<tr>
<td>China</td>
<td>3,600,927 sq mi</td>
<td>1,275 million*</td>
</tr>
<tr>
<td>Egypt</td>
<td>384,000 sq mi</td>
<td>79 million</td>
</tr>
<tr>
<td>India</td>
<td>1,147,949 sq mi</td>
<td>1 billion</td>
</tr>
<tr>
<td>Indonesia</td>
<td>767,777 sq mi</td>
<td>205 million</td>
</tr>
<tr>
<td>Japan</td>
<td>146,000 sq mi</td>
<td>125 million</td>
</tr>
<tr>
<td>the United States</td>
<td>3,539,224 sq mi</td>
<td>286 million</td>
</tr>
</tbody>
</table>

*Approximate population in the year 2000; 1,275 million is said as "one billion, two hundred seventy-five million."
16-6 USING BUT

(a) John is rich, **but** Mary is poor.
(b) The weather was cold, **but** we were warm inside our house.

**But** gives the idea that “This is the opposite of that.”
A comma usually precedes **but**.

□ EXERCISE 29. Sentence practice.

*Directions:* Complete the sentences with adjectives.

1. An orange is sweet, but a lemon is ____________.
2. The weather is hot today, but it was ____________ yesterday.
3. These dishes are clean, but those dishes are ____________.
4. This suitcase is heavy, but that suitcase is ____________.
5. My hair is light, but my brother’s hair is ____________.
6. These shoes are uncomfortable, but those shoes are ____________.
7. This street is narrow, but that street is ____________.
8. This exercise is easy, but that exercise is ____________.
9. This food is good, but that food is ____________.
10. A chicken is stupid, but a human being is ____________.
11. Smoke is visible, but clean air is ____________.
12. This answer is right, but that answer is ____________.
13. This towel is dry, but that towel is ____________.
14. This cup is full, but that cup is ____________.
15. This sentence is confusing, but that sentence is ____________.
16. My apartment is messy, but Bob’s apartment is always ____________.
17. A pillow is soft, but a rock is ____________.
EXERCISE 30. Listening.

Directions: Listen to each sentence and write an adjective with the opposite meaning.

Example:
You will hear:  This exercise is easy, but that exercise is _______.
You will write:  hard.

1. __________________.                5. ____________________.
2. __________________.                6. ____________________.
3. __________________.                7. ____________________.
4. __________________.                8. ____________________.

16-7 USING VERBS AFTER BUT

<table>
<thead>
<tr>
<th>AFFIRMATIVE VERB</th>
<th>+ but</th>
<th>+ NEGATIVE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) John is rich,</td>
<td></td>
<td>Mary isn’t.</td>
</tr>
<tr>
<td>(b) Balls are round,</td>
<td>but</td>
<td>boxes aren’t.</td>
</tr>
<tr>
<td>(c) I was in class,</td>
<td>but</td>
<td>Po wasn’t.</td>
</tr>
<tr>
<td>(d) Sue studies hard,</td>
<td>but</td>
<td>Sam doesn’t.</td>
</tr>
<tr>
<td>(e) We like movies,</td>
<td>but</td>
<td>they don’t.</td>
</tr>
<tr>
<td>(f) Alex came,</td>
<td>but</td>
<td>Maria didn’t.</td>
</tr>
<tr>
<td>(g) People can talk,</td>
<td>but</td>
<td>animals can’t.</td>
</tr>
<tr>
<td>(h) Olga will be there,</td>
<td>but</td>
<td>Ivan won’t.</td>
</tr>
<tr>
<td>NEGATIVE VERB</td>
<td>+ but</td>
<td>+ AFFIRMATIVE VERB</td>
</tr>
<tr>
<td>(i) Mary isn’t rich,</td>
<td></td>
<td>John is.</td>
</tr>
<tr>
<td>(j) Boxes aren’t round,</td>
<td>but</td>
<td>balls are.</td>
</tr>
<tr>
<td>(k) Po wasn’t in class,</td>
<td>but</td>
<td>I was.</td>
</tr>
<tr>
<td>(l) Sam doesn’t study,</td>
<td>but</td>
<td>Sue does.</td>
</tr>
<tr>
<td>(m) They don’t like cats,</td>
<td>but</td>
<td>we do.</td>
</tr>
<tr>
<td>(n) Maria didn’t come,</td>
<td>but</td>
<td>Alex did.</td>
</tr>
<tr>
<td>(o) Animals can’t talk,</td>
<td>but</td>
<td>people can.</td>
</tr>
<tr>
<td>(p) Ivan won’t be there,</td>
<td>but</td>
<td>Olga will.</td>
</tr>
</tbody>
</table>

Often the verb phrase following but is shortened, as in the examples.

EXERCISE 31. Sentence practice.

Directions: Complete each sentence with an appropriate verb, affirmative or negative.

1. Sara is at home, but her husband _______?

2. Hiroki isn’t at home, but his wife _______.

3. Beds are comfortable, but park benches _______.

4. I wasn’t at home last night, but my roommate _______

476 CHAPTER 16
5. Kim was in class yesterday, but Anna and Linda _____________.
6. I don’t want to go to the movie, but my friends _____________.
7. Ahmed can speak French, but I _____________.
8. Amanda will be at the meeting, but Helen _____________.
9. This shirt is clean, but that one _____________.
10. These shoes aren’t comfortable, but those shoes _____________.
11. Mike doesn’t write clearly, but Ted _____________.
12. I ate breakfast this morning, but my roommate _____________.
13. Carol has a car, but Jerry _____________.
14. Jerry doesn’t have a car, but Carol _____________.
15. Ron was at the party, but his wife _____________.
16. Ron went to the party, but his wife _____________.
17. Boris can’t speak Spanish, but his wife _____________.
18. I won’t be at home tonight, but Sue _____________.
19. Ken will be in class tomorrow, but Chris _____________.
20. Amy won’t be here tomorrow, but Alice _____________.
21. The hotel wasn’t expensive, but the plane tickets _____________.

□ EXERCISE 32. Listening.
Directions: Complete each sentence with an appropriate verb, affirmative or negative.

Example:
You will hear:  The children wanted to play, but the teacher _____.
You will write:  didn’t.

1. _____________.  6. _____________.
2. _____________.  7. _____________.
3. _____________.  8. _____________.
4. _____________.  9. _____________.
5. _____________.  10. _____________.

Making Comparisons 477
Exercise 33. Let’s talk: class activity.

Directions: Your teacher will ask you questions. Answer them using but. Close your book for this activity.

Example: Who in the class was at home last night? Who wasn’t at home last night?
Teacher: Who was at home last night?
Speaker A: I was.
Teacher: Who wasn’t at home last night?
Speaker B: I wasn’t at home last night.
Teacher: (to Speaker C) Summarize, using but.
Speaker C: (Speaker A) was at home last night, but (Speaker B) wasn’t.

1. Who wears glasses? Who doesn’t wear glasses?
2. Who is married? Who isn’t married?
3. Who didn’t watch TV last night? Who watched TV last night?
4. Who will be in class tomorrow? Who won’t be in class tomorrow?
5. Who has a car? Who doesn’t have a car?
6. Who studied last night? Who didn’t study last night?
7. Who can play (a musical instrument)? Who can’t play (that musical instrument)?
8. Who is hungry right now? Who isn’t hungry right now?
9. Who lives in an apartment? Who lives in a house or in a dorm?
10. Who doesn’t drink coffee? Who drinks coffee?
11. Who won’t be at home tonight? Who will be at home tonight?
12. Who was in class yesterday? Who wasn’t in class yesterday?
13. Who can’t speak (a language)? Who can speak (a language)?
14. Who didn’t stay home last night? Who stayed home last night?
15. Who has (a mustache)? Who doesn’t have (a mustache)?

Exercise 34. Let’s talk: pairwork.

Directions: Work with a partner. Picture A and Picture B are not the same. There are many differences between them. Can you find all of the differences? Take turns pointing out the differences.

Example:
Speaker A: The woman is sitting in Picture A, but she’s lying down in Picture B.
Your turn now.

Speaker B: There’s a small fish in Picture A, but a large fish in Picture B.
Your turn now.

Etc.
Exercise 35. Writing practice.

Directions: Write a paragraph about one or more of the given topics. The list is a reminder of comparison words you may want to use in your paragraph.

<table>
<thead>
<tr>
<th>WORDS USED IN COMPARISONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>alike</td>
<td></td>
</tr>
<tr>
<td>different (from)</td>
<td></td>
</tr>
<tr>
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Topics:
1. Write about this city. Compare it to your hometown.
2. Write about your present residence. Compare it to a past residence.
3. Write about two members of your family. Compare them.
4. Write about two animals. Compare them.
5. Write about two countries. Compare them.
## 16-8 MAKING COMPARISONS WITH ADVERBS

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<tr>
<th>COMPARATIVE</th>
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<td>more fluently</td>
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Use **more** and **most** with adverbs that end in **-ly**.

(c) Mike worked **harder** than Sam (did).
(d) Sue worked **the hardest** of all.

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Use **-er** and **-est** with irregular adverbs: **hard, fast, early, late**.

(e) Rosa writes **better** than I do.
(f) Kim writes **the best** of all.

<table>
<thead>
<tr>
<th>COMPARATIVE</th>
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<tbody>
<tr>
<td>better</td>
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Better and best are forms of the adverb **well**.

*Exception: **early-earlier-the earliest**.

### EXERCISE 36. Sentence practice.

**Directions:** Complete the sentences with the correct form (comparative or superlative) of the adverbs in **italics**.

1. **late**  
   Karen got home ___ later than ___ Alice (did).
2. **quickly**  
   I finished my work ___ than ___ Tom (did).
3. **beautifully**  
   Gina sings ___ Susan (does).
4. **beautifully**  
   Ann sings ___ of all.
5. **hard**  
   My sister works ___ I (do).
6. **hard**  
   My brother works ___ of all.
7. **carefully**  
   My husband drives ___ I (do).
8. **early**  
   We arrived at the party ___ the Smiths (did).
9. **early**  
   The Wilsons arrived at the party ___ of all.
10. **well**  
    You can write ___ I (can).
11. **well**  
    Ken can write ___ of all.
12. **clearly**  
    Anita pronounces her words ___ Tina (does).

480 CHAPTER 16
13. fluently Sue speaks Spanish ____________________________ I do.
14. fluently Ted speaks Spanish ____________________________ of all.

**EXERCISE 37. Sentence practice.**

*Directions: Use the correct form (adjective or adverb, comparative or superlative) of the words in italics.*

1. **careful** Karen drives ___ more carefully than ___ her brother does.
2. **beautiful** A tiger is ____________________________ a goat.
3. **neat** Paul’s apartment is ____________________________ mine.
4. **neat** Peter’s apartment is ____________________________ of all.
5. **neat** You write ____________________________ I do.
6. **neat** Ann writes ____________________________ of all.
7. **clear** This author explains her ideas ____________________________ that author.
8. **good** I like rock music ____________________________ classical music.
9. **good** My husband can sing ____________________________ I can.
10. **good** My daughter can sing ____________________________ of all.
11. **long** Almost universally, wives work ____________________________ hours than their husbands because women take primary responsibility for household chores and child-rearing.
12. **late** Robert usually goes to bed ____________________________ his roommate.
13. **clear** Anna pronounces her words ____________________________ of all the students in the class.
14. **sharp** A razor is usually ____________________________ a kitchen knife.
15. **artistic** My son is ____________________________ my daughter.
16. **slow** I eat ____________________________ my husband does.
EXERCISE 38. **Listening: review.**

*Directions:* Listen to each sentence. Write the words you hear.

1. I work ___________ Jim does.
2. Toshi finished his work ___________ of all.
3. Sue studies ___________ Fred.
4. Jean studies ___________ of all.
5. A motorcycle is ___________ a bicycle.
7. A snail moves ___________ a crab does.
8. This suitcase is ___________ that one.
9. My glasses are ___________ my contact lenses.
10. I can see ___________ with my glasses.

EXERCISE 39. **Review.**

*Directions:* Choose the correct completions.

1. A lion is ______ a tiger.
   - A. similar
   - B. similar with
   - C. similar from
   - D. similar to
2. Lions and tigers are ______.
   - A. the same
   - B. similar
   - C. similar to
   - D. the same as
3. Good health is one of ______ in a person's life.
   - A. best thing
   - B. the best thing
   - C. the best things
   - D. best things
4. There were many chairs in the room. I sat in ______ chair.
   - A. the comfortablest
   - B. the most comfortable
   - C. most comfortable
   - D. more comfortable
5. Jane's story was ______ Jack's story.
   - A. funnier than
   - B. funny than
   - C. more funnier than
   - D. more funny
6. My last name is ______ my cousin's.
   - A. same
   - B. same from
   - C. same as
   - D. the same as
7. I live ______ away from school than you do.
   - A. far
   - B. farther
   - C. more far
   - D. farthest
   A. more clearly     C. more clear
   B. clearlier        D. more clearer

9. Robert works hard every day, but his brother _______.
   A. is          B. isn’t       C. does        D. doesn’t

Exercise 40. Chapter review: error analysis.
Directions: Correct the errors.

1. Your pen is alike mine.
2. Kim’s coat is similar with mine.
3. Jack’s coat is same mine.
4. Soccer balls are different with basketballs.
5. Soccer is one of most popular sports in the world.
6. Green sea turtles live long more than elephants.
7. My grade on the test was worst from yours. You got a more better grade.
8. A monkey is intelligeneter than a turtle.
9. Pedro speaks English more fluent than Ernesto.
10. Professor Brown teaches full-time, but her husband isn’t.
11. Robert and Maria aren’t same age. Robert is more young than Maria.
12. A blue whale is more large from an elephant.
13. The exploding human population is the most great threat to all forms of life on earth.
14. The Mongol Empire was the bigger land empire in the entire history of the world.
EXERCISE 41. Review.

Directions: Work with a partner.
Partner B: Answer in complete sentences. Your book is closed.

1. What’s the longest river in the world?*
2. What’s the biggest continent? What’s the second biggest continent?
3. What country has the largest population?
4. Is a square the same as a rectangle?
5. Name a country that is farther south than Mexico.
6. Name an animal that is similar to a horse.
7. Name a place that is noisier than a library.
8. Is a dormitory like an apartment building? How are they different? How are they similar?
9. Is ( . . . )’s grammar book different from yours?
10. What is one of the most famous landmarks in the world?

Switch roles.
Partner A: Close your book.
Partner B: Open your book. Your turn now.

11. Is the population of Seoul, Korea, larger or smaller than the population of Sao Paulo, Brazil?*
12. Is the Atlantic Ocean deeper than the Indian Ocean?
13. What’s the smallest continent in the world?
14. Name two students in this class who speak the same native language. Do they come from the same country?
15. Look at ( . . . ) and ( . . . ). How are they different?
16. Is a lake like a river? How are they different? How are they similar?
17. Name an insect that is smaller than a bee.
18. Name a city that is farther north than Rome, Italy.
19. What is the most popular sport in your country?
20. What is one of the most important inventions in the modern world? Why is it more important than (name of another invention).

EXERCISE 42. Let’s write or talk.

Directions: Write or talk about things and people in this room. Look at this thing and that thing, and then compare them. Look at this person and that person, and then compare them.

*If you need to, look at the Table of Statistics on p. 474.
EXERCISE 43. Writing practice.

Directions: Write a paragraph on one or more of the given topics.

Topics:
1. Write about your family. Compare the members of your family. Include yourself in the comparisons. (Who is younger than you? Who is the youngest of all? Etc.)
2. Write about your childhood friends when you were ten years old. Compare them. Include yourself in the comparisons. (Who could run faster than you? Who could run the fastest of all? Etc.)
3. What are your three favorite places in the world? Why? Compare them.
4. What are the roles of health, money, and love in your life? Compare them.
## APPENDIX

Irregular Verbs

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Chapter 1: USING BE

EXERCISE 2, p. 2.
Paulo is a student from Brazil. Marie is a student from France. They're in the classroom. Today is an exciting day. It's the first day of school, but they aren't nervous. They're happy to be here. Mrs. Brown is the teacher. She isn't in the classroom right now. She's late today.

EXERCISE 8, p. 6.
1. Butterflies are insects.
2. English is a country.
3. Spring is a season.
4. Canada is a city.
5. Japan is a language.
6. Roses are flowers.
7. Rabbits are machines.
8. Russian and Arabic are languages.
9. Cows are animals.

EXERCISE 13, p. 9.
1. I like my teachers. They're very nice.
2. I am at school. I'm in the classroom.
3. Yuri is not here. He's late.
4. I know you. You're a teacher.
5. I know Susan. I'm her friend.
6. Ali and I are friends. We're in the same class.
7. My sister has two children. They're young.
8. Los Angeles is a city. It's very big.
9. Anna is from Russia. She's very friendly.
10. I like soccer. It's fun.

EXERCISE 14, p. 9.
**SPEAKER A:** Hello. My name is Mrs. Brown. I'm the new teacher.
**SPEAKER B:** Hi. My name is Paulo, and this is Marie. We're in your class.
**SPEAKER A:** It's nice to meet you.
**SPEAKER B:** We're happy to meet you too.
**SPEAKER A:** It's time for class. Please take a seat.

EXERCISE 29, p. 22.
1. Grammar's easy.
4. My brother's 24 years old.
5. The weather's cold today.
6. The windows' open.
7. My money's in my wallet.
8. Mr. Smith's a teacher.
9. Mrs. Lee's at home now.
10. The sun's bright today.
11. Tom's at home right now.
12. My roommates' from Chicago.
13. My sister's a student in high school.

EXERCISE 30, p. 22.
1. The test's easy.
2. My notebook's on the table.
3. My notebooks are on the table.
4. Sue's a student.
5. The weather's warm today.
6. The windows' open.
7. My parents' from Cuba.
8. My cousins are from Cuba too.
10. The teachers' in class.

Chapter 2: USING BE AND HAVE

EXERCISE 1, p. 24.
1. Are England and Canada cities?
2. Is winter a season?
3. Are bananas blue?
4. Is the weather very cold today?
5. Are airplanes slow?
6. Is a carrot a machine?
7. Are diamonds free?
8. Is the earth round?
9. Are big cities quiet?
EXERCISE 12, p. 32.
1. The boots have zippers.
2. Anna has a raincoat.
3. Her raincoat has buttons.
4. Her sweater has long sleeves.
5. She has earrings on her ears.
6. The earrings have diamonds.
7. You have long pants.
8. We have warm coats.

EXERCISE 22, p. 39.
1. This is my grammar book.
2. That is your grammar book.
3. That's your wallet.
4. This is her purse.
5. Is that your umbrella?
6. This is not my umbrella.
7. Is this your ring?
8. Yes, that's my ring.
9. This isn't my homework.
10. That's their car.

Chapter 3: USING THE SIMPLE PRESENT

EXERCISE 2, p. 55.
1. I wake up early every day. → wake
2. My brother wakes up late.
3. He gets up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
9. My friends take the bus too.
10. We talk about our day.

EXERCISE 8, p. 59.
1. I go to work every morning. → morning
2. I celebrate my birthday every year.
3. Our son is two years old.
4. I use my computer every day.
5. Bob uses his computer five days a week.
6. I eat three times a day.
7. Anna listens to the radio every night.
8. I visit my uncle every month.

EXERCISE 13, p. 62.
1. Mrs. Miller teaches English on Saturdays. → teaches
2. Mr. and Mrs. Smith teach English in the evenings.
3. Doug fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends.
6. Their daughter watches videos.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.

9. The Johnsons wash their car every weekend.
10. Susan rarely washes her car.

EXERCISE 18, p. 65.
Marco is a student. He has an unusual schedule.
All of his classes are at night. His first class is at 6:00 p.m.
every day. He has a break from 7:30 to 8:00. Then he has
classes from 8:00 to 10:00.
He leaves school and goes home at 10:00. After he
has dinner, he watches TV. Then he does his homework
from midnight to 3:00 or 4:00 in the morning.
Marco has his own computer at home. When he
finishes his homework, he usually goes on the Internet.
He usually stays at his computer until the sun comes up.
Then he does a few exercises, has breakfast, and goes to
bed. He sleeps all day. Marco thinks his schedule is
great, but his friends think it is strange.

Chapter 4: USING THE PRESENT PROGRESSIVE

EXERCISE 7, p. 96.
1. Tony is sitting in the cafeteria.
2. He is sitting alone.
3. He is wearing a hat.
4. He is eating lunch.
5. He is reading his grammar book.
6. He is looking at his computer.
7. He is studying hard.
8. He is smiling.
9. He is listening to the radio.
10. He is waving to his friends.

EXERCISE 21, p. 107.
1. I write in my grammar book . . .
2. I am writing in my grammar book . . .
3. It is raining outside . . .
4. It doesn't rain . . .
5. My cell phone rings . . .
6. My cell phone isn't ringing . . .
7. My friends and I listen to music in the car . . .
8. We're not listening to music . . .

EXERCISE 25, p. 110.
1. A: Does Tom have a black hat?
   B: Yes.
   A: Does he wear it every day?
   B: No.
2. A: Is he wearing it right now?
   B: I don't know. Why do you care about Tom's hat?
   A: I found a hat in my apartment. Someone left it there. I think that it belongs to Tom.
3. A: Do animals dream?
   B: I don't know. I suppose so. Animals aren't very different from human beings in lots of ways.
A. Look at my dog. She is sleeping. Her eyes are closed. At the same time, she is barking and moving her head and her front legs. I am sure that she is dreaming right now. I’m sure that animals dream.

EXERCISE 26, p. 111.

SPEAKER A: What are you doing? Are you working on your English paper?
SPEAKER B: No, I’m not. I’m writing an e-mail to my sister.
SPEAKER A: Do you write to her often?
SPEAKER B: Yes, but I don’t write a lot of e-mails to anyone else.
SPEAKER A: Does she write to you often?
SPEAKER B: Yes. I get an e-mail from her several times a week. How about you? Do you get a lot of e-mails?
SPEAKER A: Yes. I like to send e-mails to friends all over the world.

EXERCISE 1, p. 121.

1. What time is it?
2. What month is it?
3. What day is it today?
4. What year is it?
5. What’s the date today?

EXERCISE 4, p. 124.

1. My birthday is in June. I was born on June 24. I have class every day at 1:00. Who am I?
2. I have class at 7:00. I go to class in the morning. I was born in 1986. Who am I?
3. I have class in the morning. I was born in July. I was born in 1990. Who am I?
4. I was born in 1989. My birthday is July 7. I go to class at night. Who am I?

EXERCISE 12, p. 130.

1. There are ten students in the classroom.
2. There’s a new teacher today.
3. There are two teachers outside.
4. There’s a book on the floor.
5. There’s some information on the blackboard.
6. There are several papers in the wastepaper basket.
7. There are two coffee cups on the teacher’s desk.
8. There’s a lot of homework for tomorrow.

EXERCISE 23, p. 138.

1. There are trees behind the train.
2. A bird is under the picnic table.
3. There are butterflies in the air.
4. There is a fishing pole on top of the table.
5. There is a knife on top of the table.
6. A boat is in the water.
7. The bridge is below the water.
8. There are clouds above the hills.
9. There are flowers beside the river.
10. There are flowers next to the river.
11. The guitar is under the table.
12. One bike is under the tree.
13. The fish is on the grass.
14. The table is between the tree and the river.
15. The flowers are near the water.

EXERCISE 31, p. 145.

1. A: Where do you want to go for dinner tonight?
   B: Rossini’s Restaurant.
2. A: What time do you want to go to the airport?
   B: Around five. My plane leaves at seven.
3. A: Jean doesn’t want to go to the baseball game.
   B: Why not?
   A: Because she needs to study for a test.
4. A: I’m getting tired. I want to take a break for a few minutes.
   B: Okay. Let’s take a break. We can finish the work later.
5. A: We don’t need to come to class on Friday.
   B: Why not?
   A: It’s a holiday.
6. A: Peter wants to go back to his apartment.
   B: Why?
   A: Because he wants to change his clothes before he goes to the party.
7. A: Where do you want to go for your vacation?
   B: I want to visit Niagara Falls, Quebec, and Montreal.
8. A: May I see your dictionary? I need to look up a word.
   B: Of course. Here it is.
   A: Thanks.
9. A: Do you want to go with us to the park?
   B: Sure. Thanks. I need to get some exercise.

EXERCISE 32, p. 147.

1. Tony’d like a cup of coffee.
2. He’d like some sugar in his coffee.
3. Ahmed and Anita’d like some coffee too.
4. They’d like some sugar in their coffee too.
5. A: Would you like a cup of coffee? ("Would you"
   can’t be contracted in short answers or
   questions.)
   B: Yes, I would. Thank you.
6. I’d like to thank you for your kindness and
   hospitality.
7. My friends’d like to thank you too.
8. A: Would Robert like to ride with us?
   B: Yes, he would.
EXERCISE 34, p. 148.
1. I’d like a hamburger for dinner.
2. We like to eat in fast-food restaurants.
3. Bob’d like to go to the gym now.
4. He likes to exercise after work.
5. The teacher’d like to speak with you.
6. I think the teacher likes you.
7. We like to ride our bikes on weekends.
8. Bill and Sue like classical music.
9. They’d like to go to a concert next week.
10. I think I’d like to go with them.

Chapter 6: NOUNS AND PRONOUNS

EXERCISE 12, p. 166.
1. Sara knows Joe. She knows him ("knows 'im") very well.
2. Where does Shelley live? Do you have her ("have-er") address?
3. There’s Sam. Let’s go talk to him ("'im").
4. There’s Bill and Julie. Let’s go talk to them ("'ems").
5. The teacher is speaking with Lisa because she doesn’t have her ("have-er") homework.
6. I need to see our airline tickets. Do you have them ("have-em")?

EXERCISE 13, p. 167.
1. A: Yoko and I are ("I-er") going downtown this afternoon. Do you want to ("wanna") come with us?
   B: I don’t think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.
2. A: Hi, Ann. How do you like your new apartment?
   B: It’s very nice. A: Do you have a roommate?
   B: Yes. Maria Hall is my roommate. Do you know her ("know-er")? She’s from Miami.
   A: No, I don’t know her ("know-er"). Do you get along with her?
   B: Yes, we enjoy living together. You must visit us sometime. Maybe you can come over for dinner soon.
   A: Thanks. I’d like that.
3. A: Do George and Mike come over to your house often?
   B: Yes, they do. I invite them to my house often. We like to play cards.
   A: Who usually wins your card games?
   B: Mike. He’s a really good card player. We can’t beat him.

EXERCISE 15, p. 170.
GROUP A. Final -s is pronounced /z/ after voiced sounds.
1. taxicabs 5. rooms 9. trees
2. beds 6. coins 10. cities
3. dogs 7. years 11. boys
4. balls 8. lives 12. days

GROUP B. Final -s is pronounced /z/ after voiceless sounds.
13. books 16. groups
14. desks 17. cats
15. cups 18. students

GROUP C. Final -s is pronounced /z/.
• after "s" sounds: 19. classes
   20. glasses
   21. horses
   22. places
   23. sentences
• after "sh" sounds: 24. sizes
   25. exercises
   26. noises
• after "ch" sounds: 27. dishes
   28. bushes
• after "ge/dge" sounds: 29. matches
   30. sandwiches
   31. pages
   32. oranges
   33. bridges

EXERCISE 16, p. 171.
1. toys 6. boxes
2. table 7. package
3. face 8. chairs
4. hats 9. edge
5. offices 10. tops

EXERCISE 17, p. 172.
1. The desks in the classroom are new. → desks
2. I like to visit new places.
3. Donna wants a sandwich for lunch.
4. The teacher is correcting sentences with a red pen.
5. This apple is delicious.
6. The students are finishing a writing exercise in class.
7. I need two pieces of paper.
8. Roses are beautiful flowers.
9. Your rose bush is beautiful.
10. The college has many scholarships for students.

Chapter 7: COUNT AND NONCOUNT NOUNS

EXERCISE 6, p. 184.
1. I live in an apartment. → an
2. It’s a small apartment.
3. My English class lasts an hour.
4. It's an interesting class.
5. We have a new teacher.
6. My mother has an office downtown.
7. It's an insurance office.
8. My father is a nurse.
9. He works at a hospital.
10. He has a difficult job.

**EXERCISE 31, p. 204.**
1. Vegetables have vitamins. *general
2. Cats make nice pets.
3. The teacher is absent.
4. I love bananas.
5. New cars are expensive.
6. I need the keys to the car.
7. Are the computers in your office working?
8. Let's feed the ducks at the park.

**EXERCISE 32, p. 205.**
1. A: Do you have a pen?
   B: There's one on the counter in the kitchen.
2. A: Where are the keys to the car?
   B: I'm not sure, but I have a set. You can use mine.
   B: It's just a bird outside, probably a woodpecker.
   Don't worry.
4. A: John Jones teaches at the university.
   B: I know. He's an English professor.
   A: He's also the head of the department.
5. A: Hurry! We're late.
   B: No, we're not. It's five o'clock, and we have an hour.
   A: No, it isn't. It's six! Look at the clock.
   B: Oh, my. I need a new battery in my watch.

**Chapter 8: EXPRESSING PAST TIME, PART 1**

**EXERCISE 5, p. 215.**
1. I wasn't at home last night. *wasn't
2. I was at the library.
3. Our teacher was sick yesterday.
4. He wasn't at school.
5. Many students were absent.
6. They weren't at school for several days.
7. There was a substitute teacher.
8. She was very patient and kind.
9. My friends and I weren't nervous on the first day of school.
10. We were very relaxed.

**EXERCISE 14, p. 224.**
1. Mary played the piano for the class. *played
2. She plays very well.
3. The students watched an interesting movie.
4. They enjoyed it a lot.
5. They often watch movies together.
6. The class asked the teacher many questions.
7. The teacher answered their questions clearly.
8. The students listened very carefully.
9. They like their class.
10. The class works very hard.

**EXERCISE 18, p. 226.**

**PART 1.**
1. What day was it two days ago?
2. What day was it five days ago?
3. What day was it yesterday?
4. What month was it last month?
5. What year was it ten years ago?
6. What year was it last year?
7. What year was it one year ago?

**PART 2.**
8. What time was it one hour ago?
9. What time was it five minutes ago?
10. What time was it one minute ago?

**EXERCISE 22, p. 230.**
1. I ate . . . .
2. We sat . . . .
3. They came . . . .
4. She had . . . .
5. He got . . . .
6. I stood . . . .

**EXERCISE 30, p. 235.**
1. Did we do well on the test?
2. Did you finish the assignment?
3. Did it make sense?
4. Did I answer your question?
5. Did they need more help?
6. Did he understand the homework?
7. Did I explain the project?
8. Did they complete the project?
9. Did you do well?
10. Did she pass the class?

**EXERCISE 33, p. 237.**

**PART 1.**
1. Did you ("did-uh") read the paper this morning?
2. A: Tom called.
   B: Did he ("dih-de") leave a message?
3. A: Sara called.
   B: Did she ("dih-eh") leave a message?
4. Did it ("dih-di") rain yesterday?
5. A: The children are watching TV.
   B: Did they ("dih-thay") finish their homework?
6. I can't find my notebook. Did I ("dih-di") leave it on your desk?

**PART 2.**
1. Did you ("did-uh") finish the homework assignment?
2. Did it (“dih-dih”) take a long time?
3. Did you (“dih-juh”) hear my question?
4. Did they (“dih-they”) hear my question?
5. Did I (“dih-dih”) speak loud enough?
6. Did he (“dih-de”) understand the information?
7. Did she (“dih-shuh”) understand the information?
8. Did you (“dih-juh”) want more help?
9. Did I (“dih-dih”) explain it okay?
10. Did he (“dih-de”) do a good job?

EXERCISE 37, p. 241.
1. She caught . . . .
2. They drove . . . .
3. We read . . . .
4. I rode . . . .
5. He bought . . . .
6. We ran . . . .

EXERCISE 41, p. 244.
I woke up with a headache this morning. I took some medicine and went back to bed. I slept all day. The phone rang. I heard it, but I was very tired. I didn’t answer it. I listened to the answering machine. It was the doctor’s office. The nurse said I missed my appointment. Now my headache is really bad!

EXERCISE 44, p. 247.
My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it many years ago. I thought someone stole it, but she told me, “No, it didn’t happen that way.” She told me she was outside in her garden recently with her dog. The dog brought her something. She thought it was money. Then she saw it was my ring. She put it on her finger and wore it. She didn’t want to lose it again. I was so happy. I hung up the phone and began to laugh and cry at the same time.

Chapter 9: EXPRESSING PAST TIME, PART 2

EXERCISE 4, p. 255.
1. Where did Susan go?
2. Why did Susan go there?
3. Where did Nancy go?
4. When did Nancy go?
5. Why did Nancy go there?
6. Where did Tom go?
7. Why did Tom go there?
8. When did Susan go?
9. Where did Bill go?
10. When did Bill go?
11. Why did Bill go there?
12. When did Tom go?

EXERCISE 10, p. 259.
1. When did you arrive?
2. Why did you leave?
3. Where do they live?
4. What did she want?
5. What does this mean?
6. Why didn’t you study?
7. Where did he go?
8. When does class end?

EXERCISE 14, p. 263.
1. Where does Sally live?
2. When did you leave?
3. What are you doing?
4. Who is going with me?
5. Who came late?
6. Where are you moving to?
7. When did the movie end?
8. Why didn’t you help?

EXERCISE 17, p. 266.
1. The student didn’t understand . . . .
2. The woman spent . . . .
3. Did you cut . . . .
4. The car hit . . . .
5. The man forgot . . . .

EXERCISE 20, p. 268.
1. A tree fell . . . .
2. The girls won . . . .
3. Did you catch . . . ?
4. I felt . . . .
5. My brother threw . . . .

EXERCISE 23, p. 271.
1. Mrs. Brown fed . . . .
2. Me, and Mrs. Johnson built . . . .
3. The dog bit . . . .
4. The children hid . . . .
5. The teacher held . . . .

EXERCISE 40, p. 287.
I had a strange experience yesterday. I was reading my book on the bus when a man sat down next to me and asked me if I wanted some money. I didn’t want his money. I was very confused. I stood up and walked toward the door of the bus. While I was waiting for the door to open, the man tried to give me the money. When the door opened, I got off the bus quickly. I still don’t know why he was trying to give me money.

Chapter 10: EXPRESSING FUTURE TIME, PART 1

EXERCISE 9, p. 300.
1. Look. The doctor is coming. ➤ present
2. The doctor is coming soon. ➤ future
3. Oh, no. It’s raining. ➤ future
4. We are leaving early in the morning.
5. Hurry. The bus is leaving.
6. Shh. Class is beginning.
7. We're going to a movie this afternoon.
8. My parents are coming over tonight.

EXERCISE 11, p. 301.
1. It's going to ("gonna") rain tomorrow.
2. I am leaving soon.
3. Our class starts at nine.
4. Anita is coming to the meeting tomorrow.
5. The doctor is going to call you.
6. Are you going to ("gonna") study tonight?
7. We are having dinner at a restaurant tomorrow.
8. We aren't going to the concert tonight.
9. Alex rides his bicycle to work.
10. Who is going to help me?

EXERCISE 15, p. 304.
1. Bob is going to finish his work → in five minutes.
2. Mary is going to school . . .
3. Tom left . . .
4. The Johnsons got married . . .
5. The store is going to ("gonna") open . . .
6. The movie started . . .
7. Janet is going to graduate . . .
8. We took a vacation . . .
9. I'm going to ("gonna") buy a car . . .
10. There was a meeting at school . . .

EXERCISE 20, p. 307.
1. Jean is going to leave in a couple of days. → same
2. Tom is going to leave in a few weeks.
3. The doctor is going to ("gonna") call in a few minutes.
4. Tim graduated from high school a couple of years ago.
5. We sold our house a couple of years ago.
6. The mail came a couple of minutes ago.
7. The phone rang a few minutes ago.
8. John is going to ("gonna") be here in a few minutes.

EXERCISE 25, p. 310.
1. The class is working on a project today. → present
2. We are going to finish this weekend.
3. We talked about the project this morning.
4. It is going to ("gonna") rain this week.
5. It rained a lot this month.
6. I am going to graduate from college this year.
7. I am studying psychology this year.
8. The professor spoke for two hours this morning.
9. She's going ("gonna") give us a test this week.
10. We had a lot of homework today.

EXERCISE 27, p. 312.
1. The teacher'll help you. → teacher'll
2. The teacher will help you.
3. We'll have a test tomorrow.
4. We will have a test tomorrow.
5. I'll be back in five minutes.
6. The students'll be late.
7. John will be here soon.
8. The doctor'll see you now.
9. The nurse will give you some medicine.
10. You'll feel better soon.

EXERCISE 28, p. 312.
1. Where will you go?
2. When will you go there?
3. Why will you go there?
4. Who will go with you?
5. What will you do there?

EXERCISE 31, p. 315.
1. Will Jane study more? → Yes, she will.
2. Will Jane go to more parties on weekends?
3. Will Jane begin smoking?
4. Will Jane exercise with her grandmother?
5. Will Jane graduate from a university next year?
6. Will Jane go on a diet?
7. Will Jane exercise only two times a week?
8. Will Jane spend more time with her grandmother?

EXERCISE 32, p. 316.
1. We want to see you soon. → want
2. I won't be late for class again.
3. You won't believe the news!
4. I want a new car.
5. A new car won't be cheap.
6. My car won't start.
7. Mr. and Mrs. Thomas want to retire.
8. They want to travel more.

EXERCISE 34, p. 318.
1. Bill doesn't like meat, eggs, or fish.
2. He is a vegetarian. He doesn't eat meat from animals. He didn't eat it as a child, either.
3. His wife Beth doesn't eat meat, but she isn't a vegetarian.
4. She doesn't enjoy the taste of meat.
5. They are going to ("gonna") try a new restaurant tomorrow.
6. John will probably have a dish with lots of vegetables.
7. Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
8. Are they going to ("gonna") enjoy themselves?
9. Will they go back to this restaurant?
Chapter 11: EXPRESSING FUTURE TIME, PART 2

EXERCISE 5, p. 329.
1. You may be late for class tomorrow.
2. Our teacher may give a lot of homework this weekend.
3. Maybe you’ll get a package in the mail tomorrow.
4. I may go to bed early tonight.
5. Maybe I’ll go shopping tomorrow.
6. Maybe you will get married next year.
7. The weather may be sunny tomorrow.
8. Maybe it will rain tomorrow.

EXERCISE 11, p. 332.
1. I might be absent tomorrow. → a. Maybe I will be absent.
2. There may be a change in our plans.
3. The weather report says it will rain tomorrow.
4. We might finish this grammar book soon.
5. John might get good news tomorrow.
6. The class will start on time.

EXERCISE 19, p. 338.
1. What are you going to do if the weather is nice after class tomorrow?
2. What are you going to do if your teacher cancels class tomorrow?
3. What are you going to do if your teacher talks too fast?
4. What are you going to do if you’re sick tomorrow?

EXERCISE 24, p. 342.
1. Before I go to bed every night, → I watch TV.
2. If I go to bed early tonight, →
3. After I get to school every day, →
4. If class finishes early today, →

Chapter 12: MODALS, PART 1: EXPRESSING ABILITY

EXERCISE 5, p. 356.
1. The students can understand their teacher. → can
2. The students can’t understand their teacher.
3. I can’t hear you.
4. You can help me.
5. Tom can’t work today.
6. The doctor can’t see you today.
7. Professor Clark can meet with you.
8. I can’t find my glasses.
9. The children can’t wait.
10. We can stop now.

EXERCISE 6, p. 357.
In my last job, I was an office assistant. I have good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phones with a friendly voice. I also like languages. I can speak French and Chinese. I also studied English. I can read it, but I can’t speak it well. I hurt my back a few years ago. I can’t help guests with their suitcases. I can work both Saturdays and Sundays.

EXERCISE 10, p. 360.
1. A: (phone rings) Hello?
   B: Can I speak to Mr. Jones, please?
A: I'm sorry. He can't come to the phone right now. Can I take a message? He can return your call in about a half-hour.
B: Yes. Please tell him Bob Anderson called.
2. A: Can you help me lift this box?
B: It looks very heavy. I can try to help you, but I think we need a third person.
A: No, I'm very strong. I think we can do it together.
3. A: I can't hear the TV. Can you turn it up?
B: I can't turn it up. I'm doing my homework. If I turn it up, I can't concentrate.
A: Can you do your homework in another room?
B: Oh, all right.

1. A: Were you able to talk to John last night?
B: I couldn't reach him. I can try again later today.
2. A: Do you know how to make bread?
B: Yes, I can make bread. What about you?
A: No. Can you teach me?
B: Sure, I can.
3. A: Are you able to understand the teacher?
B: I couldn't understand her in the beginning, but now I can understand most of her lectures.
A: I still can't understand her very well.
4. A: Professor Jones, when will you be able to correct our tests?
B: I began last night, but I wasn't able to finish. I'll try again tonight. I hope I will be able to hand them back to you tomorrow.
5. A: (Phone rings) Hello?
B: Hi. This is Jan Smith. I'm wondering if I can get in to see Dr. Brown today or tomorrow.
A: Well, she can see you tomorrow morning at 11:00. Can you come in then?
B: Yes, I can. Please tell me where you are. I don't know the way to your office.

Chapter 13: MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

EXERCISE 5. p. 383.
1. People should exercise to stay healthy.
2. People should eat a lot of candy.
3. People shouldn't steal money.
4. People should keep some money in a bank.
5. Students should study every day.
6. Students shouldn't study on weekends.
7. English students should speak English in class.
8. English teachers shouldn't translate for their students.

EXERCISE 10. p. 386.
1. I have to ("hafqa") leave early today. → have to
2. You have to ("hafqa") come with us.

EXERCISE 15. p. 390.
1. a. People must eat healthy foods.
   b. People should eat healthy foods.
2. a. People must wear clothes outdoors.
   b. People should wear clothes outdoors.
3. a. People should stop their cars for a police siren.
   b. People must stop their cars for a police siren.
4. a. People must wear coats in cool weather.
   b. People should wear coats in cool weather.
5. a. People should pay taxes to their government.
   b. People must pay taxes to their government.
6. a. People must learn how to use computers.
   b. People should learn how to use computers.
7. a. People should wear seatbelts when they're in a car.
   b. People must wear seatbelts when they're in a car.
8. a. People must be polite to one another.
   b. People should be polite to one another.
9. a. People should keep their homes clean.
   b. People must keep their homes clean.

EXERCISE 27. p. 401.
1. It might snow tomorrow. → b. It may snow.
2. Tom has to work.
3. Becky knows how to swim.
4. The teacher needed to correct papers.
5. It's a good idea to study for the test tomorrow.
6. We may go to a movie tonight.
7. We didn't have to help.
8. I couldn't go to school yesterday.

Chapter 14: NOUNS AND MODIFIERS

1. The phone is on the kitchen counter.
2. The phone is in the kitchen.
3. I'm moving to a new apartment next month.
4. The apartment building has a swimming pool.
5. How do you like your music class?
6. Where are the keys to the car?
7. I'm always losing my car keys.
8. Let's have some chicken soup.
9. The soup is good, but where's the chicken?
10. This grammar book has a lot of information.
EXERCISE 13, p. 415.
1. That was delicious birthday . . .
2. Here are the car . . .
3. I need to buy some comfortable . . .
4. The teacher gave the class an easy . . .
5. The little boy is playing computer . . .
6. I’d like to read the newspaper . . .

EXERCISE 16, p. 418.
1. All of the coffee is gone.
2. Some of the coffee is gone.
3. Half of the coffee is gone.
4. Almost all of the coffee is gone.
5. A lot of the coffee is gone.
6. Most of the coffee is gone.

EXERCISE 21, p. 422.
1. Some of the homework is hard.
2. One of the books is missing.
3. None of the children are here yet.
4. All of the students were late.
5. Half of the class is absent.
6. Almost all of the food was vegetarian.
7. A lot of the exercises were helpful.
8. Most of the movie was scary.

EXERCISE 22, p. 422.
1. Most of the people are happy.
2. All of them are smiling.
3. One of them is mad.
4. None of them are sleeping.
5. Only half of them have hats.
6. Some of them aren’t wearing hats.
7. Only one of them has sunglasses.
8. Almost all of them look happy.

Chapter 15: POSSESSIVES

EXERCISE 4, p. 438.
2. Bob has two brothers and one sister.
3. My teacher’s apartment is near mine.
4. My teacher is very funny.
5. What is your friend saying?
6. My friend’s dog ran away.
7. The store manager’s name is Dan.
8. My cousin studies engineering.

EXERCISE 16, p. 447.
1. Who’s that?
2. Whose glasses are on the floor?
3. Who’s coming?
4. Who’s next?
5. Whose homework is this?
6. Whose car is outside?
7. Who’s ready to begin?
8. Whose turn is it?
9. Whose work is ready?
10. Who’s going to help me?

Chapter 16: MAKING COMPARISONS

EXERCISE 3, p. 450.
1. B and D are the same.
2. E is different from A.
3. G and B are similar.
4. A is similar to G.
5. F is the same as A.
6. C and G are different.
7. A and C are similar.

EXERCISE 13, p. 457.
1. It’s getting cold outside.
2. The weather today is colder than yesterday.
3. The weather is getting colder outside.
4. Our teacher is happier this week than last week.
5. Professor Jones is happy every day.
6. Are you happy today?
7. Is a big car safer than a small car?
8. I want to drive a safe car.
9. I need to get a safe car.
10. The coffee is fresh and tastes delicious.
11. Maria told a very funny story in class yesterday.
12. Maria and Sam both told stories. Sam’s story was funnier than Maria’s story.

EXERCISE 21, p. 464.
1. Tim is older than Bob.
2. Pam looks happier than Tim.
3. Bob is the tallest of all.
4. Pam is younger than Bob.
5. Tim looks the most serious.
6. Bob is shorter than Tim.
7. Bob looks happier than Tim.
8. Tim is the youngest.
9. Pam is shorter than Bob.
10. Bob looks more serious than Pam.

EXERCISE 24, p. 468.
1. The blue dress is more expensive than the red one.
2. Well, I think the red one is prettier.
3. Is it too short, or does it look OK?
4. It’s the nicest of all the ones you tried on.
5. I’m not going to buy the brown shoes. They’re too small.
6. How do you like this hat? It’s the biggest size they have.
7. No, this hat is bigger than that one.
8. I need a belt, but one that is longer than my old one.
9. Is this belt long enough?
10. It’s perfect. And it’s the cheapest of all of them.

EXERCISE 30, p. 476.
1. Linda is tall, but her sister is . . . .
2. My old apartment was small, but my new apartment is . . . .
3. First Street is noisy, but Second Street is . . . .
4. This picture is ugly, but that picture is . . . .
5. A car is fast, but a bike is . . . .
6. A kitten is weak, but a horse is . . . .
7. This watch is expensive, but that watch is . . . .
8. Tom is hard-working, but his brother is . . . .

EXERCISE 32, p. 477.
1. I like strong coffee, but my friend . . . .
2. Ellen can speak Spanish, but her husband . . . .
3. The children didn’t want to go to bed early, but their parents . . . .
4. The children weren’t tired, but their parents . . . .
5. Jack doesn’t want to go out to eat, but his friends . . . .
6. The doctor isn’t friendly, but the nurse . . . .
7. I was at home yesterday, but my roommate . . . .
8. Pablo went to the party, but Steve . . . .
9. The grocery store will be open tomorrow, but the bank . . . .
10. I won’t be home tonight, but my husband . . . .

EXERCISE 38, p. 482.
1. I work faster than Jim does.
2. Toshi finished his work the fastest of all.
3. Sue studies harder than Fred.
4. Jean studies the hardest of all.
5. A motorcycle is more dangerous than a bicycle.
6. Ali speaks more loudly than Yoko does.
7. A snail moves more slowly than a crab does.
8. This suitcase is heavier than that one.
9. My glasses are clearer than my contact lenses.
10. I can see more clearly with my glasses.
<table>
<thead>
<tr>
<th>CD 1</th>
<th>TRACK</th>
<th>EXERCISE</th>
<th>CD 2</th>
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<th>EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td></td>
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<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Exercise 2, p. 2</td>
<td></td>
<td>1</td>
<td>Exercise 4, p. 255</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Exercise 8, p. 6</td>
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<td>2</td>
<td>Exercise 10, p. 259</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Exercise 13, p. 9</td>
<td></td>
<td>3</td>
<td>Exercise 14, p. 263</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Exercise 14, p. 9</td>
<td></td>
<td>4</td>
<td>Exercise 17, p. 266</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Exercise 29, p. 22</td>
<td></td>
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<td>Exercise 20, p. 268</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Exercise 30, p. 22</td>
<td></td>
<td>6</td>
<td>Exercise 23, p. 271</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Exercise 30, p. 22</td>
<td></td>
<td>7</td>
<td>Exercise 40, p. 287</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 2</td>
<td></td>
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<td>Chapter 10</td>
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<td></td>
<td>8</td>
<td>Exercise 1, p. 24</td>
<td></td>
<td>8</td>
<td>Exercise 9, p. 300</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Exercise 12, p. 32</td>
<td></td>
<td>9</td>
<td>Exercise 11, p. 301</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Exercise 22, p. 39</td>
<td></td>
<td>10</td>
<td>Exercise 15, p. 304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3</td>
<td></td>
<td></td>
<td>Chapter 11</td>
</tr>
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<td></td>
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<td>Exercise 2, p. 55</td>
<td></td>
<td>11</td>
<td>Exercise 20, p. 307</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Exercise 8, p. 59</td>
<td></td>
<td>12</td>
<td>Exercise 25, p. 310</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Exercise 13, p. 62</td>
<td></td>
<td>13</td>
<td>Exercise 27, p. 312</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Exercise 18, p. 65</td>
<td></td>
<td>14</td>
<td>Exercise 28, p. 314</td>
</tr>
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<td></td>
<td></td>
<td>Chapter 4</td>
<td></td>
<td></td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Exercise 7, p. 96</td>
<td></td>
<td>15</td>
<td>Exercise 31, p. 315</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Exercise 21, p. 107</td>
<td></td>
<td>16</td>
<td>Exercise 32, p. 316</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Exercise 25, p. 110</td>
<td></td>
<td>17</td>
<td>Exercise 34, p. 318</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Exercise 26, p. 111</td>
<td></td>
<td>18</td>
<td>Exercise 36, p. 319</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5</td>
<td></td>
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<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Exercise 1, p. 121</td>
<td></td>
<td>19</td>
<td>Exercise 6, p. 329</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Exercise 4, p. 124</td>
<td></td>
<td>20</td>
<td>Exercise 11, p. 332</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Exercise 12, p. 130</td>
<td></td>
<td>21</td>
<td>Exercise 19, p. 333</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Exercise 23, p. 138</td>
<td></td>
<td>22</td>
<td>Exercise 24, p. 342</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Exercise 31, p. 145</td>
<td></td>
<td>23</td>
<td>Exercise 28, p. 347</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Exercise 32, p. 147</td>
<td></td>
<td>24</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 6</td>
<td></td>
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<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Exercise 12, p. 166</td>
<td></td>
<td>26</td>
<td>Exercise 6, p. 357</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Exercise 13, p. 167</td>
<td></td>
<td>27</td>
<td>Exercise 10, p. 360</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Exercise 15, p. 170</td>
<td></td>
<td>28</td>
<td>Exercise 21, p. 367</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Exercise 16, p. 171</td>
<td></td>
<td>29</td>
<td>Exercise 27, p. 401</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Exercise 17, p. 172</td>
<td></td>
<td>30</td>
<td>Chapter 16</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Exercise 6, p. 184</td>
<td></td>
<td>31</td>
<td>Exercise 3, p. 438</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Exercise 31, p. 204</td>
<td></td>
<td>32</td>
<td>Exercise 4, p. 438</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Exercise 32, p. 209</td>
<td></td>
<td>33</td>
<td>Exercise 4, p. 438</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 7</td>
<td></td>
<td></td>
<td>Chapter 17</td>
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<td></td>
<td>34</td>
<td>Exercise 5, p. 215</td>
<td></td>
<td>34</td>
<td>Exercise 13, p. 415</td>
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<tr>
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<td>35</td>
<td>Exercise 14, p. 224</td>
<td></td>
<td>35</td>
<td>Exercise 16, p. 418</td>
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<tr>
<td></td>
<td>36</td>
<td>Exercise 18, p. 226</td>
<td></td>
<td>36</td>
<td>Exercise 21, p. 422</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>Exercise 22, p. 230</td>
<td></td>
<td>37</td>
<td>Exercise 22, p. 422</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>Exercise 30, p. 235</td>
<td></td>
<td>38</td>
<td>Chapter 18</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>Exercise 33, p. 237</td>
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<td>Exercise 37, p. 241</td>
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<td>Exercise 13, p. 457</td>
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<td>Exercise 41, p. 244</td>
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<td>Exercise 21, p. 464</td>
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<td>42</td>
<td>Exercise 44, p. 247</td>
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<td>42</td>
<td>Exercise 24, p. 468</td>
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<td>Chapter 8</td>
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<td>Chapter 19</td>
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<td>43</td>
<td>Exercise 30, p. 476</td>
<td></td>
<td>43</td>
<td>Exercise 30, p. 476</td>
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<tr>
<td></td>
<td>44</td>
<td>Exercise 32, p. 477</td>
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<td>Exercise 32, p. 477</td>
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<tr>
<td></td>
<td>45</td>
<td>Exercise 38, p. 482</td>
<td></td>
<td>45</td>
<td>Exercise 38, p. 482</td>
</tr>
</tbody>
</table>
Chapter 1: USING BE

EXERCISE 2, p. 2.
2. It is
3. They're in
4. is an
5. It's
6. aren't

EXERCISE 3, p. 2.
2. English is a language.
3. Tokyo is a city.
4. Australia is a country.
5. Red is a color.
6. A dictionary is a book.

EXERCISE 4, p. 3
4. Tennis is a sport.
5. Chicago is a city.
6. Spanish is a language.
7. Mexico is a country.
8. A cow is an animal.

EXERCISE 6, p. 4.
2. Computers are machines.
3. Dictionaries are books.
4. Chickens are birds.
5. Roses are flowers.
6. Carrots are vegetables.
7. Rabbits are animals.
8. Egypt and Indonesia are countries.
9. Winter and summer are seasons.

EXERCISE 7, p. 5.
1. A bear is an animal.
2. An ant is an insect.
3. London is a city.
4. Spring is a season.
5. A carrot is a vegetable.
6. September and October are months.
7. Mexico and Canada are countries.
8. A dictionary is a book.

9. Chickens are birds.
10. China is a country.
11. Winter and summer are seasons.
12. Arabic is a language.
13. A computer is a machine.
14. A fly is an insect.

EXERCISE 8, p. 6.
1. yes
2. no
3. yes
4. no
5. no
6. yes
7. no
8. yes
9. yes

EXERCISE 10, p. 7.
2. I am a student.
3. Rita is a student.
4. Rita and Tom are students.
5. You are a student.
6. You are students.

EXERCISE 12, p. 8.
2. He's in my class.
3. He's twenty years old.
4. They're students.
5. It's on my desk.
6. They're friendly.
7. They're on my desk.
8. He's married.
9. She's single.
10. They're in my class.
11. They're interesting.
12. It's easy.
13. We're roommates.
15. I'm a student.
16. You're in my English class.

EXERCISE 13, p. 9.
1. They're very nice.
2. I'm in the classroom.
3. He's late.
4. You're a teacher.
5. I'm her friend.
6. We're in the same class.
7. They're young.
8. It's very big.
9. She's very friendly.
10. It's fun.

EXERCISE 14, p. 9.
1. is
2. I'm
3. is
4. is
5. We're
6. It's
7. We're
8. It's
9. Yes
10. Yes

501
EXERCISE 15, p. 10.
1. Canada is a country. It is not isn’t a city.
2. Jakarta is not isn’t a country. It isn’t a city.
3. Beijing and London are cities. They are not aren’t countries.
4. Asia is not isn’t a continent. It isn’t a continent.
5. Asia and South America are continents. They are not aren’t countries.

EXERCISE 16, p. 11.

**PART I.**
bus driver: Ms. Black
police officer: Mr. Rice
gardener: Mike
doctor: Sue
photographer: Ann

**PART II.**
1. Is... He isn’t an artist.
2. Isn’t... He’s a painter.
3. Isn’t... She’s a doctor.
4. Is... He isn’t an artist / a bus driver / a gardener / a doctor / a photographer.
5. police officer / gardener / doctor / photographer / an artist... She’s a bus driver.
6. (free response)

EXERCISE 17, p. 12.
1. He’s poor. 7. They’re fast.
2. It’s short. 8. It’s easy.
3. They’re clean. 9. She’s tall.
4. They’re beautiful. 10. They’re old.
5. They’re expensive. 11. It’s noisy.

EXERCISE 18, p. 13.
2. Ice and snow are cold.
3. A box is square.
4. Balls and oranges are round.
5. Sugar is sweet.
6. An elephant is large/big, but a mouse is small/little.
7. A rain forest is wet, but a desert is dry.
8. A joke is funny.
9. Good health is important.
10. They are / They’re dangerous.
11. A coin is small, round, and flat.
12. A lemon is sour.

3. Lemons are yellow.
4. Ripe bananas are yellow too.
5. A lemon isn’t sweet. It isn’t sour.
6. My pen isn’t heavy. It isn’t light.
7. This room isn’t dark. It isn’t light.
8. My classmates are friendly.
9. A turtle is slow.
10. Airplanes aren’t slow. They are / They’re fast.

11. The floor in the classroom isn’t clean. It isn’t is dirty.
12. The weather isn’t cold today.
13. The sun isn’t bright today.
14. My shoes aren’t comfortable.

EXERCISE 21, p. 15.

**Partner A:**
1. The table isn’t clean. It’s dirty.
2. The little boy is sick. He isn’t well.
3. The algebra problem isn’t easy. It’s difficult.
4. The cars are old. They aren’t new.

**Partner B:**
1. The man is friendly. He isn’t unfriendly.
2. The coffee isn’t cold. It’s hot.
3. The woman is tall. She isn’t short.
4. Ken’s sister isn’t old. She’s young.

EXERCISE 25, p. 19.
2. under 4. next to 6. behind
3. on 5. above 7. between

EXERCISE 28, p. 21.
4. am + a noun 8. am + a place
5. is + a place 9. is + a place
6. is + an adjective 10. are + an adjective
7. are + a noun

EXERCISE 30, p. 23.
1. B 5. A 8. A
4. B

**Chapter 2: USING BE AND HAVE**

EXERCISE 1, p. 24.
1. no 4. yes/no 7. no
2. yes 5. no 8. yes
3. no 6. no 9. no

EXERCISE 2, p. 24.
2. Is the sun a ball of fire?
3. Are carrots vegetables?
4. Are chickens birds?
5. Is Mr. Wu here today?
6. Are Sue and Mike here today?
7. Is English grammar fun?
8. Are you ready for the next grammar chart?

EXERCISE 3, p. 25.
3. A: Are you homesick?
   B: No, I’m not.
4. A: Is Bob homesick?
   B: Yes, he is.
5. A: Is Sue here today?
B: No, she isn’t.
6. A: Are the students in this class intelligent?
B: Yes, they are.
7. A: Are the chairs in this room comfortable?
B: No, they aren’t.
8. A: Are you married?
B: No, I’m not.
9. A: Are Tom and you roommates?
B: Yes, we are.
10. A: Is a butterfly a bird?
B: No, it isn’t.

EXERCISE 7, p. 28.
3. Is Cairo in Egypt?
4. Where is Cairo?
5. Are the students in class today?
6. Where are the students?
7. Where is the post office?
8. Is the train station on Grand Avenue?
9. Where is the bus stop?
10. Where are Sue and Ken today?

EXERCISE 9, p. 30.
2. have 9. have
3. has . . . has 10. has . . . has
4. have 11. has
5. has 12. have
6. have . . . have 13. have
7. has 14. has
8. have . . . has

EXERCISE 10, p. 31.
1. has a headache 5. have a cold
2. have toothaches 6. have backaches
3. have a fever 7. have a stomachache
4. has a sore throat

EXERCISE 11, p. 31.
1. A: How are you?
B: I have a headache.
2. A: How are you?
B: I have a sore tooth.
3. A: How is/How’s your mother?
B: She has a sore back.
4. A: How is/How’s Mr. Lee?
B: He has a backache.
5. A: How are your parents?
B: They have colds.
6. A: How are the patients?
B: They have stomachaches.
7. A: How is/How’s your little brother?
B: He has a sore throat.
8. A: How is/How’s Mrs. Wood?
B: She has a fever.

EXERCISE 12, p. 32.
1. have 5. has
2. has 6. have
3. has 7. have
4. has 8. have

EXERCISE 14, p. 33.
1. your 6. their
2. her 7. your
3. their 8. our
4. her 9. his
5. my 10. her

EXERCISE 15, p. 33.
1. His . . . Palmer
2. His . . . John
3. His . . . B.
4. Their . . . 98301
5. Their . . . (888)
6. Her . . . 41270
7. Her . . . April 12
8. Her . . . Ellen
9–15. My . . . (free response)

EXERCISE 17, p. 36.
2. His 6. Our 10. Their
4. Their 8. Her 12. My
5. Your 9. His

EXERCISE 19, p. 37.
2. has . . . His 8. have . . . My
3. have . . . Your 9. have . . . Our
4. has . . . Her 10. have . . . Your
5. have . . . Their 11. has . . . Her
6. have . . . Their 12. has . . . His
7. have . . . Our

EXERCISE 20, p. 38.
3. This 6. This 9. That
4. That 7. This 10. This
5. That 8. That

EXERCISE 22, p. 39.
1. This 5. that 8. that
2. That 6. This 9. This
3. That 7. this 10. That
4. This

EXERCISE 23, p. 40.
1. Those 4. These
2. Those 5. Those
3. Those 6. These
EXERCISE 24, p. 40.

2. This . . . Those
3. These . . . Those
4. Thin . . . That
5. These . . . Those

EXERCISE 26, p. 42.

2. What are
3. Who is
4. What is
5. What are

EXERCISE 31, p. 47.

2. I am not I'm not hungry.
3. I am I'm a student. He is a teacher.
4. Yoko is not here. She is at school.
5. I'm from Mexico. Where are you from?
6. Is Roberto a student in your class?
7. Those pictures are beautiful.
8. This is your dictionary. It is It's not my dictionary.
9. Mr. Lee has a brown coat.
10. They aren't here today.
11. These books are expensive. Or This book is expensive.
12. Cuba is an island.

EXERCISE 32, p. 47.


EXERCISE 33, p. 48.

1. are not aren't
2. is
3. am/are not
4. are
5. are
6. are
7. is
earen't
isn't

EXERCISE 34, p. 49

1. A: is
   B: has
   A: are
   B: have

2. A: What is? What's
   B: is

EXERCISE 37, p. 51.

3. I am I'm
4. I am I'm
5. My
6. is
7. He/She's
8. My
9. is
10. She/He's
11. have
12. are
13. is
14. She/He's
15. is

Chapter 3: USING THE SIMPLE PRESENT

EXERCISE 2, p. 55.

1. I wake up early every day.
2. My brother wakes up late.
3. He get up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
9. My friends take the bus too.
10. We talk about our day.

EXERCISE 3, p. 55.

2. drinks
3. take
4. takes

EXERCISE 4, p. 56.

2. usually
3. often

EXERCISE 5, p. 57.

S V
2. eat I never eat carrots
3. I watch I seldom watch TV
4. I have I sometimes have tea
5. eats eats
6. Joe drinks Joe rarely drinks tea.
7. We listen
8. The students speak

EXERCISE 7, p. 58.

2. once . . . rarely
3. twice . . . seldom
4. six times . . . usually
5. five times . . . often
6. never
7. three times . . . sometimes
EXERCISE 8, p. 59.
1. I go to work every morning.
2. I celebrate my birthday every year.
3. Our son is two years old.
4. I use my computer every day.
5. Bob uses his computer five days a week.
6. I eat three times a day.
7. Anna listens to the radio every night.
8. I visit my uncle every month.

EXERCISE 9, p. 60.
3. Maria is often late for class.
4. Maria often comes to class late.
5. It never snows in my hometown.
6. It is never very cold in my hometown.
7. Bob is usually at home in the evening.
8. Bob usually stays at home in the evening.
9. Tom seldom studies at the library in the evening.
10. His classmates are seldom at the library in the evening.
11. I sometimes skip breakfast.
12. I rarely have time for a big breakfast.
13. I am usually very hungry by lunchtime.

EXERCISE 12, p. 61.
2. teaches 7. wears
3. fixes 8. washes
4. drinks 9. walks
5. watches 10. stretches ... yawns
6. kisses

EXERCISE 13, p. 62.
1. Mrs. Miller teaches English on Saturdays.
2. Mr. and Mrs. Smith teach English in the evenings.
3. Doug fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends.
6. Their daughter watches videos.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.
9. The Johnsons wash their car every weekend.
10. Susan rarely washes her car.

EXERCISE 14, p. 62
gets ... cooks ... sits ... washes ... turns ... watches ... takes ... brushes ... reads ... falls

EXERCISE 15, p. 63.
1. tries 5. flies 8. buys
2. studies 6. stays 9. pays
3. says 7. enjoys 10. plays
4. worries

EXERCISE 16, p. 63.
2. seldom cries 6. always carries
3. studies 7. seldom buys
4. usually stays 8. worries
5. flies 9. enjoys

EXERCISE 17, p. 64.
3. have 6. has 9. goes
4. has 7. does ... go
5. goes 8. do ... go

EXERCISE 18, p. 65.
3. is 7. has 11. has
4. has 8. does 12. goes
5. has 9. has 13. is
6. goes 10. does 14. is

EXERCISE 20, p. 67.
2. usually studies
3. bites
4. cashes
5. worry ... never worries ... studies
6. teach ... teaches
7. fly ... have
8. flies ... has
9. always does ... never goes
10. always says
11. always pays ... answers ... listens ... asks
12. enjoys ... often tries ... likes ... invites ... go ... watch ... has ... watches ... makes ...
washes ... cleans ... never cook ... is ... loves

EXERCISE 23, p. 69.
3. doesn’t know 10. isn’t
4. don’t need 11. aren’t
5. doesn’t snow 12. don’t have
6. don’t speak 13. doesn’t have
7. ’m not 14. isn’t
8. don’t live 15. doesn’t rain
9. doesn’t have

EXERCISE 26, p. 72.
2. don’t speak 7. don’t do
3. doesn’t shave 8. doesn’t drink
4. don’t go 9. doesn’t make
5. doesn’t smoke 10. don’t do
6. don’t eat 11. doesn’t put on

EXERCISE 28, p. 74.
3. A: Do you speak Chinese?
   B: No, I don’t.
4. A: Does Ann speak Italian?
   B: Yes, she does.
5. A: Do Ann and Tom speak Arabic?
   B: No, they don’t.

ANSWER KEY 505
6. A: Do you exercise every morning?
   B: Yes, I do.
7. A: Does Sue have a cold?
   B: Yes, she does.
8. A: Does Jim do his homework every day?
   B: No, he doesn’t.
9. A: Does it rain a lot in April?
   B: Yes, it does.
10. A: Do frogs have tails?
    B: No, they don’t.

**EXERCISE 32, p. 78**
3. Where does Peter work?
4. Does Peter work at the post office?
5. Do you live in an apartment?
6. Where do you live?
7. Where does Bill eat dinner every day?
8. Where do you sit during class?
9. Where does Jessica go to school?
10. Where is your book?
11. Where do you go every morning?
12. Where are the students?
13. Where do kangaroos live?

**EXERCISE 34, p. 80**
3. When do you get up?
4. When does Maria usually get up?
5. When does the movie start?
6. When do you usually go to bed?
7. When do you usually eat lunch?
8. When does the restaurant open?
9. When does the train leave?
10. When do you usually eat dinner?
11. When do your classes begin?
12. When does the library close on Saturday?

**EXERCISE 37, p. 82**
2. Do you go swimming?  7. Do you play tennis?
3. is 8. Are 13. does
5. are 10. Do 15. Are

**EXERCISE 38, p. 84**
2. Does (no)
3. Do (yes)
4. Is (no) [It’s a star.]
5. Are (no)
6. Is (yes) [Around 900 degrees Fahrenheit.]
7. Is (no) [You need a telescope.]
8. Is (yes) [The winds are stronger than the earth’s winds.]
9. Do (yes)
10. Do (yes) [Saturn has at least 24; Uranus has at least 21.]

**EXERCISE 40, p. 85.**
(1) My friend Abdul lives in an apartment near school. (2) He walks to school almost every day.
(3) Sometimes he catches a bus, especially if it’s cold and rainy outside. (4) Abdul shares the apartment with Pablo.
(5) Pablo comes from Venezuela. (6) Abdul and Pablo go to the same school. (7) They take English classes.
(8) Abdul speaks Arabic as his first language, and Pablo speaks Spanish. (9) They communicate in English.
(10) Sometimes Abdul tries to teach Pablo to speak a little Arabic, and Pablo gives Abdul Spanish lessons.
(11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoys having Pablo as his roommate, but he misses his family back in Saudi Arabia.

**EXERCISE 42, p. 87.**
1. Do you study 6. don’t like
2. study 7. are you
3. studies 8. want
4. Do you spend 9. don’t want
5. spend 10. think

**EXERCISE 43, p. 88.**
1. have 7. never washes
2. washes 8. wears
3. Do you know 9. is always
4. in 10. is always
5. doesn’t change 11. says
6. keeps 12. takes

**EXERCISE 46, p. 90.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Where does she/he live?</th>
<th>What does she/he do?</th>
<th>Where does she/he work?</th>
<th>What pets does he/she have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>(on a boat)</td>
<td>catches fish</td>
<td>on his boat</td>
<td>a turtle</td>
</tr>
<tr>
<td>Kathy</td>
<td>in a cabin in the mountains</td>
<td>teaches skiing</td>
<td>at a ski school</td>
<td>ten fish</td>
</tr>
<tr>
<td>Ron</td>
<td>in an apartment in the city</td>
<td>makes jewelry</td>
<td>at a jewelry store</td>
<td>three cats</td>
</tr>
<tr>
<td>Lisa</td>
<td>in a beach cabin on an island</td>
<td>surfs and swims</td>
<td>has no job</td>
<td>(a snake)</td>
</tr>
<tr>
<td>Jack</td>
<td>in a house in the country</td>
<td>designs web pages</td>
<td>at home</td>
<td>a horse</td>
</tr>
</tbody>
</table>
EXERCISE 15, p. 102.
1. Is John riding a bicycle?
2. Are you sleeping?
3. Do you like music?
4. Is it raining outside?

EXERCISE 18, p. 104.
1. Why are you reading your grammar book?
2. Where is Seung sitting?
3. Where are you living?
4. What is Roberto wearing today?
5. Why are you smiling?

EXERCISE 19, p. 105.
1. A: Is Anna eating lunch?
   B: She is.
2. A: Is she eating?
   B: Yes, she is.
3. A: Is Mike drinking a cup of coffee?
   B: He isn’t.
4. Where is Seung sitting?
5. Where are you living?
6. What is Roberto wearing today?
7. Why are you smiling?

EXERCISE 20, p. 107.
1. . . . is talking . . . isn’t talking
2. rains . . . isn’t raining . . . is shining . . . Does it rain
3. sequins . . . is cooking . . . he cooking . . . doesn’t eat . . . Do you eat . . . Are you

EXERCISE 21, p. 107.
1. every day 5. every day
2. now 6. now
3. now 7. every day
4. every day 8. now

EXERCISE 23, p. 108.
1. Are . . . is 6. am . . . Do
2. Do 7. does
3. is . . . Does 8. is
4. do 9. do
5. Am 10. Do

EXERCISE 24, p. 109.
A: Are you reading
B: am reading
2. A: Do you take
B: Do you take
3. A: Is she talking
B: Is this
4. A: Is he reading
B: Are you
A: isn’t reading
EXERCISE 25 p. 110.
1. A: Does he have A: Do you dream
B: (Yes.) B: aren't
A: Does he wear A: is sleeping... are
B: (No.) ... is barking...
A: Is he wearing moving... am I...
B: don't know is dreaming...
A: think dream

EXERCISE 26 p. 111.
A: Are you working
B: I'm not... I'm writing
A: Do you write
B: don't write
A: Does she write
B: get... Do you get
A: like

EXERCISE 27 p. 112.
2. is snowing... like
3. know
4. is talking... understand
5. is eating... likes... tastes
6. smell... Do you smell
7. is telling... believe... think
8. is smoking... smells... hate
9. is holding... loves... is smiling

EXERCISE 28 p. 113.
Questions:
1. What do you like?
2. What do babies around the world like?
3. What do you want?
4. What do children around the world want?
5. What do you love?
6. What do teenagers around the world love?
7. What do you dislike or hate?
8. What do people around the world dislike or hate?
9. What do you need?
10. What do elderly people around the world need?

EXERCISE 30 p. 115.
2. speaks... is speaking
3. are doing... do
4. am looking... is writing... is looking... is biting
... is smiling... is sleeping... is chewing
5. works... has... often eats... usually brings... usually sits... sits... watches... watches...
... relaxes
6. am looking... isn't... is... is sitting... is eating... is running... is sitting... is eating... is
... watching... always watches... are swimming... are flying... is riding... rides... is having... go

EXERCISE 34 p. 119.
2. B 5. B 8. A

EXERCISE 35 p. 119.
1. It's raining today. I don't like the rain.
2. I like New York City. I think that it is a wonderful city.
3. Is Abdul sleeping right now?
4. Why are you going downtown today?
5. I'm listening to you.
6. Do you hear a noise outside the window?
7. Kunio is at a restaurant right now. He usually eats at home, but today he is eating dinner at a restaurant.
8. I like flowers. They smell good.
9. Alex is sitting at his desk. He's writing a letter.
10. Where are they sitting today?

Chapter 5: TALKING ABOUT THE PRESENT

EXERCISE 2 p. 122.
2. What's the date today?
3. What time is it?
4. What month is it?
5. What time is it?
6. What day is it?
7. What's the date today?
8. What year is it?
9. What time is it?

EXERCISE 3 p. 123.
2. from... to 8. on
3. in... in 9. on
4. in 10. on
5. at 11. from... to
6. in 12. at
7. in

EXERCISE 4 p. 124.

PART I.
1. Ann 3. Ron
2. Lisa 4. Tom

PART II.
1. in... on... Tom
2. in... on... Ann
3. in... at... Lisa
4. Ron... in... on... in

EXERCISE 6 p. 125.
2. 0°C cold, freezing
3. 38°C hot
4. 24°C warm
5. -18°C very cold, below freezing

508answer key
EXERCISE 7, p. 126.
2. 34° F  62° F  8. 14° C
3. 90° F  7.5° C  9. 35° C
4. 50° F  20° C  10. −5° C

EXERCISE 9, p. 128.
3. is (yes)
4. are (no)
5. is
6. are
7. are
8. is
9. are
10. is
11. are
12. are

EXERCISE 12, p. 130.
1. There’s
2. There’s
3. There’re
4. There’s

EXERCISE 16, p. 132.
Teacher’s key:

<table>
<thead>
<tr>
<th>a swimming pool</th>
<th>a beach</th>
<th>tennis courts</th>
<th>horses</th>
<th>ocean-view rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel 1</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 2</td>
<td>yes</td>
<td>(yes)</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 3</td>
<td>yes</td>
<td>yes (yes)</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 4</td>
<td>yes</td>
<td>yes</td>
<td>no (yes)</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 5</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>(yes)</td>
</tr>
</tbody>
</table>

EXERCISE 19, p. 134.
1. in
2. in
3. on
4. at . . . in
5. First Street
6. Miami / Florida / Miami, Florida
7. 342 First Street
8–11. (free response)

EXERCISE 20, p. 136.
2. under/in front of
3. above/below
4. beside, near, next to
5. far (away) from
6. in/inside
7. between

EXERCISE 23, p. 138.
1. yes 6. yes 11. no
2. no 7. no 12. yes
3. yes 8. yes 13. no
4. no 9. yes 14. yes
5. yes 10. yes 15. yes

EXERCISE 24, p. 139.
PART I.
1. Mary is eating at/in a restaurant.
2. I see a cup of coffee, a vase of flowers, a candle, a bowl of salad, a glass of water, a plate, and a piece of meat.
3. Mary is holding a knife in her right hand. She is holding a fork in her left hand.
4. There’s a salad in the bowl.
5. There’s a steak/or piece of meat on the plate.
6. There’s coffee in the cup.
7. A candle is burning.
8. No, Mary isn’t eating breakfast.
9. No, Mary isn’t at home. She’s at/in a restaurant.
10. She’s cutting a steak/or piece of meat.

PART II.
11. at 15. at/in
12. on 16. isn’t
13. in 17. isn’t
14. is . . . in

EXERCISE 25, p. 140.
PART I.
1. John is studying.
2. I see a clock, a sign, some books, some bookshelves, a librarian, a desk, a plant, a table, three chairs, and two students.
3. No, John isn’t at home. He’s at the library.
4. No, John isn’t reading a newspaper.
5. The librarian is standing behind the circulation desk.
6. John is right-handed.

PART II.
7. at/in 12. on
8. at 13. on
9. in/on 14. isn’t
10. under 15. . . . behind
11. on 16. beside/near/next to

EXERCISE 26, p. 141.
PART I.
1. Mary is signing/writing a check.
2. Mary’s address is 3471 Tree Street, Chicago, Illinois 60655.
3. Mary’s full name is Mary S. Jones.
4. Mary’s middle initial is S.
5. Mary’s last name is Jones.
6. Mary wants fifty dollars.
7. Mary's name and address are in the upper-left corner of the check.
8. The bank's name and address are in the lower-left corner of the check. On Mary's bank account number is in the lower-left corner of the check.
9. The name of the bank is First National Bank.

PART II.
10. check 13. at
11. her 14. in
12. of 15. in . . . of

EXERCISE 27, p. 142.

PART I.
1. Mary is cashing a check.
2. No, Mary isn't at a store. She's at/in a bank.
3. I see a bank teller, a clock, a sign, a line of people, a check, a purse/handbag/pocketbook, a briefcase, a tie/necktie, eyeglasses, a suit, a T-shirt, a beard and a mustache, pants, jeans, and a dress.
4. A woman is standing behind Mary.
5. A man is standing at the end of the line.
6. There are three men in the picture.
7. There are two women in the picture.
8. There are five people in the picture.
9. There are four people standing in line.

PART II.
10. at/in/inside 14. is . . . behind/in back of
11. are 15. isn't . . . at . . . of
12. in front of 16. is . . . at . . . of
13. behind/in back of 17. is . . . between

EXERCISE 28, p. 143.
3. Linda wants to go to the bookstore.
4. (no change)
5. I need to make a telephone call.
6. (no change)
7. Do you want to go to the movie with us?
8. (no change)

EXERCISE 30, p. 144.
2. to go . . . to buy 9. to marry
3. to watch 10. to take
4. to play 11. to go
5. to call 12. to listen to
6. to go . . . to cash 13. to take . . . to walk
7. to do 14. to pay
8. to wash

EXERCISE 31, p. 145.
1. do you want to go
2. do you want to go

3. doesn't want to go . . . she needs to study
4. I want to take
5. We don't need to come
6. wants to go back . . . he wants to change
7. A: do you want to go
   B: I want to visit
8. A: I need to look up
   B: I need to get

EXERCISE 32, p. 147.
3. Ahmed and Anita would like
4. They would like
5. A: Would you like
   B: I would
6. I would like to thank
7. My friends would like to thank
8. A: Would Robert like to ride
   B: he would

EXERCISE 34, p. 148.
1. 'd like 6. likes
2. like 7. like
3. 'd like 8. like
4. likes 9. 'd like
5. 'd like 10. 'd like

EXERCISE 37, p. 150.
1. John/He is cooking/making dinner.
2. I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a spoon, and a shopping/grocery list.
3. John is in the kitchen. John is at the stove.
4. Yes, John is tasting his dinner.
5. No, John isn't a good cook. [Because he doesn't like the taste of the food]
6. The refrigerator is beside/next to the stove. [behind John]
7. There's a shopping/grocery list on the refrigerator.
8. The food on the stove is hot.
9. The food in the refrigerator is cold.

EXERCISE 38, p. 151.
1. John and Mary are sitting on a sofa. They're watching TV.
2. I see a TV set, a table, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa.
3. No, John and Mary aren’t in the kitchen. They’re in the living room.
4. The lamp is on the floor. The lamp is beside/near/next to the sofa.
5. The rug is on the floor in front of the sofa.
6. The dog is on the rug.
7. The cat is on the sofa. Or the cat is beside/near/next to Mary.
8. No, the cat isn’t walking. The cat is sleeping.
9. The dog is sleeping (too).
10. A fishbowl is on top of the TV set. Or there’s a fishbowl on top of the TV set.
11. No, the fish isn’t watching TV.
12. There’s a singer on the TV screen. John and Mary are watching a singer on TV.

**PART II.**

13. are . . . to 16. on
14. are . . . on 17. is . . . on
15. aren’t 18. is . . . on

**EXERCISE 39. p. 152.**

**PART I.**

1. John and Mary are talking to each other on the phone.
2. I see a clock, a refrigerator, a calendar, two phones, a table, a pen, a chair, a piece of paper, a telephone book, and a picture on the wall.
3. Yes, John and Mary are happy. Yes, Mary and John are happy. Yes, John and Mary they are smiling.
4. No, they aren’t sad. / No, they’re not sad.
5. John is standing. Mary is sitting.
6. No, John isn’t in his bedroom. He’s in his kitchen.
7. Mary is drawing a heart.
8. There’s a telephone book on Mary’s table. On there’s a piece of paper. On there’s a telephone book and a piece of paper on Mary’s table.
9. There’s a clock on the wall next to the refrigerator. On there’s a calendar on the wall next to the refrigerator.
10. The clock is on the wall next to the refrigerator.
11. It’s eight-thirty/half past eight.
12. There’s a picture of a mountain on the wall above the table.

**PART II.**

13. are . . . on
14. is . . . to . . . is . . . to . . . are . . . each
15. in . . . in front of/near/next to/beside
16. on
17. is . . . at . . . drawing
18. talk
19. on
20. of . . . above

**EXERCISE 40. p. 153.**

**PART I.**

1. Mary is sleeping. She’s dreaming about John.
2. John is sleeping. He’s dreaming about Mary.
3. Mary and John are sleeping and dreaming about each other.
4. I see an alarm clock, two pillows, two heads, and two beds.
5. Yes, she is. Mary is in her bedroom.
6. No, John isn’t in class. He’s in his bedroom.
7. John is/He’s lying down.
8. Yes, Mary is/She’s dreaming.
9. Yes, Mary and John they are dreaming about each other.
10. Yes, Mary and John they are in love.

**PART II.**

11. are . . . in
12. is . . . about/of . . . is . . . about/of . . . are . . . about/of
13. on
14. aren’t
15. are . . . aren’t
16. in
17. to

**EXERCISE 43. p. 154.**

4. C

**EXERCISE 44. p. 154.**

1. Do you want to go downtown with me?
2. There are many problems in big cities today.
3. I’d like to see a movie tonight.
4. We need to find a new apartment soon.
5. Mr. Rice would like to have a cup of tea.
6. How many students are there in your class?
7. Yoko and Ivan are studying grammar right now. They want to learn English.
8. I would like to leave now. How about you?
9. Please put the chair in the middle of the room.
10. The teacher needs to check our homework now.

**EXERCISE 46. p. 156.**

1. is sitting 12. is thinking about
2. is reading 13. understands
3. is sitting 14. is cooking
4. is studying 15. is making
5. is listening to 16. is rising
6. hears 17. doesn’t like
7. isn’t listening to 18. knows
8. is reading 19. is making/makes
9. is studying 20. is thinking about
10. likes 21. gets
11. thinks 22. loves
Chapter 6: NOUNS AND PRONOUNS

EXERCISE 2, p. 159.
Nouns: dog, eyes, English, mathematics, flowers, juice, Paris

EXERCISE 3, p. 159.
3. [Children | like | candy] | (noun) | (noun) |
   subj. verb obj.of verb prep. obj.of prep.
4. [The teacher | is using | the board] | with | her hand |
   subj. verb obj. of verb prep. obj. of prep.
5. [Mike | lives | (noun) | in | Africa] |
   subj. verb obj.of verb prep. obj.of prep.
6. [The sun | is shining] | (noun) | (noun) | (noun) |
   subj. verb obj. of verb prep. obj. of prep.
7. [Robbie | is reading | a book] | about | butterflies |
   subj. verb obj. of verb prep. obj. of prep.
8. [Tom and Ann | live | (noun) | with | their parents] |
   subj. verb obj. of verb prep. obj. of prep.
9. [Monkeys | eat | fruit and insects] | (noun) | (noun) |
   subj. verb obj. of verb prep. obj. of prep.
10. [Mary and Bob | help | Sue] | with | her homework |
    subj. verb obj. of verb prep. obj. of prep.
11. [Ships | sail | (noun) | across | the ocean] |
    subj. verb obj. of verb prep. obj. of prep.
12. [Water | contains | hydrogen and oxygen] | (noun) | (noun) |
    subj. verb obj. of verb prep. obj. of prep.

EXERCISE 4, p. 161.
2. sister = noun beautiful = adjective house = noun
3. Italian = adjective restaurant = noun
4. Maria = noun favorite = adjective songs = noun
   shower = noun
5. Olga = noun American = adjective
   hamburger = noun
6. sour = adjective apples = noun sweet = adjective
   fruit = noun

EXERCISE 6, p. 162.
2. Jack = a noun used as the subject radio = a noun used as the object of the verb “hear”
   car = a noun used as the object of the preposition “in”
3. Monkeys, apes = nouns used as the subject
thumbs = a noun used as the object of the verb “have”
4. Janet = a noun used as the subject
doctor = a noun used as the object of the preposition “in”
5. Scientists = a noun used as the subject
   origin = a noun used as the object of the preposition “on”
   earth = a noun used as the object of the preposition “of”
6. Egypt = a noun used as the subject
   summers, winters = nouns used as objects of the verb “has”
7. Farmers = a noun used as the subject
cities = a noun used as the object of the preposition “of”
   problems = a noun used as the object of the verb “face”
9. problems = a noun used as the subject
   poverty, pollution, crime = nouns used as objects of the verb “include”
10. hour = a noun used as the subject
    minutes = a noun used as the object of the preposition “of”
    [Yes, there are 1440 minutes in a day. 60 × 24 = 1440.]

EXERCISE 7, p. 163.
3–8. Sample answers:
   France/French  Korea/Korean
   Egypt/Egyptian  Malaysia/Malaysian
   Indonesia/Indonesian  Mexico/Mexican
   Italy/Italian  America/American
   Japan/Japanese

512 ANSWER KEY
EXERCISE 8, p. 164.
2. She...him
3. They...her
4. They...him
5. He...her

EXERCISE 9, p. 165.
2. them
3. it
4. He
5. him
6. her...She...I

EXERCISE 10, p. 165.
Questions: When do you...
1. do it?
2. visit them?
3. read them?
4. talk to her?
5. watch it?
6. buy them?
7. wear them?
8. use it?

EXERCISE 11, p. 166.
2. If...It
3. we...I...you
4. they...They...them
5. it. It
6. he...him

EXERCISE 13, p. 167.
1. A: I am going...with us
2. B: I am going...We need to
3. A: It's...know her? She's from
4. B: We enjoy...visit us...you
5. A: I'd like
6. They do...them...He's...him

EXERCISE 14, p. 168.

LIST A
2. countries
3. babies
4. keys
5. cities
6. parties
7. trays
8. dictionaries
9. ladies
10. Cowboys
11. leaves
12. wives
13. lives
14. thieves
15. knives

LIST B
16. glasses
17. sexes
18. dishes
19. taxes
20. brushes
21. marches
22. tomatoes
23. potatoes
24. sandwiches
25. classes
26. zoos

EXERCISE 16, p. 171.
2. table
3. face
4. hats
5. offices
6. boxes
7. package
8. chairs
9. edge
10. tops

EXERCISE 17, p. 172.
2. places
3. sandwich
4. sentences
5. apple
6. exercise
7. pieces
8. roses
9. bush
10. college

EXERCISE 18, p. 172.
1. students/`/...books/`/...backpacks/`/...
2. stores/`/...slices/`/...clothes/`/...
3. cars/`/...dogs/`/...
4. teachers/`/...offices/`/...
5. Engineers/`/...bridges/`/...
6. tigers/`/...monkeys/`/...birds/`/...elephants/`/...bears/`/...
7. cars/`/...eyes/`/...arms/`/...hands/`/...legs/`/...
8. tables/`/...tables/`/...edges/`/...
9. pages/`/...
10. apples/`/...bananas/`/...strawberries/`/...
11. cockroaches/`/...

EXERCISE 20, p. 175.
2. two women
3. two teeth
4. two feet
5. two men
6. two mice
7. two fish
8. two pages
9. two places
10. two bananas
11. two children
12. two desks
13. two sentences
14. two men
15. two oranges
16. two feet
17. two knives
18. two sexes
19. two girls
20. two exercises
21. two teeth
22. two women
23. two boys and two women

EXERCISE 21, p. 175.
2. [Anna] carries [her books] in [her backpack]
3. [Snow] falls [snow] on [the snow]
4. [Monkeys] sleep [sleep] in [the snow]
5. [The teacher] is writing [words] on [the chalkboard]
6. [I] like [apples] in [the snow]

ANSWER KEY 513
EXERCISE 22, p. 176.
4. This class ends at two o’clock.
5. Inc.
6. My mother works.
7. Inc.
8. My mother works in an office.
9. Does your brother have a job?
10. Inc.
11. Rain falls.
12. My sister lives in an apartment.
13. Inc.
14. The apartment has two bedrooms.
15. Inc.
16. Inc.

EXERCISE 23, p. 177.
4. C 7. D 10. A

EXERCISE 24, p. 178.
2. Our teacher gives difficult tests.
3. Alex helps Mike and me.
5. Mike and Tom live in an apartment.
6. There are seven women in this class.
7. There are nineteen people in my class.
8. Olga and Ivan have three children.
9. There are twenty classrooms in this building.
10. Mr. Jones is our teacher. I like him very much.

Chapter 7: COUNT AND NONCOUNT NOUNS

EXERCISE 1, p. 179.
5. s 8. x 11. x 14. x
6. x 9. s 12. s 15. s
7. x 10. s 13. x

EXERCISE 2, p. 181.
3. coin (count)
4. money (noncount)
5. traffic (noncount)
6. cars (count)
7. fact (count)
8. information (noncount)
9. homework (noncount)
10. assignment (count)
11. music (noncount)
12. coffee (noncount)
13. library (count)
14. vocabulary (noncount)
15. advice (noncount)
16. job (count)
17. work (noncount)
18. bracelets (count)

EXERCISE 3, p. 182.
2. advice a suggestion
3. furniture a desk
4. homework an assignment
5. information a fact
6. jewelry a bracelet
7. money a coin
8. music a song
9. weather a cloud
10. work a job

EXERCISE 5, p. 183.
1. an apple 9. An hour
2. a banana 10. A healthy person
3. an office 11. A horse
4. an idea 12. an honest worker
5. a good idea 13. a math tutor
7. an easy class an educational institution
8. an island 15. an unusual job

EXERCISE 6, p. 184.
2. a small apartment
3. an hour
4. an interesting class
5. a new teacher
6. an office
7. an insurance office
8. a nurse
9. a hospital
10. a difficult job

EXERCISE 7, p. 185.
4. a (sing. count)
5. some (pl. count)
6. some (noncount)
7. a (sing. count)
8. some (pl. count)
9. some (pl. count)
10. some (noncount)
11. some (noncount)
12. an (sing. count)

EXERCISE 8, p. 185.
3. a desk 6. some apples
4. some desks 7. an exercise
5. an apple 8. some exercises

EXERCISE 9, p. 186.
3. some 7. some
4. a 8. a
5. some 9. some
6. an 10. some
EXERCISE 11, p. 187.
2. some homework
3. some work
4. a job . . . a teacher
5. a table . . . a sofa . . . some chairs
6. some furniture
7. some music
8. an orange
9. some oranges . . . some fruit
10. some information
11. some advice
12. some cars . . . a bus . . . some trucks . . . some traffic

EXERCISE 12, p. 188.
Partner B’s answers: 
Partner A’s answers: 
1. an apple
2. some apples
3. a child
4. some children
5. some music
6. a flower
7. a man
8. an old man
9. some men
10. an island
11. some rice
12. some advice
13. an hour
14. a horse
15. some food
16. an animal
17. some animals
18. a chair
19. some chairs
20. some furniture
21. some homework
22. an orange
23. some bananas
24. a banana
25. some fruit
26. a university
27. an uncle
28. some people
29. a house
30. some bread

EXERCISE 13, p. 189.
4. music
5. flowers
6. information
7. jewelry
8. children
9. homework
10. advice
11. suggestions
12. help
13. sandwiches
14. animals
15. bananas
16. fruit
17. weather
18. pictures
19. rice . . . beans

EXERCISE 14, p. 190.
3. I have some coins in my pocket.
    4. (none)
    5. (none)
    6. There are some cars on Main Street.
    7. (none)
    8. (none)
    9. (none)
   10. (none) . . . (none)
   11. There are some dictionaries on the shelf.
   12. (none)
   13. Here are some flowers from my garden.
   14. (none)
   15. some apples
   16. some potatoes . . . (none)

EXERCISE 15, p. 191.
2. a piece of bread
3. a cup of a glass of water
4. a cup of coffee
5. a piece of cheese
6. a bowl of a cup of soup
7. a piece of meat
8. a glass of wine
9. a piece of fruit
10. a bowl of a cup of rice

EXERCISE 20, p. 194.
Partner B’s answers: 
Partner A’s answers: 
1. a. some food.
b. an apple.
c. a sandwich.
d. a bowl of soup.
e. a glass of milk.
f. some water.
g. a cup of tea.
h. a glass of ice tea.
1. a. some medicine.
b. an ambulance.
c. some warm clothes.
d. some boots.
e. a coat.
f. a hat.
g. an umbrella.
h. a blanket.
2. a. some juice.
b. a bottle of water.
c. a glass of wine.
d. a glass of tea.
3. a. a doctor.
b. some help.
c. a hot bath.
d. a hot shower.
e. some tea.
f. a strong coffee.
g. a break.
h. a vacation.

EXERCISE 21, p. 195.
3. many cities . . .
4. much sugar
5. many questions
6. much furniture
7. many people
8. much mail . . .
9. many skyscrapers . . .
10. much work
11. much coffee
12. many friends
13. much fruit
14. many letters
15. many letters
16. much sugar
17. many sentences
18. much tea
19. much water

EXERCISE 22, p. 195.
2. a little salt
3. a few questions
4. a little help . . .
5. a few clothes
6. a little homework
7. a little mail
8. a few letters
9. a little cheese
10. a few oral exercises

EXERCISE 25, p. 197.
PARTNER A
1. many pens
2. much tea
3. much rice
4. many apples

PARTNER B
1. a few
2. a little
3. a little
4. a few
5. much money — a little
6. much help — a little
7. many toys — a few

**EXERCISE 26, p. 198.**
2. Leaves 14. valleys
3. sexes 15. weather
4. knives 16. Thieves
5. information 17. Strawberries
6. paper 18. trays
7. dishes 19. sizes
8. women 20. glasses
9. bushes 21. fish
10. homework 22. centimeters
11. pages 23. inches
12. pieces 24. feet
13. edges

**EXERCISE 27, p. 200.**
1. (a notebook) . . . a grammar book . . .
   The notebook . . . The grammar book
2. a woman . . . a man . . .
   The woman . . . The man
3. a ring . . . a necklace . . . The ring
4. a magazine . . . a newspaper . . .
   the newspaper . . . the magazine
5. a circle . . . a triangle . . . a square . . .
   a rectangle . . . The circle . . . the triangle
   The square . . . the triangle . . . the rectangle
6. an apartment . . . an old building . . . the apartment
   . . . The building
7. a card . . . a flower . . . The card . . . the card . . .
   the flower
8. a hotel . . . The hotel

**EXERCISE 28, p. 201.**
1. a chair 12. a woman
2. a desk 13. The man
3. a window 14. The woman
4. a plant 15. a dog
5. the chair 16. a cat
6. The chair 17. a bird
7. the window 18. a cage
8. the plant 19. the dog
9. The plant 20. the cat
10. the chair 21. The cat
11. a man 22. the bird

**EXERCISE 29, p. 202.**
1. A: a coat
   B: an umbrella
2. A: The weather
   B: the coat . . . the umbrella . . . the kitchen
3. A: a good job . . . an office . . . a computer
   B: the computer
4. a stamp
5. A: an egg
   B: a glass
6. A: the floor
   B: the moon . . . The moon
7. A: a telephone
   B: the telephone

**EXERCISE 30, p. 203.**
3. ∅ 10. The coffee . . .
4. the bananas 11. the tea
5. ∅ 12. The food
6. The pages 13. the fruit . . .
7. ∅ . . ∅ 14. the vegetables
8. the salt . . . the pages
9. ∅ . . ∅ 15. the pepper
10. ∅ . . ∅ 16. . . .

**EXERCISE 31, p. 204.**
2. general 6. specific
3. specific 7. specific
4. general 8. specific
5. general

**EXERCISE 32, p. 205.**
1. A: the cat . . .
   B: the clock
2. A: the keys . . . the car
   B: an English professor
3. A: a noise
   B: a bird . . . a woodpecker
4. A: a university
   B: the department
5. A: an hour
   B: a new battery

**EXERCISE 33, p. 206.**
4. some/any help
5. any help
6. some help
7. any mail
8. any fruit . . . any apples . . . any bananas
   . . . any oranges
9. any people
10. some paper . . . some/any paper
11. any paper
EXERCISE 35, p. 207.

1. any problems
2. some food . . . some/any groceries
3. any homework
4. any money
5. some beautiful flowers

EXERCISE 36, p. 208.

2. I don’t like hot weather.
3. I usually have an egg for breakfast.
4. The sun rises every morning.
5. The students in this class do a lot of homework every day.
6. How many languages do you know?
7. I don’t have much money.
8. John and Susan don’t have any children.
9. The pictures are beautiful. You’re a good photographer.
10. There isn’t any traffic early in the morning.
11. I can’t find a bowl for my soup.


3. Horses 10. women . . . men
4. rose 11. islands
5. children 12. glasses
6. stories 13. tomatoes
7. minutes 14. plates, spoons, forks, knives, napkins
8. toys 15. friends . . . enemies

Chapter 8: EXPRESSING PAST TIME, PART 1

EXERCISE 1, p. 213.

3. Mary was at the library yesterday.
4. We were in class yesterday too.
5. You were busy yesterday too.
6. I was happy yesterday too.
7. The classroom was hot yesterday too.
8. Ann was in her office yesterday too.
9. Tom was in his office yesterday too.
10. Ann and Tom were in their offices yesterday too.

EXERCISE 3, p. 214.

3. she wasn’t busy yesterday.
4. he wasn’t at the library last night.
5. they weren’t at work yesterday afternoon.

EXERCISE 9, p. 219.

3. A: Were you tired last night?
   B: I was

4. A: Are you hungry right now?
   B: I’m not

5. A: Was the weather hot in New York City last summer?
   B: It was

6. A: Is the weather cold in Alaska in the winter?
   B: It is

7. A: Were Yoko and Mohammed here yesterday afternoon?
   B: they were.

8. A: Are the students in this class intelligent?
   B: they are

9. A: Is Mr. Tok absent today?
   B: he is
   A: is he?
   B: He is . . . (free response)

10. A: Were Tony and Benito at the party last night?
    B: they weren’t.
    A: were they?
    B: They were . . . (free response)

11. A: Was Amy out of town last week?
    B: she was.
    A: was she?
    B: She was . . . (free response)
12. A: Are Mr. and Mrs. Rice in town this week?  
   B: They aren’t  
   A: Are they?  
   B: They’re . . . . (free response)

**EXERCISE 10, p. 221.**
1. walked 6. smiled  
2. worked 7. raised  
3. shaved 8. asked  
4. watched 9. talked  
5. cooked 10. listened

**EXERCISE 11, p. 222.**
2. walk . . . walked  
3. asks . . . asked  
4. watched . . . watch  
5. cooked . . . cooks  
6. stay . . . stayed  
7. work . . . worked  
8. dream . . . dreamed/dreamt  
9. waits . . . waited  
10. erased  
11. smiles  
12. shaved . . . shaves

**EXERCISE 14, p. 224.**
2. plays 7. answered  
3. watched 8. listened  
4. enjoyed 9. like  
5. watch 10. works  
6. asked

**EXERCISE 16, p. 225.**
2. yesterday 9. last  
3. last 10. last  
4. last 11. yesterday  
5. yesterday 12. last  
6. last 13. last  
7. last 14. last  
8. yesterday 15. yesterday

**EXERCISE 18, p. 226.**  
*Answers will vary depending on date and time.*

**EXERCISE 20, p. 228.**

*Partner A:*
1. Rita got some mail yesterday.
2. They went downtown yesterday.
3. The students studied in line at the cafeteria yesterday.
4. I saw my friends yesterday.
5. Hamid sat in the front row yesterday.
6. I slept for eight hours last night.

*Partner B:*
1. We had lunch yesterday.
2. I wrote e-mails to my parents last week.

3. Wei-Leng came to class late yesterday.
4. I did my homework yesterday.
5. I ate breakfast yesterday morning.
6. Roberto put his books in his briefcase yesterday.

**EXERCISE 21, p. 229.**
2. talked 14. had . . . dreamed/dreamt  
3. is talking . . . slept  
4. talks 15. happened  
5. ate 16. comes  
6. eat 17. came  
7. went 18. is standing  
8. studied 19. stood  
9. wrote 20. put  
10. writes 21. puts  
11. is sitting 22. sits . . . sat . . .  
12. did is . . . was  
13. saw

**EXERCISE 22, p. 230.**
1. some rice 5. a good grade; a new truck  
2. on the floor; together 6. next to my parents;  
3. late; yesterday 7. at the bus stop  
4. an answer; a book

**EXERCISE 23, p. 230.**
1. One night, John went camping.  
2. He looked up at the stars.  
3. They were beautiful.  
4. He wrote a postcard to his girlfriend.  
5. He put the postcard down and went to sleep.  
6. The next morning, John sat up and rubbed his eyes.  
7. He saw a bear.  
8. The bear stood next to his tent. On The bear had his  
   postcard.  
9. The bear had his postcard. On The bear stood next  
   to his tent.  
10. *Group story endings will vary.*

**EXERCISE 24, p. 231.**
2. didn’t have  
3. didn’t sit  
4. didn’t talk

**EXERCISE 25, p. 231.**

*Partner A:*
1. I don’t eat breakfast every day.  
2. I didn’t eat breakfast yesterday.  
3. I don’t watch TV every day.  
4. I didn’t watch TV yesterday.  
5. I don’t go shopping every day.  
6. I didn’t go shopping yesterday.  
7. I don’t read a newspaper every day.  
8. I didn’t read a newspaper yesterday.  
9. I don’t study every day.  
10. I didn’t study yesterday.
Part B:
1. I don't go to the library every day.
   I didn't go to the library yesterday.
2. I don't visit my friends every day.
   I didn't visit my friends yesterday.
3. I don't see ( ) every day.
   I didn't see ( ) yesterday.
4. I don't do my homework every day.
   I didn't do my homework yesterday.
5. I don't get on the Internet every day.
   I didn't get on the Internet yesterday.

EXERCISE 27, p. 232.
1. (didn't come) ... stayed
2. went ... didn't enjoy ... wasn't
3. is reading ... isn't watching ... doesn't like
doesn't eat ... doesn't have ... didn't have ... got

EXERCISE 29, p. 234.
3. A: Did you eat lunch at the cafeteria?
   B: Yes, I did.
4. A: Did Mr. Kwan go out of town last week?
   B: No, he didn't.
5. A: Did you have a cup of tea this morning?
   B: Yes, I did.
6. A: Did you and Benito go to a party last night?
   B: Yes, we did.
7. A: Did Olga study English in high school?
   B: Yes, she did.
8. A: Did Yoko and Ali do their homework last night?
   B: No, they didn't.
9. A: Did you see Gina at dinner last night?
   B: Yes, I did.
10. A: Did you dream in English last night?
    B: No, I didn't.

EXERCISE 30, p. 235.
1. Did we 6. Did he
2. Did you 7. Did I
3. Did it 8. Did they
4. Did I 9. Did you
5. Did they 10. Did she

EXERCISE 33, p. 237.
1. Did you 6. Did he
2. II did 7. Did she
3. Did you 8. Did you
4. Did they 9. Did I
5. Did I 10. Did he

EXERCISE 35, p. 239.
1. ran
2. A: rode
   B: drove
3. thought
4. A: Did you go
   B: bought
5. A: Did you study
   B: read ... went
6. drank ... was
7. brought
8. taught ... taught
9. caught

EXERCISE 37, p. 241.
1. a fish 4. yesterday; a horse
2. very fast; to the store 5. some food
3. books; the newspaper 6. into town; home

EXERCISE 40, p. 243.
1. broke 5. met
2. spoke 6. heard
9. sang
3. left 7. took
10. woke
4. sent 8. rang
11. flew
12. paid

EXERCISE 41, p. 244.
1. no 4. no
2. yes 5. no
3. no

EXERCISE 43, p. 245.
1. began 5. found
2. told 6. sold
9. wore
3. lost 7. said
10. tore
4. hung

EXERCISE 44, p. 247.
1. no 4. yes
2. no 5. yes
3. yes

EXERCISE 45, p. 247.
1. Did 5. Did
2. Were 6. Did
9. Were
3. Was 7. Did
10. Did
4. Were

EXERCISE 46, p. 247.
2. was ... did
3. A: Was ... Did
   B: was
4. A: Were ... Did
   B: was ... Were
5. A: were
   B: was
A: Did
B: was ... were ... was ... did

ANSWER KEY 519
EXERCISE 47, p. 248.
3. A: Do you want a roommate?
   B: No, I don’t.
4. A: Did you have a roommate last year?
   B: Yes, I did.
5. A: Was he difficult to live with?
   B: Yes, he was.
6. A: Did you ask him to keep the apartment clean?
   B: Yes, I did.
7. A: Were you glad when he left?
   B: Yes, I was.

EXERCISE 49, p. 250.
1. flew 11. paid 21. left
2. brought 12. heard 22. had
3. read 13. caught 23. paid
4. told 14. found 24. met
5. stood 15. slept 25. sat
6. taught 16. thought 26. took
7. drank 17. rode 27. rang
8. wore 18. broke 28. wrote
9. bought 19. said 29. sang
10. spoke 20. got 30. woke up

EXERCISE 50, p. 250.
1. Someone stole my bicycle two days ago.
2. Did you go to the party last weekend?
3. I heard a really interesting story yesterday.
4. The teacher was not wasn’t ready for class yesterday.
5. Did Joe come to work last week?
6. Last night I stayed home and worked on my science project.
7. Several students weren’t on time for the final exam yesterday.
8. Your fax came ten minutes ago. Did you get it?
9. Did you invite all your friends to your graduation party?
10. I slept too late this morning and was missed the bus.
11. The market didn’t have any bananas yesterday. I got there too late.
12. Were you nervous about your test the week last week?
13. I didn’t see you at the party. Were you there?

Chapter 9: EXPRESSING PAST TIME, PART 2

EXERCISE 1, p. 252.
2. When did Mr. Chu arrive in Canada?
3. When did you stay home last night?
4. Why did you stay home last night?
5. Why were you tired?
6. Where did Sara go for her vacation?
7. When did you finish your homework?
8. When did you come to this city?
9. Why did you laugh?
10. Where is Kan?
11. When did the movie start?
12. Why was Tina behind the door?
13. Why does Jim lift weights?

EXERCISE 4, p. 255.
1. (To the) City Cafe
2. (For a) business meeting
3. (To the) gym
4. (At) 1:00 P.M.
5. (For a) workout
6. (To) school
7. (For a meeting with the) teacher
8. (At) 12:00 noon
9. (To) Dr. Clark / (To the) dentist
10. (At) 10:00 A.M.
11. (For a dentist) checkup
12. (At) 7:00 A.M.

EXERCISE 5, p. 256.
2. you finish your homework
3. you eat breakfast
4. you clean your apartment
5. you answer the phone

EXERCISE 7, p. 257.
3. Is Mary carrying a suitcase?
4. Is Mary carrying?
5. Do you see an airplane?
6. What do you see?
7. What did Bob eat for lunch?
8. Did Bob eat some soup for lunch?
9. What does Bob usually eat for lunch?
10. Does Bob like salads?
11. Are you afraid of snakes?
12. What is the teacher pointing to?

EXERCISE 10, p. 259.
1. When did you
2. Whom did you
3. Where do they
4. What did she
5. What does this
6. Why didn’t you
7. Where did he
8. When does class

EXERCISE 11, p. 260.
1. Who called Yuko?
2. Who visited Yuko?
3. Who studied with Yuko?
4. Who did John call?
5. Who did John visit?
6. Who did John study with?
7. Who did Mary carry?
8. Who helped Mary?
9. Who sang to Mary?
3. Who talked to the children?
   Who did Ron talk to?
   Who watched the children?
   Who did Ron play with?

EXERCISE 12, p. 261.
1. Who did you see at the party?
2. Who came to the party?
3. Who lives in that house?
4. Who did Janet call?
5. Who did you visit?
6. Who visited you?
7. Who did you talk to?
8. Who helped Ann?
9. Who did Bob help?
10. Did Bob help Ann?
11. Who are you thinking about?
12. Are you confused?

EXERCISE 14, p. 263.
1. In a small town.
2. At midnight.
4. I am.
5. Mary did.
6. An apartment downtown.
7. Two hours ago.
8. Because I didn’t have time.

EXERCISE 16, p. 265.
1. A: does a new car cost
   B: costs
2. cost
3. gave
4. hit
5. B: forgot
   A: forgot
6. made
7. puts
8. put
9. spent
10. lent
11. cuts
12. cut

EXERCISE 17, p. 266.
1. the answer; the conversation; the teacher
2. money
3. your hair; some paper
4. a tree; an animal
5. his appointment; the question

EXERCISE 19, p. 267.
1. won
2. fell
3. kept
4. drew
5. grew
6. blew
7. knew
8. swam
9. felt
10. threw

EXERCISE 20, p. 268.
1. on a car; in the park
2. the game; a prize
3. on the paper; a picture; with some chalk
4. happy; excited
5. a ball; a pillow

EXERCISE 22, p. 270.
2. bid
3. built
4. fed
5. became
6. held
7. fought
8. bit
9. bent

EXERCISE 23, p. 271.
1. the dog; her baby
2. a new house
3. a stick; my hand
4. in the bedroom; behind a tree; their money
5. some chalk; some papers

EXERCISE 25, p. 273.
2. main clause = We arrived at the airport
   time clause = before the plane landed
3. main clause = I went to the movie
   time clause = after I finished my homework
4. main clause = they watched TV
   time clause = After the children got home from school
5. main clause = I lived at home with my parents
   time clause = Before I moved to this city

EXERCISE 26, p. 274.
4. Inc.
5. We went to the zoo.
6. We went to the zoo before we ate our picnic lunch.
7. The children played games after they did their work.
8. The children played games.
9. Inc.
10. The lions killed a zebra.
11. Inc.
12. They ate it.
13. After the lions killed a zebra, they ate it.

EXERCISE 27, p. 274.
1. She ate breakfast before she went to work.
   Before she went to work, she ate breakfast.
   She went to work after she ate breakfast.
   After she ate breakfast, she went to work.
2. He did his homework before he went to bed.
   Before he went to bed, he did his homework.
   He went to bed after he did his homework.
   After he did his homework, he went to bed.
3. We bought tickets before we entered the movie theater.
   Before we entered the movie theater, we bought tickets.
   We entered the movie theater after we bought tickets.
   After we bought tickets, we entered the movie theater.

EXERCISE 29, p. 276.
2. When I was in Japan, I stayed in a hotel in Tokyo.
   I stayed in a hotel in Tokyo when I was in Japan.
3. Maria bought some new shoes when she went shopping yesterday.
   When she went shopping yesterday, Maria bought some new shoes.
4. I took a lot of photographs when I was in Hawaii.
   When I was in Hawaii, I took a lot of photographs.
5. Jim was a soccer player when he was in high school.
   When he was in high school, Jim was a soccer player.
6. When the rain stopped, I closed my umbrella.
    I closed my umbrella when the rain stopped.
7. The antique vase broke when I dropped it.
    When I dropped it, the antique vase broke.

**EXERCISE 30, p. 277.**
3. Inc.
4. When were you in Iran?
5. When did the movie end?
6. Inc.
7. Inc.
8. Inc.
9. Inc.
10. When does the museum open?

**EXERCISE 32, p. 279.**
1. was eating . . . came
2. called . . . was watching
3. was playing

**EXERCISE 34, p. 281.**
2. Someone knocked on my apartment door while I was eating breakfast yesterday morning.
   While I was eating breakfast yesterday morning, someone knocked on my apartment door.
3. While I was cooking dinner yesterday evening, I burned my hand.
   I burned my hand while I was cooking dinner yesterday evening.
4. Yoko raised her hand while the teacher was talking.
   While the teacher was talking, Yoko raised her hand.
5. A tree fell on my car while I was driving home yesterday.
   While I was driving home yesterday, a tree fell on my car.
6. While I was studying last night, a mouse suddenly appeared on my desk.
   A mouse suddenly appeared on my desk while I was studying last night.

**EXERCISE 35, p. 282.**
2. called . . . was washing
3. came . . . was eating
4. was eating . . . came
5. came . . . was watching . . . invited
6. was watching . . . came
7. was wearing . . . saw
8. was watching . . . relaxing . . . took

**EXERCISE 37, p. 284.**
1. were having . . . saw . . . introduced
2. heard . . . walked . . . opened . . . opened . . .
   saw . . . greeted . . . asked
3. were watching . . . came . . . watched
4. was walking . . . saw . . . said . . . walked

**EXERCISE 38, p. 285.**
1. turned . . . was driving . . . was listening . . . heard . . .
   looked . . . saw . . . pulled . . . waited
2. A: was . . . were eating . . . jumped . . . didn't seem
   B: did you say . . . didn't you ask
   A: didn't want

**EXERCISE 39, p. 286.**
*Sample sentences.*
In 1955, Bill Gates was born.
In 1967, he entered Lakeside School.
While Bill Gates was studying at Lakeside School,
   he wrote his first computer program.
While Bill Gates was studying at Lakeside School,
   he started his first software company.
In 1975, he graduated from Lakeside.
While he was studying at Harvard University,
   he began to design programs for personal computers.
While he was studying at Harvard University,
   he started Microsoft.
In 1977, he left Harvard.
While he was working as Chief Executive Officer
   for Microsoft, he got married.
In 1996, his first child was born.

**EXERCISE 40, p. 287.**
I had a strange experience yesterday.
I was reading my book on the bus when a man sat next to me
   and asked me if I wanted some money.
I didn't want his money. I was very confused.
I stood up and walked toward the door.
While I was waiting for the door to open, the man
   tried to give me the money.
When the door opened,
   I got off the bus quickly.
I still don't know why he
   was trying to give me money.

**EXERCISE 41, p. 287.**
2. C  5. C  8. A

**EXERCISE 43, p. 288.**
1. Did you go downtown yesterday?
   Yes, yesterday I spoke to Ken before he left his office and
   went home.
3. I heard a good joke last night.
4. When Pablo finished his work, on
   When Pablo finished his work, he went home.
Chapter 10: EXPRESSING FUTURE TIME, 
PART 1

EXERCISE 4, p. 296.
2. am going to go to bed.
3. is going to get something to eat.
4. am going to take them to the laundromat.
5. am going to see a dentist.

5. I visited my relatives in New York City last month.
6. Where did you go yesterday afternoon?
7. Mr. Wah flew from Singapore to Tokyo last week.
8. When I saw my friend yesterday, he didn’t speak to me.
9. Why didn’t Mustafa come to class last week?
10. Where did you buy those shoes? I like them.
11. Mr. Adams taught our class last week.
12. I wrote a letter last night.
13. Who did you write a letter to?

EXERCISE 44, p. 289.

PART 1.
1. was 9. are you doing
2. saw 10. am getting
3. are you 11. is
4. am doing / 12. don’t trust
5. Would you like 13. do you want
6. sit 14. want
7. need 15. bad
8. don’t need / 10. do not need

PART 2.
16. saw 24. are
17. love 25. aren’t/are not
18. stopped 26. is it
19. reached 27. did the bee sting
20. came 28. are you doing
21. was 29. are you holding
22. don’t believe / 30. am holding
do not believe
23. don’t believe / 31. tricked
32. happened

PART 3.
33. got 43. dropped
34. wanted 43. fooled
35. to catch 44. tricked
36. caught 45. taught
37. looks 46. learned
38. don’t believe / 47. am
do not believe
48. have
39. is
49. Would you like
40. is coming
41. don’t see / 30. do not see

EXERCISE 8, p. 300.
1. We are flying to Athens.
2. We are spending a week there.
3. My brother is meeting us there.
4. He is taking the train.
5. We are going sightseeing together.
6. I am coming back by boat, and they are returning by train.

EXERCISE 9, p. 300.
2. future 6. present
3. present 7. future
4. future 8. future
5. present

EXERCISE 11, p. 301.
2. am leaving 7. are having
3. are starting 8. aren’t going
4. is coming 9. rides
5. is going to call 10. is going to help
6. Are you going to study

EXERCISE 12, p. 302.
3. next 8. last
4. last 9. next
5. yesterday 10. Last
6. tomorrow 11. next
7. next 12. last

EXERCISE 13, p. 303.
3. an hour ago 7. a minute ago
4. in an hour 8. in half an hour
5. in two more months 9. in one more week
6. two months ago 10. a year ago.

EXERCISE 14, p. 303.
2. They are going to leave for their honeymoon in six days.
3. Beth and Tom got engaged three months ago.
4. They are going to return from their honeymoon in two weeks / in fourteen days.
5. Beth and Tom met (three years ago, four years ago, etc.). (Answers will vary.)
6. They began dating (two years ago, three years ago, etc.). (Answers will vary.)
7. Tom is going to quit his job in three weeks / in twenty-one days.
8. Beth and Tom are going to open a restaurant together in three months.

EXERCISE 15, p. 304.
2. in one hour 7. next spring
3. two weeks ago 8. last summer
4. one year ago 9. next weekend
5. in ten minutes 10. yesterday evening
6. a few minutes ago

EXERCISE 17, p. 304.
2. ago 10. in
3. next 11. Tomorrow
4. in 12. Last
5. yesterday 13. Yesterday
6. tomorrow 14. last
7. last 15. in
8. tomorrow 16. Next
9. ago

EXERCISE 20, p. 307.
2. same 6. different
3. different 7. same
4. same 8. different
5. different

EXERCISE 25, p. 310.
2. future 7. present
3. past 8. past
4. future 9. future
5. past 10. past
6. future

EXERCISE 27, p. 312.
2. teacher will 7. John will
3. We'll 8. doctor'll
4. We will 9. nurse will
5. I'll 10. You'll
6. students'll

EXERCISE 29, p. 313.
4. A: Will the plane be on time?
   B: It will.
5. A: Will dinner be ready in a few minutes?
   B: It will.
6. When will dinner be ready?
7. When will you graduate?
8. Where will Mary go to school next year?
9. A: Will Jane and Mark be at the party?
   B: They won't.
10. A: Will Mike arrive in Chicago next week?
    B: He will.
11. Where will Mike be next week?

12. A: Will you be home early tonight?
    B: I won't.
13. When will Dr. Smith be back?
14. A: Will you be ready to leave at 8:15?
    B: I will.

EXERCISE 31, p. 315.
2. No, she won't. 6. Yes, she will.
3. No, she won't. 7. No, she won't.
4. No, she won't. 8. Yes, she will.
5. No, she won't.

EXERCISE 32, p. 316.
2. won't 6. won't
3. won't 7. want
4. want 8. want
5. won't

EXERCISE 33, p. 317.
2. is not doing / isn't doing . . . is writing
3. writes
4. doesn't write
5. don't expect
6. written . . . started
7. rang . . . was
8. didn't finish . . . talked . . . went
9. is going to write / will write
10. isn't going to write / won't write
11. Do you write
12. Did you write
13. Are you going to write / Will you write

EXERCISE 34, p. 318.
1. doesn't like
2. is . . . doesn't eat . . . didn't eat
3. doesn't eat . . . isn't
4. doesn't enjoy
5. are going to try
6. will . . . have
7. won't have . . . ? . . . ask
8. Are they going to enjoy
9. Will they go

EXERCISE 35, p. 319.
1. am . . . wasn't / was not . . . was . . . Were you . . .
   Was Carmensen
2. were . . . were not / weren't
   will be / are going to be . . . will be/am going to be . . .
   Will you be / Are you going to be . . . Will Yuko be / Is
   Yuko going to be
3. isn't / is not . . . isn't / aren't . . . are

EXERCISE 36, p. 319.
1. A: Will you be
   B: I will . . . I'll . . . be
EXERCISE 40, p. 321.
1. Is Ivan going to go to work tomorrow? or
Will Ivan go to work tomorrow?
2. When will you call me?
3. Will Tom meet us for dinner tomorrow?
4. We went to a movie last night.
5. Did you find your keys?
6. What time are you going to come tomorrow?
7. My sister is going to meet me at the airport. My brother won’t be there.
8. Mr. Wong will sell his business and retire next year.
9. Will you be in Venezuela next year?
10. I’m going to return home in a couple of months.
11. I saw Jim three days ago.
12. A thief stole my bicycle.

EXERCISE 41, p. 321.
2. A: Did you walk
B: didn’t . . . rode
3. A: do you usually study . . . Do you go
B: don’t like
4. A: Will you be / Are you going to be
B: will / am . . . will not be / won’t be / am not going
to be
5. A: Do whales breathe
B: do
A: Does a whale have
B: doesn’t . . . is
6. A: Did Yuko call
B: did . . . talked
A: Did she tell
B: didn’t . . . didn’t say
A: was . . . ran . . . didn’t want . . . tried . . . ran
B: Is he
A: isn’t . . . is

Chapter 11: EXPRESSING FUTURE TIME,
PART 2

EXERCISE 4, p. 328.
3. may go — a verb; may be part of the verb
4. Maybe — an adverb
5. may like — a verb; may be part of the verb
6. may be — a verb; may be part of the verb

EXERCISE 5, p. 328.
3. may be
4. may be
5. Maybe
6. may be . . . Maybe

EXERCISE 6, p. 329.
1. may + verb
2. may + verb
3. maybe
4. may + verb
5. Maybe
6. Maybe

EXERCISE 7, p. 329.
2. Maybe the teacher will give a test.
   The teacher may give a test.
3. Janet may be home early.
   Janet might be home early.
4. She may be late.
   Maybe she will be late.
5. Maybe it will rain tomorrow.
   It might rain tomorrow.

EXERCISE 8, p. 330.
3. Maybe
4. maybe might
5. Maybe
6. Maybe
7. maybe might

EXERCISE 11, p. 332.
2. b 5. a
3. a 6. b
4. a

EXERCISE 14, p. 334.
Time clauses:
1. After I get home tonight
2. before he leaves the office today
3. when we go to the grocery store tomorrow
4. before I go to bed tonight
5. after I graduate next year

EXERCISE 15, p. 334.
2. am going to buy / will buy . . . go
3. finish . . . am going to take / will take
4. see . . . am going to ask / will ask
5. go . . . am going to meet / will meet
6. is going to change / will change . . . works

EXERCISE 17, p. 336.
2. . . . am going to go / will go
3. am not going to stay / will not stay . . . is

ANSWER KEY 525
4. don’t feel ... am not going to go / will not go
5. is going to stay / will stay ... doesn’t feel
6. am going to stay / will stay ... go
7. am ... am going to go / will go
8. continue ... am going to suffer / will suffer

EXERCISE 21, p. 340.
1. go ... usually stay
2. go ... am going to stay / will stay
3. go ... am going to have / will have
4. go ... usually have
5. am ... usually stay ... go
6. am ... am going to stay / will stay ... (am going to want) go
7. get ... usually sit ... read
8. get ... am going to sit / will sit ... (am going to want) read
9. often yawn ... stretch ... wake
10. walk ... is
11. go ... am going to stay / will stay ... leave ... am going to go / will go
12. goes ... is ... likes ... takes ... is

EXERCISE 24, p. 342.
1. I’ll get a good night’s sleep.
2. I do my homework.
3. I’ll go shopping.
4. I exercise.
5. I call my parents.
6. I’ll be happy.
7. I’ll know a lot of grammar.

EXERCISE 25, p. 343.
2. A: did you do
   B: came
3. A: are you going to do / will you do
   B: am going to come / will come
4. A: did you do
   B: watched
5. A: do you do
   B: watch
6. A: are you going to do / will you do
   B: am going to watch / will watch
7. A: are you doing
   B: am doing
8. A: does Maria do
   B: goes
9. A: see the students doing
   B: are working
10. A: are they going to do / will they do
    B: are going to take / will take
11. A: did Boris do
    B: went
12. A: does the teacher do
    B: puts ... books ... says

EXERCISE 27, p. 344.
1. am going to stop / will skip
2. took ... flew
3. usually walk ... take
4. A: stole
   B: is
5. A: did you meet
   B: met
6. A: did the movie begin ... Were you
   B: made
7. A: lost
   B: forgot ... gave ... lost ... stole ... didn’t have
8. A: Are you going to stay / Will you stay
   B: am going to take / will take ... am going to visit / will visit
   A: are you going to be / will you be
9. A: are you wearing
   B: broke ... stepped
10. A: Did you see
    B: spoke ... called
11. A: isn’t ... left
    B: Is she going to be / Will she be ... did she go
    B: went

EXERCISE 28, p. 347.
1. A: Did you see ... hit
   B: Are you
   A: I watched
2. A: were you
   B: began ... we got
3. A: Do you hear
   B: I hear ... Is ... coming
4. A: Do you want to go
   B: I’d like ... I need to ... Are you going to go
   A: is ... I want to get ... enjoy it

EXERCISE 29, p. 347.
2. B 3. A 8. C

EXERCISE 30, p. 348.
1. If it is cold tomorrow morning, my car won’t start.
2. We may be late for the concert tonight.
3. What time are you going to come tomorrow?
4. Patima will call us tonight when she arrives home safely.
5. Emily says she will be at the party. or Maybe Emily will be at the party.
6. When I see you tomorrow, I’ll return your book to you.
7. I may not be in class tomorrow.

526 ANSWER KEY
8. Ahmed puts his books on his desk when he walks into his apartment. Or Ahmed put his books on his desk when he walked into his apartment.
9. I’ll see my parents when I return home for a visit next July.
10. What do you do all day at work?

EXERCISE 31, p. 349.

PART I.
1. are 7. went
2. are staying 8. asked
3. like 9. agreed
4. always makes 10. put
5. tells 11. brushed
6. go 12. sat

PART II.
13. are you going to tell / will you tell
14. begin
15. am going to give / will give
16. love
17. am going to tell / will tell
18. was
19. was
20. saw
21. was
22. ran
23. stayed
24. was
25. got
26. stayed
27. found
28. needed
29. to eat
30. put
31. didn’t smell
32. didn’t see
33. hopped
34. found
35. saw
36. looked
37. heard
38. didn’t see
39. decided
40. wanted
41. to rest
42. said
43. heard
44. spotted
45. flew
46. picked
47. didn’t know
48. are

PART III.
49. are
50. expect
51. Do you understand
52. have
53. am going to go / will go
54. to get
55. is going to be / will be
56. are we going to do / will we do
57. have
58. are going to go / will go
59. are
60. are going to see / will see
61. are going to see / will see
62. see
63. are going to have / will have
64. are going to have / will have

Chapter 12: MODALS, PART I:
EXPRESSING ABILITY

EXERCISE 4, p. 356.
1. Yes. [Ostriches and penguins can’t fly.]
2. No.
3. Yes. [They are very good swimmers.]
4. Yes. [They change colors when they are excited.]
5. No. [They jump.]
6. No. [It lives there until it grows up.]
7. Yes. [The Australian walking fish can climb trees.]
8. No. [Sometimes they stand for weeks.]
9. No. [Some turtles can live for 200 or more years.]
10. Yes. [They can hold their breath for a long time.]

EXERCISE 5, p. 356.
2. can’t 5. can’t 8. can’t
3. can’t 6. can’t 9. can’t
4. can 7. can 10. can

EXERCISE 6, p. 357.
Is John a good person for this job? no

EXERCISE 7, p. 357.
3. A: Can Jim play the piano?
   B: No, he can’t.
4. A: Can you whistle?
   B: Yes, I can.
5. A: Can you go shopping with me this afternoon?
   B: Yes, I can.
6. A: Can Carmen ride a bicycle?
   B: No, she can’t.
7. A: Can elephants swim?
   B: Yes, they can.
8. A: Can the students finish this exercise quickly?
   B: Yes, they can.
9. A: Can the doctor see me tomorrow?
   B: Yes, he/she can.
10. A: Can you stand on your head?
    B: Yes, I can.
11. A: Can you have pets in the dormitory?
    B: No, we can’t.

EXERCISE 10, p. 360.
1. B: Can I
   A: He can’t come . . . Can I . . . He can
2. A: Can you help
   B: I can try
   A: we can do
3. A: I can’t hear . . . Can you
   B: I can’t . . . can’t
   A: Can you do

ANSWER KEY 527
EXERCISE 15, p. 363.
1. couldn’t call you
2. couldn’t watch TV
3. couldn’t light the candles
4. couldn’t come to class
5. couldn’t listen to music
6. couldn’t wash his clothes
7. couldn’t go swimming
8. couldn’t get into my car
9. couldn’t go to the movie

EXERCISE 18, p. 364.
1. Could you drive a car when you were thirteen years old?
2. If your brother goes to the graduation party, he can meet my sister.
3. I couldn’t open the door because I didn’t have a key.
4. Please turn up the radio. I can’t hear it.
5. When Ernesto arrived at the airport last Tuesday, he couldn’t find the right gate.
6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He could not understand spoken English before he moved to Canada, but now he speaks and understands English very well.

EXERCISE 19, p. 365.
3. Mark is bilingual. He is able to speak two languages.
4. Sue is able to get her own apartment next year.
5. Animals aren’t able to speak.
6. Are you able to touch your toes without bending your knees?
7. Jack wasn’t able to describe the thief.
8. Were you able to do the homework?
9. I wasn’t able to sleep last night because my apartment was too hot.
10. My roommate is able to speak four languages. He’s multilingual.
11. I’m sorry that I wasn’t able to call you last night.
12. I’m sorry, but I won’t be able to come to your party next week.
13. Will we be able to take vacations on the moon in the 22nd century?

EXERCISE 21, p. 367.
1. A: Were you able to talk
   B: I couldn’t . . . can try
2. A: Do you know how to make
   B: can make
   A: Can you teach
   B: I can
3. A: Are you able to understand
   B: couldn’t understand . . . can understand
   A: I can’t understand
4. A: will you be able to
   B: wasn’t able to . . . ’ll try . . . I will be able to
5. B: I can
   A: can see . . . Can you come
   B: I can . . . don’t know

EXERCISE 22, p. 368.
1. The soup is too hot. Jack can’t eat it.
   The soup is very hot, but Ricardo can eat it.
2. The coat is very small, but Tom can wear it.
   The coat is too small. Susan can’t wear it.
3. The shoes are too tight. Marika can’t wear them.
   The shoes are very tight, but Mai can wear them.
4. The problem is too hard. Robert can’t do it.
   The problem is very hard, but Talal can do it.

EXERCISE 23, p. 370.
1. eat it
   5. do his homework
2. buy it
   6. reach the cookie jar
3. go swimming
   7. sleep
4. take a break
   8. lift it

EXERCISE 24, p. 371.
1. too heavy.
   5. too tired.
2. too young.
   6. too expensive.
3. too noisy.
   7. too small.
4. too cold.
   8. too tall.

EXERCISE 25, p. 371.
3. too
   8. too
   14. very
4. very . . .
   9. too
   15. too
   very
   10. very
   16. very
5. too
   11. very
   17. too
6. very
   12. too
   18. too
7. very
   13. too

EXERCISE 26, p. 373.
2. two
3. too . . . too . . . to
4. to . . . to . . . to . . . too
5. to . . . to . . . too
6. to . . . to
7. to . . . to
8. too
9. too . . . to . . . to
10. two . . . to . . . two . . . too

EXERCISE 27, p. 375.
3. at 9. at . . . 15. in
4. in 16. at
5. in . . . 10. in 17. at
   at 11. in 18. At
6. in . . . 12. in 19. in
   in 13. at 20. in
7. in 14. in . . .
8. in in
EXERCISE 31, p. 378.
1. We will go to the museum tomorrow afternoon. or
We will go to the museum tomorrow afternoon.
2. We can’t count all of the stars in the universe. There
are too many.
3. Can you stand on your head?
4. I saw a beautiful vase at a store yesterday, but I
couldn’t buy it.
5. The shirt is very small. I can wear it. or
The shirt is too small. I can’t wear it.
6. Sam knows how to count to 1000 in English.
7. When I was on vacation, I could swim every day.
8. When we lived in Tokyo, we took the subway every day.
9. Honeybees are not able to live in very cold climates.
10. Where can we go in the city for an inexpensive meal?
11. James can read newspapers in five languages.
12. Sorry, I wasn’t able to get tickets for the concert.
13. I can’t finish my homework because I’m too tired.

Chapter 13: MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

EXERCISE 1, p. 379.
2. You should go to bed and take a nap.
3. You should go to the bank.
4. You should see a dentist.
5. You should study harder.
6. You should call the manager.
7. You should go to the immigration office.
8. You should buy a new pair of shoes.

EXERCISE 3, p. 381.
3. shouldn’t buy it. 9. shouldn’t buy it
4. should 10. shouldn’t buy it
5. shouldn’t 11. should buy it
6. shouldn’t 12. shouldn’t buy it
7. should 13. should buy it
8. shouldn’t 14. shouldn’t buy it

EXERCISE 6, p. 383.
1. should 5. should
2. should 6. shouldn’t
3. shouldn’t 7. should
4. should 8. shouldn’t

EXERCISE 9, p. 385.
2. A: do you have to go
B: I have to find
3. A: does Sue have to leave
B: She has to be
4. B: I had to buy
A: did you have to buy
5. I have to go . . . I have to get

6. she had to study
7. do you have to be
8. Does Tom have to find
9. A: Yoko doesn’t have to take
B: Do you have to take
10. He had to stay . . . He had to finish

EXERCISE 10, p. 386.
2. have to 5. have to
3. have to 6. have to
4. has to 7. have to
8. has to 9. has to
10. have to

EXERCISE 11, p. 388.
2. must stop.
3. must have a library card.
4. must pay an income tax.
5. must study harder.
6. must listen to English on the radio and TV.
or
seven friends who speak English.
or
must read English newspapers and magazines. or
must speak English outside of class every day. or
must study harder. or
must talk to myself in English.
7. must have a passport.
8. must go to medical school.
9. must close the door behind you.
10. must take one tablet every six hours.

EXERCISE 13, p. 389.
4. A

EXERCISE 15, p. 390.
(Assumptions may vary.)

EXERCISE 21, p. 395.
Imperatives:
1. (Wait) . . . (Hurry) . . . Let’s
3. Don’t forget
4. Walk . . . turn . . . Go . . . turn
Empty

EXERCISE 24, p. 398.
3. X 7. to 11. X
4. to 8. X 12. X
5. X 9. X 13. to

EXERCISE 26, p. 400.
2. C 5. A 8. A

ANSWER KEY 529
EXERCISE 27, p. 401.
1. a 6. b 7. b
2. b 5. c 8. c
3. a 4. b

EXERCISE 28, p. 402.
Sample completions:
2. Let's go to Florida.
3. Let's go to a seafood restaurant.
4. Let's go to the zoo.
5. Let's go to a movie.
7. Let's eat.
8. Let's go dancing.
9. Let's get a cup of coffee.

EXERCISE 30, p. 404.
1. Would you please → help me?
2. I will → can go to the meeting tomorrow. or I will → can go to the meeting tomorrow.
3. My brother wasn’t able to → me last night.
4. Ken should → us a letter.
5. I had → to go to the store yesterday.
6. Susan! You must not → play with matches!
7. Would / Could / Can you please hand me that book?
8. Ann couldn’t → my question.
9. Shelley can’t go to the concert tomorrow.
10. Let’s go → a movie tonight.
11. Don’t → interrupt. It’s not polite.
12. Can you → stand on your head?
13. I saw a beautiful dress at a store yesterday, but I couldn’t → it.
14. Close the door please. Thank you.
15. May I please → borrow your dictionary? Thank you.

Chapter 14: NOUNS AND MODIFIERS

EXERCISE 1, p. 405.
3. ADJ 7. ADJ 10. NOUN
4. NOUN 8. NOUN 11. ADJ
5. NOUN 9. ADJ 12. NOUN

ADJ
2. wise → woman
3. native → language
4. busy → waitress
5. young → man
6. heavy → suitcase
7. international → news
8. wonderful → man

ADJ
2. new → CDs
3. train → station
4. Vegetable → soup
5. movie → theater
6. lunch → menu
7. traffic → light
8. business → card

EXERCISE 4, p. 406.
1. ADJ 5. ADJ 8. ADJ
2. NOUN 6. NOUN 9. NOUN
3. NOUN 7. ADJ 10. ADJ
4. ADJ

EXERCISE 5, p. 407.
3. a newspaper story. 7. a computer room.
4. hotel rooms. 8. airplane seats.
5. an office worker. 9. a park bench.
6. a price tag. 10. bean soup.

EXERCISE 6, p. 407.
2. store. 6. soup. 10. tickets.
3. class. 7. program. 11. room.
4. race. 8. trip. 12. number.
5. official. 9. keys.

EXERCISE 7, p. 409.
2. good television program.
3. dangerous mountain road.
4. bad automobile accident.
5. interesting magazine article.
6. delicious vegetable soup.
7. funny birthday card.
8. narrow airplane seats.

EXERCISE 8, p. 410.
2. delicious → That beautiful long black
3. small red → famous old Chinese
4. big old brown → thin brown leather
5. narrow dirt → wonderful old Native
6. serious young American

EXERCISE 9, p. 411.
2. Asian → an important
3. leather → 8. a polite
4. an unhappy → 9. coffee
5. a soft → 10. Canadian
6. brick
EXERCISE 11, p. 413.
3. famous Chinese landmark
4. an honest young man
5. an interesting newspaper article
6. (no change)
7. cold mountain stream
8. favorite Italian food
9. (no change)
10. comfortable old brown leather shoes
11. tiny black insects
12. brown cardboard box
13. (no change)
14. handsome middle-aged man... short brown hair
15. an expensive hotel room

EXERCISE 13, p. 415.
1. cake
2. keys
3. jeans; shoes
4. test
5. games
6. article; story

EXERCISE 14, p. 416.
2. All of... 7. Most of
3. Most of...
4. Some of...
5. Almost all of...
6. Almost all of...

EXERCISE 15, p. 417.
2. are
3. was
4. were
5. are
6. is
7. are
8. is
9. is
10. are
11. arrive
12. arrives

EXERCISE 16, p. 418.
1. 100%
2. 50%
3. 50%

EXERCISE 17, p. 419.
2. (.) is one of my classmates.
3. One of my books is red.
4. One of my books has a green cover.
5. (.) is one of my favorite places in the world.
6. One of the students in my class always comes late.
7. (.) is one of my best friends.
8. One of my friends lives in (.)
9. (.) is one of the best programs on TV.
10. (.) is one of the most famous people in the world.
11. One of my biggest problems is my inability to understand spoken English.
12. (.) is one of the leading newspapers in (.)
13. None of the students in my class speaks/speak (.)
14. None of the furniture in this room is soft and comfortable.

EXERCISE 19, p. 421.
2. are
3. is
4. are
5. is
6. is
7. have
8. has
9. are
10. live
11. is
12. are
13. is
14. is
15. is

EXERCISE 20, p. 421.
2. are
3. is
4. are
5. is
6. are
7. is
8. is
9. are
10. is
11. is
12. is

EXERCISE 21, p. 422.
1. Some of the homework
2. One of the books
3. None of the children
4. All of the students
5. Half of the class
6. Almost all of the food
7. A lot of the exercises
8. Most of the movie

EXERCISE 22, p. 422.
1. yes
2. no
3. yes
4. yes
5. no
6. yes
7. no
8. yes

EXERCISE 24, p. 423.
1. anything
2. nothing
3. anyone
4. no one
5. nothing
6. anything
7. anything
8. something
9. anything
10. anything
11. anyone
12. anything
13. anyone
14. anything
15. anything
16. anything

EXERCISE 25, p. 425.
1. something/anything
2. something/anything
3. anything
4. something
5. anything
6. something/anything
7. something
8. someone
9. someone
10. someone
11. anyone
12. someone
13. someone
14. anyone
15. anyone
16. anything

EXERCISE 26, p. 426.
1. book
2. are
3. students
4. student
5. students
6. students
7. students
8. students
9. students
10. anything
11. students
12. students
13. students
14. students
15. students
16. students
**EXERCISE 27, p. 427.**
1. I work hard every day.
2. I live in an apartment with one of my friends.
3. We saw a pretty flower garden in the park.
4. Almost all of the students are in class today.
5. Every person in my class is studying English.
6. All of the big cities in North America have traffic problems.
7. One of my cars is dark green.
8. Nadia drives a small blue car.
9. Istanbul is one of my favorite cities in the world.
10. Every student in the class has a grammar book.
11. The work will take a long time. We can’t finish everything today.
12. Everybody in the world wants peace.

**EXERCISE 32, p. 431.**
3. clearly 8. easily
4. clear 9. easily
5. careless 10. well
6. carelessly

**EXERCISE 33, p. 432.**
1. carefully 7. near 13. quickly
2. correct 8. nearly 14. careless
3. correctly 9. hard 15. early
4. fast 10. hard 16. early
5. quickly 11. honestly 17. loudly
6. fast 12. slowly 18. slowly... clearly

**EXERCISE 34, p. 433.**
1. well 8. easily
2. fast 9. quietly
3. quickly 10. market
4. fast 11. good
5. softly 12. good
6. hard 13. fluently
7. late

**EXERCISE 35, p. 434.**
2. B 3. C 4. A
4. D

**EXERCISE 36, p. 434.**
1. Everybody wants to be happy.
2. One of the buildings on Main Street is the post office.
3. I didn’t see anybody at the mall. Or I saw nobody at the mall.
4. At the library, you need to do your work quietly.
5. I walk in the park every day.
6. Mr. Jones teaches English very well.
7. The answer looks clear. Thank you for explaining it.
8. Every grammar test has a lot of difficult questions.

**Chapter 15: POSSESSIVES**

**EXERCISE 1, p. 436.**
2. Bob’s
3. teachers’
4. mother
5. parents’ (two people) or parent’s (one person)
6. father’s
7. girl’s
8. girl’s
9. Tom’s
10. Anna’s
11. Alex’s
12. students’
13. elephant’s
14. monkey’s
15. Monkeys’

**EXERCISE 4, p. 438.**
1. Bob’s 5. friend
2. Bob 6. friend’s
3. teacher’s 7. manager’s
4. teacher 8. cousin

**EXERCISE 5, p. 438.**
2. brother 7. wife
3. mother 8. mother... father
4. children 9. daughter
5. sister 10. son
6. mother

**EXERCISE 6, p. 439.**
4. B 7. B 10. A

**EXERCISE 7, p. 440.**
2. my friend’s 5. the children’s
3. my friends’ 6. the woman’s
4. the child’s 7. the woman’s

**EXERCISE 8, p. 440.**
2. girl’s 10. brothers’
3. girls’ 11. wives’
4. women’s 12. dog’s
5. uncle’s 13. dog’s
6. person’s 14. man’s
7. people’s 15. man’s... woman’s
8. Students’ 16. children’s
9. brother’s

**EXERCISE 9, p. 441.**
2. Yuko’s
3. classmates’
4. roommate’s
5. parent's (two people) or parent’s (one person)
6. people’s
7. husband’s
8. men’s
9. children’s
10. father’s
11. Rosa’s
12. women’s

EXERCISE 10, p. 442.
2. them...their...theirs
3. you...your...yours
4. her...her...hers
5. him...his...his
6. us...our...ours

EXERCISE 11, p. 443.
2. a. ours  6. a. my
   b. theirs  b. yours
   c. Our  c. Mine...my
   d. Theirs  d. Yours...your
3. a. Tom’s  7. a. Our
   b. Mary’s  b. Theirs
   c. His  c. Ours
   d. Hers  d. Their
4. a. mine  8. a. Ann’s
   b. yours  b. Paul’s
   c. Mine...my  c. Hers...her
   d. Yours...your  d. His...his
5. a. Jim’s
   b. Ours
   c. His
   d. Ours

EXERCISE 12, p. 444.
2. hers
   B: my...Mine
   4. yours
5. theirs. Their
6. A: our...your
   B: Ours
7. A: your
   B: his

EXERCISE 13, p. 446.
2. are those  5. are those
3. is this  6. are these
4. is that

EXERCISE 15, p. 447.
2. Whose
3. Who’s
4. Who’s

EXERCISE 16, p. 447.
1. Who’s
2. Whose
3. Who’s
4. Whose
5. Whose
6. Who’s
7. Who’s
8. Whose
9. Whose
10. Who’s

EXERCISE 17 p. 447.
1. Who’s that woman?
2. What are those people’s names?
3. Mr. and Mrs. Swan like their apartment.
4. The two students study together in the library every afternoon.
5. Whose book is this?
6. Those shoes in the bag are theirs, not ours.
7. My father’s sister has M.D. and Ph.D. degrees.
8. Did you meet your children’s teacher?
9. This is my pillow and that one is yours.

EXERCISE 18, p. 448.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
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<td></td>
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<td>x</td>
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<td>x</td>
<td>x</td>
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</table>

2. It can’t be Joan. She’s already married.
3. Clues 3 and 4 work together. It can’t be Jill or Jack because they met at Jill’s sister’s wedding one year ago. The Facts (above) say that the engaged couple met just five months ago.
4. See Clue 3. So far, the answers are “no” for Julie, Joan, Jill, and Jack. Since there is only one woman left, Jan must be the engaged woman.
5. Clues 5 and 7 work together. Jan’s boyfriend is a medical student, so that rules out Jim (a computer-science student).
6. (unnecessary clue)
7. See Clue 5.
8. (unnecessary clue)
9. It can’t be John, since Jan doesn’t love him. The only man left is Jake. Jan and Jake are the engaged couple.

Chapter 16: MAKING COMPARISONS

EXERCISE 1, p. 449.
1. Yes 4. Yes
2. No 5. No
3. Yes 6. Yes

EXERCISE 2, p. 450.
3. C is different from D.
4. B is the same as D.
5. B and D are the same
6. C and D are different.
A and F are the same.
8. F and G are similar.
9. F is similar to G.
10. G is similar to A and F, but different from C.

**EXERCISE 3, p. 450.**
1. yes 5. yes
2. yes 6. yes
3. no 7. no
4. yes

**EXERCISE 4, p. 451.**
1. A rectangle is similar to a square.
2. Pablo and Rita come from the same country.
3. Girls and boys are different. Girls are different from boys.
4. My cousin is the same age as my brother.
5. Dogs are similar to wolves.
6. Jim and I started to speak at the same time.

**EXERCISE 5, p. 451.**
1. Figures 1, 4, 8, and 10 are the same.
2. Figures 3 and 5 are the same.
3. Figures 2, 7, and 9 are the same.
4. Seven.
5. Eleven.

**EXERCISE 7, p. 452.**
2. like . . . alike 6. alike
3. alike 7. alike
4. like 8. like

**EXERCISE 9, p. 454.**
2. smaller than 9. more expensive than
3. bigger than 10. sweeter than
4. more important than 11. hotter than
5. easier than 12. better than
6. more difficult than 13. worse than
7. longer than 14. farther/further than
8. heavier than

**EXERCISE 10, p. 455.**
2. deeper than 11. better than
3. more important than 12. longer than
4. lazier than 13. more intelligent than
5. taller than 14. shorter than
6. heavier than 15. worse than
7. more difficult than 16. farther/further . . . than
8. hotter than 17. stronger than
9. thinner than 18. curlier than
10. warmer . . . than 19. more nervous . . . than

**EXERCISE 13, p. 457.**
1. cold 7. safer
2. colder 8. safe
3. colder 9. safter
4. happier 10. fresh
5. happier 11. funny
6. happy 12. funnier

**EXERCISE 14, p. 458.**
2. sweeter than 8. higher than
3. colder/warmer/hotter than 9. brighter than
4. more comfortable than 10. more expensive than
5. cheaper than 11. easier than
6. faster than 12. more important than
7. more intelligent than

**EXERCISE 19, p. 461.**
COMPARATIVE
2. smaller (than) the smallest (of all)
3. heavier (than) the heaviest (of all)
4. more comfortable (than) the most comfortable (of all)
5. harder (than) the hardest (of all)
6. more difficult (than) the most difficult (of all)
7. easier (than) the easiest (of all)
8. hotter (than) the hottest (of all)
9. cheaper (than) the cheapest (of all)
10. more interesting (than) the most interesting (of all)
11. prettier (than) the prettiest (of all)
12. stronger (than) the strongest (of all)
13. better (than) the best (of all)
14. worse (than) the worst (of all)
15. farther/further (than) the farthest/the furthest (of all)

**EXERCISE 20, p. 462.**
2. the longest
3. the most interesting
4. the highest
5. the tallest
6. the biggest
7. the shortest
8. the farthest/the furthest
9. the most beautiful
10. the worst
11. the best
12. the most comfortable
13. the fastest
14. the best
15. the largest
16. the smallest
17. the most expensive
18. the easiest
19. the most important
20. the most famous
EXERCISE 21, p. 464.
1. no 6. no
2. yes 7. yes
3. yes 8. yes
4. yes 9. no
5. yes 10. yes

EXERCISE 22, p. 464.
4. older than
5. older than
6. younger than
7. the oldest
8. Alice
9. Linda

Sample completions:
11. Mike is the weakest.
12. Joe is stronger than Mike.
13. A car is more expensive than a bike.
14. Carol's test grade is the highest.
15. Mary's test grade is the worst/the lowest.
16. Love in the Spring is more interesting than Introduction to Psychology (to me).
17. Murder at Night is more boring than Love in the Spring (to me).

EXERCISE 23, p. 467.
1. longer than
2. the longest
3. larger than
4. the largest
5. the highest
6. higher than
7. bigger than
8. smaller than
9. the largest
10. bigger than
11. larger than
12. better . . . than
13. the best
14. more comfortable than . . . the most comfortable
15. easier than . . . the easiest
16. worse

EXERCISE 24, p. 468.
1. more expensive
2. prettier
3. shorter
4. the nicest
5. smaller
6. the biggest
7. bigger than
8. longer than
9. long
10. the cheapest

EXERCISE 25, p. 469.
4. New York is one of the biggest cities in the world.
5. The Grand Canyon is one of the most beautiful places in the world.
6. ( . . . ) is one of the nicest people in our class.
7. The Yangtze River is one of the longest rivers in the world.
8. ( . . . ) is one of the best restaurants in (this city).
9. The Taj Mahal is one of the most famous landmarks in the world.
10. The fall of the Roman Empire was one of the most important events in the history of the world.

EXERCISE 26, p. 470.

Sample sentences:
1. Hong Kong is one of the largest cities in Asia.
2. Texas is one of the largest states in the United States.
3. Paris is one of the most beautiful cities in the world.
4. ( . . . ) is one of the tallest people in our class.
5. San Francisco is one of the best places to visit in the world.
6. ( . . . ) is one of the most famous people in the world.
7. Good health is one of the most important things in life.
8. ( . . . ) is one of the worst restaurants in (this city).
9. ( . . . ) is one of the most famous landmarks in ( . . . ).
10. ( . . . ) is one of the tallest buildings in (this city).
11. Boxing is one of the most dangerous sports in the world.
12. Famine is one of the most serious problems in the world.

EXERCISE 28, p. 471.

<table>
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<tr>
<th>PART I</th>
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<tr>
<td>1. C</td>
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<td>9. (1) Asia</td>
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<tr>
<td>(7) Australia</td>
<td></td>
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</table>
EXERCISE 29, p. 475.
2. cold 10. smart/intelligent
3. dirty 11. invisible
4. light 12. wrong
5. dark 13. wet
6. comfortable 14. empty
7. wide 15. clear
8. hard/difficult 16. clean
9. bad 17. hard

EXERCISE 30, p. 476.
1. short 5. slow
2. big 6. strong
3. quiet 7. cheap/inexpensive
4. pretty 8. lazy

EXERCISE 31, p. 476.
2. is 12. didn’t
3. aren’t 13. doesn’t
4. was 14. does
5. weren’t 15. wasn’t
6. do 16. didn’t
7. can’t 17. can
8. won’t 18. will
9. isn’t 19. wasn’t
10. are 20. will
11. does 21. were

EXERCISE 32, p. 477.
1. doesn’t 6. is
2. can’t 7. wasn’t
3. did 8. didn’t
4. were 9. wasn’t
5. do 10. will

EXERCISE 36, p. 480.
2. more quickly than 9. the earliest
3. more beautifully than 10. better than
4. the most beautifully 11. the best
5. harder than 12. more clearly than
6. the hardest 13. more fluently than
7. more carefully than 14. the most fluently
8. earlier than

EXERCISE 37, p. 481.
2. more beautiful than 10. the best
3. neater than 11. longer
4. the neatest 12. later than
5. more neatly than 13. the most clearly
6. the most neatly 14. sharper than
7. more clearly than 15. more artistically than
8. better than 16. more slowly than
9. better than

EXERCISE 38, p. 482.
1. faster than 6. more loudly than
2. the fastest 7. more slowly than
3. harder than 8. heavier than
4. the hardest 9. clearer than
5. more dangerous than 10. more clearly

EXERCISE 39, p. 482.
2. B 5. A 8. A

EXERCISE 40, p. 483.
1. Your pen is like mine.
2. Kim’s coat is similar to mine.
3. Jack’s coat is the same as mine.
4. Soccer balls are different from basketballs.
5. Soccer is one of the most popular sports in the world.
7. My grade on the test was worse than yours. You got a more better grade.
8. A monkey is more intelligent than a turtle.
9. Pedro speaks English more fluently than Ernesto.
10. Professor Brown teaches full-time, but her husband doesn’t.
11. Robert and Maria aren’t the same age. Robert is younger than Maria.
12. A blue whale is larger than an elephant.
13. The exploding human population is the greatest threat to all forms of life on earth.
14. The Mongol Empire was the biggest land empire in the entire history of the world.
### Index

<table>
<thead>
<tr>
<th>A'an, 2, 4, 183</th>
<th>The numbers following the words listed in the index refer to page numbers in the text.</th>
</tr>
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<tbody>
<tr>
<td>A lot of, 181</td>
<td>The letters fn. mean “footnote.” Footnotes are at the bottom of a chart or the bottom of a page.</td>
</tr>
<tr>
<td>A'an, 2, 4, 183</td>
<td>(Look on pages 2, 4, and 183.)</td>
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<tr>
<td>Consonants, 2fn.</td>
<td>(Look at the footnote on page 2.)</td>
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#### A

**A'an, 2, 4, 183**
- vs. some, 185

**Able to, 365, 398–399**

**A couple of, 305**

**Adjectives (good, beautiful), defined, 12, 161, 405**
- vs. adverbs, 431
- be + adjective, 12, 21, 161
- comparative (-er/-est), 454
- following linking verbs, 428
- list of, 161
- possessive (my, his, our), 33, 442
- superlative, 461, 469
- with very, 368
- word order of, 410

**Adverb clause, 334**

**Adverbs:**
- vs. adjectives, 431
- in comparisons, 480
- of frequency, 56, 59

**A few, 305**

**A few/a little, 195**

**After, 273, 334**

**Ago, 225, 301, 305**

**Alta vs. like, 452**

**(Almost) all of, 415, 417**

**A lot of, 181**

**Always, usually, often, sometimes, seldom, rarely, never, 56, 59**

**Am, is, are:**
- am, is, are + -ing, 278
- future, 294
- negative, 10, 99, 106
- in questions, 106
- simple present, 4, 10, 21, 24, 28
- verb summary of, 318

**And, 4**

**Any, 205**

**Anyone/anything,** 423–424

**Apostrophe, 436, 439**

**Articles (a, an, the), 2, 4, 183, 199, 203**

**At:**
- for place, 18, 134, 374
- for time, 123

#### B

**Be:**
- be + adjective, 12, 21, 161
- be + -ing, 92, 278
- be + noun, 2, 4, 7, 21
- be + place, 18, 21, 28, 128
- be + prepositional phrase, 18
contractions with, 8, 24, 38, 42,
128, 214
question forms with, 24, 28, 74, 82, 102,
106, 216
simple past (was, were), 213–214,
316, 318
simple present (am, is, are), 4, 10, 21,
24, 28, 316, 318
there + be, 128, 130, 133
what/who + be, 42
where + be, 28, 82, 102
Be able to, 365, 398–399
Before, 273, 334
Be going to, 294, 316, 318, 334, 339,
398–399
But, 475–476
C
Can, 398–399
ability/possibility, 354, 365
can vs. can’t, pronunciation, 356
in questions, 357, 391
Capital letters, 158fn.
Clauses, defined, 273
adverb, 334
future time, 334
with if, 336, 339
of time, 273, 276
with when, 276, 282, 284
with while, 281–282
Colon, 121fn.
Comma, 273fn., 281, 334, 475
Comparatives (-er/-more), 454, 480
Comparisons:
with adverbs, 480
but, 475–476
-er/-more, 454, 480
-est/most, 461, 480
like vs. alike, 452
same, similar, different, 449
Consonants, 2, 97fn.
Continuous present, 92fn.
Contractions, defined, 8
negative, 69, 231, 310, 354
with not (see Negatives)
in questions, 42
in short answers, 312fn.
with will, 310
with would, 146
Contractions of be:
with not, 10, 25, 214
with pronouns, 8, 25
with question words, 42
in short answers, 25, 216
with that, 38
with there, 128
Could, 398–399
past of can, 362
in polite questions, 391, 393
Count/noncount nouns, 181, 191,
195, 203
D
Did:
in the negative, 231
in questions, 234, 260, 342
Different (from), 449
Do/does, 64
in the negative, 69, 106, 383
in questions, 74, 78, 80, 82, 106, 342
E
-Ed, 221
-Ed/-more, 454, 480
-Ed/-most, 461, 480
Every, 53, 426
Everyone/everybody, 426
Expressions of place, 374 fn.
Expressions of quantity, 415, 417, 419
F
Feminine pronouns, 7
Frequency adverbs, 56, 59
From . . . to, 123
Full stop, 52
Future time:
be going to, 294
clauses, 334
with if, 336, 339
future time words, 301, 305, 307
using present progressive, 299
summary of forms, 316, 318
will, 310
G
Generalizations, 203
Go/ Goes, 64
Going to, with be, 294, 316, 318, 334, 339, 398–399
Good vs. will, 431

H
Habitual present, 53, 106, 339
Has to/have to, 383, 398–399
Have/ has, 30, 64
Hear and listen to, 114
Helping verbs, 69, 92, 398
How many, 133

I
I, you, he, she, it, we, they, 7–8, 164, 213–214, 221, 231, 379
If-clause, 336
habitual present with, 339
Imperative sentences, 395
In:
for future time, 305
for place, 134, 374
for time, 123
Indefinite pronouns, 423–424
Infinatives, defined, 143, 294ff.
with be able, 365, 398–399
with be going, 294, 316, 318, 334, 398–399
with have/ has, 383, 398–399
following verbs, 143, 146
Information questions, defined, 78
with be, 82, 216
with do/does/did, 74, 78, 80, 82, 234, 260
-ing:
be + -ing, 92, 99
spelling, 97
Irregular noun plurals, 173
possessive form, 439
Irregular singular verbs (has, does, go), 64, 66
Irregular verbs:
groups (1–7), 227, 238, 241, 244, 264, 266, 269
introduction, 64
list, 227, 487
Is + noun, 2, 7, 21, 24–25
It:
for time, 121
for weather, 125

K
Know how to, 360

L
Last, 225, 301
Let’s, 402
Like vs. alike, 452
Like vs. would like, 148
Linking verbs, 428
Location, 134ff.

M
Main clauses, 273
Many/ much, 195
with how, 133
Masculine pronouns, 7
May, 398–399
in polite questions, 391
possibility, 325
Maybe vs. may be, 327
Me, you, him, her, it, us, them, 164
Measurements with noncount nouns, 191
Might, 325, 398–399
Mine, yours, his, hers, our, theirs, 442
Modal auxiliaries, 398
More:
comparative, 454
in future time, 305
More-er, 454
Most/-est, 461
Most of, 415
Must, 387, 398–399
My, your, his, her, our, their, 33, 442

N
Need, 143
Negatives:
am/ is/ are + not, 10, 294, 316, 318
can + not, 354
could + not, 362
did + not, 231
does/ do + not, 69, 106, 395
may/might + not, 325
should + not, 379
was/were + not, 214
till + not, 310, 312, 316, 318
Next, 301
Nonaction verbs, 111, 114
Noncount nouns, 181, 191, 195, 203
None of, 419
No one/nothing, 423
Not (see Negatives)
Nouns:
be + noun, 2, 4, 7, 21, 24–25
count/noncount, 181, 191, 195, 203
irregular plural:
forms, 173
possessives, 439
modifying other nouns, 405
as object, 158
possessive, 436, 439
singular/plural, 2, 4, 168, 173
as subject, 12/n, 21, 158

O
Object pronouns, 164
Objects and subjects, 158
One:
for place, 134
for time, 123
One of, 419, 469

P
Past time:
with be, 213
clauses, 282
past progressive, 278, 281, 284
past time words, 225, 301, 305, 307
simple past, 221, 227, 231, 234, 252,
284, 316, 318
Period, 24
Please, 391, 393, 395
Plural, defined, 4
Plural nouns, 4, 7, 168, 173
Polite questions, 391, 393
Possessive:
adjectives (my, his, our), 33, 442
nouns, 436, 439
pronouns, 442
Prepositional phrase, defined, 18
Prepositions:
followed by an object, 18, 134, 158, 273
in for future, 301, 305
list of, 18, 135
location, 134/n.
place, 18, 21, 28, 128, 134
time, 123, 273, 301
Present progressive, 92, 278
negative, 99
in questions, 102
vs. simple present, 106
verbs not used in, 111, 114
Present time, 53, 69
habitual present, 53, 106, 339
present continuous/continuous
present, 92/n.
present progressive, 92, 102, 106, 111,
209, 278, 316
present time words, 307
simple present, 53, 78, 80, 106,
316, 318
with be, 4, 10, 21, 24, 28
in whose clauses, 336, 339
negative, 69
question forms, 74
in time clauses, 334
Pronouns, defined, 7
feminine/masculine, 7
indefinite (someone, anything), 423–424
object (me, them), 164
possessive, 442
subject (I, they), 7–8, 164, 213–214,
221, 231
Pronunciation:
can/can’t, 356
-’s, -es, 61, 63, 66
Punctuation:
Apostrophe, 8, 436
colon, 12/n.
comma, 273/n., 281, 334, 475
full stop, 52/n.
period, 24
question mark, 24

Q
Quantity, expressions of, 415, 417, 419
Question mark, 24
Questions:  
about time, 252, 276  
with be, 24, 28, 74, 102, 216  
with be + going to, 294, 316, 318  
with can, 357  
with could, 362, 391, 393  
with did, 234, 260  
with do/does, 74, 78, 80, 82, 106, 383  
information, 78  
polite, 391, 393  
with there is/there are, 130, 133  
with those, 446  
with shall, 312, 316, 318  
yes/no, 78 (SEE ALSO Question words;  
Yes/no questions)  
Question words, 42  
how many, 133  
what, 42, 80/81, 62, 257, 260  
what time, 80, 82, 252, 312  
when, 80, 82, 252, 276, 312, 357  
where, 28, 78, 80/81, 102, 252, 312, 357  
who, 42, 80/81, 82, 257, 260  
who’s, 260  
whose, 80/81, 102, 252

S

-S/es:  
plural nouns, 4, 7, 168  
possessive nouns, 436  
simple present verbs, 53, 66  
spelling and pronunciation, 61, 63, 66  
Same, similar, different, 449  
See, look at, watch, 114  
Short answers, 25, 216, 234, 252, 257, 312/313  
Should, 379, 398–399  
vs. must, 387  
Similar (to), 449  
Simple past, 213, 221  
irregular verbs, 227, 487  
vs. past progressive, 284  
questions, 216, 234, 252  
simple present, 253, 316, 318  
summary of forms, 316, 318  
Simple present, 53, 66  
with be, 4, 10, 21, 24, 28  
in if-clauses, 336  
negative, 69  
vs. present progressive, 106  
present time words, 307  
questions, 74, 78, 80  
summary of forms, 316, 318  
in time clauses, 334  
Singular nouns, 168  
defined, 2  
with pronouns, 7, 53  
Some, 181  
vs. any, 185  
vs. any, 205  
Some of, 415, 417  
Someone/something, 424  
Spelling:  
-ing, 97  
-s/es, 61, 63, 66  
Subject, defined, 12/12, 21  
Subject pronouns, 7–8, 164, 213–214,  
221, 231  
Subjects and objects, 158  
Subject-verb agreement, 417  
Superlatives, (most–most), 461, 469, 480

T  
Tenses:  
future, 294, 299, 301, 305, 307, 310,  
334, 336, 339  
past progressive, 278, 281, 284  
present continuous/continuous  
present, 92/93  
present progressive, 92, 102, 106, 278,  
299, 316  
simple past, 213, 221, 227, 231, 234,  
252, 284, 301, 305, 307, 316, 318  
simple present, 53, 69, 307, 316, 318  
in time clauses, 334  
Than, 454  
The, 199, 203, 374/375  
The same as, 449  
There is/there are, 128  
in questions, 130, 133  
These/those, 40  
Think about and think that, 117  
This morning/afternoon, etc., 307  
This/these, 38  
Time:  
asking questions about, 252  
clauses, 273, 276, 281, 334, 339  
prepositions of, 123, 273, 301
present/past/future words, 301, 305, 307
using it, 121
ways of saying, 123
(SEE ALSO Tenses)
Time clauses, 273, 276
To, 373 (SEE ALSO Infinitives)
Today, tonight, this morning, etc., 307
Tomorrow, 301
Too, 368
Two vs. too vs. to, 373
V
Verbs:
agreement with subject, 417
after but, 476
helping, 69, 92
irregular, 64, 227, 238, 241, 244, 264,
266, 269, 487
linking, 428
modal auxiliaries, 398–399
not used in the present progressive,
111, 114
tense summary, 316
forms of be, 318
transitive/intransitive, 158fn.
(SEE ALSO Tenses and individual items)
Very, 368
Voiced and voiceless sounds, 66
Vowels, 2fn., 66fn., 97fn.
W
Want, 143
Was/were, 213–214, 216, 278
Weather, talking about, 125
Well vs. good, 431
What, 42, 80fn., 82, 102, 257, 260
What + a form of do, 82, 342
What time, 80, 82, 252, 312
When, 80, 82, 252, 276, 312, 334, 357
When-clause, 284
Where, 28, 78, 80fn., 82, 102, 216, 252,
312, 357
While, 281
Who, 42, 80fn., 257, 260
Who(m), 260
Who vs. whose, 446
Why, 80fn., 102, 252
Will, 310, 312, 316, 398–399
vs. may/might, 325
Would, 398–399
in polite questions, 393
Would like, 146
vs. like, 148
Y
-Y, words that end in, 4, 66, 168
Yes/no questions:
with be going to, 294, 316, 318
with can, 357, 391
with could, 391, 393
with did, 234, 260
with does/doesnt, 74, 78
with to be, 24–25
present progressive, 92, 102, 111
with may, 391
short answers to, 25
there + be, 130
with was/were, 216
with will, 312, 316, 318
with would, 393
with would like, 146
Yesterday, last, ago, 225, 301
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