FUNDAMENTALS OF
English Grammar
FOURTH EDITION
with ANSWER KEY

Betty S. Azar
Stacy A. Hagen
### Common Irregular Verbs: An Alphabetical Reference List

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<th>Past Participle</th>
<th>Simple Form</th>
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<td>eaten</td>
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</tbody>
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(continued on the inside back cover)
FUNDAMENTALS OF English Grammar
FOURTH EDITION
with ANSWER KEY

Betty S. Azar
Stacy A. Hagen
To my sister, Jo
B.S.A.

For D. P. and H. B.
with appreciation
S.H.
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Fundamentals of English Grammar is a developmental skills text for lower-intermediate and intermediate English language learners. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills in a variety of ways. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their real lives in the classroom context. Fundamentals of English Grammar functions principally as a classroom teaching text but also serves as a comprehensive reference text for students and teachers.

The eclectic approach and abundant variety of exercise material remain the same as in the earlier editions, but this fourth edition incorporates new ways and means. In particular:

- **WARM-UP EXERCISES FOR THE GRAMMARCHARTS**
  Newly created for the fourth edition, these innovative exercises precede the grammar charts and introduce the point(s) to be taught. They have been carefully crafted to help students discover the target grammar as they progress through each warm-up exercise.

- **LISTENING PRACTICE**
  Numerous listening exercises help students interact with the spoken language in a variety of settings that range from the relaxed, casual speech of everyday conversation to more academic content. An audio CD accompanies the student text, and a full listening script can be found in the back of the book.

- **READINGS**
  Students can read and respond to a wide selection of readings that focus on the target grammar structure(s).

- **WRITING TASKS**
  New writing activities that practice target structures have been created for every chapter. A writing sample precedes each task so students have a model to follow.

- **EXPANDED SPEAKING ACTIVITIES**
  Students have even more opportunities to share their experiences, express their opinions, and relate the target grammar to their personal lives. The text often uses the students’ own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions.

- **CORPUS-INFORMED CONTENT**
  Based on our corpus research, grammar content has been added, deleted, or modified to reflect the discourse patterns of spoken and written English.
TIPS FOR USING THE NEW FEATURES IN THIS TEXT

• WARM-UPS
The Warm-Up exercises are a brief pre-teaching tool for the charts. They highlight the key point(s) that will be introduced in the chart that follows the Warm-Up exercise. Before beginning the task, teachers will want to familiarize themselves with the material in the chart. Then, with the teacher’s guidance, students can discover many or sometimes all of the new patterns as they complete the Warm-Up activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts can serve as a useful reference.

• LISTENING
The Listening exercises have been designed to help students understand American English as it is actually spoken. As such, it includes reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the audio uses English that may be spoken at a rate faster than what students are used to, they may need to hear sentences two or three times while completing a task.

The Listening exercises do not encourage immediate pronunciation (unless they are linked to a specific pronunciation task). Receptive skills precede productive ones, and it is essential that students be able to hear the speech patterns before they begin using them in their own speech.

Students are encouraged to listen to longer passages the first time through without looking at their text. Teachers can then explain any vocabulary that has not already been clarified. During the second listening, students complete the assigned task. Teachers will want to pause the audio appropriately. Depending on the level of the class, pauses may be needed after every sentence, or even within a sentence.

It is inevitable that sound representations in the text will at times differ from the instructor’s speech, whether it be due to register or regional variation. As a general rule, if the instructor expects that students will hear a variation, or if students themselves raise the questions, alternate representations can be presented.

A listening script with all the listening exercises can be found at the back of the book.

• READINGS
The Readings give students an opportunity to work with the grammar structures in extended contexts. One approach is to have students read the passage alone the first time through. Then they work in small groups or as a class to clarify vocabulary questions. A second reading may be necessary. Varied reading tasks then allow students to check their comprehension, to use the target structures, and to expand upon the topic in speaking or writing.

• WRITING TASKS
As students gain confidence in using the target structures, they are encouraged to express their ideas in complete paragraphs. A model paragraph accompanies each assignment and question-prompts help students develop their ideas.

Peer editing can be used for correction. A useful technique is to pair students, have them exchange papers, and then have the partner read the paragraph aloud. The writer can hear if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. (Self-correcting can be a problem if writers are unaware that they are making corrections as they read.)

For classes that have not had much experience with writing, the teacher may want to assign students to small groups. Each group composes a paragraph together. The teacher collects the paragraph and adds comments, and then makes a copy for each group member. Students correct the paragraph individually.
When correcting student writing, teachers may want to focus primarily on the structures taught in the chapter.

- **LET’S TALK**
  Each Let’s Talk activity is set up as one of the following: pairwork, small group, class activity, interview, or game. Successful language learning requires social interaction, and these tasks encourage students to speak with others about their ideas, their everyday lives, and the world around them. Students tend to speak more easily and freely when they can connect language to their own knowledge and experiences.

- **CHECK YOUR KNOWLEDGE**
  Toward the end of the chapter, students can practice sentence-level editing skills by correcting errors common to this level. The sentences can be done as homework or in small groups.
  This task can easily be set up as a game. The teacher calls out an item number at random. Students work in teams to correct the sentence, and the first team to edit it correctly wins a point.

*Fundamentals of English Grammar* is accompanied by

- A comprehensive *Workbook*, consisting of self-study exercises for independent work.
- An all-new *Teacher’s Guide*, with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, and expansion activities and PowerPoint presentations for key chapters.
- An expanded *Test Bank*, with additional quizzes, chapter tests, and mid-term and final exams.
- *Test-Generator* software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank*.
- *Azar Interactive*, a computer-based program keyed to the text, provides easily understood content, all-new exercises, readings, listening and speaking activities, and comprehensive tests.
- *PowerPoint* presentations for key chapters. Based on real-world readings, these lessons are designed for use in the classroom as “beyond-the-book” activities. They can be found in the new *Teacher’s Guide* or downloaded from AzarGrammar.com.
- A *Chartbook*, a reference book consisting only of the grammar charts.
- *AzarGrammar.com*, a website that provides a variety of supplementary classroom materials and a place where teachers can support each other by sharing their knowledge and experience.
- *Fun with Grammar*, a teacher resource text by Suzanne Woodward with communicative activities correlated with the Azar-Hagen Grammar Series. It is available as a text or as a download on AzarGrammar.com.

The Azar-Hagen Grammar Series consists of

- *Understanding and Using English Grammar* (blue cover), for upper-level students.
- *Basic English Grammar* (red), for lower or beginning levels.
We couldn't have done this fourth edition without the many talented professionals who assisted us. We began our revision with the insights and suggestions from these reviewers: Michael Berman, Montgomery College; Jeff Bette, Westchester Community College; Mary Goodman, Everest University; Linda Gossard, DPT Business School, Denver; Roberta Hodges, Sonoma State American Language Institute; Suzanne Kelso, Boise State University; Steven Lasswell, Santa Barbara City College; Diane Mahin, University of Miami; Maria Mitchell, DPT Business School, Philadelphia; Monica Oliva, Miami Sunset Adult Center; Amy Parker, University of Michigan; Casey Peltier, Northern Virginia Community College.

We are fortunate to have an outstanding editorial staff who oversaw this book from planning to production. We'd like to thank Shelley Hartle, managing editor extraordinaire, whose meticulous and perceptive editing shaped every page; Amy McCormick, editorial director, whose vision, attentiveness, and care for the series guided our writing; Ruth Voemmann, development editor, for her keen eye, valuable advice, and unfailing patience; Janice Baillie, our outstanding copy-editor who scrutinized and honed every page; Sue Van Etten, our accomplished and very talented business and web-site manager; Robert Ruvo, our skilled and responsive production manager at Pearson Education.

We'd also like to express our appreciation to the writers of the supplementary texts: Rachel Spack Koch, Workbook; Kelly Roberts Weibel, Test Bank; and Martha Hall, Teacher's Guide. They have greatly enriched the series with their innovative ideas and creativity.

Finally, we'd like to thank the dedicated leadership team at Pearson Education that guided this project: Pietro Alongi, Rhea Banker, and Paula Van Ells.

The colorful artwork is due to the inspired talents of Don Martinetti and Chris Pavely.

Finally, we would like to thank our families, who supported and encouraged us every step of the way. They are a continual source of inspiration.

Betty S. Azar
Stacy A. Hagen
Exercise 1. Listening and reading.

Part I. Listen to the conversation between Sam and Lisa. They are college students in California. They are beginning a weeklong training to be resident assistants* for their dorm. They are interviewing each other. Later they will introduce each other to the group.

SAM: Hi. My name is Sam.
LISA: Hi. I'm Lisa. It's nice to meet you.
SAM: Nice to meet you too. Where are you from?
LISA: I'm from Boston. How about you?
SAM: I'm from Quebec. So, how long have you been here?
LISA: Just one day. I still have a little jet lag.
SAM: Me too. I got in yesterday morning. So — we need to ask each other about a hobby. What do you like to do in your free time?
LISA: I spend a lot of time outdoors. I love to hike. When I'm indoors, I like to surf the Internet.
SAM: Me too. I'm studying Italian right now. There are a lot of good websites for learning languages on the Internet.
LISA: I know. I found a good one for Japanese. I'm trying to learn a little. Now, when I introduce you to the group, I have to write your full name on the board. What's your last name, and how do you spell it?
LISA: My last name is Paterson — with one “t”: P-A-T-E-R-S-O-N.
SAM: It looks like our time is up. Thanks. It’s been nice talking to you.
LISA: I enjoyed it too.

*resident assistant = a student who lives in a dormitory and helps other students with everyday life in the dorm; also called an “R.A.”
Part II. Read the conversation in Part I. Use the information in the conversation to complete Sam’s introduction of Lisa to the class.

SAM: I would like to introduce Lisa Paterson. Lisa is from Boston. She has been here _________________. In her free time, she ____________________________.

Part III. Now it is Lisa’s turn to introduce Sam to the class. What is she going to say? Create an introduction. Begin with I would like to introduce Sam.

Exercise 2. Let’s talk: interview.

Interview a partner. Then introduce your partner to the class. As your classmates are introduced to the class, write their names on a sheet of paper.

Find out your partner’s:
name
native country or hometown
free-time activities or hobbies
favorite food
reason for being here
length of time here

Exercise 3. Let’s write.

Write answers to the questions. Then, with your teacher, decide what to do with your writing. See the list of suggestions at the end of the exercise.

1. What is your name?
2. Where are you from?
3. Where are you living?
4. Why are you here (in this city)?
   a. Are you a student? If so, what are you studying?
   b. Do you work? If so, what is your job?
   c. Do you have another reason for being here?
5. What do you like to do in your free time?
6. What is your favorite season of the year? Why?
7. What are your three favorite TV programs or movies? Why do you like them?
8. Describe your first day in this class.

Suggestions for your writing:
   a. Give it to a classmate to read. Your classmate can then summarize the information in a spoken report to a small group.
   b. Work with a partner and correct errors in each other’s writing.
   c. Read your composition aloud in a small group and answer any questions about it.
   d. Hand it in to your teacher, who will correct the errors and return it to you.
   e. Hand it in to your teacher, who will return it at the end of the term when your English has progressed, so you can correct your own errors.
Exercise 4. Warm-up. (Charts 1-1 and 1-2)

Read the statements and circle yes or no. Choose responses that are true for you. Share your answers with a partner (e.g., I use a computer every day. OR I don't use a computer every day.). Your partner will report your information to the class (e.g., Eric doesn't use a computer every day.).

1. I use a computer every day. yes no
2. I am sitting in front of a computer right now. yes no
3. I check emails every day. yes no
4. I send text messages several times a day. yes no
5. I am sending a text message now. yes no

1-1 Simple Present and Present Progressive

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Present Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past</strong></td>
<td>(f) Ann can't come to the phone right now because she is taking a shower.</td>
</tr>
<tr>
<td><strong>Now</strong></td>
<td>(g) I am reading my grammar book right now.</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>(h) Jimmy and Susie are babies. They are crying. I can hear them right now. Maybe they are hungry.</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>(i) NEGATIVE: It isn't snowing right now.</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>(j) QUESTION: Is the teacher speaking right now?</td>
</tr>
</tbody>
</table>

**Simple Present**
- The SIMPLE PRESENT expresses daily habits or usual activities, as in (a) and (b).
- The simple present expresses general statements of fact, as in (c).

**Present Progressive**
- The PRESENT PROGRESSIVE expresses an activity that is in progress (is occurring, is happening) right now.
- The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.

**Form:** am, is, are + -ing
1-2 Forms of the Simple Present and the Present Progressive

<table>
<thead>
<tr>
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<th>Present Progressive</th>
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<tbody>
<tr>
<td><strong>STATEMENT</strong></td>
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<tr>
<td>I work.</td>
<td>I am working.</td>
</tr>
<tr>
<td>You work.</td>
<td>You are working.</td>
</tr>
<tr>
<td>He, She, It works.</td>
<td>He, She, It is working.</td>
</tr>
<tr>
<td>We work.</td>
<td>We are working.</td>
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<tr>
<td>They work.</td>
<td>They are working.</td>
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<td><strong>NEGATIVE</strong></td>
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<td>I do not work.</td>
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<tr>
<td>You do not work.</td>
<td>You are not working.</td>
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<tr>
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<td>He, She, It is not working.</td>
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<tr>
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<td>We are not working.</td>
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<td>They do not work.</td>
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<td><strong>QUESTION</strong></td>
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<td>Am I working?</td>
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<td>Is he, she, it working?</td>
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<tr>
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<tr>
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<td>Are they working?</td>
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**Constructions**

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<tbody>
<tr>
<td>I + am = I'm working.</td>
<td></td>
</tr>
<tr>
<td>you, we, they + are = You're, We're, They're working.</td>
<td></td>
</tr>
<tr>
<td>he, she, it + is = He's, She's, It's working.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do + Not</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>does + not = doesn't She doesn't work.</td>
<td></td>
</tr>
<tr>
<td>do + not = don't I don't work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be + Not</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is + not = isn't He isn't working.</td>
<td></td>
</tr>
<tr>
<td>are + not = aren't They aren't working.</td>
<td></td>
</tr>
<tr>
<td>(am + not = am not* I am not working.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: am and not are not contracted.

**Exercise 5. Listening and Grammar.** (Charts 1-1 and 1-2)

Listen to the passage on the next page. Discuss the verbs in *italics*. Is the activity of the verb a usual activity or happening right now (an activity in progress)?
Lunch at the Fire Station

It's 12:30, and the firefighters are waiting for their next call. They are taking their lunch break. Ben, Rita, and Jada are sitting at a table in the fire station. Their co-worker Bruno is making lunch for them. He is an excellent cook. He often makes lunch. He is fixing spicy chicken and rice. Their captain isn't eating. He is doing paperwork. He skips lunch on busy days. He works in his office and finishes his paperwork.

Exercise 6. Listening. (Charts 1-1 and 1-2)

Listen to the statements about Irene and her job. Decide if the activity of each verb is a usual activity or happening right now. Choose the correct answer.

Example: You will hear: Irene works for a video game company.
You will choose: usual activity

1. usual activity happening right now
2. usual activity happening right now
3. usual activity happening right now
4. usual activity happening right now
5. usual activity happening right now

Exercise 7. Looking at grammar. (Charts 1-1 and 1-2)

Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

1. Shhh. The baby (sleep) is sleeping. The baby (sleep) sleeps for ten hours every night.

2. Right now I'm in class. I (sit) _______________ at my desk. I usually (sit) _______________ at the same desk in class every day.

3. Ali (speak) ____________________ Arabic. Arabic is his native language, but right now he (speak) ____________________ English.

4. A: (it, rain) ____________________ a lot in southern Spain?
   B: No. The weather (be) ____________________ usually warm and sunny.

5. A: Look out the window. (it, rain) ____________________?
   B: It (start) ____________________ to sprinkle.
   B: Where?
   A: Over there. She [walk] __________________ out of the café.

7. A: Oscar usually [walk] __________________ to work.
   B: Yes.
   A: (Oscar, walk) __________________ with you?
   B: Sometimes.

**Exercise 8. Let’s talk. (Charts 1-1 and 1-2)**

Your teacher will ask one student to perform an action and another student to describe it using the present progressive.

*Example*: stand next to your desk

To **STUDENT A**: Would you please stand next to your desk? (*Student A stands up.*)

To **STUDENT B**: Who is standing next to his/her desk? OR What is (Student A) doing?

**STUDENT B**: (Student A) is standing next to his/her desk.

1. stand up 7. erase the board
2. smile 8. hold your pen in your left hand
3. whistle 9. knock on the door
4. open or close the door 10. scratch your head
5. read your grammar book 11. count aloud the number of people in the classroom
6. shake your head “no” 12. look at the ceiling

**Exercise 9. Listening. (Charts 1-1 and 1-2)**

Listen to the questions. Write the words you hear.

*A problem with the printer*

*Example*: You will hear: Is the printer working?  
You will write: ___is the printer working?

1. __________________ need more paper?
2. __________________ have enough ink?
3. __________________ fixing it yourself?
4. __________________ know how to fix it?
5. __________________ have another printer in the office?
6. Hmmm. Is it my imagination or __________________ making a strange noise?
Exercise 10. Game: trivia. (Charts 1-1 and 1-2)
Work in small groups. Complete each sentence with the correct form of the verb in parentheses. Then circle “T” for true or “F” for false. The group with the most correct answers wins.*

1. In one soccer game, a player (run) seven miles on average.
   
2. In one soccer game, players (run) seven miles on average.
   
3. Right-handed people (live) 10 years longer than left-handed people.
   
4. Mountains (cover) 3% of Africa and 25% of Europe.
   
5. The Eiffel Tower (have) 3,000 steps.
   
6. Honey (spoil) after one year.
   
7. The letter “e” (be) the most common letter in English.
   
8. It (take) about seven seconds for food to get from our mouths to our stomachs.
   
9. A man’s heart (beat) faster than a woman’s heart.
   
10. About 145,000 people in the world (die) every 24 hours.

Exercise 11. Let’s talk. (Charts 1-1 and 1-2)
Work with a partner. Take turns describing your pictures to each other and finding the differences. Use the present progressive. Partner A: Cover Partner B’s pictures in your book. Partner B: Cover Partner A’s pictures in your book.

Example:

Partner A

Partner B

PARTNER A: In my picture, the airplane is taking off.
PARTNER B: In my picture, the airplane is landing.

*See Trivia Answers, p. 421.
Exercise 12. Let's read and write. (Charts 1-1 and 1-2)
Part I. Read the paragraph and answer the questions.

Hair Facts

Here are some interesting facts about our hair. Human hair grows about one-half inch per month or 15 centimeters a year. The hair on our scalp is dead. That's why it doesn't hurt when we get a haircut. The average person has about 100,000 strands of hair.* Every day we lose 75 to 150 strands of hair. One strand of hair grows for two to seven years. After it stops growing, it rests for a while and then falls out. Hair grows faster in warmer weather, and women's hair grows faster than men's hair.

Questions:
1. How fast does hair grow?
2. Why don't haircuts hurt?
3. About how many strands of hair are on your head right now?
4. Where is a good place to live if you want your hair to grow faster?

Part II. Choose one part of the body, for example: fingernails, skin, eyebrows, eyes, heart, lungs, etc. Make a list of interesting facts about this part of the body. Organize the facts into a paragraph. Begin with the given topic sentence. Note: If you are researching information on the Internet, search this topic: “interesting ____ facts” (e.g., interesting hair facts).

Topic sentence: Here are some interesting facts about our ____.

Exercise 13. Warm-up. (Chart 1-3)
How often do you do each activity? Give the percentage (0% → 100%). Your teacher will ask which ones you always do, sometimes do, or never do.

1. ______ I take the bus to school.
2. ______ I go to bed late.
3. ______ I skip breakfast.
4. ______ I eat vegetables at lunch time.
5. ______ I cook my own dinner.
6. ______ I am an early riser.**

*strands of hair = pieces of hair
**early riser = a person who gets up early in the morning
### 1-3 Frequency Adverbs

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>seldom</td>
</tr>
<tr>
<td>almost always</td>
<td>rarely</td>
</tr>
<tr>
<td>usually</td>
<td>hardly ever</td>
</tr>
<tr>
<td>often</td>
<td>almost never</td>
</tr>
<tr>
<td>frequently</td>
<td>not ever, never</td>
</tr>
<tr>
<td>generally</td>
<td>sometimes</td>
</tr>
<tr>
<td>sometimes</td>
<td>occasionally</td>
</tr>
<tr>
<td>occasionally</td>
<td>rarely</td>
</tr>
<tr>
<td>frequently</td>
<td>hardly ever</td>
</tr>
<tr>
<td>generally</td>
<td>never</td>
</tr>
</tbody>
</table>

Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below. The adverbs in boldface may also occur at the beginning or the end of a sentence.

1. I sometimes get up at 6:30.
2. Sometimes I get up at 6:30.
3. I get up at 6:30 sometimes.

The other adverbs in the list (not in boldface) rarely occur at the beginning or the end of a sentence. Their usual position is in the middle of a sentence.

<table>
<thead>
<tr>
<th>S</th>
<th>Freq. Adv.</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Karen</td>
<td>always</td>
<td>tells</td>
</tr>
<tr>
<td>(b) Karen</td>
<td>is always</td>
<td>on time</td>
</tr>
<tr>
<td>(c) Do you always eat breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Ann usually doesn’t eat breakfast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Sue doesn’t always eat breakfast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) CORRECT: Anna never eats meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: Anna doesn’t never eat meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) — Do you ever take the bus to work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Yes, I do. I often take the bus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) I don’t ever walk to work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCORRECT: I ever walk to work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 14. Grammar and speaking.** (Chart 1-3)

**Part I.** Look at your answers in Exercise 13. Make complete sentences using the appropriate frequency word from Chart 1-3.

*Example: 1. 0% = *I never* take the bus to school. OR
50% = *I sometimes* take the bus to school.*
Part II. Walk around the room and find people who do the activities with the same frequency as you.

Example:
SPEAKER A: I always take the bus to school. Do you always take the bus to school?
SPEAKER B: No, I don’t. I sometimes take the bus to school. Do you usually go to bed late?
SPEAKER A: Yes, I do. I usually go to bed late.

Exercise 15. Let’s talk. (Chart 1-3)
Answer the questions. Discuss the meaning of the frequency adverbs.

What is something that . . .
1. you seldom do?
2. a polite person often does?
3. a polite person never does?
4. our teacher frequently does in class?
5. you never do in class?
6. you rarely eat?
7. you occasionally do after class?
8. drivers generally do?
9. people in your country always or usually do to celebrate the New Year?

Exercise 16. Looking at grammar. (Chart 1-3)
Add the given adverbs to each sentence. Put the adverbs in their usual midsentence position. Make any necessary changes to the sentence.

Example: Emily doesn’t get to work on time.
   a. usually → Emily usually doesn’t get to work on time.
   b. often → Emily often doesn’t get to work on time.

1. Kazu doesn’t shave in the morning.
   a. frequently
   b. occasionally
   c. sometimes
   d. always
   e. ever
   f. never
   g. hardly ever
   h. rarely
   i. seldom

2. I don’t eat breakfast.
   a. usually
   b. always
   c. seldom
   d. ever

3. My roommate isn’t home in the evening.
   a. generally
   b. sometimes
   c. always
   d. hardly ever
Exercise 17. Looking at grammar. (Chart 1-3)
Complete the sentences using the information in the chart. Use a frequency adverb in each sentence to describe Mia's weekly activities.

<table>
<thead>
<tr>
<th>Mia's Week</th>
<th>S</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wake up early</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. make breakfast</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. go to the gym</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4. be late for the bus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. cook dinner</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6. read a book</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. do homework</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. go to bed early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

1. Mia _seldom / rarely_ wakes up early.
2. She _makes_ breakfast.
3. She _goes_ to the gym.
4. She _is_ late for the bus.
5. She _cooks_ dinner.
6. She _reads_ a book.
7. She _does_ her homework.
8. She _goes_ to bed early.

Exercise 18. Let's talk: pairwork. (Charts 1-1 - 1-3)
Work with a partner. Use frequency adverbs to talk about yourself and to ask your partner questions.

Example: walk to school
PARTNER A (book open): I usually walk to school. How about you? Do you usually walk to school?
PARTNER B (book closed): I usually walk to school too. OR I seldom walk to school. I usually take the bus.

1. wear a suit to class
2. go to sleep before 11:00 P.M.
3. get at least one email a day
4. read in bed before I go to sleep
5. speak to people who sit next to me on an airplane

Change roles.
6. wear a hat to class
7. believe the things I hear in the news
8. get up before nine o'clock in the morning
9. call my family or a friend if I feel homesick or lonely
10. have chocolate ice cream for dessert
Exercise 19. Warm-up. (Chart 1-4)
Combine the given words into sentences. Add -s where necessary. Do not add any other words.

1. A dolphin \swim

2. Dolphin \swim

1-4 Singular/Plural

<table>
<thead>
<tr>
<th>(a) SINGULAR: one bird</th>
<th>Singular = one, not two or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) PLURAL: two birds, three birds, many birds, all birds, etc.</td>
<td>Plural = two, three, or more</td>
</tr>
<tr>
<td>(c) Birds sing.</td>
<td>A plural noun ends in -s, as in (c).</td>
</tr>
<tr>
<td>(d) A bird sings.</td>
<td>A singular verb ends in -s, as in (d).</td>
</tr>
<tr>
<td>(e) A bird sings outside my window.</td>
<td>A singular verb follows a singular subject.</td>
</tr>
<tr>
<td>It sings loudly.</td>
<td>Add -s to the simple present verb if the subject is</td>
</tr>
<tr>
<td>Ann sings beautifully.</td>
<td>(1) a singular noun (e.g., a bird, Ann, Tom) or</td>
</tr>
<tr>
<td>She sings songs to her children.</td>
<td>(2) he, she, or it.*</td>
</tr>
<tr>
<td>Tom sings very well.</td>
<td></td>
</tr>
<tr>
<td>He sings professionally.</td>
<td></td>
</tr>
</tbody>
</table>

*He, she, and it are third person singular personal pronouns. See Chart 6-10, p. 164, for more information about personal pronouns.

Exercise 20. Looking at grammar. (Chart 1-4)
Look at each word that ends in -s. Is it a noun or verb? Is it singular or plural?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Noun</th>
<th>Verb</th>
<th>Sing.</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plants grow quickly in warm weather.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Ali lives in an apartment.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bettina listens to the radio every morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The students at this school work hard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. An ambulance takes sick people to the hospital.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ambulances take sick people to the hospital.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cell phones offer text-messaging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The earth revolves around the sun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 21. Listening. (Chart 1-4)
Listen to the statements. Add -s where necessary. Write O if no -s is needed.

Natural disasters: a flood
1. The weather causes some natural disasters.
2. Heavy rains sometimes create flood.
3. A big flood can damage buildings, homes, and roads.
4. In town, flood can damage buildings, homes, and roads.
5. After a flood, a town needs a lot of financial help for repair.

Exercise 22. Warm-up. (Chart 1-5)
Write the third person form for each verb under the correct heading. Can you figure out the rules for when to add -s, -es, and -ies?

<table>
<thead>
<tr>
<th>mix</th>
<th>speak</th>
<th>stay</th>
<th>study</th>
<th>take</th>
<th>try</th>
<th>wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add -s only.</td>
<td>Add -es.</td>
<td>Add -ies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1-5 Spelling of Final -s/-es

(a) visit → visits

(b) ride → rides

(c) catch → catches

(d) fly → flies

(e) pay → pays

(f) go → goes
do → does
have → has

Final -s, not -es, is added to most verbs.

INCORRECT: visites, speaks

Many verbs end in -e. Final -s is simply added.

INCORRECT: visit, speaks

Final -es is added to words that end in -ch, -sh, -s, -x, and -z.

PRONUNCIATION NOTE:
Final -es is pronounced /az/ and adds a syllable.*

INCORRECT: visites, speaks

If a word ends in a consonant + -y, change the -y to -i and add -es, as in (d).

INCORRECT: flys

If a word ends in a vowel + -y, simply add -s, as in (e).

INCORRECT: pales or pays

The singular forms of the verbs go, do, and have are irregular.

*See Chart 6-1, p. 147, for more information about the pronunciation of final -s/-es.

**Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.
Exercise 23. Looking at grammar. (Charts 1-4 and 1-5)
Underline the verb(s) in each sentence. Add final -s/-es if necessary. Do not change any other words.

1. A frog jump
2. Frogs jump. \(\rightarrow\) (no change)
3. A boat float on water.
4. Rivers flow toward the sea.
5. My mother worry about me.
6. A student buy a lot of books at the beginning of each term.
7. Airplanes fly all around the world.
8. The teacher ask us a lot of questions in class every day.
9. Mr. Cook watch game shows on TV every evening.
10. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
11. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the crosswalk.

Exercise 24. Grammar and listening. (Chart 1-5)
Add -s/-es/-ies to the verbs. Check your answers with a partner. Listen to the pronunciation of the verbs.

1. talk
2. fish
3. hope
4. teach
5. move
6. kiss
7. push
8. wait
9. mix
10. bow
11. study
12. buy
13. enjoy
14. try
15. carry

Exercise 25. Let's talk: pairwork. (Chart 1-5)
Work with a partner. Look at the pictures and make conversations. Take turns being Partner A and Partner B. Follow this model. Use he, she, or they as appropriate.

PARTNER A: What is he doing?
PARTNER B: He
PARTNER A: Does he often?
PARTNER B: No, he doesn't. He rarely.
Exercise 26. Game. (Charts 1-4 and 1-5)
Your teacher will assign each student an item number. (If there are fewer than 24 students, some students will have two numbers. If there are more than 24 students, some students will have the same number.) Find your number in the list and write the words that appear beside it on a slip of paper. Then close your book.

Walk around the classroom and say your words to other classmates. You are looking for the other half of your sentence. When you find the person with the other half, combine the information on both of your slips of paper into a sentence.

Write the sentence on the board or on a piece of paper. Make changes to the verb if necessary.

Example: 1. A star
2. shine in the sky at night
   → A star shines in the sky at night.

1. A car
2. causes air pollution.
3. stretch when you pull on it.
4. A hotel
5. support a huge variety of marine life.
6. A bee
7. Does exercise
8. cause great destruction when it reaches land.
9. A river
10. improves your health?
11. An elephant
12. A hurricane
13. produce one-fourth of the world’s coffee.
14. Oceans
15. use its long trunk like a hand to pick things up.
16. Brazil
17. supply its guests with clean towels.
18. A rubber band
19. collects nectar* from flowers.
20. flows downhill.

Exercise 27. Warm-up. (Chart 1-6)
Circle the correct completions.

CHARLIE: Shhh! I _____ something on our roof.
   a. hear          b. am hearing
   I _____ there is a person up there.
   a. think         b. am thinking

DAD: I _____.
   a. don’t know     b. am not knowing
   It _____ more like a small animal, maybe a cat or squirrel.
   a. sounds        b. is sounding

*nectar = a sugary liquid inside flowers
Non-Action Verbs

(a) I know Ms. Chen.
   INCORRECT: I am knowing Ms. Chen.

(b) I'm hungry. I want a sandwich.
   INCORRECT: I am wanting a sandwich.

(c) This book belongs to Mikhail.
   INCORRECT: This book is belonging to Mikhail.

Non-action Verbs

<table>
<thead>
<tr>
<th>hear</th>
<th>believe</th>
<th>be</th>
<th>own</th>
<th>need</th>
<th>like</th>
<th>forget</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>think</td>
<td>exist</td>
<td>have</td>
<td>want</td>
<td>love</td>
<td>remember</td>
</tr>
<tr>
<td>sound</td>
<td>understand</td>
<td></td>
<td>possess</td>
<td>prefer</td>
<td>hate</td>
<td>agree</td>
</tr>
<tr>
<td>know</td>
<td>seem</td>
<td></td>
<td>belong</td>
<td></td>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td>mean</td>
<td>look like</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMPARE:

(d) I think that grammar is easy.

(e) I am thinking about grammar right now.

(f) Tom has a car.

(g) I'm having a good time.

Think and have can be used in the progressive.

In (d): When think means "believe," it is non-progressive.

In (e): When think expresses thoughts that are going through a person's mind, it can be progressive.

In (f): When have means "own" or expresses possession, it is not used in the progressive.

In (g): In expressions where have does not mean "own" (e.g., have a good time, have a bad time, have trouble, have a problem, have lunch, have a snack, have company, have an operation), have can be used in the progressive.

*Non-action verbs are also called "non-progressive" or "stative" verbs.

Exercise 28. Looking at grammar. (Chart 1-6)
Choose the correct responses.

1. A: What do you like better: coffee or tea?
   B: I ___ tea.
      a. am preferring b. prefer

2. A: Can you help me set the table for dinner?
   B: In a minute. I ___ my report.
      a. am finishing b. finish

3. A: Are you busy?
   B: I ___ a few minutes.
      a. have b. am having

4. A: ___ a good time?
   a. Are you having  b. Do you have
   B: Yes, I ___ myself.
      a. am enjoying b. I enjoy

Present Time 17
5. A: There’s goes Salma on her new racing bike.
    B: Yeah, she really ____ bikes.
        a. is loving       b. loves
    A: That’s for sure! She ____ several.
        a. is owning       b. owns

Exercise 29. Looking at grammar. (Chart 1-6)
Complete the sentences with the simple present or present progressive form of think and have.

1. A: How is your new job going?
   B: Pretty good. I (think) ______ I am doing okay.

2. A: You look upset. What’s on your mind?
   B: I’m worried about my daughter. I (think) __________________ she’s in trouble.

3. A: You look far away.* What’s on your mind?
   B: I (think) __________________ about my vacation next week. I can’t wait!

4. A: Hey, there! How’s the party going?
   B: Great! We (have) __________________ a lot of fun.

5. A: Could I borrow some money?
   B: Sorry, I only (have) __________________ a little change** on me.

Exercise 30. Looking at grammar. (Chart 1-6)
Complete the sentences. Use the simple present or present progressive form of the verbs in parentheses.

1. Right now I (look) ______ out the window. I (see) ______ a window washer on a ladder.

2. A: (you, need) __________________ some help, Mrs. Bernini?
   (you, want) __________________ me to carry that box for you?
   B: Yes, thank you. That’s very nice of you.

3. A: Who is that man? I (think) __________________ that I (know)
   __________________ him, but I (forget) __________________
   his name.
   B: That’s Mr. Martinez.
   A: That’s right! I (remember) __________________ him now.

*look far away = look like you are thinking about other things; daydream

**change = coins

18 CHAPTER 1
4. A: (you, believe) ____________________ in ghosts?
   B: No. In my opinion, ghosts (exist) _______________ only in people's imaginations.

5. Right now the children (be) _______________ at the beach. They (have) _______________ a good time. They (have) _______________ shovels, and they (build) _______________ a sandcastle. They (like) _______________ to build big sandcastles. Their parents (lie) _______________ on the beach and (listen) _______________ to music. They (listen, not) _______________ to their children's conversations, but they (hear) _______________ them anyway.

Exercise 31. Warm-up. (Chart 1-7)
Choose the correct response for each question.

1. Does Janet eat fish?
   a. Yes, she does.  
   b. Yes, she is.  
   c. Yes, she eats.

2. Do you eat fish?
   a. No, I don’t.  
   b. No, I am not.  
   c. No, I don’t eat.

3. Are you vegetarian?
   a. Yes, I do.  
   b. Yes, I am.  
   c. Yes, I like.
### Present Verbs: Short Answers to Yes/No Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
<th>Long Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTIONS WITH DO/DOES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Bob <strong>like</strong> tea?</td>
<td>Yes, he <strong>does</strong>.</td>
<td>Yes, he likes tea.</td>
</tr>
<tr>
<td></td>
<td>No, he <strong>doesn’t</strong>.</td>
<td>No, he doesn’t like tea.</td>
</tr>
<tr>
<td>Do you <strong>like</strong> tea?</td>
<td>Yes, I <strong>do</strong>.</td>
<td>Yes, I like tea.</td>
</tr>
<tr>
<td></td>
<td>No, I <strong>don’t</strong>.</td>
<td>No, I don’t like tea.</td>
</tr>
<tr>
<td><strong>QUESTIONS WITH BE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you <strong>studying</strong>?</td>
<td>Yes, I <strong>am</strong>.*</td>
<td>Yes, I am (I’m) studying.</td>
</tr>
<tr>
<td></td>
<td>No, I <strong>’m not</strong>.</td>
<td>No, I’m not studying.</td>
</tr>
<tr>
<td>Is Yoko a student?</td>
<td>Yes, she <strong>is</strong>.*</td>
<td>Yes, she is (she’s) a student.</td>
</tr>
<tr>
<td></td>
<td>No, she <strong>’s not</strong> OR No, she <strong>isn’t</strong>.</td>
<td>No, she’s not a student. OR No, she isn’t a student.</td>
</tr>
<tr>
<td>Are they <strong>studying</strong>?</td>
<td>Yes, they <strong>are</strong>.*</td>
<td>Yes, they are (they’re) studying.</td>
</tr>
<tr>
<td></td>
<td>No, they <strong>’re not</strong> OR No, they <strong>aren’t</strong>.</td>
<td>No, they’re not studying. OR No, they aren’t studying.</td>
</tr>
</tbody>
</table>

*Am, is, and are are **NOT** contracted with pronouns in short answers.

**INCORRECT SHORT ANSWERS:** Yes, I’m. Yes, she’s. Yes, they’re.

---

**Exercise 32. Looking at grammar. (Chart 1-7)**

Complete the conversations. Use the simple present or present progressive form of the verbs in parentheses. Give short answers to the questions as necessary.

1. A: (Tanya, have) **Does Tanya** ________ have a bike?
   B: Yes, **she does**. She (have) **has** a racing bike.

2. A: (it, rain) __________ right now?
   B: No, ___________. At least, I (think, not) ___________ so.

3. A: (your friends, write) ____________ a lot of emails?
   B: Yes, ___________. I (get) ___________ lots of emails all the time.

4. A: (the weather, affect*) __________ your mood?
   B: Yes, ___________. I (get) ___________ grumpy when it’s rainy.

*The word affect is a verb: The weather affects my mood.
The word effect is a noun: Warm, sunny weather has a good effect on my mood.
5. A: (Jean, study) __________________________ at the library this evening?
   B: No, __________________. She (be) __________________ at the gym. She
   (play) __________________ table tennis with her friend.

A: (Jean, play) ______________________ table tennis every evening?
B: No, __________________. She usually (study) __________________ at the library.

A: (she, be) __________________ a good player?
B: Yes, __________________. She (play) __________________ table tennis a lot.

A: (you, play) __________________ table tennis?
B: Yes, __________________. But I (be, not) __________________ very good.

Exercise 33. Listening. (Chart 1–7)

Part I. Listen to these examples. Notice the reduced pronunciation of the phrases in italics.

At the doctor's office

1. Do you → Dyou  Do you have an appointment?
2. Does he → Dehe  Does he have an appointment?
3. Does she → Duh-she Does she have an appointment?
4. Do we → Duh-we Do we have an appointment?
5. Do they → Duh-they Do they have an appointment?
6. Am I → Mi Am I late for my appointment?
7. Is it → Zit Is it time for my appointment?*
8. Does it → Zit Does it hurt?

Part II. Complete each question with the unreduced form of the words you hear.

Example: You will hear: Do you want to tell me what the problem is?
You will write: _______ Do you want to tell me what the problem is?

1. ______________ have pain anywhere?
2. ______________ hurt anywhere else?
3. ______________ have a cough or sore throat?
4. ______________ have a fever?
5. ______________ need lab tests?
6. ______________ very sick?
7. ______________ serious?
8. ______________ need to make another appointment?
9. ______________ want to wait in the waiting room?
10. ______________ pay now or later?

*See Chapter 5 for more examples of questions with be in spoken English.
Exercise 34. Let's talk: interview. (Chart 1-7)
Make questions with the given words. Then walk around the room and ask and answer questions. Your answers should have both a short and a long response.

Example: be \Texas \ in South America?
SPEAKER A: Is Texas in South America?
SPEAKER B: No, it isn't. Texas is in North America.

1. the earth \revolve \around the sun \right now?
2. the moon \revolve \around the earth \every 28 days?
3. be \the sun and moon planets?
4. be \Toronto in western Canada?
5. whales \lay \eggs?
6. your country \have \gorillas in the wild?
7. be \gorillas \intelligent?
8. mosquitoes \carry \malaria?
9. you \like \vegetarian food?
10. be \our teacher \from Australia?
11. it \rain \outside \right now?
12. be \you \tired of this interview?

Exercise 35. Listening. (Chart 1-7)
Choose the correct responses.

Example: You will hear: You look hot and tired. Are you thirsty?
You will choose: a. Yes, I am.
               b. Yes, I do.

4. a. Yes, we do. b. Yes, we need.
2. a. Yes, I am. b. Yes, I do.
5. a. Yes, he does. b. Yes, he is.
3. a. Yes, it is. 6. a. Yes, they are. 
b. Yes, it does. b. Yes, they do.

Exercise 36. Looking at grammar. (Chapter 1)
Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

1. A: My sister (have) ___ has ___ a new car. She bought it last month.
   B: (you, have) ___ Do you have ___ a car?
   A: No, I ___ don't ___ Do you?
   B: No, but I have a motorcycle.
2. A: What are the children doing? (they, watch) TV?
   B: No, they . They (play) outside.

3. A: Jacob, (you, listen) to me?
   B: Of course I am, Mom. You (want) me to take out the garbage. Right?
   A: Yes, and I mean now!

4. A: Hey, Becky, where (be) you?
   B: I (be) in the bedroom.
   A: What (you, do) ?
   B: I (try) to sleep!

5. A: What (you, think) about at night before you fall asleep?
   B: I (think) about my day. But I (think, not) about anything negative. What (think) about?
   A: I (think, not) about anything. I (count) sheep.*

6. A: A penny for your thoughts.
   B: Huh?
   A: That means: What (you, think) about right now?
   B: I (think) about my homework. I (think, not) about anything else right now.
   A: I (believe, not) you. You (think) about your wedding plans!

7. A: (you, know) any tongue-twisters?
   B: Yes, I . Here’s one: She sells seashells down by the seashore.
   A: That (be) hard to say! Can you say this: Sharon wears Sue’s shoes to zoos to look at cheap sheep?
   B: That (make, not) any sense.
   A: I (know), but it’s fun to say.

*count sheep = fall asleep naturally by closing your eyes and counting imaginary sheep
Exercise 37. Reading, grammar, and listening. (Chapter 1)

Part I. Read the passage and choose the correct completions.

Aerobic Exercise

Jeremy and Nancy believe exercise is important. They go to an exercise class three times a week. They like aerobic exercise.

Aerobic exercise is a special type of exercise. It increases a person’s heart rate. Fast walking, running, and dancing are examples of aerobic exercise. During aerobic exercise, a person’s heart beats fast. This brings more oxygen to the muscles. Muscles work longer when they have more oxygen.

Right now Jeremy and Nancy are listening to some lively music. They are doing special dance steps. They are exercising different parts of their body.

How about you? Do you like to exercise? Do your muscles get exercise every week? Do you do some type of aerobic exercise?

1. Jeremy and Nancy think, are thinking exercise is good for them.
2. They prefer, are preferring aerobic exercise.
3. Aerobic exercise makes, is making a person’s heart beat fast.
4. Muscles need, are needing oxygen.
5. With more oxygen, muscles work, are working longer.
6. Right now Jeremy and Nancy do, are doing a special kind of dance.
7. Do you exercise, Are you exercising every week?
8. Do you exercise, Are you exercising right now?

Part II. Listen to the passage and complete the sentences with the words you hear. Cover Part I with a piece of paper.

Aerobic Exercise

Jeremy and Nancy ________ exercise is important. They ________ to an exercise class three times a week. They ________ aerobic exercise.

Aerobic exercise ________ a special type of exercise. It ________ a person’s heart rate. Fast walking, running, and dancing ________ examples of aerobic exercise. During aerobic exercise, a person’s heart ________ fast. This ________ more oxygen to the muscles. Muscles ________ longer when they ________ more oxygen.

Right now Jeremy and Nancy ________ to some lively music. They ________ special dance steps. They ________ different parts of their body.
How about you? __________ you __________ to exercise? __________ your muscles __________ exercise every week? __________ you __________ some type of aerobic exercise?

Exercise 38. Check your knowledge. (Chapter 1)
Edit the passage to correct errors in verb tense usage.

Omar's Visit

(1) My friend Omar is owning his own car now. It's brand new.* Today he driving to a small town north of the city to visit his aunt. He love to listen to music, so the CD player is play one of his favorite CDs — loudly. Omar is very happy: he is drive his own car and listen to loud music. He's look forward to his visit with his aunt.

(2) Omar is visiting his aunt once a week. She's elderly and live alone. She is thinking Omar a wonderful nephew. She love his visits. He try to be helpful and considerate in every way. His aunt don't hearing well, so Omar is speaks loudly and clearly when he’s with her.

(3) When he’s there, he fix things for her around her apartment and help her with her shopping. He isn’t staying with her overnight. He usually is staying for a few hours and then is heading back to the city. He kiss his aunt good-bye and give her a hug before he is leaving. Omar is a very good nephew.

*brand new = completely new
Exercise 1. Warm-up. (Chart 2-1)
Check (✓) the statements that are true for you. Share your answers with a partner.

1. ___ I stayed up late last night.
2. ___ I slept well last night.
3. ___ I was tired this morning.

2-1 Expressing Past Time: The Simple Past

(a) Mary walked downtown yesterday.
(b) I slept for eight hours last night.
(c) Bob stayed home yesterday morning.
(d) Our plane landed on time last night.
(e) I ate breakfast this morning.
(f) Sue took a taxi to the airport yesterday.
(g) I was busy yesterday.
(h) They were at home last night.

The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 2010).

Most simple past verbs are formed by adding -ed to a verb, as in (a), (c), and (d).

Some verbs have irregular past forms, as in (b), (e), and (f). See Chart 2-4.

The simple past forms of be are was and were.

Forms of the Simple Past: Regular Verbs

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, She, He, It, We, They worked yesterday.</td>
<td>I, You, She, He, It, We, They did not (didn't) work yesterday.</td>
<td>Did I, you, she, he, it, we, they work yesterday?</td>
<td>Yes, I, you, she, he, it, we, they did. OR No, I, you, she, he, it, we, they didn't.</td>
</tr>
</tbody>
</table>

Forms of the Simple Past: Be

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, She, He, It was in class yesterday.</td>
<td>I, She, He, It was not (wasn't) in class yesterday.</td>
<td>Was I, she, he, it in class yesterday?</td>
<td>Yes, I, she, he, it was. Yes, we, you, they were. No, I, she, he, it wasn't. No, we, you, they weren't.</td>
</tr>
<tr>
<td>We, You, They were in class yesterday.</td>
<td>We, You, They were not (weren't) in class yesterday.</td>
<td>Were we, you, they in class yesterday?</td>
<td>Yes, we, you, they were. No, we, you, they weren't.</td>
</tr>
</tbody>
</table>
Exercise 2. Looking at grammar. (Chart 2-1)
Create your own chart by writing the negative and question forms of the words in italics. Omit the rest of each sentence.

<table>
<thead>
<tr>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He needed water.</td>
<td>He didn't need</td>
</tr>
<tr>
<td>2. She drank tea.</td>
<td></td>
</tr>
<tr>
<td>3. They played baseball.</td>
<td></td>
</tr>
<tr>
<td>4. I left early.</td>
<td></td>
</tr>
<tr>
<td>5. They wore boots.</td>
<td></td>
</tr>
<tr>
<td>6. We had time.</td>
<td></td>
</tr>
<tr>
<td>7. It was fun.</td>
<td></td>
</tr>
<tr>
<td>8. You were late.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3. Let's talk. (Chart 2-1)
All of the sentences contain inaccurate information. Make true statements by
1. (1) making a negative statement and
2. (2) making an affirmative statement using accurate information.

1. Thomas Edison invented the telephone.
   \rightarrow Thomas Edison didn't invent the telephone.
   \rightarrow Alexander Graham Bell invented the telephone.
2. I came to school by hot-air balloon today.
3. The students in this class swam into the classroom today.
4. (Teacher’s name) is a movie director.
5. I slept in a tree last night.
6. The Internet became popular in the 1970s.

Exercise 4. Listening. (Chapter 1 and Chart 2-1)
Listen to each sentence. Choose the correct completion(s). More than one completion may be possible.

Example: You will hear: It snows . . .
You will choose: in the winter every day now.

1. French. together. last week.
2. right now. yesterday. last summer.
3. in the evening. last night. behind the mountains.
4. at this moment. our class. yesterday.
5. two weeks ago. right now. at this moment.
Exercise 5. Listening. (Chart 2-1)

The differences between was/wasn’t and were/weren’t can be hard to hear in spoken English. The “t” in the negative contraction is often dropped, and you may only hear an /n/ sound.

Part I. Listen to these examples.

1. I was in a hurry. I wasn’t in a hurry.
2. They were on time. They weren’t on time.
3. He was at the doctor’s. He wasn’t at the doctor’s.
4. We were early. We weren’t early.

Part II. Circle the words you hear. Before you begin, you may want to check your understanding of these words: wedding, nervous, excited, ceremony, reception.

At a wedding

1. was wasn’t
2. was wasn’t
3. were weren’t
4. were weren’t
5. was wasn’t
6. was wasn’t
7. was wasn’t
8. was wasn’t
9. were weren’t
10. were weren’t

Exercise 6. Warm-up. (Chart 2-2)

Do you know the spelling rules for these verbs?

Part I. Write the -ing form of each verb under the correct heading.

<table>
<thead>
<tr>
<th>die</th>
<th>give</th>
<th>hit</th>
<th>try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add -ing.</td>
<td>Add -ing.</td>
<td>Add -ing.</td>
<td></td>
</tr>
</tbody>
</table>

Part II. Write the -ed form of each verb under the correct heading.

<table>
<thead>
<tr>
<th>enjoy</th>
<th>tie</th>
<th>stop</th>
<th>study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add -ed.</td>
<td>Add -ed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2-2 Spelling of -ing and -ed Forms

<table>
<thead>
<tr>
<th>End of Verb</th>
<th>Double the Consonant?</th>
<th>Simple Form</th>
<th>-ing</th>
<th>-ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>-e</td>
<td>NO</td>
<td>(a) smile</td>
<td>smiling</td>
<td>smiled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hope</td>
<td>hoping</td>
<td>hoped</td>
</tr>
<tr>
<td>Two Consonants</td>
<td>NO</td>
<td>(b) help</td>
<td>helping</td>
<td>helped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>learn</td>
<td>learning</td>
<td>learned</td>
</tr>
<tr>
<td>Two Vowels + One Consonant</td>
<td>NO</td>
<td>(c) rain</td>
<td>raining</td>
<td>rained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>heat</td>
<td>heating</td>
<td>heated</td>
</tr>
<tr>
<td>One Vowel + One Consonant</td>
<td>YES</td>
<td>(d) stop</td>
<td>stopping</td>
<td>stopped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plan</td>
<td>planning</td>
<td>planned</td>
</tr>
<tr>
<td>ONE-SYLLABLE VERBS</td>
<td></td>
<td>(e) visit</td>
<td>visiting</td>
<td>visited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>offer</td>
<td>offering</td>
<td>offered</td>
</tr>
<tr>
<td>TWO-SYLLABLE VERBS</td>
<td></td>
<td>(f) prefer</td>
<td>preferring</td>
<td>preferred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>admit</td>
<td>admitting</td>
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</tr>
<tr>
<td>-y</td>
<td>NO</td>
<td>(g) play</td>
<td>playing</td>
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<tr>
<td></td>
<td></td>
<td>enjoy</td>
<td>enjoying</td>
<td>enjoyed</td>
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<tr>
<td></td>
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<td>(h) worry</td>
<td>worrying</td>
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<td></td>
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<td>study</td>
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<tr>
<td>-ie</td>
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<td>(i) die</td>
<td>dying</td>
<td>died</td>
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<tr>
<td></td>
<td></td>
<td>tie</td>
<td>tying</td>
<td>tied</td>
</tr>
</tbody>
</table>

- **-ing** form: Drop the -e, add -ing.
- **-ed** form: Just add -d.

If the verb ends in two consonants, just add -ing or -ed.

If the verb ends in two vowels + a consonant, just add -ing or -ed.

If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ing or -ed form.*

If the first syllable of a two-syllable verb is stressed, do not double the consonant.

If the second syllable of a two-syllable verb is stressed, double the consonant.

If the verb ends in a vowel + -y, keep the -y. Do not change the -y to -i.

If the verb ends in a consonant + -y, keep the -y for the -ing form, but change the -y to -i to make the -ed form.

- **-ing** form: Change the -ie to -y and add -ing.
- **-ed** form: Just add -d.

*EXCEPTIONS: Do not double “w” or “x”: snow, snowing, snowed, fix, fixing, fixed.

#### Exercise 7. Looking at spelling.  (Chart 2-2)

Write the -ing and -ed forms of these verbs.

- **-ing**
  1. wait ____________________________
  2. clean __________________________
  3. plant __________________________
  4. plan __________________________
  5. hope __________________________
  6. hop __________________________

- **-ed**
  1. __________________________
  2. __________________________
  3. __________________________
  4. __________________________
  5. __________________________
  6. __________________________
Exercise 8. Listening. (Chart 2-2)

Complete the sentences with the verbs you hear. Pay special attention to spelling.

1. Shhh. The movie is _____________.
2. Oh, no. The elevator door is stuck. It isn’t _____________.
3. Here’s a letter for you. I ____________ it accidentally.
4. I’m ____________ to the phone message that you already ____________ to.
5. Are you ____________ to me or telling me the truth?
6. We ____________ the party.
7. I’m ____________ the nice weather today.
8. You look upset. What ____________?

Exercise 9. Warm-up. (Charts 2-3 and 2-4)

There are four main parts to a verb. Can you complete the chart?

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. help</td>
<td>helped</td>
<td>helped</td>
<td>helping</td>
</tr>
<tr>
<td>2. stay</td>
<td></td>
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<tr>
<td>3. take</td>
<td>took</td>
<td>taken</td>
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<td>4. give</td>
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<tr>
<td>5. be</td>
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</table>
### The Principal Parts of a Verb

#### Regular Verbs

<table>
<thead>
<tr>
<th>SIMPLE FORM</th>
<th>SIMPLE PAST</th>
<th>PAST PARTICIPLE</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
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<td>stop</td>
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#### Irregular Verbs

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<td>going</td>
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</tbody>
</table>

#### Principal Parts of a Verb

1. **The Simple Form**
   - English verbs have four principal forms, or “parts.” **The simple form** is the form that is found in a dictionary. It is the base form with no endings on it (no final -s, -ed, or -ing).

2. **The Simple Past**
   - **The simple past** ends in -ed for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2–4.

3. **The Past Participle**
   - **The past participle** also ends in -ed for regular verbs. Some verbs are irregular. It is used in perfect tenses (Chapter 4) and the passive (Chapter 10).

4. **The Present Participle**
   - **The present participle** ends in -ing (for both regular and irregular verbs). It is used in progressive tenses (e.g., the present progressive and the past progressive).
<table>
<thead>
<tr>
<th>SIMPLE FORM</th>
<th>SIMPLE PAST</th>
<th>PAST PARTICIPLE</th>
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<td>write</td>
<td>wrote</td>
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</tbody>
</table>
Exercise 10. Looking at grammar. (Chart 2-4)

Complete the sentences. Use the simple past of any irregular verb that makes sense. More than one answer may be possible.

1. Alima walked to the office today. Rebecca ___drões____ her car. Olga _________ her bike. Yoko _________ the bus.

2. It got so cold last night that the water in the pond ________

3. Katya had a choice between a blue raincoat and a brown one. She finally _________ the blue one.

4. My husband gave me a painting for my birthday. I __________ it on a wall in my office.

5. Last night around midnight, when I was sound asleep, the telephone __________. It __________ me up.

6. The sun __________ at 6:04 this morning and __________ at 6:59 last night.

7. I __________ an email to my cousin after I finished studying last night.

8. Ms. Morita __________ chemistry at the local high school last year.

9. Oh, my gosh! Call the police! Someone __________ my car!

10. The police __________ the car thieves quickly and __________ them to jail.

11. The earthquake was strong, and the ground __________ for two minutes.

12. A bird __________ into the grocery store through an open door.

13. My dog __________ a hole in the yard and buried his bone.

14. I don’t have any money in my wallet. I __________ it all yesterday. I’m flat broke.*

15. Ann does funny things. She __________ a tuxedo to her brother’s wedding last week.

*flat broke = completely out of money
Exercise 11. Looking at grammar. (Charts 2-1 → 2-4)
Create your own chart by writing the simple past, negative, and question forms of the words in italics. Omit the rest of each sentence.

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Negative</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>He skips lunch.</td>
<td>He skipped</td>
<td>He didn't skip</td>
</tr>
<tr>
<td>They leave early.</td>
<td></td>
<td></td>
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<tr>
<td>She does a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He is sick.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We drive to work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are right.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan my day.</td>
<td></td>
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</tr>
</tbody>
</table>

Exercise 12. Let's talk: pairwork. (Charts 2-1 → 2-4)
Work with a partner. Answer the questions with Yes and a complete sentence.

A broken arm
Imagine that you came to class today with a big cast on your arm. You slipped on some ice yesterday and fell down.
1. Did you have a bad day yesterday? → Yes, I had a bad day yesterday.
2. Did you fall down?
3. Did you hurt yourself when you fell down?
4. Did you break your arm?
5. Did you go to the emergency room?

Change roles.
6. Did you see a doctor?
7. Did you sit in the waiting room for a long time?
8. Did the doctor put a cast on your arm?
9. Did you pay a lot of money?
10. Did you come home exhausted?

Exercise 13. Looking at grammar. (Charts 2-1 → 2-4)
Complete the conversations with the correct form of the words in parentheses.

1. A: (you, sleep) Did you sleep well last night?
   B: Yes, I did. I (sleep) slept very well.

2. A: (Ella's plane, arrive) ________________________ on time yesterday?
   B: Yes, _____________________. It (get) _______________ in at exactly 6:05.
3. A: \(\text{(you, go)}\) __________________ away last weekend?
   B: No, ______________. I \(\text{(stay)}\) ______________ home because I \(\text{(feel, not)}\) ______________ good.

4. A: \(\text{(you, eat)}\) __________________ breakfast this morning?
   B: No, ______________. I \(\text{(have, not)}\) ______________ enough time. I was late for class because my alarm clock \(\text{(ring, not)}\) ______________.

5. A: \(\text{(Da Vinci, paint)}\) __________________ the Mona Lisa?
   B: Yes, ______________. He also \(\text{(paint)}\) ______________ other famous pictures.

Exercise 14. Looking at grammar. (Charts 2-1 – 2-4)
Read the facts about each person. Complete the sentences with the correct form of the given verbs.

SITUATION 1: Whirlwind Wendy is energetic and does everything very quickly. Here is her typical morning.

Activities:
- wake up at 4:00 A.M.
- clean her apartment
- ride her bike five miles
- get vegetables from her garden
- watch a cooking show on TV
- make soup for dinner
- bring her elderly mother a meal
- read the day's paper
- fix herself lunch

Yesterday, Wendy . . .

1. _______ **wake** __________ up at 4:00 A.M.
2. _______ **didn't clean** __________ her car.
3. ____________ her bike ten miles.
4. ____________ vegetables from her garden.
5. ____________ a comedy show on TV.
6. ____________ soup for dinner.
7. ____________ her elderly mother a meal.
8. ____________ a book.
9. ____________ herself a snack.
SITUATION 2: Sluggish Sam is lazy and slow. He doesn’t get much done in a day. Here is his typical day.

Activities:
- sleep for 12 hours
- wake up at noon
- take two hours to eat breakfast
- go fishing
- fall asleep on his boat
- come home
- lie on the couch
- think about his busy life
- begin dinner at 8:00
- finish dinner at 11:00

Yesterday, Sam...

1. __slept________________ for 12 hours.
2. __didn’t wake________ up at 5:00 A.M.
3. ________________two hours to eat breakfast.
4. ________________hiking.
5. ________________asleep on his boat.
6. ________________home.
7. ________________on his bed.
8. ________________about his busy life.
9. ________________dinner at 5:00.
10. ________________dinner at 11:00.

Exercise 15. Let’s talk: pairwork. (Charts 2-1 → 2-4)
Work with a partner. Partner A tells Partner B to perform an action. After Partner B does this, A will ask B a question in the past tense.

Example: Open your book.
PARTNER A: Open your book.
PARTNER B: (opens his/her book)
PARTNER A: What did you do?
PARTNER B: I opened my book.

Change roles.

2. Stand up.
3. Hide your pen.
4. Turn to page 10 in your book.
6. Nod your head “yes.”
7. Tear a piece of paper.
8. Spell the past tense of “speak.”
9. Write your name on the board.
10. Draw a triangle under your name.
11. Shake your head “no.”
12. Invite our teacher to have lunch with us.
13. Read a sentence from your grammar book.
14. Wave “good-bye.”
15. Ask me for a pencil.
16. Repeat this question: “Which came first: the chicken or the egg?”

36 CHAPTER 2
Exercise 16. Listening. (Charts 2-1 → 2-4)

Part I. Did is often reduced at the beginning of questions. The pronoun that follows did may also change. Listen to the reduced pronunciations with did.

1. Did you → Did-ja Did you forget something?
   Did-ya Did you forget something?
2. Did I → Dih-di Did I forget something?
   Di Did I forget something?
3. Did he → Dih-de Did he forget something?
   De Did he forget something?
4. Did she → Dih-she Did she forget something?
5. Did we → Dih-we Did we forget something?
6. Did they → Dih-they Did they forget something?

Part II. You will hear questions. Complete each answer with the non-reduced form of the verb you hear.

1. Yes, he did. He cut it with a knife.
2. Yes, she . She it all yesterday.
3. Yes, I them yesterday.
4. Yes, they it.
5. Yes, you it.
6. Yes, she them.
7. Yes, he it to him.
8. Yes, I them yesterday.
9. Yes, he it.
10. Yes, you her.

Exercise 17. Listening. (Charts 2-1 → 2-4)

Listen to the questions. Complete each answer with the correct form of the verb you hear.

Luka wasn’t home last night.

1. Yes, he went to a party last night.
2. Yes, he a good time.
3. Yes, he a lot of food.
4. Yes, he a lot of soda.
5. Yes, he some new people.
6. Yes, he hands with them when he met them.
7. Yes, he with friends.
8. Yes, he with his friends and .
Exercise 18. Looking at grammar. (Charts 2-1 → 2-4)

Rewrite the paragraph. Use the past tense. Begin your new paragraph with Yesterday morning.

The Daily News

Every morning, Jake reads the newspaper online. He wants to know the latest news. He enjoys the business section most. His wife, Eva, doesn't read any newspapers on her computer. She downloads them on her ebook* reader. She looks at the front pages first. She doesn't have a lot of time. She finishes the articles later in the day. Both Jake and Eva are very knowledgeable about the day's events.

Exercise 19. Listening. (Charts 2-1 → 2-4)

Part I. Answer the questions. Then listen to the passage with your book closed.

Did you get the flu** last year?
Were you very sick?
What symptoms did you have?

Part II. Open your book and read the statements. Circle “T” for true and “F” for false.

1. The flu kills a lot of people worldwide every year. T F
2. The flu virus from 1918 to 1920 was a usual flu virus. T F
3. Most of the people who died were very young or very old. T F

Part III. Listen to the passage again. Complete the sentences with the words you hear.

A Deadly Flu

Every year, the flu ______ 200,000 to 300,000 people around the world. But in 1918, a very strong flu virus ______ millions of people. This flu ______ in 1918 and ______ until 1920. It ______ around the world, and between 20 million and 100 million people ______. Unlike other flu viruses that usually ______ the very young and the very old, many of the victims ______ healthy young adults. This ______ unusual and ______ people especially afraid.

---

*ebook = electronic book
**the flu = the influenza virus; symptoms usually include fever, aches, tiredness, cough, and runny nose.
Exercise 20. Warm-up: listening. (Chart 2-5)

Part I. Listen to each pair of verbs. Decide if the verb endings have the same sound or a different sound.

Example: You will hear: plays played
You will choose: same different

1. same different
2. same different
3. same different
4. same different

Part II. Listen to the sentences. They contain past tense verbs. What sound does the -ed ending have: /t/, /d/, or /d/?

Example: You will hear: Jack played a game of tennis.
You will choose: /t/ /d/ /d/

1. /t/ /d/ /d/
2. /t/ /d/ /d/
3. /t/ /d/ /d/
4. /t/ /d/ /d/

2-5 Regular Verbs: Pronunciation of -ed Endings

(a) talked = talk/t/
stopped = stop/t/
hissed = hiss/t/
watched = watch/t/
washed = wash/t/

Final -ed is pronounced /t/ after voiceless sounds.
You make a voiceless sound by pushing air through your mouth.
Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.

(b) called = call/d/
rained = rain/d/
lived = live/d/
robbed = rob/d/
stayed = stay/d/

Final -ed is pronounced /d/ after voiced sounds.
You make a voiced sound from your throat. Your voice box vibrates.
Examples of voiced sounds: /l/, /n/, /v/, /bl/, /v/ and all vowel sounds.

(c) waited = wait/ad/
needed = need/ad/

Final -ed is pronounced /ad/ after "t" and "d" sounds.
Adding /ad/ adds a syllable to a word.

Exercise 21. Listening. (Chapter 1 and Chart 2-5)

Listen to each sentence and choose the verb form you hear.

Example: You will hear: I needed more help.
You will choose: need needs needed

1. agree agrees agreed
2. agree agrees agreed
3. arrive arrives arrived
4. explain explains explained
5. end ends ended
6. stop stops stopped
7. touch touches touched
Exercise 22. Listening. (Chapter 1 and Chart 2-5)
Listen to each sentence and choose the correct completion.

Example: You will hear: We worked in small groups . . .
You will choose: right now. yesterday

1. every day. yesterday.
2. right now. last week.
3. six days a week. yesterday.
4. now. last weekend.
5. every day. yesterday.
6. every day. yesterday.

Exercise 23. Listening and pronunciation. (Chart 2-5)
Listen to the past tense pronunciation of each word. Write the -ed ending you hear: /t/, /d/, or /d/. Practice pronouncing the verbs.

1. cooked /t/ 5. started / / 9. added / /
2. served / / 6. dropped / / 10. passed / /
3. wanted / / 7. pulled / / 11. returned / /
4. asked / / 8. pushed / / 12. pointed / /

Exercise 24. Let's listen and talk. (Charts 2-1 - 2-5)
Part I. Listen to the conversation between two friends about their weekends and answer the questions.

1. One person had a good weekend. Why?
2. His friend didn't have a good weekend. Why not?
Part II. Complete the conversation with your partner. Use past tense verbs. Practice saying it until you can do it without looking at your book. Then change roles and create a new conversation. Perform one of the conversations for the class.

A: Did you have a good weekend?
B: Yeah, I ________________________________________________.
A: Really? That sounds like fun!
B: It ____________ great! I ____________________________________.

How about you? How was your weekend?
A: I ________________________________________________.
B: Did you have a good time?
A: Yes. / No. / Not really. ____________________________________.

Exercise 25. Warm-up. (Chart 2-6)
Match the sentences in Column A with the descriptions in Column B.

Column A
1. I looked at the limousine. The movie star was waving out the window. _____
2. I looked at the limousine. The movie star waved at me. _____

Column B
a. First I looked at the limousine. Then the movie star waved.
b. First the movie star began waving. Then I looked at the limousine.
### 2-6 Simple Past and Past Progressive

#### Simple Past

| (a) Mary walked downtown yesterday. | The SIMPLE PAST is used to talk about an activity or situation that began and ended at a particular time in the past (e.g., yesterday, last night, two days ago, in 2007), as in (a) and (b). |
| (b) I slept for eight hours last night. | |

#### Past Progressive

| (c) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M. I was eating dinner when Tom came. | The PAST PROGRESSIVE expresses an activity that was in progress (was occurring, was happening) at a point of time in the past (e.g., at 6:10) or at the time of another action (e.g., when Tom came).
| (d) I went to bed at 10:00. The phone rang at 11:00. I was sleeping when the phone rang. | In (c): eating was in progress at 6:10; eating was in progress when Tom came. |

(e) When the phone rang, I was sleeping.  
(f) The phone rang while I was sleeping.  

| when = at that time  
while = during that time  
Examples (e) and (f) have the same meaning. |

#### Forms of the Past Progressive

| STATEMENT | I, She, He, It was working.  
You, We, They were working. |
| NEGATIVE | I, She, He, It was not (wasn’t) working.  
You, We, They were not (weren’t) working. |
| QUESTION | Was I, she, he, it working?  
Were you, we, they working? |
| SHORT ANSWER | Yes, I, she, he, it was.  
Yes, you, we, they were.  
No, I, she, he, it wasn’t.  
No, you, we, they weren’t. |
Exercise 26. Looking at grammar. (Chart 2-6)
Complete each sentence with the simple past or past progressive form of the verb(s) in parentheses.

1. At 6:00 P.M. Robert sat down at the table and began to eat. At 6:05, Robert (eat) ___________ dinner.
2. While Robert (eat) _________________ dinner, Ann (come) _______________ through the door.
3. In other words, when Ann (come) _______________ through the door, Robert (eat) _______________ dinner.
4. Robert went to bed at 10:30. At 11:00, Robert (sleep) _______________ .
5. While Robert (sleep) _______________ , his cell phone (ring) _______________.
6. In other words, when his cell phone (ring) _______________, Robert (sleep) _______________.
7. Robert left his house at 8:00 A.M. and (begin) _______________ to walk to class.
8. While he (walk) _______________ to class, he (see) _______________ Mr. Ito.
9. When Robert (see) _______________ Mr. Ito, he (stand) _______________ in his driveway. He (hold) _______________ a broom.
10. Mr. Ito (wave) _______________ to Robert when he (see) _______________ him.
Exercise 27. Looking at grammar. (Chart 2-6)

Complete the sentences, orally or in writing, using the information in the chart. Use the simple past for one clause and the past progressive for the other.

<table>
<thead>
<tr>
<th>Activity in Progress</th>
<th>Beth</th>
<th>David</th>
<th>Lily</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit in a café</td>
<td>order a salad</td>
<td>pay a few bills</td>
<td>spill coffee on her lap</td>
</tr>
<tr>
<td>stand in an elevator</td>
<td>send a text message</td>
<td>run into an old friend</td>
<td>drop her glasses</td>
</tr>
<tr>
<td>swim in the ocean</td>
<td>avoid a shark</td>
<td>saw a dolphin</td>
<td>find a shipwreck</td>
</tr>
</tbody>
</table>

1. While Beth **was sitting** in a café, she **ordered** a salad.
2. David **paid** a few bills while he **was sitting** in a café.
3. Lily **spilled coffee on her lap** while she **sat in a cafe**.
4. While Beth **sent a text message** on her cell phone, she **swim in the ocean**.
5. David **run into an old friend** while he **stand in an elevator**.
6. Lily **dropped her glasses** while she **stand in an elevator**.
7. Beth **avoided a shark** while she **swam in the ocean**.
8. While David **swam in the ocean**, he **saw a dolphin**.
9. While Lily **find a shipwreck** in the ocean, she **swam in the ocean**.
Exercise 28. Let's talk. (Chart 2-6)
Your teacher will tell two students to perform a task. After they do, two other students will describe it. Only the teacher's book is open.

Example: To A: Write on the board. To B: Open the door.

TO STUDENT A: Please write your name on the board. (Student A writes on the board.)
What are you doing?
STUDENT A: I'm writing on the board.
TEACHER: Good. Keep writing.

TO STUDENT B: Open the door. (Student B opens the door.) What did you just do?
STUDENT B: I opened the door.
TO STUDENT A: Please stop writing.

TO STUDENT C: Describe the two actions that just occurred, using when.
STUDENT C: When (___) opened the door, (___) was writing on the board.

TO STUDENT D: Now describe the actions, using while.
STUDENT D: While (___) was writing on the board, (___) opened the door.

1. To A: Write a note to (___). To B: Knock on the door.
2. To A: Read your book. To B: Take (___)'s grammar book.
3. To A: Look at me. To B: Leave the room.
4. To A: Put your head on your desk. To B: Drop your pencil.
5. To A: Look under your desk. To B: Begin doing your homework.

Exercise 29. Looking at grammar. (Chart 2-6)
Read each pair of sentences and answer the question.

1. a. Julia was eating breakfast. She heard the breaking news* report.
b. Sara heard the breaking news report. She ate breakfast.

QUESTION: Who heard the news report during breakfast?

2. a. Carlo was fishing at the lake. A fish was jumping out of the water.
b. James was fishing at the lake. A fish jumped out of the water.

QUESTION: Who saw a fish jump just one time?

3. a. When the sun came out, Paul walked home.
b. When the sun came out, Vicky was walking home.

QUESTION: Who walked home after the sun came out?

*breaking news = a special news report on the TV or radio
Exercise 30. Reading. (Chart 2-6)
Read the passage and then read the statements. Circle “T” for true and “F” for false.

The First Cell Phone

The first cell phone call took place* in 1973. A man named Martin Cooper made the first call. He was working for the Motorola communications company. When Cooper placed the call, he was walking down a street in New York. People stared at him and wondered about his behavior. This was before cordless phones,** so it looked very strange.

It took another ten years before Motorola had a phone to sell to the public. That phone weighed about a pound (.45 kilogram), and it was very expensive. Now, as you know, cell phones are small enough to put in a pocket, and millions of people around the world have them.

1. A customer for Motorola made the first cell phone call. T F
2. Many people looked at Cooper when he was talking on the phone. T F
3. In the 1970s, cordless phones were very popular. T F
4. A few years after the first call, Motorola sold phones to the public. T F
5. The first cell phone was very small. T F

Exercise 31. Listening. (Chart 2-6)
Listen to each conversation. Then listen again and complete the sentences with the words you hear.

At a checkout stand in a grocery store

1. A: Hi. ____________ what you needed?
   B: Almost everything. I ____________ for sticky rice, but I ____________ it.
   A: ____________ on aisle 10, in the Asian food section.

2. A: This is the express lane. Ten items only. It ____________ like you have more than ten. ____________ count them?
   B: I ____________ I ____________ ten. Oh, I ____________ I have more. Sorry.
   A: The checkout stand next to me is open.

3. A: ____________ any coupons you wanted to use?
   B: I ____________ a couple in my purse, but I can’t find them now.
   A: What ____________ they for? I might have some extras here.
   B: One ____________ for eggs, and the other ____________ for ice cream.
   A: I think I have those.

---

*take place = occur, happen

**cordless phones = phones without cords to the receiver
Exercise 32. Looking at grammar. (Charts 1-1 and 2-6)
Underline the present progressive and past progressive verbs in the following conversations. Discuss the way they are used. What are the similarities between the two tenses?

1. A: Where are Jan and Mark? Are they on vacation?
   B: Yes, they’re traveling in Kenya for a few weeks.

2. A: I invited Jan and Mark to my birthday party, but they didn’t come.
   B: Why not?
   A: They were on vacation. They were traveling in Kenya.

3. A: What was I talking about when the phone interrupted me? I forget!
   B: You were describing the Web site you found on the Internet yesterday.

4. A: I missed the beginning of the news report. What’s the announcer talking about?
   B: She’s describing damage from the earthquake in Pakistan.

Exercise 33. Looking at grammar. (Chapter 1 and Charts 2-1 - 2-6)
Complete the sentences. Use the simple present, present progressive, simple past, or past progressive form of the verbs in parentheses.

Part I.
Right now Toshi and Oscar (sit) ______ are sitting ______ in the library. Toshi (do) ______ his homework, but Oscar (study, not) _______. He (stare) ______ out the window. Toshi (want) ______ to know what Oscar (look) ______ at.

TOSHI: Oscar, what (you, look) ______ at?

OSCAR: I (watch) ______ the skateboarder. Look at that guy in the orange shirt. He (turn) ______ around in circles on his back wheels. He’s amazing!

TOSHI: It (be) ______ easier than it (look) ______.

I can teach you some skateboarding basics if you’d like.

OSCAR: Great! Thanks!

Part II.
Yesterday Toshi and Oscar (sit) ______ were sitting ______ in the library. Toshi (do) ______ his homework, but Oscar (study, not) _______. He (stare) ______ out the window. Toshi (want) ______ to know what Oscar (look) ______ at. Oscar (point) ______ to the skateboarder. He (say) ______ that he was amazing. Toshi (offer) ______ to teach him some skateboarding basics.
Exercise 34. Warm-up. (Chart 2-7)

Check (✓) the sentences that have this meaning:

First action: We gathered our bags.
Second action: The train arrived at the station.

1. ___ We gathered our bags before the train arrived at the station.
2. ___ Before the train arrived at the station, we gathered our bags.
3. ___ After we gathered our bags, the train arrived at the station.
4. ___ As soon as the train arrived at the station, we gathered our bags.
5. ___ We didn’t gather our bags until the train arrived at the station.

2-7 Expressing Past Time: Using Time Clauses

<table>
<thead>
<tr>
<th>time clause</th>
<th>main clause</th>
<th>After I finished my work = a time clause*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) After I finished my work, I went to bed.</td>
<td>I went to bed = a main clause</td>
<td></td>
</tr>
<tr>
<td>(b) I went to bed after I finished my work.</td>
<td>Examples (a) and (b) have the same meaning.</td>
<td></td>
</tr>
</tbody>
</table>

A time clause can

1. come in front of a main clause, as in (a).
2. follow a main clause, as in (b).

These words introduce time clauses:

- after
- before
- until
- as soon as
- while
- when

In (e): until = to that time and then no longer**
In (f): as soon as = immediately after

PUNCTUATION: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause):

time clause + comma + main clause
main clause + no comma + time clause

(i) When the phone rang, I answered it.
In (i): First: The phone rang. Then: I answered it.

(j) While I was doing my homework, my roommate was watching TV.
In (j): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.

* A clause is a structure that has a subject and a verb.
** Until can also be used to say that something does NOT happen before a particular time: I didn’t go to bed until I finished my work.
Exercise 35. Looking at grammar. (Chart 2-7)
Check (√) all the clauses. Remember: a clause must have a subject and a complete verb.

1. ___ applying for a visa
2. ___ while the woman was applying for a visa
3. ___ the man took passport photos
4. ___ when the man took passport photos
5. ___ as soon as he finished
6. ___ he needed to finish
7. ___ after she sent her application
8. ___ sending her application

Exercise 36. Looking at grammar. (Chart 2-7)
Underline the clauses. Then decide what happened first (1) and what happened second (2).

1. a. After the taxi dropped me off, I remembered my coat in the backseat.
   b. I remembered my coat in the backseat after the taxi dropped me off.

2. a. Before I got out of the taxi, I double-checked the address.
   b. Before I double-checked the address, I got out of the taxi.

3. a. As soon as I tipped the driver, he helped me with my luggage.
   b. As soon as the driver helped me with my luggage, I tipped him.

Exercise 37. Looking at grammar. (Chart 2-7)
Combine each set of sentences into one sentence by using a time clause. Discuss correct punctuation.

1. First: I got home.
   Then: I ate dinner.
   After ___ I got home, I ate dinner.
   ___ I ate dinner ___ after ___ I got home.

2. First: I unplugged the coffee pot.
   Then: I left my apartment this morning.
   Before ____________________________
   ____________________________ before ____________________________

3. First: I lived on a farm.
   Then: I was seven years old.
   Until ____________________________
   ____________________________ until ____________________________
4. First: I heard the doorbell.
Then: I opened the door.

As soon as ________________, as soon as ________________

5. First: It began to rain.
Then: I stood under my umbrella.

When ________________, when ________________

6. At the same time: I was lying in bed with the flu.
       My friends were swimming at the beach.

While ________________, while ________________

Exercise 38. Looking at grammar. (Charts 2-1 → 2-7)
Complete the sentences. Use the simple past or the past progressive form of the verbs in parentheses. Use brackets to identify the time clauses.

1. My mom called me around 5:00. My husband came home a little after that. [When he (get) ______ home,] I (talk) ______ to my mom on the phone.

2. I (buy) ____________ a small gift before I (go) ____________ to the hospital yesterday to visit my friend.

3. Yesterday afternoon I (go) ____________ to visit the Lopez family. When I (get) ____________ there, Mrs. Lopez (be) ____________ in the yard. She (plant) ____________ flowers. Mr. Lopez (be) ____________ in the garage.

4. He (change) ____________ the oil in his car. The kids (play) ____________ in the front yard. In other words, while Mr. Lopez (change) ____________ the oil in the car, the kids (throw) ____________ a ball in the yard.

5. I (hit) ____________ my thumb while I (use) ____________ the hammer. Ouch! That (hurt) ____________.

6. As soon as we (hear) ____________ about the hurricane, we (begin) ____________ to get ready for the storm.

7. It was a long walk home. Mr. Chu (get) ____________ tired and (stop) ____________ after an hour. He (rest) ____________ until he (feel) ____________ strong enough to continue.
Exercise 39. Listening. (Chapter 1 and Charts 2-1→2-7)

Listen to the passage with your book closed. Then listen again and complete the sentences with the words you hear.

**Jennifer's Problem**

Jennifer ________ for an insurance company. When people ________ help with their car insurance, they ________ her. Right now it is 9:05 A.M., and Jennifer ________ at her desk.

She ________ to work on time this morning. Yesterday Jennifer ________ late to work because she ________ a minor auto accident. While she ________ to work, her cell phone ________. She ________ for it.

While she ________ for her phone, Jennifer ________ control of the car. Her car ________ into a row of mailboxes beside the road and ________ . Fortunately no one was hurt in the accident.

Jennifer ________ okay, but her car ________. It ________ repairs. Jennifer ________ very embarrassed now. She ________ a bad decision, especially since it is illegal to talk on a cell phone and drive at the same time where she lives.

Exercise 40. Warm-up. (Chart 2-8)

Part I. Think about your experiences when you were a beginning learner of English. Check (✓) the statements that are true for you.

When I was a beginning learner of English, . . .

1. ___ I remained quiet when someone asked me a question.
2. ___ I checked my dictionary frequently.
3. ___ I asked people to speak very, very slowly.
4. ___ I translated sentences into my language a lot.

Part II. Look at the sentences you checked. Are these statements no longer true? If the answer is “yes,” another way to express your idea is with used to. Which of these sentence(s) are true for you?

1. I used to remain quiet when someone asked me a question.
2. I used to check my dictionary frequently.
3. I used to ask people to speak very, very slowly.
4. I used to translate sentences into my language a lot.
2·8 Expressing Past Habit: *Used To*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I <em>used to live</em> with my parents. Now I live in my own apartment.</td>
<td><em>Used to</em> expresses a past situation or habit that no longer exists at present.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FORM: <em>used to</em> + the simple form of a verb</td>
</tr>
<tr>
<td>(b)</td>
<td>Ann <em>used to be</em> afraid of dogs, but now she likes dogs.</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Al <em>used to smoke</em>, but he doesn’t anymore.</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td><em>Did you used to live</em> in Paris? (OR <em>Did you use to live</em> in Paris?)</td>
<td>QUESTION FORM: <em>did</em> + subject + <em>used to</em> (OR <em>did</em> + subject + <em>use to)</em></td>
</tr>
<tr>
<td>(e)</td>
<td>I <em>didn’t used to drink</em> coffee at breakfast, but now I always have coffee in the morning. (OR I <em>didn’t use to drink</em> coffee.)</td>
<td>NEGATIVE FORM: <em>didn’t used to</em> (OR <em>didn’t use to)</em></td>
</tr>
<tr>
<td>(f)</td>
<td>I <em>never used to drink</em> coffee at breakfast, but now I always have coffee in the morning.</td>
<td>Didn’t use(d) to occurs infrequently. More commonly, people use <em>never</em> to express a negative idea with <em>used to</em>, as in (f).</td>
</tr>
</tbody>
</table>

*Both forms (*used to* and *use to*) are possible in questions and negatives. English language authorities do not agree on which is preferable. This book uses both forms.*

**Exercise 41. Looking at grammar.** (Chart 2-8)

Make sentences with a similar meaning by using *used to*. Some of the sentences are negative, and some of them are questions.

1. *When I was a child, I was shy. Now I’m not shy.*
   I *used to be* shy, but now I’m not.

2. *When I was young, I thought that people over 40 were old.*
   I ___________ that people over 40 were old.

3. *Now you live in this city. Where did you live before you came here?*
   Where ___________ ?

4. *Did you work for the phone company at some time in the past?*
   ___________ for the phone company?

5. *When I was younger, I slept through the night. I never woke up in the middle of the night.*
   I ___________ in the middle of the night, but now I do.
   I ___________ through the night, but now I don’t.

6. *When I was a child, I watched cartoons on TV. I don’t watch cartoons anymore. Now I watch news programs.*
   I ___________ cartoons on TV, but I don’t anymore.
   I ___________ news programs, but now I do.

7. *How about you?*
   What ___________ on TV when you were little?
Exercise 42. Interview: find someone who . . . . (Chart 2-8)
Walk around the classroom. Make a question with used to for each item. When you find a person who says "yes," write down his/her name and go on to the next question. Share a few of your answers with the class.

Find someone who used to . . .
1. play in the mud. → Did you use to play in the mud?
2. play with dolls or toy soldiers.
3. roller skate.
4. swing on a rope swing.
5. catch frogs or snakes.
6. get into trouble at school.
7. dress up in your mother’s or father’s clothes.

Exercise 43. Listening. (Chart 2-8)
Used to is often pronounced "usta." Listen to the examples. Then complete the sentences with the non-reduced words you hear.

Examples:
I used to (usta) ride my bike to work, but now I take the bus.
I didn’t used to (usta) be late when I rode my bike to work.
Did you use to (usta) ride your bike to work?

1. I ______ used to stay ______ up past midnight, but now I often go to bed at 10:00 because I have an 8:00 class.
2. What time ______________ to bed when you were a child?
3. Tom ______________ tennis after work every day, but now he doesn’t.
4. I ______________ breakfast, but now I always have something to eat in the morning because I read that students who eat breakfast do better in school.
5. I ___________________________ grammar, but now I do.

Exercise 44. Check your knowledge. (Chart 2-8)
Edit the sentences. Correct the errors in verb tense usage.

live
1. Alex used to ______ in Cairo.
2. Junko used to ______ for an investment company.
3. Margo was used to teach English, but now she works at a publishing company.
4. Where you used to ______?
5. I didn’t was used to get up early, but now I do.
6. Were you used to ______ in Singapore?
7. My family used to ______ to the beach every weekend, but now we don’t.
Exercise 45. Let's read and write. (Chapter 2)

Part I. Read the passage about a famous author. Then read the statements. Circle “T” for true and “F” for false.

J. K. Rowling

Did you know that J. K. Rowling used to be an English language teacher before she became successful as the author of the *Harry Potter* series? She taught English to students in Portugal. She lived there from 1991 to 1994. During that time, she also worked on her first *Harry Potter* book.

After she taught in Portugal, she went back to Scotland. By then she was a single mother with a young daughter. She didn’t have much money, but she didn’t want to return to teaching until she completed her book. Rowling enjoyed drinking coffee, so she did much of her writing in a café while her daughter took naps. She wrote quickly, and when her daughter was three, Rowling finished *Harry Potter and the Philosopher’s Stone.*

Many publishers were not interested in her book. She doesn’t remember how many rejection letters she got, maybe twelve. Finally a small publishing company, Bloomsbury, accepted it. Shortly after its publication, the book began to sell quickly, and Rowling soon became famous. Now there are seven *Harry Potter* books, and Rowling is one of the wealthiest and most successful women in the world.

2. Rowling did a lot of writing in a café. T F
3. At first, publishers loved her work. T F
4. Soon after her book came out, many people bought it. T F
5. Rowling still works as a teacher. T F

Part II. Choose a writer or a singer you are interested in. Find information about this person’s life. Make a list of important or interesting events. Put the information into a paragraph. Edit your verbs carefully.

---

*In the United States and India, this title was changed to *Harry Potter and the Sorcerer’s Stone.*

54 CHAPTER 2
Exercise 1. Warm-up. (Chart 3-1)
Which sentences express future meaning? Do the future sentences have the same meaning or a different meaning?

1. The train is going to leave a few minutes late today.
2. The train left a few minutes late today.
3. The train will leave a few minutes late today.

3-1 Expressing Future Time: Be Going To and Will

<table>
<thead>
<tr>
<th>Future</th>
<th>(a) I am going to leave at nine tomorrow morning.</th>
<th>Be going to and will are used to express future time. Examples (a) and (b) have the same meaning. Sometimes will and be going to express different meanings. The differences are discussed in Chart 3-5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) I will leave at nine tomorrow morning.</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Sam is in his office this morning.</td>
<td>Today, tonight, and this + morning, afternoon, evening, week, etc., can express present, past, or future time, as in (c) through (e).</td>
</tr>
<tr>
<td>(d)</td>
<td>Ann was in her office this morning at eight, but now she's at a meeting.</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Bob is going to be in his office this morning after his dentist appointment.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The use of shall (with I or we) to express future time is possible but is infrequent and quite formal; for example: I shall leave at nine tomorrow morning. We shall leave at ten tomorrow morning.
Exercise 2. Listening. (Chart 3-1)
Listen to each sentence. If it expresses future time, circle yes. If it does not, circle no.

Example: You will hear: The airport will be busy.
You will choose: yes no

At the airport
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 3. Warm-up. (Chart 3-2)
Complete these future sentences (be going to) with the correct form of be (+ not). Make true statements.

1. I ________ going to sleep in tomorrow morning.
2. Our teacher ________ going to retire next month.
3. We ________ going to have a class party next week.
4. To a student next to you: You ________ going to speak English tomorrow.

3-2 Forms with Be Going To

<table>
<thead>
<tr>
<th>(a) We are going to belate.</th>
<th>Be going to is followed by the simple form of the verb, as in (a) and (b).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) She’s going to cometomorrow.</td>
<td>INCORRECT: She’s going to comes tomorrow.</td>
</tr>
<tr>
<td>(c) Am I is he, she, it going to belate?</td>
<td>QUESTION FORM: be + subject + going to</td>
</tr>
<tr>
<td>Are they, we, you</td>
<td></td>
</tr>
<tr>
<td>(d) I am not He, She, It is not going to belate.</td>
<td>NEGATIVE FORM: be + not + going to</td>
</tr>
<tr>
<td>They, We, You are not</td>
<td></td>
</tr>
<tr>
<td>(e) &quot;Hurry up! We’re gonna be late!&quot;</td>
<td>Be going to is more common in speaking and informal writing than in formal writing. In informal speaking, it is sometimes pronounced “gonna” /gənə/. “Gonna” is not usually a written form.</td>
</tr>
</tbody>
</table>

*sleep in = sleep late; not wake up early in the morning*
Exercise 4. Looking at grammar. (Charts 3-1 and 3-2)
Complete the sentences with a form of be going to and the words in parentheses.

1. A: What (you, do) ______ are you going to do ______ next?
   B: I (pick) __________________________ up a prescription at the pharmacy.

2. A: Where (Alex, go) _______________ after work?
   B: He (stop) __________________________ at the post office and run some other errands. *

3. A: (you, finish) __________________________ the project soon?
   B: Yes, (finish) __________________________ it by noon today.

4. A: What (Dr. Ahmad, talk) __________________________ about in her lecture tonight?
   B: She (discuss) __________________________ how to reduce health-care costs.

5. A: When (you, call) __________________________ your sister?
   B: I (call, not) __________________________ her. I (text) __________________________ her.

Exercise 5. Let’s talk: pairwork. (Charts 3-1 and 3-2)
Work with a partner. Take turns asking and answering questions with be going to.

Example: what \ you \ do \ after class?
SPEAKER A: What are you going to do after class?
SPEAKER B: I’m going to get a bite to eat** after class.

Example: you \ watch TV \ tonight?
SPEAKER A: Are you going to watch TV tonight?
SPEAKER B: Yes, I’m going to watch TV tonight. OR No, I’m not going to watch TV tonight.

1. where \ you \ go \ after your last class \ today?
2. what time \ you \ wake up \ tomorrow?
3. what \ you \ have \ for breakfast \ tomorrow?
4. you \ be \ home \ this evening?
5. where \ you \ be \ next year?
6. you \ become \ famous \ some day?
7. you \ take \ a trip \ sometime next year?
8. you \ do \ something unusual \ in the near future?

*run errands = go somewhere to pick up or deliver something

**get a bite to eat = get something to eat
Exercise 6. Listening. (Charts 3-1 and 3-2)

**Part I.** Listen to the pronunciation of the reduced forms of going to in the conversation.

**Looking for an apartment**

A: We’re going to look for an apartment to rent this weekend.
B: Are you going to look in this area?
A: No, we’re going to search in an area closer to our jobs.
B: Is the rent going to be cheaper in that area?
A: Yes, apartment rents are definitely going to be cheaper.
B: Are you going to need to pay a deposit?
A: I’m sure we’re going to need to pay the first and last month’s rent.

**Part II.** Listen to the conversation and write the non-reduced form of the words you hear.

A: Where are you going to move to?
B: We look for something outside the city. We spend the weekend apartment-hunting.*
A: What fees need to pay?
B: I think we need to pay the first and last month’s rent.
A: there be other fees?
B: There probably be an application fee and a cleaning fee. Also, the landlord probably run a credit check,** so we need to pay for that.

Exercise 7. Let’s talk: interview. (Chapters 1 and 2; Charts 3-1 and 3-2)

Walk around the room. Ask and answer questions using what + do + the given time expression. Share some of your classmates’ answers with the class.

**Example:** this evening

SPEAKER A: What are you going to do this evening?
SPEAKER B: I’m going to get on the Internet for a while.

1. yesterday 6. the day before yesterday
2. tomorrow 7. the day after tomorrow
3. right now 8. last week
4. every day 9. every week
5. a week from now 10. this weekend

*”apartment-hunting” = looking for an apartment

**”run a credit check” = get information about a person’s financial history including the employer’s name, one’s income, the amount of money in the bank, and a history of late or unpaid bills

58 CHAPTER 3
Exercise 8. Let's talk: pairwork. (Chapters 1 and 2; Charts 3-1 and 3-2)
Work with a partner. Complete the conversation with your own words. Be creative! The
conversation reviews the forms (statement, negative, question, short answer) of the simple
present, simple past, and be going to.

Example:
SPEAKER A: I rode a skateboard to school yesterday.
SPEAKER B: Really? Wow! Do you ride a skateboard to school often?
SPEAKER A: Yes, I do. I ride a skateboard to school almost every day.
Did you ride a skateboard to school yesterday?
SPEAKER B: No, I didn’t. I came by helicopter.
SPEAKER A: Are you going to come to school by helicopter tomorrow?
SPEAKER B: No, I’m not. I’m going to ride a motorcycle to school tomorrow.

A: I __________________________ yesterday.
B: Really? Wow! __________ you __________________________ often?
A: Yes, I __________. I __________________________ almost every day.
_________ you __________________________ yesterday?
B: No, I __________. I __________________________
A: Are you __________________________ tomorrow?
B: No, I __________. I __________________________ tomorrow.

Exercise 9. Warm-up. (Chart 3-3)
Complete the sentences with will or won't.

1. It __________ rain tomorrow.
2. We __________ study Chart 3-3 next.
3. I __________ teach the class next week.
4. To your teacher: You __________ need to assign homework for tonight.
3-3 Forms with Will

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>I, You, She, He, It, We, They will come tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEGATIVE</td>
<td>I, You, She, He, It, We, They will not (won't) come tomorrow.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Will I, you, she, he, it, we, they come tomorrow?</td>
</tr>
<tr>
<td>SHORT ANSWER</td>
<td>Yes, I, you, she, he, it, we, they will. No, I, you, she, he, it, we, they won't.</td>
</tr>
<tr>
<td>CONTRACTIONS</td>
<td>I'll, she'll, we'll, you'll, he'll, they'll, it'll. Will is usually contracted with pronouns in both speech and informal writing.</td>
</tr>
<tr>
<td></td>
<td>Bob + will = &quot;Bob'll&quot; the teacher + will = &quot;the teacher'll&quot;. Will is often contracted with nouns in speech, but usually not in writing.</td>
</tr>
</tbody>
</table>

*Pronouns are NOT contracted with helping verbs in short answers.

**CORRECT:** Yes, I will.

**INCORRECT:** Yes, I'll.

Exercise 10. Listening. (Chart 3-3)

Part I. Listen to the pronunciation of contractions with will in these sentences.

1. I'll be ready to leave soon.
2. You'll need to come.
3. He'll drive us.
4. She'll come later.
5. We'll get there a little late.
6. They'll wait for us.

Part II. Listen to the sentences and write the contractions you hear.

1. Don't wait up for me tonight. I'll be home late.
2. I paid the bill this morning. I probably get my check in the next day or two.
3. We have the better team. They probably win the game.
4. Henry twisted his ankle while running down a hill. Probably take a break from running this week.
5. We can go to the beach tomorrow, but probably be too cold to go swimming.
6. I invited some guests for dinner. Probably get here around seven.
7. Karen is doing volunteer work for a community health-care clinic this week. Probably be gone a lot in the evenings.
Exercise 11. Listening. (Chart 3-3)

Part I. Listen to the sentences. Notice the pronunciation of contractions with nouns + will.

At the doctor’s office
1. The doctor’ll be with you in a few minutes.
2. Your appointment’ll take about an hour.
3. Your fever’ll be gone in a few days.
4. Your stitches’ll disappear over the next two weeks.
5. The nurse’ll schedule your tests.
6. The lab’ll have the results next week.
7. The receptionist at the front desk’ll set up* your next appointment.

Part II. Listen to the sentences and write the words you hear. Write the full form of the contractions.

At the pharmacy
1. Your prescription will be ready in ten minutes.
2. The medicine will make you feel a little tired.
3. The pharmacist will go to your doctor’s office.
4. This cough syrup will help your cough.
5. Two aspirin will be enough.
6. The generic** drug will be less.
7. This information will include all the side effects*** for this medicine.

Exercise 12. Warm-up. (Chart 3-4)

How certain is the speaker in each sentence? Write the percentage next to each sentence:
100%, 90%, or 50%.

What is going to happen to gasoline prices?
1. ______ Gas prices may rise.
2. ______ Maybe gas prices will rise.
3. ______ Gas prices will rise.
4. ______ Gas prices will probably rise.
5. ______ Gas prices are going to rise.
6. ______ Gas prices won’t rise.

*set up = schedule
**generic = medicine with no brand name
***side effects = reactions, often negative, that a patient can have from a medicine
### 3-4 Certainty About the Future

<table>
<thead>
<tr>
<th>Certainty Level</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% sure</td>
<td>(a) I will be in class tomorrow. OR I am going to be in class tomorrow.</td>
<td>In (a): The speaker uses <strong>will</strong> or <strong>be going to</strong> because he feels sure about his future activity. He is stating a fact about the future.</td>
</tr>
</tbody>
</table>
| 90% sure        | (b) Po will probably be in class tomorrow. OR Po is probably going to be in class tomorrow.  
(c) Anna probably won't be in class tomorrow. OR Anna probably isn't going to be in class tomorrow. | In (b): The speaker uses **probably** to say that he expects Po to be in class tomorrow, but he is not 100% sure. He's almost sure, but not completely sure.  
**Word order with probably:**  
1. in a statement, as in (b): helping verb + **probably**  
2. with a negative verb, as in (c): **probably** + helping verb |
| 50% sure        | (d) Ali may come to class tomorrow. OR Ali may not come to class tomorrow. I don't know what he's going to do. | In (d): The speaker is saying that maybe Ali will come to class, or maybe he won't come to class. The speaker is guessing.  
**May expresses a future possibility:** maybe something will happen, and maybe it won't happen.**  
In (e): The speaker is saying that maybe Ali will come to class, and maybe he won't.  
**Maybe + will/be going to** gives the same meaning as **may**. Examples (d) and (e) have the same meaning. **Maybe** comes at the beginning of a sentence. |

*Probably* is a midsentence adverb. See Chart 1-3, p. 10, for more information about the placement of midsentence adverbs.  
**See Chart 7-3, p. 182, for more information about **may**.|

### Exercise 13. Listening. (Chart 3-4)

Listen to the sentences. Decide how certain the speaker is in each one: 100%, 90%, or 50%.

**Example:** You will hear: The bank will be open tomorrow.  
You will write: **100%**

**My day tomorrow**

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
Exercise 14. Looking at grammar. (Chart 3-4)
For each situation, predict what probably will happen and what probably won’t happen. Use either will or be going to. Include probably in your prediction.

1. Antonio is late to class almost every day.
   (be on time tomorrow? be late again?)
   → Antonio probably won’t be on time tomorrow. He’ll probably be late again.

2. Rosa has a terrible cold. She feels miserable.
   (go to work tomorrow? stay home and rest?)

3. Sami didn’t sleep at all last night.
   (go to bed early tonight? stay up all night again tonight?)

4. Gina loves to run, but right now she has sore knees and a sore ankle.
   (run in the marathon race this week? skip the race?)

Exercise 15. Looking at grammar. (Chart 3-4)
Rewrite the sentences using the words in parentheses.

1. I may be late. (maybe)
   Maybe I will be late.

2. Lisa may not get here. (maybe)

3. Maybe you will win the contest. (may)

4. The plane may land early. (maybe)

5. Maybe Sergio won’t pass the class. (may)

Exercise 16. Let’s talk: interview. (Chart 3-4)
Walk around the room. Ask and answer questions. Ask two classmates each question. Answer the questions using will, be going to, or may. Include probably or maybe as appropriate. Share some of your classmates’ answers with the class.

Example: What will you do after class tomorrow?
   → I’ll probably go back to my apartment. OR I’m not sure. I may go to the bookstore.

1. What will the weather be like tomorrow?
2. Where will you be tomorrow afternoon?
3. What are you going to do on your next vacation?
4. Who will be the most famous celebrity next year?
5. What will a phone look like ten years from now?
6. Think about forms of communication (like email, social websites, phone, texting, etc.).
   What do you think will be the most common form ten years from now?
7. When do you think scientists will discover a cure for cancer?
Exercise 17. Listening. (Chart 3-4)
Think about life 100 years from now. What will it be like? Listen to each sentence. Do you agree or disagree? Circle yes or no. Discuss your answers.

Predictions about the future
1. yes no
2. yes no
3. yes no
4. yes no
5. yes no
6. yes no
7. yes no
8. yes no
9. yes no
10. yes no

Exercise 18. Reading, grammar, and speaking. (Chart 3-4)
Part I. Read the passage.

An Old Apartment

Ted and Amy live in an old, run-down apartment and want to move. The building is old and has a lot of problems. The ceiling leaks when it rains. The faucets drip. The toilet doesn’t always flush properly. The windows don’t close tightly, and heat escapes from the rooms in the winter. In the summer, it is very hot because there is no air conditioner.

Their apartment is in a dangerous part of town. Ted and Amy both take the bus to work and have to walk a long distance to the bus stop. Their apartment building doesn’t have laundry facilities, so they also have to walk to a laundromat to wash their clothes. They are planning to have children in the near future, so they want a park or play area nearby for their children. A safe neighborhood is very important.

Part II. Ted and Amy are thinking about their next apartment and are making a list of what they want and don’t want. Complete the sentences with will or won’t.

Our next apartment
1. It _______ have leaky faucets.
2. The toilet __________ flush properly.
3. It _______ have windows that close tightly.
4. There _______ be air-conditioning for hot days.
5. It _______ be in a dangerous part of town.
6. It _______ be near a bus stop.
7. There _______ be laundry facilities in the building.
8. We _______ need to walk to a laundromat.
9. A play area _______ be nearby.

Part III. Imagine you are moving to a new home. Decide the six most important things you want your home to have (It will have . . . ). You can brainstorm ideas in small groups and then discuss your ideas with the class.

Exercise 19. Warm-up. (Chart 3-5)
In which conversation does Speaker B have a prior plan (a plan made before the moment of speaking)?

1. A: Oh, are you leaving?
   B: Yes. I'm going to pick up my children at school. They have dentist appointments.

2. A: Excuse me, Mrs. Jones. The nurse from your son's school is on the phone. He's got a fever and needs to go home.
   B: Okay. Please let them know I'll be there in 20 minutes.

<table>
<thead>
<tr>
<th>3-5 Be Going To vs. Will</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) She is going to succeed because she works hard.</td>
</tr>
<tr>
<td>(b) She will succeed because she works hard.</td>
</tr>
<tr>
<td>(c) I bought some wood because I am going to build a bookcase for my apartment.</td>
</tr>
<tr>
<td>(d) This chair is too heavy for you to carry alone. I'll help you.</td>
</tr>
</tbody>
</table>

Be going to and will mean the same when they are used to make predictions about the future. Examples (a) and (b) have the same meaning.

Be going to (but not will) is used to express a prior plan (i.e., a plan made before the moment of speaking).

In (c): The speaker plans to build a bookcase.

Will (but not be going to) is used to express a decision the speaker makes at the moment of speaking.

In (d): The speaker decides or volunteers to help at the immediate present moment; he did not have a prior plan or intention to help.
**Exercise 20. Looking at grammar.** (Charts 3-1 → 3-5)
Discuss the italicized verb(s). Is the speaker expressing plans made before the moment of speaking (prior plans)? If so, circle yes. If not, circle no.

1. A: Did you return Carmen’s phone call?
   B: No, I forgot. Thanks for reminding me. I’ll call her right away. | PRIOR PLAN?
   yes  no

2. A: I’m going to call Martha later this evening. Do you want to talk to her too?
   B: No, I don’t think so. | PRIOR PLAN?
   yes  no

3. A: Jakob is in town for a few days.
   B: Really? Great! I’ll give him a call. Is he staying at his Aunt Lara’s? | PRIOR PLAN?
   yes  no

4. A: Alex is in town for a few days.
   B: I know. He called me yesterday. We’re going to get together for dinner after I get off work tonight. | PRIOR PLAN?
   yes  no

5. A: I need some fresh air. I’m going for a short walk.
   B: I’ll come with you. | PRIOR PLAN?
   yes  no

6. A: I’m going to take Hamid to the airport tomorrow morning.
   Do you want to come along? | PRIOR PLAN?
   yes  no
   B: Sure.

7. A: We’re going to go to Uncle Scott’s over the break.
   Are you interested in coming with us?
   B: Gee, I don’t know. I’ll think about it. When do you need to know? | PRIOR PLAN?
   yes  no

**Exercise 21. Looking at grammar.** (Charts 3-1 → 3-5)
Restate the sentences orally or in writing. Use be going to.

**My trip to Thailand**

1. I’m planning to be away for three weeks.
2. My husband and I are planning to stay in small towns and camp on the beach.
3. We’re planning to bring a tent.
4. We’re planning to celebrate our wedding anniversary there.
5. My father, who was born in Thailand, is planning to join us, but he’s planning to stay in a hotel.

**Exercise 22. Looking at grammar.** (Charts 3-1 → 3-5)
Complete the sentences with be going to or will. Use be going to to express a prior plan.

1. A: Are you going by the post office today? I need to mail this letter.
   B: Yeah, I’ll mail it for you.
   A: Thanks.
2. A: Why are you carrying that package?
   B: It's for my sister. I'm going to mail it to her.
3. A: Why did you buy so many eggs?
   B: I'm going to make a special dessert.
4. A: I have a book for Joe from Rachel. I'm not going to see him today.
   B: Let me have it. I'm going to give it to him. He's in my algebra class.
5. A: Did you apply for the job you told me about?
   B: No, I'm going to take a few more classes and get more experience.
6. A: Did you know that I found an apartment on 45th Street? I'm planning to move soon.
   B: That's a nice area. I'm going to help you move if you like.
   A: Great! I'd really appreciate that.
7. A: Why can't you come to the party?
   B: We're going to be with my husband's family that weekend.
8. A: I have to leave. I don't have time to finish the dishes.
   B: No problem. I'm going to do them for you.
9. A: Do you want to go to the meeting together?
   B: Sure. I'm going to meet you by the elevator in ten minutes.

Exercise 23. Listening. (Chart 3-1 → 3-5)
Listen to each question and circle the expected response (a. or b.).

1. a. Sure, I'll do it.
   b. Sure, I'm going to do it.
2. a. Yes. I'll look at laptop computers.
   b. Yes. I'm going to look at laptop computers.
3. a. Yeah, but I'll sell it. I don't need it now that I live in the city.
   b. Yeah, but I'm going to sell it. I don't need it now that I live in the city.
4. a. Uh, I'll get your coat and we can go.
   b. Uh, I'm going to get your coat and we can go.

Exercise 24. Warm-up. (Chart 3-6)
Complete the sentences with your own words. What do you notice about the verb tenses and the words in boldface?

1. After I leave school today, I'm going to ____________________________.
2. Before I come to school tomorrow, I will ____________________________.
3. If I have time this weekend, I will ____________________________.
### 3-6 Expressing the Future in Time Clauses and *If*-Clauses

<table>
<thead>
<tr>
<th>Time Clause</th>
<th>Future Time Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>Before I go to class tomorrow,</em> I’m going to eat breakfast.</td>
<td>In (a) and (b): <em>before I go to class tomorrow</em> is a future time clause.</td>
</tr>
<tr>
<td>(b) I’m going to eat breakfast <em>before I go to class tomorrow.</em></td>
<td>+ subject and verb = a time clause</td>
</tr>
<tr>
<td>(c) <em>Before I go home tonight,</em> I’m going to stop at the market.</td>
<td>The simple present is used in a future time clause. <em>Will</em> and <em>be going to</em> are NOT used in a future time clause.</td>
</tr>
<tr>
<td>(d) I’m going to eat dinner at 6:00 tonight. <em>After I eat dinner,</em> I’m going to study in my room.</td>
<td><em>INCORRECT:</em> <em>Before I will go to class,</em> I’m going to eat breakfast.</td>
</tr>
<tr>
<td>(e) I’ll give Rita your message <em>when I see her.</em></td>
<td><em>INCORRECT:</em> <em>Before I am going to go to class tomorrow,</em> I’m going to eat breakfast.</td>
</tr>
<tr>
<td>(f) It’s raining right now. <em>As soon as the rain stops,</em> I’m going to walk downtown.</td>
<td>All of the example sentences (c) through (h) contain future time clauses.</td>
</tr>
<tr>
<td>(g) I’ll stay home <em>until the rain stops.</em></td>
<td></td>
</tr>
<tr>
<td>(h) <em>While you’re at school tomorrow,</em> I’ll be at work.</td>
<td></td>
</tr>
<tr>
<td>(i) Maybe it will rain tomorrow. <em>If it rains tomorrow,</em> I’m going to stay home.</td>
<td>In (i): <em>If it rains tomorrow</em> is an <em>if</em>-clause. <em>Will</em> or <em>be going to</em> is used in an <em>if</em>-clause.</td>
</tr>
</tbody>
</table>

### Exercise 25. Looking at grammar. (Chart 3-6)

Choose the correct verbs.

1. Before *I’m going to return* to my country next year, I’m going to finish my graduate degree in computer science.

2. The boss will review your work after she *will return, returns* from vacation next week.

3. I’ll give you a call on my cell phone as soon as my plane *will land, lands.*

4. I don’t especially like my current job, but I’m going to stay with this company until I *find, will find* something better.

5. When you *will be, are* in Australia next month, are you going to go snorkeling at the Great Barrier Reef?

6. I need to know what time the meeting starts. Please be sure to call me as soon as you *find out, will find out* anything about it.

7. If it *won’t be, isn’t* cold tomorrow, we’ll go to the beach.
   If it *is, will be* cold tomorrow, we’ll go to a movie.
Exercise 26. Looking at grammar. (Chart 3-6)
Use the given verbs to complete the sentences. Use **be going to** for the future.

1. take, read
   I am going to read the textbook before I take the final exam next month.

2. return, call
   Mr. Lee will call his wife as soon as he returns to the hotel tonight.

3. make, go
   Before I go to my job interview tomorrow, I will make a list of questions I want to ask about the company.

4. visit, take
   We will take Sabrina to our favorite seafood restaurant when she visits us this weekend.

5. keep, call
   I will keep my cell* on until Lena calls.

6. miss, understand not
   If Adam misses the meeting, he will understand the next project.

7. get, eat
   If Eva gets home early, we will eat dinner at 6:30.

Exercise 27. Let's talk: pairwork. (Chart 3-6)
Work with a partner. Read each sentence and make a follow-up sentence using **if**. Pay special attention to the verb in the **if**-clause. Share some of your partner's answers with the class.

Example: Maybe you'll go downtown tomorrow.
PARTNER A: If I go downtown tomorrow, I'm going to buy some new clothes.
PARTNER B: If I go downtown tomorrow, I'm going to look at laptop computers.

1. Maybe you'll have some free time tomorrow.
2. Maybe it'll rain tomorrow.
3. Maybe it won't rain tomorrow.
4. Maybe the teacher will be absent next week.

*cell = cell phone

**Time clauses beginning with **until** usually follow the main clause.
Usual: I'm going to keep my cell on until Lena calls.
Possible but less usual: Until Lena calls, I'm going to keep my cell on.
Change roles.
5. Maybe you’ll be tired tonight.
6. Maybe you won’t be tired tonight.
7. Maybe it’ll be nice tomorrow.
8. Maybe we won’t have class on Monday.

Exercise 28. Looking at grammar. (Chart 3-6)
Look at Sue’s day planner. She has a busy morning. Make sentences using the word in parentheses and the given information. Use be going to for the future.

1. (after) go to the dentist \ pick up groceries
   → After Sue goes to the dentist, she is going to pick up groceries.
2. (before) go to the dentist \ pick up groceries
3. (before) have lunch with Hiro \ pick up groceries
4. (after) have lunch with Hiro \ pick up groceries
5. (before) have lunch with Hiro \ take her father to his doctor’s appointment

Exercise 29. Reading, grammar, and writing. (Chart 3-6)
Part I. Read the passage.

The Home of the Future

What will the home of the future look like? Imagine life 50 years from now. What kinds of homes will people have? Here are some interesting possibilities.

The living room walls will have big plasma screens. Instead of pictures on the wall, the screens will show changing scenery. If walls have different scenes, people may not even want many windows. As you know, fewer windows will make it easier to heat a house.

The house will have special electronic features, and people will control them with a remote control. For example, a person can lie in bed at night and lock all the doors in his or her house with one push of a button. Before someone arrives home from work, the remote will turn on the lights, preheat the oven, and even turn on favorite music. The bathroom faucets will have a memory. They will remember the temperature a person likes, and when he or she turns on the water in the tub or shower, it will be at the correct temperature. Maybe bedroom closets will have racks that move automatically at the touch of a button. When the weather is cold, the racks will deliver clothes that keep a person warm, and on warm days, the racks will deliver clothes that keep a person cool.

Finally, homes will be more energy-efficient. Most of the heat will probably come from the sun. Of course, solar heat will be popular because it will be inexpensive.

Which ideas do you like? Which ones do you think you may see in your lifetime?
Part II. Complete the sentences with information from the passage. More than one answer may be possible.

1. When people look at the living room walls, they ___________________________.
2. When a person is coming home from work, the remote ___________________________.
3. As soon as a person gets home, ___________________________.
4. If the bathroom faucets have a memory, they ___________________________.
5. Before a person goes to sleep, ___________________________.
6. When a person pushes a button, the closet racks ___________________________.
7. When the weather is cold, the closet racks ___________________________.
8. If a home has solar heat, the cost of heating the home ___________________________.

Part III. Imagine you can build your dream house — 50 years from now. It can be any type of house you want. Think about the style, size, kinds of rooms, location, etc. Write a paragraph about this house. Begin with this topic sentence: My dream house will have . . . .

Exercise 30. Looking at grammar. (Chapters 1, 2 and Charts 3-1 → 3-6)
Complete each sentence with a form of the words in parentheses. Read carefully for time expressions.

1. Before Tim (go) goes to bed, he always (brush) brushes his teeth.
2. Before Tim (go) _________ to bed later tonight, he (email) _________________
   his girlfriend.
3. Before Tim (go) _________ to bed last night, he (take) _________ a shower.
4. While Tim (take) _________________ a shower last night, the phone (ring)
   _______________.
5. As soon as the phone (ring) _______________ last night, Tim (jump) __________________
   out of the shower to answer it.
6. As soon as Tim (get) ___________ up tomorrow morning, he (brush)
   _________________ his teeth.
7. Tim always (brush) ___________ his teeth as soon as he (get) ___________ up.

Exercise 31. Warm-up. (Chart 3-7)
Which sentences express future time?

1. I’m catching a train tonight.
2. I’m going to take the express train.
3. The trip will only take an hour.
### 3-7 Using the Present Progressive to Express Future Time

<table>
<thead>
<tr>
<th>Example</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Tim is going to come to the party tomorrow.</td>
<td>Tim is coming to the party tomorrow.</td>
<td>The present progressive can be used to express future time. Each pair of example sentences has the same meaning.</td>
</tr>
<tr>
<td>(b)</td>
<td>We're going to go to a movie tonight.</td>
<td>We're going to a movie tonight.</td>
<td>The present progressive describes definite plans for the future, plans that were made before the moment of speaking.</td>
</tr>
<tr>
<td>(c)</td>
<td>I'm going to stay home this evening.</td>
<td>I'm staying home this evening.</td>
<td>A future meaning for the present progressive is indicated either by future time words (e.g., tomorrow) or by the situation.*</td>
</tr>
<tr>
<td>(d)</td>
<td>Ann is going to fly to Chicago next week.</td>
<td>Ann is flying to Chicago next week.</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>You're going to laugh when you hear this joke.</td>
<td>INCORRECT: You're laughing when you hear this joke.</td>
<td>The present progressive is NOT used for predictions about the future.</td>
</tr>
</tbody>
</table>

*COMPARE: Present situation: Look! Mary's coming. Do you see her? 
Future situation: Are you planning to come to the party? Mary's coming. So is Alex.

### Exercise 32. Looking at grammar. (Chart 3-7)

Complete the conversations with the correct form of the given verbs. Use the present progressive if possible. Discuss whether the present progressive expresses present or future time.

1. A: What (you, do) are you doing tomorrow afternoon?
   B: I (go) am going to the mall. How about you? What (you, do) __________________ tomorrow afternoon?
   A: I (go) _______________ to a movie with Dan. After the movie, we (go) _______________ out to dinner. Would you like to meet us for dinner?
   B: No, thanks. I can’t. I (meet) ____________________ my son for dinner.

2. A: What (you, major) __________________ in?
   B: I (major) ___________________________ in engineering.
   A: What courses (you, take) ___________________________ next semester?
   B: I (take) ___________________________ English, math, and physics.

3. A: Stop! Paula! What (you, do) ____________________?
   B: I (cut) _________________________ my hair, Mom.
   A: Oh dear!
Exercise 33. Listening. (Chart 3-7)
Listen to the conversation and write the words you hear.

Going on vacation
A: I ________________ on vacation tomorrow.
B: Where __________ you __________?
A: To San Francisco.
B: How are you getting there? __________ you __________ or __________ your car?
A: I ________________. I have to be at the airport by seven tomorrow morning.
B: Do you need a ride to the airport?
A: No, thanks. I ________________ a taxi.

What about you? Are you planning to go somewhere over vacation?
B: No. I ________________ here.

Exercise 34. Let’s talk: pairwork. (Chart 3-7)
Work with a partner. Tell each other your plans. Use the present progressive.

Example: What are your plans for this evening?
SPEAKER A: I’m staying home. How about you?
SPEAKER B: I’m going to a coffee shop to work on my paper for a while. Then I’m meeting some friends for a movie.

What are your plans . . .
1. for the rest of today?
2. for tomorrow?
3. for this coming weekend?
4. for next month?

Exercise 35. Let’s write. (Chart 3-7)
Imagine you have a week’s vacation. You can go anywhere you want. Think of a place you would like to visit. Write a paragraph in which you describe your trip. Use the present progressive where appropriate.

Example: My friend Sara and I are taking a trip to Nashville, Tennessee. Nashville is the home of country music, and Sara loves country music. She wants to go to lots of shows. I don’t know anything about country music, but I’m looking forward to going to Nashville.
We’re leaving Friday afternoon as soon as Sara gets off work. (Etc.)

Possible questions to answer in your paragraph:
1. Where are you going?
2. When are you leaving?
3. Who are you going with, or are you traveling alone?
4. How are you getting there?
5. Where are you staying?
6. Are you visiting anyone? Who?
7. How long are you staying there?
8. When are you getting back?
Exercise 36. Warm-up. (Chart 3-8)
Circle all the possible completions.

1. Soccer season begins ______.
   a. today          b. next week          c. yesterday
2. The mall opens ______.
   a. next Monday    b. tomorrow          c. today
3. There is a party ______.
   a. last week      b. tonight           c. next weekend
4. The baby cries ______.
   a. every night    b. tomorrow night    c. in the evenings

3-8 Using the Simple Present to Express Future Time

(a) My plane arrives at 7:35 tomorrow evening.
(b) Tim's new job starts next week.
(c) The semester ends in two more weeks.
(d) There is a meeting at ten tomorrow morning.

(e) INCORRECT: I wear my new suit to the wedding next week.
CORRECT: I am wearing/am going to wear my new suit to the wedding next week.

The simple present can express future time when events are on a definite schedule or timetable. Only a few verbs are used in the simple present to express future time. The most common are arrive, leave, start, begin, end, finish, open, close, be.

Most verbs CANNOT be used in the simple present to express future time. For example, in (e): The verb wear does not express an event on a schedule or timetable. It cannot be used in the simple present to express future time.

Exercise 37. Looking at grammar. (Charts 3-7 and 3-8)
Circle all the possible completions.

1. The concert ______ at eight tonight.
   a. begins            b. is beginning        c. is going to begin
2. I ______ seafood pasta for dinner tonight.
   a. make              b. am making           c. am going to make
3. I ______ to school tomorrow morning. I need the exercise.
   a. walk              b. am walking          c. am going to walk
4. The bus ______ at 8:15 tomorrow morning.
   a. leaves            b. is leaving          c. is going to leave
5. I ______ the championship game on TV at Jonah's house tomorrow.
   a. watch             b. am watching         c. am going to watch
6. The game ______ at 1:00 tomorrow afternoon.
   a. starts            b. is starting         c. is going to start
7. Alexa’s plane ____ at 10:14 tomorrow morning.
   a. arrives  b. is arriving  c. is going to arrive

8. I can’t pick her up tomorrow, so she ____ the airport bus into the city.
   a. takes  b. is taking  c. is going to take

9. Jonas ____ to several companies. He hopes to get a full-time job soon.
   a. applies  b. is applying  c. is going to apply

10. School ____ next Wednesday. I’m excited for vacation to begin.
   a. ends  b. is ending  c. is going to end

Exercise 38. Warm-up. (Chart 3-9)
Choose the picture that best describes this sentence: Joanne is about to leave for work.

3-9 Immediate Future: Using Be About To
(a) Ann’s bags are packed, and she is wearing her coat. She is about to leave for the airport.
   (b) Shhh. The movie is about to begin.

The idiom be about to do something expresses an activity that will happen in the immediate future, usually within minutes or seconds.

In (a): Ann is going to leave sometime in the next few minutes.
In (b): The movie is going to start in the next few minutes.
Exercise 39. Let’s talk. (Chart 3-9)
Describe the action that is about to happen in each picture. Use be about to. Work in pairs, in small groups, or as a class.
Exercise 40. Game. (Chart 3-9)
Think of an action to perform. Don’t tell what it is. Get ready to do it, but just before you perform the action, ask the class to describe what you are about to do. Perform with a partner if you wish. Use your own ideas or suggestions from the list.

Example: (Students A and B hold out their hands to each other.)
Possible guess: They are about to shake hands.

Suggestions:
- stand up
- open the door
- close the window
- sneeze
- fall down
- cry
- pick up a pen
- close your book
- write on the board
- erase a word
- look up a word
- get out your wallet

Exercise 41. Warm-up. (Chart 3-10)
Circle all the possible completions for each sentence.

1. Fifteen years from now, my wife and I will retire and ____ all over the world.
   a. will travel  d. going to travel
   b. travel      e. are traveling
   c. traveling   f. traveled

2. I opened the door and ____ my friend to come in.
   a. will invite  d. am going to invite
   b. invite       e. am inviting
   c. inviting    f. invited

Exercise 42. Looking at grammar. (Chart 3-10)
Complete each sentence with the correct form of the verbs in parentheses.

1. When I (walk) ______ into the living room yesterday, Grandpa (read)
   _________________ a newspaper and (listen) _________________ to music.

2. Helen will graduate soon. She (move) _________________ to New York and (look)
   _________________ for a job after she (graduate) _________________.
3. Every day my neighbor (call) _______ me on the phone and (complain) _______ about the weather.

4. Look at Erin. She (cry) _______ and (laugh) _______ at the same time! I wonder if she is happy or sad?

5. I'm beat.* I can't wait to get home. After I (get) _______ home, I (take) _______ a hot bath and (go) _______ to bed.

6. While Paul (carry) _______ brushes and paint and (climb) _______ a ladder, a bee (land) _______ on his arm and (sting) _______ him. Paul (drop) _______ the paint and (spill) _______ it all over the ground.

** Exercise 43. Looking at grammar. (Chapters 1 → 3)

Complete each sentence with the correct form of the words in parentheses.

1. I usually (ride) _______ my bike to work in the morning, but it (rain) _______ when I left my house early this morning, so I (take) _______ the bus. After I (get) _______ to work, I (find) _______ out** that I had left my briefcase on the bus.

2. A: Are you going to take the kids to the amusement park tomorrow morning?
   B: Yes. It (open) _______ at 10:00. If we (leave) _______ here at 9:30, we'll get there at 9:55. The kids can be the first ones in the park.

3. A: Ouch! I (cut) _______ my finger. It (bleed) _______!
   B: Put pressure on it. I (get) _______ some antibiotics and a bandage.
   A: Thanks.

4. A: Your phone (ring) _______.
   B: I (know) _______.
   A: (you, want) _______ me to get it?
   B: No.
   A: Why don't you want to answer your phone?
   B: I (answer, not) _______ during dinner.

*be beat = be very, very tired; be exhausted

**find out = discover; learn

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5. A: Look! There (be) ___________ a police car behind us. Its lights (flash)
____________. 
B: I (know) ___________. I (know) ___________. I (see) ________ it.
A: What (go) ________________ on? (you, speed) ____________________?
B: No, I’m not. I (drive) ____________________ the speed limit.
A: Oh, look. The police car (pass) ____________________ us.
B: Whew!

Exercise 44. Listening. (Chapters 1 → 3)
Part I. Complete the sentences with the words you hear.

At a Chinese restaurant
A: Okay, let’s all open our fortune cookies.
B: What ___________ yours ___________?
A: Mine says, “You ________________ an unexpected gift.” Great! Are you
planning to give me a gift soon?
B: Not that I know of. Mine says, “Your life ________________ long and happy.”
Good. I ____________ a long life.
C: Mine says, “A smile ________________ all communication problems.” Well,
that’s good! After this, when I ________________ someone,
________________ just ____________ at them.
D: My fortune is this: “If you ____________ hard, you ________________ successful.”
A: Well, it ____________ like all of us ________________ good luck in the future!

Part II. Work in small groups. Together, write a fortune for each person in your group.

Exercise 45. Check your knowledge. (Chapters 1 → 3)
Edit the paragraph. Correct errors in verb tense usage.

My Cousin Pablo

I want to tell you about Pablo. He __ my cousin. He comes here four years ago. Before he
came here, he study statistics in Chile. He leaves Chile and move here. He went to New York
and stay there for three years. He graduated from New York University. Now he study at this
school. After he finish his master’s degree, he return to Chile.
Exercise 46. Let's write. (Chapter 3)

Pretend that you have the ability to see into the future. Choose a person you know (classmate, teacher, family member, friend) and tell this person in writing about his/her future life. Give some interesting or unusual details.

Example:

My Son's Future

My son is 15 years old now. In the future, he will have a happy and successful life. After he finishes high school, he will go to college. He really loves to study math. He also loves to build bridges out of toothpicks. He will study engineering, and he will specialize in bridge building. He likes to travel, so he will get a job with an international company and build bridges around the world. He will also work in poor villages, and his bridges will connect rural areas. This will make people's lives better. I will be very proud of him.
Exercise 1. Warm-up. (Chart 4-1)

Do you know the past participle form of these verbs? Complete the chart. What is the difference between the past participle forms in items 1-4 and 5-8?

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stay</td>
<td>stayed</td>
<td>stayed</td>
</tr>
<tr>
<td>2. work</td>
<td>worked</td>
<td>worked</td>
</tr>
<tr>
<td>3. help</td>
<td>helped</td>
<td></td>
</tr>
<tr>
<td>4. visit</td>
<td>visited</td>
<td></td>
</tr>
<tr>
<td>5. go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>6. begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>7. write</td>
<td>wrote</td>
<td></td>
</tr>
<tr>
<td>8. see</td>
<td>saw</td>
<td></td>
</tr>
</tbody>
</table>

4-1 Past Participle

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGULAR VERBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finish</td>
<td>finished</td>
<td>finished</td>
</tr>
<tr>
<td>stop</td>
<td>stopped</td>
<td>stopped</td>
</tr>
<tr>
<td>wait</td>
<td>waited</td>
<td>waited</td>
</tr>
<tr>
<td>IRREGULAR VERBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
</tbody>
</table>

The past participle is one of the principal parts of a verb. (See Chart 2-3, p. 31.)

The past participle is used in the PRESENT PERFECT tense and the PAST PERFECT tense.*

The past participle of regular verbs is the same as the simple past form: both end in -ed.

See Chart 2-4, p. 32, or the inside front and back covers for a list of irregular verbs.

*The past participle is also used in the passive. See Chapter 10.
**Exercise 2. Listening.** (Charts 2-3, 2-4, and 4-1)
Write the words you hear.

*Example:* You will hear: go went gone
You will write: go went _gone_

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>called</td>
<td></td>
<td>6. come</td>
<td>came</td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td></td>
<td>7. eat</td>
<td>ate</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td></td>
<td>8. cut</td>
<td>cut</td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td></td>
<td>9. read</td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td></td>
<td>10. be</td>
<td>was/were</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3. Looking at grammar.** (Charts 2-3, 2-4, and 4-1)
Make your own chart. Write the past participles.

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Simple Form</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>finished</td>
<td><em>finished</em></td>
<td>6. hear</td>
<td>heard</td>
<td></td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td></td>
<td>7. study</td>
<td>studied</td>
<td></td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td></td>
<td>8. die</td>
<td>died</td>
<td></td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td></td>
<td>9. buy</td>
<td>bought</td>
<td></td>
</tr>
<tr>
<td>live</td>
<td>lived</td>
<td></td>
<td>10. start</td>
<td>started</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 4. Warm-up.** (Chart 4-2)
Decide which sentence (a. or b.) is correct for each situation.

1. It’s 10:00 A.M. Layla has been at the bus stop since 9:50.
   a. She is still there.
   b. The bus picked her up.

2. Toshi has lived in the same apartment for 30 years.
   a. After 30 years, he moved somewhere else.
   b. He still lives there.
### 4-2 Present Perfect with Since and For

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Perfect</strong></td>
<td><strong>Since</strong></td>
</tr>
<tr>
<td>(a) I’ve been in class since ten o’clock this morning.</td>
<td><strong>Since</strong> is followed by the mention of a specific point in time: an hour, a day, a month, a year, etc.</td>
</tr>
<tr>
<td>(b) We have known Ben for ten years. We met him ten years ago. We still know him today. We are friends.</td>
<td><strong>Since</strong> expresses the idea that something began at a specific time in the past and continues to the present.</td>
</tr>
<tr>
<td>(c) I have</td>
<td>Since eight o’clock.</td>
</tr>
<tr>
<td>You have</td>
<td>since Tuesday.</td>
</tr>
<tr>
<td>She, He, It has</td>
<td>since 2009</td>
</tr>
<tr>
<td>We have</td>
<td>since yesterday.</td>
</tr>
<tr>
<td>They have</td>
<td>since last month.</td>
</tr>
<tr>
<td>(d) I have been here</td>
<td>Notice the incorrect sentences:</td>
</tr>
<tr>
<td>(e) CORRECT: I have lived here since May.*</td>
<td>In (f): The present progressive is NOT used.</td>
</tr>
<tr>
<td>CORRECT: I have been here since May.</td>
<td>In (g): The simple present is NOT used.</td>
</tr>
<tr>
<td>(f) INCORRECT: I am living here since May.</td>
<td>In (h) and (i): The simple past is NOT used.</td>
</tr>
<tr>
<td>(g) INCORRECT: I live here since May.</td>
<td><strong>Since</strong> may also introduce a time clause (i.e., a subject and verb may follow <strong>since</strong>).</td>
</tr>
<tr>
<td>(h) INCORRECT: I lived here since May.</td>
<td>Notice in the examples: The present perfect is used in the main clause; the simple past is used in the since-clause.</td>
</tr>
<tr>
<td>(i) INCORRECT: I was here since May.</td>
<td><strong>For</strong> is followed by the mention of a length of time: two minutes, three hours, four days, five weeks, etc.).</td>
</tr>
<tr>
<td><strong>MAIN CLAUSE</strong></td>
<td><strong>SINCE-CLAUSE</strong></td>
</tr>
<tr>
<td>(j) I have lived here</td>
<td>since I was a child.</td>
</tr>
<tr>
<td>(k) Ali has met many people</td>
<td>since he came here.</td>
</tr>
<tr>
<td><strong>For</strong></td>
<td><strong>NOTE</strong>: If the noun ends in -s (hours, days, weeks, etc.), use <strong>for</strong> in the time expression, not <strong>since</strong>.</td>
</tr>
<tr>
<td>(l) I have been here</td>
<td>for ten minutes.</td>
</tr>
<tr>
<td></td>
<td>for two hours.</td>
</tr>
<tr>
<td></td>
<td>for five days.</td>
</tr>
<tr>
<td></td>
<td>for about three weeks.</td>
</tr>
<tr>
<td></td>
<td>for almost six months.</td>
</tr>
<tr>
<td></td>
<td>for many years.</td>
</tr>
<tr>
<td></td>
<td>for a long time.</td>
</tr>
</tbody>
</table>

*Also correct: I have been living here since May. See Chart 4-6 for a discussion of the present perfect progressive.*
Exercise 5. Looking at grammar. (Chart 4-2)
Complete the sentences with since or for.

Amy has been here ...

1. ______ for ______ two months.
2. ______ since ______ September.
3. ______ since yesterday.
4. ______ since the term started.
5. ______ since a couple of hours.
6. ______ since fifteen minutes.

Ms. Ellis has worked as a substitute teacher ...

11. ______ since school began.
12. ______ since last year.
13. ______ since 2008.
14. ______ since about a year.
15. ______ since September.
16. ______ since a long time.

The Smiths have been married ...

7. ______ since ______ two years.
8. ______ since ______ last May.
9. ______ since ______ five days.
10. ______ since ______ a long time.

I’ve known about Sonia’s engagement ...

17. ______ since almost four months.
18. ______ since the beginning of the year.
19. ______ since the first of January.
20. ______ since yesterday.

Exercise 6. Looking at grammar. (Chart 4-2)
Complete the sentences with information about yourself.

1. I’ve been in this building ............ { since ______ nine o’clock this morning .......... 
   for ______ 27 minutes .......... 

2. We’ve been in class ............ { since ______ .......... 
   for ______ .......... 

3. I’ve been in this city ............ { since ______ .......... 
   for ______ .......... 

4. I’ve had an ID* card ............ { since ______ .......... 
   for ______ .......... 

5. I’ve had this book ............ { since ______ .......... 
   for ______ .......... 

*ID = identification
Exercise 7. Looking at grammar. (Chart 4-2)
Complete each sentence with the present perfect form of the given verb.

Since 1995, Theresa, a talk-show host, . . .
1. work has worked for a TV station in London.
2. interview hundreds of guests.
3. meet many famous people.
4. find out about their lives.
5. make friends with celebrities.
6. became a celebrity herself.
7. sign lots of autographs.
8. shake hands with thousands of people.
9. write two books about how to interview people.
10. think a lot about the best ways to help people feel comfortable on her show.

Exercise 8. Let's talk. (Chart 4-2)
Your teacher will ask a question. Two students will answer. Speaker A will answer with since. Speaker B will use Speaker A’s information and answer with for. Only the teacher’s book is open.

Example:
To SPEAKER A: How long have you been in this room?
SPEAKER A: I’ve been in this room since (10:00).
To SPEAKER B: How long has (Student A) been in this room?
SPEAKER B: She/He has been in this room for (15 minutes).

1. How long have you known me?
2. How long have you been up* today?
3. Where do you live? How long have you lived there?
4. Who has a cell phone? How long have you had your phone?
5. Who has a bike? How long have you had it?
6. How long have you been in this building today?
7. Who is wearing something new? What is new? How long have you had it/them?
8. Who is married? How long have you been married?

* be up = be awake and out of bed
Exercise 9. Looking at grammar. (Chart 4-2)
Complete the sentences with the correct form of the words in parentheses. Put brackets around the *since*-clauses.

1. I *(know) have known* Mark Miller [ever since* we (be) *were* in college.]

2. Pedro *(change) changed* his major three times since he *(start) *started* school.

3. Ever since I *(be) *was a* child, I *(be) *am afraid of snakes.

4. I can’t wait to get home to my own bed. I *(sleep, not) *didn’t sleep well since I *(leave) *left* home three days ago.

5. Ever since Pete *(meet) *met* Nicole, he *(think, not) *thought about anything or anyone else. He’s in love.

6. Otto *(have) *has* a lot of problems with his car ever since he *(buy) *bought* it. It’s a lemon.*

7. A: What *(you, eat) *ate* since you *(get) *got* up this morning?
   B: So far, I *(eat) *have eaten a banana and some yogurt.***

Exercise 10. Warm-up: pairwork. (Chart 4-3)
Work with a partner. Partner A makes a true statement with a phrase from the list and then changes it to a question. Partner B gives a true answer.

climbed a tree heard bedtime stories ridden a tricycle
flown a kite played in the dirt slept with a stuffed animal

PARTNER A: Since my childhood, I haven’t _____________________________.
Since your childhood, have you _____________________________?

PARTNER B: Yes, I have. OR No, I haven’t.

*Ever since has the same meaning as since.
**a lemon = a car with a lot of problems
***So far + present perfect expresses situations that began in the past and continue to the present.
### 4-3 Negative, Question, and Short-Answer Forms

#### Negative

| (a) | I have not (haven't) seen Tom since lunch. |
| (b) | Ann has not (hasn't) eaten for several hours. |

**NEGATIVE**: have/has + not + past participle

**NEGATIVE CONTRACTIONS**: have + not = haven't has + not = hasn't

#### Question

| (c) | Have you seen Tom? |
| (d) | Has Ann eaten? |
| (e) | How long have you lived here? |

**QUESTION**: have/has + subject + past participle

In (f): *ever* = in your lifetime; from the time you were born to the present moment. Questions with *ever* frequently use the present perfect.

When answering questions with *ever*, speakers often use *never*. *Never* is frequently used with the present perfect.

In the answer to (f), the speaker is saying: "No, I haven't met a famous person from the time I was born to the present moment."

#### Short Answer

| (g) | — Have you seen Tom? |
|     | — Yes, I have. OR No, I haven't. |
| (h) | — Has Ann eaten lunch? |
|     | — Yes, she has. OR No, she hasn't. |

**SHORT ANSWER**: have/haven't or has/hasn't

**NOTE**: The helping verb in the short answer is not contracted with the pronoun.

**INCORRECT**: Yes, I've. OR Yes, he's.

---

**Exercise 11. Looking at grammar. (Chart 4-3)**

Complete the conversations. Use the present perfect form of the verbs in parentheses.

1. A: (you, eat, ever) Have you ever eaten an insect?
   B: No, I haven't. I (eat, never) have never eaten an insect.

2. A: (you, stay, ever) __________________ in a room on the top floor of a hotel?
   B: Yes, I __________. I (stay) __________________ in a room on the top floor of a hotel a few times.

3. A: (you, meet, ever) __________________ a movie star?
   B: No, I __________. I (meet, never) __________________ a movie star.

4. A: (Ted, travel, ever) __________________ overseas?
   B: Yes, he __________. He (travel) __________________ to several countries on business.
5. A: (Lara, be, ever) ___________________________ in Mexico?
   B: No, she _______________. She (be, never) ___________________________ in any
       Spanish-speaking countries.

☐ Exercise 12. Listening. (Charts 2-3, 2-4, and 4-3)

Listen to each sentence and then the beginning of a question. Complete the question with the
past participle of the verb you heard in the first sentence. Have you ever done these things? Circle yes or no.

Example: You will hear: I saw a two-headed frog once. Have you ever ... ?
          You will write: Have you ever ______ a two-headed frog? 

1. Have you ever __________ a two-headed snake?  yes  no
2. Have you ever __________ in a small plane? yes  no
3. Have you ever __________ in a limousine? yes  no
4. Have you ever __________ volunteer work? yes  no
5. Have you ever __________ a shirt? yes  no
6. Have you ever __________ a scary experience on an airplane? yes  no
7. Have you ever __________ out of a boat? yes  no
8. Have you ever __________ so embarrassed that your face got hot? yes  no
9. Have you ever __________ to a famous person? yes  no
10. Have you ever __________ to be famous? yes  no

☐ Exercise 13. Let's talk: interview. (Charts 2-4 and 4-3)

Interview your classmates. Make questions using the present perfect form of the given verbs.

1. you \ever\ cut \your own hair
2. you \ever\ catch \a big fish
3. you \ever\ take care of \an injured animal
4. you \ever\ lose \something very important
5. you \ever\ sit \on a bee
6. you \ever\ fly \in a private plane
7. you \ever\ break \your arm or your leg
8. you \ever\ find \something very valuable
9. you \ever\ swim \near a shark
10. you \ever\ throw \a ball and \break \a window
Exercise 14. Let's talk and write: interview. (Charts 2-3, 2-4, 4-2, and 4-3)

Part I. Work with a partner. Take turns asking and answering questions. Begin your questions with How long have you and the present perfect. Answer questions with since, for, or never and the present perfect.

Example: have a pet
PARTNER A: How long have you had a pet?
PARTNER B: I’ve had (a cat, a dog, a bird, etc.) for two years. OR
I’ve had (a cat, a dog, a bird, etc.) since my 18th birthday. OR
I’ve never had a pet.

1. live in (this area) 6. wear glasses / contact lenses
2. study English 7. have a roommate / a pet
3. be in this class / at this school 8. be interested in (a particular subject)
4. have long hair / short hair 9. be married
5. have a beard / a mustache

Part II. Use the information from your interview to write a paragraph about your partner. You can add some information to make it more interesting. Use the following paragraph as an example. Notice the present perfect phrases in green.

Example:

Ellie

I’d like to tell you a little about Ellie. She has lived in Vancouver, Canada, for six months. She has studied English for five years. She has been at this school since September. She likes it here.

She has short hair. She has worn short hair for a few years. Of course, she doesn’t have a mustache! She has never worn glasses, except sunglasses.

Ellie doesn’t have a roommate, but she has a pet bird. She has had her bird for one month. Its name is Howie, and he likes to sing.

She is interested in biology. She has been interested in biology since she was a child. She has never been married. She wants to be a doctor. She wants to become a doctor before she has a family.

Exercise 15. Warm-up. (Chart 4-4)

Circle the correct completion (a. or b.) for each sentence.

1. Tyler has rented a house ____.
   a. last week. b. already.

2. I have seen it ____.  
   a. recently. b. two days ago.

3. His parents haven’t seen it ____.
   a. yesterday. b. yet.

4. I have been there ____.
   a. two times. b. yesterday.
**4-4 Present Perfect with Unspecified Time**

<table>
<thead>
<tr>
<th>Time?</th>
<th>Now</th>
<th>Before now</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Toshi has <em>just eaten</em> lunch.</td>
<td>The PRESENT PERFECT expresses an activity or situation that occurred (or did not occur) before now, at some unspecified or unknown time in the past. Common time words that express this idea are just, recently, already, yet, ever, never. In (a): Toshi's lunch occurred before the present time. The exact time is not mentioned; it is unimportant or unknown.</td>
<td></td>
</tr>
<tr>
<td>(b) Jim has <em>recently changed</em> jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Pete has <em>eaten</em> at that restaurant many times.</td>
<td>An activity may be repeated two, several, or more times before now, at unspecified times in the past, as in (c) and (d).</td>
<td></td>
</tr>
<tr>
<td>(d) I have <em>eaten</em> there twice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Pete has <em>already left</em> or Pete has left <em>already</em>. In (e): <em>Already</em> is used in affirmative statements. It can come after the helping verb or at the end of the sentence. Idea of <em>already</em>: Something happened before now, before this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Min hasn't left yet In (f): <em>Yet</em> is used in negative statements and comes at the end of the sentence. Idea of <em>yet</em>: Something did not happen before now (up to this time), but it may happen in the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Have you <em>already left</em>? Have you left <em>already</em>? Have you left <em>yet</em>? In (g): Both <em>yet</em> and <em>already</em> can be used in questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 16. Looking at grammar. (Chart 4-4)
Circle all the possible answers for each question. Work in small groups and then discuss your answers as a class.

SITUATION 1:
Sara is at home. At 12:00 P.M., the phone rang. It was Sara’s friend from high school. They had a long conversation, and Sara hung up the phone at 12:59. It is now 1:00. Which sentences describe the situation?

a. Sara has just hung up the phone.
b. She has hung up the phone already.
c. The phone has just rung.
d. Sara hasn’t finished her conversation yet.
e. Sara has been on the phone since 12:00 P.M.

SITUATION 2:
Mr. Peters is in bed. He became sick with the flu eight days ago. Mr. Peters isn’t sick very often. The last time he had the flu was one year ago. Which sentences describe the situation?

a. Mr. Peters has been sick for a year.
b. He hasn’t gotten well yet.
c. He has just gotten sick.
d. He has already had the flu.
e. He hasn’t had the flu before.

SITUATION 3:
Rob is at work. His boss, Rosa, needs a report. She sees Rob working on it at his desk. She’s in a hurry, and she’s asking Rob questions. What questions is she going to ask him?

a. Have you finished?
b. Have you finished yet?
c. Have you finished already?

Exercise 17. Listening. (Charts 2-4 and 4-4)
Richard and Lori are new parents. Their baby was born a week ago. Listen to each sentence and complete the question with the past participle of the verb you hear.

1. Has Richard _____ held _____ the baby a lot yet?
2. Has Lori __________ the baby a bath yet?
3. Has Richard __________ a diaper yet?
4. Has Lori __________ some pictures of the baby yet?
5. Has Richard __________ up when the baby cries yet?
6. Has Lori __________ some of the household chores yet?
7. Has Richard __________ tired during the day yet?
Exercise 18. Looking at grammar. (Chart 4-4)

Look at Andy's day planner. Write answers to the questions. Make complete sentences with yet and already.

It is 11:55 A.M. right now.

1. Has Andy had his dentist appointment yet? Yes, he has had his dentist appointment already.

2. Has Andy picked up his kids at school yet? ________________ 

3. Has Andy taken his car for an oil change already? ___________________ 

4. Has Andy finished his errands yet? ________________ 

5. Has Andy shopped for groceries already? ------------------ 

6. Has Andy had lunch with Michael yet? ________________ 

Exercise 19. Listening. (Charts 4-2 → 4-4)

Both is and has can be contracted to 's. Listen to each sentence. Decide if the contracted verb is is or has. Before you begin, you may want to check your understanding of these words: order, waiter.

Examples: You will hear: I have to leave. My order's taking too long.
You will choose: is has

You will hear: I have to leave. My order's taken too long.
You will choose: is (has)

At a restaurant

1. is has 3. is has 5. is has
2. is has 4. is has 6. is has
Exercise 20. Listening. (Charts 4-2 → 4-4)

Answer the questions and then listen to the job interview. Listen again and complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: clinic, prison, volunteer, low-income, patient, challenge.

What types of jobs can nurses have?
Which ones could be very exciting?

A job interview

Mika is a nurse. She is interviewing for a job with the manager of a hospital emergency room. He is looking at her résumé and asking her some general questions.

INTERVIEWER: It looks like _______________ a lot of things since you became a nurse.

MIKA: Yes, _______________ for a medical clinic. _______________ in a prison. _______________ in several area hospitals. And _______________ volunteer work at a community health center for low-income patients.

INTERVIEWER: Very good. But, let me ask you, why _______________ jobs so often?

MIKA: Well, I like having new challenges and different experiences.

INTERVIEWER: Why _______________ for this job?

MIKA: Well, I’m looking for something more fast-paced,* and _______________ interested in working in an E.R.** for a long time. _______________ that this hospital provides great training for its staff, and it offers excellent patient care.

INTERVIEWER: Thank you for coming in. I’ll call you next week with our decision.

MIKA: It was good to meet you. Thank you for your time.

*more fast-paced = at a faster speed

**E.R. = emergency room
**Exercise 21. Warm-up.** (Chart 4-5)
Read the short conversation. Who is more likely to say the last sentence, Pamela or Jenna?

PAMELA: I’ve traveled around the world several times.
JENNA: I traveled around the world once.
_____: I’m looking forward to my next trip.

---

**4-5 Simple Past vs. Present Perfect**

<table>
<thead>
<tr>
<th>SIMPLE PAST</th>
<th>PRESENT PERFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I finished my work two hours ago.</td>
<td>In (a): I finished my work at a specific time in the past (two hours ago).</td>
</tr>
<tr>
<td>(b) I have already finished my work.</td>
<td>In (b): I finished my work at an unspecified time in the past (sometime before now).</td>
</tr>
<tr>
<td>(c) I was in Europe last year / three years ago / in 2006 / in 2008 and 2010 / when I was ten years old.</td>
<td>The SIMPLE PAST expresses an activity that occurred at a specific time (or times) in the past, as in (a) and (c).</td>
</tr>
<tr>
<td>(d) I have been in Europe many times / several times / a couple of times / once / (no mention of time).</td>
<td>The PRESENT PERFECT expresses an activity that occurred at an unspecified time (or times) in the past, as in (b) and (d).</td>
</tr>
<tr>
<td>(e) Ann was in Miami for two weeks.</td>
<td>In (e): In sentences where for is used in a time expression, the simple past expresses an activity that began and ended in the past.</td>
</tr>
<tr>
<td>(f) Bob has been in Miami for two weeks / since May 1st.</td>
<td>In (f): In sentences with for or since, the present perfect expresses an activity that began in the past and continues to the present.</td>
</tr>
</tbody>
</table>

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**Exercise 22. Looking at grammar.** (Chart 4-5)
Answer each question and discuss the meanings of the verb tenses in italics.

1. All of these verbs talk about past time, but the verb in (a) is different from the other three verbs. What is the difference?
   (a) I have had several bicycles in my lifetime.
   (b) I had a red bicycle when I was in elementary school.
   (c) I had a blue bicycle when I was a teenager.
   (d) I had a green bicycle when I lived and worked in Hong Kong.

2. What are the differences in the ideas the verb tenses express?
   (e) I had a wonderful bicycle last year.
   (f) I’ve had many wonderful bicycles.

3. What are the differences in the ideas the verb tenses express?
   (g) Ann had a red bike for two years.
   (h) Sue has had a red bike for two years.

4. Who is still alive, and who is dead?
   (i) In his lifetime, Uncle Alex had several red bicycles.
   (j) In his lifetime, Grandpa has had several red bicycles.
**Exercise 23. Looking at grammar.** (Chart 4-5)
Look at each verb in *italics*. Is it simple past or present perfect? Check (✓) the box that describes whether the verb expresses something that happened at a specified or unspecified time in the past.

<table>
<thead>
<tr>
<th></th>
<th>SPECIFIED TIME IN THE PAST</th>
<th>UNSPECIFIED TIME IN THE PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ms. Parker <em>has been</em> in Tokyo many times.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Ms. Parker <em>was</em> in Tokyo last week.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3. I've <em>met</em> Kaye's husband. He's a nice guy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I <em>met</em> Kaye's husband at a party last week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mr. White <em>was</em> in the hospital three times last month.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mr. White <em>has been</em> in the hospital many times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I like to travel. I've <em>been</em> to more than 30 foreign countries.</td>
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<td></td>
</tr>
<tr>
<td>8. I <em>was</em> in Morocco in 2008.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Venita <em>has never been</em> to Morocco.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Venita <em>wasn't</em> in Morocco when I was there in 2008.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 24. Looking at grammar.** (Chart 4-5)
Complete the sentences. Use the present perfect or the simple past form of the verbs in parentheses.

1. A: Have you ever been to Singapore?
   B: Yes, I *(be) have* . I *(be) have been* to Singapore several times. In fact, I *(be) was* in Singapore last year.

2. A: Are you going to finish your work before you go to bed?
   B: I *(finish, already)* *have already finished* it. I *(finish) finished* my work two hours ago.

3. A: Have you ever eaten at the Sunset Beach Café?
   B: Yes, I *(eat)______________*. I *(eat)* *______________* there many times. In fact, my wife and I *(eat)______________* lunch there yesterday.

*In informal spoken English, the simple past is sometimes used with *already*. Practice using the present perfect with *already* in this exercise.*
4. A: Do you and Erica want to go to the movie at the Galaxy Theater with us tonight?
   B: No thanks. We (see, already) ___________________________ it. We (see) ___________________________ it last week.

5. A: When are you going to write your report for Mr. Berg?
   B: I (write, already) ___________________________ it. I (write) ___________________________ it two days ago and gave it to him.

6. A: (Antonio, have, ever) ___________________________ a job?
   B: Yes, he ___________________________. He (have) ___________________________ lots of part-time jobs. Last summer he (have) a ___________________________ a job at his uncle's auto shop.

7. A: This is a good book. Would you like to read it when I'm finished?
   B: Thanks, but I (read, already) ___________________________ it. I (read) ___________________________ it a couple of months ago.

8. A: What African countries (you, visit) ___________________________?
   B: I (visit) ___________________________ Kenya and Ethiopia. I (visit) ___________________________ Kenya in 2002. I (be) ___________________________ in Ethiopia last year.

Exercise 25. Let's talk: pairwork. (Chart 4-5)
Work with a partner. Take turns asking and answering the questions. Use the present perfect and the simple past. Share a few of your partner's answers with the class.

Example:
PARTNER A: What countries have you been to?
PARTNER B: I've been to Norway and Finland.
PARTNER A: When were you in Norway?
PARTNER B: I was in Norway three years ago. How about you? What countries have you been to?
PARTNER A: I've never been to Norway or Finland, but I've been to . . . .

1. What countries have you been to?
   When were you in . . . ?

2. Where are some interesting places you have lived?
   When did you live in . . . ?

3. What are some interesting / unusual / scary things you have done in your lifetime?
   When did you . . . ?

4. What are some helpful things (for a friend / your family / your community) you have done in your lifetime?
   When did you . . . ?
Exercise 26. Listening. (Charts 2-4 and 4-5)

For each item, you will hear two complete sentences and then the beginning of a third sentence. Complete the third sentence with the past participle of the verb you heard in the first two sentences.

Example: You will hear:  
I eat vegetables every day. I ate vegetables for dinner last night.  
I have . . .
You will write: I have _______ vegetables every day for a long time.

1. Since Friday, I have _______________ a lot of money.
2. All week, I have _______________ big breakfasts.
3. Today, I have already _______________ several emails.
4. I just finished dinner, and I have _______________ a nice tip.
5. Since I was a teenager, I have _______________ in late on weekends.
6. All my life, I have _______________ very carefully.
7. Since I was little, I have _______________ in the shower.

Exercise 27. Game. (Charts 2-4 and 4-5)

Work in groups.

(1) On a piece of paper, write down two statements about yourself, one in the simple past tense and one in the present perfect tense.
(2) Make one statement true and one statement false.
(3) The other members of your group will try to guess which one is true.
(4) Tell the group the correct answers when everyone has finished guessing.

The person with the most correct guesses at the end of the game is the winner.

Example:
STUDENT A: I've never cooked dinner.  
I saw a famous person last year.
STUDENT B: You've never cooked dinner is true.  
You saw a famous person last year is false.

Exercise 28. Warm-up. (Chart 4-6)

Complete the sentences with time information.

1. I am sitting at my desk right now. I have been sitting at my desk since _______________.
2. I am looking at my book. I have been looking at my book for _______________.

Present Perfect and Past Perfect 97
Al and Ann are in their car right now. They are driving home. It is now four o'clock.

(a) They have been driving since two o'clock.
(b) They have been driving for two hours.
They will be home soon.

(c) How long have they been driving?

The PRESENT PERFECT PROGRESSIVE talks about how long an activity has been in progress before now.

NOTE: Time expressions with since, as in (a), and for, as in (b), are frequently used with this tense.

STATEMENT:

have/has + been + -ing

The PRESENT PROGRESSIVE describes an activity that is in progress right now, as in (d). It does not discuss duration (length of time).

INCORRECT: Po has been sitting in class right now.

INCORRECT: Po is sitting in class since nine o'clock.

INCORRECT: Po has been sitting in class
for thirty minutes.

INCORRECT: Po has been sitting in class
since nine o'clock.

The PRESENT PERFECT PROGRESSIVE expresses the duration (length of time) of an activity that began in the past and is in progress right now.

INCORRECT: Po is sitting in class since nine o'clock.

INCORRECT: Po has been sitting in class
for thirty minutes.

INCORRECT: Po has been sitting in class
since nine o'clock.

NOTE: Non-action verbs (e.g., know, like, own, belong) are generally not used in the progressive tenses. *

In (i): With non-action verbs, the present perfect is used with since or for to express the duration of a situation that began in the past and continues to the present.

(g) CORRECT: I know Yoko.
(h) INCORRECT: I am knowing Yoko.
(i) CORRECT: I have known Yoko for two years.
(j) INCORRECT: I have been knowing Yoko for two years.

*See Chart 1-6, Non-Action Verbs, p. 17.
Exercise 29. Looking at grammar. (Chart 4-6)
Complete the sentences. Use the present progressive or the present perfect progressive form of the verbs in parentheses.

1. I (sit) __________ in the cafeteria right now. I (sit) ______________ here since twelve o’clock.

2. Kate is standing at the corner. She (wait) __________ for the bus. She (wait) ______________ for the bus for twenty minutes.

3. Scott and Rebecca (talk) ______________ on the phone right now. They (talk) ______________ (talk) on the phone for over an hour.

4. Right now we’re in class. We (do) ______________ an exercise. We (do) ______________ this exercise for a couple of minutes.

5. A: You look busy right now. What (you, do) _______________?
   B: I (work) _______________ on my physics experiment. It’s a difficult experiment.
   A: How long (you, work) _______________ on it?
   B: I started planning it last January. I (work) _______________ on it since then.

Exercise 30. Let’s talk. (Chart 4-6)
Answer the questions your teacher asks. Your book is closed.

Example:
TEACHER: Where are you living?
STUDENT A: I’m living in an apartment on Fourth Avenue.
TEACHER: How long have you been living there?
STUDENT A: I’ve been living there since last September.

1. Right now you are sitting in class. How long have you been sitting here?
2. When did you first begin to study English? How long have you been studying English?
3. I began to teach English in (year). How long have I been teaching English?
4. I began to work at this school in (month or year). How long have I been working here?
5. What are we doing right now? How long have we been doing it?
6. (Student’s name), I see that you wear glasses. How long have you been wearing glasses?
7. Who drives? When did you first drive a car? How long have you been driving?
8. Who drinks coffee? How old were you when you started to drink coffee? How long have you been drinking coffee?
**Exercise 31. Listening.** (Charts 4-2 → 4-6)

*Part I.* When speakers use the present perfect in everyday speech, they often contract *have* and *has* with nouns. Listen to the sentences and notice the contractions.

1. Jane has been out of town for two days.
2. My parents have been active in politics for 40 years.
3. My friends have moved into a new apartment.
4. I'm sorry. Your credit card has expired.
5. Bob has been traveling in Montreal since last Tuesday.
6. You're the first one here. No one else* has come yet.

*Part II.* Listen to the sentences. Complete them with the words you hear: *noun + have/has*.

1. The *weather has* been warm since the beginning of April.
2. This __________ been unusually warm.
3. My __________ been living in the same house for 25 years.
4. My __________ lived in the same town all their lives.
5. You slept late. Your __________ already gotten up and made breakfast.
6. My __________ planned a going-away party for me. I'm moving back to my hometown.
7. I'm afraid your __________ been getting a little sloppy.**
8. My __________ traveled a lot. She's visited many different countries.

**Exercise 32. Warm-up.** (Chart 4-7)

Read the situations and answer the questions.

**SITUATION 1:**
Roger is having trouble with math. I am helping him with his homework tonight. **I have been helping** him since 6:00.

**SITUATION 2:**
Roger is moving to a new apartment. **I have helped** him move furniture several times this week.

**SITUATION 3:**
I sure was busy last week. **I helped** Roger with his homework, and **I helped** him move to a new apartment.

a. In which situation does the speaker emphasize the duration or the time that something continues?
b. In which situation(s) is the speaker finished with the activity?
c. Do you think the activity in situation 1 or 2 is more recent? Why?

*else is an adverb and is frequently contracted with *have* and *has* in phrases such as *no one else, someone else, anyone else*, etc.

**sloppy** = careless or messy
### 4-7 Present Perfect Progressive vs. Present Perfect

#### Present Perfect Progressive

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Gina and Tarik are talking on the phone. They <em>have been talking</em> on the phone for 20 minutes.</td>
<td>The <em>PRESENT PERFECT PROGRESSIVE</em> expresses the <strong>duration of present activities</strong>, using action verbs, as in (a). The activity began in the past and is still in progress.</td>
</tr>
</tbody>
</table>

#### Present Perfect

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Gina <em>has talked</em> to Tarik on the phone many times (before now).</td>
<td>The <em>PRESENT PERFECT</em> expresses <strong>(1)</strong> repeated activities that occur at unspecified <em>times in the past</em>, as in (b), or <strong>(2)</strong> the duration of present <em>situations</em>, as in (d), using non-action verbs.</td>
</tr>
<tr>
<td>(c) INCORRECT: Gina <em>has been talking</em> to Tarik on the phone many times.</td>
<td></td>
</tr>
<tr>
<td>(d) Gina <em>has known</em> Tarik for two years.</td>
<td></td>
</tr>
<tr>
<td>(e) INCORRECT: Gina <em>has been knowing</em> Tarik for two years.</td>
<td></td>
</tr>
</tbody>
</table>

#### Present Perfect Progressive and Present Perfect

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(f) I <em>have been living</em> here for six months. OR I <em>have lived</em> here for six months.</td>
<td>For some (not all) verbs, duration can be expressed by either the present perfect or the present perfect progressive.</td>
</tr>
<tr>
<td>(g) Ed <em>has been wearing</em> glasses since he was ten. OR Ed <em>has worn</em> glasses since he was ten.</td>
<td></td>
</tr>
<tr>
<td>(i) I’ve <em>been going</em> to school ever since I was five years old. OR I’ve <em>gone</em> to school ever since I was five years old.</td>
<td>Examples (f) and (g) have essentially the same meaning, and both are correct. Often either tense can be used with verbs that express the <strong>duration of usual or habitual activities/situations</strong> (things that happen daily or regularly), e.g., <em>live, work, teach, smoke, wear glasses, play chess, go to school, read the same newspaper every morning</em>, etc.</td>
</tr>
</tbody>
</table>

---
Exercise 33. Looking at grammar. (Chart 4-7)
Complete the sentences. Use the present perfect or the present perfect progressive form of the verbs in parentheses. In some sentences, either form is possible.

1. A: I'm tired. We (hike) _______ have been hiking _______ for more than an hour.
   B: Well, let's stop and rest for a while.

2. A: Is the hike to Glacier Lake difficult?
   B: No, not at all. I (hike) _______ have hiked _______ it many times with my kids.

3. A: Do you like it here?
   B: I (live) _______ have been living / have lived _______ here for only a short while. I don't know yet.

4. A: My eyes are getting tired. I (read) _______ for two hours. I think I'll take a break.
   B: Good idea.

5. A: I (read) _______ this same page in my chemistry book three times, and I still don't understand it.
   B: Maybe I can help.

6. A: Do you like the Edgewater Inn?
   B: Very much. I (stay) _______ there at least a dozen times. It's my favorite hotel.

7. A: The baby's crying. Shouldn't we do something? He (cry) _______ for several minutes.
   B: I'll go check.

8. A: Who's your daughter's teacher for next year?
   B: I think her name is Mrs. Jackson.
   A: She's one of the best teachers at the elementary school. She (teach) _______ kindergarten for twenty years.

9. A: Ed (play) _______ tennis for ten years, but he still doesn't have a good serve.
   B: Neither do I, and I (play) _______ tennis for twenty years.

10. A: Where does Mrs. Alvarez work?
    B: At the power company. She (work) _______ there for fifteen years. She likes her job.
    A: What about her husband?
    B: He's currently unemployed, but he'll find a new job soon.
    A: What kind of experience does he have?
    B: He (work) _______ for two different accounting firms and at one of the bigger software companies. With his work experience, he won't have any trouble finding another job.
Exercise 34. Listening. (Chart 4-7)

Listen to the weather report. Then listen again and complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: hail, weather system, rough.

Today's Weather

The weather _______ certainly _______ today. Boy, what a day! _______ already _______ rain, wind, hail, and sun. So, what's in store* for tonight? As you _______ probably _______ , dark clouds _______. We have a weather system moving in that is going to bring colder temperatures and high winds. _______ all week that this system is coming, and it looks like tonight is it! _______ even _______ snow down south of us, and we could get some snow here too. So hang onto your hats! We may have a rough night ahead of us.

Exercise 35. Looking at grammar. (Chapters 1, 2, and 4)

Look at each pair of sentences. Compare the meanings of the verb tenses in italics. Check (✓) the sentences that express duration.

1. a. ___ Rachel is taking English classes.
   b. ___ Nadia has been taking English classes for two months.

2. a. ___ Ayako has been living in Jerusalem for two years. She likes it there.
   b. ___ Beatriz has lived in Jerusalem. She's also lived in Paris. She's lived in New York and Tokyo. She's lived in lots of cities.

3. a. ___ Jack has visited his aunt and uncle many times.
   b. ___ Matt has been visiting his aunt and uncle for the last three days.

4. a. ___ Cyril is talking on the phone.
   b. ___ Cyril talks on the phone a lot.
   c. ___ Cyril has been talking to his boss on the phone for half an hour.
   d. ___ Cyril has talked to his boss on the phone lots of times.

5. a. ___ Mr. Woods walks his dog in Forest Park every day.
   b. ___ Mr. Woods has walked his dog in Forest Park many times.
   c. ___ Mr. Woods walked his dog in Forest Park five times last week.
   d. ___ Mr. Woods is walking his dog in Forest Park right now.
   e. ___ Mr. Woods has been walking his dog in Forest Park since two o'clock.

*what's in store = what to expect or what is coming in the future
**Exercise 36. Listening.** (Charts 4-1 → 4-7)

Listen to each conversation and choose the sentence (a. or b.) that best describes it.

*Example:* You will hear:

A: This movie is silly.
B: I agree. It's really dumb.

You will choose:  a. The couple has been watching a movie.
                  b. The couple finished watching a movie.

1. a. The speakers listened to the radio already.
    b. The speakers have been listening to the radio.

2. a. The man lived in Dubai a year ago.
    b. The man still lives in Dubai.

3. a. The man has called the children several times.
    b. The man called the children once.

4. a. The speakers went to a party and are still there.
    b. The speakers went to a party and have already left.

**Exercise 37. Listening and speaking.** (Chapters 1 → 4)

*Part I.* Listen to the phone conversation between a mother and her daughter, Lara.

**A common illness**

LARA: Hi, Mom. I was just calling to tell you that I can't come to your birthday party this weekend. I'm afraid I'm sick.

MOM: Oh, I'm sorry to hear that.

LARA: Yeah, I got sick Wednesday night, and it's just been getting worse.

MOM: Are you going to see a doctor?

LARA: I don't know. I don't want to go to a doctor if it's not serious.

MOM: Well, what symptoms have you been having?

LARA: I've had a cough, and now I have a fever.

MOM: Have you been taking any medicine?

LARA: Just over-the-counter* stuff.

MOM: If your fever doesn't go away, I think you need to call a doctor.

LARA: Yeah, I probably will.

MOM: Well, call me tomorrow and let me know how you're doing.

LARA: Okay. I'll call you in the morning.

*over-the-counter = medicine you can buy without a prescription from a doctor*
Part II. Work with a partner. Take turns being the parent and the sick person. Complete the conversation. Practice the new conversation with your partner.

Possible symptoms:
- a fever
- a runny nose
- a cough
- nausea
- chills
- achiness
- a headache
- sneezing
- a sore throat
- a stomachache

A: Hi, Mom/Dad. I was just calling to tell you that I can’t come to __. I’m afraid I’m sick.
B: Oh, I’m sorry to hear that.
A: Yeah, I got sick Wednesday night, and it’s just been getting worse.
B: Are you going to see a doctor?
A: I don’t know. I don’t want to go to a doctor if it’s not serious.
B: Well, what symptoms have you been having?
A: I’ve had __, and now I have __.
B: Have you been taking any medicine?
A: Just over-the-counter stuff.
B: If your ____ doesn’t go away, I think you need to call a doctor.
A: Yeah, I probably will.
B: Well, call me tomorrow and let me know how you’re doing.
A: Okay. I’ll call you in the morning.

Exercise 38. Looking at grammar. (Chapter 1 and Charts 4-1–4-7)
Choose the correct verb. In some sentences, more than one answer may be possible. Discuss your answers.

1. I ____ the windows twice, and they still don’t look clean.
   a. am washing  b. have washed  c. have been washing

2. Please tell Mira to get off the phone. She ____ for over an hour.
   a. is talking  b. has talked  c. has been talking

3. Where are you? I ____ at the mall for you to pick me up.
   a. wait  b. am waiting  c. have been waiting

4. We ____ at the Lakes Resort once. We want to go back again.
   a. stay  b. have stayed  c. have been staying

5. Where have you been? The baby ___, and I can’t comfort her.
   a. cries  b. is crying  c. has been crying
Exercise 39. Reading. (Charts 4-1 → 4-7)
Answer the questions. Then read the passage and the statements that follow. Circle “T” for true and “F” for false.

Have you heard about the problem of disappearing honeybees?
Why are honeybees important to fruit and many other crops?

Where Have the Honeybees Gone?

Honeybees have been disappearing around the world for several years now. In the United States, billions of bees have already died. Europe, Australia, and Brazil have also reported losses of honeybees. This is a serious problem because bees pollinate* crops. Without pollination, apple, orange, and other fruit trees cannot produce fruit. Other crops like nuts also need pollination. In the United States, one-third of the food supply depends on honeybees.

Scientists have a name for this problem: colony collapse disorder (CCD). Bees live in colonies or hives, and thousands of beekeepers have been finding their hives empty. A hive that once held 50,000 bees may just have a few dead or dying ones left.

There have been many theories about why this has happened; for example, disease, pests,** unnatural growing conditions, and damaged DNA.*** Scientists now think that the cause may be a combination of a virus and a fungus, but they need to do more research to find a solution to this very serious problem.

1. Honeybees have stopped disappearing.  T  F
2. Scientists expect that more bees will die.  T  F
3. Apples and other fruits depend on honeybees.  T  F
4. Bee hives have been disappearing.  T  F
5. There are only four reasons why honeybees have died.  T  F

*pollinate (verb) = fertilize; pollination (noun) = the process that causes a plant to make a new plant

**pest = an insect or animal that damages crops

***DNA = deoxyribonucleic acid, a carrier of genetic information
Exercise 40. Grammar and writing. (Chapters 1, 2, and 4)

Part I. Complete the sentences with the correct form of the words in parentheses.

My name (be) is Surasuk Jutukanyaprateep. I (be) (1) _______ from Thailand. Right now I (study) (2) _______ English at this school. I (be) (3) _______ at this school since the beginning of January. I (arrive) (4) _______ here January 2nd, and my classes (begin) (5) _______ January 6th.

Since I (come) (6) _______ here, I (do) (7) _______ many things, and I (meet) (8) _______ many people. Last week, I (go) (9) _______ to a party at my friend’s house. I (meet) (10) _______ some of the other students from Thailand at the party. Of course, we (speak) (11) _______ Thai, so I (practice, not) (12) _______ my English that night. There (be) (13) _______ only people from Thailand at the party.

However, since I (come) (14) _______ here, I (meet) (15) _______ a lot of other people too, including people from Latin America, Africa, the Middle East, and Asia. I enjoy meeting people from other countries. Now I (know) (16) _______ people from all these places, and they (become) (17) _______ my friends.

Part II. Write three paragraphs about yourself. Use the passage in Part I as a model. Answer these questions:

PARAGRAPH I.
1. What is your name?
2. Where are you from?
3. How long have you been here?

PARAGRAPH II.
4. What have you done since you came here? OR
5. What have you learned since you began studying English?

PARAGRAPH III.
6. Who have you met in this class? OR
7. Who have you met recently?
8. Give a little information about these people.
Exercise 41. Warm-up. (Chart 4-8)
Read Karen’s statement. Which sequence of events (a. or b.) is correct?

KAREN: Jane met me for lunch. She was so happy. She had passed her driver’s test.

a. Jane talked to Karen. Then she passed her test.
b. Jane passed her test. Then she talked to Karen.

4-8 Past Perfect

Situation:
Jack left his apartment at 2:00. Sue arrived at his apartment at 2:15 and knocked on the door.

(a) When Sue arrived, Jack wasn’t there. He had left.

The PAST PERFECT is used when the speaker is talking about two different events at two different times in the past; one event ends before the second event happens.

In (a): There are two events, and both happened in the past: Jack left his apartment. Sue arrived at his apartment.

To show the time relationship between the two events, we use the past perfect (had left) to say that the first event (Jack leaving his apartment) was completed before the second event (Sue arriving at his apartment) occurred.

FORM: had = past participle

CONTRACTION: I / you / she / he / it / we / they + ’d

(b) Jack had left his apartment when Sue arrived.

(c) He’d left. I’d left. They’d left. Etc.

(d) Jack had left before Sue arrived.

(e) Jack left before Sue arrived.

(f) Sue arrived after Jack had left.

(g) Sue arrived after Jack left.

When before and after are used in a sentence, the time relationship is already clear so the past perfect is often not necessary. The simple past may be used, as in (e) and (g).

Examples (d) and (e) have the same meaning.

Examples (f) and (g) have the same meaning.

(h) Stella was alone in a strange city. She walked down the avenue slowly, looking in shop windows. Suddenly, she turned her head and looked behind her. Someone had called her name.

The past perfect is more common in formal writing such as fiction, as in (h).
Exercise 42. Looking at grammar. (Chart 4-8)
Identify which action in the past took place first (1st) and which action took place second (2nd).

1. The tennis player jumped in the air for joy. She had won the match.
   a. 1st. The tennis player won the match.
   b. 2nd. The tennis player jumped in the air.

2. Before I went to bed, I checked the front door. My roommate had already locked it.
   a. 2nd. I checked the door.
   b. 1st. My roommate locked the door.

3. I looked for Diego, but he had left the building.
   a. Diego left the building.
   b. I looked for Diego.

4. I laughed when I saw my son. He had poured a bowl of noodles on top of his head.
   a. I laughed.
   b. My son poured a bowl of noodles on his head.

5. Oliver arrived at the theater on time, but he couldn’t get in. He had left his ticket at home.
   a. Oliver left his ticket at home.
   b. Oliver arrived at the theater.

6. I handed Betsy the newspaper, but she didn’t want it. She had read it during her lunch hour.
   a. I handed Betsy the newspaper.
   b. Betsy read the newspaper.

7. After Carl arrived in New York, he called his mother. He had promised to call her as soon as he got in.
   a. Carl made a promise to his mother.
   b. Carl called his mother.
Exercise 43. Listening. (Chart 4-8)
Listen to the short conversations and choose the verbs you hear.

Examples: You will hear: A: I'll introduce you to Professor Newton at the meeting tonight.
B: You don’t need to. I have already met him.
You will choose: has  have  had

You will hear: A: Did Jack introduce you to Professor Newton?
B: No, it wasn’t necessary. I had already met him.
You will choose: has  have  (had)

1. has  have  had
2. has  have  had
3. has  have  had
4. has  have  had

Exercise 44. Check your knowledge. (Chapter 4)
Edit the sentences. Correct the errors in verb tense usage.

My experience with English

1. I have been studying English for eight years, but I still have a lot to learn.
2. I started English classes at this school four weeks ago, and I am learning a lot of English since then.
3. I want to learn English since I am a child.
4. I have been thinking about how to improve my English skills quickly since I came here, but I hadn’t found a good way.
5. Our teacher likes to give tests. We have had six tests since the beginning of the term.
6. I like learning English. When I was young, my father found an Australian girl to teach my brothers and me English, but when I moved to another city, my father didn’t find anyone to teach us.
7. I meet many friends in this class. I meet Abdul in the cafeteria on the first day. He was friendly and kind. We are friends since that day.
8. Abdul has been studying English for three months. His English is better than mine.
Exercise 1. Warm-up. (Chart 5-1)

Choose the correct completion.

A: ____ you need help?
   a. Are       c. Have
   b. Do        d. Were

B: Yes, ____.
   a. I need    c. I have
   b. I'm       d. I do

5-1 Yes/No Questions and Short Answers

<table>
<thead>
<tr>
<th>Yes/No Question</th>
<th>Short Answer (+ Long Answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Do you like tea?</td>
<td>Yes, I do. (I like tea.) No, I don’t. (I don’t like tea.)</td>
</tr>
<tr>
<td>(b) Did Sue call?</td>
<td>Yes, she did. (Sue called.) No, she didn’t. (Sue didn’t call.)</td>
</tr>
<tr>
<td>(c) Have you met Al?</td>
<td>Yes, I have. (I have met Al.) No, I haven’t. (I haven’t met Al.)</td>
</tr>
<tr>
<td>(d) Is it raining?</td>
<td>Yes, it is. (It’s raining.) No, it isn’t. (It isn’t raining.)</td>
</tr>
<tr>
<td>(e) Will Rob be here?</td>
<td>Yes, he will. (Rob will be here.) No, he won’t. (Rob won’t be here.)</td>
</tr>
</tbody>
</table>

Exercise 2. Looking at grammar. (Chart 5-1)

Choose the correct verbs.

A new cell phone

1. Is, Does that your new cell phone? Yes, it is, does.
2. Are, Do you like it? Yes, I am, do.
3. Were, Did you buy it online? Yes, I was, did.
4. Was, Did it expensive? No, it wasn’t, didn’t.
5. Is, Does it ringing? Yes, it is, does.
6. Are, Do you going to answer it? Yes, I am, do.
7. Was, Did the call important? Yes, it was, did.
8. Have, Were you turned your phone off? No, I haven’t, wasn’t.
9. Will, Are you call me later? Yes, I will, are.

**Exercise 3. Looking at grammar.** (Chart 5-1)
Use the information in parentheses to make yes/no questions. Complete each conversation with an appropriate short answer. Do not use a negative verb in the question.

1. A: **Do you know my brother?**
   B: No, I don’t. (I don’t know your brother.)
2. A: ______________
   B: No, ______________ (Snakes don’t have legs.)
3. A: ______________
   B: Yes, ______________ (Mexico is in North America.)
4. A: ______________
   B: No, ______________ (I won’t be at home tonight.)
5. A: ______________
   B: Yes, ______________ (I have a bike.)*
6. A: ______________
   B: Yes, ______________ (Simon has left.)
7. A: ______________
   B: Yes, ______________ (Simon left with Kate.)
8. A: ______________
   B: Yes, ______________ (Acupuncture relieves pain.)

*In American English, a form of do is usually used when have is the main verb: Do you have a car?
In British English, a form of do with the main verb have is not necessary: Have you a car?
Exercise 4. Listening. (Chart 5-1)

Listen to each question and choose the correct response.

Example: You will hear: Are you almost ready?
You will choose: a. Yes, I was. b. Yes, I do. c. Yes, I am.

Leaving for the airport
1. a. Yes, I am. b. Yes, I do. c. Yes, it does.
2. a. Yes, I did. b. Yes, I was. c. Yes, I am.
3. a. Yes, I will. b. Yes, it will. c. Yes, it did.
4. a. Yes, they are. b. Yes, it did. c. Yes, it is.
5. a. Yes, I am. b. Yes, I will. c. Yes, I do.

Exercise 5. Let's talk: interview. (Chart 5-1)

Interview seven students in your class. Make questions with the given words. Ask each student a different question.

1. you \ like \ animals? 5. you \ sleep \ well last night?
2. you \ ever \ had \ a pet snake? 6. you \ be \ tired right now?
3. it \ be \ cold \ in this room? 7. you \ be \ here next year?
4. it \ rain \ right now?

Exercise 6. Listening. (Chart 5-1)

In spoken English, it may be hard to hear the beginning of a yes/no question because the words are often reduced.*

Part I. Listen to these common reductions.
1. Is he absent? → Ih-ze absent? OR Ze absent?
2. Is she absent? → Ih-she absent?
3. Does it work? → Zit work?
4. Did it break? → Dih-dit break? OR Dit break?
5. Has he been sick? → Ze been sick? OR A-ze been sick?
6. Is there enough? → Zere enough?
7. Is that okay? → Zat okay?

Part II. Complete the sentences with the words you hear. Write the non-reduced forms.

At the grocery store
1. I need to see the manager. __________ available?
2. I need to see the manager. __________ in the store today?
3. Here is one bag of apples. __________ enough?
4. I need a drink of water. __________ a drinking fountain?
5. My credit card isn’t working. Hmm. __________ expire?

*See also Chapter 1, Exercise 33, p. 21, and Chapter 2, Exercise 20, p. 39.
6. Where’s Simon? ____________ left?

7. The price seems high. ____________ include the tax?

Exercise 7. Warm-up. (Chart 5-2)
Circle the correct answers. There may be more than one correct answer for each question.

1. Where did you go?

2. When is James leaving?

3. Who did you meet?

5-2 Yes/No and Information Questions

A yes/no question = a question that can be answered by "yes" or "no"
A: Does Ann live in Montreal?
B: Yes, she does. OR No, she doesn’t.

An information question = a question that asks for information by using a question word: where, when, why, who, whom, what, which, whose, how
A: Where does Ann live?
B: In Montreal.

<table>
<thead>
<tr>
<th>(Question Word)</th>
<th>Helping Verb</th>
<th>Subject</th>
<th>Main Verb</th>
<th>(Rest of Sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Does</td>
<td>Ann</td>
<td>live</td>
<td>in Montreal?</td>
</tr>
<tr>
<td>(b) Where</td>
<td>does</td>
<td>Ann</td>
<td>live?</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Is</td>
<td>Sara</td>
<td>studying</td>
<td>at the library?</td>
</tr>
<tr>
<td>(d) Where</td>
<td>is</td>
<td>Sara</td>
<td>studying?</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Will</td>
<td>you</td>
<td>graduate</td>
<td>next year?</td>
</tr>
<tr>
<td>(f) When</td>
<td>will</td>
<td>you</td>
<td>graduate?</td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td>Did</td>
<td>they</td>
<td>see</td>
<td>Jack?</td>
</tr>
<tr>
<td>(h) Who(m)*</td>
<td>did</td>
<td>they</td>
<td>see?</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Is</td>
<td>Heidi</td>
<td></td>
<td>at home?</td>
</tr>
<tr>
<td>(j) Where</td>
<td>is</td>
<td>Heidi?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k)</td>
<td>Who</td>
<td></td>
<td>came</td>
<td>to dinner?</td>
</tr>
<tr>
<td>(l)</td>
<td>What</td>
<td></td>
<td>happened</td>
<td>yesterday?</td>
</tr>
</tbody>
</table>

The same subject-verb word order is used in both yes/no and information questions:
Helping Verb + Subject + Main Verb
Example (a) is a yes/no question.
Example (b) is an information question.

In (i) and (j): Main verb be in simple present and simple past (am, is, are, was, were) precedes the subject. It has the same position as a helping verb.

When the question word (e.g., who or what) is the subject of the question, usual question word order is not used. Notice in (k) and (l) that no form of do is used.

*See Chart 5-4 for a discussion of who(m).
Exercise 8. Looking at grammar. (Chart 5-2)
Read the information about Irina and Paul. Then make complete questions with the given words and choose the correct short answers.

The Simple Life

Irina and Paul live a simple life. They have a one-room cabin on a lake in the mountains. They fish for some of their food. They also raise chickens. They pick fruit from trees and berries from bushes. They don't have electricity or TV, but they enjoy their life. They don't need a lot to be happy.

1. QUESTION: where \ Irina and Paul \ live?
   \textit{Where do Irina and Paul live?}
   \hspace{1cm} ANSWER: a. Yes, they do. \hspace{1cm} b. On a lake.

2. QUESTION: they \ live \ a simple life?
   \hspace{1cm} ANSWER: a. Yes, they live. \hspace{1cm} b. Yes, they do.

3. QUESTION: what \ they \ pick \ from the trees?
   \hspace{1cm} ANSWER: a. Fruit. \hspace{1cm} b. Yes, they pick.

4. QUESTION: they \ have \ electricity?
   \hspace{1cm} ANSWER: a. No, they don't. \hspace{1cm} b. No, they don't have.

5. QUESTION: they \ enjoy \ their life?
   \hspace{1cm} ANSWER: a. Yes, they do. \hspace{1cm} b. Yes, they enjoy.

6. QUESTION: they \ be \ happy?
   \hspace{1cm} ANSWER: a. Yes, they do. \hspace{1cm} b. Yes, they are.
Exercise 9. Listening. (Chart 5-2)

Listen to the conversation. Then listen again and complete the sentences with the words you hear.

Where are Roberto and Isabel?

A: _____________ Roberto and Isabel?

B: Yes, ____________. They live around the corner from me.

A: _______________ them lately?

B: No, ______________. They're out of town.

A: _______________ to their parents? I heard Roberto’s parents are ill.

B: Yes, ______________. They went to help them.

A: _______________ them soon?

B: Yes, ______________. In fact, I'm going to pick them up at the airport.

A: _______________ back this weekend? I'm having a party, and I'd like to invite them.

B: No, ______________. They won't be back until Monday.

Exercise 10. Warm-up. (Chart 5-3)

Complete the sentences with the most appropriate question word from the list. One sentence has two possible answers. Match the answers to the questions.

<table>
<thead>
<tr>
<th>Why</th>
<th>What time</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
</table>

QUESTIONS

1. ________________ do you live? ___
2. ________________ are you laughing? ___
3. ________________ will you get here? ___

ANSWERS

a. At noon.
b. On Fifth Street.
c. Because the joke was funny.
**5-3 Where, Why, When, What Time, How Come, What . . . For**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th><strong>Where</strong> asks about place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>Where</em> did he go?</td>
<td>Home.</td>
<td>A question with <em>when</em> can be answered by any time expression, as in the sample answers in (b).</td>
</tr>
<tr>
<td>(b) <em>When</em> did he leave?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - Last night.  
  - Two days ago.  
  - Monday morning.  
  - Seven-thirty. | A question with *what time* asks about *time on a clock*.                                 |
| (c) *What time* did he leave? |  
  - Seven-thirty.  
  - Around five o'clock.  
  - A quarter past ten. |                                                                                          |
| (d) *Why* did he leave? | Because he didn't feel well.*              | Why asks about *reason*.                                                                  |
| (e) *What* did he leave *for*? | Why can also be expressed with the phrases *What . . . for* and *How come*, as in (e) and (f). |
| (f) *How come* he left? |    | Notice that with *How come*, usual question order is not used. The subject precedes the verb and no form of *do* is used. |

*See Chart 8-6, p. 221, for the use of *because*. *Because I didn’t feel well* is an adverb clause. It is not a complete sentence. In this example, it is the short answer to a question.

**Exercise 11. Looking at grammar. (Chart 5-3)**

Complete each conversation. Make questions using the information from Speaker A.

1. A: I’m going downtown in a few minutes.
   B: I didn’t catch that. When *are you going downtown*? OR
   B: I didn’t catch that. Where *are you going in a few minutes*?

2. A: My kids are transferring to Lakeview Elementary School because it’s a better school.
   B: What was that? Where *are you going*? OR
   B: What was that? Why *

3. A: I will meet Taka at 10:00 at the mall.
   B: I couldn’t hear you. Tell me again. What time *
   B: I couldn’t hear you. Tell me again. Where *

4. A: Class begins at 8:15.
   B: Are you sure? When *
   B: Are you sure? What time *

5. A: I stayed home from work because I wanted to watch the World Cup final on TV.
   B: Huh?! Why *
   B: Huh?! What  
   for?
Exercise 12. Looking at grammar. (Chart 5-3)
Restate the sentences. Use How come and What for.

1. Why are you going?            3. Why does he need more money?
2. Why did they come?           4. Why are they going to leave?

Exercise 13. Reading and grammar. (Charts 5-2 and 5-3)
Read the passage about Nina’s birthday. Make questions with the given words. Answer the questions in small groups or as a class.

The Birthday Present

Tom got home late last night, around midnight. His wife, Nina, was sitting on the couch waiting for him. She was quite worried because Tom is never late.

Tomorrow is Nina’s birthday. Unfortunately, Tom doesn’t think she will be happy with her birthday present. Yesterday, Tom bought her a bike and he decided to ride it home from the bike shop. While he was riding down a hill, a driver came too close to him, and he landed in a ditch. Tom was okay, but the bike was ruined. Tom found a bus stop nearby and finally got home.

Tom told Nina the story, but Nina didn’t care about the bike. She said she had a better present: her husband.

1. When \Tom \ get home
2. Where \be \his wife
3. What \Tom \ buy
4. Why \be \Tom \ late
5. What present \Nina \ get

Exercise 14. Listening. (Charts 5-2 and 5-3)
Listen to each question and choose the best answer.

Example: You will hear: When are you leaving?
You will choose:  a. Yes, I am.  b. Tomorrow.  c. In the city.

2. a. For dinner.  b. At 6:00.  c. At the restaurant.
3. a. Outside the mall.  b. After lunch.  c. Because I need a ride.
4. a. At work.  b. Because traffic was heavy.  c. A few hours ago.
5. a. A pair of jeans.  b. At the store.  c. Tomorrow.

Exercise 15. Warm-up. (Chart 5-4)
Match each question in Column A with the correct answer in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
</table>
## 5-4 Questions With Who, Who(m), and What

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Who came?</td>
<td>Someone came.</td>
</tr>
<tr>
<td>(b) Who(m) did you see?</td>
<td>I saw someone.</td>
</tr>
<tr>
<td>(c) What happened?</td>
<td>Something happened.</td>
</tr>
<tr>
<td>(d) What did you see?</td>
<td>I saw something.</td>
</tr>
</tbody>
</table>

- **Who** is used as the subject (S) of a question.
- **Who(m)** is used as the object (O) in a question. **Whom** is used in very formal English. In everyday spoken English, **who** is usually used instead of **whom**:
  - UNCOMMON: Whom did you see?
  - COMMON: Who did you see?
- **What** can be used as either the subject or the object in a question.

### Exercise 16. Looking at grammar. (Chart 5-4)

Make questions with **who**, **who(m)**, and **what**. Write “S” if the question word is the subject. Write “O” if the question word is the object.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Who(m) did you ask?</td>
<td>I asked someone.</td>
</tr>
<tr>
<td>3.</td>
<td>Someone knocked on the door.</td>
</tr>
<tr>
<td>4.</td>
<td>Talya met someone.</td>
</tr>
<tr>
<td>5.</td>
<td>Mike learned something.</td>
</tr>
<tr>
<td>6.</td>
<td>Something changed Gina’s mind.</td>
</tr>
<tr>
<td>7.</td>
<td>Gina is talking about someone.*</td>
</tr>
<tr>
<td>8.</td>
<td>Gina is talking about something.</td>
</tr>
</tbody>
</table>

*A preposition may come at the beginning of a question in very formal English:

- **About whom** (NOT who) is Tina talking?

In everyday English, a preposition usually does not come at the beginning of a question.
Exercise 17. Looking at grammar. (Chart 5-4)

Complete the sentences with who or what.

1. A: ____________ just called? B: That was Antonia.
3. A: ____________ is Jae? B: My stepmom.
4. A: ____________ is going on? B: Ben’s having a party.
6. A: ____________ do you need? B: Dr. Smith or her nurse.

Exercise 18. Let’s talk: interview. (Chart 5-4)

Walk around the room and ask your classmates questions with who or what.

Example: ____________ are you currently reading?
SPEAKER A: What are you currently reading?
SPEAKER B: A book about a cowboy.

1. ____________ do you like to do in your free time?
2. ____________ is your idea of the perfect vacation?
3. ____________ is your best friend?
4. ____________ was the most memorable event of your childhood?
5. ____________ stresses you out?
6. ____________ do you need that you don’t have?
7. ____________ would you most like to invite to dinner? Why? (The person can be living or dead.)

Exercise 19. Listening. (Chart 5-4)

Listen to the conversation. Listen again and complete the sentences with the words you hear.

A secret

A: John told me something.
B: ____________ tell you? 
A: It’s confidential. I can’t tell you.
B: ____________ anyone else?
A: He told a few other people.
B: ____________ tell?
A: Some friends.
B: Then it’s not a secret. ____________ say?
A: I can’t tell you.
B: ____________ can’t ____________ me?
A: Because it’s about you. But don’t worry. It’s nothing bad.
B: Gee. Thanks a lot. That sure makes me feel better.
Exercise 20. Let's read and talk. (Chart 5-4)
Work in small groups. Ask your classmates for the meaning of the italicized words in the passage. Refer to a dictionary as necessary.

Example: type
STUDENT A: What does type mean?
STUDENT B: Type means kind or category.

Types of Books

There are several different types of books. You may be familiar with the categories of fiction and nonfiction. These are the two main types. Fiction includes mysteries, romance, thrillers, science fiction, and horror. Nonfiction includes biographies, autobiographies, history, and travel. There are other types, but these are some of the more common ones. Which type do you like best?

Exercise 21. Warm-up. (Chart 5-5)
Answer the questions with information about yourself.

1. What do you do on weekends? I ...
2. What did you do last weekend? I ...
3. What are you going to do this weekend? I’m going to ...
4. What will you do the following weekend? I will ...

Exercise 22. Looking at grammar. (Chart 5-5)
Make questions beginning with What + a form of do.

1. A: What are you doing right now? B: I’m working on my monthly report.
3. A: What are you going to do tomorrow? B: I’m going to visit my relatives.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>What + a form of do is used to ask questions about activities. Examples of forms of do: am doing, will do, are going to do, did, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What does Bob do every morning?</td>
<td>He goes to class.</td>
<td></td>
</tr>
<tr>
<td>(b) What did you do yesterday?</td>
<td>I went downtown.</td>
<td></td>
</tr>
<tr>
<td>(c) What is Anna doing (right now)?</td>
<td>She’s studying.</td>
<td></td>
</tr>
<tr>
<td>(d) What are you going to do tomorrow?</td>
<td>I’m going to go to the beach.</td>
<td></td>
</tr>
<tr>
<td>(e) What do you want to do tonight?</td>
<td>I want to go to a movie.</td>
<td></td>
</tr>
<tr>
<td>(f) What would you like to do tomorrow?</td>
<td>I would like to visit Jim.</td>
<td></td>
</tr>
</tbody>
</table>

Asking Questions 121
4. A: ___________________________ tomorrow?
   B: I want to go to the beach.

5. A: ___________________________ this evening?
   B: I would like to go to a movie.

6. A: ___________________________ tomorrow?
   B: I'm staying home and relaxing most of the day.

7. A: ___________________________ in your history class every day?
   B: We listen to the teacher talk.

8. A: ___________________________ (for a living)?*
   B: I'm a teacher.

   A: ___________________________, your wife __________?
   B: She designs websites. She works for an Internet company.

Exercise 23. Let's talk: interview. (Chart 5-5)
Interview your classmates. Make questions with the given words and what + a form of do. More than one verb tense may be possible. Share a few of your classmates' answers with the class.

Example: tomorrow
SPEAKER A: What are you going to do tomorrow? / What do you want to do tomorrow? / What would you like to do tomorrow? / Etc.
SPEAKER B: I'm going to buy a new video game. / I want to buy a new video game. / I'd like to buy a new video game. / Etc.

1. last night
2. right now
3. next Saturday
4. this afternoon
5. tonight
6. last weekend
7. after class yesterday
8. every morning
9. since you arrived in this city
10. on weekends

Exercise 24. Warm-up. (Chart 5-6)
Answer the questions about ice-cream flavors.

blackberry caramel chocolate coconut coffee green tea lemon mint vanilla

1. Which ice-cream flavors are popular in your country?
2. What kind of ice cream do you like?

*What do you do? has a special meaning. It means: What is your occupation, your job? Another way of asking the same question: What do you do for a living?

122  CHAPTER 5
### 5-6 Using Which and What Kind Of

#### Which

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) TOM: May I borrow a pen from you?</td>
<td>In (a): Ann uses which (not what) because she wants Tom to choose.</td>
</tr>
<tr>
<td>ANN: Sure. I have two pens. This pen has black ink. That pen has red ink. Which pen do you want?</td>
<td>Which is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: this one or that one; these or those.</td>
</tr>
<tr>
<td>Which one do you want?</td>
<td></td>
</tr>
<tr>
<td>Which do you want?</td>
<td></td>
</tr>
<tr>
<td>(b) SUE: I like these earrings, and I like those too.</td>
<td>Which can be used with either singular or plural nouns.</td>
</tr>
<tr>
<td>BOB: Which (earrings/ones) are you going to buy?</td>
<td></td>
</tr>
<tr>
<td>SUE: I think I'll get these.</td>
<td></td>
</tr>
<tr>
<td>(c) JIM: Here's a photo of my daughter's class.</td>
<td>Which can be used to ask about people as well as things.</td>
</tr>
<tr>
<td>KIM: Very nice. Which one is your daughter?</td>
<td></td>
</tr>
<tr>
<td>(d) SUE: My aunt gave me some money for my birthday. I'm going to take it with me to the mall.</td>
<td>In (d): The question doesn't involve choosing from a particular group of items, so Bob uses what, not which.</td>
</tr>
<tr>
<td>BOB: What are you going to buy with it?</td>
<td></td>
</tr>
<tr>
<td>SUE: I haven't decided yet.</td>
<td></td>
</tr>
</tbody>
</table>

#### What kind of

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>What kind of asks for information about a specific type (a specific kind) in a general category.</th>
</tr>
</thead>
</table>

#### Exercise 25. Looking at grammar. (Chart 5-6)
Make questions beginning with Which or What.

1. A: I have two books. __Which book / Which one / Which do you want?__
   B: That one. (I want that book.)

2. A: __What did you buy when you went shopping?__
   B: A book. (I bought a book when I went shopping.)
3. A: Could I borrow your pen for a minute?
   B: Sure. I have two.
   A: That one. (I would like that one.)

4. A: ____________________________
   B: A pen. (Hassan borrowed a pen from me.)

5. A: ____________________________
   B: Two pieces of hard candy. (I have two pieces of hard candy in my hand.) Would you like one?
   A: Yes. Thanks.
   B: ____________________________
   A: The yellow one. (I’d like the yellow one.)

   B: ____________________________
   A: A tie. (Tony got a tie.)

7. A: Did you enjoy your trip to South America?
   B: Yes, I did. Very much.
   A: ____________________________
   B: Peru, Brazil, and Venezuela. (I visited Peru, Brazil, and Venezuela.)*
   A: ____________________________
   B: Peru. (I enjoyed Peru the most. I have family there.)

Exercise 26. Let’s talk: interview. (Chart 5-6)

Make questions. Ask one of your classmates each question and write the answer. Share some of their answers with the class.

1. A: What kind of shoes are you wearing?
   B: Boots. Classmate’s answer: ____________________________

2. A: What kind of meat do you eat most often?
   B: Beef. Classmate’s answer: ____________________________

3. A: What kind of ________ do you like best?
   B: Rock ’n roll. Classmate’s answer: ____________________________

4. A: What kind of ________ do you like to watch?
   B: Comedy. Classmate’s answer: ____________________________

5. A: What kind of ________ do you like best?
   B: Classmate’s answer: ____________________________

* The difference between what country and which country is often very small.
Exercise 27. Warm-up. (Chart 5-7)
Answer the questions.

1. This is Ted’s daughter. Whose daughter is that?
   a. That’s Terry.  
   b. That’s Terry’s.

2. This is Ted. Who’s next to him?
   a. That’s Terry.  
   b. That’s Terry’s.

<table>
<thead>
<tr>
<th>5-7 Using Whose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>(a) Whose (book) is this?</td>
</tr>
<tr>
<td>(b) Whose (books) are those?</td>
</tr>
<tr>
<td>(c) Whose car did you borrow?</td>
</tr>
<tr>
<td>COMPARE:</td>
</tr>
<tr>
<td>(d) Who’s that?</td>
</tr>
<tr>
<td>(e) Whose is that?</td>
</tr>
</tbody>
</table>

Whose asks about possession.

*See Charts 6-11, p. 166, and 6-12, p. 168, for ways of expressing possession.

Exercise 28. Let’s talk: pairwork. (Chart 5-7)

Work with a partner. Partner B looks at the picture below and tries to remember what the women are wearing. Then Partner B closes his/her book. Partner A asks questions by pointing to an item on page 126 and using whose. Partners should change roles after four items.

Example:
PARTNER A: Whose purse is that?
PARTNER B: It’s Rita’s.
Exercise 29. Listening. (Chart 5-7)

Listen to the questions and circle the correct completions.

CD 1
Track 50


Exercise 30. Listening. (Chart 5-7)

Listen to the questions. Decide if the speaker is saying whose or who's.

CD 1
Track 31

An old vacation photo

1. whose  who's  3. whose  who's  5. whose  who's
2. whose  who's  4. whose  who's  6. whose  who's

Exercise 31. Warm-up. (Chart 5-8)

Match each question in Column A with the correct answer in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>How tall is your sister? ___</td>
<td>a. By bus.</td>
</tr>
<tr>
<td>How old is your brother? ___</td>
<td>b. In five minutes.</td>
</tr>
<tr>
<td>How did you get here? ___</td>
<td>c. I don't. I only know his sister.</td>
</tr>
<tr>
<td>How soon do we need to go? ___</td>
<td>d. Fifteen.</td>
</tr>
<tr>
<td>How well do you know Kazu? ___</td>
<td>e. Five feet (1.52 meters).</td>
</tr>
</tbody>
</table>
### 5-8 Using How

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <strong>How</strong> did you get here?</td>
<td>I drove. / By car. I took a taxi. / By taxi. I took a bus. / By bus. I flew. / By plane. I took a train. / By train. I walked. / On foot.</td>
</tr>
<tr>
<td>(b) <strong>How old</strong> are you?</td>
<td>Twenty-one.</td>
</tr>
<tr>
<td>(c) <strong>How tall</strong> is he?</td>
<td>About six feet.</td>
</tr>
<tr>
<td>(d) <strong>How big</strong> is your apartment?</td>
<td>It has three rooms.</td>
</tr>
<tr>
<td>(e) <strong>How sleepy</strong> are you?</td>
<td>Very sleepy.</td>
</tr>
<tr>
<td>(f) <strong>How hungry</strong> are you?</td>
<td>I'm starving.</td>
</tr>
<tr>
<td>(g) <strong>How soon</strong> will you be ready?</td>
<td>In five minutes.</td>
</tr>
<tr>
<td>(h) <strong>How well</strong> does he speak English?</td>
<td>Very well.</td>
</tr>
<tr>
<td>(i) <strong>How quickly</strong> can you get here?</td>
<td>I can get there in 30 minutes.</td>
</tr>
</tbody>
</table>

*How* has many uses. One use of *how* is to ask about means (ways) of transportation.

*How* is often used with adjectives (e.g., *old, big*) and adverbs (e.g., *well, quickly*).

### Exercise 32. Reading and grammar. (Chart 5-8)
Read the passage about John and then answer the questions.

**Long John**

John is 14 years old. He is very tall for his age. He is 6 foot, 6 inches (2 meters). His friends call him “Long John.” People are surprised to find out that he is still a teenager. Both his parents are average height, so John’s height seems unusual.

It causes problems for him, especially when he travels. Beds in hotels are too short, and there is never enough leg room on airplanes. He is very uncomfortable. When he can, he prefers to take a train because he can walk around and stretch his legs.

1. How tall is John? ____________________________________________________________________

2. How old is John? ____________________________________________________________________

3. How well do you think he sleeps in hotels? ____________________________________________________________________

4. How comfortable is he on airplanes? ____________________________________________________________________

5. How does he like to travel? ____________________________________________________________________
Exercise 33. Looking at grammar. (Chart 5-8)
Make questions with *How*.

1. A: ___________ How old is your daughter?__
   B: Ten. (My daughter is ten years old.)

2. A: ___________
   B: Very important. (Education is very important.)

3. A: ___________
   B: By bus. (I get to school by bus.)

4. A: ___________
   B: Very, very deep. (The ocean is very, very deep.)

5. A: ___________
   B: By plane. (I'm going to get to Buenos Aires by plane.)

6. A: ___________
   B: Not very. (The test wasn’t very difficult.)

7. A: ___________
   B: It's 29,029 feet high. (Mt. Everest is 29,029 feet high.)*

8. A: ___________
   B: I ran. (I ran here.)

Exercise 34. Listening. (Chart 5-8)
Complete the conversations with the words you hear.

1. A: ___________ are these eggs?
   B: I just bought them at the Farmers’ Market, so they should be fine.

2. A: ___________ were the tickets?
   B: They were 50% off.

3. A: ___________ was the driver’s test?
   B: Well, I didn’t pass, so that gives you an idea.

4. A: ___________ is the car?
   B: There’s dirt on the floor. We need to vacuum it inside.

5. A: ___________ is the frying pan?
   B: Don’t touch it! You’ll burn yourself.

6. A: ___________ is the street you live on?
   B: There is a lot of traffic, so we keep the windows closed a lot.

7. A: ___________ are you about interviewing for the job?
   B: Very. I already scheduled an interview with the company.

*29,029 feet = 8,848 meters*
Exercise 35. Warm-up: trivia. (Chart 5-9)

Match each question in Column A with the best answer in Column B.*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often does the earth go completely around the sun?</td>
<td>a. About six times a year.</td>
</tr>
<tr>
<td>2. How often do the summer Olympics occur?</td>
<td>b. Several hundred times a day.</td>
</tr>
<tr>
<td>4. How many times a year can a healthy person safely donate blood?</td>
<td>d. Every four years.</td>
</tr>
<tr>
<td>5. How many times a day do the hands on a clock overlap?</td>
<td>e. Exactly 22 times a day.</td>
</tr>
</tbody>
</table>

5-9 Using How Often

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>How often asks about frequency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) How often do you go shopping?</td>
<td>Every day.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>About a week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Once a week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Every other day or so.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three times a month.</td>
<td></td>
</tr>
<tr>
<td>(b) How many times a day do you eat?</td>
<td>Three or four.</td>
<td></td>
</tr>
<tr>
<td>How many times a week do you go shopping?</td>
<td>Two.</td>
<td></td>
</tr>
<tr>
<td>How many times a month do you go to the post office?</td>
<td>Once.</td>
<td></td>
</tr>
<tr>
<td>How many times a year do you take a vacation?</td>
<td>Once or twice.</td>
<td></td>
</tr>
</tbody>
</table>

Frequency Expressions

| a lot                                              | every day / week / month / year             |
| occasionally                                       | every day / week / month / year             |
| once in a while                                    | every day / week / month / year             |
| not very often                                     | every day / week / month / year             |
| hardly ever                                        | once a day / week / month / year            |
| almost never                                       | twice a day / week / month / year           |
| never                                              | three times a day / week / month / year     |
|                                                    | ten times a day / week / month / year       |

*Every other day means “Monday yes, Tuesday no, Wednesday yes, Thursday no,” etc.
Or so means “approximately.”

*See Trivia Answers, p. 421.
Exercise 36. Let's talk: pairwork. (Chart 5-9)
Work with a partner. Take turns asking and answering questions with How often or How many times a day/week/month/year.

Example: eat lunch at the cafeteria
SPEAKER A: How often do you eat lunch at the cafeteria?
SPEAKER B: About twice a week. How about you? How often do you eat at the cafeteria?
SPEAKER A: I don't. I bring my own lunch.

1. check email
2. listen to podcasts
3. go out to eat
4. cook your own dinner
5. buy a toothbrush
6. go swimming
7. attend weddings
8. download music from the Internet

Exercise 37. Reading and listening. (Charts 5-8 and 5-9)
Read the short paragraph about Ben. Then complete the questions with the words you hear.

Ben’s Sleeping Problem

Ben has a problem with insomnia. He's unable to fall asleep at night very easily. He also wakes up often in the middle of the night and has trouble getting back to sleep. Right now he's talking to a nurse at a sleep disorders clinic. The nurse is asking him some general questions.

1. ___________________________ you?
2. ___________________________ you?
3. ___________________________ you weigh?
4. In general, ___________________________ you sleep at night?
5. ___________________________ you fall asleep?
6. ___________________________ you wake up during the night?
7. ___________________________ you in the mornings?
8. ___________________________ you exercise?
9. ___________________________ you feeling right now?
10. ___________________________ you come in for an overnight appointment?
Exercise 38. Warm-up. (Chart 5-10)
Look at the map and answer the questions about flying distances to these cities.

1. How far is it from London to Madrid?
2. How many miles is it from London to Paris?
3. How many kilometers is it from Paris to Madrid?

Exercise 39. Looking at grammar. (Chart 5-10)
Make questions with How far.

1. A: How far is it from Prague to Budapest?
   B: 276 miles. (It's 276 miles to Prague from Budapest.)
2. A: ________________________________
   B: 257 kilometers. (It’s 257 kilometers from Montreal to Quebec.)

3. A: ________________________________
   B: Six blocks. (It’s six blocks from here to the post office.)

4. A: ________________________________
   B: A few miles. (I live a few miles from work.)

Exercise 40. Looking at grammar. (Chart 5-10)
Write four questions with How far and words from the list. Use this model: How far is it from (___) to (___)? Look up the correct distances. Ask other students your questions.

the sun    Venus    the moon    the earth    Mars
Jupiter   Saturn   Neptune

Exercise 41. Warm-up. (Chart 5-11)
Complete the sentences. Then ask three different classmates about their nighttime routine. Begin with How long does it take you to . . .? Share some of their answers with the class.

1. It takes me _________ minutes to get ready for bed.

2. It takes me _________ minutes to brush my teeth.

3. It usually takes me _________ minutes/hour(s) to fall asleep.

5-11 Length of Time: It + Take and How Long

<table>
<thead>
<tr>
<th>It + take + (someone) + length of time + infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) It takes 20 minutes to cook rice.</td>
</tr>
<tr>
<td>(b) It took Al two hours to drive to work.</td>
</tr>
<tr>
<td>(c) How long does it take to cook rice? Twenty minutes.</td>
</tr>
<tr>
<td>(d) How long did it take Al to drive to work today? Two hours.</td>
</tr>
<tr>
<td>(e) How long did you study last night? Four hours.</td>
</tr>
<tr>
<td>(f) How long will you be in Hong Kong? Ten days.</td>
</tr>
<tr>
<td>(g) How many days will you be in Hong Kong?</td>
</tr>
</tbody>
</table>

How long asks about length of time.

Other ways of asking how long:

- minutes
- hours
- days
- weeks
- months
- years

It + take is often used with time words and an infinitive to express length of time, as in (a) and (b). An infinitive = to + the simple form of a verb.*

In (a): to cook is an infinitive.

*See Chart 13-3, p. 346.
Exercise 42. Let's talk: pairwork. (Chart 5-11)
Work with a partner. Take turns asking and answering questions using *it* + *take*. Share a few of your answers with the class.

1. How long does it take you to...
   a. eat breakfast? → *It takes me ten minutes to eat breakfast.*
   b. get to class?
   c. write a short paragraph in English?
   d. read a 300-page book?

2. Generally speaking, how long does it take to...
   a. fly from *(a city)* to *(a city)*?
   b. get from here to your hometown?
   c. get used to living in a foreign country?
   d. commute from *(a local place)* to *(a local place)* during rush hour?

Exercise 43. Looking at grammar. (Chart 5-11)
Make questions with *How long*.

1. A: ____________ How long did it take you to drive to Istanbul? ____________
   B: Five days. (It took me five days to drive to Istanbul.)

2. A: ____________ How long will Mr. McNally stay in the hospital? ____________
   B: A week. (Mr. McNally will be in the hospital for a week.)

3. A: ____________ How long does it take to learn a second language? ____________
   B: A long time. (It takes a long time to learn a second language.)

4. A: ____________ How long have you been living here? ____________
   B: Six months. (I've been living here for six months.)

5. A: ____________ How long have you lived in Oman? ____________
   B: Six years. (I lived in Oman for six years.)

6. A: ____________ How long have you known Mr. Pham? ____________
   B: A couple of years. (I've known Mr. Pham for a couple of years.)

7. A: ____________ How long has he been living in Canada? ____________
   B: Since 2005. (He's been living in Canada since 2005.)
Exercise 44. Warm-up: listening. (Chart 5-12)

Listen to the questions. The verbs in italics are contracted with the question word. Choose the correct verb from the list for each question.

<table>
<thead>
<tr>
<th></th>
<th>does</th>
<th>did</th>
<th>is</th>
<th>are</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When’s your birthday?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>When’ll your party be?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Where’d you decide to have it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Who’re you inviting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A birthday

1. When’s your birthday? __________
2. When’ll your party be? __________
3. Where’d you decide to have it? __________
4. Who’re you inviting? __________

5-12 Spoken and Written Contractions with Question Words

<table>
<thead>
<tr>
<th>Spoken Only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>(a) “When’s he coming?”</td>
</tr>
<tr>
<td></td>
<td>“Why’s she late?”</td>
</tr>
<tr>
<td>are</td>
<td>(b) “What’re these?”</td>
</tr>
<tr>
<td></td>
<td>“Who’re they talking to?”</td>
</tr>
<tr>
<td>does</td>
<td>(c) “When’s the movie start?”</td>
</tr>
<tr>
<td></td>
<td>“Where’s he live?”</td>
</tr>
<tr>
<td>did</td>
<td>(d) “Who’d you see?”</td>
</tr>
<tr>
<td></td>
<td>“What’d you do?”</td>
</tr>
<tr>
<td>has</td>
<td>(e) “What’s she done?”</td>
</tr>
<tr>
<td></td>
<td>“Where’s he gone?”</td>
</tr>
<tr>
<td>have</td>
<td>(f) “How’ve you been?”</td>
</tr>
<tr>
<td></td>
<td>“What’ve I done?”</td>
</tr>
<tr>
<td>will</td>
<td>(g) “Where’ll you be?”</td>
</tr>
<tr>
<td></td>
<td>“When’ll they be here?”</td>
</tr>
</tbody>
</table>

| (h) | What do you → Whaddaya think? |
| (i) | What are you → Whaddaya thinking? |

Written

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>(j) Where’s Ed?</td>
</tr>
<tr>
<td></td>
<td>What’s that?</td>
</tr>
<tr>
<td></td>
<td>Who’s he?</td>
</tr>
</tbody>
</table>

Is, are, does, did, has, have, and will are usually contracted with question words in speaking.

What do you and What are you both can be reduced to “Whaddaya” in spoken English.

Only contractions with where, what, or who + is are commonly used in writing, such as in letters to friends or emails. They are generally not appropriate in more formal writing, such as in magazine articles or reference material.
Exercise 45. Listening. (Chart 5-12)

Listen to the contractions in these questions.

1. Where is my key? 8. Why is the teacher absent?
2. Where are my keys? 9. Who is that?
3. Who are those people? 10. Why did you say that?
4. What is in that box? 11. Who did you talk to at the party?
5. What are you doing? 12. How are we going to get to work?
6. Where did Bob go last night? 13. What did you say?
7. Who will be at the party? 14. How will you do that?

Exercise 46. Listening. (Chart 5-12)

Complete the sentences with the words you hear. Write the non-contracted forms.

On an airplane

Example: You will hear: When’s the plane land?
You will write: When does the plane land?

1. __________________ you going to sit with?
2. __________________ you going to get your suitcase under the seat?
3. __________________ the flight attendant just say?
4. __________________ we need to put our seat belts back on?
5. __________________ the plane descending?
6. __________________ we going down?
7. __________________ the pilot tell us what’s going on?
8. __________________ meet you when you land?
9. __________________ our connecting flight?
10. __________________ we get from the airport to our hotel?

Exercise 47. Listening. (Chart 5-12)

Complete the questions with the words you hear. Write the non-contracted forms.

A mother talking to her teenage daughter

1. __________________ going?
2. __________________ going with?
3. __________________ that?
4. __________________ known him?
5. __________________ meet him?
6. __________________________ go to school?
7. __________________________ a good student?
8. __________________________ be back?
9. __________________________ wearing that outfit?
10. __________________________ giving me that look?
11. __________________________ asking so many questions?
Because I love you!

Exercise 48. Listening. (Chart 5-12)
Listen to the questions and circle the correct non-reduced forms of the words you hear.

Example: You will hear: Whaddya want?
You will choose: What are you [What do you]

1. What are you  What do you
2. What are you  What do you
3. What are you  What do you
4. What are you  What do you
5. What are you  What do you
6. What are you  What do you
7. What are you  What do you
8. What are you  What do you

Exercise 49. Warm-up. (Chart 5-13)
Part I. Both sentences in each pair are grammatically correct. Which question in each pair do you think is more common in spoken English?

1. a. How do you spell “Hawaii?”
   b. What is the spelling for “Hawaii?”
   b. What is the pronunciation for G-A-R-A-G-E?

Part II. Which two questions have the same meaning?

1. How are you doing?
2. How’s it going?
3. How do you do?
## 5-13 More Questions with How

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Note/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) How do you spell “coming”?</td>
<td>C-O-M-I-N-G.</td>
<td>To answer (a): Spell the word.</td>
</tr>
<tr>
<td>(b) How do you say “yes” in Japanese?</td>
<td>Hai.</td>
<td>To answer (b): Say the word.</td>
</tr>
<tr>
<td>(c) How do you say / pronounce this word?</td>
<td></td>
<td>To answer (c): Pronounce the word.</td>
</tr>
<tr>
<td>(d) How are you getting along?</td>
<td>Great.</td>
<td>In (d), (e), and (f): How is your life? Is your life okay? Do you have any problems?</td>
</tr>
<tr>
<td>(e) How are you doing?</td>
<td>Fine.</td>
<td>Example (f) is also used in greetings: Hi, Bob. How’s it going?</td>
</tr>
<tr>
<td>(f) How’s it going?</td>
<td>Okay.</td>
<td></td>
</tr>
<tr>
<td>(g) How do you feel?</td>
<td>Terrific!</td>
<td>The questions in (g) ask about health or about general emotional state.</td>
</tr>
<tr>
<td>How are you feeling?</td>
<td>Wonderful!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Great!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Okay.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>So-so.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A bit under the weather.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not so good.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Terrible! / Lousy. / Awful!</td>
<td></td>
</tr>
<tr>
<td>(h) How do you do?</td>
<td>How do you do?</td>
<td>How do you do? is used by two speakers when they meet each other for the first time in a somewhat formal situation, as in (h).*</td>
</tr>
</tbody>
</table>

*A: Dr. Erickson, I’d like to introduce you to a friend of mine, Rick Brown. Rick, this is my biology professor, Dr. Erickson.
B: How do you do, Mr. Brown?
C: How do you do, Dr. Erickson? I’m pleased to meet you.

**Exercise 50. Game. (Chart 5-13)**

Divide into two teams. Take turns spelling the words your teacher gives you. The team with the most correct answers wins. Your book is closed.

*Example: country*

**Teacher:** How do you spell “country”?
**Team A:** C-O-U-N-T-R-Y.
**Teacher:** Good. *(If the answer is incorrect, the other team gets a try.)*

1. together
2. people
3. daughter
4. beautiful
5. foreign
6. neighbor
7. beginning
8. intelligent
9. Mississippi
10. purple
11. rained
12. different
Exercise 51. Let's talk. (Chart 5-13)
Walk around the room and ask your classmates how to say each item in another language (Japanese, Arabic, German, French, Korean, etc). If someone doesn't know, ask another person. Use this question: How do you say (__) in (__)?

Example:
SPEAKER A: How do you say “yes” in French?
SPEAKER B: “Yes” in French is “oui.”
1. No. 3. Okay. 5. Good-bye.

Exercise 52. Warm-up. (Chart 5-14)
In the conversation, the speakers are making suggestions. Underline their suggestions.

A: Let's invite the Thompsons over for dinner.
B: Good idea! How about next Sunday?
A: Let's do it sooner. What about this Saturday?

5-14 Using How About and What About

<table>
<thead>
<tr>
<th>A: We need one more player.</th>
<th>How about and what about have the same meaning and usage. They are used to make suggestions or offers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: How about/What about Jack?</td>
<td>How about and what about are followed by a noun (or pronoun) or the -ing form of a verb (gerund).</td>
</tr>
<tr>
<td>Let's ask him if he wants to play.</td>
<td>NOTE: How about and what about are frequently used in informal spoken English, but are usually not used in writing.</td>
</tr>
<tr>
<td>(a)</td>
<td></td>
</tr>
<tr>
<td>(b) A: What time should we meet?</td>
<td></td>
</tr>
<tr>
<td>B: How about/What about three o'clock?</td>
<td></td>
</tr>
<tr>
<td>(c) A: What should we do this afternoon?</td>
<td></td>
</tr>
<tr>
<td>B: How about going to the zoo?</td>
<td></td>
</tr>
<tr>
<td>(d) A: What about asking Sally over for dinner next Sunday?</td>
<td></td>
</tr>
<tr>
<td>B: Okay. Good idea.</td>
<td></td>
</tr>
<tr>
<td>(e) A: I'm tired. How about you?</td>
<td>A: I'm a little hungry.</td>
</tr>
<tr>
<td>B: Yes, I'm tired too.</td>
<td>In (e): How about you? = Are you tired?</td>
</tr>
<tr>
<td>A: I'm a little hungry.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 53. Grammar and listening. (Chart 5-14)
Choose the best response. Then listen to each conversation and check your answer.

Example:
SPEAKER A: What are you going to do over vacation?
SPEAKER B: I'm staying here. What about you?
SPEAKER A: a. Yes, I will. I have a vacation too.
   b. I'm going to Jordan to visit my sister.
   c. I did too.
1. A: Did you like the movie?
   B: It was okay, I guess. How about you?
   A: a. I thought it was pretty good.
      b. I'm sure.
      c. I saw it last night.

2. A: Are you going to the company party?
   B: I haven't decided yet. What about you?
   A: a. I didn't know that.
      b. Why aren't you going?
      c. I think I will.

3. A: Do you like living in this city?
   B: Sort of. How about you?
   A: a. I'm living in the city.
      b. I'm not sure. It's pretty noisy.
      c. Yes, I have been.

4. A: What are you going to have?
   B: Well, I'm not really hungry. I think I might order just a salad. How about you?
   A: a. I'll have one too.
      b. I'm eating at a restaurant.
      c. No, I'm not.

**Exercise 54. Let's talk: pairwork.** (Chart 5-14)

Work with a partner. The given questions are common ways to begin casual conversations or make "small talk." Partner A asks the question and Partner B answers. Both speakers look at each other, not the book, when speaking.

*Example: What kind of books do you like to read?*

**PARTNER A:** What kind of books do you like to read?

**PARTNER B:** I like biographies. How about you?

**PARTNER A:** Thrillers are my favorite.

1. How long have you been living in *(this city or country)*?
2. What are you going to do after class today?
3. What kind of movies do you like to watch?

*Change roles.*

4. Do you come from a large family?
5. What kind of sports do you enjoy?
6. Do you speak a lot of English outside of class?

**Exercise 55. Warm-up.** (Chart 5-15)

What is the expected response? Circle *yes* or *no*.

1. You're studying English, aren't you?  
   yes  no
2. You're not a native speaker of English, are you?  
   yes  no
## 5-15 Tag Questions

| (a) Jill is sick, isn't she? | A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question. Notice that *I am* becomes *aren't I* in a negative tag, as in (e). *(Am I not is also possible, but it is very formal and rare.* |
| (b) You didn't know, did you? | |
| (c) There's enough time, isn't there? | |
| (d) I'm not late, am I? | |
| (e) I'm late, aren't I? | |
| Affirmative (+) | Negative (−) | Affirmative | Expected Answer |
| (d) You know Bill, | don't you? | Yes. | |
| (e) Marie is from Paris, | isn't she? | Yes. | |
| Negative (−) | Affirmative (+) | Negative | Expected Answer |
| (f) You don't know Tom, | do you? | No. | |
| (g) Marie isn't from Athens, | is she? | No. | |

### The Speaker’s Question vs. The Speaker’s Idea

<table>
<thead>
<tr>
<th>THE SPEAKER’S QUESTION</th>
<th>THE SPEAKER’S IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(h) It will be nice tomorrow, won't it?</td>
<td>Tag questions have two types of intonation: rising and falling. The intonation determines the meaning of the tag. A speaker uses rising intonation to make sure information is correct. In (h): the speaker has an idea; the speaker is checking to see if the idea is correct.</td>
</tr>
<tr>
<td>(i) It will be nice tomorrow, won't it?</td>
<td>Falling intonation is used when the speaker is seeking agreement. In (i): the speaker thinks it will be nice tomorrow and is almost certain the listener will agree.</td>
</tr>
</tbody>
</table>

### Yes/No Questions

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>In (j): The speaker has no idea. The speaker is simply looking for information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(j) — Will it be nice tomorrow?</td>
<td>Compare (h) and (i) with (j).</td>
</tr>
</tbody>
</table>

### Exercise 56. Listening and grammar. (Chart 5-15)

Listen to each pair of sentences and answer the question.

1. a. You’re Mrs. Rose, aren’t you?
   b. Are you Mrs. Rose?
   **QUESTION:** In which sentence is the speaker checking to see if her information is correct?

2. a. Do you take cream with your coffee?
   b. You take cream with your coffee, don’t you?
   **QUESTION:** In which sentence does the speaker have no idea?

3. a. You don’t want to leave, do you?
   b. Do you want to leave?
   **QUESTION:** In which sentence is the speaker looking for agreement?
Exercise 57. Grammar and listening. (Chart 5-15)
Complete the tag questions with the correct verbs. Then listen to the questions and check your answers.

1. Simple Present
   a. You like strong coffee, ________ you?
   b. David goes to Ames High School, ______________ he?
   c. Leila and Sara live on Tree Road, ______________ they?
   d. Jane has the keys to the storeroom, ______________ she?
   e. Jane’s in her office, ______________ she?
   f. You’re a member of this class, ______________ you?
   g. Oleg doesn’t have a car, ______________ he?
   h. Lisa isn’t from around here, ______________ she?
   i. I’m in trouble, ______________ I?

2. Simple Past
   a. Paul went to Indonesia, ______________ he?
   b. You didn’t talk to the boss, ______________ you?
   c. Ted’s parents weren’t at home, ______________ they?
   d. That wasn’t Pat’s idea, ______________ it?

3. Present Progressive, Be Going To, and Past Progressive
   a. You’re studying hard, ______________ you?
   b. Greg isn’t working at the bank, ______________ he?
   c. It isn’t going to rain today, ______________ it?
   d. Michelle and Yoko were helping, ______________ they?
   e. He wasn’t listening, ______________ he?

4. Present Perfect
   a. It has been warmer than usual, ______________ it?
   b. You’ve had a lot of homework, ______________ you?
   c. We haven’t spent much time together, ______________ we?
   d. Fatima has started her new job, ______________ she?
   e. Bruno hasn’t finished his sales report yet, ______________ he?
   f. Steve’s had to leave early, ______________ he?
Exercise 58. Let's talk: pairwork. (Chart 5-15)
Work with a partner. Make true statements for your partner to agree with. Remember, if your partner makes an affirmative statement before the tag, the expected answer is “yes.” If your partner makes a negative statement before the tag, the expected answer is “no.”

1. The weather is ___________________ today, isn’t it?
2. This book costs ___________________, doesn’t it?
3. I’m ___________________, aren’t I?
4. The classroom isn’t ___________________, is it?
5. Our grammar homework wasn’t ___________________, was it?
6. Tomorrow will be ___________________, won’t it?

Exercise 59. Listening. (Chart 5-15)
Listen to the tag questions and choose the expected responses.

Checking in at a hotel
Example: You will hear: Our room’s ready, isn’t it?
You will choose: 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 60. Check your knowledge. (Chapter 5)
Edit the sentences. Correct the errors in question formation.

1. Who you saw? → Who did you see?
2. Where I buy subway tickets?
3. Whose is that backpack?
4. What kind of tea you like best?
5. It’s freezing out and you’re not wearing gloves, aren’t you?
6. Who you studied with at school?
7. She is going to work this weekend, doesn’t she?
8. How long take to get to the airport from here?
9. How much height your father have?
10. It’s midnight. Why you so late? Why you forget to call?
Exercise 61. Listening. (Chapter 5)

Part I. Listen to the questions and choose the correct answers.

Example: You will hear: How often do you brush your teeth?
You will choose: (a) Three times a day.
(b) Yes, I do.
(c) In the evening.

1. a. I love it.
b. Jazz and rock.
c. The radio.
4. a. Two miles.
b. Three blocks.
c. Ten minutes.

2. a. I was really tired.
b. At 7:30.
c. A package.
5. a. Amy is.
b. Amy's.
c. That is Amy.

3. a. A little sick.
b. No, I'm not.
c. Howard's fine.
6. a. Next week.
b. A few days ago.
c. On Fifth Street.

Part II. Listen to each conversation and choose the sentence that best completes it.

7. a. My wallet.
b. At the box office.
c. I think so.
9. a. Yes, I am.
b. My company is moving to another city.
c. I loved my job.

8. a. It usually comes by noon.
b. By truck.
c. One time a day.
10. a. It's great.
b. I'm a construction supervisor.
c. We're doing really well.

Exercise 62. Let's listen and talk: pairwork. (Chapter 5)

Listen to the conversation. Then work with a partner. Take turns being the cashier and the customer. Complete the sentences with items from the menu and practice the conversation.

Ordering at a fast-food restaurant

CASHIER: So, what'll it be?
CUSTOMER: I'll have a _________________.
CASHIER: Would you like fries or a salad with your burger?
CUSTOMER: I'll have (a) _________________.
CASHIER: What size?
CUSTOMER: _________________.
CASHIER: Anything to drink?
CUSTOMER: I'll have a _________________.
CASHIER: Size?
CUSTOMER: _______________________.
CASHIER: Okay. So that's _______________________.

CUSTOMER: About how long'll it take?
CASHIER: We're pretty crowded right now. Probably 10 minutes or so. That'll be $6.50.
Your number's on the receipt. I'll call the number when your order's ready.
CUSTOMER: Thanks.

Exercise 63. Let's read and write. (Chapters 1 – 5)
Part I. Read the fairy tale and answer the questions at the end.

The Frog Prince

Once upon a time, there was a king with three unmarried daughters. One day while the
king was thinking about his daughters' futures, he had an idea. He thought, “I'm going to drop
three jewels among the young men in the village center. The men who find* the jewels will
become my daughters' husbands.” He announced his plan to all of the people of his kingdom.

The next day, the king took an emerald, a ruby, and a diamond into the village. He walked
among the young men and dropped the jewels. A handsome man picked up the emerald. Then
a wealthy prince found the ruby. But a frog hopped toward the diamond and took it. He said
to the king, “I am the Frog Prince. I claim your third daughter as my wife.”

When the king told Trina, his third daughter, about the Frog Prince, she refused to marry
him. She hid from her friends and grew sadder every day. Meanwhile, her two sisters had
grand weddings.

*The simple present is used here because the story is giving the king's exact words in a quotation. Notice that quotation marks
(“...”) are used. See Chart 14-8, p. 000, for more information about quotations.
Eventually, Trina ran away and went to live in the woods, but she was very lonely and unhappy. One day Trina went swimming in a lake. Trina became tired in the cold water and decided to give up. She didn’t want to live anymore. As she was drowning, the frog suddenly appeared and pushed Trina to the shore.

"Why did you save my life, Frog?"
"Because you are very young, and you have a lot to live for."
"No, I don’t," said the princess. "I am the most miserable person in the world."
"Let’s talk about it," said the frog. Trina and the Frog Prince sat together for hours and hours. Frog listened and understood. He told her about his own unhappiness and loneliness. They shared their deepest feelings with each other.

One day while they were sitting near the lake, Trina felt great affection for the frog. She bent down and kissed him on his forehead. Suddenly the frog turned into a man! He took Trina in his arms and said, "You saved me with your kiss. An evil wizard changed me from a prince into a frog. I needed to find the love of a woman with a truly good heart to set me free.* You looked inside me and found the real me."

Trina and the prince returned to the castle and got married. Her two sisters, she discovered, were very unhappy because their husbands treated them poorly. But Trina and her Frog Prince lived happily ever after.

Questions:
1. What did the king want for his daughters?
2. Why did a frog claim Trina for his wife?
3. What did Trina do to escape the marriage?
4. Where did she meet the frog again?
5. Why did she kiss the frog?
6. What did an evil wizard do to the frog?
7. What kind of lives did her sisters have?
8. What kind of life did Trina and the Frog Prince have?

Part II. Write a story that begins Once upon a time. Use one of the given topics.

Topics:
1. Read the story again and then retell it in your own words. Write one or two paragraphs. Do not look at the story when you write.

2. Write a fairy tale that you are familiar with, perhaps one that is well known in your culture.

3. Create a story with your classmates. Each student writes one or two sentences at a time. One student begins the story. Then he or she passes the paper on to another student, who then writes a sentence or two and passes the paper on — until everyone in the class has had a chance to write part of the story, or until the story has an ending. This story can then be reproduced for the class to edit together. The class may want to add art and "publish" the final product as a small book.

*set me free = give me my freedom
Exercise 1. What do I already know? (Chapter 6)
This exercise previews grammar terms used in this chapter. Identify the italicized word in each sentence as a noun, adjective, preposition, or pronoun.

1. Miki is a student at my school. noun
2. She is from Kyoto, Japan. pronoun
3. Kyoto is south of Tokyo. preposition
4. It is a beautiful city. adjective
5. This summer I am going there with Miki. 
6. I am looking forward to this trip.
7. My parents are happy for me.
8. I will stay with Miki's family.
9. They have a small hotel.
10. It is near a popular park.
11. The park has lovely gardens.
12. Miki has shown me postcards of them.

Exercise 2. Warm-up. (Chart 6-1)
Write the word one before the singular nouns and the word two before the plural nouns.

1. _______ trips
2. _______ vacation
3. _______ classes
4. _______ way
5. _______ cities
6. _______ knives
### 6-1 Plural Forms of Nouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) one bird</td>
<td>two birds</td>
<td>To make most nouns plural, add -s.</td>
</tr>
<tr>
<td>one street</td>
<td>two streets</td>
<td></td>
</tr>
<tr>
<td>one rose</td>
<td>two roses</td>
<td></td>
</tr>
<tr>
<td>(b) one dish</td>
<td>two dishes</td>
<td>Add -es to nouns ending in -sh, -ch, -ss, and -x.</td>
</tr>
<tr>
<td>one match</td>
<td>two matches</td>
<td></td>
</tr>
<tr>
<td>one class</td>
<td>two classes</td>
<td></td>
</tr>
<tr>
<td>one box</td>
<td>two boxes</td>
<td></td>
</tr>
<tr>
<td>(c) one baby</td>
<td>two babies</td>
<td>If a noun ends in a consonant + -y, change the y to i and add -es, as in (c).</td>
</tr>
<tr>
<td>one city</td>
<td>two cities</td>
<td></td>
</tr>
<tr>
<td>(d) one toy</td>
<td>two toys</td>
<td>If -y is preceded by a vowel, add only -s, as in (d).</td>
</tr>
<tr>
<td>one key</td>
<td>two keys</td>
<td></td>
</tr>
<tr>
<td>(e) one knife</td>
<td>two knives</td>
<td>If a noun ends in -fe or -f, change the ending to -ves.</td>
</tr>
<tr>
<td>one shelf</td>
<td>two shelves</td>
<td>EXCEPTIONS: beliefs, chiefs, roofs, cuffs, cliffs.</td>
</tr>
<tr>
<td>(f) one tomato</td>
<td>two tomatoes</td>
<td>The plural form of nouns that end in -o is sometimes -oes and sometimes -os.</td>
</tr>
<tr>
<td>one zoo</td>
<td>two zoos</td>
<td>-oes: tomatoes, potatoes, heroes, echoes</td>
</tr>
<tr>
<td>one zero</td>
<td>two zeroes/zeroes</td>
<td>-os: zoos, radios, studios, pianos, solos, sopranos, photos, autos, videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-oes or -os: zeroes/zeroes, volcanoes/volcanos, tornadoes/tornados, mosquitoes/mosquitos</td>
</tr>
<tr>
<td>(g) one child</td>
<td>two children</td>
<td>Some nouns have irregular plural forms.</td>
</tr>
<tr>
<td>one foot</td>
<td>two feet</td>
<td>NOTE: The singular form of people can be person, woman, man, child. For example, one man and one child = two people. (Two persons is also possible.)</td>
</tr>
<tr>
<td>one goose</td>
<td>two geese</td>
<td></td>
</tr>
<tr>
<td>one man</td>
<td>two men</td>
<td></td>
</tr>
<tr>
<td>one mouse</td>
<td>two mice</td>
<td></td>
</tr>
<tr>
<td>one tooth</td>
<td>two teeth</td>
<td></td>
</tr>
<tr>
<td>one woman</td>
<td>two women</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) one deer</td>
<td>two deer</td>
<td>The plural form of some nouns is the same as the singular form.</td>
</tr>
<tr>
<td>one fish</td>
<td>two fish</td>
<td></td>
</tr>
<tr>
<td>one sheep</td>
<td>two sheep</td>
<td></td>
</tr>
<tr>
<td>(i) one bacterium</td>
<td>two bacteria</td>
<td>Some nouns that English has borrowed from other languages have foreign plurals.</td>
</tr>
<tr>
<td>one crisis</td>
<td>two crises</td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 3. Looking at grammar. (Chart 6-1)
Write the correct singular or plural form of the given words.

1. one chair: two _______ _______
2. a _______ _______ a lot of windows
3. one wish: several _______ _______
Exercise 4. Looking at grammar. (Chart 6-1)
Write the plural form of each noun under the correct heading. The number of words for each column is given in parentheses. NOTE: *fish* and *thief* can go in two places.

<table>
<thead>
<tr>
<th>People (8)</th>
<th>Food (5)</th>
<th>Things people catch (5)</th>
<th>Places people visit (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>beans</td>
<td>butterflies</td>
<td>museum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Exercise 5. Check your knowledge. (Chart 6-1)
Edit the newspaper ad by making the appropriate nouns plural. There are eight errors.

ON SALE (while supply last)
shirt jean pant dress
Outfit and shoe for babys 50% off

Exercise 6. Warm-up: listening. (Chart 6-2)
Listen to the nouns. Circle yes if you hear a plural ending. If not, circle no.

Example: You will hear: books
You will choose: yes no
You will hear: class
You will choose: yes no

1. yes no 3. yes no 5. yes no
2. yes no 4. yes no 6. yes no

6-2 Pronunciation of Final -s/-es
Final -es/-es has three different pronunciations: /s/, /z/, and /az/.

(a) seats = seat/s/ Final -s is pronounced /s/ after voiceless sounds. In (a): /s/ is the sound of “s” in “bus.”
maps = map/s/ Examples of voiceless* sounds: /b/, /p/, /k/.
lakes = lake/s/

(b) seeds = seed/z/ Final -s is pronounced /z/ after voiced sounds. In (b): /z/ is the sound of “z” in “buzz.”
stars = star/z/
holes = hole/z/
laws = law/z/

(c) dishes = dish/az/ Final -es/-es is pronounced /az/ after -sh, -ch, -s, -z, -gel-dge sounds.
matches = match/az/
classes = class/az/
sizes = size/az/
pages = page/az/
judges = judge/az/

*See Chart 2-5, p. 39, for more information about voiceless and voiced sounds.
Exercise 7. Listening. (Chart 6-2)
Listen to the words. Circle the sound you hear at the end of each word: /s/, /z/, or /æz/.
1. pants /s/ /z/ /æz/ 4. pens /s/ /z/ /æz/
2. cars /s/ /z/ /æz/ 5. wishes /s/ /z/ /æz/
3. boxes /s/ /z/ /æz/ 6. lakes /s/ /z/ /æz/

Exercise 8. Listening. (Chart 6-2)
Listen to each pair of words. Decide if the endings have the same sound or a different sound.
Example:
You will hear: maps streets
You will choose: different
You will hear: knives forks
You will choose: same

1. same different 5. same different
2. same different 6. same different
3. same different 7. same different
4. same different 8. same different

Exercise 9. Listening and pronunciation. (Chart 6-2)
Listen to the words. Write the pronunciation of each ending you hear: /s/, /z/, or /æz/. Practice pronouncing the words.
1. names = name/z/ 4. boats = boat/ / 7. lips = lip/ /
2. clocks = clock/s/ 5. eyelashes = eyelash/ / 8. bridges = bridge/ /
3. eyes = eye/ / 6. ways = way/ / 9. cars = car/ /

Exercise 10. Listening. (Chart 6-2)
Listen to the sentences and circle the words you hear.
1. size sizes 3. fax faxes 5. glass glasses
2. fax faxes 4. price prices 6. prize prizes

Exercise 11. Warm-up (Chart 6-3)
Part I. Work in small groups. Make lists.
1. Name things people need to take with them when they travel.
2. Name things you do when you have free time.
3. Name important people in your life.

Part II. Read your lists. Make sentences using the following information. Share some of your sentences with the class.
1. People need to take ___ with them when they travel.
2. I ___ when I have free time.
3. ___ have been important in my life.
Part III. Answer these questions about your answers in Part II.

1. In which sentence did you write verbs?
2. In which two sentences did you write nouns?
3. In which sentence did you write subjects?
4. In which sentence did you write objects?

6-3 Subjects, Verbs, and Objects

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The</td>
<td>sun</td>
<td>shines.</td>
</tr>
<tr>
<td></td>
<td>(noun)</td>
<td>(verb)</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Plants</td>
<td>grow.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(noun)</td>
<td>(verb)</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Plants</td>
<td>need</td>
<td>water.</td>
</tr>
<tr>
<td></td>
<td>(noun)</td>
<td>(verb)</td>
<td>(noun)</td>
</tr>
<tr>
<td>d</td>
<td>Bob</td>
<td>is reading</td>
<td>a book.</td>
</tr>
<tr>
<td></td>
<td>(noun)</td>
<td>(verb)</td>
<td>(noun)</td>
</tr>
</tbody>
</table>

An English sentence has a **subject** (s) and a **verb** (v).

The subject is a noun. In (a): **sun** is a noun; it is the subject of the verb **shines**.

Sometimes a verb is followed by an **object** (o).

The object of a verb is a noun. In (c): **water** is the object of the verb **need**.

Exercise 12. Looking at grammar. (Chart 6-3)

Complete each diagram with the correct subject, verb, and object.

1. The carpenter built a table.

   - The carpenter | built | a table
     - subject | verb | object of verb

2. Birds fly.

   - Birds | fly | (none)
     - subject | verb | object of verb

3. Cows eat grass.

   - subject | verb | object of verb

4. The actor sang.

   - subject | verb | object of verb
5. The actor sang a song.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object of verb</th>
</tr>
</thead>
</table>

6. Accidents happen frequently.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object of verb</th>
</tr>
</thead>
</table>

7. The accident injured a woman.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object of verb</th>
</tr>
</thead>
</table>

**Exercise 13. Looking at grammar.** (Charts 6-2 and 6-3)

If the word in *italics* is used as a noun, circle “N.” If the word in *italics* is used as a verb, circle “V.”

1. People *smile* when they’re happy.
   
   N V

2. Maryam has a nice *smile* when she’s happy.

   N V

3. Please don’t sign your *name* in pencil.

   N V

4. People often *name* their children after relatives.

   N V

5. Airplanes *land* on runways at the airport.

   N V

6. The *land* across the street from our house is vacant.

   N V

7. People usually *store* milk in the refrigerator.

   N V

8. We went to the *store* to buy some milk.

   N V

9. I took the express *train* from New York to Washington, D.C., last week.

   N V

10. Lindsey *trains* horses as a hobby.

   N V

**Exercise 14. Warm-up: pairwork.** (Chart 6-4)

Work with a partner. Make true sentences about yourself using *like* or *don’t like*. Share a few of your partner’s answers with the class.

*I like/*don’t like to do my homework . . .

1. at the library.
   
   6. in the evening.

2. at the kitchen table.
   
   7. on weekends.

3. in my bedroom.
   
   8. after dinner.

4. on my bed.
   
   9. before class.

5. with a friend.
   
   10. during class.
S V O PREP O OF PREP
(a) Ann put her books on the desk.

Many English sentences have prepositional phrases. In (a): on the desk is a prepositional phrase.

A prepositional phrase consists of a PREPOSITION (PREP) and an OBJECT OF A PREPOSITION (O of PREP). The object of a preposition is a NOUN.

Reference List of Prepositions
about before despite of to
above behind down off toward(s)
across below during on under
after beneath for out until
against beside from over up
along besides in since upon
among between into through with
around beyond like throughout within
at by near till without

Exercise 15. Looking at grammar. (Chart 6-4)
Check (√) the prepositional phrases, and underline the noun in each phrase that is the object of the preposition.

1. √ across the street
2. ___ in a minute
3. ___ daily
4. ___ down the hill
5. ___ next to the phone
6. ___ doing work
7. ___ in a few hours
8. ___ from my parents

Exercise 16. Looking at grammar. (Charts 6-3 and 6-4)
Check (√) the sentences that have objects of prepositions. Identify the preposition (P) and the object of the preposition (Obj. of P).

1. a. ___ Emily waited quietly.
   b. √ Emily waited quietly for her mother.
   c. √ Emily’s mother was talking to a friend.

2. a. ___ Kimiko saw a picture on the wall.
   b. ___ Kimiko recognized the people.
   c. ___ Kimiko looked at the picture closely.
3. a. ____ Annika lost her ring yesterday.
   b. ____ Annika lost her ring in the sand.
   c. ____ Annika lost her ring in the sand at the beach.

4. a. ____ A talkative woman sat with her husband.
   b. ____ We were at a meeting.
   c. ____ She talked to her husband the entire time.

**Exercise 17. Let’s talk. (Chart 6-4)**

Review prepositions of place by using the given phrases in complete sentences. Demonstrate the meaning of the preposition with an action while you say the sentence. Work in pairs, in small groups, or as a class.

*Example:* across the room

→ I’m walking across the room. OR I’m looking across the room.

1. above the door
2. against the wall
3. toward(s) the door
4. between two pages of my book
5. in the room
6. into the room
7. on my desk
8. at my desk
9. below the window
10. beside my book
11. near the door
12. far from the door
13. off my desk
14. out the window
15. behind me
16. through the door

**Exercise 18. Game: trivia. (Chart 6-4)**

Work in small groups. Answer the questions without looking at a map. After you have finished, look at a map to check your answers.* The team with the most correct answers wins.

1. Name a country directly under Russia.
2. Name the country directly above Germany.
3. What river flows through London?
4. What is a country near Haiti?
5. Name a country next to Vietnam.
6. Name a city far from Sydney, Australia.
7. What is the country between Austria and Switzerland?
8. Name the city within Rome, Italy.
9. Name two countries that have a river between them.
10. Name a country that is across from Saudi Arabia.

*See Trivia Answers, p. 421.
The Habitats of a Rainforest

Rainforests have different areas where animals live. These areas are called habitats. Scientists have given names to the four main habitats or layers of a rainforest.

Some animals live in the tops of giant trees. The tops of these trees are much higher than the other trees, so this layer is called the emergent* layer. Many birds and insects live there.

Under the emergent layer is the canopy. The canopy is the upper part of the trees. It is thick with leaves and vines, and it forms an umbrella over the rainforest. Most of the animals in the rainforest live in the canopy.

The next layer is the understory. The understory is above the ground and under the leaves. In the understory, it is very dark and cool. It gets only 2–5% of the sunlight that the canopy gets. The understory has the most insects of the four layers, and a lot of snakes and frogs also live there.

Finally, there is the forest floor. On the surface of this floor are fallen leaves, branches, and other debris.** In general, the largest animals in the rainforest live in this layer. Common animals in this habitat are tigers and gorillas.

1. Name two types of animals that live in the tops of giant trees.
2. Where is the understory?
3. Where do you think most mosquitoes live?
4. What are some differences between the emergent layer and the forest floor?

*emergent = in botany, a plant that is taller than other plants around it, like a tall tree in a forest

**debris = loose, natural material, like dirt
**Exercise 20. Warm-up. (Chart 6-5)**
Complete the sentences with information about yourself.

_I was born..._
1. in __________________ (month).
2. on __________________ (date).
3. on __________________ (weekday).
4. at __________________ (time).

---

**6-5 Prepositions of Time**

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example Sentences</th>
</tr>
</thead>
</table>
| *in* | (a) Please be on time _in the future_.  
(b) I usually watch TV _in the evening_.  
(c) I was born _in October_.  
(d) I was born _in 1995_.  
(e) I was born _in the 20th century_.  
(f) The weather is hot _in (the) summer_. |
| *on* | (g) I was born _on October 31st, 1995_.  
(h) I went to a movie _on Thursday_.  
(i) I have class _on Thursday morning(s)_. |
| *at* | (j) We sleep at night. I was asleep _at midnight_.  
(k) I fell asleep _at 9:30 (nine-thirty)_.  
(l) He's busy _at the moment_. Can I take a message? |

*Possible in British English: _in future_ (e.g., _Please be on time in future_).*

---

**Exercise 21. Looking at grammar. (Chart 6-5)**
Complete the sentences with *in, at,* or *on.* All the sentences contain time expressions.

**Studious Stan has college classes...**
1. ______ the morning.
2. ______ the afternoon.
3. ______ the evening.
4. ______ night.
5. ______ weekdays.
6. ______ Saturdays.
7. ______ Saturday mornings.
8. ______ noon.
9. ______ midnight.

**Unlucky Lisa has a birthday every four years. She was born...**
10. ______ February 29th.
12. ______ February.
15. ______ the winter.

**Cool Carlos is a fashion designer. He's thinking about clothing designs...**
16. ______ the moment.
17. ______ the present time.
18. ______ the past.
Exercise 22. Let's talk: interview. (Chart 6-5)
Complete each question with an appropriate preposition. Interview seven classmates. Ask each person one question.

1. What do you like to do _______ the evening?
2. What do you usually do _______ night before bed?
3. What do you like to do _______ Saturday mornings?
4. What did you do _______ January 1st of this year?
5. What were you doing _______ January 1st, 2000 (the beginning of the new millennium)?
6. How do you spend your free time _______ January?
7. What will you do with your English skills _______ the future?

Exercise 23. Warm-up. (Chart 6-6)
Check (✓) all the grammatically correct sentences.

1. a. ___ I left Athens in 2005.
   b. ___ I left in 2005 Athens.
2. a. ___ Lee sold his car yesterday.
   b. ___ Yesterday Lee sold his car.
   c. ___ In 2005, I left Athens.
3. ___ Lee sold yesterday his car.

6-6 Word Order: Place and Time

<table>
<thead>
<tr>
<th>S V</th>
<th>PLACE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ann moved to Paris in 2008.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) We bought a house in Miami in 2005.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a typical English sentence, "place" comes before "time," as in (a).


S-V-O-P-T = Subject-Verb-Object-Place-Time
(basic English sentence structure)

<table>
<thead>
<tr>
<th>TIME</th>
<th>S V</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) In 2008, Ann moved to Paris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Yesterday we went to a movie.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expressions of time can also come at the beginning of a sentence, as in (c) and (d).
A time phrase at the beginning of a sentence is often followed by a comma, as in (d).

Exercise 24. Looking at grammar. (Chart 6-6)
Put the given phrases in correct sentence order.

1. to Paris \ next month
   Monique's company is going to transfer her ____________________________.

2. last week \ through Turkey
   William began a bike trip ____________________________.
3. at his uncle’s bakery \ Alexi \ on Saturday mornings \ works

4. arrived \ in the early morning \ at the airport \ my plane

Exercise 25. Warm-up. (Chart 6-7)
Add \-s\ where appropriate. If no final \-s\ is necessary, write \0\.

1. Lions roar ___.
2. A lion roar ___.
3. Lions and tigers roar ___.
4. A tiger in the jungle roar ___.
5. Tigers in the jungle roar ___.
6. Tigers in jungles roar ___.

<table>
<thead>
<tr>
<th>Subject-Verb Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SINGULAR</strong></td>
</tr>
<tr>
<td>(a) The sun <strong>shines</strong></td>
</tr>
<tr>
<td><strong>PLURAL</strong></td>
</tr>
<tr>
<td>(b) Birds <strong>sing</strong></td>
</tr>
<tr>
<td><strong>SINGULAR</strong></td>
</tr>
<tr>
<td>(c) My brother <strong>lives</strong> in Jakarta.</td>
</tr>
<tr>
<td><strong>PLURAL</strong></td>
</tr>
<tr>
<td>(d) My brother and sister <strong>live</strong> in Jakarta.</td>
</tr>
<tr>
<td><strong>(e)</strong> The glasses over there under the window by the sink <strong>are</strong> clean.</td>
</tr>
<tr>
<td><strong>(f)</strong> The information in those magazines about Vietnamese culture and customs <strong>is</strong> very interesting.</td>
</tr>
<tr>
<td><strong>(g)</strong> There <strong>is a book</strong> on the desk.</td>
</tr>
<tr>
<td><strong>(h)</strong> There <strong>are some books</strong> on the desk.</td>
</tr>
<tr>
<td><strong>(i)</strong> Every student <strong>is</strong> sitting down.</td>
</tr>
<tr>
<td><strong>(j)</strong> Everybody/ Everyone <strong>hopes</strong> for peace.</td>
</tr>
<tr>
<td><strong>(k)</strong> People in my country <strong>are</strong> friendly.</td>
</tr>
</tbody>
</table>

A singular subject takes a singular verb, as in (a). A plural subject takes a plural verb, as in (b).

Notice: \verb + \-s = singular (shines)\n
\noun + \-s = plural (birds)\n
Two subjects connected by \and\ take a plural verb, as in (d).

Sometimes phrases come between a subject and a verb. These phrases do not affect the agreement of the subject and verb.

There \+ be \+ subject expresses that something exists in a particular place. The verb agrees with the noun that follows \be\.

Every is a singular word. It is used with a singular, not plural, noun. \incorrect: Every students \...\ Subjects with every take singular verbs, as in (i) and (j).

People is a plural noun and takes a plural verb.
Exercise 26. Looking at grammar. (Chart 6-7)
Work in small groups. Complete the sentences with the correct form of the verb from the list. Discuss the words you use to describe different animal sounds in your native language.

<table>
<thead>
<tr>
<th>bark</th>
<th>chirp</th>
<th>hiss</th>
<th>meow</th>
<th>roar</th>
</tr>
</thead>
</table>

What sounds do these animals make?

1. A dog __________.
2. Dogs __________.
3. Lions in the wild __________.
4. Lions, tigers, and leopards __________.
5. Every snake __________.
6. A bird __________.
7. Cats __________.
8. Sea lions on a beach __________.
9. A lizard __________.
10. Baby chickens __________.

Exercise 27. Looking at grammar. (Chart 6-7)
Underline and identify the subject (S) and the verb (V). Correct errors in agreement.

1. The students in this class speak English very well.
2. My aunt and uncle speak Spanish. → OK (no error).
3. Every students in my class speak English well.
4. There are five student from Korea in Mr. Ahmad’s class.
5. There’s a vacant apartment in my building.
6. Does people in your neighborhood know each other?
7. The neighbors in the apartment next to mine is very friendly and helpful.

Exercise 28. Listening. (Charts 6-2 and 6-7)
Listen to the passage. Listen a second time and add -s where necessary. Before you begin, you may want to check your understanding of these words: sweat, fur, paw, flap, mud.

How Some Animals Stay Cool

How do animal ____ stay cool in hot weather? Many animal ____ don’t sweat like human ____, so they have other way ____ to cool themselves.

Dog ____, for example, have a lot of fur ____ and can become very hot. They stay ____
cool mainly by panting. By the way, if you don’t know what panting means, this is the sound of panting.
Cat ___ lick ___ their paw ___ and chest ___. When their fur ___ is wet, they become cooler.

Elephant ___ have very large ear ___. When they are hot, they can flap their huge ear ___. The flapping ear ___ act ___ like a fan and it cool ___ them. Elephant ___ also like to roll in the mud ___ to stay cool.

Exercise 29. Warm-up. (Chart 6-8)
Think about the very first teacher you had. Choose words from below to describe him/her.

young
middle-aged
elderly
friendly
unfriendly
fun
serious
patient
impatient

6-8 Using Adjectives to Describe Nouns

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
<th>Words that describe nouns are called ADJECTIVES. In (a): good is an adjective; it describes the book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Bob is reading a <strong>good</strong> book.</td>
<td></td>
<td>We say that adjectives &quot;modify&quot; nouns. <strong>Modify</strong> means &quot;change a little.&quot; An adjective changes the meaning of a noun by giving more information about it.</td>
</tr>
<tr>
<td>(b) The <strong>tall</strong> woman wore a <strong>new</strong> dress.</td>
<td></td>
<td>Adjectives are neither singular nor plural. They do <em>NOT</em> have a plural form.</td>
</tr>
<tr>
<td>(c) The <strong>short</strong> woman wore an <strong>old</strong> dress.</td>
<td></td>
<td>Adjectives usually come immediately before nouns, as in (f). Adjectives can also follow main verb <strong>be</strong>, as in (g) and (h).</td>
</tr>
<tr>
<td>(d) The <strong>young</strong> woman wore a <strong>short</strong> dress.</td>
<td></td>
<td>INCORRECT: <strong>Roses are beautifu/s flowers.</strong></td>
</tr>
<tr>
<td>(e) Roses are <strong>beautiful</strong> flowers.</td>
<td></td>
<td>INCORRECT: <strong>He wore a shirt white.</strong></td>
</tr>
<tr>
<td>(f) He wore a <strong>white</strong> shirt.</td>
<td></td>
<td>INCORRECT: <strong>He wore a shirt white.</strong></td>
</tr>
<tr>
<td>(g) Roses are <strong>beautiful</strong>.</td>
<td></td>
<td><strong>Roses are beautiful flowers.</strong></td>
</tr>
<tr>
<td>(h) His shirt was <strong>white</strong>.</td>
<td></td>
<td><strong>His shirt was white.</strong></td>
</tr>
</tbody>
</table>

Exercise 30. Looking at grammar. (Chart 6-8)
Check (√) the phrases that have adjectives. Underline the adjectives.

1. **√** a scary story
2. **___** on Tuesday
3. **___** going to a famous place
4. **___** a small, dark, smelly room
5. **___** quickly and then slowly
6. **___** long or short hair

Exercise 31. Looking at grammar. (Chart 6-8)
Add the given adjectives to the sentences. Choose *two* of the three adjectives in each item to add to the sentence.

*Example:* hard, heavy, strong

A man lifted the box.

→ A strong man lifted the heavy box.

1. beautiful, safe, red

Roses are flowers.
2. empty, wet, hot
3. fresh, clear, hungry
4. dirty, modern, delicious

The waiter poured coffee into my cup.
Mrs. Fields gave the kids a snack.
After our dinner, Frank helped me with the dishes.

Exercise 32. Looking at grammar. (Chart 6-8)

Work in small groups.

Part I. Add your own nouns, adjectives, and prepositions to the list. Don’t look at Part II.

1. an adjective _______ old _______
2. a person’s name _______
3. a plural noun _______
4. a plural noun _______
5. a singular noun _______
6. an adjective _______
7. an adjective _______
8. a preposition of place _______
9. an adjective _______
10. a plural noun _______

Part II. Complete the sentences with the same words you added in Part I. Some of your completions might sound a little odd or funny. Read your completed passage aloud to another group or to the rest of the class.

One day a/an _______ girl was walking in the city. Her name was _______. She was carrying a package for her grandmother. It contained some _______, some _______, and a/an _______, among other things.

As she was walking down the street, a/an _______ thief stole her package.
The _______ girl pulled out her cell phone and called the police, who caught the thief _______ a nearby building and returned her package to her. She took it _______ to her _______ grandmother, who was glad to get the package because she really needed some new _______.

Exercise 33. Warm-up. (Chart 6-9)

Combine the word chicken with the words in the list.

<table>
<thead>
<tr>
<th>/fresh</th>
<th>hot</th>
<th>/legs</th>
<th>recipe</th>
<th>soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chicken legs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. fresh chicken</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Nouns as Adjectives

(a) I have a flower garden. 
Sometimes words that are usually used as nouns are used as adjectives. For example, flower is usually a noun, but in (a), it's used as an adjective to modify garden.

(b) The shoe store also sells socks. 

(c) INCORRECT: a flowers garden 
When a noun is used as an adjective, it is singular in form, NOT plural.

(d) INCORRECT: the shoes store 

Exercise 34. Looking at grammar. (Chart 6-9)
Underline and identify the nouns (N). Use one of the nouns in the first sentence as an adjective in the second sentence.

1. This book is about grammar. It's a __________________________.

2. My garden has vegetables. It’s a ____________________________.

3. The soup has beans. It’s ____________________________.

4. I read a lot of articles in magazines. I read a lot of ____________________________.

5. The factory makes toys. It’s a ____________________________.

6. The villages are in the mountains. They are ____________________________.

7. The lesson was about art. It was an ____________________________.

8. Flags fly from poles. Many government buildings have ____________________________.

Exercise 35. Looking at grammar. (Chart 6-9)
Add -s to the italicized nouns if necessary. Then agree or disagree with each statement. Circle yes or no.

1. One day, computer programs will make it possible for computers to think. yes no

2. Computer make life more stressful. yes no

3. Airplane trips are enjoyable nowadays. yes no

4. Airplane don’t have enough legroom. yes no

5. Bicycle are better than cars for getting around in a crowded city. yes no

6. It’s fun to watch bicycle races like the Tour de France on TV. yes no

7. Vegetable soups are delicious. yes no

8. Fresh vegetable are my favorite food. yes no

*When one noun modifies another noun, the spoken stress is usually on the first noun: a grammar book.
Exercise 36. Listening and speaking. (Charts 6-1 → 6-9)

Part I. Listen to two friends talking about finding an apartment.

Part II. Complete your own conversation. Perform it for the class. You can use words from the list. NOTE: This conversation is slightly different from Part I.

- air-conditioning
- a balcony
- close to my job
- an elevator
- an exercise room
- near a bus stop
- near a freeway
- a laundry room
- parking
- a studio
- a two-bedroom
- a walk-up

A: I'm looking for a new place to live.
B: How come?
A: ______________________. I need ______________________.
B: I just helped a friend find one. I can help you. What else do you want?
A: I want ______________________. Also, I ______________________.
   I don't want ______________________.
B: Anything else?
A: ______________________ would be nice.
B: That's expensive.
A: I guess I'm dreaming.

Exercise 37. Warm-up. (Chart 6-10)

Read the conversation. Look at the personal pronouns in green. Decide if they are subject or object pronouns.

A: Did you hear? Ivan quit his job.
B: I know. I don't understand him. Between you and me, I think it's a bad decision.

1. you    subject    object
2. I      subject    object
3. him    subject    object
4. you    subject    object
5. me     subject    object
Personal Pronouns: Subjects and Objects

<table>
<thead>
<tr>
<th>Subject Pronouns:</th>
<th>I</th>
<th>me</th>
<th>we</th>
<th>you</th>
<th>he, she, it</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Pronouns:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) *Kate* is married. *She* has two children.
(b) *Kate* is my friend. I know *her* well.
(c) Mike has a *new blue bike.* He bought *it* yesterday.
(d) *Eric* and *I* are good friends.
(e) Ann met *Eric and me* at the museum.
(f) Ann walked between *Eric* and *me.*

SINGULAR PRONOUNS:

- I
- me
- we
- you
- he, she, it
- them

PLURAL PRONOUNS:

- we
- us
- you
- they
- him, her, it
- them

A pronoun refers to a noun.
- In (a): *she* is a pronoun; it refers to *Kate.*
- In (b): *her* is a pronoun; it refers to *Kate.*

A pronoun can refer to a single noun (e.g., *Kate*) or to a noun phrase.
- In (c): *it* refers to the whole noun phrase *a new blue bike.*

Guidelines for using pronouns following *and*:
- If the pronoun is used as part of the subject, use a subject pronoun, as in (d).
- If the pronoun is part of the object, use an object pronoun, as in (e) and (f).

*INCORRECT:* Eric and me are good friends.
*INCORRECT:* Ann met Eric and I at the museum.

Singular = one. Plural = more than one.

- Singular pronouns refer to singular nouns; plural pronouns refer to plural nouns, as in the examples.

Exercise 38. Looking at grammar. (Chart 6-10)
Write the nouns that the pronouns in boldface refer to.

1. The apples were rotten, so the children didn’t eat them even though they were really hungry.
   a. them = ____________
   b. they = ____________

2. Do bees sleep at night? Or do they work in the hive all night long? You never see them after dark. What do they do after night falls?
   a. they = ____________
   b. them = ____________
   c. they = ____________
3. Table tennis began in England in the late 1800s. Today it is an international sport. My brother and I played it a lot when we were teenagers. I beat him sometimes, but he was a better player and usually won.

a. it = ______________
b. it = ______________
c. him = ______________
d. he = ______________

- **Exercise 39. Looking at grammar.** (Chart 6-10)

  Circle the correct words in italics.

  1. Toshi ate dinner with I, me.
  2. Toshi ate dinner with Mariko and I, me.
  3. I, me had dinner with Toshi last night.
  4. Jay drove Eva and I, me to the store. He waited for we, us in the car.
  5. A: I want to get tickets for the soccer game.
     B: You’d better get it, them right away. It, They is, are selling fast.

- **Exercise 40. Looking at grammar.** (Chart 6-10)

  Complete the sentences with she, he, it, her, him, they, or them.

  1. I have a grammar book. ______ is black.
  2. Brian borrowed my books. ________ returned __________ yesterday.
  3. Sonya is wearing some new earrings. ________ look good on ________.
  4. Don’t look directly at the sun. Don’t look at ________ directly even if you are wearing sunglasses. The intensity of its light can injure your eyes.
  5. Recently, I read about “micromachines.” ________ are machines that are smaller than a grain of sand. One scientist called ________ “the greatest scientific invention of our time.”
Exercise 41. Warm-up. (Chart 6-11)
Match the phrases to the pictures that describe them.

1. ___ the teacher’s office
2. ___ the teachers’ office

6-11 Possessive Nouns
SINGULAR: (a) I know the student’s name.
(b) I know the students’ names.
(c) I know the children’s names.
PLURAL: (d) the student’s name
my baby’s name
a man’s name
(e) James’s name
(f) the students’ names
my babies’ names
men’s names
the children’s names

An apostrophe (’) and an -s are used with nouns to show possession.

SINGULAR POSSESSIVE NOUN:
noun + apostrophe (’) + -s

A singular noun that ends in -s has two possible possessive forms: James’ or James’s.

PLURAL POSSESSIVE NOUN:
noun + -s + apostrophe (’)

IRREGULAR PLURAL POSSESSIVE NOUN:
noun + apostrophe (’) + -s

(An irregular plural noun is a plural noun that does not end in -s: children, men, people, women. See Chart 6-1.)

Compare:
(h) Tom’s here.
(i) Tom’s brother is here.

In (h): Tom’s is not a possessive noun. It is a contraction of Tom is, used in informal writing.
In (i): Tom’s is a possessive noun.

Exercise 42. Looking at grammar. (Chart 6-11)
Decide if the meaning of the italicized word is “one” or “more than one.”

1. The teacher answered the student’s questions.
2. The teacher answered the students’ questions.
3. Our daughters’ bedroom is next to our room.
4. Our son's room is downstairs.
5. Men's clothing is on sale at the department store.
6. This looks like a woman's shirt.

**Exercise 43. Looking at grammar.** (Chart 6-11)
Look at the Nelson's family tree. Complete the sentences using the correct possessive form.

1. Ned's __________ wife is Ella.
2. ____________________ husband is Sam.
3. Howard is _______________ brother.
4. Howard is _______________ husband.
5. ____________________ grandmother is Ella.
6. ____________________ parents are Sam and Lisa.
7. Ella and ________________ grandson is William.
8. Howard and Monica are ________________ aunt and uncle.

**Exercise 44. Game: trivia.** (Chart 6-11)
Work in small groups. Use the correct possessive form of the given nouns to complete the sentences. Decide if the information is true or false. The group with the most correct answers wins.*

1. earth The ______________ surface is about 70% water.
2. elephant An ______________ skin is pink and wrinkled.
3. man Pat is a ______________ name.
4. woman Pat is a ______________ name.
5. women The area for language is larger in ______________ brains.
6. Men ______________ brains are bigger than women's brains.
7. person A ______________ eyes blink more if he/she is nervous.
8. People ______________ voices always get lower as they age.

**Exercise 45. Warm-up.** (Chart 6-12)
Check (√) all the grammatically correct responses.

Whose camera is this?

1. ___ It’s my camera. 5. ___ It’s your camera.
2. ___ It’s mine. 6. ___ It’s your’s.
3. ___ It’s my. 7. ___ It’s theirs.
4. ___ It’s yours. 8. ___ It’s their camera.

*See Trivia Answers, p. 421.
6-12 Possessive Pronouns and Adjectives

This pen belongs to me.
(a) It's mine.  
(b) It is my pen.

Examples (a) and (b) have the same meaning; they both show possession.  
Mine is a possessive pronoun; my is a possessive adjective.

<table>
<thead>
<tr>
<th>POSSESSIVE PRONOUNS</th>
<th>POSSESSIVE ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) I have mine.</td>
<td>I have my pen.</td>
</tr>
<tr>
<td>(d) You have yours.</td>
<td>You have your pen.</td>
</tr>
<tr>
<td>(e) She has hers.</td>
<td>She has her pen.</td>
</tr>
<tr>
<td>(f) He has his.</td>
<td>He has his pen.</td>
</tr>
<tr>
<td>(g) We have ours.</td>
<td>We have our pens.</td>
</tr>
<tr>
<td>(h) You have yours.</td>
<td>You have your pen.</td>
</tr>
<tr>
<td>(i) They have theirs</td>
<td>They have their pens.</td>
</tr>
<tr>
<td>(j)</td>
<td>I have a book.</td>
</tr>
<tr>
<td></td>
<td>Its cover is black.</td>
</tr>
</tbody>
</table>

A POSSESSIVE PRONOUN is used alone, without a noun following it.
A POSSESSIVE ADJECTIVE is used only with a noun following it.
INCORRECT: I have mine pen.
INCORRECT: I have my.

In (k): its (no apostrophe) is a possessive adjective modifying the noun title.
In (l): It's (with an apostrophe) is a contraction of it + is.

COMPARE their vs. there vs. they're:
(m) The students have their books.
(n) My books are over there
(o) Where are the students? They're in class.

Their, there, and they're have the same pronunciation, but not the same meaning.
their = possessive adjective, as in (m)
there = an expression of place, as in (n)
they're = they are, as in (o)

Exercise 46. Looking at grammar. (Chart 6-12)
Circle the correct completions.

1. Alice called her friend.
2. Hasan wrote a letter to his, he's mother.
3. It's, Its normal for a dog to chase it's, its tail.
4. The bird cleaned its, it's feathers with its, it's beak.
5. Paula had to drive my car to work. Hers, Her had a flat tire.
6. Junko fell off her bike and broke hers, her arm.
7. Anastasia is a good friend of me, mine.*
8. I met a friend of you, yours yesterday.
9. A: Excuse me. Is this my, mine pen or your, yours?
   B: This one is my, mine. Your, Yours is on your, yours desk.

* A friend of + possessive pronoun (e.g., a friend of mine) is a common expression.
   b. *Their, There, They’re* apartment is on the fifth floor.
   c. We live in the same building. *Our, Ours* apartment has one bedroom, but *their, theirs* has two.
   d. *Their, There, They’re* sitting *their, there, they’re* now because *their, there, they’re* waiting for a visit from *their, there, they’re* son.

Exercise 47. Warm-up. (Chart 6-13)
Work in small groups. Use a mirror to demonstrate the following sentences. Take turns saying the sentences while students perform the actions.

1. I am looking at myself.
2. You are looking at yourself.
3. You are looking at yourselves.
4. He is looking at himself.
5. They are looking at themselves.
6. She is looking at herself.
7. We are looking at ourselves.

<table>
<thead>
<tr>
<th>6-13 Reflexive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>myself (a) I saw <em>myself</em> in the mirror.</td>
</tr>
<tr>
<td>yourself (b) You (one person) saw <em>yourself</em>.</td>
</tr>
<tr>
<td>herself (c) She saw <em>herself</em>.</td>
</tr>
<tr>
<td>himself (d) He saw <em>himself</em>.</td>
</tr>
<tr>
<td>itself (e) It (e.g., the kitten) saw <em>itself</em>.</td>
</tr>
<tr>
<td>ourselves (f) We saw <em>ourselves</em>.</td>
</tr>
<tr>
<td>yourselves (g) You (plural) saw <em>yourselves</em>.</td>
</tr>
<tr>
<td>themselves (h) They saw <em>themselves</em>.</td>
</tr>
</tbody>
</table>

Reflexive pronouns end in *-self/-selves*. They are used when the subject (e.g., I) and the object (e.g., myself) are the same person.

INCORRECT: I saw me in the mirror.

(i) *Greg lives* by himself.
(j) *I sat* by myself on the park bench.
(k) *I enjoyed* myself at the fair.

By + a reflexive pronoun = alone

In (i): Greg lives alone, without family or roommates.

Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below.

<table>
<thead>
<tr>
<th>Common Expressions with Reflexive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe in yourself</td>
</tr>
<tr>
<td>blame yourself</td>
</tr>
<tr>
<td>cut yourself</td>
</tr>
<tr>
<td>enjoy yourself</td>
</tr>
<tr>
<td>feel sorry for yourself</td>
</tr>
<tr>
<td>pinch yourself</td>
</tr>
<tr>
<td>tell yourself</td>
</tr>
<tr>
<td>talk to yourself</td>
</tr>
</tbody>
</table>

Nouns and Pronouns 169
Exercise 48. Looking at grammar. (Chart 6-13)
Complete the sentences with reflexive pronouns.
1. Are you okay, Heidi? Did you hurt ____________?  
2. Leo taught ________________ to play the piano. He never had a teacher.
3. Do you ever talk to ________________? Most people talk to ________________ sometimes.
4. A newborn baby can’t take care of ________________.
5. It is important for all of us to have confidence in our own abilities. We need to believe in ________________.
6. Isabel always wishes ________________ good luck before a big test.
7. Kazu, there’s plenty of food on the table. Please help ________________.
8. I couldn’t believe my good luck! I had to pinch ________________ to make sure I wasn’t dreaming.

Exercise 49. Listening. (Chart 6-13)
Listen to the sentences and complete them with reflexive pronouns.
Example: You will hear: The accident was my fault. I caused it. I was responsible. In other words, I blamed . . .
You will write: ____________

1. ________________ 4. ________________
2. ________________ 5. ________________
3. ________________ 6. ________________

Exercise 50. Let’s talk: interview. (Chart 6-13)
Interview six students in your class. Ask each student a different question. Share some of their answers with the class.
1. In this town, what is a good way to enjoy yourself?
2. How do people introduce themselves in your country? What do they say?
3. Have you ever wished you good luck? When or why?
4. Have you ever felt sorry for yourself? Or, have you ever felt proud of yourself? If so, why?
5. When athletes talk to themselves before an important event, what do you imagine they say?
6. In your country, at what age does a person usually begin living by himself or herself?
Exercise 51. Warm-up. (Chart 6-14)
Choose the picture that matches the description.

One flower is red. Another is yellow. The other is pink.

Picture A

Picture B

6-14 Singular Forms of Other: Another vs. The Other

Another

(a) There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat another apple. There are many apples to choose from.

Another means "one more out of a group of similar items, one in addition to the one(s) already mentioned."

Another is a combination of an + other, written as one word.

The Other

(b) There are two apples on the table. Paul is going to eat one of them. Sara is going to eat the other apple.

The other means "the last one in a specific group; the only one that remains from a given number of similar items."

Another and the other can be used as adjectives in front of a noun (e.g., apple) or in front of the word one.

Another and the other can also be used alone as pronouns.
Exercise 52. Looking at grammar. (Chart 6-14)
Complete the sentences with another or the other.

1. There are two birds in Picture A. One is an eagle. The other is a chicken.

2. There are three birds in Picture B. One is an eagle.
   a. One is a chicken.
   b. Bird is a crow.

3. There are many kinds of birds in the world. One kind is an eagle.
   a. Kind is a chicken.
   b. Kind is a crow.
   c. Kind is a sea gull.
   d. What is the name of kind of bird in the world?

4. It rained yesterday, and from the look of those dark clouds, we’re going to have rainstorm today.

5. Nicole and Michelle are identical twins. The best way to tell them apart is by looking at their ears. One of them has pierced ears, and doesn’t.

6. France borders several countries. One is Spain. is Italy.

Exercise 53. Warm-up. (Chart 6-15)
Match the sentences to the correct pictures.

1. Some are red. Others are yellow.

2. Some are red. The others are yellow.
There are many apples in Paul's kitchen. Paul is holding one apple.

(a) There are other apples in a bowl.
(b) There are other ones on a plate.
(c) There are others on a chair.


d) Sara is going to take the other apples.
(e) Sara is going to take the other ones.
(f) Sara is going to take the others.

There are four apples on the table. Paul is going to take one of them.

There are many apples in Paul's kitchen. Paul is holding one apple.

Other(s) (without the) means “several more out of a group of similar items, several in addition to the one(s) already mentioned.”

The adjective other (without an -s) can be used with a plural noun (e.g., apples) or with the word ones.

Others (with an -s) is a plural pronoun; it is not used with a noun.

In (c): others = other apples

The other(s) means “the last ones in a specific group, the remains from a given number of similar items.”

The other (without an -s) can be used as an adjective in front of a noun or the word ones, as in (d) and (e).

The others (with an -s) is a plural pronoun; it is not used with a noun.

In (f): the others = the other apples
Exercise 54. Looking at grammar. (Charts 6-14 and 6-15)
Perform these actions.

1. Hold two pens. Use a form of other to describe the second pen.
   → I'm holding two pens. One is mine, and the other belongs to Ahmed.
2. Hold three pens. Use a form of other to describe the second and third pens.
3. Hold up your two hands. One of them is your right hand. Tell us about your left hand, using a form of other.
4. Hold up your right hand. One of the five fingers is your thumb. Using forms of other, tell us about your index finger, then your middle finger, then your ring finger, and then your little finger, the last of the five fingers on your right hand.

Exercise 55. Looking at grammar. (Chart 6-15)
Complete the sentences with other(s) or the other(s).

1. There are many kinds of animals in the world. The elephant is one kind. Some others are tigers, horses, and bears.
2. There are many kinds of animals in the world. The elephant is one kind. Some kinds are tigers, horses, and bears.
3. There are three colors in the Italian flag. One of the colors is red. are green and white.
4. There are three colors in the Italian flag. One of the colors is red. colors are green and white.
5. Many people like to get up very early in the morning. like to sleep until noon.
6. There are many kinds of geometric figures. Some are circles. figures are squares. Still are rectangular.

7. There are four geometric figures in the above drawing. One is a square. figures are a rectangle, a circle, and a triangle.
8. Of the four geometric figures in the drawing, only the circle has curved lines. have straight lines.
Exercise 56. Let's read and write. (Charts 6-13 → 6-15)

Part I. Read the passage and answer the questions.

Calming Yourself

When was the last time you felt nervous or anxious? Were you able to calm yourself? There are a variety of techniques that people use to calm themselves. Here are three that many people have found helpful.

One way that people relax is by imagining a peaceful place, such as a tropical beach. Thinking about the warm water, cool breezes, and steady sounds of the ocean waves helps people calm themselves. Another popular method is deep breathing. Inhaling deeply and then slowly exhaling is an easy way for people to slow their heart rate and relax their body. Still other people find exercise helpful. Some people benefit from a slow activity like a 20-minute walk. Others prefer activities that make them tired, like running or swimming.

How about you? How do you calm yourself when you feel nervous? Do any of these methods help you, or do you do other things to relax?

1. What are three ways people relax when they are nervous? (Use one and another in your answer.)
2. Why do some people choose activities like running and swimming as a way to relax?
3. Imagine you are trying to relax by thinking of a peaceful place. What place would you think of?
4. How do you relax when you are nervous?

Part II. Read this paragraph by one student who tells how he relaxes when he's nervous.

How I Calm Down

Sometimes I feel nervous, especially when I have to give a speech. My body begins to shake, and I realize that I have to calm myself down. This is the technique I use: I imagine myself in a peaceful place. My favorite place in the world is the sea. I imagine myself on the water. I am floating. I feel the warm water around me. The sounds around me are very relaxing. I only hear the waves and maybe a few birds. I don't think about the past or the future. I can feel my heart rate decrease a little, and my body slowly starts to calm down.

Part III. Write a paragraph about how you relax when you are nervous. Follow the model. Give specific details about how you relax and what the results are.

Sometimes I feel nervous, especially when I have to __________________________. My __________________________ and I realize that I have to calm myself down. This is the technique I use: __________________________.
6-16 Summary of Forms of Other

<table>
<thead>
<tr>
<th></th>
<th>Adjective</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td>another apple</td>
<td>another</td>
</tr>
<tr>
<td>PLURAL</td>
<td>other apples</td>
<td>others</td>
</tr>
<tr>
<td>SINGULAR</td>
<td>the other apple</td>
<td>the other</td>
</tr>
<tr>
<td>PLURAL</td>
<td>the other apples</td>
<td>the others</td>
</tr>
</tbody>
</table>

Exercise 57. Looking at grammar. (Charts 6-15 and 6-16)

Complete the sentences with correct forms of other: another, other, others, the other, the others.

1. Juan has only two suits, a blue one and a gray one. His wife wants him to buy another one.

2. Juan has two suits. One is blue, and ____________ is gray.

3. Some suits are blue. ____________ are gray.

4. Some jackets have zippers. ____________ jackets have buttons.

5. Some people keep dogs as pets. ____________ have cats. Still ____________ people have fish or birds as pets.

6. My boyfriend gave me a ring. I tried to put it on my ring finger, but it didn’t fit. So I had to put it on ____________ finger.

7. People have two thumbs. One is on the right hand. ____________ is on the left hand.

8. Sometimes when I’m thirsty, I’ll have a glass of water, but often one glass isn’t enough, so I’ll have ____________ one.

9. There are five letters in the word fresh. One of the letters is a vowel. ____________ are consonants.

10. Smith is a common last name in English. ____________ common names are Johnson, Jones, Miller, Anderson, Moore, and Brown.

Exercise 58. Listening. (Charts 6-15 and 6-16)

Listen to each conversation and circle the correct statement (a. or b.).

1. a. The speaker was looking at two jackets.
   b. The speaker was looking at several jackets.

2. a. The speakers have only two favorite colors.
   b. The speakers have more than two favorite colors.
3. a. There are several roads the speakers can take.
b. There are two roads the speakers can take.

4. a. There are only two ways to get downtown.
b. There are more than two ways to get downtown.

5. a. The speaker had more than four pets.
b. The speaker had only four pets.

Exercise 59. Listening. (Charts 6-15 and 6-16)

Listen to the conversation about dealing with loneliness. Complete the sentences with the words you hear.

A: What do you do when you're feeling lonely?

B: I go someplace where I can be around ___________ people. Even if they are strangers, I feel better when there are ___________ around me. How about you?

A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all ___________ people who are there with their friends and family, and I start to feel even lonelier. So I try to find ___________ things to do to keep myself busy. When I'm busy, I don't feel lonely.

Exercise 60. Check your knowledge. (Chapter 6)

Edit the sentences. Correct errors in nouns, pronouns, adjectives, and subject-verb agreement.

1. Jimmy had three wishes for his birthday.
2. I had some black beans soup for lunch.
3. The windows in our classroom is dirty.
4. People in Brazil speaks Portuguese.
5. Are around 8,600 types of birds in the world.
6. My mother and father work in Milan. Their teacher's.
7. Today many womens are carpenter, pilot, and doctor.
8. Is a new student in our class. Have you met her?
9. There are two pool at the park. The smaller one is for child. The another is for adults.
10. The highways in my country are excellents.
11. I don't like my apartment. Its in a bad neighborhood. Is a lot of crime. I'm going to move to other neighborhood.
Exercise 1. Warm-up. (Chart 7-1)
Check (√) the sentences that are grammatically correct.
1. ____ I can speak English well.
2. ____ He cans speaks English well.
3. ____ She can to speak English well.
4. ____ Our neighbors can speak some English.
5. ____ My parents can’t speaking English at all.

7-1 The Form of Modal Auxiliaries

The verbs listed below are called "modal auxiliaries." They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Most of the modals have more than one meaning.

Auxiliary + the Simple Form of a Verb

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>(a) Olga can speak English.</td>
</tr>
<tr>
<td>could</td>
<td>(b) He couldn’t come to class.</td>
</tr>
<tr>
<td>may</td>
<td>(c) It may rain tomorrow.</td>
</tr>
<tr>
<td>might</td>
<td>(d) It might rain tomorrow.</td>
</tr>
<tr>
<td>should</td>
<td>(e) Mary should study harder.</td>
</tr>
<tr>
<td>had better</td>
<td>(f) I had better study tonight.</td>
</tr>
<tr>
<td>must</td>
<td>(g) Billy! You must listen to me!</td>
</tr>
<tr>
<td>will</td>
<td>(h) I will be in class tomorrow.</td>
</tr>
<tr>
<td>would</td>
<td>(i) Would you please close the door?</td>
</tr>
</tbody>
</table>

Can, could, may, might, should, had better, must, will, and would are immediately followed by the simple form of a verb.

- They are not followed by to.
  INCORRECT: Olga can to speak English.
- The main verb does not have a final -s.
  INCORRECT: Olga can speaks English.
- The main verb is not in a past form.
  INCORRECT: Olga can spoke English.
- The main verb is not in its -ing form.
  INCORRECT: Olga can speaking English.

Auxiliary + to + the Simple Form of a Verb

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>have to</td>
<td>(j) I have to study tonight.</td>
</tr>
<tr>
<td>have got to</td>
<td>(k) I have got to study tonight.</td>
</tr>
<tr>
<td>be able to</td>
<td>(l) Kate is able to study harder.</td>
</tr>
<tr>
<td>ought to</td>
<td>(m) Kate ought to study harder.</td>
</tr>
</tbody>
</table>

To + the simple form is used with these auxiliaries: have to, have got to, be able to, and ought to.
Exercise 2. Looking at grammar. (Chart 7-1)
Make sentences with the given verbs + come. Add to where necessary. Use this model:
Leo _____ tonight.

Example: can → Leo can come tonight.

1. may 6. might
2. should 7. had better
3. ought 8. has
4. will not 9. has got
5. could not 10. is not able

Exercise 3. Listening. (Chart 7-1)
Listen to the sentences. Add to where necessary. If to isn’t necessary, write 0.
Notice that to may sound like “ta.”

1. I have ____ go downtown tomorrow.
2. You must ____ fasten your seat belt.
3. Could you please ____ open the window?
4. May I ____ borrow your eraser?
5. I’m not able ____ sign the contract today.
6. Today is the deadline. You must ____ sign it!
7. I have got ____ go to the post office this afternoon.
8. Shouldn’t you ____ save some of your money for emergencies?
9. I feel bad for Elena. She has ____ have more surgery.
10. Alexa! Stop! You must not ____ run into the street!

Exercise 4. Warm-up. (Chart 7-2)
Circle the best completion for each sentence. Discuss your answers.

1. A newborn baby can / can’t roll over.
2. A baby of four months can / can’t smile.
3. A newborn baby is able to / isn’t able to see black and white shapes.
4. A baby of six months is able to / isn’t able to see colors.
5. When I was nine months old, I could / couldn’t crawl.
6. When I was nine months old, I could / couldn’t walk.
Expressing Ability: *Can* and *Could*

(a) Bob *can play* the piano.
(b) You *can buy* a screwdriver at a hardware store.
(c) *I can meet* you at Ted’s tomorrow afternoon.

(d) I *can’t* understand that sentence.
(e) *I can* go.
(f) *I can’t go*

(g) *Our son could walk* when he was one year old.
(h) *He couldn’t walk* when he was six months old.

(i) *He can read*
(j) *He is able to read*
(k) *She could read*
(l) *She was able to read*

---

**Exercise 5. Looking at grammar.** (Chart 7-2)

**Part I.** Complete the sentences with *can* or *can’t*.

1. A dog ________ swim, but it ________ fly.
2. A frog ________ live both on land and in water, but a cat ________.
3. A bilingual person ________ speak three languages, but a trilingual person ________.
4. People with a Ph.D. degree ________ use “Dr.” in front of their name, but people with a master’s degree ________.

**Part II.** Restate the sentences in Part I. Use *be able to*.

---

**Exercise 6. Let’s talk: interview.** (Chart 7-2)

Interview your classmates. Ask each student a different question. If the answer is “yes,” ask the follow-up question in parentheses. Share some of your answers with the class.
Can you . . .
1. speak more than two languages? (Which ones?)
2. play chess? (How long have you played?)
3. fold a piece of paper in half more than six times? (Can you show me?)
4. draw well — for example, draw a picture of me? (Can you do it now?)

Are you able to . . .
5. write clearly with both your right and left hands? (Can you show me?)
6. pat the top of your head with one hand and rub your stomach in a circle with the other hand at the same time? (Can you show me?)
7. drive a stick-shift car? (When did you learn?)
8. play a musical instrument? (Which one?)

Exercise 7. Listening. (Chart 7-2)

Listen to the conversation. You will hear reductions for can and can’t. Write the words you hear.

In the classroom
A: I ___________ this math assignment.
B: I ___________ you with that.
A: Really? ___________ this problem to me?
B: Well, we ___________ out the answer unless we do this part first.
A: Okay! But it’s so hard.
B: Yeah, but I know you ___________ it. Just go slowly.
A: Class is almost over. ___________ me after school today to finish this?
B: Well, I ___________ you right after school, but how about at 5:00?
A: Great!

Exercise 8. Let’s talk. (Chart 7-2)

Complete the sentences with could/couldn’t/be able to/not be able to and your own words.

Example: A year ago I ____, but now I can.
   → A year ago I couldn’t speak English, but now I can.

1. When I was a child, I ____, but now I can.
2. When I was six, I ____, but I wasn’t able to do that when I was three.
3. Five years ago, I ____, but now I can’t.
4. In the past, I ____, but now I am.
Exercise 9. Warm-up. (Chart 7-3)

Check (√) the sentences in each group that have the same meaning.

GROUP A
1. ___ Maybe it will be hot tomorrow.
2. ___ It might be hot tomorrow.
3. ___ It may be hot tomorrow.

GROUP B
4. ___ You can have dessert, now.
5. ___ You may have dessert, now.

GROUP C
6. ___ She can’t stay up late.
7. ___ She might not stay up late.

7-3 Expressing Possibility: *May, Might, and Maybe*;
Expressing Permission: *May* and *Can*

| (a) | It may rain tomorrow. |
| (b) | It might rain tomorrow. |
| (c) | — Why isn’t John in class? |
|     | — I don’t know. He {may/might} be sick today. |
| (d) | It may not rain tomorrow. |
| (e) | It might not rain tomorrow. |
| (f) | Maybe it will rain tomorrow. |
| (g) | Maybe John is sick. (adverb) |
| (h) | John may be sick. (verb) |
| (i) | Yes, children, you may have a cookie after dinner. |
| (j) | Okay, kids, you can have a cookie after dinner. |
| (k) | You may not have a cookie. You can’t have a cookie. |

May and might express possibility in the present or future. They have the same meaning. There is no difference in meaning between (a) and (b).

Negative: may not and might not
(Do not contract may and might with not.)

In (f) and (g): maybe (spelled as one word) is an adverb. It means "possibly." It comes at the beginning of a sentence.

Incorrect: It will maybe rain tomorrow.

In (h): may be (two words) is a verb form: the auxiliary may + the main verb be.
Examples (g) and (h) have the same meaning.
Incorrect: John maybe sick.

May is also used to give permission, as in (i).
Can is often used to give permission, too, as in (j).

Note: Examples (i) and (j) have the same meaning, but may is more formal than can.

May not and cannot (can’t) are used to deny permission (i.e., to say "no").
Exercise 10. Looking at grammar. (Chart 7-3)
Complete the sentences with can, may, or might. Identify the meaning expressed by the modals: possibility or permission.

In a courtroom for a speeding ticket
1. No one speaks without the judge's permission. You may/can not speak until the judge asks you a question. Meaning: permission
2. The judge reduce your fine for your speeding ticket, or she not. It depends. Meaning:
3. You not argue with the judge. If you argue, you will get a fine. Meaning:
4. You have a strong case, but I'm not sure if you will convince the judge. You or you lose. Meaning:

Exercise 11. Looking at grammar. (Chart 7-3)
Rewrite the sentences with the words in parentheses.
1. It may snow tonight.
   (might) 
   (Maybe) 
2. You might need to wear your boots.
   (may) 
   (Maybe) 
3. Maybe there will be a blizzard.
   (may) 
   (might)
Exercise 12. Let’s talk. (Chart 7-3)
Answer each question with may, might, and maybe. Include at least three possibilities in each answer. Work in pairs, in small groups, or as a class.

Example: What are you going to do tomorrow?
   → I don’t know. I may go downtown. OR I might go to the laundromat.
   Maybe I’ll study all day. Who knows?

1. What are you going to do tomorrow night?
2. What’s the weather going to be like tomorrow?
3. What is our teacher going to do tonight?
4. (_____ ) isn’t in class today. Where is he/she?
5. What is your occupation going to be ten years from now?

Exercise 13. Listening. (Charts 7-2 and 7-3)
You will hear sentences with can, may, or might. Decide if the speakers are expressing ability, possibility, or permission.

Example: You will hear: A: Where’s Victor?
          B: I don’t know. He may be sick.

You will choose: ability possibility permission

1. ability possibility permission
2. ability possibility permission
3. ability possibility permission
4. ability possibility permission
5. ability possibility permission

Exercise 14. Warm-up. (Chart 7-4)
In which sentence is the speaker expressing a past ability? a present possibility? a future possibility?

A soccer game

1. There is five minutes left and the score is 3–3. Our team could win.
2. The goalie is on the ground. He could be hurt.
3. Our team didn’t win. We couldn’t score another goal.

7-4 Using Could to Express Possibility

(a) — How was the movie? Could you understand the English?
   → Not very well. I could only understand it with the help of subtitles.

(b) — Why isn’t Greg in class?
     → I don’t know. He could be sick.

(c) Look at those dark clouds. It could start raining any minute.

One meaning of could is past ability, as in (a).*
Another meaning of could is possibility.
In (b): He could be sick has the same meaning as He may/might be sick, i.e., It is possible that he is sick.
In (b): could expresses a present possibility.
In (c): could expresses a future possibility.

*See also Chart 7-2.
Exercise 15. Looking at grammar. (Charts 7-2 and 7-4)

Does could express past, present, or future time? What is the meaning: ability or possibility?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
<th>Ability</th>
<th>Possibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I could be home late tonight. Don’t wait for me for dinner.</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Thirty years ago, when he was a small child, David could speak Swahili fluently. Now he’s forgotten a lot of it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A: Where’s Alicia?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>B: I don’t know. She could be at the mall.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When I was a child, I could climb trees, but now I’m too old.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Let’s leave for the airport now. Yuki’s plane could arrive early, and we want to be there when she arrives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A: What’s that on the carpet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: I don’t know. It looks like a bug. Or it could be a piece of fuzz.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 16. Let’s talk. (Chart 7-4)

Suggest possible solutions for each situation. Use could. Work in pairs, in small groups, or as a class.

Example: Tim has to go to work early tomorrow. His car is completely out of gas. His bicycle is broken.
→ He could take the bus to work.
→ He could get a friend to take him to a gas station to get gas.
→ He could try to fix his bike.
→ He could get up very early and walk to work.
Etc.

1. Lisa walked to school today. Now she wants to go home. It’s raining hard. She doesn’t have an umbrella, and she’s wearing sandals.

2. Joe and Joan want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow.

3. Roberto just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can’t read Japanese. He doesn’t know how to operate the camera.

4. Albert likes to travel around the world. He is 22 years old. Today he is alone in Paris. He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.
Exercise 17. Listening. (Charts 7-3 and 7-4)

Listen to the conversation between a husband and wife. Listen again and complete the sentences with the words you hear.

In a home office

A: Look at this cord. Do you know what it’s for?

B: I don’t know. We have so many cords around here with all our electronic equipment. It ___________ for the printer, I guess.

A: No, I checked. The printer isn’t missing a cord.

B: It ___________ for one of the kid’s toys.

A: Yeah, I ___________. But they don’t have many electronic toys.

B: I have an idea. It ___________ for the cell phone. You know — the one I had before this one.

A: I bet that’s it. We ___________ probably throw this out.

B: Well, let’s be sure before we do that.

Exercise 18. Warm-up. (Chart 7-5)

Check (✓) all the sentences that have the same meaning.

1. ___ May I use your cell phone?
2. ___ Can I use your cell phone?
3. ___ Could I use your cell phone?
7-5 Polite Questions: *May I, Could I, Can I*

<table>
<thead>
<tr>
<th>Polite Question</th>
<th>Possible Answers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>May I</em> please borrow your pen?</td>
<td>Yes.</td>
<td>People use <em>may I, could I,</em> and <em>can I</em> to ask polite questions. The questions ask for someone's permission or agreement.</td>
</tr>
<tr>
<td>(b) <em>Could I</em> please borrow your pen?</td>
<td>Yes. Of course. Yes. Certainly.</td>
<td>Examples (a), (b), and (c) have basically the same meaning.</td>
</tr>
<tr>
<td>(c) <em>Can I</em> please borrow your pen?</td>
<td>Of course. Certainly. Sure. (informal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Okay. (informal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uh-huh (<em>meaning</em> &quot;yes&quot;)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'm sorry, but I need to use it myself.</td>
<td></td>
</tr>
<tr>
<td>(d) <em>Can I</em> borrow your pen, please?</td>
<td></td>
<td><em>Please</em> can come at the end of the question, as in (d).</td>
</tr>
<tr>
<td>(e) <em>Can I</em> borrow your pen?</td>
<td></td>
<td><em>Please</em> can be omitted from the question, as in (e).</td>
</tr>
</tbody>
</table>

*In a polite question, *could* is *NOT* the past form of *can.*

Exercise 19. Looking at grammar. (Chart 7-5)

Complete the phone conversations. Use *may I, could I,* or *can I* + a verb from the list. 

**NOTE:** The caller is always Speaker B.

<table>
<thead>
<tr>
<th></th>
<th>ask</th>
<th>help</th>
<th>leave</th>
<th>speak/talk</th>
<th>take</th>
</tr>
</thead>
</table>

1. **A:** Hello?
   **B:** Hello. Is Ahmed there?
   **A:** Yes, he is.
   **B:** ______________________ to him?
   **A:** Just a minute. I'll get him.

2. **A:** Hello. Mr. Black's office.
   **B:** ______________________ to Mr. Black?
   **A:** ______________________ who is calling?
   **B:** Susan Abbott.
   **A:** Just a moment, Ms. Abbott. I'll transfer you.

3. **A:** Hello?
   **B:** Hi. This is Bob. ______________________ to Pedro?
   **A:** Sure. Hold on.
4. A: Good afternoon. Dr. Wu's office. ___ you?
   B: Yes. I have an appointment that I need to change.
   A: Just a minute, please. I'll transfer you to our appointment desk.

5. A: Hello?
   B: Hello. ___ to Emily?
   A: She's not at home right now. ___ a message?
   B: No, thanks. I'll call later.

6. A: Hello?
   B: Hello. ___ to Maria?
   A: She's not here right now.
   B: Oh. ___ a message?
   A: Sure. Just let me get a pen.

Exercise 20. Let's talk: pairwork. (Chart 7-5)
Work with a partner. Ask and answer polite questions. Begin with May I, Could I, or Can I.
Make conversations you can role-play for the class.

Example: (A), you want to see (B)'s grammar book for a minute.
SPEAKER A: May/Could/Can I (please) see your grammar book for a minute?
SPEAKER B: Of course. / Sure. / Etc.
SPEAKER A: Thank you. / Thanks. I forgot to bring mine to class today.

1. (A), you want to see (B)'s dictionary for a minute.
2. (A), you are at a restaurant. (B) is your server. You have finished your meal. You want the check.
3. (B), you run into (A) on the street. (A) is carrying some heavy packages. What are you going to say to him/her?
4. (A), you are speaking to (B), who is one of your teachers. You want to leave class early today.
5. (B), you are in a store with your good friend (A). The groceries cost more than you expected. You don't have enough money. What are you going to say to your friend?

Exercise 21. Warm-up. (Chart 7-6)
Check the questions that are grammatically correct. Which two questions do you think are more polite than the others?

In the kitchen
1. ___ Will you help me with the dishes?
2. ___ Would you load the dishwasher?
3. ___ May you load the dishwasher?
4. ___ Can you unload the dishwasher?
5. ___ Could you unload the dishwasher?

<table>
<thead>
<tr>
<th>Polite Question</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you please open the door?</td>
<td>Yes. Of course. Would and could are generally considered more polite than will and can.</td>
</tr>
<tr>
<td>Could you please open the door?</td>
<td>I'm sorry. I'd like to help, but my hands are full.</td>
</tr>
<tr>
<td>Will you please open the door?</td>
<td>Sure. (informal)</td>
</tr>
<tr>
<td>Can you please open the door?</td>
<td>Okay. (informal)</td>
</tr>
</tbody>
</table>

Exercise 22. Looking at grammar. (Chart 7-6)

Make two different questions for each situation. Use you.

1. You’re in a room and it’s getting very hot.
   - Formal: Would you please open the window?
   - Informal: Can you turn on the air-conditioner?

2. You’re trying to listen to the news on TV, but your friends are talking too loud, and you can’t hear it.
   - Formal: 
   - Informal: 

3. You’re in a restaurant. You are about to pay and notice the bill is more than it should be. The server has made a mistake.
   - Formal: 
   - Informal: 

Exercise 23. Let’s talk: pairwork. (Charts 7-5 and 7-6)

Work with a partner. Make a conversation for one (or more) of the given situations. Perform your conversation for the rest of the class.

Example: You’re in a restaurant. You want the server to refill your coffee cup.
   - You catch the server’s eye and raise your hand slightly. He approaches your table and says: “Yes? What can I do for you?”
   - Partner A: Yes? What can I do for you?
   - Partner B: Could I please have some more coffee?
   - Partner A: Of course. Right away. Could I get you anything else?
PARTNER B: No thanks. Oh, on second thought, yes. Would you bring some cream too?
PARTNER A: Certainly.
PARTNER B: Thanks.

1. You’ve been waiting in a long line at a busy bakery. Finally, it’s your turn. The clerk turns toward you and says: “Next!”
2. You are at work. You feel sick and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk. You say: “Mr. Jenkins, could I speak with you for a minute?”
3. The person next to you on the plane has finished reading his newspaper. You would like to read it. He also has a bag on the floor that is in your space. You would like him to move it. You say: “Excuse me.”

Exercise 24. Warm-up. (Chart 7-7)
Your friend Paula has a terrible headache. What advice would you give her? Check (√) the sentences you agree with.

1. ____ You should lie down.
2. ____ You should take some medicine.
3. ____ You ought to call the doctor.
4. ____ You should go to the emergency room.
5. ____ You ought to put an ice-pack on your forehead.

7-7 Expressing Advice: Should and Ought To

| (a) My clothes are dirty. I { should (ought to) } wash them. | Should and ought to have the same meaning: “This is a good idea. This is good advice.” |
| (b) INCORRECT: I should to wash them. | FORMS: should + simple form of a verb (no to) ought + to + simple form of a verb |
| (c) INCORRECT: I ought washing them. | NEGATIVE: should + not = shouldn’t (Ought to is usually not used in the negative.) |
| (d) You need your sleep. You should not (shouldn’t) stay up late. | QUESTION: should + subject + main verb (Ought to is usually not used in questions.) |
| (e) A: I’m going to be late for the bus. What should I do? B: Run! | The use of maybe with should and ought to “softens” advice. |
| (f) A: I’m tired today. B: You should/ought to go home and take a nap. | COMPARE: In (f): Speaker B is giving definite advice. He is stating clearly that he believes going home for a nap is a good idea and is the solution to Speaker A’s problem. |
| (g) A: I’m tired today. B: Maybe you should/ought to go home and take a nap. | In (g): Speaker B is making a suggestion: going home for a nap is one possible way to solve Speaker A’s problem. |
Exercise 25. Let's talk: pairwork. (Chart 7-7)
Work with a partner. Partner A states the problem. Partner B gives advice using should or ought to. Include maybe to soften the advice if you wish.

Example: I'm sleepy.
PARTNER A: I'm sleepy.
PARTNER B: (Maybe) You should/ought to drink a cup of tea.

1. I can't fall asleep at night.
2. I have a sore throat.
3. I have the hiccups.
4. I sat on my friend's sunglasses. Now the frames are bent.

Change roles.
5. I'm starving.*
6. I dropped my sister's camera, and now it doesn't work.
7. Someone stole my lunch from the refrigerator in the staff lounge at work.
8. I bought some shoes that don't fit. Now my feet hurt.

Exercise 26. Warm-up. (Chart 7-8)
Marco has lost his passport. Here are some suggestions. Check (✓) the sentences you agree with. Which sentences seem more serious or urgent?

1. He had better go to the embassy.
2. He should wait and see if someone returns it.
3. He had better report it to the police.
4. He should ask a friend to help him look for it.

7-8 Expressing Advice: Had Better

| (a) My clothes are dirty. I ought to wash them. | Had better has the same basic meaning as should and ought to: "This is a good idea. This is good advice." |
| (b) You're driving too fast! You'd better slow down. | Had better has more of a sense of urgency than should or ought to. It often implies a warning about possible bad consequences. In (b): If you don't slow down, there could be a bad result. You could get a speeding ticket or have an accident. |
| (c) You'd better not eat that meat. It looks spoiled. | NEGATIVE: had better not |
| (d) I'd better send my boss an email right away. | In conversation, had is usually contracted: 'd. |

*starving (informal English) = very, very hungry
**Exercise 27. Looking at grammar.** (Chart 7-8)
Give advice using **had better**. What are some possible bad consequences if your advice is not followed? Work in pairs, in small groups, or as a class.

1. I haven’t paid my electric bill.
   → **You’d better pay it by tomorrow.** If you don’t pay it, the electric company will turn off the power.
2. Joe oversleeps a lot. This week he has been late to work three times. His boss is very unhappy about that.
3. I don’t feel good right now. I think I’m coming down with something.*
4. I can’t remember if I locked the front door when I left for work.
5. My ankle really hurts. I think I’ve sprained it.
6. I can’t find my credit card, and I’ve looked everywhere.

**Exercise 28. Check your knowledge.** (Chapter 7)
Edit the sentences. Correct the verb form errors.

1. You will better not be late.
2. Anna shouldn’t wear shorts to work.
3. I should to go to the post office today.
4. I ought paying my bills today.
5. You’d had better to call the doctor today.
6. You don’t should stay up too late tonight.
7. You better not leaving your key in the door.
8. Mr. Lim is having a surprise party for his wife. He ought told people soon.

**Exercise 29. Let’s talk.** (Charts 7-7 and 7-8)
Work in small groups. Give advice using **should**, **ought to**, and **had better**. The leader states the problem, and others in the group offer suggestions. Select a different leader for each item.

Example:
**LEADER:** I study, but I don’t understand my physics class. It’s the middle of the term, and I’m failing the course. I need a science course in order to graduate. What should I do?**

**SPEAKER A:** You’d better get a tutor right away.
**SPEAKER B:** You should make an appointment with your teacher and see if you can get some extra help.
**SPEAKER C:** Maybe you ought to drop your physics course and take a different science course next term.

---

*The idiom **come down with something** = get a sickness, like a cold or the flu

**Should (NOT ought to or had better) is usually used in a question that asks for advice. The answer, however, can contain should, ought to, or had better. For example:
A: My houseplants always die. What **should** I do?
B: You’d better get a book on plants. You should try to find out why they die. Maybe you ought to look on the Internet and see if you can find some information.
1. I forgot my dad’s birthday yesterday. I feel terrible about it. What should I do?

2. I just discovered that I made dinner plans for tonight with two different people. I’m supposed to meet my parents at one restaurant at 7:00, and I’m supposed to meet my boss at a different restaurant across town at 8:00. What should I do?

3. Samira accidentally left the grocery store with an item she didn’t pay for. Her young daughter put it in Samira’s shopping bag, but she didn’t see it. What should Samira do?

4. I borrowed Karen’s favorite book of poetry. It was special to her. A note on the inside cover said “To Karen.” The author’s signature was under it. Now I can’t find the book. I think I lost it. What should I do?

Exercise 30. Warm-up. (Chart 7-9)

Which of these statements about writing a résumé are true in your country? Check (✓) them and then decide which sentence is more common in writing and which sentences are more common in speaking.

Writing a résumé
1. You must list all your previous employers.
2. You have to provide references.
3. You have got to include personal information, for example, whether you are married or not.

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Exercise 31. Let's talk. (Charts 7-7 and 7-9)
Answer the questions. Work in pairs, in small groups, or as a class.

1. What are some things you have to do today? tomorrow? every day?
2. What is something you had to do yesterday?
3. What is something you've got to do soon?
4. What is something you've got to do after class today or later tonight?
5. What is something a driver must do, according to the law?
6. What is something a driver should always do to be a safe driver?
7. What are some things a person should do to stay healthy?
8. What are some things a person must do to stay alive?

Exercise 32. Listening. (Chart 7-9)
Complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: apply, applicable, legal, nickname, previous, employer.

Filling out a job application
1. The application ________________ be complete. You shouldn't skip any parts. If a section doesn't fit your situation, you can write N/A (not applicable).
2. ________________ type it, but your writing ________________ be easy to read.
3. ________________ use your full legal name, not your nickname.
4. ________________ list the names and places of your previous employers.
5. ________________ list your education, beginning with either high school or college.
6. ________________ always ________________ apply in person. Sometimes you can do it online.
7. ________________ write some things, like the same telephone number, twice. You can write "same as above."
8. All spelling ________________ be correct.
Exercise 33. Let's read and talk. (Charts 7-7 → 7-9)
Read the passage and then give advice.

**A Family Problem**

Mr. and Mrs. Hill don’t know what to do about their 15-year-old son, Mark. He’s very intelligent but has no interest in learning. His grades are getting worse, and he won’t do any homework. Sometimes he skips school and spends the day at the mall.

His older sister Kathy is a good student, and she never causes any problems at home. Kathy hasn’t missed a day of school all year. Mark’s parents keep asking him why he can’t be more like Kathy. Mark is jealous of Kathy and picks fights* with her.

All Mark does when he’s home is stay in his room and listen to loud music. He often refuses to eat meals with his family. He argues with his parents, his room is a mess, and he won’t** help around the house.

This family needs advice. Tell them what changes they should make. What should they do? What shouldn’t they do?

Use each of these words at least once in the advice you give:

- should
- ought to
- shouldn’t
- have to/has to
- have got to/has got to
- must
- had better

Exercise 34. Warm-up. (Chart 7-10)
Which sentence (a. or b.) completes the idea of the given sentence?

We have lots of time.

- a. You must not drive so fast!
- b. You don’t have to drive so fast.

| 7-10 Expressing Lack of Necessity: Do Not Have To; Expressing Prohibition: Must Not |
|---|---|
| (a) I finished all of my homework this afternoon. I **don’t have to study** tonight. | **Don’t/doesn’t have to** expresses the idea that something is **not necessary**. |
| (b) Tomorrow is a holiday. Mary **doesn’t have to go** to class. | |
| (c) Bus passengers **must not talk** to the driver. | **Must not** expresses **prohibition** (**DO NOT DO THIS!**). |
| (d) Children, you **must not play** with matches! | |
| (e) You **mustn’t play** with matches. | **Must + not = mustn’t**

*(Note: The first “t” is not pronounced.)*

*pick a fight = start a fight

**won’t is used here to express refusal: He refuses to help around the house.*
Exercise 35. Looking at grammar. (Chart 7-10)
Complete the sentences with *don't have to, doesn't have to*, or *must not*. 

1. You **must not** drive when you are tired. It's dangerous.
2. I live only a few blocks from my office. I **don't have to** drive to work.
3. Liz finally got a car, so now she drives to work. She **must not** take the bus.
4. Mr. Murphy is very wealthy. He **doesn't have to** work for a living.
5. You **must** tell Daddy about the birthday party. We want it to be a surprise.
6. A: Did Professor Acosta give an assignment?
   B: Yes, she assigned Chapters 4 and 6, but we **must not** read Chapter 5.
7. A: Listen carefully, Kristen. If a stranger offers you a ride, you **must not** get in the car. Never get in a car with a stranger. Do you understand?
   B: Yes, Mom.

Exercise 36. Warm-up. (Chart 7-11)
Read the situation and the conclusions that follow. Which conclusion(s) seems logical to you? Explain your answers, if necessary.

**Situation:** Mr. Ellis is a high school gym teacher. He usually wears gym clothes to work. Today he is wearing a suit and tie.

1. He must have an important meeting.
2. He must be rich.
3. He must need new clothes.
4. He must want to make a good impression on someone.
5. His gym clothes must not be clean.
### 7-11 Making Logical Conclusions: Must

| (a) | A: Nancy is yawning.  
   |   | B: She **must be** sleepy.  
   |   | **In (a):** Speaker B is making a logical guess. He bases his guess on the information that Nancy is yawning. His logical conclusion, his “best guess,” is that Nancy is sleepy. He uses **must** to express his logical conclusion. |
| (b) | LOGICAL CONCLUSION: Amy plays tennis every day.  
   |   | She **must like** to play tennis.  
   |   | **COMPARE:** **Must** can express  
   |   | • a logical conclusion, as in (b).  
   |   | • necessity, as in (c).  
| (c) | NECESSITY: If you want to get into the movie theater, you **must buy** a ticket.  
   |   | **COMPARE:** **Must** can express  
   |   | • a logical conclusion, as in (b).  
   |   | • necessity, as in (c).  
| (d) | NEGATIVE LOGICAL CONCLUSION: Eric ate everything on his plate except the pickle. He **must not like** pickles.  
   |   | **COMPARE:** **Must not** can express  
   |   | • a negative logical conclusion, as in (d).  
   |   | • prohibition, as in (e).  
| (e) | PROHIBITION: There are sharks in the ocean near our hotel. We **must not go** swimming there.  

### Exercise 37. Looking at grammar. (Chart 7-11)

Complete the conversations with **must** or **must not**.

1. A: Did you offer our guests something to eat?  
   B: Yes, but they didn’t want anything. They **must not** be hungry yet.

2. A: You haven’t eaten since breakfast? That was hours ago. You **must** be hungry.  
   B: I am.

3. A: Gregory has already had four glasses of water, and now he’s having another.  
   B: He **must** be really thirsty.

4. A: I offered Holly something to drink, but she doesn’t want anything.  
   B: She **must not** be thirsty.

5. A: The dog won’t eat.  
   B: He **must not** feel well.

6. A: Brian has watery eyes and has been coughing and sneezing.  
   B: Poor guy. He **must** have a cold.

7. A: Erica’s really smart. She always gets above 95 percent on her math tests.  
   B: I’m sure she’s pretty bright, but she **must** also study a lot.

   B: It **must not** be Sam. Sometimes he does exercises in his apartment.
Exercise 38. Looking at grammar. (Chart 7-11)
Make a logical conclusion for each situation. Use **must**.

1. Alima is crying. → She must be unhappy.
2. Mrs. Chu has a big smile on her face.
3. Samantha is shivering.
4. Olga watches ten movies a week.
5. James is sweating.
6. Toshi can lift one end of a compact car by himself.

Exercise 39. Let's talk. (Chart 7-11)
Make logical conclusions with **must** or **must not**. Use the suggested completions and/or your own words.

1. I am at Cyril’s apartment door. I’ve knocked on the door and have rung the doorbell several times. Nobody has answered the door. **be at home? be out somewhere?** → Cyril must not be at home. He must be out somewhere.
2. Jennifer reads all the time. She sits in a quiet corner and reads even when people come to visit her. **love books? like books better than people? like to talk to people?**
3. Lara has a full academic schedule, plays on the volleyball team, has the lead in the school play, is a volunteer at the hospital, takes piano lessons, and has a part-time job at an ice-cream store. **be busy all the time? have a lot of spare time? be a hard worker?**
4. Simon gets on the Internet every day as soon as he gets home from work. He stays at his computer until he goes to bed. **be a computer addict? have a happy home life? have a lot of friends?**

Exercise 40. Looking at grammar. (Charts 7-9 and 7-11)
Complete the sentences with **must, have to**, or **had to** and the correct form of the verbs in parentheses.

At work

A: Your eyes are red. You (be) ___________ really tired.

B: Yeah, I (stay) ___________ up all night working on a project.

A: Did you finish?

B: No, I (work) ___________ on it later today, but I have a million other things to do.

A: You (be) ___________ really busy.

B: I am!
Exercise 41. Warm-up. (Chart 7-12)
Complete the questions with the correct words from the list. Two words don’t fit any questions.

<table>
<thead>
<tr>
<th>can't</th>
<th>couldn't</th>
<th>do</th>
<th>does</th>
<th>will</th>
<th>wouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You can work this weekend, ___________ you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. He won’t be late, ___________ he?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. We’d like you to stay, ___________ we?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. They don’t have to leave, ___________ they?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7-12 Tag Questions with Modal Auxiliaries

| (a) You can come, can’t you? | Tag questions are common with these modal auxiliaries: can, will, should, could, and would.* |
| (b) She won’t tell, will she? |
| (c) He should help, shouldn’t he? |
| (d) They couldn’t do it, could they? |
| (e) We would like to help, wouldn’t we? |
| (f) They have to leave, don’t they? | Tag questions are also common with have to, has to, and had to. |
| (g) They don’t have to leave, do they? |
| (h) He has to leave, doesn’t he? |
| (i) He doesn’t have to leave, does he? |
| (j) You had to leave, didn’t you? |
| (k) You didn’t have to leave, did you? |

*See Chart 5-15, p. 140, for information on how to use tag questions.

Exercise 42. Looking at grammar. (Chart 7-12)
Complete the tag questions.

1. You can answer these questions, ________________ you?
2. Melinda won’t tell anyone our secret, ________________ she?
3. Alice would like to come with us, ________________ she?
4. I don’t have to do more chores, ________________ I?
5. Steven shouldn’t come to the meeting, ________________ he?
6. Flies can fly upside down, ________________ they?
7. You would rather have your own apartment, ________________ you?
8. Jill has to renew her driver’s license, ________________ she?
9. If you want to catch your bus, you should leave now, ________________ you?
10. Ms. Baxter will be here tomorrow, ________________ she?

11. You couldn't hear me, ________________ you?

12. We have to be at the doctor's early tomorrow, ________________ we?

Exercise 43. Warm-up. (Chart 7-13)
Read each group of sentences. Decide who the speaker is and a possible situation for each group.

GROUP A
1. Show me your driver's license.
2. Take it out of your wallet, please.
3. Step out of the car.

GROUP B
1. Open your mouth.
2. Stick out your tongue.
3. Say "ahhh."
4. Let me take a closer look.
5. Don't bite me!

7-13 Giving Instructions: Imperative Sentences

<table>
<thead>
<tr>
<th>COMMAND:</th>
<th>REQUEST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Captain: <strong>Open</strong> the door!</td>
<td>Soldier: Yes, sir!</td>
</tr>
<tr>
<td>(b) Teacher: <strong>Open the door</strong>, please.</td>
<td>Student: Sure.</td>
</tr>
<tr>
<td>(c) Barbara: Could you tell me how to get to the post office?</td>
<td>Stranger: Certainly. <strong>Walk</strong> two blocks down this street. <strong>Turn</strong> left and <strong>walk</strong> three more blocks. It's on the right-hand side of the street.</td>
</tr>
<tr>
<td>(d) <strong>Close</strong> the window.</td>
<td></td>
</tr>
<tr>
<td>(e) Please <strong>sit</strong> down.</td>
<td></td>
</tr>
<tr>
<td>(f) <strong>Be</strong> quiet!</td>
<td></td>
</tr>
<tr>
<td>(g) <strong>Don't walk</strong> on the grass.</td>
<td></td>
</tr>
<tr>
<td>(h) Please <strong>don't wait</strong> for me.</td>
<td></td>
</tr>
<tr>
<td>(i) <strong>Don't be</strong> late.</td>
<td></td>
</tr>
</tbody>
</table>

Imperative sentences are used to give commands, make polite requests, and give directions. The difference between a command and a request lies in the speaker's tone of voice and the use of **please**. **Please** can come at the beginning or end of a request: Open the door, please. Please open the door.

The simple form of a verb is used in imperative sentences. In (d): The understood subject of the sentence is **you** (meaning the person the speaker is talking to): Close the window = **You close the window**.

**NEGATIVE FORM:**
**Don't + the simple form of a verb**
Exercise 44. Let's talk. (Chart 7-13)

Part I. Read the steps for cooking rice. Put them in a logical order (1–9). Work with a partner or in small groups.

1. Measure the rice.
2. Cook for 20 minutes.
3. Pour water into a pan.
4. Bring the water to a boil.
5. Put the rice in the pan.
6. Don’t burn yourself.
7. Set the timer.
8. Turn off the heat.
9. Take the pan off the stove.

Part II. Write instructions for cooking something simple. Share your recipe with the class.

Exercise 45. Listening. (Chart 7-13)

Part I. Listen to the steps in this number puzzle and write the verbs you hear.
Before you begin, you may want to check your understanding of these words: add, subtract, multiply, double.

Puzzle steps:
1. ___________ down the number of the month you were born. For example, ___________ the number 2 if you were born in February.
   ___________ 3 if you were born in March, etc.
2. ___________ the number.
3. ___________ 5 to it.
4. ___________ it by 50.
5. ___________ your age.
6. ___________ 250.

Part II. Now follow the steps in Part I to complete the puzzle. In the final number, the last two digits on the right will be your age, and the one or two digits on the left will be the month you were born.
Exercise 46. Reading and writing. (Chart 7-13)
Part I. Read the passage. Cross out suggestions that don’t work for a job interview in your country. Then add more suggestions until there are ten.

How to Make a Good Impression in a Job Interview

Do you want to know how to make a good impression when you interview for a job? Here are some suggestions for you to consider.

1. Dress appropriately for the company. Flip-flops and shorts, for example, are usually not appropriate.
2. Be sure to arrive early. Employers like punctual workers.
3. Bring extra copies of your résumé and references. There may be more than one interviewer.
4. Make eye contact with the interviewer. It shows confidence.
5. Don’t chew gum during the interview.
6. Research the company before you go. That way you can show your knowledge and interest in the company.

If you follow these suggestions, you will have a better chance of making a good impression when you go for a job interview.

Part II. Write three paragraphs. Use the topic in Part I, or give general advice to people who want to . . .

1. improve their health. 4. find a job.
2. get good grades. 5. get a good night’s sleep.
3. improve their English. 6. protect the environment by recycling.

Use this model.

I. Introductory paragraph: Do you want to . . .? Here are some suggestions for you to consider.
II. Middle paragraph: (List the suggestions and add details.)
III. Final paragraph: If you follow these suggestions, you will . . .
Exercise 47. Warm-up. (Chart 7-14)
Check (√) the items that are suggestions.

1. __ Why do bears hibernate?
2. __ I have a day off. Why don’t we take the kids to the zoo?
3. ____ Let’s go see the bears at the zoo.

7-14 Making Suggestions: Let’s and Why Don’t

(a) — It’s hot today. **Let’s go to the beach.**
— Okay. Good idea.

(b) — It’s hot today. **Why don’t we go to the beach?**
— Okay. Good idea.

(c) — I’m tired.
— **Why don’t you take a nap?**
— That’s a good idea. I think I will.

Let’s and Why don’t we are used to make suggestions about activities for you and another person to do. Examples (a) and (b) have the same meaning. Let’s = let us

In (c): Why don’t you is used to make a friendly suggestion or to give friendly advice.

Exercise 48. Let’s talk. (Chart 7-14)
Make suggestions beginning with Let’s and Why don’t we.

1. Where should we go for dinner tonight?
2. Who should we ask to join us for dinner tonight?
3. What time should we meet at the restaurant?
4. Where should we go afterwards?

Exercise 49. Let’s talk. (Chart 7-14)
Work in small groups. The leader states the problem, and then others in the group offer suggestions beginning with Why don’t you.

1. I’m freezing.
2. I’m feeling dizzy.
3. I feel like doing something interesting and fun this weekend. Any ideas?
4. I need to get more exercise, but I get bored with indoor activities. Any suggestions?
5. I haven’t done my assignment for Professor Lopez. It will take me a couple of hours, and class starts in an hour. What am I going to do?
6. I’ve lost the key to my apartment, so I can’t get in. My roommate is at the library. What am I going to do?
7. My friend and I had an argument, and now we aren’t talking to each other. I’ve had some time to think about it, and I’m sorry for what I said. I miss her friendship. What should I do?
Exercise 50. Listening. (Chart 7-14)
Listen to the conversation about a couple making suggestions for the evening. Listen a second
time and put the suggestions in the correct order (1–3).

Suggestions:
1. go to a restaurant
2. go dancing
3. go to a movie

Exercise 51. Warm-up. (Chart 7-15)
Check (√) the statements that are true for you.
1. I prefer fruit to vegetables.
2. I like raw vegetables better than cooked.
3. I would rather eat vegetables than meat.

7-15 Stating Preferences: Prefer, Like … Better, Would Rather

<table>
<thead>
<tr>
<th>(a) I prefer apples to oranges.</th>
<th>prefer + noun + to + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) I prefer watching TV to studying.</td>
<td>prefer + -ing verb + to + -ing verb</td>
</tr>
<tr>
<td>(c) I like apples better than oranges.</td>
<td>like + noun + better than + noun</td>
</tr>
<tr>
<td>(d) I like watching TV better than studying.</td>
<td>like + -ing verb + better than + -ing verb</td>
</tr>
<tr>
<td>(e) Ann would rather have an apple than an orange.</td>
<td>Would rather is followed immediately by the simple form of a verb (e.g., have, visit, live), as in (e).</td>
</tr>
<tr>
<td>(f) INCORRECT: Ann would rather has an apple.</td>
<td>Verbs following than are also in the simple form, as in (g).</td>
</tr>
<tr>
<td>(g) I'd rather visit a big city than live there.</td>
<td>INCORRECT: I'd rather visit a big city than to live there.</td>
</tr>
<tr>
<td>(h) INCORRECT: I'd rather visit a big city than to live there.</td>
<td>INCORRECT: I'd rather visit a big city than visiting there.</td>
</tr>
<tr>
<td>(i) I'd / You'd / She'd / He'd / We'd / They'd rather have an apple.</td>
<td>Contraction of would = 'd</td>
</tr>
<tr>
<td>(j) Would you rather have an apple or an orange?</td>
<td>In (j): In a polite question, would rather can be followed by or to offer someone a choice.</td>
</tr>
</tbody>
</table>

Exercise 52. Looking at grammar. (Chart 7-15)
Complete the sentences with than or to.
1. When I'm hot and thirsty, I prefer cold drinks to hot drinks.
2. When I'm hot and thirsty, I like cold drinks better than hot drinks.
3. When I'm hot and thirsty, I'd rather have a cold drink than a hot drink.
4. I prefer tea coffee.
5. I like tea better coffee.
6. I'd rather drink tea ______ coffee.
8. I like folk music music better ______ rock and roll.
9. My parents would rather work ______ retire. They enjoy their jobs.
10. Do you like spring better ______ fall?
11. I prefer visiting my friends in the evening ______ watching TV by myself.
12. I would rather read a book in the evening ______ visit with friends.

Exercise 53. Let's talk: pairwork. (Chart 7-15)
Work with a partner. Take turns asking and answering questions. Be sure to answer in complete sentences.

Examples:

Which do you prefer: apples or oranges?*

→ I prefer oranges to apples.

Which do you like better: bananas or strawberries?

→ I like bananas better than strawberries.

Which would you rather have right now: an apple or a banana?

→ I'd rather have a banana.

1. Which do you like better: rice or potatoes?
2. Which do you prefer: peas or corn?
3. Which would you rather have for dinner tonight: fish or chicken?
4. Name two sports. Which do you like better?
5. Name two movies. Which one would you rather see?
6. What kind of music would you rather listen to: rock or classical?
7. Name two vegetables. Which do you prefer?
8. Name two TV programs. Which do you like better?

Exercise 54. Let's talk: interview. (Chart 7-15)
Interview your classmates. Use would rather . . . than in your answers.

Would you rather . . .

1. live in an apartment or in a house?** Why?
2. be an author or an artist? Why?
3. drive a fast car or fly a small plane? Why?
4. be rich and unlucky in love or poor and lucky in love? Why?
5. surf the Internet or watch TV? Why?
6. have a big family or a small family? Why?
7. be a bird or a fish? Why?
8. spend your free time with other people or be by yourself? Why?

*Use a rising intonation on the first choice and a falling intonation on the second choice: Which do you prefer, apples or oranges?

**It is possible but not necessary to repeat a preposition after than.
CORRECT: I'd rather live in an apartment than in a house.
CORRECT: I'd rather live in an apartment than a house.
Exercise 55. Looking at grammar. (Chapter 7)

Choose the best completion for each sentence.

Example: A: My cat won't eat.
B: You _____ call the vet.
   a. will   b. had better   c. may

1. A: Does this pen belong to you?
   B: No. It _____ be Susan's. She was sitting at that desk.
      a. had better   b. will   c. must

2. A: Let's go to a movie this evening.
   B: That sounds like fun, but I can't. I _____ finish a report before I go to bed tonight.
      a. have got to   b. would rather   c. ought to

3. A: Hey, Pietro. What's up* with Ken? Is he upset about something?
   B: He's angry because you recommended Ann instead of him for the promotion. You _____ sit down with him and explain your reasons. At least that's what I think.
      a. should   b. will   c. can

4. A: Does Omar want to go with us to the film festival tonight?
   B: No. He _____ go to a wrestling match than the film festival.
      a. could   b. would rather   c. prefers

5. A: I did it! I did it! I got my driver's license!
   B: Congratulations, Michelle. I'm really proud of you.
   A: Thanks, Dad. Now _____ I have the car tonight? Please, please?
      a. will   b. should   c. may

6. A: I just tripped on your carpet and almost fell. It's loose right by the door. You _____ fix it before someone gets hurt.
   B: Yes, Uncle Ben. I should. I will. I'm sorry. Are you all right?
      a. can   b. ought to   c. may

7. A: Are you going to the conference in Atlanta next month?
   B: I _____ . It's sort of iffy** right now. I've applied for travel money, but who knows what my supervisor will do.
      a. will   b. have to   c. might

8. A: What shall we do after the meeting this evening?
   B: _____ pick Jan up and all go out to dinner together.
      a. Why don't   b. Let's   c. Should

9. A: What shall we do after that?
   B: _____ we go back to my place for dessert.
      a. Why don't   b. Let's   c. Should

---

*What's up? = What's going on?

**iffy = uncertain; doubtful
10. A: Have you seen my denim jacket? I ___ find it.
   B: Look in the hall closet.
      a. may not   b. won’t   c. can’t

11. A: Bye, Mom. I’m going to go play soccer with my friends.
   B: Wait a minute, young man! You ___ do your chores first.
      a. had better not   b. have to   c. would rather

12. A: Do you think that Scott will quit his job?
   B: I don’t know. He _____. He’s very angry. We’ll just have to wait and see.
      a. must   b. may   c. will

13. A: The hotel provides towels, you know. You ___ pack a towel in your suitcase.
   B: This is my bathrobe, not a towel.
      a. don’t have to   b. must not   c. couldn’t

14. A: Did you climb to the top of the Statue of Liberty when you were in New York?
   B: No, I didn’t. My knee was very sore, and I ____ climb all those stairs.
      a. might not   b. couldn’t   c. must not

15. A: Rick, ____ work for me this evening? I’ll take your shift tomorrow.
   B: Sure. I was going to ask you to work for me tomorrow anyway.
      a. should you   b. could you   c. do you have to

   B: Why not?
      a. must not   b. couldn’t   c. don’t have to

17. A: Don’t wait for me. I ____ late.
   B: Okay.
      a. maybe   b. can be   c. may be

18. A: The Bensons are giving their daughter a new skateboard for her birthday.
   B: They ____ give her a helmet, too. She does some dangerous things on a skateboard.
      a. had better   b. can’t   c. would rather
Exercise 1. Warm-up. (Chart 8-1)
Check (√) the sentences that have the correct punctuation.

1. ___ I ate an apple, and an orange.
2. ___ I ate an apple and an orange.
3. ___ I ate an apple, an orange, and a banana.
4. ___ I ate an apple, Nina ate a peach.
5. ___ I ate an apple, and Nina ate a peach.

8-1 Connecting Ideas with And

Connecting Items within a Sentence

<table>
<thead>
<tr>
<th>(a) NO COMMA:</th>
<th>I saw a cat and a mouse.</th>
<th>When and connects only TWO WORDS (or phrases) within a sentence, NO COMMA is used, as in (a).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) COMMAS:</td>
<td>I saw a cat, a mouse, and a dog.</td>
<td>When and connects THREE OR MORE ITEMS within a sentence, COMMAS are used, as in (b).*</td>
</tr>
</tbody>
</table>

Connecting Two Sentences

<table>
<thead>
<tr>
<th>(c) COMMA:</th>
<th>I saw a cat, and you saw a mouse.</th>
<th>When and connects TWO COMPLETE SENTENCES (also called “independent” clauses), a COMMA is usually used, as in (c).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) PERIOD:</td>
<td>I saw a cat. You saw a mouse.</td>
<td>Without and, two complete sentences are separated by a period, as in (d), not a comma.**</td>
</tr>
<tr>
<td>(e) INCORRECT:</td>
<td>I saw a cat, you saw a mouse.</td>
<td>A complete sentence begins with a capital letter; note that You is capitalized in (d).</td>
</tr>
</tbody>
</table>

*In a series of three or more items, the comma before and is optional.
ALSO CORRECT: I saw a cat, a mouse and a dog.

**A “period” (the dot used at the end of a sentence) is called a “full stop” in British English.
Exercise 2. Looking at grammar. (Chart 8-1)

Underline and label the words (noun, verb, adjective) connected by **and**. Add commas as necessary.

1. My mom puts **milk** and **sugar** in her tea. → *(no commas needed)*

2. My mom puts **milk**, **sugar**, and **lemon** in her tea. → *(commas needed)*

3. The river is wide and deep.

4. The river is wide, deep, and dangerous.

5. The teenage girls at the slumber* party played music, ate pizza, and told ghost stories.

6. The teenage girls played music and ate pizza.

7. My mom, dad, sister, and grandfather came to the party to see my son and daughter celebrate their fourth birthday.

8. When he wanted to entertain the children, my husband mooed like a cow, roared like a lion and barked like a dog.

Exercise 3. Let’s talk and write: interview. (Chart 8-1)

Interview another student in your class. Take notes and then write complete sentences using **and**. Share some of the answers with the class.

*What are . . . *

1. your three favorite sports?
2. three adjectives that describe the weather today?
3. four cities that you would like to visit?
4. two characteristics that describe this city or town?
5. five things you did this morning?
6. three things you are afraid of?
7. two or more things that make you happy?
8. three or more adjectives that describe the people in your country?
9. the five most important qualities of a good parent?

*slumber = sleep; at a slumber party, friends sleep overnight together.*
Exercise 4. Looking at grammar. (Chart 8-1)
Add commas and periods where appropriate. Capitalize as necessary.

1. The rain fell, the wind blew.
2. The rain fell, and the wind blew.*
3. I talked, he listened.
4. I talked to Ryan about his school grades and he listened to me carefully.
5. The five most common words in English are the and of to and a.
6. The man asked a question the woman answered it.
7. The man asked a question and the woman answered it.
8. Rome is an Italian city it has a mild climate and many interesting attractions.
9. You should visit Rome, its climate is mild and there are many interesting attractions.

Exercise 5. Warm-up. (Chart 8-2)
Complete the sentences with your own ideas. Make true statements.

1. When I'm not sure of the meaning of a word in English, I __________________________ 
or __________________________.

2. Sometimes I don’t understand native speakers of English, but I __________________________.

8-2 Connecting Ideas with But and Or

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I went to bed but couldn't sleep.</td>
<td>And, but, and or are called “coordinating conjunctions.”</td>
</tr>
<tr>
<td>(b) Is a lemon sweet or sour?</td>
<td>Like and, but and or can connect items within a sentence.</td>
</tr>
<tr>
<td>(c) Did you order coffee, tea, or milk?</td>
<td>Commas are used with a series of three or more items, as in (c).</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I dropped the vase. = a sentence</td>
<td>A comma is usually used when but or or combines two complete (independent) sentences into one sentence, as in (d) and (e).</td>
</tr>
<tr>
<td>It didn't break. = a sentence</td>
<td>A conjunction can also come at the beginning of a sentence, except in formal writing.</td>
</tr>
<tr>
<td>(d) I dropped the vase, but it didn't break.</td>
<td>ALSO CORRECT: I dropped the vase. But it didn't break.</td>
</tr>
<tr>
<td>(e) Do we have class on Monday, or is Monday a holiday?</td>
<td>I saw a cat. And you saw a mouse.</td>
</tr>
</tbody>
</table>

*Sometimes the comma is omitted when and connects very short independent clauses.

ALSO CORRECT: The rain fell and the wind blew. (NO COMMA)
In longer sentences, the comma is helpful and usual.
Exercise 6. Looking at grammar. (Charts 8-1 and 8-2)
Complete the sentences with and, but, or or. Add commas as necessary.

1. I washed my shirt, but it didn’t get clean.
2. Would you like some water or some fruit juice?
3. I bought some paper, a birthday card, and some envelopes.
4. The flight attendants served dinner I didn’t eat it.
5. I was hungry didn’t eat on the plane. The food didn’t look appetizing.
6. I washed my face, brushed my teeth combed my hair.
7. Golf tennis are popular sports.
8. Sara is a good tennis player she’s never played golf.
9. Which would you prefer? Would you like to play tennis golf Saturday?
10. Who made the call? Did Bob call you did you call Bob?

Exercise 7. Looking at grammar. (Charts 8-1 and 8-2)
Add commas, periods, and capital letters as necessary.

Electronic devices* on airplanes

Electronic devices* a thing, often electric or electronic, that has a specific purpose

1. Laptops are electronic devices. Cell phones are electronic devices.
2. Laptops and portable DVD players are electronic devices but flashlights aren’t.
3. Passengers can’t use these electronic devices during takeoffs and landings they can use them the rest of the flight.
4. During takeoffs and landings, airlines don’t allow passengers to use laptops DVD players electronic readers or PDAs.**
5. The devices may cause problems with the navigation system and they may cause problems with the communication system.

Exercise 8. Warm-up. (Chart 8-3)
Match the sentences in Column A with a logical idea from Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was tired, so I _____</td>
<td>a. didn’t sleep</td>
</tr>
<tr>
<td>2. I was tired, but I _____</td>
<td>b. slept</td>
</tr>
</tbody>
</table>

*device = a thing, often electric or electronic, that has a specific purpose

**PDA = personal digital assistant; a small device that has some computer functions
8-3 Connecting Ideas with So

(a) The room was dark, so I turned on a light.

So can be used as a conjunction, as in (a). It is preceded by a comma. It connects the ideas in two independent clauses.

So expresses results:
cause: The room was dark.
result: I turned on a light.

(b) COMPARE:
The room was dark, but I didn't turn on a light.

But often expresses an unexpected result, as in (b).

Exercise 9. Looking at grammar. (Charts 8-2 and 8-3)
Complete the sentences with so or but.
1. It began to rain, so I opened my umbrella.
2. It began to rain, but I didn’t open my umbrella.
3. I didn’t have an umbrella, I got wet.
4. I didn’t have an umbrella, I didn’t get wet because I was wearing my raincoat.
5. The water was cold, I went swimming anyway.
6. The water was cold, I didn’t go swimming.
7. Scott’s directions to his apartment weren’t clear, Sonia got lost.
8. The directions weren’t clear, I found Scott’s apartment anyway.
9. My friend lied to me, I still like and trust her.
10. My friend lied to me, I don’t trust her anymore.

Exercise 10. Looking at grammar. (Charts 8-1 – 8-3)
Add commas, periods, and capital letters as necessary.

Surprising animal facts:
1. Some tarantulas* can go two and a half years without food. When they eat, they like grasshoppers, beetles, small spiders, and sometimes small lizards.
2. A female elephant is pregnant for approximately twenty months and almost always has only one baby. A young elephant stays close to its mother for the first ten years of its life.

*tarantula = a big, hairy spider
3. Dolphins sleep with one eye open; they need to be conscious or awake in order to breathe. If they fall asleep when they are breathing, they will drown, so they sleep with half their brain awake and one eye open.

Exercise 11. Listening and grammar. (Charts 8-1 → 8-3)

Listen to the passage. Then add commas, periods, and capital letters as necessary. Listen again as you check your answers. Before you begin, you may want to check your understanding of these words: blinker, do a good deed, motioned, wave someone on.

Paying It Forward*

(1) A few days ago, a friend and I were driving from Benton Harbor to Chicago.
(2) We didn’t have any delays for the first hour but we ran into some highway construction
(3) near Chicago the traffic wasn’t moving my friend and I sat and waited we talked about
(4) our jobs our families and the terrible traffic slowly it started to move
(5) we noticed a black sports car on the shoulder its blinker was on the driver
(6) obviously wanted to get back into traffic car after car passed without letting him in I
(7) decided to do a good deed so I motioned for him to get in line ahead of me he waved
(8) thanks and I waved back at him
(9) all the cars had to stop at a toll booth a short way down the road I held out my
(10) money to pay my toll but the toll-taker just smiled and waved me on she told me that the
(11) man in the black sports car had already paid my toll wasn’t that a nice way of saying
(12) thank you?

*paying it forward = doing something nice for someone after someone does something nice for you. For example, imagine you are at a coffee stand waiting to buy a cup of coffee. The person in front of you is chatting with you and pays for your cup of coffee. You then buy a cup of coffee for the next person in line. You are paying it forward.

Paying it forward means the opposite of paying it back (repaying a debt or an obligation).
Exercise 12. Warm-up. (Chart 8-4)
Complete the sentences. Make true statements.

1. I like __fish__, but __my sister__ doesn’t.
2. I don’t like ______________, but ______________ does.
3. I’ve seen ______________, but ______________ hasn’t.
4. I’m not ______________, but ______________ is.

8-4 Using Auxiliary Verbs after But

(a) I don’t like coffee, but my husband does.
(b) I like tea, but my husband doesn’t.
(c) I won’t be here tomorrow, but Sue will.
(d) I’ve seen that movie, but Joe hasn’t.
(e) He isn’t here, but she is.*

After but, often only an auxiliary verb is used. It has the same tense or modal as the main verb.

In (a): does = likes coffee

Notice in the examples:

negative + but + affirmative
affirmative + but + negative

*A verb is not contracted with a pronoun at the end of a sentence after but and and:

CORRECT: ... but she is.
INCORRECT: ... but she’s.

Exercise 13. Looking at grammar. (Chart 8-4)
Part I. Complete each sentence with the correct negative auxiliary verb.

1. Alan reads a lot of books, but his brother __doesn’t__.
2. Alan reads a lot of books, but his brothers __don’t__.
3. Alan is reading a book, but his brother _____________.
4. Alan is reading a book, but his brothers _____________.
5. Alan read a book last week, but his brother(s) _____________.
6. Alan has read a book recently, but his brother _____________.
7. Alan has read a book recently, but his brothers _____________.
8. Alan is going to read a book soon, but his brother _____________.
9. Alan is going to read a book soon, but his brothers _____________.
10. Alan will read a book soon, but his brother(s) _____________.

Part II. Complete each sentence with the correct affirmative auxiliary verb.

1. Nicole doesn’t eat red meat, but her sister __does__.
2. Nicole doesn’t eat red meat, but her sisters __do__.
3. Nicole isn’t eating red meat, but her sister ________________.
4. Nicole isn’t eating red meat, but her sisters ________________.
5. Nicole didn’t eat red meat last night, but her sister(s) ________________.
6. Nicole hasn’t eaten red meat recently, but her sister ________________.
7. Nicole hasn’t eaten red meat recently, but her sisters ________________.
8. Nicole isn’t going to eat red meat soon, but her sister ________________.
9. Nicole isn’t going to eat red meat soon, but her sisters ________________.
10. Nicole won’t eat red meat soon, but her sister(s) ________________.

**Exercise 14. Let’s talk. (Chart 8-4)**
Complete the sentences with true statements about your classmates. You may need to interview them to get more information. Use appropriate auxiliary verbs.

1. Kira ___________ has long hair, but Yuki doesn’t ________________.
2. ________________ isn’t hungry right now, but ________________.
3. ________________ lives nearby, but ________________.
4. ________________ can speak (a language) ________________, but ________________.
5. ________________ plays a musical instrument, but ________________.
6. ________________ wasn’t here last year, but ________________.
7. ________________ will be at home tonight, but ________________.
8. ________________ doesn’t wear a ring, but ________________.
9. ________________ didn’t study here last year, but ________________.
10. ________________ has lived here for a long time, but ________________.

**Exercise 15. Listening. (Chart 8-4)**
Complete the sentences with appropriate auxiliary verbs.

**A strong storm**

*Example:* You will hear: My husband saw a tree fall, but I . . .
You will write: ___________ didn’t ________________.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
Exercise 16. Warm-up. (Chart 8-5)
Match each sentence with the correct picture. NOTE: One picture doesn’t match any of the sentences.

1. ___ Alice has a motorcycle, and her husband does too.
2. ___ Alice has a motorcycle, and so does her husband.
3. ___ Alice doesn’t have a motorcycle, and her husband doesn’t either.
4. ___ Alice doesn’t have a motorcycle, and neither does her husband.

<table>
<thead>
<tr>
<th>8-5 Using And + Too, So, Either, Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + AUX + TOO</td>
</tr>
<tr>
<td>(a) Sue works, and Tom does too.</td>
</tr>
<tr>
<td>SO + AUX + S</td>
</tr>
<tr>
<td>(b) Sue works, and so does Tom.</td>
</tr>
<tr>
<td>S + AUX + EITHER</td>
</tr>
<tr>
<td>(c) Ann doesn’t work, and Joe doesn’t either.</td>
</tr>
<tr>
<td>NEITHER + AUX + S</td>
</tr>
<tr>
<td>(d) Ann doesn’t work, and neither does Joe.</td>
</tr>
<tr>
<td>In affirmative statements, an auxiliary verb + too or so can be used after and.</td>
</tr>
<tr>
<td>Examples (a) and (b) have the same meaning.</td>
</tr>
<tr>
<td>Word order: subject + auxiliary + too</td>
</tr>
<tr>
<td>so + auxiliary + subject</td>
</tr>
<tr>
<td>An auxiliary verb + either or neither are used with negative statements.</td>
</tr>
<tr>
<td>Examples (c) and (d) have the same meaning.</td>
</tr>
<tr>
<td>Word order: subject + auxiliary + either</td>
</tr>
<tr>
<td>neither + auxiliary + subject</td>
</tr>
<tr>
<td>NOTE: An affirmative auxiliary is used with neither.</td>
</tr>
<tr>
<td>And is not usually used when there are two speakers.</td>
</tr>
<tr>
<td>Me too, me either, and me neither are often used in informal spoken English.</td>
</tr>
</tbody>
</table>
Exercise 17. Looking at grammar. (Chart 8-5)
Complete the sentences with the given words. Pay special attention to word order.

1. a. too Marco has a mustache, and ____________.
   b. so Marco has a mustache, and ____________.

2. a. either Omar doesn’t have a mustache, and ____________.
   b. neither Omar doesn’t have a mustache, and ____________.

3. a. too Marco is wearing a hat, and ____________.
   b. so Marco is wearing a hat, and ____________.

4. a. either Ivan isn’t wearing a hat, and ____________.
   b. neither Ivan isn’t wearing a hat, and ____________.

Exercise 18. Looking at grammar. (Chart 8-5)
Part I. Complete each sentence with the correct affirmative auxiliary verb.

1. Andy walks to work, and his roommate ____________ too.

2. Andy walks to work, and his roommates ____________ too.

3. Andy is walking to work, and his roommate ____________ too.

4. Andy is walking to work, and his roommates ____________ too.

5. Andy walked to work last week, and his roommate(s) ____________ too.

6. Andy has walked to work recently, and so ____________ his roommate.

7. Andy has walked to work recently, and so ____________ his roommates.

8. Andy is going to walk to work tomorrow, and so ____________ his roommate.

9. Andy is going to walk to work tomorrow, and so ____________ his roommates.

10. Andy will walk to work tomorrow, and so ____________ his roommate(s).
Part II. Complete each sentence with the correct negative auxiliary verb.

1. Karen doesn’t watch TV, and her sister ___doesn’t___ either.
2. Karen doesn’t watch TV, and her sisters ____________ either.
3. Karen isn’t watching TV, and her sister ____________ either.
4. Karen isn’t watching TV, and her sisters ____________ either.
5. Karen didn’t watch TV last night, and her sister(s) ____________ either.
6. Karen hasn’t watched TV recently, and neither ____________ her sister.
7. Karen hasn’t watched TV recently, and neither ____________ her sisters.
8. Karen isn’t going to watch TV tomorrow, neither ____________ her sister.
9. Karen isn’t going to watch TV tomorrow, and neither ____________ her sisters.
10. Karen won’t watch TV tomorrow, and neither ____________ her sister(s).

Exercise 19. Let’s talk and write. (Chart 8-5)
Work in small groups. Complete the sentences with **too, so, either, or neither.** Make true statements. You may need to research your answers.

1. Haiti is a small country, and ____________
2. Japan produces rice, and ____________
3. Turkey has had many strong earthquakes, and ____________
4. Iceland doesn’t grow coffee, and ____________
5. Most Canadian children will learn more than one language, and ____________
6. Norway joined the United Nations in 1945, and ____________
7. Argentina doesn’t lie on the equator, and ____________
8. Somalia lies on the Indian Ocean, and ____________
9. Monaco has never* hosted the Olympic Games, and ____________
10. South Korea had a Nobel Prize winner in 2000, and ____________

*Never makes a sentence negative: The teacher is never late, and neither am I. OR I'm not either.
Exercise 20. Let's talk: pairwork. (Chart 8-5)

Work with a partner. Speaker A says the given sentence. Speaker B agrees with Speaker A's statement by using so or neither.

Example: I'm confused.

Speaker A (book open): I'm confused.

Speaker B (book closed): So am I.

1. I studied last night.
2. I study grammar every day.
3. I'd like a cup of coffee.
4. I'm not hungry.
5. I've never seen a vampire.
6. Running is an aerobic activity.
7. Snakes don't have legs.

Change roles.

9. I overslept this morning.
10. I don't like mushrooms.
11. Swimming is an Olympic sport.
12. Denmark doesn't have any volcanoes.
13. I've never touched a crocodile.
15. Elephants can swim.
16. I'd rather go to [name of a place] than [name of a place].

Exercise 21. Let's listen and talk. (Chart 8-5)

There are responses you can use if you don't agree with someone else's statement.

Part I. Listen to the examples. As you listen, pay special attention to the sentence stress in items 4–6 when Speaker B is disagreeing.

To get more information:

1. A: I'm going to drop this class.
   B: You are? Why? What's the matter?
2. A: My laptop doesn't have enough memory for this application.
   B: Really? Are you sure?
3. A: I can read Braille.
   B: You can? How did you learn to do that?

To disagree:

4. A: I love this weather.
   B: I don't.
5. A: I didn't like the movie.
   B: I did!
6. A: I'm excited about graduation.
   B: I'm not.
Part II. Work with a partner. Partner A will make a statement, and Partner B will ask for more information. Take turns saying the sentences.

1. I'm feeling tired.
2. I don’t like grammar.
3. I've seen a ghost.
4. I didn’t eat breakfast this morning.
5. I haven’t slept well all week.
6. I'm going to leave class early.

Part III. Now take turns disagreeing with the given statements.

7. I believe in ghosts.
8. I didn’t study hard for the last test.
9. I’m going to exercise for an hour today.
10. I like strawberries.
11. I haven’t worked very hard this week.
12. I don’t enjoy birthdays.

Exercise 22. Let’s talk. (Charts 8-4 and 8-5)
Make true statements about your classmates using and and but. You may need to interview them to get more information. Use the appropriate auxiliary verbs.

1. ___________ lives in an apartment, and ___________ does too.
2. ___________ is wearing jeans, but ___________ isn’t.
3. ___________ is absent today, but ___________.
4. ___________ didn’t live here last year, and ___________ either.
5. ___________ can cook, and ___________ too.
6. ___________ has a baseball cap, and ___________ too.
7. ___________ doesn’t have a motorcycle, and ___________ either.
8. ___________ doesn’t have a pet, but ___________.
9. ___________ will get up early tomorrow, but ___________.
10. ___________ has studied English for more than a year, and ___________ too.

Exercise 23. Warm-up. (Chart 8-6)
Circle all the logical completions.

Because Roger felt tired, _____.

a. he took a nap. c. he went to bed early.

b. he didn’t take a nap. d. he didn’t go to bed early.
### Connecting Ideas with *Because*

- **(a)** He drank water *because* he was thirsty.  
  *Because* expresses a cause; it gives a reason. Why did he drink water? *Reason:* He was thirsty.

- **(b)** MAIN CLAUSE: *He drank water.*  
  A main clause is a complete sentence:  
  *He drank water* = a complete sentence.

- **(c)** ADVERB CLAUSE: *because he was thirsty*  
  An adverb clause is *not* a complete sentence:  
  *because he was thirsty* = *not* a complete sentence.  
  *Because* introduces an adverb clause:  
  *because* + *subject* + *verb* = an adverb clause.

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>ADVERB CLAUSE</th>
</tr>
</thead>
</table>
| (d) *He drank water*  
  (no comma) | *because he was thirsty.* |
| ADVERB CLAUSE | MAIN CLAUSE |
| (e) *Because he was thirsty,*  
  (comma) | *he drank water.* |

- **(d)** An adverb clause is connected to a main clause, as in (d) and (e).  
  In (d): *main clause* + *no comma* + *adverb clause*  
  In (e): *adverb clause* + *comma* + *main clause*  
  Examples (d) and (e) have exactly the same meaning.

- **(f)** INCORRECT IN WRITING:  
  *He drank water. Because he was thirsty.*  
  Example (f) is incorrect in written English: *Because he was thirsty* cannot stand alone as a sentence that starts with a capital letter and ends with a period. It has to be connected to a main clause, as in (d) and (e).

- **(g)** CORRECT IN SPEAKING:  
  — Why did he drink some water?  
  — *Because he was thirsty.*  
  In spoken English, an adverb clause can be used as the short answer to a question, as in (g).

### Exercise 24. Looking at grammar. (Chart 8-6)

Combine each pair of sentences in two different orders. Use *because*. Punctuate carefully.

1. We didn’t have class. \ The teacher was absent.  
   → *We didn’t have class because the teacher was absent.*  
   → *Because the teacher was absent, we didn’t have class.*

2. The children were hungry. \ There was no food in the house.

3. The bridge is closed. \ We can’t get across the river.

4. My car didn’t start. \ The battery was dead.

5. Talya and Patti laughed hard. \ The joke was very funny.

### Exercise 25. Looking at grammar. (Chart 8-6)

Add periods, commas, and capital letters as necessary.

| i | Jimmy is very young. \ Because he is afraid of the dark, he likes to have a light on in his bedroom at night. |
| --- |
| 2 | Mr. El-Sayed had a bad cold because he was not feeling well he stayed home from the office. |
3. Judy went to bed early because she was tired she likes to get at least eight hours of sleep a night.

4. Frank put his head in his hands he was angry and upset because he had lost a lot of work on his computer.

Exercise 26. Looking at grammar. (Charts 8-3 and 8-6)
Make sentences with the same meaning as the given sentence. Use commas where appropriate.

Part I. Restate the sentences. Use so.

1. Wendy lost her job because she never showed up for work on time.
   → Wendy never showed up for work on time, so she lost her job.

2. I opened the window because the room was hot.

3. Because it was raining, I stayed indoors.

Part II. Restate the sentences. Use because.

4. Jason was hungry, so he ate.
   → Because Jason was hungry, he ate. OR Jason ate because he was hungry.

5. The water in the river is polluted, so we shouldn’t go swimming there.

6. My alarm clock didn’t go off,* so I was late for my job interview.

Exercise 27. Looking at grammar. (Charts 8-1 → 8-6)
Add commas, periods, and capital letters where appropriate. Don’t change any of the words or the order of the words.

1. Jim was hot. He sat in the shade.

2. Jim was hot and tired so he sat in the shade.

3. Jim was hot tired and thirsty.

4. Because he was hot Jim sat in the shade.

5. Because they were hot and thirsty Jim and Susan sat in the shade and drank iced-tea.

6. Jim and Susan sat in the shade and drank iced-tea because they were hot and thirsty.

7. Jim sat in the shade drank iced-tea and fanned himself with his cap because he was hot tired and thirsty.

8. Because Jim was hot he stayed under the shade of the tree but Susan went back to work.

*go off = ring
Exercise 28. Listening. (Charts 8-1 → 8-6)

Listen to the passage. Then add commas, periods, and capital letters where appropriate.
Listen again as you check your answers.

Understanding the Scientific Term Matter

The word *matter* is a chemical term. Matter is anything that has weight: this book, your finger, water, a rock, air, and the moon are all examples of matter. Heat and radio waves are not matter because they do not have weight. Happiness, dreams, and fears have no weight and are not matter.

Exercise 29. Warm-up. (Chart 8-7)

In which sentences is the result (in green) the opposite of what you expect?

1. Even though I didn’t eat dinner last night, I wasn’t hungry this morning.
2. Because I didn’t eat dinner last night, I was hungry this morning.
3. Although I didn’t eat dinner last night, I wasn’t hungry this morning.

Exercise 30. Looking at grammar. (Chart 8-7)

Complete the sentences with the given words.

1. *is, isn’t*
   a. Because Dan is sick, he ____________ going to work.
   b. Although Dan is sick, he ____________ going to work.
   c. Even though Dan is sick, he ____________ going to work.

2. *went, didn’t go*
   a. Even though it was late, we ____________ home.
   b. Although it was late, we ____________ home.
   c. Because it was late, we ____________ home.
Exercise 31. Looking at grammar. (Chart 8-7)
Complete the sentences with *even though* or *because*.

1. *Even though* the weather is cold, Rick isn’t wearing a coat.
2. *Because* the weather is cold, Ben is wearing a coat.
3. Jane was sad, she smiled.
4. Jane was sad, she cried.
5. it was cold outside, we went swimming in the lake.
6. our friends live on an island, it isn’t easy to get there by car.
7. People ask Kelly to sing at weddings she has a good voice.
8. I’m training for the Olympics, I biked up the mountain it was starting to snow.
9. George sings loudly he can’t carry a tune.

Exercise 32. Looking at grammar. (Charts 8-6 and 8-7)
Choose the best completion for each sentence.

1. Even though the test was fairly easy, most of the class _____.
   a. failed
   b. passed
   c. did pretty well
2. Jack hadn’t heard or read about the bank robbery even though _____.
   a. he was the robber
   b. it was on the front page of every newspaper
   c. he was out of town when it occurred
3. Although _____, she finished the race in first place.
   a. Miki was full of energy and strength
   b. Miki was leading all the way
   c. Miki was far behind in the beginning
4. We can see the light from an airplane at night before we can hear the plane because _____.
   a. light travels faster than sound
   b. airplanes travel at high speeds
   c. our eyes work better than our ears at night

5. My partner and I worked all day and late into the evening. Even though _____, we stopped at our favorite restaurant before we went home.
   a. we were very hungry
   b. we had finished our report
   c. we were very tired

6. In the mountains, melting snow in the spring runs downhill into rivers. The water carries soil and rocks. In the spring, mountain rivers become muddy rather than clear because _____.
   a. mountain tops are covered with snow
   b. the water from melting snow brings soil and rocks to the river
   c. ice is frozen water

Exercise 33. Listening. (Charts 8-6 and 8-7)
Choose the best completion for each sentence.

Example: You will hear: Because there was a sale at the mall, . . .
You will choose: a. it wasn’t busy.
               b. there were a lot of shoppers.
               c. prices were very high.

1. a. they were under some mail.
   b. my roommate helped me look for them.
   c. I never found them.

2. a. the rain had stopped.
   b. a storm was coming.
   c. the weather was nice.

3. a. he was sick.
   b. he had graduated already.
   c. he was happy for me.

4. a. I mailed it.
   b. I decided not to mail it.
   c. I sent it to a friend.

5. a. the coaches celebrated afterwards.
   b. the fans cheered loudly.
   c. the players didn’t seem very excited.
Exercise 34. Let's talk. (Charts 8-6 and 8-7)
Answer the questions in complete sentences, using either because or even though. Work in pairs, in small groups, or as a class.

Example: Last night you were tired. Did you go to bed early?
→ Yes, I went to bed early because I was tired. OR
→ Yes, because I was tired, I went to bed before nine. OR
→ No, I didn’t go to bed early even though I was really sleepy. OR
→ No, even though I was really tired, I didn’t go to bed until after midnight.

1. Last night you were tired. Did you stay up late?
2. Vegetables are good for you. Do you eat a lot of them?
3. Space exploration is exciting. Would you like to be an astronaut?
4. What are the winters like here? Do you like living here in the winter?
5. (A recent movie) has had good reviews. Do you want to see it?
6. Are you a good artist? Will you draw a picture of me on the board?
7. Where does your family live? Are you going to visit them over the next holiday?

Exercise 35. Reading and grammar. (Chapter 8)
Part I. Read the passage.

The Importance of Water

What is the most common substance on earth? It isn’t wood, iron, or sand. The most common substance on earth is water. Every living thing contains water. For example, a person’s body is about 67 percent water, a bird’s is about 75 percent water, and most fruit contains about 90 percent water.

In addition, 70 percent of the earth’s surface is water. Besides being in lakes, rivers, and oceans, water is in the ground and in the air. However, most of the water in the world is saltwater. Only 3 percent of the earth’s water is fresh, and just one percent of that is available for human use. The rest is saltwater, and people can’t drink it or grow food with it.

Water is essential to life, but human beings often poison it with chemicals from industry and farming. When people pollute water, the quality of all life — plant life, animal life, and human life — suffers. Life cannot exist without fresh water, so it is essential that people take care of this important natural resource.

Part II. Complete the sentences with because/although/even though/so.

1. _________________ 70 percent of the earth’s surface is water and water is in every living thing, it is the most common substance on earth.
2. _________________ 70 percent of the earth’s surface is water, only 3 percent is fresh.
3. _________________ water is everywhere, not much is available for human use.
4. Chemicals pollute water, _________________ it is important to keep them out of the water supply.
5. _________________ water is essential to human life, people need to take care of it.
6. Water is essential to human life, _________________ people need to take care of it.
Exercise 36. Check your knowledge. (Chapter 8)
Edit the sentences. Correct the errors in sentence structure. Pay special attention to punctuation.

1. Even though I was sick, but I went to work.
2. Gold silver and copper. They are metals.
3. The children crowded around the teacher. Because he was doing a magic trick.
4. I had a cup of coffee, and so does my friend.
5. My roommate didn’t go. Neither I went either.
6. Even I was exhausted, I didn’t stop working until after midnight.
7. Although I like chocolate, but I can’t eat it because I’m allergic to it.
8. I like to eat raw eggs for breakfast and everybody else in my family too.
9. A hardware store sells tools and nails and plumbing supplies and paint.
10. Most insects have wings, spiders do not.

Exercise 37. Let’s write. (Chapter 8)
Write about an animal that interests you. Follow these steps:

1. Choose an animal you want to know more about.
   
   *Hint:* If you are doing your research on the Internet, type in “interesting facts about ____.”

2. Take notes on the information you find. For example, here is some information about giraffes from an Internet site.

   *Sample notes:*
   
   Giraffes
   → have long necks (6 feet or 1.8 meters)
   → can reach tops of trees
   → need very little sleep (20 minutes to two hours out of 24 hours)
   → eat about 140 pounds of food a day
   → can go for weeks without drinking water
   → get a lot of water from the plants they eat
   → can grab and hold onto objects with their tongues
   → don’t have vocal cords
   → can communicate with one another
   (but humans can’t hear them)
3. Write sentences based on your facts. Combine some of the ideas using and, but, or, so, because, although, even though.

Sample sentences:
Giraffes
→ Giraffes have long necks, so they can reach the tops of trees.
→ Although they eat about 140 pounds of food a day, they can go for weeks without drinking water.
→ Even though giraffes don’t have vocal cords, they can communicate with one another.
→ Giraffes can communicate, but people can’t hear their communication.

4. Put your sentences into a paragraph.

Sample paragraph:

Interesting Facts About Giraffes

Giraffes are interesting animals. They have long necks, so they can reach the tops of trees. They eat flowers, fruit, climbing plants, and the twigs and leaves from trees. Although they eat about 140 pounds of food a day, they can go for weeks without drinking water. They get a lot of water from the plants they eat too. They have very long tongues and these tongues are useful. Because they are so long, they can grab objects with them. Even though giraffes don’t have vocal cords, they can communicate, but people can’t hear their communication.
Exercise 1. Warm-up. (Chart 9-1)
Compare the lengths of the lines.

1. Line D is as long as Line __.
2. Line A isn’t as long as Line __.
3. Line E is almost as long as Line __.

<table>
<thead>
<tr>
<th>Line A</th>
<th>Line B</th>
<th>Line C</th>
<th>Line D</th>
<th>Line E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9-1 Making Comparisons with As ... As

| (a) Tina is 21 years old. Sam is also 21. Tina is as old as Sam (is). | As ... as is used to say that the two parts of a comparison are equal or the same in some way. |
| (b) Mike came as quickly as he could. | In (a): as + adjective + as |
| (c) Ted is 20. Tina is 21. Ted is not as old as Tina. | In (b): as + adverb + as |
| (d) Ted is not quite as old as Tina. | Negative form: not as ... as.* Quite and nearly are often used with the negative. |
| (e) Amy is 5. She is not nearly as old as Tina. | In (d): not quite as ... as = a small difference. |
| (f) Sam is just as old as Tina. | In (e): not nearly as ... as = a big difference. |
| (g) Ted is nearly/almost as old as Tina. | Common modifiers of as ... as are just (meaning “exactly”) and nearly/almost. |

*Also possible: not so ... as: Ted is not so old as Tina.
Exercise 2. Looking at grammar. (Chart 9-1)
Complete the sentences, with just as, almost as/not quite as, or not nearly as.

Part I. Compare the fullness of the glasses.

1. Glass 4 is ________________ full as Glass 2.
2. Glass 3 is ________________ full as Glass 2.
3. Glass 1 is ________________ full as Glass 2.

Part II. Compare the size of the boxes.

4. Box B is ________________ big as Box A.
5. Box E is ________________ big as Box A.
6. Box C is ________________ big as Box B.
7. Box E is ________________ big as Box D.

Exercise 3. Looking at grammar. (Chart 9-1)
Complete the sentences with as ... as and words from the list. Give your own opinion.
Use negative verbs where appropriate.

- a housefly / an ant
- a lake / an ocean
- a lemon / a watermelon
- a lion / a tiger
- a shower / a bath
- good health / money
- honey / sugar
- monkeys / people
- reading a book / listening to music
- the sun / the moon
1. An ant isn’t as big as a housefly.
2. A lion is as dangerous and wild as a tiger.
3. _________ large as _________
4. _________ sweet as _________
5. _________ important as _________
6. _________ quiet as _________
7. _________ hot as _________
8. _________ good at climbing trees as _________
9. _________ relaxing as _________

**Exercise 4. Listening. (Chart 9-1)**

Complete the sentences with the words you hear.

Example: You will hear: Brigita isn’t as old as Lara.
You will write: isn’t as old as

1. Lara ____________ Tanya.
2. Sylvia ____________ Lara.
3. Sylvia and Brigita ____________ Tanya.
4. Brigita ____________ Sylvia.
5. Brigita ____________ Sylvia.
**Exercise 5. Game.** (Chart 9-1)

*As ... as* is used in many traditional phrases. These phrases are generally spoken rather than written. See how many of them you're familiar with by completing the sentences with the given words. Work in teams. The team with the most correct answers wins.

<table>
<thead>
<tr>
<th>a bear</th>
<th>a cat</th>
<th>a hornet</th>
<th>a mule</th>
<th>an ox</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bird</td>
<td>a feather</td>
<td>a kite</td>
<td>a rock</td>
<td>the hills</td>
</tr>
</tbody>
</table>

1. When will dinner be ready? I’m **as** hungy **as** ____________.
2. Did Toshi really lift that heavy box all by himself? He must be **as** strong **as** ____________.
3. It was a lovely summer day. School was out, and there was nothing in particular that I had to do. I felt **as** free **as** ____________.
4. Marco won’t change his mind. He’s **as** stubborn **as** ____________.
5. How can anyone expect me to sleep in this bed? It’s **as** hard **as** ____________.
6. Of course I’ve heard that joke before! It’s **as** old **as** ____________.
7. Why are you walking back and forth? What’s the matter? You’re **as** nervous **as** ____________.
8. Thanks for offering to help, but I can carry the box alone. It looks heavy, but it isn’t. It’s **as** light **as** ____________.
9. When Erica received the good news, she felt **as** high **as** ____________.
10. A: Was he angry?
    B: You’d better believe it! He was **as** mad **as** ____________.

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Exercise 6. Warm-up. (Chart 9-2)
Compare the people.

1. Paolo looks younger than ________________.
2. Matt looks younger than ________________.
3. ________________ looks the youngest of all.

Exercise 7. Game. (Chart 9-2)
Work in teams. Decide if the sentences are true (T) or false (F). The team with the most correct answers wins.

1. Canada is larger than France. T F
2. Russia and Canada are the largest countries in the world. T F
3. The South Pole is generally colder than the North Pole. T F
4. The Pacific Ocean is the coldest ocean in the world. T F
5. The Mediterranean Sea is the biggest sea of all. T F
6. In general, Libya is hotter than Mexico. T F
7. Africa is larger than Asia. T F
8. Argentina has the highest and lowest points in South America. T F
9. The nearest continent to Antarctica is Australia. T F
10. The longest country in the world is Chile. T F
Exercise 8. Listening. (Charts 9-1 and 9-2)

Listen to the statements. Do you agree or disagree? Circle yes or no. Before you begin, you may want to check your understanding of these words: talkative, cooked, tasty, raw.

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 9. Warm-up. (Chart 9-3)

Compare the three handwriting samples.

A:  The number eleven, and one,

B:  The number twelve, and one

C:  The number starts at eight!

1. ___ is neater than ___ A (or B) ___.
2. ___ is messier than ____________.
3. ___ is more readable than ____________.
4. ___ is better than ____________.
5. ___ is the best.
6. ___ is the worst.
7. ___ wrote more carefully than ____________.
# 9-3 Comparative and Superlative Forms of Adjectives and Adverbs

<table>
<thead>
<tr>
<th>Adjective Type</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ONE-SYLLABLE</strong></td>
<td>old</td>
<td>older</td>
<td>the oldest</td>
</tr>
<tr>
<td>ADJECTIVES</td>
<td>wise</td>
<td>wiser</td>
<td>the wisest</td>
</tr>
<tr>
<td><strong>TWO-SYLLABLE</strong></td>
<td>famous</td>
<td>more famous</td>
<td>the most famous</td>
</tr>
<tr>
<td>ADJECTIVES</td>
<td>pleasant</td>
<td>more pleasant</td>
<td>the most pleasant</td>
</tr>
<tr>
<td></td>
<td>clever</td>
<td>cleverer</td>
<td>the cleverest</td>
</tr>
<tr>
<td></td>
<td>gentle</td>
<td>gentler</td>
<td>the gentlest</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
<td>friendlier</td>
<td>the friendliest</td>
</tr>
<tr>
<td></td>
<td>busy</td>
<td>busier</td>
<td>the busiest</td>
</tr>
<tr>
<td></td>
<td>pretty</td>
<td>prettier</td>
<td>the prettiest</td>
</tr>
<tr>
<td><strong>ADJECTIVES</strong></td>
<td>important</td>
<td>more important</td>
<td>the most important</td>
</tr>
<tr>
<td>WITH THREE OR</td>
<td>fascinating</td>
<td>more fascinating</td>
<td>the most fascinating</td>
</tr>
<tr>
<td>MORE SYLLABLES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IRREGULAR</strong></td>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>ADJECTIVES</td>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td><strong>-LY ADVERBS</strong></td>
<td>carefully</td>
<td>more carefully</td>
<td>the most carefully</td>
</tr>
<tr>
<td></td>
<td>slowly</td>
<td>more slowly</td>
<td>the most slowly</td>
</tr>
<tr>
<td><strong>ONE-SYLLABLE</strong></td>
<td>fast</td>
<td>faster</td>
<td>the fastest</td>
</tr>
<tr>
<td>ADVERBS</td>
<td>hard</td>
<td>harder</td>
<td>the hardest</td>
</tr>
<tr>
<td><strong>IRREGULAR</strong></td>
<td>well</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>ADVERBS</td>
<td>badly</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>farther/further</td>
<td>the farthest/furthest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Exception: early is both an adjective and an adverb. Forms: earlier, earliest.*
Exercise 10. Looking at grammar. (Charts 9-2 and 9-3)
Write the comparative and superlative forms of the following adjectives and adverbs.

1. high ___________ higher, the highest ______
2. good ____________
3. lazy ____________
4. hot* ____________
5. neat* ___________
6. late* ____________
7. happy ____________
8. dangerous ______________
9. slowly ______________
10. common ____________
11. friendly ____________
12. careful ____________
13. bad ________________
14. far ________________

Exercise 11. Looking at grammar. (Charts 9-2 and 9-3)
Complete the sentences with the correct comparative form (more/-er) of the adjectives in the list.

<table>
<thead>
<tr>
<th>clean</th>
<th>dangerous</th>
<th>funny</th>
<th>sweet</th>
<th>wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td>pretty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Oranges are ___________ than lemons.
2. I heard some polite laughter when I told my jokes, but everyone laughed loudly when Janet told hers. Her jokes are always much ________________ than mine.
3. Many more people die in car accidents than in plane accidents. Statistics show that driving your own car is ________________ than flying in an airplane.
4. Professor Sato speaks clearly, but I have trouble understanding Professor Larson’s lectures. Her lectures are much ________________ than Professor Sato’s.
5. Is there a storm coming? The sky looks ________________ than it did an hour ago.
6. That tablecloth has some stains on it. Take this one. It’s ________________.
7. We’re having another beautiful sunrise. It looks like an orange fireball. The sky is even ________________ than yesterday.
8. If a cat and a duck are out in the rain, the cat will get much ________________ than the duck. The water will just roll off the duck’s feathers, but it will soak into the cat’s hair.

*Spelling notes:
- When a one-syllable adjective ends in one vowel + a consonant, double the consonant and add -er/-est: sad, sadder, saddest.
- When an adjective ends in two vowels + a consonant, do NOT double the consonant: cool, cooler, coolest.
- When an adjective ends in -e, do NOT double the consonant: wide, wider, widest.
Exercise 12. Listening. (Chart 9-3)
Listen to the sentences and choose the words that you hear.

Example: You will hear: I am the shortest person in our family.
You will choose: short shorter shortest

My family
1. young younger youngest
2. tall taller tallest
3. happy happier happiest
4. happy happier happiest
5. old older oldest
6. funny funnier funniest
7. hard harder hardest
8. hard harder hardest

Exercise 13. Looking at grammar. (Chart 9-3)
Choose the correct completion(s) for each sentence.

1. Ron and his friend went jogging. Ron ran two miles, but his friend got tired after one mile. Ron ran _____ than his friend did.
   a. farther b. further

2. If you have any _____ questions, don’t hesitate to ask.
   a. farther b. further

3. I gave my old computer to my younger sister because I had no _____ use for it.
   a. farther b. further

4. Paris is _____ north than Tokyo.
   a. farther b. further

5. I like my new apartment, but it is _____ away from school than my old apartment was.
   a. farther b. further

6. Thank you for your help, but I’ll be fine now. I don’t want to cause you any _____ trouble.
   a. farther b. further

7. Which is _____ from here: the subway or the train station?
   a. farther b. further
Exercise 14. Let's talk: pairwork. (Charts 9-2 and 9-3)

Work with a partner. Make comparison sentences with more/er and adjectives in the list. Share some of your answers with the class.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>enjoyable</th>
<th>light</th>
<th>soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>expensive</td>
<td>relaxing</td>
<td>stressful</td>
</tr>
<tr>
<td>deep</td>
<td>fast</td>
<td>shallow</td>
<td>thick</td>
</tr>
<tr>
<td>easy</td>
<td>heavy</td>
<td>short</td>
<td>thin</td>
</tr>
</tbody>
</table>

1. traveling by air \ traveling by train
   → Traveling by air is faster than traveling by train.
   → Traveling by air is more stressful than traveling by train.
   Etc.

2. a pool \ a lake
3. an elephant’s neck \ a giraffe’s neck
4. taking a trip \ staying home
5. iron \ wood
6. going to the doctor \ going to the dentist
7. gold \ silver
8. rubber \ wood
9. an emerald \ a diamond
10. a feather \ a blade of grass

Exercise 15. Listening. (Charts 9-1 → 9-3)

Listen to each sentence and choose the statement (a. or b.) that has a similar meaning.

Example: You will hear: I need help! Please come as soon as possible.
You will choose: a. Please come quickly.
               b. Please come when you have time.

1. a. Business is better this year.
    b. Business is worse this year.
2. a. Steven is a very friendly person.
    b. Steven is an unfriendly person.
3. a. The test was difficult for Sam.
    b. The test wasn’t so difficult for Sam.
4. a. We can go farther.
    b. We can’t go farther.
5. a. Jon made a very good decision.
    b. Jon made a very bad decision.
6. a. I’m going to drive faster.
    b. I’m not going to drive faster.
7. a. Your work was careful.
    b. Your work was not careful.
8. a. I am full.
    b. I would like more to eat.
9. a. My drive and my flight take the same amount of time.
    b. My drive takes more time.
Exercise 16. Warm-up. (Chart 9-4)
Complete the sentences with the names of people you know. Make true statements.

1. I'm older than ________________ is.
2. I live nearer to/farther from school than ________________ does.
3. I got to class earlier/later than ________________ did.
4. ________________'s hair is longer/shorter than mine.

9-4 Completing a Comparative

| (a) I'm older than my brother (is). | In formal English, a subject pronoun (e.g., he) follows than, as in (b). |
| (b) I'm older than he is. | In everyday, informal spoken English, an object pronoun (e.g., him) often follows than, as in (c). |
| (c) I'm older than him. (informal) | |
| (d) He works harder than I do. | Frequently an auxiliary verb follows the subject after than. |
| (e) I arrived earlier than they did. | In (d): than I do = than I work |
| (f) Ann's hair is longer than Kate's. | A possessive noun (e.g., Kate's) or pronoun (e.g., mine) may follow than. |
| (g) Jack's apartment is smaller than mine. | |

Exercise 17. Looking at grammar. (Chart 9-4)
Complete the sentences. Use pronouns in the completions.

1. My sister is only six. She's much younger than I am OR (informally) me.
2. Peggy is thirteen, and she feels sad. She thinks most of the other girls in school are far more popular than ________________.
3. The kids can't lift that heavy box, but Mr. El-Sayid can. He's stronger than ________________.
4. Jared isn't a very good speller. I can spell much better than ________________.
5. I was on time. Carlo was late. I got there earlier than ________________.
6. Mariko is out of shape. I can run a lot faster and farther than ________________.
7. Isabel's classes are difficult, but my classes are easy. Isabel's classes are more difficult than _________________. My classes are easier than ________________.
8. Our neighbor's house is very large. Our house is much smaller than _________________. Their house is larger than ________________.
Exercise 18. Warm-up. (Chart 9-5)
Do you agree or disagree with these statements? Circle yes or no.

1. I enjoy very cold weather. yes no
2. It’s cooler today than yesterday. yes no
3. It’s much warmer today than yesterday. yes no
4. It’s a little hotter today than yesterday. yes no

9-5 Modifying Comparatives

(a) Tom is very old.
(b) Ann drives very carefully.  

Very often modifies adjectives, as in (a), and adverbs, as in (b).

(c) INCORRECT: Tom is very older than I am.
INCORRECT: Ann drives very more carefully than she used to.  

Very is not used to modify comparative adjectives and adverbs.

(d) Tom is much/a lot/far older than I am.
(e) Ann drives much/a lot/far more carefully than she used to.  

Instead, much, a lot, or far are used to modify comparative adjectives and adverbs, as in (d) and (e).

(f) Ben is a little (bit) older than I am OR (informally) me.  

Another common modifier is a little/a little bit, as in (f).

Exercise 19. Looking at grammar. (Chart 9-5)
Add very, much, a lot, or far to the sentences.

1. It’s hot today. → It’s very hot today.
2. It’s hotter today than yesterday. → It’s much/a lot/far hotter today than yesterday.
3. An airplane is fast.
4. Taking an airplane is faster than driving.
5. Learning a second language is difficult for many people.
6. Learning a second language is more difficult than learning chemistry formulas.
7. You can live more inexpensively in student housing than in a rented apartment.
8. You can live inexpensively in student housing.

Exercise 20. Warm-up. (Chart 9-6)
Complete the sentences with your own words.

1. Compare the cost of two cars:
   (A/An) __________________ is more expensive than (a/an) __________________.

2. Compare the cost of two kinds of fruit:
   __________________ are less expensive than __________________.

3. Compare the cost of two kinds of shoes (boots, sandals, tennis shoes, flip-flops, etc.):
   __________________ are not as expensive as __________________.
4. Compare the cost of two kinds of heat: (gas, electric, solar, wood, coal, etc.):

________ heat is not as cheap as ________ heat.

9-6 Comparisons with Less ... Than and Not As ... As

<table>
<thead>
<tr>
<th>MORE THAN ONE SYLLABLE:</th>
<th>ONE SYLLABLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A pen is less expensive than a book.</td>
<td>(c) A pen is not as large as a book.</td>
</tr>
<tr>
<td>(b) A pen is not as expensive as a book.</td>
<td></td>
</tr>
</tbody>
</table>

The opposite of -er/more is expressed by less or not as ... as.

Examples (a) and (b) have the same meaning.

Less and not as ... as are used with adjectives and adverbs of more than one syllable.

Only not as ... as (NOT less) is used with one-syllable adjectives or adverbs, as in (c).

Exercise 21. Looking at grammar. (Chart 9-6)

Circle the correct completion(s) for each sentence.

1. My nephew is ____ old ____ my niece.
   a. less ... than  b. not as ... as

2. My nephew is ____ hard-working ____ my niece.
   a. less ... than  b. not as ... as

3. A bee is ____ big ____ a bird.
   a. less ... than  b. not as ... as

4. My brother is ____ interested in computers ____ I am.
   a. less ... than  b. not as ... as

5. Some students are ____ serious about their schoolwork ____ others.
   a. less ... than  b. not as ... as

6. I am ____ good at repairing things ____ Diane is.
   a. less ... than  b. not as ... as

Exercise 22. Game. (Charts 9-1 → 9-6)

Work in teams. Compare the given words using (not) as ... as, less, and more/-er. How many comparison sentences can you think of? The team with the most correct sentences wins.

Example: trees and flowers (big, colorful, useful, etc.)
→ Trees are bigger than flowers.
→ Flowers are usually more colorful than trees.
→ Flowers are less useful than trees.
→ Flowers aren't as tall as trees.

1. the sun and the moon
2. teenagers and adults
3. two restaurants in this area
4. two famous people in the world
Exercise 23. Listening. (Charts 9-1 → 9-6)

Listen to each sentence and the statements that follow it. Choose “T” for true or “F” for false.

Example: France \ Brazil
You will hear: a. France isn’t as large as Brazil.
You will choose: F
You will hear: b. France is bigger than Brazil.
You will choose: T

1. a sidewalk \ a road
   a. T F
   b. T F

2. a hill \ a mountain
   a. T F
   b. T F

3. a mountain path \ a mountain peak
   a. T F
   b. T F

4. toes \ fingers
   a. T F
   b. T F
   c. T F

5. basic math \ algebra
   a. T F
   b. T F
   c. T F
   d. T F

Exercise 24. Warm-up: trivia. (Chart 9-7)

Compare Manila, Seattle, and Singapore. Which two cities have more rain in December?*

_____________________________________ and __________________________________ have more rain
than __________________________________ in December.

9-7 Using More with Nouns

| (a) Would you like some more coffee? | In (a): Coffee is a noun. When more is used with nouns, it often has the meaning of "additional." It is not necessary to use than. |
| (b) Not everyone is here. I expect more people to come later. | More is also used with nouns to make complete comparisons by adding than. |
| (c) There are more people in China than there are in the United States. |
| (d) Do you have enough coffee, or would you like some more? | When the meaning is clear, the noun may be omitted and more can be used by itself. |

*See Trivia Answers, p. 421.
Exercise 25. Game: trivia. (Chart 9-7)

Work in teams. Write true sentences using the given information. The team with the most correct sentences wins.*

1. more kinds of mammals: South Africa \ Kenya
   \(\rightarrow\) Kenya has more kinds of mammals than South Africa.
2. more volcanoes: Indonesia \ Japan
3. more moons: Saturn \ Venus
4. more people: São Paulo, Brazil \ New York City
5. more islands: Greece \ Finland
6. more mountains: Switzerland \ Nepal
7. more sugar (per 100 grams): an apple \ a banana
8. more fat (per 100 grams): the dark meat of a chicken \ the white meat of a chicken

Exercise 26. Looking at grammar. (Charts 9-2, 9-3, and 9-7)

First, underline the words in the list that are nouns. Second, use -er/more and the words in the list to complete the sentences.

Doctors    information    responsible

happily    mistakes    responsibly

happiness    responsibilities

happy

1. A city has more traffic than a small town.
2. There is __________________ available on the Internet today than there was one year ago.
3. I used to be sad, but now I'm a lot __________________ about my life than I used to be.
4. Unhappy roommates can live together __________________ if they learn to respect each other's differences.
5. Maggie's had a miserable year. I hope she finds __________________ in the future.
6. I made __________________ on the last test than I did on the first one, so I got a worse grade.
7. My daughter Layla is trustworthy and mature. She behaves much __________________ than my nephew Jakob.
8. A twelve-year-old has __________________ at home and in school than an eight-year-old.
9. My son is __________________ about doing his homework than his older sister is.
10. Health care in rural areas is poor. We need __________________ to treat people in rural areas.

*See Trivia Answers, p. 421.
Exercise 27. Warm-up. (Chart 9-8)
Do you agree or disagree with these statements? Circle yes or no.

1. The grammar in this book is getting harder and harder.  yes  no
2. The assignments in this class are getting longer and longer.  yes  no
3. My English is getting better and better.  yes  no

Exercise 28. Looking at grammar. (Chart 9-8)
Complete the sentences by repeating a comparative. Use the words in the list.

<table>
<thead>
<tr>
<th>big</th>
<th>discouraged</th>
<th>fast</th>
<th>good</th>
<th>hard</th>
<th>loud</th>
<th>tired</th>
<th>warm</th>
<th>wet</th>
</tr>
</thead>
</table>

1. When I get excited, my heart beats faster and faster.
2. When you blow up a balloon, it gets faster and faster.
3. Brian's health is improving. It's getting better every day.
4. As the ambulance came closer to us, the siren became faster and faster.
5. The line of people waiting to get into the theater got longer and longer until it went around the building.
6. Thank goodness winter is over. The weather is getting warmer and warmer with each passing day.
7. I've been looking for a job for a month and still haven't been able to find one. I'm getting more discouraged and discouraged.
8. The rain started as soon as I left my office. As I walked to the bus stop, it rained faster and faster, and I got more and more discouraged.
9. I started to row the boat across the lake, but my arms got more and more tired, so I turned back.
Exercise 29. Warm-up. (Chart 9-9)
Do you agree or disagree with the following idea? Why?

If you pay more money for something, you will get better quality. In other words, the more expensive something is, the better the quality will be.

9-9 Using Double Comparatives

| (a) The harder you study, the more you will learn. | A double comparative has two parts; both parts begin with the, as in the examples. The second part of the comparison is the result of the first part. In (a): If you study harder, the result will be that you will learn more. |
| (b) The more she studied, the more she learned. |
| (c) The warmer the weather (is), the better I like it. |

(d) — Should we ask Jenny and Jim to the party too? — Why not? The more, the merrier.

(e) — When should we leave? — The sooner, the better.

Exercise 30. Looking at grammar. (Chart 9-9)
Part I. Complete the sentences with double comparatives (the more/er . . . the more/er) and the words in italics.

1. If the fruit is fresh, it tastes good.
   _______ the fruit (is), _______ it tastes.
   The fresher the fruit (is), the better it tastes.

2. We got close to the fire. We felt warm.
   _______ we got to the fire, _______ we felt.
   _______ a knife (is), _______ it is to cut something.

3. If a knife is sharp, it is easy to cut something with.
   _______ a knife (is), _______ it is to cut something.
   _______ it got, _______ I got.

4. The party got noisy next door. I got angry.
   _______ it got, _______ I got.
   _______ a flamingo eats, _______ it gets.

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2. Mike and Julie were nervous, but Amanda was the most nervous of all.

3. Costa Rica is beautiful. It is one of the countries in the world.

4. Scott got a bad score on the test. It was one of the scores in the class.

5. Neptune is far from the sun. Is it the planet from the sun in our solar system?

6. There are a lot of good cooks in my family, but my mom is the cook all.

7. My grandfather is very old. He is the person in the town where he lives.

8. That chair in the corner is comfortable. It is the chair in the room.

9. Everyone who ran in the race was exhausted, but I was all.

Exercise 33. Looking at grammar. (Chart 9-10)
Complete the sentences with the superlative form of the given phrases.

big bird
two great natural dangers
\checkmark deep ocean
high mountains on earth
long river in South America
popular forms of entertainment
three common street names

1. The Pacific is the deepest ocean in the world.

2. are in the Himalayan Range in Asia.

3. Most birds are small, but not the flightless North African ostrich. It is in the world.

4. to ships are fog and icebergs.

5. One of throughout the world is movies.

6. in the United States are Park, Washington, and Maple.

7. is the Amazon.
Exercise 34. Looking at grammar. (Chart 9-10)
Complete the sentences with the superlative form of the words in italics.

1. I have had many good experiences. Of those, my vacation to Honduras was one of ____________________________________________ I have ever had.
2. Ayako has had many nice times, but her birthday party was one of ____________________________________________ she has ever had.
3. I’ve taken many difficult courses, but statistics is one of ____________________________________________ I’ve ever taken.
4. I’ve made some bad mistakes in my life, but lending money to my cousin was one of ____________________________________________ I’ve ever made.
5. We’ve seen many beautiful buildings in the world, but the Taj Mahal is one of ____________________________________________ I’ve ever seen.
6. The final exam I took was pretty easy. In fact, it was one of ____________________________________________ I’ve ever taken.

Exercise 35. Let's talk: pairwork. (Chart 9-10)
Work with a partner. Take turns asking and answering questions. Use superlatives in your answers. Pay special attention to the use of plural nouns after one of.

Example:
SPEAKER A: You have known many interesting people. Who is one of them?
SPEAKER B: One of the most interesting people I’ve ever known is (____). OR (____) is one of the most interesting people I’ve ever known.

1. There are many beautiful countries in the world. What is one of them?
2. There are many famous people in the world. Who is one of them?
3. You’ve probably seen many good movies. What is one of them?
4. You’ve probably done many interesting things in your life. What is one of them?
5. Think of some happy days in your life. What was one of them?
6. There are a lot of interesting animals in the world. What is one of them?
7. You have probably had many good experiences. What is one of them?
8. You probably know several funny people. Who is one of them?

Exercise 36. Grammar and listening. (Chart 9-10)
Part I. Circle the sentence (a. or b.) that is closest in meaning to the given sentence.

1. I’ve never been on a bumpier plane ride.
   a. The flight was bumpy.  b. The flight wasn’t bumpy.
2. I’ve never tasted hot chili peppers.
   a. The peppers are hot.  b. I haven’t eaten hot chili peppers.
3. The house has never looked cleaner.
   a. The house looks clean.  b. The house doesn’t look clean.

4. We’ve never visited a more beautiful city.
   a. The city was beautiful.  b. The city wasn’t beautiful.

Part II. Listen to the sentences. Circle the sentence (a. or b.) that is closest in meaning to the one you hear.

5. a. His jokes are funny.  
   b. His jokes aren’t funny.
6. a. It tastes great.  
   b. It doesn’t taste very good.
7. a. The mattress is hard.  
   b. I haven’t slept on hard mattresses.
8. a. The movie was scary.  
   b. I haven’t watched scary movies.

Exercise 37. Let’s talk: interview. (Chart 9-10)
Make questions with the given words and the superlative form, and then interview your classmates. Share some of their answers with the class.

1. what / bad movie / you have ever seen
   → What is the worst movie you have ever seen?
2. what / interesting sport to watch / on TV
3. what / crowded city / you have ever visited
4. where / good restaurant to eat / around here
5. what / fun place to visit / in this area
6. who / kind person / you know
7. what / important thing / in life
8. what / serious problem / in the world
9. who / most interesting person / in the news right now

Exercise 38. Game. (Charts 9-1 → 9-10)
Work in teams. Compare each list of items using the words in italics. Write sentences using as . . . as, the comparative (-er/more), and the superlative (-est/most). The group with the most correct sentences wins.

Example: streets in this city: wide / narrow / busy / dangerous
   First Avenue is wider than Market Street.
   Second Avenue is nearly as wide as First Avenue.
   First Avenue is narrower than Interstate Highway 70.
   The busiest street is Main Street.
   Main Street is busier than Market Street.
   The most dangerous street in the city is Olive Boulevard.

1. a lemon, a grapefruit, and an orange: sweet / sour / large / small
2. a kitten, a cheetah, and a lion: weak / powerful / wild / gentle / fast
3. boxing, soccer, and golf: dangerous / safe / exciting / boring
4. the food at (three places in this city where you have eaten): delicious / appetizing / inexpensive / good / bad

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Exercise 39. Looking at grammar. (Charts 9-1 → 9-10)

Complete the sentences with any appropriate form of the words in parentheses. Add any other necessary words. In some cases, more than one completion may be possible.

1. Lead is a very heavy metal. It is (heavy) _______ than gold or silver. It is one of the heaviest metals _______.

2. Mrs. Cook didn’t ask the children to clean up the kitchen. It was (easy) _______ for her to do it herself _______ to nag them to do it.

3. A car has two (wheels) _______ a bicycle.

4. Crocodiles and alligators are different. The snout of a crocodile is (long) _______ and (narrow) _______ than an alligator’s snout. An alligator has a (wide) _______ upper jaw than a crocodile.

5. Although both jobs are important, being a teacher requires (education) _______ _______ being a bus driver.

6. The Great Wall of China is (long) _______ _______ structure that has ever been built.

7. Hannah Anderson is one of (friendly) _______ and (delightful) _______ people I’ve ever met.

8. One of (famous) _______ _______ volcanoes _______ the world is Mount Etna in Sicily.

9. It’s possible that the volcanic explosion of Krakatoa near Java in 1883 was (loud) _______ noise _______ recorded history. People heard it 2,760 miles/4,441 kilometers away.
10. (hard) __________________ I tried, (impossible) ____________________________ the math problem seemed.

11. World Cup Soccer is (big) __________________ sporting event _______ the world. It is viewed on TV by (people) __________________________ any other event in sports.

12. When the temperature stays below freezing for a long period of time, the Eiffel Tower becomes six inches or fifteen centimeters (short) ____________________________ .

13. Young people have (high) __________________________ rate of automobile accidents _______ all drivers.

14. You’d better buy the tickets for the show soon. (long) __________________________ you wait, (difficult) __________________________ it will be for you to get good seats.

15. No animals can travel (fast) __________________________ birds. Birds are (fast) __________________________ animals of all.

16. (great) __________________________ variety of birds _______ a single area can be found in the rainforests of Southeast Asia and India.

Exercise 40. Warm-up. (Chart 9-11)
Solve the math problems* and then complete the sentences.

PROBLEM A: $2 + 2 =$
PROBLEM B: $\sqrt{900} + 20 =$
PROBLEM C: $3 \times 127 =$
PROBLEM D: $2 + 3 =$
PROBLEM E: $127 \times 3 =$

1. Problem ____ and Problem ____ have the same answers.
2. Problem ____ and Problem ____ have similar answers
3. Problem ____ and Problem ____ have different answers.
4. The answer to Problem ____ is the same as the answer to Problem ____.
5. The answers to Problem ____ and Problem ____ are similar.
6. The answers to Problem ____ Problem ____ are different.
7. Problem ____ has the same answer as Problem ____.
8. Problem ____ is like Problem ____.
9. Problem ____ and Problem ____ are alike.

*See Trivia Answers, p. 421, for answers to the math problems.
Using *The Same, Similar, Different, Like, Alike*

(a) John and Mary have the same books.
(b) John and Mary have similar books.
(c) John and Mary have different books.
(d) Their books are the same.
(e) Their books are similar.
(f) Their books are different.

(g) This book is the same as that one.
(h) This book is similar to that one.
(i) This book is different from that one.

(j) She is the same age as my mother. My shoes are the same size as yours.

(k) My pen is like your pen.
(l) My pen and your pen are alike.

(m) She looks like her sister. It looks like rain. It sounds like thunder. This material feels like silk. That smells like gas. This chemical tastes like salt. He seems like a nice guy.

(n) The twins look alike. We think alike. Most four-year-olds act alike. My sister and I talk alike. The little boys are dressed alike.

*Alike may follow a few verbs other than be. Notice the examples in (n).*

---

**Exercise 41. Looking at grammar.** *(Chart 9-11)*

Complete the sentences with as, to, from, or O.

1. Geese are similar to ducks. They are both large water birds.
2. But geese are not the same ducks. Geese are usually larger and have longer necks.
3. Geese are different ducks.
4. Geese are like ducks in some ways, but geese and ducks are not exactly alike.
5. An orange is similar a peach. They are both round, sweet, and juicy.

---

*In informal speech, native speakers might use than instead of from after different. From is considered correct in formal English, unless the comparison is completed by a clause: I have a different attitude now than I used to have.*
6. However, an orange is not the same _________ a peach.

7. An orange is different _________ a peach.

8. An orange is like _________ a peach in some ways, but they are not exactly alike _________.

Exercise 42. Listening. (Charts 9-3 and 9-11)

Listen to each passage. Complete the sentences with the words you hear.

Gold vs. Silver

Gold is similar _________ silver. They are both valuable metals that people use for jewelry, but they aren’t _________ same. Gold is not _________ same color _________ silver. Gold is also different _________ silver in cost: gold is _________ expensive _________ silver.

Two Zebras

Look at the two zebras in the picture. Their names are Zee and Bee. Zee looks _________ Bee. Is Zee exactly _________ same _________ Bee? The pattern of the stripes on each zebra in the world is unique. No two zebras are exactly _________.

Even though Zee and Bee are similar _________ each other, they are different _________ each other in the exact pattern of their stripes.
Exercise 43. Looking at grammar. (Chart 9-11)
Compare the figures. Complete the sentences with the same (as), similar (to), different (from), like, or alike.

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1. All of the figures are __________ to each other.
2. Figure A is ________________ Figure B.
3. Figure A and Figure B are ________________.
4. A and C are ________________.
5. A and C are ________________ D.
6. C is ________________ A.
7. B isn’t ________________ D.

Exercise 44. Looking at grammar. (Chart 9-11)
Complete the sentences with the same (as), similar (to), different (from), like, or alike. In some cases, more than one completion may be possible.

1. Jennifer and Jack both come from Rapid City. In other words, they come from ________________ town.
2. This city is ________________ my hometown. Both are quiet and conservative.
3. You and I don’t agree. Your ideas are ________________ mine.
4. Sergio never wears ________________ clothes two days in a row.
5. A male mosquito is not ________________ size ________________ a female mosquito. The female is larger.
6. I'm used to stronger coffee. I think the coffee at this cafe tastes _____________ dishwater!

7. Meet and meat are homonyms; in other words, they have _____________ pronunciation.

8. Flower has _____________ pronunciation _____________ flour.

9. My twin sisters act _____________, but they don’t look _____________.

10. Trying to get through school without studying is _____________ trying to go swimming without getting wet.

Exercise 45. Reading. (Chapter 9)
Part I. Read the passage and the statements that follow it. NOTE: He and she are used interchangeably.

Birth Order

In your family, are you the oldest, youngest, middle, or only child? Some psychologists believe your place in the family, or your birth order, has a strong influence on your personality. Let’s look at some of the personality characteristics of each child.

The oldest child has all the parents’ attention when she is born. As she grows up, she may want to be the center of attention. Because she is around adults, she might act more like an adult around other children and be somewhat controlling. As the oldest, she might have to take care of the younger children, so she may be more responsible. She may want to be the leader when she is in groups.

The middle child (or children) may feel a little lost. Middle children have to share their parents’ attention. They may try to be different from the oldest child. If the oldest child is “good,” the second child may be “bad.” However, since they need to get along with both the older and younger sibling(s), they may be the peacekeepers of the family.

The youngest child is the “baby” of the family. Other family members may see him as weaker, smaller, or more helpless. If the parents know this is their last child, they may not want the child to grow up as quickly as the other children. As a way to get attention, the youngest child may be the funniest child in the family. He may also have more freedom and turn out to be more artistic and creative.

An only child (no brothers or sisters) often grows up in an adult world. Such children may use adult language and prefer adult company. Only children may be more intelligent and serious than other children their age. They might also be more self-centered because of all the attention they get, and they might have trouble sharing with others.

Of course, these are general statements. A lot depends on how the parents raise the child, how many years are between each child, and the culture the child grows up in. How about you? Do you see any similarities to your family?
Part II. Read the statements. Circle “T” for true and “F” for false according to the information in the passage.

1. The two most similar children are the oldest and only child. T F
2. The middle child often wants to be like the oldest child. T F
3. The youngest child likes to control others. T F
4. Only children may want to spend time with adults. T F
5. All cultures share the same birth order characteristics. T F

Exercise 46. Writing. (Chapter 9)

Part I. The word list contains personality characteristics. Do you know all these words?

- artistic
- competitive
- controlling
- cooperative
- creative
- flexible
- funny
- hard-working
- immature
- loud
- mature
- outgoing
- rebellious
- relaxed
- secretive
- sensitive
- serious
- shy

Part II. Compare yourself to other members of your family. Write sentences using the structures below:

Structures:
1. not as . . . as
2. more . . . than
3. -er . . . than
4. the most . . .

Part III. Write a paragraph comparing your personality to that of another member of your family. Follow these steps:

1. Write an introductory sentence: *I am different from / similar to my . . .*
2. Choose at least four characteristics from the list. For each one, make some type of comparison.
3. Write a few details that explain each comparison.
4. Write one or two concluding sentences.

Sample paragraph:

My Father and I

I am different from my father in several ways. He is more hard-working than I am. He is a construction worker and has to get up at 6:00 A.M. He often doesn’t get home until late in the evening. I’m a student, and I don’t work as hard. Another difference is that I am funnier than he is. I like to tell jokes and make people laugh. He is serious, but he laughs at my jokes. My father was an athlete when he was my age, and he is very competitive. I don’t like playing competitive sports, but we watch them together on TV. My father and I are different, but we like to spend time with each other. Our differences make our time together interesting.
Exercise 47. Check your knowledge. (Chapter 9)
Edit the sentences. Correct the errors in comparison structures.

1. Did you notice? My shoes and your shoes are the same.
2. Alaska is largest state in the United States.
3. A pillow is soft, more than a rock.
4. Who is most generous person in your family?
5. The harder you work, you will be more successful.
6. One of biggest disappointment in my life was when my soccer team lost the championship.
7. My sister is very taller than me.
8. A firm mattress is so comfortable for many people than a soft mattress.
9. One of the most talkative student in the class is Frederick.
10. Professor Bennett’s lectures were the confusing I have ever heard.
Exercise 1. Warm-up. (Charts 10-1 and 10-2)
Choose the sentence in each item that describes the picture above it. More than one answer may be correct.

1. a. The worm is watching the bird.
b. The bird is watching the worm.
2. a. The bird caught the worm.
b. The worm was caught by the bird.
3. a. The bird ate the worm.
b. The worm was eaten.

10-1 Active Sentences and Passive Sentences

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The mouse ate the cheese.</td>
<td>Examples (a) and (b) have the same meaning.</td>
</tr>
<tr>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td>(b) The cheese was eaten by the mouse.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>(c) Bob mailed the package.</td>
<td>In (c): The object in an active sentence becomes the subject in a passive sentence.</td>
</tr>
<tr>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td>(d) The package was mailed by Bob.</td>
<td>In (d): The subject in an active sentence is the object of by in a passive sentence.</td>
</tr>
</tbody>
</table>
10-2 Form of the Passive

<table>
<thead>
<tr>
<th>be</th>
<th>past participle</th>
<th>Form of all passive verbs: be + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Corn</td>
<td>is grown</td>
<td>by farmers.</td>
</tr>
<tr>
<td>(b) Sara</td>
<td>was surprised</td>
<td>by the news.</td>
</tr>
<tr>
<td>(c) The report</td>
<td>will be written</td>
<td>by Mary.</td>
</tr>
</tbody>
</table>

Be can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE PRESENT</td>
<td>Farmers <em>grow</em> corn. → <em>Corn is grown</em> by farmers.</td>
</tr>
<tr>
<td>SIMPLE PAST</td>
<td>The news <em>surprised</em> Sara. → <em>Sara was surprised</em> by the news.</td>
</tr>
<tr>
<td>PRESENT PROGRESSIVE</td>
<td>Diana <em>is copying</em> the letters. → <em>The letters are being copied</em> by Diana.</td>
</tr>
<tr>
<td>PAST PROGRESSIVE</td>
<td>Diana <em>was copying</em> the letters. → <em>The letters were being copied</em> by Diana.</td>
</tr>
<tr>
<td>PRESENT PERFECT</td>
<td>Jack <em>has mailed</em> the letter. → <em>The letter has been mailed</em> by Jack.</td>
</tr>
<tr>
<td>FUTURE</td>
<td>Mr. Lee <em>will plan</em> the meeting. → <em>The meeting will be planned</em> by Mr. Lee. Sue <em>is going to write</em> the report. → <em>The report is going to be written</em> by Sue.</td>
</tr>
</tbody>
</table>

Exercise 2. Looking at grammar. (Charts 10-1 and 10-2)
Change the active verbs to passive by adding the correct form of *be*. Include the subject of the passive sentence.

1. **Simple Present**
   a. The teacher *helps* *me*. → *I am* *helped* by the teacher.
   b. The teacher *helps* *Eva*. → *Eva is* *helped* by the teacher.
   c. The teacher *helps* *us*. → *We are* *helped* by the teacher.

2. **Simple Past**
   a. The teacher *helped* *him*. → *He is* *helped* by the teacher.
   b. The teacher *helped* *them*. → *They are* *helped* by the teacher.

3. **Present Progressive**
   a. The teacher *is helping* *us*. → *We are* *helped* by the teacher.
   b. The teacher *is helping* *her*. → *She is* *helped* by the teacher.

4. **Past Progressive**
   a. The teacher *was helping* *me*. → *I was* *helped* by the teacher.
   b. The teacher *was helping* *him*. → *He was* *helped* by the teacher.

5. **Present Perfect**
   a. The teacher *has helped* *Yoko*. → *Yoko is* *helped* by the teacher.
   b. The teacher *has helped* *Joe*. → *Joe is* *helped* by the teacher.
6. **Future**
   a. The teacher will *help* me. ____________ helped by the teacher.
   b. The teacher is going to *help* us. ____________ helped by the teacher.

**Exercise 3. Listening. (Charts 10-1 and 10-2)**

Listen to the sentences and write the words and endings you hear. Listen to the sentences again as you check your answers.

**An office building at night**

1. The janitors *clean* the building at night.
   The building __________ clean __ by the janitors at night.

2. Window washers *wash* the windows.
   The windows __________ wash __ by window washers.

3. A window washer is *washing* a window right now.
   A window __________ wash __ by a window washer right now.

4. The security guard has *checked* the offices.
   The offices __________ check __ by the security guard.

5. The security guard *discovered* an open window.
   An open window __________ discover __ by the security guard.

6. The security guard *found* an unlocked door.
   An unlocked door __________ found by the security guard.

7. The owner will *visit* the building tomorrow.
   The building __________ visit __ by the owner tomorrow.

8. The owner is going to *announce* new parking fees.
   New parking fees __________ announce __ by the owner.
Exercise 4. Looking at grammar. (Charts 10-1 and 10-2)
Check (√) the sentences that are passive.

At the dentist
1. __ The dental assistant cleaned your teeth.
2. __ Your teeth were cleaned by the dental assistant.
3. __ The dentist is checking your teeth.
4. __ Your teeth are being checked by the dentist.
5. __ You have a cavity.
6. __ You are going to need a filling.
7. __ The filling will be done by the dentist.
8. __ You will need to schedule another appointment.

Exercise 5. Looking at grammar. (Charts 10-1 and 10-2)
Change the verbs from active to passive. Do not change the tenses.

<table>
<thead>
<tr>
<th>Active Verb</th>
<th>Passive Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mailed</td>
<td>was mailed by Leo</td>
</tr>
<tr>
<td>employs</td>
<td>employs many people</td>
</tr>
<tr>
<td>has hired</td>
<td>has hired Ellen</td>
</tr>
<tr>
<td>is going to fax</td>
<td>is going to fax by the secretary.</td>
</tr>
<tr>
<td>bought</td>
<td>bought my old car</td>
</tr>
<tr>
<td>will do</td>
<td>will do the work</td>
</tr>
<tr>
<td>was</td>
<td>was examining the patient.</td>
</tr>
</tbody>
</table>

The Passive 261
Exercise 6. Looking at grammar. (Charts 10-1 and 10-2)
Change the sentences from active to passive.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. The news surprised Carlo.</td>
<td>Carlo was surprised by the news.</td>
</tr>
<tr>
<td>b. Did the news surprise you?</td>
<td>Were you surprised by the news?</td>
</tr>
<tr>
<td>2. a. The news surprises Erin.</td>
<td></td>
</tr>
<tr>
<td>b. Does the news surprise you?</td>
<td></td>
</tr>
<tr>
<td>3. a. The news will shock Greta.</td>
<td></td>
</tr>
<tr>
<td>b. Will the news shock Pat?</td>
<td></td>
</tr>
<tr>
<td>4. a. Liz is signing the birthday card.</td>
<td></td>
</tr>
<tr>
<td>b. Is Ricardo signing it?</td>
<td></td>
</tr>
<tr>
<td>5. a. Jill signed the card.</td>
<td></td>
</tr>
<tr>
<td>b. Did Ryan sign it?</td>
<td></td>
</tr>
<tr>
<td>6. a. Sami was signing it.</td>
<td></td>
</tr>
<tr>
<td>b. Was Vicki signing it?</td>
<td></td>
</tr>
<tr>
<td>7. a. Rob has signed it.</td>
<td></td>
</tr>
<tr>
<td>b. Has Kazu signed it yet?</td>
<td></td>
</tr>
<tr>
<td>8. a. Luis is going to sign it.</td>
<td></td>
</tr>
<tr>
<td>b. Is Carole going to sign it?</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 7. Looking at grammar. (Charts 10-1 and 10-2)
Change these hotel questions from active to passive.

1. Has the maid cleaned our room yet?
   → Has our room been cleaned by the maid yet?
2. Does the hotel provide hair dryers?
3. Did housekeeping bring extra towels?
4. Has room service brought our meal?
5. Is the bellhop* bringing our luggage to our room?
6. Is maintenance going to fix the air-conditioning?
7. Will the front desk upgrade** our room?

*bellhop = a person who carries luggage for hotel guests
**upgrade = make better; in this case, provide a better room than the original one. Upgrade is a regular verb.
**Exercise 8. Warm-up. (Chart 10-3)**

Check (✓) the sentences that have objects. Underline the objects.

1. ___ The tree fell over.
2. ___ The tree hit the truck.
3. ___ The tree fell on the truck.
4. ___ Fortunately, the driver didn’t die.
5. ___ The tree didn’t kill the driver.

**10-3 Transitive and Intransitive Verbs**

<table>
<thead>
<tr>
<th>Transitive</th>
<th>Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td><strong>V</strong></td>
</tr>
<tr>
<td>(a) Bob</td>
<td>mailed</td>
</tr>
<tr>
<td>(b) Mr. Lee</td>
<td>signed</td>
</tr>
<tr>
<td>(c) A cat</td>
<td>killed</td>
</tr>
</tbody>
</table>

**Common Intransitive Verbs**

- agree
- appear
- become
- come
- happen
- exist
- flow
- go
- live
- occur
- lie
- rain
- rise
- seem
- si	
- talk
- sleep
- wait
- sneeze
- stand
- walk

**Transitive Verbs**

*(g) ACTIVE: Bob mailed the letter.*

*(h) PASSIVE: The letter was mailed by Bob.*

**Intransitive Verbs**

*(i) ACTIVE: Something happened.*

*(j) PASSIVE: (not possible)*

*(k) INCORRECT: Something was happened.*

*To find out if a verb is transitive or intransitive, look in your dictionary. The usual abbreviations are v.t. (transitive) and v.i. (intransitive). Some verbs have both transitive and intransitive uses. For example:

- transitive: Students study books.
- intransitive: Students study.*
Exercise 9. Looking at grammar. (Chart 10-3)
Underline the verbs and identify them as transitive (v.t.) or intransitive (v.i.). If possible, change the sentences to the passive.

**v.i.**
1. Omar walked to school yesterday. (*no change*)

**v.t.**
2. Alexa broke the window. → The window was broken by Alexa.
3. The leaves fell to the ground.
4. I slept at my friend's house last night.
5. Many people felt an earthquake yesterday.
6. Dinosaurs existed millions of years ago.
7. I usually agree with my sister.
8. Many people die during a war.
9. Scientists will discover a cure for cancer someday.
10. Did the Italians invent spaghetti?

Exercise 10. Game: trivia. (Charts 10-1 → 10-3)
Work in teams. Make true statements by matching the information in Column A with the information in Column B. Some sentences are active and some are passive. Add *was/were* as necessary. The team with the most answers wins.* A sentence is correct when both the facts and the grammar are correct.

*Example:* 1. Alexander Eiffel *designed* the Eiffel Tower.
2. Anwar Sadat *was shot* in 1981.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Marie and Pierre Curie ___</td>
<td>d. painted the <em>Mona Lisa</em>.</td>
</tr>
<tr>
<td>5. Oil ___</td>
<td>e. elected president of the United States in 1960.</td>
</tr>
<tr>
<td>L. Luther King Jr. ___</td>
<td>g. arrested** several times for peaceful protests.</td>
</tr>
<tr>
<td>7. Michael Jackson ___</td>
<td>✓h. designed the Eiffel Tower.</td>
</tr>
<tr>
<td>10. Nelson Mandela ___</td>
<td></td>
</tr>
</tbody>
</table>

*See Trivia Answers, p. 421.
**arrested = taken to jail
Exercise 11. Warm-up. (Chart 10-4)
Complete the sentences with information from the front of this book.

1. This book, *Fundamentals of English Grammar*, was published by _________________.
2. It was written by ___________________ and ___________________.
3. The illustrations were drawn by ___________________ and ___________________.

Exercise 12. Looking at grammar. (Chart 10-4)
Change the sentences from active to passive. Include the *by*-phrase only as necessary.

1. Bob Smith built that house.
   → *That house was built by Bob Smith*.
2. Someone built this house in 1904.
3. People grow rice in India.
4. Do people speak Spanish in Peru?
5. Alexander Graham Bell invented the telephone.
6. When did someone invent the first computer?
7. People sell hammers at a hardware store.
8. Has anyone ever hypnotized you?


10. Charles Darwin wrote *The Origin of Species*.

**Exercise 13. Looking at grammar.** (Chart 10-4)

Underline the passive verbs in each pair of sentences and then answer the questions.

1. a. The mail is usually delivered to Hamid’s apartment around ten o’clock.
   b. The mail carrier usually delivers the mail to Hamid’s apartment around ten o’clock.
   **QUESTIONS:** Is it important to know who delivers the mail? → No.
   Which sentence do you think is more common? → Sentence a.

2. a. Construction workers built our school in the 1980s.
   b. Our school was built in the 1980s.
   **QUESTIONS:** Is it important to know who built the school?
   Which sentence do you think is more common?

3. a. That office building was designed in 1990.
   b. That office building was designed by an architect in 1990.
   c. That office building was designed by my husband in 1990.
   **QUESTIONS:** What additional information do the *by-*phrases provide?
   Which sentence has important information in the *by-*phrase?

   b. The country of Thailand has never been ruled by a foreign power.
   **QUESTION:** What happens to the meaning of the second sentence if there is no *by-*phrase?

**Exercise 14. Looking at grammar.** (Charts 10-1 → 10-4)

Make sentences with the given words, either orally or in writing. Some sentences are active and some are passive. Use the past tense. Do not change the order of the words.

**A traffic stop**

1. The police \stop\ a speeding car
   → The police stopped a speeding car.

2. The driver \tell\ to get out of the car \by\ the police

3. The driver \take out\ his license

4. The driver \give\ his license \to\ the police officer

5. The license \check

6. The driver \give\ a ticket

7. The driver \tell\ to drive more carefully
Exercise 15. Listening. (Charts 10-1 → 10-4)

Complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: treated, bruises, reckless.

A bike accident

A: Did you hear about the accident outside the dorm entrance?
B: No. What ____________?
A: A guy on a bike ________________ by a taxi.
B: __________ he ____________?
A: Yeah. Someone ____________ an ambulance. He ____________ to City Hospital and ____________ in the emergency room for cuts and bruises.
B: What ____________ to the taxi driver?
A: He ____________ for reckless driving.
B: He’s lucky that the bicyclist ________________.

Exercise 16. Looking at grammar. (Charts 10-1 → 10-4)

Complete the sentences with the correct form (active or passive) of the verb in parentheses.

1. Yesterday our teacher (arrive) ________ five minutes late.
2. Last night my favorite TV program (interrupt) ________________ by breaking news.
3. That’s not my coat. It (belong) ________________ to Lara.
4. Our mail (deliver) ________________ before noon every day.
5. The “b” in comb (pronounce, not) ________________. It is silent.
6. What (happen) ________________ to John? Where is he?
7. When I (arrive) ________________ at the airport yesterday, I (meet) ________________ by my cousin and a couple of her friends.
8. Yesterday Lee and I (hear) ________________ about Scott’s divorce. I (surprise, not) ________________ by the news, but Lee (shock) ________________.
9. A new house (build) ________________ next to ours next year.
10. Roberto (write) ________________ that composition last week. This one (write) ________________ yesterday.
11. At the soccer game yesterday, the winning goal (kick) ____________ by Luigi. Over 100,000 people (attend) ____________ the soccer game.

12. A: I think American football is too violent.
   B: I (agree) ____________ with you. I (prefer) ____________ baseball.

13. A: When (your bike, steal) ________________?
   B: Two days ago.

14. A: (you, pay) ________________ your electric bill yet?
   B: No, I haven’t, but I’d better pay it today. If I don’t, my electricity (shut off) ________________ by the power company.

**Exercise 17. Listening. (Charts 10-1 → 10-4)**

Listen to the passage with your book closed. Listen again and complete the sentences with the verbs you hear. Before you begin, you may want to check your understanding of these words: ancient, athlete, designed, wealthy.

---

**Swimming Pools**

Swimming pools __are__ very popular nowadays, but can you guess when swimming pools __first__ ____________? ____________ it 100 years ago? Five hundred years ago? A thousand years ago? Actually, ancient Romans and Greeks ____________ the first swimming pools. Male athletes and soldiers ____________ in them for training. Believe it or not, as early as 1 B.C., a heated swimming pool ____________ for a wealthy Roman. But swimming pools ____________ popular until the middle of the 1800s. The city of London ____________ six indoor swimming pools. Soon after, the modern Olympic games ____________ and swimming races ____________ included in the events. After this, swimming pools ____________ even more popular, and now they ____________ all over the world.
Exercise 18. Warm-up. (Chart 10-5)
Read the paragraph and then the statements. Circle “T” for true and “F” for false.

Getting a Passport

Jerry is applying for a passport. He needs to bring proof of citizenship, two photographs, and the application to the passport office. He also needs money for the fee. He will receive his passport in the mail about three weeks after he applies for it.

1. The application process can be completed by mail.  
2. Proof of citizenship must be provided.  
3. A fee has to be paid.  
4. Photographs should be taken before Jerry goes to the passport office.  
5. The passport will be sent by mail.

Exercise 19. Looking at grammar. (Chart 10-5)
Complete the sentences by changing the active modals to passive.

1. Someone must send this letter immediately.
   This letter ____________ immediately.

2. People should plant tomatoes in the spring.
   Tomatoes ____________ in the spring.

3. People cannot control the weather.
   The weather ____________ .

4. Someone had to fix our car before we left for Chicago.
   Our car ____________ before we left for Chicago.

5. People can reach me on my cell at 555-3815.
   I ____________ on my cell at 555-3815.
6. Someone ought to wash these dirty dishes soon.
   These dirty dishes ________________________ soon.

7. People may cook carrots or eat them raw.
   Carrots ____________________ or ______________________ raw.

8. Be careful! If that email file has a virus, it could destroy your reports.
   Your reports ____________________________ if that email file has a virus.

9. You must keep medicine out of the reach of children.
   Medicine ______________________________ out of the reach of children.

Exercise 20. Reading. (Charts 10-1 → 10-5)
Part I. Read the questions and then the passage about jeans.

Are you wearing jeans right now, or do you have a pair at home?
If so, who were they made by?

The Origin of Jeans

Around the world, a very popular pant for men, women, and children is jeans. Did you know that jeans were created more than 100 years ago? They were invented by Levi Strauss during the California Gold Rush.

In 1853, Levi Strauss, a 24-year-old immigrant from Germany, traveled from New York to San Francisco. His brother was the owner of a store in New York and wanted to open another one in San Francisco. When Strauss arrived, a gold miner* asked him what he had to sell. Levi said he had strong canvas for tents and wagon covers. The miner told him he really needed strong pants because he couldn’t find any that lasted very long.

So Levi Strauss took the canvas and designed a pair of overall pants. The miners liked them except that they were rough on the skin. Strauss exchanged the canvas for a cotton cloth from France called serge de Nîmes. Later, the fabric was called “denim” and the pants were given the nickname “blue jeans.”

Eventually, Levi Strauss & Company was formed. Strauss and tailor David Jacobs began putting rivets** in pants to make them stronger. In 1936, a red tab was added to the rear pocket. This was done so “Levis” could be more easily identified. Nowadays the company is very well known, and for many people, all jeans are known as Levis.

Part II. Answer the questions in complete sentences.

1. Who was Levi Strauss?
2. Why did Strauss go to California?
3. Who were jeans first created for?
4. What is denim?
5. What two changes were later made to jeans?
6. Why were rivets put in jeans?
7. Why was a red tab added to the rear pocket?
8. Many people have a different name for blue jeans. What is it?

---

*gold miner = a person who digs for gold

**rivet = a very strong pin to hold the seams of clothing together
Exercise 21. Warm-up: trivia. (Chart 10-6)
Do you know this trivia?* Complete the sentences with words from the list.

| China | Mongolia | monkeys | Nepal | sand | small spaces | spiders | whales |

1. Glass is composed mainly of _________________.
2. Dolphins are related to _________________.
3. The Gobi Desert is located in two countries: _________________ and _________________.
4. People with claustrophobia are frightened by _________________.

10-6 Using Past Participles as Adjectives (Non-Progressive Passive)

| (a) Paul is young. | Be can be followed by an adjective, as in (a)–(c). The adjective describes or gives information about the subject of the sentence.
(b) Paul is tall. |
(c) Paul is hungry. |
(d) Paul is married. |
(e) Paul is tired. |
(f) Paul is frightened. |

Often the past participles in these expressions are followed by particular prepositions + an object. For example:
In (g): married is followed by to (+ an object)
In (h): excited is followed by about (+ an object)
In (i): prepared is followed by for (+ an object)

Some Common Expressions with Be + Past Participle

<table>
<thead>
<tr>
<th>be acquainted (with)</th>
<th>be excited (about)</th>
<th>be opposed (to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be bored (with, by)</td>
<td>be exhausted (from)</td>
<td>be pleased (with)</td>
</tr>
<tr>
<td>be broken</td>
<td>be finished (with)</td>
<td>be prepared (for)</td>
</tr>
<tr>
<td>be closed</td>
<td>be frightened (of, by, about)</td>
<td>be qualified (for)</td>
</tr>
<tr>
<td>be composed of</td>
<td>be gone (from)</td>
<td>be related (to)</td>
</tr>
<tr>
<td>be crowded (with)</td>
<td>be hurt</td>
<td>be satisfied (with)</td>
</tr>
<tr>
<td>be devoted (to)</td>
<td>be interested (in)</td>
<td>be scared (of, by)</td>
</tr>
<tr>
<td>be disappointed (in, with)</td>
<td>be involved (in, with)</td>
<td>be shut</td>
</tr>
<tr>
<td>be divorced (from)</td>
<td>be located in / south of / etc.</td>
<td>be spoiled</td>
</tr>
<tr>
<td>be done (with)</td>
<td>be lost</td>
<td>be terrified (of, by)</td>
</tr>
<tr>
<td>be drunk (ori)</td>
<td>be made of</td>
<td>be tired (of, from)*</td>
</tr>
<tr>
<td>be engaged (to)</td>
<td>be married (to)</td>
<td>be worried (about)</td>
</tr>
</tbody>
</table>

*I'm tired of the cold weather. = I've had enough cold weather. I want the weather to get warm.
I'm tired from working hard all day. = I'm tired because I worked hard all day.

*See Trivia Answers, p. 421.
Exercise 22. Looking at grammar. (Chart 10-6)
Choose all the correct completions.

1. Roger is disappointed with _____.
   a) his job  
   b) in the morning  
   c) his son's grades

2. Are you related to _____?
   a) the Browns  
   b) math and science  
   c) me

3. Finally! We are done with _____.
   a) finished  
   b) our chores  
   c) our errands

4. My boss was pleased with _____.
   a) my report  
   b) thank you  
   c) the new contract

5. The baby birds are gone from _____.
   a) away  
   b) their nest  
   c) yesterday

6. Taka and JoAnne are bored with _____.
   a) their work  
   b) this movie  
   c) their marriage

7. Are you tired of _____?
   a) work  
   b) asleep  
   c) the news

Exercise 23. Looking at grammar. (Chart 10-6)
Complete each sentence with an appropriate preposition.

Nervous Nick is . . .

1. worried ____________ almost everything in life.
2. frightened ____________ being around people.
3. also scared ____________ snakes, lizards, and dogs.
4. terrified ____________ going outside and seeing a dog.
5. exhausted ____________ worrying so much.

Steady Steve is . . .

6. excited ____________ waking up every morning.
7. pleased ____________ his job.
8. interested ____________ having a good time.
9. involved ____________ many community activities.
10. satisfied ____________ just about everything in his life.
**Exercise 24. Looking at grammar.** (Chart 10-6)
Complete the sentences with the present form of the given verbs. Note the boldface prepositions that follow them.

<table>
<thead>
<tr>
<th>compose</th>
<th>interest</th>
<th>oppose</th>
<th>satisfy</th>
<th>finish</th>
<th>marry</th>
<th>prepare</th>
<th>scare</th>
</tr>
</thead>
</table>

1. Most children ___are scared___ of loud noises.
2. Jane ___is___ in ecology.
3. Don’t clear the table yet. I ___am not satisfied___ with my meal.
4. I ___am satisfied___ with my progress in English.
5. Tony ___is married___ to Sonia. They have a happy marriage.
6. Roberta’s parents ___oppose___ to her marriage. They don’t like her fiancé.
7. The test is tomorrow. ___Are you ready___ for it?
8. A digital picture ___is made of___ thousands of tiny dots called pixels.

**Exercise 25. Looking at grammar.** (Chart 10-6)
Complete each sentence with an appropriate preposition.

1. Because of the sale, the mall was crowded ___with___ shoppers.
2. Do you think you are qualified ___for___ that job?
3. Mr. Ahmad loves his family very much. He is devoted ___to___ them.
4. My sister is married ___to___ a law student.
5. I’ll be finished ___in___ my work in another minute or two.
6. The workers are opposed ___to___ the new health-care plan.
7. Are you acquainted ___with___ this writer? I can’t put her books down!*
8. Janet doesn’t take good care of herself. I’m worried ___about___ her health.

*can’t put a book down = can’t stop reading a book because it’s so exciting/interesting
Exercise 26. Listening. (Chart 10-6)

Listen to the sentences and write the prepositions you hear.

Example: You will hear: Linda loves her grandchildren. She is devoted to them.

You will write: __________ to

1. __________ 5. __________
2. __________ 6. __________
3. __________ 7. __________
4. __________ 8. __________

Exercise 27. Looking at grammar. (Chart 10-6)

Complete the sentences with expressions in the list. Use the present and add prepositions as necessary.

be acquainted  be composed  be crowded  be disappointed
be exhausted  be located  be made  be qualified
be spoiled  be worried

1. Dennis isn’t doing well in school this semester. He ______________ his grades.
3. I live in a three-room apartment with six other people. Our apartment ______________
5. I’m going to go straight to bed tonight. It’s been a hard day. I ______________
6. The kids ______________. I had promised to take them to the beach today, but now we can’t go because it’s raining.
7. This milk doesn’t taste right. I think it ______________. I’m not going to drink it.
8. Water ______________ hydrogen and oxygen.
9. According to the job description, an applicant must have a master’s degree and at least five years of teaching experience. Unfortunately, I ______________ not ______________ that job.
10. A: Have you ever met Mrs. Novinsky?
    B: No, I ______________ not ______________ her.
Exercise 28. Listening. (Chart 10-6)

Complete the sentences with the words you hear.

Example: You will hear: My earrings are made of gold.
You will write: are made of

1. This fruit ____________________________, I think I'd better throw it out.
2. When we got to the post office, it ____________________________.
4. Haley doesn't like to ride in elevators. She's _________________ small spaces.
5. What's the matter? _______ you ________?
6. Excuse me. Could you please tell me how to get to the bus station from here?
I ____________________________.
7. Your name is Tom Hood? _______ you _________________ Mary Hood?
8. Where's my wallet? It's _________________! Did someone take it?
9. Oh, no! Look at my sunglasses. I sat on them and now they ____________________________.
10. It's starting to rain. ___________ all of the windows _______________?

Exercise 29. Warm-up. (Chart 10-7)

Match three of the sentences with the pictures. One sentence does not match either picture.

Picture A

1. The shark is terrifying. ______
2. The shark is terrified. ______
3. The swimmer is terrifying. ______
4. The swimmer is terrified. ______

Picture B
10-7 Participial Adjectives: *-ed* vs. *-ing*

<table>
<thead>
<tr>
<th>Art interests me.</th>
<th>The past participle (<em>-ed</em>) and the present participle (<em>-ing</em>) can be used as adjectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am <em>interested</em> in art.</td>
<td>In (a): The past participle (<em>interested</em>) describes how a person feels.</td>
</tr>
<tr>
<td>INCORRECT: I am interesting in art.</td>
<td>In (b): The present participle (<em>interesting</em>) describes the cause of the feeling. The cause of the interest is art.</td>
</tr>
<tr>
<td>(b) Art is <em>interesting</em>.</td>
<td>In (c): <em>surprised</em> describes how Kate felt. The past participle carries a passive meaning: <em>Kate was surprised by the news.</em></td>
</tr>
<tr>
<td>INCORRECT: Art is interested.</td>
<td>In (d): <em>the news</em> was the cause of the surprise.</td>
</tr>
<tr>
<td>The news <em>surprised</em> Kate.</td>
<td></td>
</tr>
<tr>
<td>(c) Kate was <em>surprised</em>.</td>
<td></td>
</tr>
<tr>
<td>(d) The news was <em>surprising</em>.</td>
<td></td>
</tr>
<tr>
<td>(e) Did you hear the <em>surprising news</em>?</td>
<td>Like other adjectives, participial adjectives may follow <em>be</em>, as in examples (a) through (d), or they may come in front of nouns, as in (e) and (f).</td>
</tr>
<tr>
<td>(f) Roberto fixed the <em>broken window</em>.</td>
<td></td>
</tr>
</tbody>
</table>

*The past participle of regular verbs ends in *-*ed*. For verbs that have irregular forms, see the inside front and back covers.*

Exercise 30. Looking at grammar. (Chart 10-7)

Complete the sentences with the correct word: *girl, man,* or *roller coaster.*

1. The _____________ is frightened.
2. The _____________ is frightening.
3. The _____________ is excited.
4. The _____________ is exciting.
5. The _____________ is thrilling.
6. The _____________ is delighted.

Exercise 31. Listening. (Chart 10-7)

Listen to the statements and choose the words you hear.

**Example:** You will hear: *It was a frightening experience.*

You will choose: *frighten*  *frightening*  *frightened*

1. bore  boring  bored
2. shock  shocking  shocked
3. confuse  confusing  confused
4. embarrass  embarrassing  embarrassed
5. surprise  surprising  surprised
6. scare  scary*  scared

*The adjective ending is *-*y*, not *-*ing.*
Exercise 32. Looking at grammar. (Chart 10-7)
Complete the sentences with the -ed or -ing form of the verbs in italics.

1. Talal's classes interest him.
   a. Talal's classes are ________.
   b. Talal is an ________ student.

2. Emily is going to Australia. The idea of going on this trip excites her.
   a. Emily is ________ about going on this trip.
   b. She thinks it is going to be an ________ trip.

3. I like to study sea life. The subject of marine biology fascinates me.
   a. Marine biology is a ________ subject.
   b. I'm ________ by marine biology.

4. Mike heard some bad news. The bad news depressed him.
   a. Mike is very sad. In fact, he is ________.
   b. The news made Mike feel very sad. The news was ________.

5. The exploration of space interests me.
   a. I'm ________ in the exploration of space.
   b. The exploration of space is ________ to me.

Exercise 33. Listening. (Chart 10-7)

Listen to each sentence and circle the word you hear.

SITUATION: Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell into the water.
| 1. embarrassed | embarrassing       | 2. embarrassed | embarrassing       | 6. surprised  | surprising     |
| 3. shocked      | shocking           | 4. shocked      | shocking           | 8. depressed  | depressing     |
| 5. surprised    | surprising         |               |                   | 9. interested | interesting    |
|                |                   |               |                   | 10. interested| interesting   |

**Exercise 34. Warm-up. (Chart 10-8)**

Are any of these statements true for you? Circle *yes* or *no*.

*Right now ...*

1. I am getting tired.               yes no
2. I am getting hungry.              yes no
3. I am getting confused.            yes no

---

### 10-8 Get + Adjective; Get + Past Participle

#### Get + Adjective

(a) *I am getting hungry.* Let's eat.

(b) Eric *got nervous* before the job interview.

#### Get + Past Participle

(c) *I'm getting tired.* Let's stop working.

(d) Steve and Rita *got married* last month.

*Get* can be followed by an adjective. *Get* gives the idea of change — the idea of becoming, beginning to be, growing to be.

In (a): I'm getting hungry. = I wasn't hungry before, but now I'm beginning to be hungry.

Sometimes *get* is followed by a past participle. The past participle after *get* is like an adjective; it describes the subject of the sentence.

#### Get + Adjective

- get angry
- get bald
- get big
- get busy
- get close
- get cold
- get dirty
- get dizzy

#### Get + Past Participle

- get quiet
- get rich
- get full
- get hot
- get hungry
- get interested
- get late
- get nervous
- get old

- get drunk
- get engaged
- get bored
- get excited
- get confused
- get finished
- get crowded
- get frightened
- get divorced
- get done
- get dressed
- get involved
- get killed
- get lost
- get married
- get scared
- get sunburned
- get tired
- get worried

*There is no -ed ending.*
Exercise 35. Looking at grammar. (Chart 10-8)
Complete the sentences with the words in the list.

bald  dirty  hurt  lost  rich
busy  full  late  nervous  serious

1. This food is delicious, but I can’t eat any more. I’m getting full.
2. This work has to be done before we leave. We’d better get _______ and stop wasting time.
3. I didn’t understand Mariam’s directions very well, so on the way to her house last night I got _______. I couldn’t find her house.
4. It’s hard to work on a car and stay clean. Paul’s clothes always get _______ from all the grease and oil.
5. Tim doesn’t like to fly. As soon as he sits down, his heart starts to beat quickly. He gets really _______.
6. We’d better go home. It’s getting _______, and you have school tomorrow.
7. Simon wants to get _______, but he doesn’t want to work. That’s not very realistic.
8. If you plan to go to medical school, you need to get _______ about the time and money involved and start planning now.
9. Mr. Andersen is losing some of his hair. He’s slowly getting _______.
10. Was the accident serious? Did anyone get _______?

Exercise 36. Let’s talk: interview. (Chart 10-8)
Interview your classmates. Share some of their answers with the class.

1. Have you ever gotten hurt? What happened?
2. Have you ever gotten lost? What happened?
3. When was the last time you got dizzy?
4. How long does it take you to get dressed in the morning?
5. In general, do you get sleepy during the day? When?
6. Do you ever get hungry in the middle of the night? What do you do?
7. Have you ever gotten involved with a charity? Which one?
Exercise 37. Listening. (Chart 10-8)
Listen to the sentences and complete them with any adjectives that make sense.

Example: You will hear: This towel is soaking wet. Please hang it up so it will get . . .
You will write: dry

1. ___________________ 4. ___________________
2. ___________________ 5. ___________________
3. ___________________ 6. ___________________

Exercise 38. Looking at grammar. (Chart 10-8)
Complete the sentences with appropriate forms of get and the words in the list.

<table>
<thead>
<tr>
<th>angry</th>
<th>dressed</th>
<th>kill</th>
<th>tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>dry</td>
<td>lost</td>
<td>well</td>
</tr>
<tr>
<td>crowd</td>
<td>hungry</td>
<td>marry</td>
<td>worry</td>
</tr>
<tr>
<td>dark</td>
<td>involve</td>
<td>sunburn</td>
<td></td>
</tr>
</tbody>
</table>

1. When I stayed out in the sun too long yesterday, I ____________.
2. If you’re sick, stay home and take care of yourself. You won’t _______________ if you don’t take care of yourself.
3. Alima and Hasan are engaged. They are going to _______________ a year from now.
4. Sarah doesn’t eat breakfast, so she always _______________ by ten or ten-thirty.
5. In the winter, the sun sets early. It _______________ outside by six or even earlier.
6. Put these towels back in the dryer. They didn’t _______________ the first time.
7. Let’s stop working for a while. I’m _______________, I need a break.
8. Anastasia has to move out of her apartment next week, and she hasn’t found a new place to live. She’s _______________.
9. Toshiro was in a terrible car wreck and almost _______________. He’s lucky to be alive.
10. The temperature is dropping. Brrr! I’m _______________, Can I borrow your sweater?
11. Sorry we’re late. We took a wrong turn and _______________.
12. Good restaurants ____________ around dinner time. It’s hard to find a seat because there are so many people.

13. Calm down! Take it easy! You shouldn’t ____________ so ______________. It’s not good for your blood pressure.

14. I left when Ellen and Joe began to argue. I never ____________ in other people’s quarrels.

15. Sam is wearing one brown sock and one blue sock today. He ________________ in a hurry this morning and didn’t pay attention to the color of his socks.

Exercise 39. Reading. (Chart 10-8)

Read the passage and the statements that follow it. Circle “T” for true and “F” for false.

A Blended Family

Lisa and Thomas live in a blended family. They are not related to each other, but they are brother and sister. Actually, they are stepbrother and stepsister. This is how they came to be in the same family.

Lisa’s mother got divorced when Lisa was a baby. Thomas’ father was a widower. His wife had died seven years earlier. Lisa and Thomas’ parents met five years ago at a going-away party for a friend. After a year of dating, they got engaged and a year later, they got married. Lisa and Thomas are about the same age and get along well. Theirs is a happy, blended family.

1. Lisa’s mother got married. Then she got divorced. Then she got remarried. __________

2. Thomas’ father got married, and then he got divorced. After he got divorced, he got engaged, and then he got remarried. __________

3. Lisa and Thomas became stepsister and stepbrother when their parents got remarried. __________

Exercise 40. Warm-up. (Chart 10-9)

Circle the words in italics that make these sentences true for you.

1. I am used to, not used to speaking English with native speakers. __________

2. I am accustomed to, not accustomed to speaking English without translating from my language. __________

3. I am getting used to, not getting used to English slang. __________

4. I am getting accustomed to, not getting accustomed to reading English without a dictionary. __________
### Exercise 41. Looking at grammar. (Chart 10-9)

**Part I.** Complete the sentences with *be used to*, affirmative or negative.

1. Juan is from Mexico. He **is used to** hot weather. He **isn't used to** cold weather.
2. Alice was born and raised in Chicago. She **is used to** living in a big city.
3. My hometown is New York City, but this year I’m going to school in a town with a population of 10,000. I **am used to** living in a small town. I **amn't used to** living in a big city.
4. We do a lot of exercises in class. We **are used to** doing exercises.

**Part II.** Complete the sentences with *be accustomed to*, affirmative or negative.

5. Spiro recently moved to Hong Kong from Greece. He **is accustomed to** eating Greek food. He **isn't accustomed to** eating Chinese food.
6. I always get up around 6:00 A.M. I **am accustomed to** getting up early. I **amn't accustomed to** sleeping late.
7. Our teacher always gives us a lot of homework. We **are accustomed to** having a lot of homework every day.
8. Young schoolchildren rarely take multiple-choice tests. They **are accustomed to** taking that kind of test.

### Exercise 42. Listening and speaking. (Chart 10-9)

**Part I.** Complete the questions with the words you hear.

*Example:* You will hear: What time are you accustomed to getting up?

You will write: **are you accustomed to**

1. What **are you accustomed to** doing in the evenings?
2. What time ________________________________ going to bed?

3. What ________________________________ having for breakfast?

4. ________________________________ living in this area?

5. Do you live with someone or do you live alone? ________________________________ that?

6. ________________________________ speaking English every day?

7. What ________________________________ doing on weekends?

8. What do you think about the weather here? ________________________________ it?

**Part II.** Work with a partner. Take turns asking and answering the questions in Part I.

- **Exercise 43. Let's talk: interview.** (Chart 10-9)
  Ask your classmates questions with *be used to/accustomed to*.
  
  *Example:* buy \ frozen food

  → Are you used to / accustomed to buying frozen food?

  1. get up \ early
  2. sleep \ late
  3. eat \ breakfast
  4. skip \ lunch
  5. eat \ a late dinner
  6. drink \ coffee in the morning
  7. have \ dessert at night
  8. live \ in a big city
  9. live \ in a small town
  10. pay \ for all your expenses

- **Exercise 44. Let's talk.** (Chart 10-9)
  Work in small groups. Discuss one or more of the given topics. Make a list of your answers. Share some of them with the class.

  *Topics:

  1. Junko is going to leave her parents' house next week. She is going to move in with two of her cousins who work in the city. Junko will be away from her home for the first time in her life. What is she going to have to get accustomed to?
  2. Think of a time you traveled in or lived in a foreign country. What weren't you used to? What did you get used to? What didn't you ever get used to?
  3. Think of the first day of a job you have had. What weren't you used to? What did you get used to?

- **Exercise 45. Warm-up.** (Chart 10-10)
  Complete the sentences about food preferences. Make statements that are true for you.

  1. There are some foods I liked when I was younger, but now I don't eat them. I used to eat _________________, but now I don't.

  2. There are some foods I didn't like when I first tried them, but now they're okay. For example, the first time I ate _________________, I didn't like it, but now I'm used to eating them.
10-10 Used To vs. Be Used To

(a) I used to live in Chicago, but now I live in Tokyo.
   INCORRECT: I used to living in Chicago.
   INCORRECT: I am used to live in a big city.

   In (a): * Used to expresses the habitual past (see Chart 2-8, p. 53). It is followed by the simple form of a verb.

(b) I am used to living in a big city.

   In (b): be used to is followed by the -ing form of a verb (a gerund).*

*NOTE: In both used to (habitual past) and be used to, the "d" is not pronounced.

Exercise 46. Looking at grammar. (Chart 10-10)

Complete the sentences with an appropriate form of be. If no form of be is necessary, use O.

1. I have lived in Malaysia for a long time. I am used to warm weather.
2. I used to live in Portugal, but now I live in Spain.
3. I used to sitting at this desk. I sit here every day.
4. I used to sit in the back of the classroom, but now I prefer to sit in the front row.
5. When I was a child, I used to play games with my friends in a big field near my house after school every day.
6. It's hard for my kids to stay inside on a cold, rainy day. They used to playing outside in the big field near our house. They play there almost every day.
7. A teacher used to answering questions. Students, especially good students, always have a lot of questions.
8. People used to believe the world was flat.

Exercise 47. Looking at grammar. (Chart 10-10)

Complete the sentences with used to/be used to and the correct form of the verb in parentheses.

1. Nick stays up later now than he did when he was in high school. He (go) used to go to bed at ten, but now he rarely gets to bed before midnight.
2. I got used to going to bed late when I was in college, but now I have a job and I need my sleep. These days I (go) am used to going to bed around ten-thirty.
3. I am a vegetarian. I (eat) meat, but now I eat only meatless meals.
4. Ms. Wu has had a vegetable garden all her life. She (grow) her own vegetables.
5. Oscar has lived in Brazil for ten years. He (eat) ____________________
Brazilian food. It's his favorite.

6. Georgio moved to Germany to open his own restaurant. He (have) ________________
____________ a small bakery in Italy.

7. I have taken the bus to work every day for the past five years. I (take) ________________
____________ the bus.

8. Juanita travels by train on company business. She (go) ____________________
by plane, but now it's too expensive.

Exercise 48. Warm-up. (Chart 10-11)
Complete the sentences about airline passengers.

1. Before getting on the plane, passengers are expected to ____________________

2. After boarding the plane, passengers are supposed to ____________________

3. During landing, passengers are not supposed to ____________________

Exercise 49. Looking at grammar. (Chart 10-11)
Make a sentence with a similar meaning to the given sentence. Use be supposed to.

1. The teacher expects us to be on time for class.
   → We are supposed to be on time for class.

2. People expect the weather to be cold tomorrow.

3. People expect the plane to arrive at 6:00.

4. My boss expects me to work late tonight.

5. I expected the mail to come an hour ago, but it didn’t.
Exercise 50. Let's talk. (Chart 10-11)
Summarize each conversation with a statement. Use be supposed to. Work in pairs, in small
groups, or as a class.

1. Tom's Boss: Mail this package.
    Tom: Yes, sir.
    → Tom is supposed to mail a package.

2. LENA: Call me at nine.
    ANN: Okay.

3. Ms. Martinez: Please make your bed before you go to school.
    Johnny: Okay, Mom.

4. Prof. Thompson: Read the test directions carefully and raise your hand if you have any questions.
    Students: (no response)

5. Dr. Kemper: You should take one pill every eight hours.
    Patient: Right. Anything else?
    Dr. Kemper: Drink plenty of fluids.

Exercise 51. Listening. (Chart 10-11)
Listen to the statements with be supposed to. Choose “T” for true and “F” for false. Notice that to in be supposed to sounds like “ta.”

Example: You will hear: Visitors at a museum are not supposed to touch the art.
You will choose: T F

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F

Exercise 52. Reading, grammar, and listening. (Chapter 10)
Part I. Answer the questions and then read the passage on zoos.

Have you visited a zoo recently?
What was your opinion of it?
Were the animals well-taken care of?
Did they live in natural settings or in cages?

Zoos

Zoos are common around the world. The first zoo was established around 3,500 years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese emperor established a huge zoo to show his power and wealth. Later, zoos were established for the purpose of studying animals.

Zoos were supposed to take good care of animals, but some of the early ones were dark holes or dirty cages. At that time, people became disgusted with the poor care the animals were
given. Later, these early zoos were replaced by scientific institutions. Animals were studied and kept in better conditions there. These research centers became the first modern zoos.

Because zoos want to treat animals well and encourage breeding, animals today are put in large, natural settings instead of small cages. They are fed a healthy diet and are watched carefully for any signs of disease. Most zoos have specially trained veterinarians and a hospital for their animals. Today, animals in these zoos are treated well, and zoo breeding programs have saved many different types of animals.

Part II. Circle all the grammatically correct statements.

1. a. The first zoo was established around 3,500 years ago.
   b. The first zoo established around 3,500 years ago.
   c. An Egyptian queen established the first zoo.

2. a. Zoos supposed to take good care of animals.
   b. Zoos were supposed to take good care of animals.
   c. Zoos were suppose to take good care of animals.

3. a. The animals was poorly cared for in some of the early zoos.
   b. The animals were poorly cared for in some of the early zoos.
   c. The early zoos didn’t take good care of the animals.

4. a. Today, animals are kept in more natural settings.
   b. Today, zoos keep animals in more natural settings.
   c. Today, more natural settings are provided for animals.

5. a. Nowadays, animals are treated better in zoos than before.
   b. Nowadays, animals are taken better care of in zoos than before.
   c. Nowadays, animals take care of in zoos than before.

Part III. Listen to the passage. Complete the sentences with the verbs you hear and then answer the questions.

Zoos

Zoos are common around the world. The first zoo established around 3,500 years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese emperor a huge zoo to show his power and wealth. Later, zoos for the purpose of studying animals.

Zoos take good care of animals, but some of the early ones were dark holes or dirty cages. At that time, people disgusted with the poor care the animals. Later, these early zoos replaced by scientific institutions. Animals and in better conditions there. These research centers became the first modern zoos.
Because zoos want to treat animals well and encourage breeding, animals today

in large, natural settings instead of small cages. They

d a healthy diet and carefully for any signs of
disease. Most zoos specially trained veterinarians and a hospital for their
animals. Today, animals in these zoos well, and zoo breeding
programs many different types of animals.

1. Why was the first zoo established?
2. What were some of the early zoos like?
3. What was the purpose of the first modern zoos?
4. What are zoos doing to encourage breeding?
5. Why do zoos want to encourage breeding?

☐ Exercise 53. Check your knowledge. (Chapter 10)

Edit the sentences.

1. I am agree with him.
2. Something was happened.
3. This pen is belong to me.
4. I’m interesting in that subject.
5. He is marry with my cousin.
6. Mary’s dog was died last week.
7. Were you surprise when you heard the news?
8. When I went downtown, I am get lost.
9. The bus was arrived ten minutes late.
10. We’re not suppose to have pets in our apartment.
My Favorite Holiday

(1) New Year's is the most important holiday of the year in my country. New Year's is celebrated for fifteen days, but my favorite day is the first day.

(2) The celebration actually begins at midnight. Fireworks are set off, and the streets are filled with people. Neighbors and friends greet each other and wish one another good luck for the year. The next morning, gifts are exchanged. Children are given money. It is wrapped in red envelopes because red is the color for good luck. When I was younger, this was always my favorite part of the holiday.

(3) On New Year's Day, everyone wears new clothes. These clothes are bought especially for the holiday. People are very polite to each other. It is considered wrong to yell, lie, or use bad language on the first day of the year. It is a custom for younger generations to visit their elders. They wish them good health and a long life.

Part II. Choose a holiday you like. Describe the activities on this day. What do you do in the morning? afternoon? evening? Which activities do you enjoy the most? Make some of your sentences passive.
Exercise 1. Warm-up. (Chart 11-1)
Check (√) all the items you have with you right now. Do you know why some nouns have a before them and others have an?

1. ___ a pen
2. ___ an eraser
3. ___ a notebook
4. ___ an umbrella
5. ___ an interesting book
6. ___ a university map

11-1 A vs. An

(a) I have a pencil.  
(b) I live in an apartment.  
(c) I have a small apartment.  
(d) I live in an old building.

| A and an are used in front of a singular noun (e.g., pencil, apartment). They mean “one.” |
| If a singular noun is modified by an adjective (e.g., small, old), a or an comes in front of the adjective, as in (c) and (d). |
| A is used in front of words that begin with a consonant (b, c, d, f, g, etc.): a boy, a bad day, a cat, a cute baby. |
| An is used in front of words that begin with the vowels a, e, i, and o: an apartment, an angry man, an elephant, an empty room, etc. |

(e) I have an umbrella.  
(f) I saw an ugly picture.  
(g) I attend a university.  
(h) I had a unique experience.

| For words that begin with the letter u: |
| (1) An is used if the u is a vowel sound, as in an umbrella, an uncle, an unusual day. |
| (2) A is used if the u is a consonant sound, as in a university, a unit, a usual event. |

(i) He will arrive in an hour.  
(j) New Year’s Day is a holiday.

| For words that begin with the letter h: |
| (1) An is used if the h is silent: an hour, an honor, an honest person. |
| (2) A is used if the h is pronounced: a holiday, a hotel, a high grade. |
Exercise 2. Looking at grammar. (Chart 11-1)

Add a or an to these words.

1. a mistake
2. an abbreviation
3. a dream
4. an interesting dream
5. an empty box
6. a box
7. a uniform
8. an email
9. an untrue story
10. an urgent message
11. an universal problem
12. an unhappy child
13. an hour or two
14. an hole in the ground
15. a hill
16. a handsome man
17. an honest man
18. an honor

Exercise 3. Listening. (Chart 11-1)

Listen to the sentences. Decide if you hear a, an, or Ø (no article).

Example: You will hear: I have a bad toothache.
You will choose: a  an  Ø

1. a  an  Ø
2. a  an  Ø
3. a  an  Ø
4. a  an  Ø
5. a  an  Ø
6. a  an  Ø
7. a  an  Ø
8. a  an  Ø
9. a  an  Ø
10. a  an  Ø

Exercise 4. Warm-up. (Chart 11-2)

Circle all the correct completions.

1. I need one ___.
   a. chair b. chairs
2. There are two ___ in the room.
   a. chairs b. furniture
3. I found some ___ in the storage room.
   a. chairs b. furniture
4. I found ___ in the storage room.
   a. chairs b. furniture
### 11-2 Count and Noncount Nouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNT NOUN</td>
<td>a chair</td>
</tr>
<tr>
<td></td>
<td>one chair</td>
</tr>
<tr>
<td></td>
<td>some chair</td>
</tr>
<tr>
<td>NONCOUNT NOUN</td>
<td>Ø furniture</td>
</tr>
<tr>
<td></td>
<td>some furniture</td>
</tr>
</tbody>
</table>

**A count noun:**

1. can be counted with numbers: one chair, two chairs, ten chairs, etc.
2. can be preceded by a/an in the singular: a chair.
3. has a plural form ending in -s or -es: chairs.*

**A noncount noun:**

1. cannot be counted with numbers.
   *INCORRECT: one furniture*
2. is not immediately preceded by a/an.
   *INCORRECT: a furniture*
3. does not have a plural form (no final -s).
   *INCORRECT: furnitures*

*See Chart 1-5, p. 14, and Chart 6-1, p. 147, for the spelling and pronunciation of -s/-es.

---

**Exercise 5. Looking at grammar. (Chart 11-2)**

Check (✓) the correct sentences. Correct the sentences with errors. Use some with the noncount nouns.

1. ✓ I bought one chair for my apartment.
2. ___ I bought some furniture for my apartment.*
3. ___ I bought four chairs for my apartment.
4. ___ I bought four furnitures for my apartment.
5. ___ I bought a chair for my apartment.
6. ___ I bought a furniture for my apartment.
7. ___ I bought some chair for my apartment.
8. ___ I bought some furnitures for my apartment.

**Exercise 6. Warm-up. (Chart 11-3)**

Write the words under the correct categories.

<table>
<thead>
<tr>
<th>bracelets</th>
<th>ideas</th>
<th>letters</th>
<th>postcards</th>
<th>rings</th>
<th>suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewelry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CORRECT: I bought some furniture for my apartment. OR I bought furniture for my apartment. See Chart 11-8 for more information about the use of Ø and some.
11-3 Noncount Nouns

Individual Parts → The Whole
(Count Nouns) (Noncount Nouns)

(a) letters
   postcards
   bills
   etc. → mail

(b) apples
   bananas
   oranges
   etc. → fruit

(c) rings
   bracelets
   necklaces
   etc. → jewelry

Noncount nouns usually refer to a whole group of things that is made up of many individual parts, a whole category made of different varieties.

For example, furniture is a noncount noun; it describes a whole category of things: chairs, tables, beds, etc.

Mail, fruit, and jewelry are other examples of noncount nouns that refer to a whole category made up of individual parts.

Some Common Noncount Nouns: Whole Groups Made up of Individual Parts

A. clothing
   equipment
   food
   fruit
   furniture
   jewelry
   mail
   money
   scenery
   stuff
   traffic

B. homework
   housework
   work
   advice
   information
   history
   literature
   music
   poetry

C. grammar
   slang
   vocabulary
   Arabian
   Chinese
   English
   German
   Indonesian
   Spanish
   Etc.

D. corn
   dirt
   flour
   hair
   pepper
   rice
   salt
   sand
   sugar

Exercise 7. Looking at grammar. (Charts 11-2 and 11-3)

Complete the sentences with a/an or some. Decide if the boldface nouns are count or noncount.

1. I often have some fruit for dessert. count noncount
2. I had a banana for dessert. count noncount
3. I got a letter today. count noncount
4. I got mail today. count noncount
5. Anna wears a ring on her left hand. count noncount
6. Maria is wearing jewelry today. count noncount
7. I have homework to finish. count noncount
8. I have assignment to finish. count noncount
9. I needed information. count noncount
10. I asked a question.
Exercise 8. Grammar and speaking. (Charts 11-2 and 11-3)
Add final -s/ -es if possible. Otherwise, write 0. Then decide if you agree or disagree with the statement. Discuss your answers.

1. I’m learning a lot of grammar 0 this term. yes no
2. Count and noncount noun 0 are easy. yes no
3. A good way to control traffic 0 is to charge people money to drive in the city. yes no
4. Electric car 0 will replace gas car 0. yes no
5. Information 0 from the Internet is usually reliable. yes no
6. Fact 0 are always true. yes no
7. Many word 0 in English are similar to those in my language. yes no
8. The best way to learn new vocabulary 0 is to memorize it. yes no
9. I enjoy singing karaoke song 0. yes no
10. I enjoy listening to classical music 0. yes no
11. I like to read good literature 0. yes no
12. I like to read mystery novel 0. yes no
13. Beach 0 are relaxing places to visit. yes no
14. Walking on sand 0 is good exercise for your legs. yes no
15. Parents usually have helpful suggestion 0 for their kids. yes no
16. Sometimes kids have helpful advice 0 for their parents. yes no

Exercise 9. Warm-up. (Chart 11-4)
Complete the sentences with words from the list. Make sentences that are true for you.

beauty coffee happiness
health honesty juice
milk money noise
pollution smog tea
traffic violence water

1. During the day, I drink __________________ or __________________.
2. Two things I don’t like about big cities are __________________ and __________________.
3. __________________ is more important than __________________.
11-4 More Noncount Nouns

(a) Liquids

<table>
<thead>
<tr>
<th>coffee</th>
<th>milk</th>
<th>oil</th>
<th>soup</th>
<th>tea</th>
<th>water</th>
</tr>
</thead>
</table>

Solids and Semi-Solids

<table>
<thead>
<tr>
<th>bread</th>
<th>meat</th>
<th>chalk</th>
<th>paper</th>
<th>butter</th>
<th>beef</th>
<th>glass</th>
<th>soap</th>
<th>cheese</th>
<th>chicken</th>
<th>gold</th>
<th>toothpaste</th>
</tr>
</thead>
</table>

Gases

| air | pollution | smog | smoke |

(b) Things That Occur in Nature

<table>
<thead>
<tr>
<th>weather</th>
<th>darkness</th>
<th>thunder</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>light</td>
<td>lightning</td>
</tr>
<tr>
<td>snow</td>
<td>sunshine</td>
<td></td>
</tr>
</tbody>
</table>

(c) Abstractions*

<table>
<thead>
<tr>
<th>beauty</th>
<th>fun</th>
<th>health</th>
<th>ignorance</th>
<th>luck</th>
<th>selfishness</th>
<th>courage</th>
<th>generosity</th>
<th>help</th>
<th>kindness</th>
<th>patience</th>
<th>time</th>
<th>experience</th>
<th>happiness</th>
<th>honesty</th>
<th>knowledge</th>
<th>progress</th>
<th>violence</th>
</tr>
</thead>
</table>

*An abstraction is an idea. It has no physical form. A person cannot touch it.

Exercise 10. Looking at grammar. (Charts 11-2 → 11-4)

Add final -s/-es if possible. Otherwise, write 0. Choose verbs in parentheses as necessary.

1. I made some mistake __ on my algebra test.

2. In winter in Siberia, there (is, are) snow __ on the ground.

3. Siberia has very cold weather __.

4. Be sure to give the new couple my best wish __.

5. I want to wish them good luck __.

6. Silver __ (is, are) expensive. Diamond __ (is, are) expensive too.

7. I admire Professor Yoo for her extensive knowledge __ of organic farming methods.

8. Professor Yoo has a lot of good idea __ and strong opinion __.

9. Teaching children to read requires patience __.

10. Doctors take care of patient __.

11. Mr. Fernandez's English is improving. He's making progress __.

12. Wood stoves are a source of pollution __ in many cities.
Exercise 11. Listening. (Charts 11-2 → 11-4)

Listen to the sentences. Add -s if the given nouns have plural endings. Otherwise, write O.

Example: You will hear: Watch out! There’s ice on the sidewalk.
You will write: ice _O_

1. chalk____ 6. storm____
2. soap____ 7. storm____
3. suggestion____ 8. toothpaste____
4. suggestion____ 9. stuff____
5. gold____ 10. equipment____

Exercise 12. Let’s talk. (Chart 11-4)

Work in small groups. These common sayings use abstract nouns. Choose two sayings to explain to the class.

Example: Ignorance is bliss.
→ Ignorance means you don’t know about something. Bliss means happiness.
This saying means that you are happier if you don’t know about a problem.

1. Honesty is the best policy.
2. Time is money.
3. Laughter is the best medicine.
4. Knowledge is power.
5. Experience is the best teacher.

Exercise 13. Let’s talk. (Chart 11-4)

Complete the sentences. Give two to four answers for each item. Share your answers with a partner. See how many of your answers are the same.

Note: Abstract nouns are usually noncount. To find out if a noun is count or noncount, check your dictionary or ask your teacher.

1. Qualities I admire in a person are . . . .
2. Bad qualities people can have are . . . .
3. Some of the most important things in life are . . . .
4. Certain bad conditions exist in the world. Some of them are . . . .

Exercise 14. Game. (Charts 11-1 → 11-4)

Work in small teams. Imagine your team is at one of the given places. Make a list of the things you see. Share your team’s list with the class. The team with the most complete and grammatically correct list wins.

Example: a teacher’s office
→ two windows
→ a lot of grammar books
→ office equipment — a computer, a printer, a photocopy machine
→ office supplies — a stapler, paper clips, pens, pencils, a ruler
→ some pictures
→ etc.
Places:
- a restaurant
- a museum
- a popular department store
- an island
- a hotel
- an airport

□ Exercise 15. Warm-up. (Chart 11-5)
Complete the sentences with apples or fruit.
1. I bought several __________ yesterday.
2. Do you eat a lot of __________?
3. Do you eat many __________?
4. Do you eat much __________?
5. I eat a few __________ every week.
6. I eat a little __________ for breakfast.

□ Exercise 16. Looking at grammar. (Charts 11-2 and 11-5)
Check (✓) the correct sentences. Correct the sentences that have mistakes. One sentence has a spelling error.

some / Ø
1. ___ Jakob learned several new vocabulary.
2. ✓ He learned several new words.
3. ___ Takashi learned a lot of new words.
4. ___ Sonia learned a lot of new vocabulary too.
5. ___ Lydia doesn’t like learning too much new vocabulary in one day.
6. ___ She can’t remember too much new words.
7. ___ Mr. Lee assigned a few vocabulary to his class.

8. ___ He assigned a few new words.

9. ___ He explained several new vocabulary.

10. ___ There is a lot of new word at this level.

11. ___ There are a lot of new vocabulary at this level.

☐ Exercise 17. Looking at grammar: pairwork. (Charts 11-1 → 11-5)
Work with a partner. Take turns completing the questions with how many or how much.*
Make nouns plural as necessary.

1. How ___ does Mr. Miller have?
   a. son → many sons
   b. child → many children
   c. work → much work

2. How ___ did you buy?
   a. fruit
   b. vegetable
   c. banana

3. How ___ did you have?
   a. fun
   b. help
   c. time

☐ Exercise 18. Let’s talk: interview. (Chart 11-5)
Interview your classmates. Begin your questions with How much or How many. Share some of your answers with the class.

   How much/How many . . .
   1. pages does this book have?
   2. coffee do you drink every day?
   3. cups of tea do you drink every day?
   4. homework do you have to do tonight?
   5. assignments have you had this week?
   6. provinces does Canada have?
   7. countries does Africa have?
   8. snow does this area get in the winter?

*Much and many are more commonly used in questions than in affirmative statements.
Exercise 19. Looking at grammar. (Charts 11-1 → 11-5)
Complete the sentences with a few or a little and the given noun. Use the plural form of the noun as necessary.

1. music I feel like listening to _______ tonight.
   a little music
2. song We sang _______ at the party.
   a few songs
3. help Do you need _______ with that?
4. pepper My grandfather doesn’t use salt, but he always puts _______ on his eggs.
   a little pepper
5. thing I need to pick up _______ at the store on my way home from work tonight.
   a thing
6. apple I bought _______ at the store.*
   a few apples
7. fruit I bought _______ at the store.
   a little fruit
8. advice I need _______.
   a little advice
9. money If I accept that job, I’ll make _______ more _______.
   a little money
10. friend _______ came by last night to visit us.
    someone
11. rain It looks like we might get _______ today. I think I’ll take my umbrella with me.
    a little rain
12. French I can speak _______, but I don’t know any Italian at all.
    a little French
13. hour Ron’s plane will arrive in _______ more _______.
    a little hour

Exercise 20. Warm-up. (Chart 11-6)
Match the sentences to the pictures.

1. Picture A
   Do you need one glass or two?
2. Picture B
   Your glasses fit nicely.
3. Picture C
   A: What happened?
   B: Some neighborhood kids were playing baseball, and their ball went through the glass.

*I bought a few apples. = I bought a small number of apples.
I bought a little apple. = I bought one apple, and it was small, not large.
## Nouns That Can Be Count or Noncount

Quite a few nouns can be used as either count or noncount nouns. Examples of both count and noncount usages for some common nouns follow.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Used as a Noncount Noun</th>
<th>Used as a Count Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>(a) Windows are made of <em>glass</em>.</td>
<td>(b) I drank <em>a glass</em> of water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Janet wears <em>glasses</em> when she reads.</td>
</tr>
<tr>
<td>hair</td>
<td>(d) Rita has brown <em>hair</em>.</td>
<td>(e) There's <em>a hair</em> on my jacket.</td>
</tr>
<tr>
<td>iron</td>
<td>(f) <em>Iron</em> is a metal.</td>
<td>(g) I pressed my shirt with <em>an iron</em>.</td>
</tr>
<tr>
<td>light</td>
<td>(h) I opened the curtain to let in <em>some light</em>.</td>
<td>(i) Please turn off <em>the lights</em> (lamps).</td>
</tr>
<tr>
<td>paper</td>
<td>(j) I need <em>some paper</em> to write a note.</td>
<td>(k) I wrote <em>a paper</em> for Professor Lee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(l) I bought <em>a paper</em> (a newspaper).</td>
</tr>
<tr>
<td>time</td>
<td>(m) How <em>much time</em> do you need to finish your work?</td>
<td>(n) How <em>many times</em> have you been to Mexico?</td>
</tr>
<tr>
<td>work</td>
<td>(o) I have <em>some work</em> to do tonight.</td>
<td>(p) That painting is <em>a work</em> of art.</td>
</tr>
<tr>
<td>coffee</td>
<td>(q) I had <em>some coffee</em> after dinner.</td>
<td>(r) <em>Two coffees</em>, please.</td>
</tr>
<tr>
<td>chicken/fish</td>
<td>(s) I ate <em>some chicken/some fish</em>.</td>
<td>(t) She drew a picture of <em>a chicken/a fish</em>.</td>
</tr>
<tr>
<td>experience</td>
<td>(u) I haven't had <em>much experience</em> with computers. (I don't have much knowledge or skill in using computers.)</td>
<td>(v) I had <em>many interesting experiences</em> on my trip. (Many interesting events happened to me on my trip.)</td>
</tr>
</tbody>
</table>

### Exercise 21. Looking at grammar. (Chart 11-6)

Match the correct picture to each sentence on page 301. Discuss the differences in meaning.
1. That was a great meal. I ate a lot of chicken. Now I’m stuffed.* _____
2. Are you hungry? How about a little chicken for lunch? _____
3. When I was a child, we raised a lot of chickens. _____
4. I bought a few chickens so I can have fresh eggs. _____
5. There’s a little chicken in your yard. _____
6. That’s a big chicken over there. Who does it belong to? _____

Exercise 22. Looking at grammar. (Chart 11-6)

Complete the sentences with the given words. Make words plural as necessary. Choose words in parentheses as necessary. Discuss the differences in meaning.

1. time It took a lot of _____ time to write my composition.
2. time I really like that movie. I saw it three _____ times.
3. paper Students in Professor Young’s literature class have to write a lot of

   ________________.
4. paper Students who take careful lecture notes can use a lot of ________________.
5. paper The New York Times is (a, some) famous ________________.
6. work Van Gogh’s painting Irises is one of my favorite ________________ of art.
7. work I have a lot of ________________ to do tomorrow at my office.
8. hair Erin has straight ________________, and Mariam has curly 

   ________________.
9. hair Brian has a white cat. When I stood up from Brian’s sofa, my black slacks were covered with short white ________________.
10. glass I wear ________________ for reading.
11. glass In some countries, people use ________________ for their tea; in other countries, they use cups.
12. glass Many famous paintings are covered with ________________ to protect them.
13. iron ________________ (is, are) necessary to animal and plant life.
14. iron ________________ (is, are) used to make clothes look neat.

*stuffed = very full
15. **experience** My grandfather had a lot of interesting ___________ in his long career as a diplomat.

16. **experience** You should apply for the job at the electronics company because you have a lot of ___________ in that field.

17. **chicken** Joe, would you like (a, some) more ___________?

18. **chicken** My grandmother raises ___________ in her yard.

19. **light** There (is, are) a lot of ___________ on the ceilings of the school building.

20. **light** A: If you want to take a picture outside now, you’ll need a flash. The ___________ (isn’t, aren’t) good here.

   B: Or, we could wait an hour. (It, They) will be brighter then.

---

**Exercise 23. Warm-up. (Chart 11-7)**

Which of the following do you have in your kitchen? Check (✔) the items.

1. __ a can* of tuna
2. __ a bag of flour
3. __ a jar of olive oil
4. __ a bottle of soda pop
5. __ a box of tea bags
6. __ a bowl of sugar

---

**11-7 Using Units of Measure with Noncount Nouns**

| (a) | I had some tea. | To mention a specific quantity of a noncount noun, speakers use units of measure such as two cups of or one piece of. |
| (b) | I had **two cups of tea.** | A unit of measure usually describes the container (a cup of, a bowl of), the amount (a pound of, a quart of),* or the shape (a bar of soap, a sheet of paper). |
| (c) | I ate some toast. | |
| (d) | I ate **one piece of toast.** | |

*Weight measure: one pound = 0.45 kilograms/kilos.

Liquid measure: one quart = 0.95 litres/liters; four quarts = one gallon = 3.8 litres/liters.

---

*a can in American English = a tin in British English*
Exercise 24. Looking at grammar. (Chart 11-7)
What units of measure are usually used with the given nouns? More than one unit of measure can be used with some of the nouns.

Part I. At the store

<table>
<thead>
<tr>
<th></th>
<th>bag</th>
<th>bottle</th>
<th>box</th>
<th>can</th>
<th>jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a can/jar of olives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>a box of crackers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>a _______ of mineral water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>a _______ of jam or jelly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>a _______ of tuna</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>a _______ of soup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>a _______ of sugar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>a _______ of wine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>a _______ of soda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>a _______ of flour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>a _______ of paint</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>a _______ of breakfast cereal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II. In the kitchen

<table>
<thead>
<tr>
<th></th>
<th>bowl</th>
<th>cup</th>
<th>glass</th>
<th>piece</th>
<th>slice</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>a cup/glass of green tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>a bowl of cereal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>a _______ of candy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>a _______ of bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>a _______ of cake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>a _______ of orange juice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>a _______ of soup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>a _______ of pizza</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 25. Let's talk. (Chart 11-7)

You and your partner are planning a party for the class. You have already prepared most of the food, but you still need to buy a few things at the store. Decide what you'd like to get using the sentences below as your guide. You can be serious or silly. Perform your conversation for the class. Then your classmates will tell you if they want to come to your party or not.

NOTE: You can look at your conversation before you speak. When you speak, look at your partner.

Shopping list

A: So what else do we need from the store?
B: Let's see. We need a few jars of __________. We should also get a box of __________. Oh, and a couple of bags of __________.

A: Is that it? Anything else?
B: I guess a few cans of __________ would be good.

I almost forgot. What should we do about drinks?
A: How about some bottles (or cans) of __________?
B: Good idea.
A: By the way, I thought we could serve slices of __________. How does that sound?
B: Sure.
Exercise 26. Warm-up. (Chart 11-8)
Read the conversations. Why does Speaker A use *a* or *the*? Discuss what both Speaker A and Speaker B are thinking about.

Conversation 1

A: *A dog* makes a good pet.
B: I agree.

Conversation 2

A: I saw *a dog* in my yard
B: Oh?

Conversation 3

A: Did you feed *the dog*?
B: Yes.
### 11-8 Guidelines for Article Usage

#### TO MAKE A GENERALIZATION

##### Singular Count Nouns: *A/An*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>A dog</em> makes a good pet.</td>
<td>In (a): The speaker is talking about <em>any</em> dog, all dogs in general.</td>
</tr>
<tr>
<td>(b) <em>An apple</em> is red.</td>
<td></td>
</tr>
<tr>
<td>(c) <em>A pencil</em> contains lead.</td>
<td></td>
</tr>
</tbody>
</table>

##### Plural Count Nouns: *Ø*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) <em>Dogs</em> make good pets.</td>
<td>In (d): The speaker is talking about <em>any</em> dog, all dogs in general.</td>
</tr>
<tr>
<td>(e) <em>Apples</em> are red.</td>
<td></td>
</tr>
<tr>
<td>(f) <em>Pencils</em> contain lead.</td>
<td></td>
</tr>
</tbody>
</table>

#### Noncount Nouns: *Ø*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) <em>Fruit</em> is good for you.</td>
<td>In (g): The speaker is talking about <em>any</em> fruit, all fruit in general.</td>
</tr>
<tr>
<td>(h) <em>Coffee</em> contains caffeine.</td>
<td></td>
</tr>
<tr>
<td>(i) I like <em>music</em>.</td>
<td></td>
</tr>
</tbody>
</table>

#### TO TALK ABOUT NON-SPECIFIC PERSON(S) OR THING(S)

##### Singular Count Nouns: *A/An*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(j) <em>I saw</em> a <em>dog</em> in my yard.</td>
<td>In (j): The speaker is saying, &quot;I saw <em>one</em> dog (not two dogs, some dogs, many dogs). <em>It wasn't</em> a specific dog (e.g., your dog, the neighbor's dog, that dog). <em>It was only</em> one dog out of the whole group of animals called dogs.&quot;</td>
</tr>
<tr>
<td>(k) Mary ate an <em>apple</em>.</td>
<td></td>
</tr>
<tr>
<td>(l) <em>I need</em> a <em>pencil</em>.</td>
<td></td>
</tr>
</tbody>
</table>

##### Plural Count Nouns: *Some*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m) <em>I saw</em> some <em>dogs</em> in my yard.</td>
<td>In (m): The speaker is saying, &quot;I saw <em>more than one dog</em>. They weren't specific dogs (e.g., your dogs, the neighbor's dogs, those dogs). <em>The exact number of dogs isn't important</em> (two dogs, five dogs); I'm simply saying that I saw an indefinite number of dogs.&quot;</td>
</tr>
<tr>
<td>(n) Mary bought some <em>apples</em>.</td>
<td></td>
</tr>
<tr>
<td>(o) <em>Bob has</em> some <em>pencils</em> in his pocket.</td>
<td></td>
</tr>
</tbody>
</table>

##### Noncount Nouns: *Some*

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(p) <em>I bought</em> some <em>fruit</em>.</td>
<td>In (p): The speaker is saying, &quot;I <em>bought</em> an indefinite amount of fruit. The exact amount (e.g., two pounds of fruit, four bananas, and two apples) isn't important. And I'm not talking about <em>specific</em> fruit (e.g., that fruit, the fruit in that bowl).&quot;</td>
</tr>
<tr>
<td>(q) Bob drank some <em>coffee</em>.</td>
<td></td>
</tr>
<tr>
<td>(r) <em>Would you like to listen to</em> some <em>music</em>?</td>
<td></td>
</tr>
</tbody>
</table>

See Chart 11-5 for other words that can be used with plural count nouns, such as *several, a few, and a lot of.*

See Chart 11-5 for other words that can be used with noncount nouns, such as *a little and a lot of.*
### 11-8 Guidelines for Article Usage (continued)

**THE SPEAKER AND THE LISTENER ARE THINKING ABOUT THE SAME SPECIFIC PERSON(S) OR THINGS.**

<table>
<thead>
<tr>
<th><strong>Singular Count Nouns: The</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(s) Did you feed <strong>the</strong> dog?</td>
</tr>
<tr>
<td>(t) Kay is in <strong>the</strong> kitchen.</td>
</tr>
<tr>
<td>(u) <strong>The</strong> sun is shining.</td>
</tr>
<tr>
<td>(v) Please close <strong>the</strong> door.</td>
</tr>
<tr>
<td>(w) <strong>The president</strong> is speaking on TV tonight.</td>
</tr>
<tr>
<td>(x) I had a banana and an apple. I gave <strong>the banana</strong> to Mary.</td>
</tr>
<tr>
<td>In (s): The speaker and the listener are thinking about the same specific dog. The listener knows which dog the speaker is talking about: the dog that they own, the dog that they feed every day. There is only one dog that the speaker could possibly be talking about.</td>
</tr>
<tr>
<td>In (x): A speaker uses <strong>the</strong> when she/he mentions a noun the second time.</td>
</tr>
<tr>
<td>First mention: <em>I had a banana...</em></td>
</tr>
<tr>
<td>Second mention: <em>I gave the banana...</em></td>
</tr>
<tr>
<td>In the second mention, the listener now knows which banana the speaker is talking about: the banana the speaker had (not the banana John had, not the banana in that bowl).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural Count Nouns: The</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(y) Did you feed <strong>the</strong> dogs?</td>
</tr>
<tr>
<td>(z) <strong>The</strong> pencils on that desk are Jim's.</td>
</tr>
<tr>
<td>(aa) Please turn off <strong>the</strong> lights.</td>
</tr>
<tr>
<td>(bb) I had some bananas and apples. I gave <strong>the bananas</strong> to Mary.</td>
</tr>
<tr>
<td>In (y): The speaker and the listener are thinking about more than one dog, and they are thinking about the same specific dogs.</td>
</tr>
<tr>
<td>In (bb) <strong>the</strong> is used for second mention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Noncount Nouns: The</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(cc) <strong>The</strong> fruit in this bowl is ripe.</td>
</tr>
<tr>
<td>(dd) I can't hear you. <strong>The music</strong> is too loud.</td>
</tr>
<tr>
<td>(ee) <strong>The</strong> air smells fresh today.</td>
</tr>
<tr>
<td>(ff) I drank some coffee and some milk. <strong>The coffee</strong> was hot.</td>
</tr>
<tr>
<td>When <strong>the</strong> is used with noncount nouns, the speaker knows or can assume the listener is familiar with and thinking about the same specific thing.</td>
</tr>
<tr>
<td>In (ff): <strong>the</strong> is used for second mention.</td>
</tr>
<tr>
<td><strong>NOTE:</strong> <strong>a</strong>, <strong>an</strong>, and <strong>0</strong> are not possible for the situations described in (s) through (ff).</td>
</tr>
</tbody>
</table>
Exercise 27. Looking at grammar. (Chart 11-8)
Read the following conversations and answer the questions that follow.

Conversation 1

A: Dogs make good pets.  
B: I agree.

Conversation 2

A: I saw some dogs in my yard.  
B: Oh?

Conversation 3

A: Did you feed the dogs?  
B: Yes.

1. In which conversation are the speakers thinking about all dogs?
2. In which conversation are the speakers talking about the same dogs?
3. In which conversation are the speakers talking about an indefinite number of dogs?
A: I ate some fruit.
B: Oh?

A: Fruit is good for you.
B: I agree.

A: The fruit in this bowl is ripe.
B: Good.

4. In which conversation are the speakers talking about all fruit?
5. In which conversation are the speakers talking about an indefinite amount of fruit?
6. In which conversation are the speakers thinking about the same fruit?
Exercise 28. Looking at grammar. (Chart 11-8)
Read the conversations and decide whether the speakers would probably use the or a/an.

1. A: What did you do last night?
   B: I went to a party.
   A: Oh? Where was it?

2. A: Did you have a good time at the party last night?
   B: Yes.
   A: So did I. I'm glad that you decided to go with me.

3. A: Do you have a car?
   B: No. But I have a motorcycle.

4. A: Do you need a car today, honey?
   B: Yes. I have a lot of errands to do. Why don't I drive you to work today?
   A: Okay. But be sure to fill the car up with gas sometime today.

5. A: Have you seen my keys?
   B: Yes. They're on the table next to the front door.

6. A: Where's the professor?
   B: She's absent today.

7. A: Is Mr. Jones a graduate student?
   B: No. He's the professor.

8. A: Would you like to go to the zoo this afternoon?
   B: Sure. Why not?

9. A: Does San Diego have the zoo?
   B: Yes. It's world famous.

10. A: Where's Dennis?
    B: He's in the kitchen.

11. A: Do you like your new apartment?
    B: Yes. It has a big kitchen.

12. A: Did you lock the door?
    B: Yes.
    A: Did you check the stove?
    B: Yes.
    A: Did you close all the windows downstairs?
B: Yes.
A: Did you set _______ alarm clock?
B: Yes.
A: Then let's turn out _______ lights.
B: Goodnight, dear.
A: Oh, don’t forget your appointment with _______ doctor tomorrow.
B: Yes, dear. Goodnight.

Exercise 29. Looking at grammar. (Chart 11-8)
Decide if the **boldface** noun is singular, plural, or noncount. Then decide if it has a general or specific meaning.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
<th>Noncount</th>
<th>General</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Birds have feathers.</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. A bird has feathers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A bird eats worms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A worm lives under the ground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Birds and worms need water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The bird is drinking water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The birds are drinking water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The water is on the ground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 30. Looking at grammar. (Chart 11-8)
Complete the sentences with the given nouns. Use **the** for specific statements. Do not use **the** for general statements.

1. flowers
   a. The flowers _______ in that vase are beautiful.
   b. Flowers _______ are beautiful.

2. mountains
   a. _______________ are beautiful.
   b. _______________ in Switzerland are beautiful.

3. water
   a. I don’t want to go swimming today. _______________ is too cold.
   b. _______________ consists of hydrogen and oxygen.

4. information
   a. _______________ in this magazine article is upsetting.
   b. The Internet is a widely used source of _______________.

5. health
   a. _______________ is more important than money.
   b. Doctors are concerned with _______________ of their patients.
6. men a. ___________________ generally have stronger muscles than women.

b. At the party last night, ___________________ sat on one side of the room, and ___________________ sat on the other.

7. problems a. Everyone has ___________________

b. Irene told me about ___________________ she had with her car yesterday.

8. vegetables a. ___________________ we had for dinner last night were overcooked.

b. ___________________ are good for you.

Exercise 31. Reading. (Chart 11-8)
Read the passage. Then cover it with a piece of paper and complete the sentences.

Money

In ancient times, people did not use coins for money. Instead, shells, beads, or salt were used. Around 2,600 years ago, the first metal coins were made. Today most money is made from paper. Of course, many people use plastic credit or debit cards to pay for goods. In the future, maybe we'll use only cards, and paper money won't exist.

1. In ancient times, two forms of money were ___________________.

2. People first made ___________________ 2,600 years ago.

3. Nowadays, paper is used for ___________________.

4. Today people can pay for goods with _________ or _________

5. In the future, _________ may replace _________.

Exercise 32. Looking at grammar. (Chart 11-8)
Complete the sentences with the or O. Capitalize the beginning of sentences as necessary.

1. Ø Butter is a dairy product.

2. Please pass me _______ butter.

3. _______ air is humid today.

4. When I was in Memorial Hospital, _______ nurses were wonderful.

5. I’m studying _______ grammar. I’m also studying _______ vocabulary.

6. _______ trees reduce _______ pollution by cleaning the air.

7. _______ trees in my yard are 200 years old.
Exercise 33. Looking at grammar. (Chart 11-8)

Complete the sentences with a/an, the, or some.

1. I had ___ banana and ___ apple. I gave ___ banana to Mary. I ate ___ apple.

2. I had ______ bananas and ______ apples. I gave ______ bananas to Mary. I ate ______ apples.

3. I forgot to bring my things with me to class yesterday, so I borrowed ______ pen and ______ paper from Joe. I returned ______ pen, but I used ______ paper for my homework.

4. A: What did you do last weekend?
   B: I went on _______ picnic Saturday and saw _______ movie Sunday.
   A: Did you have fun?
   B: _______ picnic was fun, but _______ movie was boring.

5. I bought _______ bag of flour and _______ sugar to make _______ cookies. _______ sugar was okay, but I had to return _______ flour. When I opened it, I found _______ little bugs in it. I took it back to the people at the store and showed them _______ little bugs. They gave me _______ new bag of flour. _______ new bag didn’t have any bugs in it.

Exercise 34. Listening. (Chart 11-8)

Listen to the passage. Then listen again and write a/an, the, or ___. Before you begin, you may want to check your understanding of these words: roof (of your mouth), nerves, blood vessels, avoid.

Ice-Cream Headaches

Have you ever eaten something really cold like ice cream and suddenly gotten ___ headache? This is known as ___ “ice-cream headache.” About 30 percent of the population gets this type of ___ headache. Here is one theory about why ___
ice-cream headaches occur. The roof of your mouth has a lot of nerves. When something cold touches these nerves, they want to warm up your brain. They make your blood vessels swell up (get bigger), and this causes a lot of pain. Ice-cream headaches generally go away after about 30–60 seconds. The best way to avoid these headaches is to keep cold food off the roof of your mouth.

**Exercise 35. Looking at grammar. (Chapter 11-8)**

Write an, the, or 0 in the blanks.

1. I have __________ window in my bedroom. I keep it open at night because I like fresh air. The window is above my bed.

2. Kathy likes to listen to __________ music when she studies.

3. Would you please turn __________ radio down? __________ music is too loud.

4. Last week I read __________ book about __________ life of Indira Gandhi, India’s only female prime minister, who was assassinated in 1984.

5. Let’s go swimming in __________ lake today.

6. __________ water is essential to human life, but don’t drink __________ water in the Flat River. It’ll kill you! __________ pollution in that river is terrible.

7. People can drink __________ fresh water. They can’t drink __________ seawater because it contains __________ salt.

8. Ted, pass __________ salt, please. And __________ pepper. Thanks.

9. A: How did you get here? Did you walk?
   B: No, I took __________ taxi.

10. A: Wow! What a great meal!
    B: I agree. __________ food was excellent — especially __________ fish. And __________ service was exceptionally good. Let’s leave __________ waitress a good tip.

11. A: Kids, get in __________ car, please.
    B: We can’t. __________ doors are locked.
Exercise 36. Warm-up. (Chart 11-9)

Complete the questions with the or Ø.

Would you like to see . . .

1. _____ the Amazon River?
2. Ø _____ Korea?
3. _____ Mexico City?
4. _____ Indian Ocean?
5. _____ Ural Mountains?
6. _____ Australia?
7. _____ Mississippi River?
8. _____ Red Sea?
9. _____ Lake Michigan?
10. _____ Mount Fuji?

11-9 Using The or Ø with Names

(a) We met Ø Mr. Wang.
    I know Ø Doctor Smith.
    Ø President Rice has been in the news.

(b) He lives in Ø Europe.
    Ø Asia is the largest continent.
    Have you ever been to Ø Africa?

(c) He lives in Ø France.
    Ø Brazil is a large country.
    Have you ever been to Ø Thailand?

(d) He lives in the United States.
    The Netherlands is in Europe.
    Have you ever been to the Philippines?

(e) He lives in Ø Paris.
    Ø New York is the largest city in the United States.
    Have you ever been to Ø Istanbul?

(f) The Nile River is long.
    They crossed the Pacific Ocean.
    The Yellow Sea is in Asia.

(g) Chicago is on Ø Lake Michigan.
    Ø Lake Titicaca lies on the border between Peru and Bolivia.

(h) We hiked in the Alps.
    The Andes are in South America.

(i) He climbed Ø Mount Everest.
    Ø Mount Fuji is in Japan.
Exercise 37. Game: trivia. (Chart 11-9)
Work in teams. Complete the sentences with the or 0. Then decide if the statements are true or false. Circle “T” for true and “F” for false. The team with the most correct answers wins.*

1. ______ Moscow is the biggest city ______ Russia. T F
2. ______ Rhine River flows through ______ Germany. T F
3. ______ Vienna is in ______ Australia. T F
4. ______ Yangtze is the longest river in ______ Asia. T F
5. ______ Atlantic Ocean is bigger than ______ Pacific. T F
6. ______ Rocky Mountains are located in ______ Canada and ______ United States. T F
7. ______ Dr. Sigmund Freud is famous for his studies of astronomy. T F
8. ______ Lake Victoria is located in ______ Tanzania. T F
9. Another name for ______ Holland is ______ Netherlands. T F
10. ______ Swiss Alps are the tallest mountains in the world. T F

Exercise 38. Game. (Chart 11-9)
Work in groups. Choose a place in the world. It can be a continent, country, city, sea, river, mountain, etc. Your classmates will try to guess where it is by asking yes/no questions. Limit the number of questions to ten for each place.

Example:
SPEAKER A: (thinking of the Mediterranean Sea)
SPEAKER B: Is it a continent?
SPEAKER A: No.
SPEAKER C: Is it hot?
SPEAKER A: No.
SPEAKER D: Is it big?
SPEAKER A: Yes.
Etc.

Exercise 39. Warm-up. (Chart 11-10)
Complete the sentences with information about yourself.

1. I was born in ______ (continent).
2. I have lived most of my life in ______ (country).
3. This term I am studying ________________________________.
4. Two of my favorite movies are ________________________________ and ________________________________.

*See Trivia Answers, p. 421.
<table>
<thead>
<tr>
<th><strong>11-10 Capitalization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capitalize</strong></td>
</tr>
<tr>
<td>1. The first word of a sentence</td>
</tr>
<tr>
<td>2. The names of people</td>
</tr>
<tr>
<td>3. Titles used with the names of people</td>
</tr>
<tr>
<td>4. Months, days, holidays</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. The names of places:</td>
</tr>
<tr>
<td>city</td>
</tr>
<tr>
<td>state/province</td>
</tr>
<tr>
<td>country</td>
</tr>
<tr>
<td>continent</td>
</tr>
<tr>
<td>ocean</td>
</tr>
<tr>
<td>lake</td>
</tr>
<tr>
<td>river</td>
</tr>
<tr>
<td>desert</td>
</tr>
<tr>
<td>mountain</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>business</td>
</tr>
<tr>
<td>street</td>
</tr>
<tr>
<td>building</td>
</tr>
<tr>
<td>park, zoo</td>
</tr>
<tr>
<td>6. The names of courses</td>
</tr>
<tr>
<td>7. The titles of books, articles, movies</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>8. The names of languages and nationalities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9. The names of religions</td>
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<td></td>
</tr>
</tbody>
</table>
Add capital letters where necessary. Some sentences need no changes.

1. We’re going to have a test next Tuesday.
2. Do you know Richard Smith? He is a professor at this university.
3. I know that Professor Smith teaches at the University of Arizona.
4. Where was your mother born?
5. John is a Catholic. Ali is a Muslim.
6. Anita speaks French. She studied in France for two years.
7. I’m taking a history course this semester.
8. I’m taking Modern European History 101 this semester.
9. We went to Vancouver, British Columbia, for our vacation last summer.
10. Venezuela is a Spanish-speaking country.
11. Canada is in North America.*
12. Canada is north of the United States.
13. The sun rises in the east.
14. The Mississippi River flows south.
15. The Amazon is a river in South America.
16. We went to a zoo. We went to Brookfield Zoo in Chicago.
18. I enjoy studying English grammar.
19. On Valentine’s Day (February 14th), sweethearts give each other presents.
20. I read a book called The Cat and the Mouse in My Aunt’s House.

*When north, south, east, and west refer to the direction on a compass, they are not capitalized: Japan is east of China. When they are part of a geographical name, they are capitalized: Japan is in the Far East.
Part I. Read the passage. Add capital letters as necessary.

Jane Goodall

(1) Do you recognize the name Jane Goodall? Perhaps you know her for her studies of chimpanzees. She became very famous from her work in Tanzania.

(2) Jane Goodall was born in England, and as a child, was fascinated by animals. Her favorite books were *The Jungle Book*, by Rudyard Kipling, and books about Tarzan, a fictional character who was raised by apes.

(3) Her childhood dream was to go to Africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and English literature. She saved every penny until she had enough money for a trip to Africa.

(4) In the spring of 1957, she sailed through the Red Sea and southward down the African coast to Mombasa in Kenya. Her uncle had arranged a job for her in Nairobi with a British company. When she was there, she met Dr. Louis Leakey, a famous anthropologist. Under his guidance, she began her lifelong study of chimpanzees on the eastern shore of Lake Tanganyika.

(5) Jane Goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to watch them closely. Her observations changed forever how we view chimpanzees — and all other animals we share the world with.
**Part II.** Read the passage again and then read these statements. Circle “T” for true and “F” for false.

1. Jane Goodall was interested in animals from an early age.  
   - T  
   - F

2. Her parents paid for her trip to Africa.  
   - T  
   - F

3. She studied animals in zoos as well as chimpanzees in the wild.  
   - T  
   - F

4. Dr. Leakey was helpful to Jane Goodall.  
   - T  
   - F

5. Jane studied chimpanzees with many other people.  
   - T  
   - F

6. Goodall’s work changed how chimpanzees look at the world.  
   - T  
   - F

**Part III.** Read the sample paragraph about the organization called Roots and Shoots. Then write your own paragraph about an organization that is doing something to help people or animals. Focus on correct article usage and capitalization. Note the articles in green in the passage. Follow these steps:

1. Choose an organization you are interested in.
2. Research the organization. Find the organization’s website if possible. Take notes on the information you find. Include information about its history, why it was formed, the person or people who formed it, and its goals.
3. Review Chart 11-10 and check your paragraph for proper capitalization.
4. Edit your paragraph for article use. You may also want to ask another student to read it.

**Example:**

**Roots and Shoots**

Jane Goodall went to Africa to study animals. She spent 40 years observing and studying chimpanzees in Tanzania. As a result of Dr. Goodall’s work, an organization called Roots and Shoots was formed. This organization focuses on work children and teenagers can do to help the local and global community. The idea began in 1991. A group of 16 teenagers met with Dr. Goodall at her home in Dar Es Salaam, Tanzania. They wanted to discuss how to help with a variety of problems, such as pollution, deforestation, the treatment of animals, and the future of wildlife, like Dr. Goodall’s chimpanzees. Dr. Goodall was involved in the meetings, but the teenagers chose the service projects and did the work themselves. The first Roots and Shoots community project was a local one. The group educated villagers about better treatment of chickens at home and in the marketplace. Today, there are tens of thousands of members in almost 100 countries. They work to make their environment and the world a better place through community-service projects.
Exercise 1. Warm-up. (Chart 12-1)
Check (√) the completions that are true for you.

I have a friend who . . .

1. ___ lives near me.
2. ___ is interested in soccer.
3. ___ likes to do exciting things.
4. ___ is studying to be an astronaut.

12-1 Adjective Clauses: Introduction

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adjective Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adjective modifies a noun. Modify means to change a little. An adjective describes or gives information about the noun. (See Chart 6-8, p. 160.)</td>
<td>An adjective clause* modifies a noun. It describes or gives information about a noun.</td>
</tr>
<tr>
<td>An adjective usually comes in front of a noun.</td>
<td>An adjective clause follows a noun.</td>
</tr>
<tr>
<td>(a) I met a 'kind' 'man'.</td>
<td>(c) I met a 'man' who is kind to everybody.</td>
</tr>
<tr>
<td>(b) I met a 'famous' 'man'.</td>
<td>(d) I met a 'man' who is a famous poet.</td>
</tr>
<tr>
<td>(e) I met a 'man' who lives in Chicago.</td>
<td></td>
</tr>
</tbody>
</table>

*GRAMMAR TERMINOLOGY

(1) I met a man = an independent clause; it is a complete sentence.
(2) He lives in Chicago = an independent clause; it is a complete sentence.
(3) who lives in Chicago = a dependent clause; it is not a complete sentence.
(4) I met a man who lives in Chicago = an independent clause + a dependent clause; a complete sentence.

A clause is a structure that has a subject and a verb. There are two kinds of clauses: independent and dependent.
- An independent clause is a main clause and can stand alone as a sentence, as in (1) and (2).
- A dependent clause, as in (3), cannot stand alone as a sentence. It must be connected to an independent clause, as in (4).
Exercise 2. Looking at grammar. (Chart 12-1)
Check (✓) the items that have complete sentences.
1. ___ I know a teenager. She flies airplanes.
2. ___ I know a teenager who flies airplanes.
3. ___ A teenager who flies airplanes.
4. ___ Who flies airplanes.
5. ___ Who flies airplanes?
6. ___ I know a teenager flies airplanes.

Exercise 3. Warm-up. (Chart 12-2)
Complete the sentences with the correct words from the list. Underline the word that follows doctor in each sentence.

<table>
<thead>
<tr>
<th>A dermatologist</th>
<th>An orthopedist</th>
<th>A pediatrician</th>
<th>A surgeon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____________ is a doctor who performs operations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. _____________ is a doctor that treats skin problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. _____________ is a doctor who treats bone injuries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. _____________ is a doctor that treats children.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12-2 Using Who and That in Adjective Clauses to Describe People

(a) The man is friendly.

He lives next to me.

Who lives next to me

In adjective clauses, who and that are used as subject pronouns to describe people.
In (a): He is a subject pronoun. He refers to “the man.”
To make an adjective clause, change he to who.
Who is a subject pronoun. Who refers to “the man.”

(b) The man who lives next to me is friendly.

That is also a subject pronoun and can replace who, as in (d).
The subject pronouns who and that cannot be omitted from an adjective clause.
Incorrect: The woman lives next to me is talkative.

(c) The woman is talkative.

She lives next to me.

That lives next to me

As subject pronouns, both who and that are common in conversation, but who is more common in writing.

(d) The woman that lives next to me is talkative.

In (b) and (d): The adjective clause immediately follows the noun it modifies.
Incorrect: The woman is talkative that lives next to me.
Exercise 4. Looking at grammar. (Chart 12-2)
Circle the two sentences that express the ideas in the given sentence.

1. The librarian who helped me with my research lives near my parents.
   a. The librarian lives near my parents.
   b. I live near my parents.
   c. The librarian helped my parents.
   d. The librarian helped me.

2. The veterinarian that took care of my daughter’s goat was very gentle.
   a. The veterinarian took care of my goat.
   b. The goat was gentle.
   c. The veterinarian treated my daughter’s goat.
   d. The veterinarian was gentle.

Exercise 5. Looking at grammar. (Charts 12-1 and 12-2)
Underline each adjective clause. Draw an arrow to the noun it modifies.

1. The hotel clerk who gave us our room keys speaks several languages.

2. The manager that hired me has less experience than I do.

3. I like the manager that works in the office next to mine.

4. My mother is a person who wakes up every morning with a positive attitude.

5. A person who wakes up with a positive attitude every day is lucky.

Exercise 6. Looking at grammar. (Charts 12-1 and 12-2)
Change the b. sentences to adjective clauses. Combine each pair of sentences with who or that.

Example: a. Do you know the people? b. They live in the house on the corner.
        → Do you know the people who (or that) live in the white house?

1. a. The police officer was friendly. b. She gave me directions.

2. a. The waiter was slow. b. He served us dinner.

3. a. I talked to the women. b. They walked into my office.

4. a. The man talked a lot. b. He sat next to me on the plane.

5. a. The people have three cars. b. They live next to me.

Exercise 7. Looking at grammar. (Charts 12-1 and 12-2)
Add who or that as necessary.

1. I liked the people who sat next to us at the soccer game.

2. The man answered the phone who was polite.
3. People paint houses for a living are called house painters.

4. I'm uncomfortable around married couples argue all the time.

5. While I was waiting at the bus stop, I stood next to an elderly man started a conversation with me about my school.

Exercise 8. Let's talk. (Charts 12-1 and 12-2)
Work in pairs or small groups. Complete the sentences. Make true statements. Share some of your sentences with the class.

1. I know a man/woman who . . .
2. I have a friend who . . .
3. I like athletes who . . .
4. Workers who . . . are brave.
5. People who . . . make me laugh.
6. Doctors who . . . are admirable.

Exercise 9. Warm-up. (Chart 12-3)
Complete the sentences with your own words.

1. The teacher that I had for first grade was ____________________
2. The first English teacher I had was ____________________
3. The first English teacher who I had wasn’t ____________________

12.3 Using Object Pronouns in Adjective Clauses to Describe People

In adjective clauses, pronouns are used as the object of a verb to describe people.

In (a): him is an object pronoun. Him refers to "the man."

One way to make an adjective clause is to change him to that. That is the object pronoun. That refers to "the man."

That comes at the beginning of an adjective clause.

An object pronoun can be omitted from an adjective clause, as in (c).

Him can also be changed to who or whom, as in (e) and (f).

As an object pronoun, that is more common than who in speaking. Ø is the most common choice for both speaking and writing.

Whom is generally used only in very formal writing.
Exercise 10. Looking at grammar. (Charts 12-2 and 12-3)
Check (✓) the sentences that have object pronouns.

1. ✓ The children who we invited to the party are from the neighborhood.
2. ___ The children that we invited to the party were excited to come.
3. ___ The children whom we invited to the party had a good time.
4. ___ The children who live next door are a lot of fun.
5. ___ Marie and Luis Escobar still keep in touch with many of the students that they met in their English class five years ago.
6. ___ People who listen to loud music on earphones can suffer gradual hearing loss.
7. ___ I know a couple who sailed around the world.
8. ___ The couple whom we had over for dinner sailed around the world.

Exercise 11. Looking at grammar. (Charts 12-2 and 12-3)
Circle all the correct completions.

1. The woman ___ was interesting.
   a. that I met last night  c. who I met last night
   b. I met last night      d. whom I met last night
2. The man ___ was fast.
   a. that painted our house c. who painted our house
   b. painted our house      d. whom painted
3. The people ___ live on Elm Street.
   a. that Nadia is visiting c. who Nadia is visiting
   b. Nadia is visiting      d. whom Nadia is visiting
4. The students ___ missed the quiz.
   a. that came to class late c. who came to class late
   b. came to class late      d. whom came to class late

Exercise 12. Looking at grammar. (Chart 12-3)
Combine each pair of sentences with that, who, or whom. Underline the object pronouns in the b. sentences and change the sentences to adjective clauses.

Example: a. A woman asked me for my phone number  b. I didn’t know her.
          → A woman that/whom I didn’t know asked me for my phone number.

1. a. The couple was two hours late.  b. I invited them for dinner.
2. a. The man snored the entire flight. b. I sat next to him on the plane.
3. a. The man tried to shoplift some groceries. b. The police arrested him.
4. a. The chef is very experienced.  b. The company hired her.
Exercise 13. Let’s talk: pairwork. (Charts 12-2 and 12-3)
Work with a partner. Take turns making adjective clauses by combining the given sentences with the main sentence.

Main sentence: The man was helpful.

1. He gave me directions. → The man who/that gave me directions was helpful.
2. He answered my question.
3. I called him.
4. You recommended him.
5. He is the owner.
6. You invited him to the party.
7. He was walking with his kids.
8. I saw him in the waiting room.
9. He sold us our museum tickets.
10. He gave us a discount.

Exercise 14. Looking at grammar. (Charts 12-2 and 12-3)
Complete the sentences with that, who, or whom. Write all the possible completions.

1. The man __________________ married my mother is now my stepfather.
2. The man __________________ my mother married is now my stepfather.
3. Do you know the boy __________________ is talking to Anita?
4. I’ve become good friends with several of the people __________________ I met in my English class last year.
5. A woman __________________ I saw in the park was holding several balloons.
6. The woman __________________ was holding several balloons was entertaining some children.

Exercise 15. Warm-up. (Chart 12-4)
Read the paragraph about James and then check (√) the sentences that you agree with. What do you notice about the adjective clauses in green?

James is looking for a pet. He is single and a little lonely. He isn’t sure what kind of pet would be best for him. He lives on a large piece of property in the country. He is gone during the day from 8:00 A.M. to 5:00 P.M. but is home on weekends. He travels about two months a year but has neighbors that can take care of a pet, as long as it isn’t too big. What kind of pet should he get?

1. √ He should get a pet that likes to run and be outside, like a dog.
2. √ He needs to get a pet which is easy to take care of, like a fish or turtle.
3. √ He should get an animal that he can leave alone for a few days, like a horse.
4. √ He needs to get an animal his neighbors will like.
## 12-4 Using Pronouns in Adjective Clauses to Describe Things

<table>
<thead>
<tr>
<th>(a) The river is polluted.</th>
<th>(b) The river <em>that</em> flows through the town is polluted.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td><strong>V</strong></td>
</tr>
<tr>
<td><em>it</em></td>
<td><em>flows through the town</em></td>
</tr>
<tr>
<td><strong>that</strong></td>
<td></td>
</tr>
<tr>
<td><strong>which</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c) The river <em>which</em> flows through the town is polluted.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><em>which</em></td>
</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>(d) The books were expensive. I bought them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td><em>books</em></td>
</tr>
<tr>
<td><em>that</em></td>
</tr>
<tr>
<td><em>which</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(e) The books <em>that</em> I bought were expensive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td><em>books</em></td>
</tr>
<tr>
<td><em>I bought</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(f) The books <em>which</em> I bought were expensive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td><em>books</em></td>
</tr>
<tr>
<td><em>I bought</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(g) The books <em>I bought</em> were expensive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td><em>books</em></td>
</tr>
</tbody>
</table>

---

### Exercise 16. Looking at grammar. (Chart 12-4)

Underline each adjective clause. Draw an arrow to the noun it modifies.

1. I lost the scarf that I borrowed from my roommate.
2. The food we ate at the sidewalk café was delicious.
3. The bus that I take to school every morning is usually very crowded.
4. Pizza which is sold by the slice is a popular lunch in many cities throughout the world.
5. Piranhas are dangerous fish that can tear the flesh off an animal as large as a horse in a few minutes.
Exercise 17. Looking at grammar. (Chart 12-4)
Combine each pair of sentences into one sentence. Give all possible forms.

1. a. The pill made me sleepy.  
   → The pill that I took made me sleepy.  
   → The pill I took made me sleepy.  
   → The pill which I took made me sleepy.

2. a. The soup was too salty.  
   b. I had it for lunch.

3. a. I have a class.  
    b. It begins at 8:00 A.M.

4. a. The information helped me a lot.  
    b. I found it on the Internet.

5. a. My daughter asked me a question.  
    b. I couldn’t answer it.

6. a. Where can I catch the bus?  
    b. It goes downtown.

Exercise 18. Looking at grammar. (Charts 12-3 and 12-4)
Cross out the incorrect pronouns in the adjective clauses.

1. The books I bought them-at the bookstore were expensive.
2. I like the shirt you wore it to class yesterday.
3. Amanda Jones is a person I would like you to meet her.
4. The apartment we wanted to rent it had two bedrooms.
5. My wife and I are really enjoying the TV set that we bought it for our anniversary.
6. The woman you met her at Aunt Barbara’s house is an Olympic athlete.
7. Ayako has a cat that it likes to catch mice.
8. The mice that Ayako’s cat catches them live in the basement.

Exercise 19. Looking at grammar. (Charts 12-2 → 12-4)
Write all the pronouns that can be used to connect the adjective clauses to the main clauses: 
that, who, which, or whom. If the pronoun can be omitted, use O.

Example: The manager who fired Tom is a difficult person to work for.

1. The box that I mailed to my sister was heavy.

2. The people who sat in the stadium cheered for the home team.
3. The calendar in Paul's office has pictures of his kids.

4. The teenagers returned the wallet they found on the sidewalk.

5. The people my brother called didn't answer their phone.

6. The tree branch was lying in the street caused problems for drivers.

Exercise 20. Listening. (Charts 12-2 → 12-4)

Listen to the sentences. They all have adjective clauses. Circle the words you hear. If there is no subject or object pronoun, choose Ø. NOTE: In spoken English, that often sounds like “thut.”

My mother's hospital stay

Example: You will hear: The doctor who treated my mother was very knowledgeable.
You will choose: who that which whom Ø

1. who that which whom Ø
2. who that which whom Ø
3. who that which whom Ø
4. who that which whom Ø
5. who that which whom Ø
6. who that which whom Ø
7. who that which whom Ø
8. who that which whom Ø

Exercise 21. Let's talk. (Charts 12-1 → 12-4)

Answer the questions in complete sentences. Use any appropriate pattern of adjective clause. Use the with the noun that is modified by the adjective clause.

1. • One phone wasn't ringing.
   • The other phone was ringing.
   QUESTIONS: Which phone did Hasan answer? Which phone didn't he answer?
   → Hasan answered the phone that was ringing.
   → He didn't answer the phone that wasn't ringing.

2. • One student raised her hand in class.
   • Another student sat quietly in his seat.
   QUESTIONS: Which student asked the teacher a question? Which one didn't?
3. • One girl won the bike race.
  • The other girl lost the bike race.
  QUESTIONS: Which girl is happy? Which girl isn’t happy?

4. • We ate some food from our garden.
  • We ate some food at a restaurant.
  QUESTIONS: Which food was expensive? Which food wasn’t expensive?

5. • One man was sleeping.
  • Another man was listening to the radio.
  QUESTIONS: Which man heard the special report about the earthquake in China? Which one didn’t?

6. • One person bought a small car.
  • Another person bought a large car.
  QUESTIONS: Which person probably spent more money than the other?

Exercise 22. Game. (Charts 12-3 and 12-4)
Work in teams. Complete each phrase in Column A with the correct phrase in Column B by using that or who. Check your dictionary if necessary. The team that finishes first and has the most grammatically correct sentences wins.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A hammer is a tool . . . . that is used to pound nails.</td>
<td>a. She/He leaves society and lives completely alone.</td>
</tr>
<tr>
<td>2. A comedian is someone . . . .</td>
<td>b. He/She tells jokes.</td>
</tr>
<tr>
<td>3. An obstetrician is a doctor . . . .</td>
<td>c. It forms when water boils.</td>
</tr>
<tr>
<td>4. Plastic is a chemical material . . . .</td>
<td>d. It is square at the bottom and has four sides that come together in a point at the top.</td>
</tr>
<tr>
<td>5. An architect is someone . . . .</td>
<td>e. She/He designs buildings.</td>
</tr>
<tr>
<td>6. A puzzle is a problem . . . .</td>
<td>f. He/She delivers babies.</td>
</tr>
<tr>
<td>7. A carnivore is an animal . . . .</td>
<td>g. It is used to pound nails.</td>
</tr>
<tr>
<td>8. Steam is a gas . . . .</td>
<td>h. It can be shaped and hardened to form many useful things.</td>
</tr>
<tr>
<td>9. A turtle is an animal . . . .</td>
<td>i. It can be difficult to solve.</td>
</tr>
<tr>
<td>10. A hermit is a person . . . .</td>
<td>j. It eats meat.</td>
</tr>
<tr>
<td>11. A pyramid is a structure . . . .</td>
<td>k. It has a hard shell and can live in water or on land.</td>
</tr>
</tbody>
</table>

Exercise 23. Warm-up. (Chart 12-5)
Read the sentences. What do you notice about the verbs in green and the nouns that precede them?

1. I have a friend who is vegetarian. He doesn’t eat any meat.
2. I have friends who are vegetarian. They don’t eat any meat.
12-5 Singular and Plural Verbs in Adjective Clauses

(a) I know the man who is sitting over there.  In (a): The verb in the adjective clause (is) is singular because who refers to a singular noun, man.

(b) I know the people who are sitting over there. In (b): The verb in the adjective clause (are) is plural because who refers to a plural noun, people.

Exercise 24. Looking at grammar. (Chart 12-5)
Circle the correct word in parentheses. Underline the noun that determines whether the verb should be singular or plural.

1. A saw is a tool that (is, are) used to cut wood.
2. Shovels are tools that (is, are) used to dig holes.
3. I recently met a woman that (live, lives) in Montreal.
4. Most people that (live, lives) in Montreal speak French as their first language.
5. I have a cousin who (works, work) as a coal miner.
6. Some coal miners that (works, work) underground suffer from lung disease.
7. A professional athlete who (play, plays) tennis is called a tennis pro.
8. Professional athletes who (play, plays) tennis for a living can make a lot of money.
9. Biographies are books which (tells, tell) the stories of people’s lives.
10. A book that (tells, tell) the story of a person’s life is called a biography.
11. I talked to the men who (was, were) sitting near me.
12. The woman that (was, were) sitting next to me at the movie was texting on her cell phone.
Exercise 25. Warm-up. (Chart 12-6)
Complete the sentences with your own words.

1. A person that I recently spoke to was _____________________________.
2. A person whom I recently spoke to wasn’t _____________________________.
3. The room which we are sitting in is _____________________________.
4. The room we are sitting in has _____________________________.
5. The room in which we are sitting doesn’t have _____________________________.

12-6 Using Prepositions in Adjective Clauses

PREP OBJ

(a) The man was nice. I talked to him.
   OBJ PREP
   that I talked to
   was nice.
   was nice.

(b) The man was nice. I talked to whom I talked to.

(c) The man was nice. I talked to whom I talked to.

(d) The man was nice. I talked to whom I talked to.

(e) The man was nice. I talked to whom I talked to.

That, whom, and which can be used as the object (OBJ) of a preposition (PREP) in an adjective clause.

REMINDER: An object pronoun can be omitted from an adjective clause, as in (c) and (h).

In very formal English, a preposition comes at the beginning of an adjective clause, followed by either whom or which, as in (e) and (j). This is not common in spoken English.

NOTE: In (e) and (j), that or who cannot be used, and the pronoun CANNOT be omitted.

(b), (c), (d), and (e) have the same meaning.

(g), (h), (i), and (j) have the same meaning.

Exercise 26. Looking at grammar. (Chart 12-6)
Change the b. sentences to adjective clauses. Combine each pair of sentences. Give all the possible forms of these clauses and underline them.

1. a. The movie was funny.  
   → The movie that we went to was funny.
   → The movie whom we went to was funny.
   → The movie which we went to was funny.
   → The movie to which we went was funny.

   b. We went to it.

2. a. The man is over there.
   → The man about whom I talked was nice.
   → The man about whom I talked is nice.
   → The man about whom I talked is nice.
   → The man about whom I talked is nice.

   b. I told you about him.
3. a. The woman pays me a fair salary. b. I work for her.

4. a. Alicia likes the family. b. She is living with them.

5. a. The picture is beautiful. b. Tom is looking at it.

6. a. I enjoyed the music. b. We listened to it after dinner.

Exercise 27. Looking at grammar. (Chart 12-6)

Complete the sentences with appropriate prepositions.* Draw brackets around the adjective clauses.

1. I spoke to a person. The person [I spoke to ] was friendly.

2. We went to a movie. The movie we went to was very good.

3. We stayed at a motel. The motel we stayed at was clean and comfortable.

4. We listened to a new CD. I enjoyed the new CD we listened to.

5. Sally was waiting for a person. The person Sally was waiting for never came.

6. I talked to a man. The man whom I talked to was helpful.

7. I never found the book that I was looking for.

8. The interviewer wanted to know the name of the college I had graduated from.

9. Oscar likes the Canadian family whom he is staying with.

10. The man who is staring at us looks unfriendly.

11. My sister and I have the same ideas about almost everything. She is the one person whom I almost always agree with.

12. What’s the name of the person you introduced me to at the restaurant last night? I’ve already forgotten.

13. My father is someone I’ve always been able to depend on when I need advice or help.

14. The person you waved to is waving back at you.

15. Your building supervisor is the person whom you should complain if you have any problems with your apartment.

*See Appendix 2 for a list of preposition combinations.
Exercise 28. Listening. (Charts 12-1 → 12-6)

Listen to the sentences and choose all the true statements.

Example: You will hear: The university I want to attend is in New York.
You will choose: a. I want to go to a university.
                 b. I live in New York.
                 c. The university is in New York.

1. a. The plane is leaving Denver.
     b. I'm taking a plane.
     c. The plane leaves at 7:00 A.M.

2. a. Stores are expensive.
     b. Good vegetables are always expensive.
     c. The best vegetables are at an expensive store.

3. a. My husband made eggs.
     b. My husband made breakfast.
     c. The eggs were cold.

4. a. I sent an email.
     b. Someone wanted my bank account number.
     c. An email had my bank account number.

5. a. The hotel clerk called my wife.
     b. The speaker spoke with the hotel clerk.
     c. The hotel room is going to have a view.

Exercise 29. Reading and grammar. (Charts 12-1 → 12-6)

Part I. Answer the questions and then read the passage. Write the nouns that the pronouns refer to.

Have you ever visited or lived in another country?
What differences did you notice?
What customs did you like? What customs seemed strange to you?

An Exchange Student in Ecuador

Hiroki is from Japan. When he was sixteen, he spent four months in South America. He stayed with a family who lived near Quito, Ecuador. Their way of life was very different from his. At first, many things that they did and said seemed strange to Hiroki: their eating customs, political views, ways of showing feelings, work habits, sense of humor, and more. He felt homesick for people who were more similar to him in their customs and habits.

As time went on, Hiroki began to appreciate* the way of life that his host family had. Many activities which he did with them began to feel natural, and he developed a strong

*appreciate = to understand a situation more completely
friendship with them. At the beginning of his stay in Ecuador, he had noticed only the customs
and habits that were different between his host family and himself. At the end, he appreciated
the many things which they also had in common.

1. who ___________________
2. that ___________________
3. who ___________________
4. that ___________________
5. which ___________________
6. that ___________________
7. which ___________________

Part II. Complete the sentences with information from the passage.

1. One thing that Hiroki found strange _____________________________________________.
2. At first, he wanted to be with people _____________________________________________.
3. After a while, he began to better understand _________________________________________.
4. At the end of his stay, he saw many things _________________________________________.

Exercise 30. Warm-up. (Chart 12-7)

Check (✓) all the sentences that are true about the given statement.

We spoke with someone whose house burned down.

1. ___ Our house burned down.
2. ___ Another person’s house burned down.
3. ___ Someone told us our house burned down.
4. ___ Someone told us their house burned down.
5. ___ Someone burned down their house.
### 12-7 Using *Whose* in Adjective Clauses

<table>
<thead>
<tr>
<th>(a) The man called the police. <strong>His car</strong> was stolen.</th>
<th><em>Whose</em> shows possession. In (a): <em>His car</em> can be changed to <em>whose car</em> to make an adjective clause. In (b): <em>whose car was stolen</em> = an adjective clause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) The man <em>whose car</em> was stolen called the police.</td>
<td></td>
</tr>
<tr>
<td>(c) I know a girl. <strong>Her brother</strong> is a movie star.</td>
<td>In (c): <em>Her brother</em> can be changed to <em>whose brother</em> to make an adjective clause.</td>
</tr>
<tr>
<td>(d) I know a girl <em>whose brother</em> is a movie star.</td>
<td></td>
</tr>
<tr>
<td>(e) The people were friendly. We bought <strong>their house</strong>.</td>
<td>In (e): <em>Their house</em> can be changed to <em>whose house</em> to make an adjective clause.</td>
</tr>
<tr>
<td>(f) The people <em>whose house</em> we bought were friendly.</td>
<td></td>
</tr>
</tbody>
</table>

*Whose* and *who's* have the same pronunciation but NOT the same meaning.

**Who's** = *who is*: Who's (Who is) your teacher?

### Exercise 31. Looking at grammar. (Chart 12-7)

Combine each pair of sentences. Follow these steps:
1. Underline the possessive adjective in sentence b.
2. Draw an arrow to the noun it refers to in sentence a.
3. Replace the possessive adjective with *whose*.
4. Place *whose* + the noun (that follows) after the noun you drew an arrow to (in Step 2).
5. Complete the *whose* phrase by using the rest of the words from sentence b., and make one sentence.

**Examples:**

- a. The woman is taking some time off from work.  
  b. Her baby is sick.  
  → The woman *whose baby is sick* is taking some time off from work.

- a. The man said there isn’t a lot of damage.  
  b. You hit his car.  
  → The man *whose car you hit* said there isn’t a lot of damage.

1. a. The C.E.O.* is resigning.  
   b. His company lost money.

2. a. Let me introduce you to the woman.  
   b. Her company is hiring right now.

3. a. I talked to the couple.  
   b. Their house was burglarized.

4. a. The child is fine.  
   b. You stepped on her foot.

5. a. The man is on the phone.  
   b. You found his cell phone.

*C.E.O. = chief executive officer or head of a company*
Exercise 32. Let's talk: pairwork. (Chart 12-7)

Work with a partner. Take turns changing the b. sentences to adjective clauses by combining each pair of sentences with *whose*.

SITUATION: You and your friend are at a party. You are telling your friend about the people at the party.

1. a. There is the man. b. His car was stolen.
   → There is the man whose car was stolen.

2. a. There is the woman. b. Her husband writes movie scripts.

3. a. Over there is the man. b. His daughter is in my English class.

4. a. Over there is the woman. b. You met her sister yesterday.

5. a. There is the professor. b. I'm taking her course.

6. a. That is the man. b. His daughter is a newscaster.

7. a. That is the girl. b. I taught her brother.

8. a. There is the boy. b. His mother is a famous musician.

Exercise 33. Listening. (Chart 12-7)

Listen to the sentences and choose the words you hear: *who's* or *whose*.

Example: You will hear: The neighbor who's selling her house is moving overseas.

You will choose: who's whose

1. who's whose
2. who's whose
3. who's whose
4. who's whose
5. who's whose
6. who's whose
Exercise 34. Looking at grammar. (Chapter 12)

Work in small groups. Change a. through f. to adjective clauses. Take turns completing each sentence.

1. The man _______ is an undercover police officer.
   a. His car was stolen.  
   b. He invited us to his party.
   c. His son broke our car window.  
   d. His dog barks all night.  
   e. He is standing out in the rain.  
   f. His wife is an actress.

→ The man whose car was stolen 
   is an undercover police officer.

2. The nurse _______ is leaving for a trip across the Sahara Desert.
   a. Her picture was in the paper.  
   b. Her father climbed Mount Everest.  
   c. She helped me when I cut myself.  
   d. She works for Dr. Lang.  
   e. I found her purse.  
   f. I worked with her father.

The nurse whose picture was in the paper is leaving for a trip across the Sahara Desert.

3. The book _______ is very valuable.
   a. Its pages are torn.  
   b. It’s on the table.  
   c. Sam lost it.  
   d. Its cover is missing.  
   e. I gave it to you.  
   f. I found.

The book whose pages are torn is very valuable.

Exercise 35. Looking at grammar. (Chapter 12)

Complete the sentences with all the correct answers. Use who, that, wh, which, whose, or whom.

1. The people ___________ moved into town are Italian.

2. The lamp ___________ I bought downtown is beautiful but quite expensive.

3. Everyone ___________ came to the audition got a part in the play.

4. Ms. Rice is the teacher ___________ class I enjoy most.

5. The man ___________ I found in the doorway had collapsed from heat exhaustion.

6. I like the people with ___________ I work.

7. I have a friend ___________ father is a famous artist.

8. The camera ___________ I bought takes very sharp pictures.

9. Students ___________ have part-time jobs have to budget their time very carefully.

10. Flying squirrels ___________ live in tropical rain forests stay in the trees their entire lives without ever touching the ground.

11. The people ___________ car I dented were a little upset.

12. The person to ___________ you should send your application is the Director of Admissions.

13. Monkeys will eat almost anything ___________ they can find.

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Exercise 36. Listening. (Chapter 12)

Listen to the conversation. Complete the sentences with *that, which, whose,* or *.*

**Friendly advice**

A: A magazine I saw at the doctor’s office had an article you ought to read. It’s about the importance of exercise in dealing with stress.

B: Why do you think I should read an article deals with exercise and stress?

A: If you stop and think for a minute, you can answer that question yourself. You’re under a lot of stress, and you don’t get any exercise.

B: The stress I have at work doesn’t bother me. It’s just a normal part of my job. And I don’t have time to exercise.

A: Well, you should make time. Anyone job is as stressful as yours should make physical exercise part of their daily routine.

Exercise 37. Looking at grammar. (Chapter 12)

Complete the sentences by making adjective clauses from the statements in the list. Omit the object pronoun from the adjective clauses if possible.

1. The color of paint, James chose for his bedroom walls, was an unusual shade of blue.

2. The man called an ambulance.

3. My back hurts today. The mattress was too soft.

4. A volcano killed six people and damaged large areas of crops.

5. Doctors and nurses are some of the best-trained medical personnel in the world.
6. Originally, chickens were wild birds. At some point in time, humans learned how to raise them for food.

7. In prehistoric times, there was a dinosaur.

Exercise 38. Let's talk: interview. (Chapter 12)
Interview your classmates. Ask two classmates each question. Share their responses with the class and see which answers are the most popular.

1. What is a dessert that you like? → A dessert that I like is ice cream.
2. What are some of the cities in the world you would like to visit?
3. What is one of the programs which you like to watch on TV?
4. What is one subject that you would like to know more about?
5. What are some sports you enjoy playing? watching on TV?
6. What is one of the best movies that you've ever seen?
7. What is one of the hardest classes you've ever taken?
8. Who is one of the people that you admire most in the world?

Exercise 39. Game. (Chapter 12)
Work in teams. Answer each question with sentences that have adjective clauses. The team that has the most grammatically correct answers wins.

Example: What are the qualities of a good friend?
→ A good friend is someone who you can depend on in times of trouble.
→ A good friend is a person who accepts you as you are.
→ A good friend is someone you can trust with secrets.
→ Etc.

1. What is your idea of the ideal roommate?
2. What are the qualities of a good neighbor?
3. What kind of people make good parents?
4. What are the qualities of a good boss and a bad boss?
5. What is your idea of the ideal school?

Exercise 40. Check your knowledge. (Chapter 12)
Edit the sentences. Correct the mistakes in adjective clauses.

1. The book that I bought it at the bookstore was very expensive.
2. The woman was nice that I met yesterday.
3. I met a woman who her husband is a famous lawyer.
4. Do you know the people who lives in that house?
5. The professor teaches Chemistry 101 is very good.

6. The people who I painted their house want me to do other work for them.

7. The people who I met them at the party last night were interesting.

8. I enjoyed the music that we listened it.

9. The apple tree is producing fruit that we planted it last year.

10. Before I came here, I didn’t have the opportunity to speak to people who their native language is English.

11. One thing I need to get a new alarm clock.

12. The people who was waiting to buy tickets for the game they were happy because their team had made it to the championship.

Exercise 41. Reading and writing. (Chapter 12)

Part I. Read the passage and underline the adjective clauses.

My Friend’s Vegan Diet

I have a friend who is a vegan. As you may know, a vegan is a person who eats no animal products. When I first met him, I didn’t understand the vegan diet. I thought vegan was another name for vegetarian, except that vegans didn’t eat eggs. I soon found out I was wrong. The first time I cooked dinner for him, I made a vegetable dish which had a lot of cheese. Since cheese comes from cows, it’s not vegan, so he had to scrape it off. I also served him bread that had milk in it and a dessert that was made with ice cream. Unfortunately, there wasn’t much that he could eat that night. In the beginning, I had trouble thinking of meals which we could both enjoy. But he is a wonderful cook and showed me how to create delicious vegan meals. I don’t know if I’ll ever become a complete vegan, but I’ve learned a lot about the vegan diet and the delicious possibilities it has.

Part II. Write a paragraph about someone you know and something interesting or unusual about his/her life. Try to use a few adjective clauses in your paragraph.

Sample beginnings:

I have a friend who . . . .
I know a person who . . . .
I’ve heard of a movie star who . . . .
Exercise 1. Warm-up. (Chart 13-1)
Check (√) all the completions that are true for you.

I enjoy...
1. __ traveling.
2. __ shopping for clothes.
3. __ playing sports.
4. __ watching TV commercials.
5. __ surfing the Internet.
6. __ learning about ancient history.

13-1 Verb + Gerund

<table>
<thead>
<tr>
<th>VERB</th>
<th>GERUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I enjoy walking in the park.</td>
</tr>
</tbody>
</table>

Common Verbs Followed by Gerunds

<table>
<thead>
<tr>
<th>Verb</th>
<th>Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td>I enjoy working in my garden.</td>
</tr>
<tr>
<td>finish</td>
<td>Ann finished studying at midnight.</td>
</tr>
<tr>
<td>quit</td>
<td>David quit smoking.</td>
</tr>
<tr>
<td>mind</td>
<td>Would you mind opening the window?</td>
</tr>
<tr>
<td>postpone</td>
<td>I postponed doing my homework.</td>
</tr>
<tr>
<td>put off</td>
<td>I put off doing my homework.</td>
</tr>
<tr>
<td>keep (on)</td>
<td>Keep (on) working. Don’t stop.</td>
</tr>
<tr>
<td>consider</td>
<td>I’m considering going to Hawaii.</td>
</tr>
<tr>
<td>think about</td>
<td>I’m thinking about going to Hawaii.</td>
</tr>
<tr>
<td>discuss</td>
<td>They discussed getting a new car.</td>
</tr>
<tr>
<td>talk about</td>
<td>They talked about getting a new car.</td>
</tr>
<tr>
<td>(m)</td>
<td>I considered not going to class.</td>
</tr>
</tbody>
</table>

A gerund is the -ing form of a verb. It is used as a noun.
In (a): walking is a gerund. It is used as the object of the verb enjoy.

The verbs in the list are followed by gerunds. The list also contains phrasal verbs (e.g., put off) that are followed by gerunds.

The verbs in the list are NOT followed by to + the simple form of a verb (an infinitive).

INCORRECT: I enjoy to walk in the park.
INCORRECT: Bob finished to study.
INCORRECT: I’m thinking to go to Hawaii.

See Chart 2-2, p. 29, for the spelling of -ing verb forms.

Exercise 2. Looking at grammar. (Chart 13-1)
Complete each sentence with the correct form of a verb from the list.

- clean
- close
- eat
- hand in
- hire
- pay
- sleep
- smoke
- work
1. The Boyds own a bakery. They work seven days a week and they are very tired. They are thinking about . . .
   a. ____________ fewer hours a day.
   b. ____________ their shop for a few weeks and going on vacation.
   c. ____________ more workers for their shop.

2. Joseph wants to live a healthier life. He made several New Year's resolutions. For example, he has quit . . .
   a. ____________ cigars
   b. ____________ high-fat foods.
   c. ____________ until noon on weekends.

3. Martina is a procrastinator.* She puts off . . .
   a. ____________ her bills.
   b. ____________ her assignments to her teacher.
   c. ____________ her apartment.

Exercise 3. Looking at grammar. (Chart 13-1)

Complete each sentence with a gerund.

1. We discussed _____________ to the ocean for our vacation.
2. The Porters' car is too small for their growing family. They're considering _____________ a bigger one.
3. When Martha finished _____________ the floor, she dusted the furniture.
4. Beth doesn't like her job. She's talking about _____________ a different job.
5. A: Are you listening to me?
   B: Yes. Keep _____________. I'm listening.
6. A: Do you want to take a break?
   B: No. I'm not tired yet. Let's keep on _____________ for another hour or so.
7. A: Would you mind _____________ the window?
   B: No problem. I'm too hot too.

Exercise 4. Listening. (Chart 13-1)

Complete each conversation with the words you hear. NOTE: There is a gerund in each completion.

Example: You will hear: A: I enjoy watching sports on TV, especially soccer.
               B: Me too.
               You will write: _____________

1. A: When you _____________ your homework, could you help me in the kitchen?
   B: Sure.

*procrastinator = someone who postpones or delays doing things
2. A: Do you have any plans for this weekend?
   B: Henry and I _____________ the dinosaur exhibit at the museum.

3. A: I didn’t understand the answer. ___________________________ it?
   B: I’d be happy to.

4. A: I’m _____________________________ the meeting tomorrow.
   B: Really? Why? I hope you go. We need your input.

5. A: I’ve been working on this math problem for the last half hour, and I still don’t understand it.
   B: Well, don’t give up. ____________________________

Exercise 5. Warm-up. (Chart 13-2)
Complete the sentence using the activities in the pictures. Share your answers with a classmate. Your classmate will report a few of your answers to the class.

When I’m on vacation, I like/don’t like to go ___ ing.

Go + -ing

| (a) Did you go shopping yesterday? | Go is followed by a gerund in certain idiomatic expressions about activities. |
| (b) I went swimming last week.     | NOTE: There is no to between go and the gerund.                          |
| (c) Bob hasn’t gone fishing in years. | INCORRECT: Did you go to shopping?                                       |

Common Expressions with go + -ing

<table>
<thead>
<tr>
<th>go boating</th>
<th>go dancing</th>
<th>go jogging</th>
<th>go (window) shopping</th>
<th>go (water) skiing</th>
</tr>
</thead>
<tbody>
<tr>
<td>go bowling</td>
<td>go fishing</td>
<td>go running</td>
<td>go sightseeing</td>
<td>go skydiving</td>
</tr>
<tr>
<td>go camping</td>
<td>go hiking</td>
<td>go sailing</td>
<td>go (ice) skating</td>
<td>go swimming</td>
</tr>
</tbody>
</table>
Exercise 6. Let’s talk: pairwork. (Chart 13-2)
Work with a partner. Take turns asking and answering questions. Use the expressions with *go* + *-ing* listed in Chart 13-2.

1. Patricia often goes to the beach. She spends hours in the water. What does she like to do? → *She likes to go swimming.*
2. Nancy and Frank like to spend the whole day on a lake with poles in their hands. What do they like to do?
3. Last summer Adam went to a national park. He slept in a tent and cooked his food over a fire. What did Adam do last summer?
4. Tim likes to go to stores and buy things. What does he like to do?
5. Laura takes good care of her health. She runs a couple of miles every day. What does Laura do every day? (There are two possible responses.)
6. On weekends in the winter, Fred and Jean sometimes drive to a resort in the mountains. They like to race down the side of a mountain in the snow. What do they like to do?
7. Ivan likes to take long walks in the woods. What does Ivan like to do?
8. Sonia prefers indoor sports. She goes to a place where she rolls a 13-pound ball at some wooden pins. What does Sonia often do?
9. Liz and Greg know all the latest dances. What do they probably do a lot?
10. The Taylors are going to go to a little lake near their house tomorrow. The lake is completely frozen now that it’s winter. The ice is smooth. What are the Taylors going to do tomorrow?
11. Mariko and Taka live near the ocean. When there’s a strong wind, they like to spend the whole day in their sailboat. What do they like to do?
12. Tourists often get on tour buses that take them to see interesting places in an area. What do tourists do on these buses?
13. Colette and Ben like to jump out of airplanes. They don’t open their parachutes until the last minute. What do they like to do?
14. What do you like to do for exercise and fun?

Exercise 7. Let’s talk: interview. (Chart 13-2)
Interview your classmates. Try to find someone who has done each activity. Make a question for each item before you begin the interview. Share some of your answers with the class.

*Find someone who . . .*

1. has gone skydiving before. → *Have you gone skydiving before?*
2. likes to go waterskiing. → *Do you like to go waterskiing?*
3. likes to go bowling.
4. goes dancing on weekends.
5. goes jogging for exercise.
6. goes fishing in the winter.
7. goes camping in the summer.
8. likes to go snow skiing.
Exercise 8. Warm-up. (Chart 13-3)

Check (√) the sentences that are true for you.

1. ___ I hope to move to another town soon.
2. ___ I would like to get married in a few years.
3. ___ I intend to visit another country next year.
4. ___ I’m planning to become an English teacher.

13-3 Verb + Infinitive

(a) Tom offered to lend me some money.
(b) I've decided to buy a new car.
(c) I've decided not to keep my old car.

Some verbs are followed by an infinitive. Infinitive = to + the simple form of a verb

Common Verbs Followed by Infinitives

- want
- hope
- decide
- seem
- learn (how)
- need
- expect
- promise
- appear
- try
- would like
- plan
- offer
- pretend
- (can't) afford
- would love
- intend
- agree
- mean
- refuse
- (can't) wait

Exercise 9. Looking at grammar. (Chart 13-3)

Complete each sentence with the correct form of a word from the list.

be  fly to  hear  lend  visit
buy  get to  hurt  see  watch
eat  go to  leave  tell

1. I'm planning _____ to fly to / to go to _____ Chicago next week.
2. Hasan promised not _________ late for the wedding.
3. My husband and I would love _________ Fiji.
4. What time do you expect _________ Chicago?
5. You seem _________ in a good mood today.
6. Nadia appeared _________ asleep, but she wasn’t. She was only pretending.
7. Nadia pretended _________ asleep. She pretended not _________ me when I spoke to her.
8. The Millers can’t afford _________ a house.

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9. My friend offered _________ me some money.

10. Tommy doesn’t like broccoli. He refuses _________ it.

11. My wife and I wanted to do different things this weekend. Finally, I agreed _________ a movie with her Saturday, and she agreed _________ the football game with me on Sunday.

12. I try _________ class on time every day.

13. I can’t wait _________ my family again! It’s been a long time.

14. I’m sorry. I didn’t mean _________ you.

15. I learned how _________ time when I was six.

Exercise 10. Warm-up. (Chart 13-4)
Check (✓) the completions that are grammatically correct.

Many children love . . .
1. _____ to eat ice cream.
2. _____ eating ice cream.
3. _____ eat ice cream.

13-4 Verb + Gerund or Infinitive

(a) It began raining.
(b) It began to rain.

Some verbs are followed by either a gerund, as in (a), or an infinitive, as in (b). Usually there is no difference in meaning.
Examples (a) and (b) have the same meaning.

<table>
<thead>
<tr>
<th>Common Verbs Followed by Either a Gerund or an Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
</tr>
<tr>
<td>start</td>
</tr>
<tr>
<td>continue</td>
</tr>
</tbody>
</table>

*Compare: Like and love can be followed by either a gerund or an infinitive:
- I like going to the movies. I love playing chess.

Would like and would love are followed by infinitives:
- I would like to go to a movie tonight. I’d love to play a game of chess right now.

Exercise 11. Looking at grammar. (Chart 13-4)
Choose the correct verbs.

1. It started _________ around midnight.
   a. snow  b. snowing  c. to snow

2. I continued _________ even though everyone else stopped.
   a. work  b. working  c. to work
3. I like _____________ emails from my friends.
   a. get b. getting c. to get

4. I would like _____________ an email from my son who’s away at college.
   a. get b. getting c. to get

5. I love _____________ to baseball games.
   a. go b. going c. to go

6. I would love _____________ to the baseball game tomorrow.
   a. go b. going c. to go

7. I hate _____________ to pushy salespeople.
   a. talk b. talking c. to talk

8. I can’t stand _____________ in long lines.
   a. wait b. waiting c. to wait

Exercise 12. Let’s talk: pairwork. (Charts 13-1 → 13-4)
Work with a partner. Take turns combining the words in the list with the given ideas to make sentences about what you like and don’t like to do.

<table>
<thead>
<tr>
<th>I like</th>
<th>I enjoy</th>
<th>I hate</th>
<th>I don’t mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love</td>
<td>I don’t like</td>
<td>I can’t stand</td>
<td>I don’t mind</td>
</tr>
</tbody>
</table>

1. cook
   → I like to cook. / I like cooking. / I hate to cook. / I hate cooking. / I don’t mind cooking. / I don’t enjoy cooking. / Etc.

2. live in this city
3. wash dishes
4. wait in airports
5. fly
6. eat food slowly
7. speak in front of a large group
8. drive in the city during rush hour
9. go to parties where I don’t know anyone
10. listen to music while I’m trying to fall asleep
11. get in between two friends who are having an argument
12. travel to unusual places

Exercise 13. Grammar and speaking. (Charts 13-1 → 13-4)
Complete each sentence with the infinitive or gerund form of the verb in parentheses. Then agree or disagree with the statement. Discuss your answers.

What do you do when you can’t understand a native English speaker?

1. I pretend (understand) _____________________. yes no
2. I keep on (listen) ____________________ politely. yes no
3. I think, “I can’t wait (get) __________________ out of here!” OR yes no
   “I can’t wait for this person (stop) __________________ talking.” yes no
4. I say, “Would you mind (repeat) __________________ that?” yes no
5. I begin (nod) __________________ my head so I look like I understand. yes no
6. I start (look) __________________ at my watch, so it appears I’m in a hurry. yes no
7. As soon as the person finishes (speak) __________________, yes no
   I say I have to leave.

☐ Exercise 14. Looking at grammar. (Charts 13-1 → 13-4)
Complete the sentences with the infinitive or gerund form of the verbs in parentheses.

1. We finished (eat) __________________ around seven.
2. My roommate offered (help) __________________ me with my English.
3. I’m considering (move) __________________ to a new apartment.
4. Some children hate (go) __________________ to school.
5. What seems (be) __________________ the problem?
6. I don’t mind (live) __________________ with four roommates.
7. My boss refused (give) __________________ me a raise, so I quit.
8. That’s not what I meant! I meant (say) __________________ just the opposite.
9. Julia can’t stand (sleep) __________________ in a room with all of the windows closed.
10. Max seemed (want) __________________ (leave) __________________ the party, but he kept (talk) __________________ anyway.
11. Sam’s tomato crop always failed. Finally he quit (try) __________________ to grow tomatoes in his garden.
Exercise 15. Let's talk: pairwork. (Charts 13-1 – 13-4)
Work with a partner. Take turns completing the sentences with to go/going + a place.

Example: I would like . . . .
PARTNER A: I would like to go to the Beach Café for dinner tonight.
PARTNER B: I would like to go to the movies later today.

1. I like . . . .
2. I love . . . .
3. I'd love . . . .
4. I refuse . . . .
5. I expect . . . .
6. I promised . . . .
7. I can't stand . . . .
8. I waited . . . .
9. I am thinking about . . . .
10. Are you considering . . . ?
11. I can't afford . . . .
12. Would you mind . . . ?
13. My friend and I agreed . . . .
15. I don't enjoy . . . .
16. My friend and I discussed . . . .
17. I've decided . . . .
18. I don't mind . . . .
19. Sometimes I put off . . . .
20. I can't wait . . . .

Exercise 16. Looking at grammar. (Charts 13-1 – 13-4)
Complete the sentences with the infinitive or gerund form of the verbs in parentheses.

1. I want (relax) __________________________ tonight.
2. I want (stay) __________________________ home and (relax)* __________________________ tonight.
3. I want (stay) __________________________ home, (relax) __________________________, and (go) __________________________ to bed early tonight.
4. I enjoy (get) __________________________ up early in the morning and (watch) __________________________ the sunrise.
5. I enjoy (get) __________________________ up early in the morning, (watch) __________________________ the sunrise, and (listen) __________________________ to the birds.
6. Mr. and Mrs. Bashir are thinking about (sell) __________________________ their old house and (buy) __________________________ a new one.
7. Kathy plans (move) __________________________ to New York City, (find) __________________________ a job, and (start) __________________________ a new life.

*When infinitives are connected by and, it is not necessary to repeat to.
Example: I need to stay home and (to) study tonight.
8. Do you like \( \text{go} \) \_________ out to eat and \( \text{let} \) \_________ someone else do the cooking?

9. Kevin is thinking about \( \text{quit} \) \_________ his job and \( \text{go} \) \_________ back to school.

10. Before you leave the office tonight, would you mind \( \text{unplug} \) \_________ the coffee pot, \( \text{turn off} \) \_________ all the lights, and \( \text{lock} \) \_________ the door?

\section*{Exercise 17. Game. (Charts 13-1 \rightarrow 13-4)}

Work in teams. Your teacher will call out an item number. Make a sentence using the given words and any verb tense. Begin with \( I \). The first team to come up with a grammatically correct sentence wins a point. The team with the most points wins the game.

\textit{Example: want \( \text{go} \)}

\[ I \text{want to go to New York City next week.} \]

1. plan \( \text{go} \)
2. consider \( \text{go} \)
3. offer \( \text{help} \)
4. like \( \text{visit} \)
5. enjoy \( \text{read} \)
6. intend \( \text{get} \)
7. can’t afford \( \text{buy} \)
8. seem \( \text{be} \)
9. put off \( \text{write} \)
10. would like \( \text{go} \) \( \text{swim} \)
11. postpone \( \text{go} \)
12. finish \( \text{study} \)
13. would mind \( \text{help} \)
14. begin \( \text{study} \)
15. think about \( \text{go} \)
16. quit \( \text{try} \)
17. continue \( \text{walk} \)
18. learn \( \text{speak} \)
19. talk about \( \text{go} \)
20. keep \( \text{try} \)

\section*{Exercise 18. Warm-up. (Chart 13-5)}

Agree or disagree with the statements. Notice the use of the prepositions and gerunds in green that follow the verbs.

\textit{I know someone who . . .}

1. never \( \text{apologizes} \) for being late. \hspace{1cm} \textit{yes} \hspace{0.5cm} \textit{no}
2. \( \text{is} \) \( \text{interested} \) in coming to this country. \hspace{1cm} \textit{yes} \hspace{0.5cm} \textit{no}
3. \( \text{is} \) \( \text{worried} \) about losing his/her job. \hspace{1cm} \textit{yes} \hspace{0.5cm} \textit{no}
4. \( \text{is} \) \( \text{excited} \) about becoming a parent. \hspace{1cm} \textit{yes} \hspace{0.5cm} \textit{no}
Exercise 19. Looking at grammar. (Charts 13-5 and C-2)

Complete the sentences with a preposition + gerund and the given words.

1. I’m looking forward + go away for the weekend → I’m looking forward to going away for the weekend.
2. Thank you + hold the door open
3. I’m worried + be late for my appointment
4. Are you interested + go to the beach with us
5. I apologized + be late
6. Are you afraid + fly in small planes
7. Are you nervous + take your driver’s test
8. We’re excited + see the soccer game
9. Tariq insisted + pay the restaurant bill
10. Eva dreams + become a veterinarian someday
11. I don’t feel + eat right now
12. Please forgive me + not write sooner
13. I’m tired + live with five roommates
14. I believe + be honest at all times
15. Let’s plan + meet at the restaurant at six
16. Who’s responsible + clean the classroom
17. The police stopped us + enter the building
18. Jake’s not very good + cut his own hair

Exercise 20. Let’s talk: pairwork. (Charts 13-5 and C-2)

Work with a partner. Take turns asking and answering questions using the following pattern: What + the given words + preposition + doing.

Example: be looking forward
PARTNER A: What are you looking forward to doing?
PARTNER B: I’m looking forward to going to a movie tonight.
Exercise 21. Looking at grammar. (Charts 13-5 and C-2)
Complete each sentence with the correct preposition and the gerund form of the verb in parentheses.

1. Carlos is nervous about meeting his girlfriend’s parents for the first time.
2. I believe telling the truth no matter what.
3. I don’t go swimming in deep water because I’m afraid of drowning.
4. Every summer, I look forward to taking a vacation with my family.
5. Do you feel telling me why you’re so sad?
6. My father-in-law always insists on paying for everything when we go out for dinner.
7. I want you to know that I’m sorry. I don’t know if you can ever forgive me for causing you so much trouble.
8. I’m not very good at remembering people’s names.
9. How do you stop someone doing something you know is wrong?
10. The kids are responsible for taking out the garbage.
11. Monique lost her job. That’s why she is afraid of not having enough money to pay her rent.
12. Sheila is pregnant. She’s looking forward to having another child.
13. A: I’m not happy in my work. I often dream of quitting my job.
    B: Instead of quitting your job, why don’t you see if you can transfer to another department?
Exercise 22. Listening. (Charts 13-1 → 13-5)

Listen to the conversation. Then listen again and complete the sentences with the words you hear.

A: Have you made any vacation plans?

B: Well, I __________ home because I don't like ___________

I hate ___________ and ___________ suitcases. But my wife
loves ___________ and ___________ a boat trip somewhere.

A: So, what are you going to do?

B: Well, we couldn't agree, so we ___________ home and

___________ tourists in our own town.

A: Interesting. What are you planning ________________?

B: Well, we haven't seen the new Museum of Space yet. There's also a new art exhibit
downtown. And my wife _______________ a boat trip in
the harbor. Actually, when we _______________ about it, we
discovered there were lots of things to do.

A: Sounds like a great solution!

B: Yeah, we're both really ________________ more of our
own town.

Exercise 23. Warm-up. (Chart 13-6)

Circle the completions that are true for you.

1. I sometimes pay for things __.
   a. by credit card    b. by check    c. in cash

2. I usually come to school __.
   a. by bus    b. by car    c. on foot

3. My favorite way to travel long distances is __.
   a. by plane    b. by boat    c. by train

4. I like to communicate with my family __.
   a. by email    b. by phone    c. in person
Using **By** and **With** to Express How Something Is Done

(a) Pat turned off the TV **by pushing** the "off" button.  
**By** + a **gerund** is used to express how something is done.

(b) Mary goes to work **by bus**.  

(c) Andrea stirred her coffee **with a spoon**.  
**By** or **with** followed by a noun is also used to express how something is done.

**BY IS USED FOR MEANS OF TRANSPORTATION AND COMMUNICATION**

<table>
<thead>
<tr>
<th>By</th>
<th>By</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>(air)plane</td>
<td>by subway*</td>
<td>by mail/email</td>
</tr>
<tr>
<td>by boat</td>
<td>by taxi</td>
<td>by (tele)phone</td>
</tr>
<tr>
<td>by bus</td>
<td>by train</td>
<td>by fax</td>
</tr>
<tr>
<td>by car</td>
<td>by foot (or: on foot)</td>
<td>(but: in person)</td>
</tr>
</tbody>
</table>

**OTHER USES OF BY**

<table>
<thead>
<tr>
<th>By</th>
<th>By</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>by chance</td>
<td>by mistake</td>
<td>by check (but: in cash)</td>
</tr>
<tr>
<td>by choice</td>
<td>by hand**</td>
<td>by credit card</td>
</tr>
</tbody>
</table>

**WITH IS USED FOR INSTRUMENTS OR PARTS OF THE BODY**

- I cut down the tree **with an ax** (by using an ax).
- I swept the floor **with a broom**.
- She pointed to a spot on the map **with her finger**.

* by subway = American English; by underground, by tube = British English.

**The expression **by hand** is usually used to mean that something was made by a person, not by a machine: This rug was made **by hand**. (A person, not a machine, made this rug.)

**COMPAR** E: I touched his shoulder **with my hand**.

Exercise 24. **Looking at grammar.** (Chart 13-6)
Complete the sentences by using **by + a gerund**. Use the words in the list or your own words.

<table>
<thead>
<tr>
<th>eat</th>
<th>smile</th>
<th>wag</th>
<th>wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>stay</td>
<td>wash</td>
<td>write</td>
</tr>
<tr>
<td>guess</td>
<td>take</td>
<td>watch</td>
<td></td>
</tr>
</tbody>
</table>

1. Students practice written English **by writing** compositions.
2. We clean our clothes **by washing** them in soap and water.
3. Khalid improved his English **by watching** a lot of TV.
4. We show other people we are happy **by smiling**.
5. We satisfy our hunger **by eating** something.
6. We quench our thirst **by drinking** something.
7. I figured out what **quench** means **by looking** something up.
8. Alex caught my attention **by waving** his arms in the air.
9. My dog shows me she is happy ________________ her tail.

10. Carmen recovered from her cold ________________ in bed and ________________ care of herself.

Exercise 25. Looking at grammar. (Chart 13-6)
Complete the sentences. Use with and words in the list.

<table>
<thead>
<tr>
<th>a broom</th>
<th>a pair of scissors</th>
<th>a spoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hammer</td>
<td>a saw</td>
<td>a thermometer</td>
</tr>
<tr>
<td>a needle and thread</td>
<td>a shovel</td>
<td></td>
</tr>
</tbody>
</table>

1. I swept the floor __________ with a broom.
2. I sewed a button on my shirt ________________
3. I cut the wood ________________
4. I took my temperature ________________
5. I stirred cream in my coffee ________________
6. I dug a hole in the garden ________________
7. I nailed two pieces of wood together ________________
8. I cut the paper ________________

Exercise 26. Looking at grammar. (Chart 13-6)
Complete the sentences with by or with.

1. I opened the door __________ a key.
2. I went downtown __________ bus.
3. I dried the dishes __________ a dishtowel.
4. I went from Frankfurt to Vienna __________ train.
5. Ted drew a straight line __________ a ruler.
6. Rebecca tightened the screw in the corner of her eyeglasses __________ her fingernail.
7. I called Bill “Paul” __________ mistake.
8. I sent a copy of the contract __________ fax.
9. Talya protected her eyes from the sun __________ her hand.
10. My grandmother makes tablecloths __________ hand.
Exercise 27. Warm-up. (Chart 13-7)
Read the passage and then agree or disagree with the statements.

A White Lie

Jane gave her friend Lisa a book for her birthday. When Lisa opened it, she tried to look excited, but her husband had already given her the same book. Lisa had just finished reading it, but she thanked Jane and said she was looking forward to reading it. Lisa told a “white lie.” White lies are minor or unimportant lies that a person often tells to avoid hurting someone else’s feelings.

1. Telling white lies is common.  yes  no
2. It is sometimes acceptable to tell a white lie. yes  no
3. I sometimes tell white lies. yes  no

Exercise 28. Grammar and speaking: pairwork. (Chart 13-7)
Make sentences with the same meaning as the given sentences, and then decide if you agree with them. Circle yes or no. Share your answers with a partner.

Living in this town

Part I. Use a gerund as the subject.

1. It’s hard to meet people here.  yes  no
   → Meeting people here is hard.
2. It takes time to make friends here. yes  no
3. It is easy to get around the town. yes  no
4. Is it expensive to live here? yes  no

Part II. Use it + an infinitive.

5. Finding things to do on weekends is hard.  yes  no
   → It’s hard to find things to do on weekends.
6. Walking alone at night is dangerous. yes  no
7. Exploring this town is fun. yes  no
8. Is finding affordable housing difficult? yes  no
Exercise 29. Let's talk: interview. (Chart 13-7)
Interview your classmates. Ask a question and then agree or disagree with your classmate's answer. Practice using both gerunds and infinitives in your answers.

Example:
SPEAKER A (book open): Which is easier: to make money or to spend money?
SPEAKER B (book closed): It's easier to spend money than (it is) to make money.
SPEAKER A (book open): I agree. Spending money is easier than making money. OR
I don't agree. I think that making money is easier than spending money.

1. Which is more fun: to visit a big city or to spend time in the countryside?
2. Which is more difficult: to write English or to read English?
3. Which is easier: to understand spoken English or to speak it?
4. Which is more expensive: to go to a movie or to go to a concert?
5. Which is more comfortable: to wear shoes or to go barefoot?
6. Which is more satisfying: to give gifts or to receive them?
7. Which is more dangerous: to ride in a car or to ride in an airplane?
8. Which is more important: to come to class on time or to get an extra hour of sleep in the morning?

Exercise 30. Warm-up. (Chart 13-8)
Agree or disagree with these statements.

In my culture . . .
1. it is common for people to shake hands when they meet. yes no
2. it is important for people to look one another in the eye when they are introduced. yes no
3. it is strange for people to kiss one another on the cheek when they meet. yes no

13-8 It + Infinitive: Using For (Someone)

| (a) You should study hard. | Examples (a) and (b) have a similar meaning. |
| (b) It is important for you to study hard. | Notice the pattern in (b): |
| (c) Mary should study hard. | It is + adjective + for (someone) + infinitive phrase |
| (d) It is important for Mary to study hard. | |
| (e) We don't have to go to the meeting. | |
| (f) It isn't necessary for us to go to the meeting. | |
| (g) A dog can't talk. | |
| (h) It is impossible for a dog to talk. | |
Exercise 31. Looking at grammar. (Chart 13-8)
Complete the sentences with the given information. Use for (someone) and an infinitive phrase in each completion.

1. Students should do their homework.
   It’s really important _______ for students to do their homework _______.

2. Teachers should speak clearly.
   It’s very important _______.

3. We don’t have to hurry. There’s plenty of time.
   It isn’t necessary _______.

4. A fish can’t live out of water for more than a few minutes.
   It’s impossible _______.

5. Working parents have to budget their time carefully.
   It’s necessary _______.

6. A young child usually can’t sit still for a long time.
   It’s difficult _______.

7. My family spends birthdays together.
   It’s traditional _______.

8. My brother would love to travel to Mars someday.
   Will it be possible _______ to Mars someday?

9. I usually can’t understand Mr. Alvarez. He talks too fast. How about you?
   Is it easy _______?

Exercise 32. Let’s talk. (Charts 13-7 and 13-8)
Work in small groups. Make sentences by combining the given ideas with the words in the list. Use gerunds as subjects or it + an infinitive. Share some of your sentences for other groups to agree or disagree with.

- boring
- dangerous
- educational
- embarrassing
- exciting
- fun
- hard
- illegal
- important
- impossible
- interesting
- relaxing
- scary
- waste of time

Example: ride a bicycle
→ Riding a bicycle is fun. OR It’s fun to ride a bicycle.

1. ride a roller coaster
2. read newspapers
3. study economics
4. drive five miles over the speed limit
5. walk in a cemetery at night
6. know the meaning of every word in a dictionary
7. never tell a lie
8. visit museums
Body Language

Different cultures use different body language. In some countries, when people meet one another, they offer a strong handshake and look the other person straight in the eye. In other countries, however, it is impolite to shake hands firmly, and it is equally rude to look a person in the eye.

How close do people stand to another person when they are speaking to each other? This varies from country to country. In the United States and Canada, people prefer standing just a little less than an arm’s length from someone. But many people in the Middle East and Latin America like moving in closer during a conversation.

Smiling at another person is a universal, cross-cultural gesture. Although people may smile more frequently in some countries than in others, people around the world understand the meaning of a smile.

Part II: Complete the sentences with information about body language.

1. In some countries, it is important _____________________________.

2. In some countries, ____________________________ is impolite.

3. In my country, ____________________________ is important.

4. In my country, it is impolite _____________________________.

Exercise 34. Warm-up. (Chart 13-9)

Check (✓) all the sentences that are grammatically correct.

1. ___ I went to the store because I wanted to buy groceries.

2. ___ I went to the store in order to buy groceries.

3. ___ I went to the store to buy groceries.

4. ___ I went to the store for groceries.

5. ___ I went to the store for to buy groceries.
Expressing Purpose with **In Order To and For**

---Why did you go to the post office?

(a) I went to the post office because I wanted to mail a letter.
(b) I went to the post office **in order to** mail a letter.
(c) I went to the post office **to mail** a letter.

---In order to expresses purpose. It answers the question “Why?”

In (c): **in order** is frequently omitted. Examples (a), (b), and (c) have the same meaning.

(d) I went to the post office **for some stamps**.
(e) I went to the post office **to buy some stamps**.

**INCORRECT:** I went to the post office for to buy some stamps.
**INCORRECT:** I went to the post office for buying some stamps.

For is also used to express purpose, but it is a preposition and is followed by a noun phrase, as in (d).

**Exercise 35. Looking at grammar.** (Chart 13-9)

Make sentences by combining the phrases in Column A with those in Column B. Connect the ideas with **(in order) to.**

*Example:* I called the hotel desk . . .

→ I called the hotel desk **(in order) to** ask for an extra pillow.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I called the hotel desk . . .</td>
<td>a. keep their feet warm and dry</td>
</tr>
<tr>
<td>2. I turned on the radio . . .</td>
<td>b. reach the top shelf</td>
</tr>
<tr>
<td>3. Andy went to Egypt . . .</td>
<td>c. listen to a ball game</td>
</tr>
<tr>
<td>4. People wear boots . . .</td>
<td>d. find the population of Malaysia</td>
</tr>
<tr>
<td>5. I looked on the Internet . . .</td>
<td>e. ask for an extra pillow</td>
</tr>
<tr>
<td>6. Ms. Lane stood on her tiptoes . . .</td>
<td>f. chase a mean dog away</td>
</tr>
<tr>
<td>7. The dentist moved the light closer to my face . . .</td>
<td>g. help her pay the rent</td>
</tr>
<tr>
<td>8. I clapped my hands and yelled . . .</td>
<td>h. get some fresh air and exercise</td>
</tr>
<tr>
<td>9. Maria took a walk in the park . . .</td>
<td>i. see the ancient pyramids</td>
</tr>
<tr>
<td>10. I offered my cousin some money . . .</td>
<td>j. look into my mouth</td>
</tr>
</tbody>
</table>

**Exercise 36. Looking at grammar.** (Chart 13-9)

Add **in order** to the sentences whenever possible.

1. I went to the bank to cash a check. → **I went to the bank in order to** cash a check.
2. I’d like to see that movie. → **(No change. The infinitive does not express purpose.)**
3. Steve went to the hospital to visit a friend.
4. I need to go to the bank today.
5. I need to go to the bank today to deposit my paycheck.
6. On my way home, I stopped at the store to buy some shampoo.
7. Masako went to the cafeteria to eat lunch.
8. Jack and Katya have decided to get married.
9. Pedro watches TV to improve his English.
10. I didn’t forget to pay my rent.
11. Donna expects to graduate next spring.
12. Jerry needs to go to the bookstore to buy school supplies.
Exercise 37. Looking at grammar. (Chart 13-9)
Complete the sentences with to or for.

1. I went to Chicago for a visit.
2. I went to Chicago to visit my aunt and uncle.
3. I take long walks to relax.
4. I take long walks for relaxation.
5. I'm going to school for a good education.
6. I'm going to school to get a good education.
7. I sent a card to Carol to wish her a happy birthday.
8. Two police officers came to my apartment to ask me about a neighbor.
10. My three brothers, two sisters, and parents all came to town for my graduation.

Exercise 38. Reading and grammar. (Charts 13-1 → 13-9)

Part I. Read the passage.

Car Sharing

In hundreds of cities around the world, people can use a car without actually owning one. It's known as car sharing.

Car sharing works like this: people pay a fee to join a car-share organization. These organizations have cars available in different parts of a city 24 hours a day. Members make reservations for a car, and then go to one of several parking lots in the city to pick up the car. They pay an hourly or daily rate for driving it. They may also pay a charge for every mile/kilometer they drive. When they are finished, they return the car to a parking area for someone else to use.

Car sharing works well for several reasons. Some people only need to drive occasionally. Oftentimes, people only need a car for special occasions like moving items or taking long trips. Many people don’t want the costs or responsibilities of owning a car. The car-share organization pays for gas, insurance, cleaning, and maintenance costs. Members also don’t have to wait in line or fill out forms in order to get a car. They know a variety of cars will be available when they need one.

Car sharing also benefits the environment. People drive only when they need to, and fewer cars on the road means less traffic and air pollution. As more and more cities become interested in reducing traffic, car-share programs are becoming an effective alternative.
Part II. Complete the sentences with information from Part I. Use gerunds or infinitives.
1. ______________________ is helpful to people who don’t own a car.
2. People pay a fee in order ______________ a car-sharing organization.
3. Car-sharing members pay an hourly or daily rate for ______________ a car.
4. Sometimes people need a car ______________ furniture or to ______________ a trip.
5. Many people don’t want the costs of ______________ a car.

Part III. Answer the questions.
1. What are three reasons that people car share?
2. What are two benefits of car sharing?
3. Does the city you live in have a form of car sharing? If yes, has it been successful? If not, why do you think there is no car-sharing program?

Exercises 39. Warm-up: pairwork. (Chart 13-10)
Work with a partner. Read the conversation aloud and complete the sentences with the correct words in the list.

PARTNER A: Can you pick up a piano?
PARTNER B: No. It’s too __________________ for me to pick up. How about you?
Can you pick up a piano?
PARTNER A: No, I’m not __________________ enough to pick one up. What about the class? Can we pick up a piano together?
PARTNER B: Maybe. We might have enough __________________ to do that as a class.
**Exercise 40. Looking at grammar. (Chart 13-10)**

Complete the sentences with the given words. Use **too** or **enough** + an infinitive.

1. strong/lift  
   I'm not ___________________________ a refrigerator.

2. weak/lift  
   Most people are ___________________________ a refrigerator without help.

3. busy/answer  
   I was ___________________________ the phone. I let the call go to voice mail.

4. early/get  
   I got to the concert ___________________________ good seats.

5. full/hold  
   My suitcase is ___________________________ any more clothes.

6. large/hold  
   My suitcase isn't ___________________________ all the clothes I want to take on my trip.

7. big/get  
   Rex is ___________________________ into the doghouse.

8. big/hold  
   Julie’s purse is ___________________________ her dog Pepper.
Exercise 41. Looking at grammar. (Chart 13-10)
Combine each pair of sentences.

Part I. Use **too**.

1. We can't go swimming today. It's very cold.
   → *It's too cold (for us) to go swimming today.*
2. I couldn't finish my homework last night. I was very sleepy.
3. Mike couldn't go to his aunt's housewarming party. He was very busy.
4. This jacket is very small. I can't wear it.
5. I live far from school. I can't walk there.

Part II. Use **enough**.

6. I can't reach the top shelf. I'm not that tall.
   → *I'm not tall enough to reach the top shelf.*
7. I can't move this furniture. I'm not that strong.
8. It's not warm today. You can't go outside without a coat.
9. I didn't stay home and miss work. I wasn't really sick, but I didn't feel good all day.

Exercise 42. Let's talk: pairwork. (Chart 13-10)
Work with a partner. Take turns completing the sentences with infinitives.

1. I'm too short . . .
2. I'm not tall enough . . .
3. I'm not strong enough . . .
4. Last night I was too tired . . .
5. Yesterday I was too busy . . .
6. A Mercedes-Benz is too expensive . . .
7. I don't have enough money . . .
8. Yesterday I didn't have enough time . . .
9. A teenager is old enough . . . but too young . . .
10. I know enough English . . . but not enough . . .

Exercise 43. Looking at grammar. (Chapter 13)
Complete each sentence with the gerund or infinitive form of the word in parentheses.

1. It's difficult for me *(remember)* **to remember** phone numbers.
2. My cat is good at *(catch)* **catching** mice.
3. I called my friend *(invite)* **_______________** her for dinner.
4. Fatima talked about *(go)* **_______________** to graduate school.
5. Sarosh found out what was happening by *(listen)* **_______________** carefully to everything that was said.
6. Michelle works 16 hours a day in order (earn) ________________ enough money (take) ________________ care of her elderly parents and her three children.

7. No matter how wonderful a trip is, it’s always good (get) ________________ back home and (sleep) ________________ in your own bed.

8. I keep (forget) ________________ to call my friend Jae. I’d better write myself a note.

9. Exercise is good for you. Why don’t you walk up the stairs instead of (use) ________________

Exercise 44. Listening. (Chapter 13)
Listen to each item. Then listen again and complete the sentences with the words you hear.

1. My professor goes through the lecture material too quickly. It is difficult for us ________________ him. He needs ________________ down and ________________ us time to understand the key points.

2. ________________ others about themselves and their lives is one of the secrets of ________________ along with other people. If you want to make and ________________ friends, it is important ________________ sincerely interested in other people’s lives.

3. Large bee colonies have 80,000 workers. These worker bees must visit 50 million flowers ________________ one kilogram, or 2.2 pounds, of honey. It’s easy ________________ why “busy as a bee” is a common expression.

Exercise 45. Reading and grammar. (Chapter 13)
Part I. Read the passage.

Uncle Ernesto

Have you ever had an embarrassing experience? My Uncle Ernesto did a few years ago while on a business trip in Norway.

Uncle Ernesto is a businessman from Buenos Aires, Argentina. He manufactures equipment for ships and needs to travel around the world to sell his products. Last year, he went to Norway to meet with a shipping company. While he was there, he found himself in an uncomfortable situation.

Uncle Ernesto was staying at a small hotel in Oslo. One morning, as he was getting ready to take a shower, he heard a knock at the door. He opened it, but no one was there. He stepped into the hallway. He still didn’t see anyone, so he turned to go back to his room. Unfortunately, the door was locked. This was a big problem because he didn’t have his key and he was wearing only a towel.
Instead of standing in the hallway like this, he decided to get help at the front desk and started walking toward the elevator. He hoped it would be empty, but it wasn’t. He took a deep breath and got in. The other people in the elevator were surprised when they saw a man who was wrapped in a towel.

Uncle Ernesto thought about trying to explain his problem, but unfortunately he didn’t know Norwegian. He knew a little English, so he said, “Door. Locked. No key.” A businessman in the elevator nodded, but he wasn’t smiling. Another man looked at Uncle Ernesto and smiled broadly.

The elevator seemed to move very slowly for Uncle Ernesto, but it finally reached the ground floor. He walked straight to the front desk and looked at the hotel manager helplessly. The hotel manager didn’t have to understand any language to figure out the problem. He grabbed a key and led my uncle to the nearest elevator.

My uncle is still embarrassed about this incident. But he laughs a lot when he tells the story.

Part II. Check (✓) all the sentences that are grammatically correct.

1. a. ___ Uncle Ernesto went to Norway for a business meeting.
   b. ___ Uncle Ernesto went to Norway to have a business meeting.
   c. ___ Uncle Ernesto went to Norway for having a business meeting.

2. a. ___ Is necessary for him to travel in order to sell his products.
   b. ___ To sell his products, he needs to travel.
   c. ___ In order to sell his products, he needs to travel.

3. a. ___ Instead staying in the hall, he decided to get help.
   b. ___ Instead of staying in the hall, he decided to get help.
   c. ___ Instead to stay in the hall, he decided to get help.

4. a. ___ Uncle Ernesto thought about trying to explain his problem.
   b. ___ Uncle Ernesto considered about trying to explain his problem.
   c. ___ Uncle Ernesto decided not to explain his problem.

5. a. ___ It wasn’t difficult for the hotel manager figuring out the problem.
   b. ___ It wasn’t difficult for the hotel manager figure out the problem.
   c. ___ It wasn’t difficult for the hotel manager to figure out the problem.
Exercise 46. Let's write. (Chapter 13)
Read the sample paragraph. Then write a paragraph about one of the most embarrassing experiences you have had in your life. Include some gerunds and infinitives in your writing.

Example:

My Most Embarrassing Experience

My most embarrassing experience happened at work. One morning, I was in a hurry to get to my office, so I quickly said good-bye to my wife. She knew I was planning to give an important presentation at my firm, so she wished me good luck and kissed me on the cheek. Because traffic was heavy, I got to work a few minutes after the meeting had begun. I quietly walked in and sat down. A few people looked at me strangely, but I thought it was because I was late. During my presentation, I got more stares. I began to think my presentation wasn't very good, but I continued speaking. As soon as my talk was over, I went to the restroom. When I looked in the mirror, it wasn't hard to see the problem. There was smeared of red lipstick on my cheek. I felt pretty embarrassed, but later in the day I started laughing about it and tried not to take myself so seriously.

Exercise 47. Check your knowledge. (Chapter 13)
Edit the sentences. Correct the errors in the use of infinitives, gerunds, prepositions, and word order.

to get

1. It is important getting an education.
2. I went to the bank for cashing a check.
3. Did you go to shopping yesterday?
4. I cut the rope by a knife.
5. I thanked my friend for drive me to the airport.
6. Is difficult to learn another language.
7. Timmy isn't enough old to get married.
8. Is easy this exercise to do.
9. Last night too tired no do my homework.
10. I've never gone to sailing, but I would like to.
11. Reading it is one of my hobbies.
12. The teenagers began to built a campfire to keep themselves warm.
13. Instead of settle down in one place, I'd like to travel around the world.
14. I enjoy to travel because you learn so much about other countries and cultures.

15. My grandmother likes to fishing.

16. Martina would like to has a big family.
Exercise 1. Warm-up. (Chart 14-1)
Check (✔) all the sentences that are grammatically correct.

1. ✔ How much does this book cost?
2. ✔ I don’t know.
3. ✔ How much this books costs?
4. ✔ I don’t know how much this book costs.

Exercise 2. Looking at grammar. (Chart 14-1)
Underline the noun clauses. Some sentences have no noun clauses.

1. Where are the Smiths living?
2. I don’t know where the Smiths are living.
3. We don’t know what city they moved to.
4. We know that they moved a month ago.
5. Are they coming back?
6. I don’t know if they are coming back.
Exercise 3. Warm-up: pairwork. (Chart 14-2)
Work with a partner. Ask and answer the questions. Make true statements.

1. Partner A: Where do I live?
   Partner B: I know / don’t know where you live.

2. Partner B: Where does our teacher live?
   Partner A: I know / don’t know where our teacher lives.

3. Partner B: In your last sentence, why is “does” missing?
   Partner A: I know / don’t know why “does” is missing.

4. Partner A: In the same sentence, why does “lives” have an “s”?
   Partner B: I know / don’t know why “lives” has an “s.”

14-2 Noun Clauses That Begin with a Question Word

These question words can be used to introduce a noun clause: when, where, why, how, who, (whom), what, which, whose.

<table>
<thead>
<tr>
<th>Information Question</th>
<th>Noun Clause</th>
<th>Notice in the examples: Usual question word order is NOT used in a noun clause. INCORRECT: I know where does he live. CORRECT: I know where he lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he live?</td>
<td>(a) I don’t know where he lives.</td>
<td></td>
</tr>
<tr>
<td>When did they leave?</td>
<td>(b) Do you know when they left?*</td>
<td></td>
</tr>
<tr>
<td>What did she say?</td>
<td>(c) Please tell me what she said.</td>
<td></td>
</tr>
<tr>
<td>Why is Tom absent?</td>
<td>(d) I wonder why Tom is absent.</td>
<td></td>
</tr>
<tr>
<td>Who is that boy?</td>
<td>(e) Tell me who that boy is.</td>
<td></td>
</tr>
<tr>
<td>Whose pen is this?</td>
<td>(f) Do you know whose pen this is?</td>
<td></td>
</tr>
<tr>
<td>Whose keys are on the counter?</td>
<td>(g) I don’t know whose keys are in the office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(h) I wonder whose keys are on the counter.</td>
<td></td>
</tr>
<tr>
<td>Who came to class?</td>
<td>(i) I don’t know who came to class.</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td>(j) Tell me what happened.</td>
<td></td>
</tr>
</tbody>
</table>

*A question mark is used at the end of this sentence because Do you know asks a question.
Example: Do you know when they left?
Do you know asks a question; when they left is a noun clause.
Exercise 4. Looking at grammar. (Charts 5-2 and 14-2)

Decide if the given words are a noun clause or an information question. If a noun clause, add *I don't know*. If an information question, add a capital letter and a question mark.

<table>
<thead>
<tr>
<th></th>
<th>NOUN CLAUSE</th>
<th>INFORMATION QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a.</td>
<td>I don't know _______ why he left.</td>
<td>x</td>
</tr>
<tr>
<td>1. b.</td>
<td>_______ why did he leave?</td>
<td></td>
</tr>
<tr>
<td>2. a.</td>
<td>_______ where she is living</td>
<td></td>
</tr>
<tr>
<td>2. b.</td>
<td>_______ where is she living</td>
<td></td>
</tr>
<tr>
<td>3. a.</td>
<td>_______ where did Nick go</td>
<td></td>
</tr>
<tr>
<td>3. b.</td>
<td>_______ where Nick went</td>
<td></td>
</tr>
<tr>
<td>4. a.</td>
<td>_______ what time the movie begins</td>
<td></td>
</tr>
<tr>
<td>4. b.</td>
<td>_______ what time does the movie begin</td>
<td></td>
</tr>
<tr>
<td>5. a.</td>
<td>_______ why is Yoko angry</td>
<td></td>
</tr>
<tr>
<td>5. b.</td>
<td>_______ why Yoko is angry</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 5. Looking at grammar. (Charts 5-2 and 14-2)

Underline and identify the subject (S) and verb (V) of Speaker A’s question. Complete Speaker B’s response with a noun clause.

1. A: Why is fire hot?
   B: I don’t know _______ hot.

2. A: Where does Frank go to school?
   B: I don’t know _______ to school.

3. A: Where did Natasha go yesterday?
   B: I don’t know. Do you know _______ yesterday?

4. A: Why is Maria laughing?
   B: I don’t know. Does anybody know _______?

5. A: How much does an electric car cost?
   B: Peter can tell you _______.

6. A: How long do elephants live?
   B: I don’t know _______.

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7. A: When was the first wheel invented?
   B: I don't know. Do you know _____________________?

8. A: How many hours does a light bulb burn?
   B: I don't know exactly ________________________.

9. A: Where did Emily buy her computer?
   B: I don't know ________________________________.

10. A: Who lives next door to Kate?
    B: I don't know _______________________________ next door to Kate.

11. A: Who did Julie talk to?
    B: I don't know _______________________________ to.

12. A: Why is Mike always late?
    B: You tell me! I don't understand ______________________ late.

Exercise 6. Let's talk: pairwork. (Charts 14-1 and 14-2)
Work with a partner. Take turns asking questions. Begin with Can you tell me.

Questions to a teacher
1. How do I pronounce this word? → Can you tell me how I pronounce this word?
2. What does this mean?
3. When will I get my grades?
4. What is our next assignment?
5. How soon is the next assignment due?
6. Why is this incorrect?
7. When is a good time to meet?
8. What day does the term end?
9. Why did I fail?
10. Who will teach this class next time?
Exercise 7. Looking at grammar. (Chart 14-2)

Complete the responses with noun clauses.

1. A: Who is that woman?
   B: I don't know who that woman is.

2. A: Who is on the phone?
   B: I don't know who is on the phone.

3. A: What is a lizard?
   B: I don't know.

4. A: What is in that bag?
   B: I don't know.

5. A: Whose car is that?
   B: I don't know.

6. A: Whose car is in the driveway?
   B: I don't know.

7. A: Who is Bob's doctor?
   B: I'm not sure.

8. A: Whose ladder is this?
   B: I don't know. Hey, Hank, do you know?
   C: It's Hiro's.

9. A: What's at the end of a rainbow?
   B: What did you say, Susie?
   A: I want to know.

Exercise 8. Let's talk: pairwork. (Charts 14-1 and 14-2)

Work with a partner. Take turns asking questions. Begin with Do you know.

Questions at home

1. Where is the phone?
2. Why is the front door open?
3. Who just called?
4. Whose socks are on the floor?
5. Why are all the lights on?
6. There's water all over the floor. What happened?
7. What did the plumber say about the broken pipe?
8. What is the repair going to cost?

Exercise 9. Looking at grammar. (Charts 5-2 and 14-2)
Complete the sentences with the correct form of the words in parentheses.

1. A: Where (Sophia, eat) _______ did Sophia eat _______ lunch yesterday?
   B: I don't know where (she, eat) _______ lunch yesterday.

2. A: Do you know where (Jason, work) __________________?
   B: Who?
   A: Jason. Where (he, work) __________________?
   B: I don't know.

3. A: Where (you, see) _________________ the ad for the computer sale last week?
   B: I don't remember where (I, see) _________________ it. In one of the local papers, I think.

4. A: How can I help you?
   B: How much (that camera, cost) ________________________________?
   A: You want to know how much (this camera, cost) __________________, is that right?
   B: No, not that one. The one next to it.

5. A: How far (you, can run) _________________ without stopping?
   B: I have no idea. I don't know how far (I, can run) _________________ without stopping. I've never tried.

6. A: Ann was out late last night, wasn't she? When (she, get) _________________ in?
   B: Why do you want to know when (she, get) _________________ home?
   A: Just curious.

7. A: What time (it, is) _________________?
   B: I don't know. I'll ask Sara. Sara, do you know what time (it, is) _________________?
   C: Almost four-thirty.

8. A: Mom, why (some people, be) ______________________________ mean to other people?
   B: Honey, I don't really understand why (some people, be) ______________________________ mean to others. It's difficult to explain.
Exercise 10. Warm-up. (Chart 14-3)
Check (✓) all the sentences that are grammatically correct.

Is Sam at work?
1. ___ I don't know if Sam is at work.
2. ___ I don't know Sam is at work.
3. ___ I don't know if Sam is at work or not.
4. ___ I don't know whether Sam is at work.

14-3 Noun Clauses That Begin with If or Whether

<table>
<thead>
<tr>
<th>Yes/No Question</th>
<th>Noun Clause</th>
<th>When a yes/no question is changed to a noun clause, if is usually used to introduce the clause.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Eric at home?</td>
<td>(a) I don't know if Eric is at home</td>
<td></td>
</tr>
<tr>
<td>Does the bus stop here?</td>
<td>(b) Do you know if the bus stops here?</td>
<td></td>
</tr>
<tr>
<td>Did Alice go to Chicago?</td>
<td>(c) I wonder if Alice went to Chicago</td>
<td></td>
</tr>
<tr>
<td>(d) I don't know if Eric is at home or not</td>
<td></td>
<td>When if introduces a noun clause, the expression or not sometimes comes at the end of the clause, as in (d).</td>
</tr>
<tr>
<td>(e) I don't know whether Eric is at home (or not).</td>
<td>In (e): whether has the same meaning as if.</td>
<td></td>
</tr>
</tbody>
</table>

*See Chart 14-10 for the use of if with ask in reported speech.

Exercise 11. Looking at grammar. (Chart 14-3)
Change the yes/no questions to noun clauses.

1. YES/NO QUESTION: Is Carl here today?
   NOUN CLAUSE: Can you tell me if I wonder if Carl is here today?

2. YES/NO QUESTION: Will Mr. Piper be at the meeting?
   NOUN CLAUSE: Do you know if Mr. Piper will be at the meeting?

3. YES/NO QUESTION: Did Niko go to work yesterday?
   NOUN CLAUSE: I wonder if Niko went to work yesterday.

4. YES/NO QUESTION: Is there going to be a windstorm tonight?
   NOUN CLAUSE: I'm not sure if there will be a windstorm tonight.

5. YES/NO QUESTION: Do you have Yung Soo’s email address?
   NOUN CLAUSE: I don’t know if you have Yung Soo’s email address.
Exercise 12. Looking at grammar. (Chart 14-3)
Complete the noun clause in each conversation. Use if to introduce the noun clause.

1. A: Are you tired?
   B: Why do you want to know if I am tired?
   A: You look tired. I'm worried about you.

2. A: Are you going to be in your office later today?
   B: What? Sorry. I didn’t hear you.
   A: I need to know if you’re going to be in your office later today.

3. A: Did Tim borrow my cell phone?
   B: Who?
   A: Tim. I want to know if Tim borrowed my cell phone.

4. A: Can Pete watch the kids tonight?
   B: Sorry. I wasn’t listening. I was thinking about something else.
   A: Have you talked to your brother Pete? We need to know
      if Pete will watch the kids tonight.

5. A: Are my car keys in here?
   B: Why are you asking me? How am I supposed to know
      if my car keys are in here?
   A: You’re sure in a bad mood, aren’t you?

6. A: Does your car have a CD player?
   B: What was that?
   A: I want to know if your car has a CD player.
Exercise 13. Let's talk: interview. (Charts 14-2 and 14-3)
Interview your classmates. Begin your questions with *Do you know*. Try to find people who can answer your questions.

1. What does it cost to fly from London to Paris?
2. When was this building built?
3. How far is it from Vancouver, Canada, to Riyadh, Saudi Arabia?
4. Is Australia the smallest continent?
5. How many eyes does a bat have?
6. What is one of the longest words in English?
7. Does a chimpanzee have a good memory?
8. How old is the Great Wall of China?
9. Do all birds fly?
10. Did birds come from dinosaurs?

Exercise 14. Let's talk. (Charts 14-2 and 14-3)
Work in small groups. Choose a famous movie star or celebrity. Make complete statements using noun clauses and the given words. Share some of your sentences with the class. See if anyone knows the information.

1. What do you wonder about him/her?
   a. where → I wonder where she lives.
   b. what
   c. if
   d. who
   e. how
   f. why

2. What do you want to ask him/her?
   a. who → I want to ask him who his friends are.
   b. when
   c. what
   d. whether
   e. why
   f. where

Exercise 15. Warm-up. (Chart 14-4)
Check (√) the sentences that are grammatically correct. Which checked sentences do you agree with?

1. ____ I think that noun clauses are hard.
2. ____ I suppose that this chapter is useful.
3. ____ I think that some of the exercises are easy.
4. ____ Is interesting this chapter I think.
**14-4 Noun Clauses That Begin with That**

A noun clause can be introduced by the word *that*. In (a): *that Mr. Jones is a good teacher* is a noun clause. It is the object of the verb *think.*

*That*-clauses are frequently used as the objects of verbs that express mental activity.

The word *that* is often omitted, especially in speaking. Examples (e) and (f) have the same meaning.

### Common Verbs Followed by *That*-clauses*

- agree that
- assume that
- believe that
- decide that
- discover that
- doubt that
- dream that
- feel that
- forget that
- guess that
- hear that
- know that
- learn that
- notice that
- predict that
- prove that
- read that
- realize that
- remember that
- say that
- suppose that
- think that
- understand that

*See Appendix Chart A-4 for more verbs that can be followed by *that*-clauses.*

---

**Exercise 16. Looking at grammar.** *(Chart 14-4)*

Add the word *that* to mark the beginning of a noun clause.

that

1. I think *that* most people have kind hearts.

2. Last night I dreamed *that* a monster was chasing me.

3. I believe *that* we need to protect the rain forests.

4. Did you notice *that* Yusef wasn’t in class yesterday? I hope he’s okay.

5. I trust *that* Linda. I believe *that* she said. I believe *that* she told the truth.

---

**Exercise 17. Let’s talk: pairwork.** *(Chart 14-4)*

Work with a partner. Take turns asking and answering questions. Use *that*-clauses. Share some of your partner’s answers with the class.

1. What have you noticed about English grammar?
2. What have you heard in the news recently?
3. What did you dream recently?
4. What do you believe about people?
5. What can scientists prove?
6. What can’t scientists prove?
Exercise 18. Warm-up. (Chart 14-5)

Check (✓) the sentences that you agree with.

1. ___ I'm sure that vitamins give people more energy.
2. ___ It's true that vitamins help people live longer.
3. ___ It's a fact that vitamins help people look younger.

14-5 Other Uses of That-Clauses

| (a) I'm sure that the bus stops here. | That-clauses can follow certain expressions with be + adjective or be + past participle. |
| (b) I'm glad that you're feeling better today. | The word that can be omitted with no change in meaning: I'm sure the bus stops here. |
| (c) I'm sorry that I missed class yesterday. | |
| (d) I was disappointed that you couldn't come. | |

| (e) It is true that the world is round. | Two common expressions followed by that-clauses are: |
| (f) It is a fact that the world is round. | It is true that |
| | It is a fact that |

Common Expressions Followed by That-clauses*

- be afraid that
- be disappointed that
- be sad that
- be upset that
- be angry that
- be glad that
- be shocked that
- be sorry that
- be aware that
- be happy that
- be sure that
- be worried that
- be certain that
- be lucky that
- be surprised that
- It is a fact that
- be convinced that
- be pleased that
- It is true that

*See Appendix Chart A-5 for more expressions that can be followed by that-clauses.

Exercise 19. Looking at grammar. (Charts 14-4 and 14-5)

Add that wherever possible.

1. A: Welcome. We're glad you could come.
   B: Thank you. I'm happy to be here.

2. A: Thank you so much for your gift.
   B: I'm pleased you like it.

3. A: I wonder why Paulo was promoted to general manager instead of Andrea.
   B: So do I. I'm surprised Andrea didn't get the job. I think she is more qualified.

4. A: Are you aware you have to pass the English test to get into the university?
   B: Yes, but I'm certain I'll do well on it.
5. Are you surprised dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years?

6. Is it true human beings have lived on earth for only four million (4,000,000) years?

**Exercise 20. Let's talk. (Charts 14-4 and 14-5)**

*Part I.* Work in small groups. Look at the health treatments below. Which ones do you know about? Which ones do you think are helpful? You may need to check your dictionary.

- acupuncture
- massage
- hypnosis
- meditation
- naturopathy
- yoga

*Part II.* Complete the sentences with words from the list. Use noun clauses. Discuss your sentences with other students.

1. I believe/think ___________________ is useful for ___________________.
2. I am certain _________________________________.
3. I am not convinced _________________________________.

**Exercise 21. Listening and grammar. (Charts 14-4 and 14-5)**

Listen to each conversation and then complete the sentences.

*Example:* You will hear: **MAN:** I heard Jack is in jail. I can't believe it!
**WOMAN:** Neither can I! The police said he robbed a house. They must have the wrong person.

You will say: a. The man is shocked that Jack is in jail.
   b. The woman is sure that the police have the wrong person.

1. a. The woman thinks that . . . .
   b. The man is glad that . . . .

2. a. The mother is worried that . . . .
   b. Her son is sure that . . . .

3. a. The man is surprised that . . . .
   b. The woman is disappointed that . . . .

4. a. The man is happy that . . . .
   b. The woman is pleased that . . . .

5. a. The woman is afraid* that . . . .
   b. The man is sure that . . . .

*Sometimes be afraid expresses fear:
I don't want to go near that dog. I'm afraid that it will bite me.

Sometimes be afraid expresses polite regret:
I'm afraid you have the wrong number. = I'm sorry, but I think you have the wrong number.
I'm afraid I can't come to your party. = I'm sorry, but I can't come to your party.
Exercise 22. Warm-up. (Chart 14-6)
Circle all the statements that are true for each conversation.

1. A: Did Taka remember to get food for dinner tonight?
   B: I think so.
   a. Speaker B thinks Taka got food for dinner.
   b. Speaker B is sure that Taka got food for dinner.
   c. Speaker B doesn’t know for sure if Taka got food for dinner.

2. A: Is Ben marrying Tara?
   B: I hope not.
   a. Speaker B says Ben is not going to marry Tara.
   b. Speaker B doesn’t know if Ben is going to marry Tara.
   c. Speaker B doesn’t want Ben to marry Tara.

14-6 Substituting So for a That-Clause in Conversational Responses

(a) A: Is Ana from Peru?
   B: I think so. (so = that Ana is from Peru)

(b) A: Does Judy live in Dallas?
   B: I believe so. (so = that Judy lives in Dallas)

(c) A: Did you pass the test?
   B: I hope so. (so = that I passed the test)

(d) A: Is Jack married?
   B: I don't think so. / I don't believe so.

(e) A: Did you fail the test?
   B: I hope not.

(f) A: Do you want to come with us?
   B: Oh, I don’t know. I guess so.

Think, believe, and hope are frequently followed by so in conversational English in response to a yes/no question. They are alternatives to yes, no, or I don’t know.

So replaces a that-clause.

INCORRECT: I think so that Ana is from Peru.

Negative usage of think so and believe so:
do not think so / do not believe so

Negative usage of hope in conversational responses:

hope not.

In (e): I hope not = I hope I didn’t fail the test.

INCORRECT: I don’t hope so.

Other common conversational responses:

I guess so. I guess not.
I suppose so. I suppose not.

NOTE: In spoken English, suppose often sounds like “spoze.”

Exercise 23. Looking at grammar. (Chart 14-6)
Restate Speaker B’s answers by using a that-clause.

1. A: Is Karen going to be home tonight?
   B: I think so.
   → I think that Karen is going to be home tonight.
2. A: Are we going to have a grammar test tomorrow?
   B: I don’t believe so.

3. A: Will Margo be at the conference in March?
   B: I hope so.

4. A: Can horses swim?
   B: I believe so.

5. A: Do gorillas have tails?
   B: I don’t think so.

6. A: Will Janet be at Omar’s wedding?
   B: I suppose so.

7. A: Will your flight be canceled because of the storms?
   B: I hope not.

Exercise 24. Let’s talk: pairwork. (Chart 14-6)
Work with a partner. Take turns answering the questions. If you are not sure, use think so.
If you are sure, use Yes or No.

Example:
SPEAKER A (book open): Does this book have more than 500 pages?
SPEAKER B (book closed): I think so. / I don’t think so.
                          Yes, it does. / No, it doesn’t.

1. Are we going to have a grammar quiz tomorrow?
2. Do spiders have noses?
3. Do spiders have eyes?
4. Is there a fire extinguisher in this room?
5. Does the word patient have more than one meaning?
6. Does the word dozen have more than one meaning?
7. Is your left foot bigger than your right foot?
8. Is there just one sun in our universe?
9. Do any English words begin with the letter “x”?
10. Do you know what a noun clause is?

Exercise 25. Warm-up. (Chart 14-7)
Circle the quotation marks and underline the punctuation inside each quotation. What are the
 differences in punctuation?

2. “Can someone help me?” he asked.
3. “I’m going to drop this box of jars,” he said.
Sometimes we want to quote a speaker's words — to write a speaker's exact words. Exact quotations are used in many kinds of writing, such as newspaper articles, stories, novels, and academic papers. When we quote a speaker's words, we use quotation marks.

(a) SPEAKERS' EXACT WORDS
Jane: Cats are fun to watch.
Mike: Yes, I agree. They're graceful and playful. Do you have a cat?

(b) QUOTING THE SPEAKERS' WORDS
Jane said, "Cats are fun to watch."
Mike said, "Yes, I agree. They're graceful and playful. Do you have a cat?"

(c) HOW TO WRITE QUOTATIONS
1. Add a comma after said.*
2. Add quotation marks.**
3. Capitalize the first word of the quotation.
4. Write the quotation. Add a final period.
5. Add quotation marks after the period.

例：
Jane said, "Cats are fun to watch."
Mike said, "Yes, I agree. They're graceful and playful. Do you have a cat?"

(d) Mike said, "Yes, I agree. They're graceful and playful. Do you have a cat?"
(e) INCORRECT: Mike said, "Yes, I agree. They're graceful and playful. "Do you have a cat?"

(f) "Cats are fun to watch," Jane said.
(g) "Do you have a cat?" Mike asked.

*Other common verbs besides say that introduce questions: admit, announce, answer, ask, complain, explain, inquire, report, reply, shout, state, write.
**Quotation marks are called "inverted commas" in British English.

Exercise 26. Looking at grammar. (Chart 14-7)
Make sentences in which you quote the speaker's exact words. Use said or asked. Punctuate carefully.

1. ANN: My sister is a student.
   → Ann said, "My sister is a student." or "My sister is a student," Ann said.

2. ANN: Is your brother a student?

3. RITA: We're hungry.

4. RITA: Are you hungry too?

5. RITA: Let's eat. The food is ready.

6. JOHN F. KENNEDY: Ask not what your country can do for you. Ask what you can do for your country.
Exercise 27. Looking at grammar. (Chart 14-7)
A teacher recently had a conversation with Roberto. Practice punctuating their quoted speech.

(Teacher) You know sign language, don’t you? I asked Roberto.

(Roberto) Yes, I do he replied both my grandparents are deaf.

(Teacher) I’m looking for someone who knows sign language. A deaf student is going to visit our class next Monday I said. Could you interpret for her I asked.

(Roberto) I’d be happy to he answered. Is she going to be a new student?

(Teacher) Possibly I said. She’s interested in seeing what we do in our English classes.

Exercise 28. Reading and writing. (Chart 14-7)
Part I. Read the story. Underline the quoted speech.

The Ugly Duckling

Once upon a time, there was a mother duck. She lived on a farm and spent her days sitting on her nest of eggs. One morning, the eggs began to move and out came six little ducklings. But there was one egg that was bigger than the rest, and it didn’t hatch. The mother didn’t remember this egg. “I thought I had only six,” she said. “But maybe I counted incorrectly.”

A short time later, the seventh egg hatched. But this duckling had gray feathers, not brown like his brothers, and was quite ugly. His mother thought, “Maybe this duck isn’t one of mine.” He grew faster than his brothers and ate more food. He was very clumsy, and none of the other animals wanted to play with him. Much of the time he was alone.

He felt unloved by everyone, and he decided to run away from the farm. He asked other animals on the way, “Do you know of any ducklings that look like me?” But they just laughed and said, “You are the ugliest duck we have ever seen.” One day, the duckling looked up and saw a group of beautiful birds overhead. They were white, with long slender necks and large wings. The duckling thought, “I want to look just like them.”

He wandered alone most of the winter and finally found a comfortable bed of reeds in a pond. He thought to himself, “No one wants me. I’ll just hide here for the rest of my life.” There was plenty of food there, and although he was lonely, he felt a little happier.
By springtime, the duck was quite large. One morning, he saw his reflection in the water. He didn’t even recognize himself. A group of swans coming back from the south saw him and flew down to the pond. “Where have you been?” they asked. “You’re a swan like us.” As they began to swim across the pond, a child saw them and said, “Look at the youngest swan. He’s the most beautiful of all.” The swan beamed with happiness, and he lived happily ever after.

Part II. Work in small groups and answer this question: What lessons does this story teach?

Part III. Write a story that includes quoted speech. Choose one of these topics:

1. Write a fable* from your country in which animals speak.
2. Write a story that you learned when you were young.

Exercise 29. Warm-up. (Chart 14-8)
Circle the correct words in italics.

Kathy and Mark said that we/they didn’t like our/their new apartment.

*a fable = a traditional story that teaches a lesson about life
14-8 Quoted Speech vs. Reported Speech

<table>
<thead>
<tr>
<th>QUOTED SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ann said, &quot;I'm hungry.&quot;</td>
<td>(c) Ann said (that) she was hungry.</td>
</tr>
<tr>
<td>(b) Tom said, &quot;I need my pen.&quot;</td>
<td>(d) Tom said (that) he needed his pen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUOTED SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>= giving a speaker's exact words. Quotation marks are used.*</td>
<td>= giving the idea of a speaker's words. Not all of the exact words are used; pronouns and verb forms may change. Quotation marks are not used.*</td>
</tr>
</tbody>
</table>

*Quoted speech is also called direct speech. Reported speech is also called indirect speech.

Exercise 30. Looking at grammar. (Chart 14-8)
Change the pronouns from quoted speech to reported speech.

1. Mr. Smith said, "I need help with my luggage."
   → Mr. Smith said that he needed help with his luggage.

2. Mrs. Hart said, "I am going to visit my brother."
   → Mrs. Hart said that ______ was going to visit ______ brother.

3. Sergey said to me, "I will call you."
   → Sergey said ______ would call ______.

4. Rick said to us, "I'll meet you at your house after I finish my work at my house."
   → Rick said that ______ would meet ______ at ______ house after ______ finished ______ work at ______ house.

Exercise 31. Warm-up. (Chart 14-9)
Read the conversation and look at the sentences that describe it. All are correct. What difference do you notice?

JENNY: What are you doing tomorrow?
ELLA: I'm going to take my parents out to dinner.

a. Ella said she was going to take her parents out to dinner.
b. Ella just said she is going to take her parents out to dinner.
c. Last week Ella said she was going to take her parents out to dinner.
d. Ella says she is going to take her parents out to dinner.
### 14-9 Verb Forms in Reported Speech

<table>
<thead>
<tr>
<th>QUOTED SPEECH</th>
<th>REPORTED SPEECH (formal or later reporting)</th>
<th>REPORTED SPEECH (informal or immediate reporting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I work hard.”</td>
<td>He said he worked hard.</td>
<td>He said he works hard.</td>
</tr>
<tr>
<td>He said, “I am working hard.”</td>
<td>He said he was working hard.</td>
<td>He said he is working hard.</td>
</tr>
<tr>
<td>He said, “I have worked hard.”</td>
<td>He said he had worked hard.</td>
<td>He said he worked hard.</td>
</tr>
<tr>
<td>He said, “I am going to work hard.”</td>
<td>He said he was going to work hard.</td>
<td>He said he is going to work hard.</td>
</tr>
<tr>
<td>He said, “I will work hard.”</td>
<td>He said he would work hard.</td>
<td>He said he will work hard.</td>
</tr>
<tr>
<td>He said, “I can work hard.”</td>
<td>He said he could work hard.</td>
<td>He said he can work hard.</td>
</tr>
</tbody>
</table>

### Exercise 32. Looking at grammar. (Chart 14-9)

Complete the reported speech sentences. Use formal verb forms.

1. Sonia said, “I need some help.”
   → Sonia said (that) she __**needed**__ some help.

2. Linda said, “I’m meeting David for dinner.”
   → Linda said (that) she __**meets**__ David for dinner.

3. Ms. Chavez said, “I have studied in Cairo.”
   → Ms. Chavez said (that) she __**has studied**__ in Cairo.

4. Kazu said, “I forgot to pay my electric bill.”
   → Kazu said (that) he __**forgot**__ to pay his electric bill.

5. Barbara said, “I am going to fly to Hawaii for my vacation.”
   → Barbara said (that) she __**is going to fly**__ to Hawaii for her vacation.

6. I said, “I’ll carry the box up the stairs.”
   → I said (that) I __**carry**__ the box up the stairs.

7. Tarik said to me, “I can teach you to drive.”
   → Tarik said (that) he __**can teach**__ me to drive.
Exercise 33. Looking at grammar. (Charts 14-8 and 14-9)
Change the quoted speech to reported speech. Change the verb in quoted speech to a past form in reported speech if possible.

1. Jim said, “I’m sleepy.”
   → Jim said (that) he was sleepy.
2. Kristina said, “I don’t like chocolate.”
3. Carla said, “I’m planning to take a trip with my family.”
4. Ahmed said, “I have already eaten lunch.”
5. Kate said, “I called my doctor.”
6. Mr. Rice said, “I’m going to go to Chicago.”
7. Pedro said, “I will be at your house at ten.”
8. Emma said, “I can’t afford to buy a new car.”
9. Olivia says, “I can’t afford to buy a new car.”
10. Ms. Acosta said, “I want to see you in my office after your meeting with your supervisor.”

Exercise 34. Warm-up. (Chart 14-10)
Circle all the sentences that are grammatically correct.

1. a. David asked Elena if she would marry him.
   b. David asked Elena would she marry him.
   c. David wanted to know if Elena would marry him.
2. a. Elena said she wasn’t sure.
   b. Elena told she wasn’t sure.
   c. Elena told David she wasn’t sure.

14-10 Common Reporting Verbs: Tell, Ask, Answer/Reply

(a) Kay said that* she was hungry.
(b) Kay told me that she was hungry.
(c) Kay told Tom that she was hungry.

INCORRECT: Kay told that she was hungry.
INCORRECT: Kay told to me that she was hungry.
INCORRECT: Kay said me that she was hungry.

(d) QUOTED: Ken asked me, “Are you tired?”
REPORTED: Ken asked (me) if I was tired.
(e) Ken wanted to know if I was tired.
Ken wondered if I was tired.
Ken inquired whether or not I was tired.

(f) QUOTED: I said (to Kay), “I am not tired.”
REPORTED: I answered/replied that I wasn’t tired.

A main verb that introduces reported speech is called a “reporting verb.” Say is the most common reporting verb** and is usually followed immediately by a noun clause, as in (a).

Tell is also commonly used. Note that told is followed by me in (b) and by Tom in (c).

Tell needs to be followed immediately by a (pro)noun object and then by a noun clause.

Asked is used to report questions.

Questions are also reported by using want to know, wonder, and inquire.

The verbs answer and reply are often used to report replies.

*That is optional. See Chapter 14-8.

**Other common reporting verbs: Kay announced / commented / complained / explained / remarked / stated that she was hungry.
Exercise 35. Looking at grammar. (Chart 14-10)
Complete the sentences with said, told, or asked.

1. Karen ___told___ me that she would be here at one o’clock.
2. Jamal ___said___ that he was going to get here around two.
3. Sophia ___asked___ me what time I would arrive.
4. William _________ that I had a message.
5. William _________ me that someone had called me around ten-thirty.
6. I _________ William if he knew the caller’s name.
7. I had a short conversation with Alice yesterday. I _________ her that I would help her move into her new apartment next week. She _________ that she would welcome the help. She _________ me if I had a truck or knew anyone who had a truck. I _________ her Dan had a truck. She _________ she would call him.
8. My uncle in Toronto called and _________ that he was organizing a surprise party for my aunt’s 60th birthday. He _________ me if I could come to Toronto for the party. I _________ him that I would be happy to come. I _________ when it was. He _________ it was the last weekend in August.

Exercise 36. Let’s talk: pairwork. (Charts 5-2, 14-2, 14-3, and 14-10)
Work with a partner. Write down five questions to ask your partner about his/her life or opinions. Interview your partner and write down the answers. Then report to the class some of the information you found out about your partner. Include both the question and the response. Use either formal or informal verb forms.*

Examples:
STUDENT A’s question: Where were you born?
STUDENT B’s response: In Nepal.
STUDENT A’s report: I asked him where he was born. He said he was born in Nepal.

STUDENT B’s question: Who do you admire most in the world?
STUDENT A’s response: I admire my parents.
STUDENT B’s report: I asked him who he admires most in the world. He said he admires his parents the most.

*In everyday spoken English, native speakers sometimes change formal/later noun clause verbs to past forms, and sometimes they don’t. In an informal reporting situation such as in this exercise, either informal/immediate reporting or reporting tenses are appropriate.
Exercise 37. Looking at grammar. (Charts 14-8 → 14-10)
Complete the paragraph based on what the people in the picture are saying. Use the formal sequence of tenses.

One day Katya and Pavel were at a restaurant. Katya picked up her menu and looked at it. Pavel left his menu on the table. Katya asked Pavel what he was going to have. He said

... anything because he

... already. Katya was

surprised. She asked him why

... . He told her...

Exercise 38. Looking at grammar. (Charts 14-8 → 14-10)
Change the reported speech to quoted speech. Begin a new paragraph each time the speaker changes. Pay special attention to pronouns, verb forms, and word order.

Example:
REPORTED SPEECH: This morning my mother asked me if I had gotten enough sleep last night. I told her that I was fine. I explained that I didn’t need a lot of sleep. She told me that I needed to take better care of myself.

QUOTED SPEECH: This morning my mother said, “Did you get enough sleep last night?” “I’m fine,” I replied. “I don’t need a lot of sleep.” She said, “You need to take better care of yourself.”

1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me what I was doing after class. I told her that I would tell her later.

2. When I was putting on my coat, Robert asked me where I was going. I told him that I had a date with Anna. He wanted to know what we were going to do. I told him that we were going to a movie.
Exercise 39. Listening. (Charts 14-8 → 14-10)
Listen to Roger’s report of his phone conversation with Angela. Then listen again and write the missing words.

Angela called and ___________ me where Bill ___________.

I ___________ her he ___________ in the lunchroom. She ___________ when he ___________ back. I ___________ he ___________ back around 2:00. I ___________ her if I ___________ something for her.

She ___________ that Bill had the information she ___________, and only he ___________ her. I ___________ her that I ___________ him a message. She thanked me and hung up.

Exercise 40. Reading. (Chapter 14)
Part I. Read the passage.

The Last Lecture

In 2007, a 47-year-old computer science professor from Carnegie Mellon University was invited to give a lecture at his university. His name was Randy Pausch, and the lecture series was called “The Last Lecture.” Pausch was asked to think about what wisdom he would give to people if he knew it was his last opportunity to do so. In Pausch’s case, it really was his last lecture because he had cancer and wasn’t expected to survive. Pausch gave an uplifting lecture called “Really Achieving Your Childhood Dreams.” The lecture was recorded and put on the Internet. A reporter for the Wall Street Journal was also there and wrote about it. Soon millions of people around the world heard about Pausch’s inspiring talk.

Here are some quotes from Randy Pausch:

To the general public:

“Proper apologies have three parts: (1) What I did was wrong. (2) I’m sorry that I hurt you. (3) How do I make it better? It’s the third part that people tend to forget.”

“If I could only give three words of advice, they would be ‘tell the truth.’ If I got three more words, I’d add ‘all the time’.”

“The key question to keep asking is, ‘Are you spending your time on the right things?’ Because time is all you have.”

“We cannot change the cards we are dealt, just how we play the hand.”

To his students: “Whether you think you can or can’t, you’re right.”

To his children: “Don’t try to figure out what I wanted you to become. I want you to become what you want to become.”
Sadly, in 2008, Randy Pausch died. Before his death he was able to put down his thoughts in a book, appropriately called *The Last Lecture*.

**Part II.** Work in small groups. Make sure the members of your group understand each quotation in Part I. Then, individually, choose one of the quotes to agree or disagree with. Use some of these phrases and support your statement with reasons.

- I agree / disagree that
- I believe / don’t believe that
- I think / don’t think that
- It’s true that

☐ **Exercise 41. Check your knowledge.** *(Chapter 14)*

Edit the sentences. Correct the errors in noun clauses.

1. My friend knows where do I live.
2. I don’t know what is your email address?
3. I think so that Mr. Lee is out of town.
4. Can you tell me that where Victor is living now?
5. I asked my uncle what kind of movies does he like.
6. I think, that my English has improved a lot.
7. Is true that people are basically the same everywhere in the world.
8. A man came to my door last week. I didn’t know who is he.
9. I want to know does Pedro have a laptop computer.
10. Sam and I talked about his classes. He told that he don’t like his algebra class.
11. A woman came into the room and ask me Where is your brother?
12. I felt very relieved when the doctor said, you will be fine. It’s nothing serious.
13. My mother asked me that: “When you will be home?”
### A-1 The Present Perfect vs. The Past Perfect

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>(a) I am not hungry now. I have already eaten.</th>
<th>The PRESENT PERFECT expresses an activity that occurred before now, at an unspecified time in the past, as in (a).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>before now</td>
<td></td>
</tr>
<tr>
<td></td>
<td>now</td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td>(b) I was not hungry at 1:00 P.M. I had already eaten.</td>
<td>The PAST PERFECT expresses an activity that occurred before another time in the past.</td>
</tr>
<tr>
<td></td>
<td>before 1:00 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

In (b): I ate at noon. I was not hungry at 1:00 P.M. because I had already eaten before 1:00 P.M.

He had poured a bowl of noodles on top of his head.
A-2 The Past Progressive vs. The Past Perfect

**Past Progressive**

(a) I *was eating* when Bob came.

The PAST PROGRESSIVE expresses an activity that was in progress at a particular time in the past.

In (a): I began to eat at noon. Bob came at 12:10. My meal was in progress when Bob came.

**Past Perfect**

(b) I *had eaten* when Bob came.

The PAST PERFECT expresses an activity that was completed before a particular time in the past.

In (b): I finished eating at noon. Bob came at 1:00 P.M. My meal was completed before Bob came.

A-3 Still vs. Anymore

**Still**

(a) It was cold yesterday. It is *still cold* today. We *still* need to wear coats.

(b) The mail didn’t come an hour ago. The mail *still hasn’t* come.

Still = A situation continues to exist from past to present without change. Still is used in either affirmative or negative sentences.

Position: midsentence*

**Anymore**

(c) I lived in Chicago two years ago, but then I moved to another city. I *don’t live in Chicago anymore*.

Anymore = A past situation does not continue to exist at present; a past situation has changed. Anymore has the same meaning as *any longer*. Anymore is used in negative sentences.

Position: end of sentence

*See Chart 1-3, p. 10. A midsentence adverb

(1) precedes a simple present verb: We *still need* to wear coats.

(2) follows am, is, are, was, were: It is *still cold*.

(3) comes between a helping verb and a main verb: Bob *has already arrived*.

(4) precedes a negative helping verb: *Ann still hasn’t* come.

(5) follows the subject in a question: Have you *already seen that movie*?
Scientists have concluded that dolphins can communicate with each other.
UNIT B: Phrasal Verbs

NOTE: See the Fundamentals of English Grammar Workbook appendix for more practice exercises for phrasal verbs.

<table>
<thead>
<tr>
<th>B-1 Phrasal Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) We put off our trip. We’ll go next month instead of this month. (put off = postpone)</td>
</tr>
<tr>
<td>(b) Jimmy, put on your coat before you go outdoors. (put on = place clothes on one’s body)</td>
</tr>
<tr>
<td>(c) Someone left the scissors on the table. They didn’t belong there. I put them away. (put away = put something in its usual or proper place)</td>
</tr>
<tr>
<td>(d) After I used the dictionary, I put it back on the shelf. (put back = return something to its original place)</td>
</tr>
</tbody>
</table>

**In (a): put off = a phrasal verb**

| A PHRASAL VERB = a verb and a particle that together have a special meaning. For example, put off means “postpone.” |
| A PARTICLE = a “small word” (e.g., off, on, away, back) that is used in a phrasal verb. |
| Notice that the phrasal verbs with put in (a), (b), (c), and (d) all have different meanings. |

<table>
<thead>
<tr>
<th>Separable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) We put off our trip. = (vb + particle + NOUN)</td>
</tr>
<tr>
<td>(f) We put our trip off. = (vb + NOUN + particle)</td>
</tr>
<tr>
<td>(g) We put it off. = (vb + PRONOUN + particle)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonseparable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(h) I ran into Bob. = (vb + particle + NOUN)</td>
</tr>
<tr>
<td>(i) I ran into him. = (vb + particle + PRONOUN)</td>
</tr>
</tbody>
</table>

**In (e): Some phrasal verbs are separable: a NOUN OBJECT can either**

1. follow the particle, as in (e), or
2. come between (separate) the verb and the particle, as in (f).

| INCORRECT: We put off it. |

<table>
<thead>
<tr>
<th>Phrasal Verbs: Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(j) The machine broke down.</td>
</tr>
<tr>
<td>(k) Please come in.</td>
</tr>
<tr>
<td>(l) I fell down.</td>
</tr>
</tbody>
</table>

**In (h): If a phrasal verb is nonseparable, a NOUN or PRONOUN always follows (never precedes) the particle, as in (h) and (i).**

| INCORRECT: I ran Bob into. |
| INCORRECT: I ran him into. |

**In (j): Some phrasal verbs are intransitive; i.e., they are not followed by an object.**

<table>
<thead>
<tr>
<th>Three-Word Phrasal Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m) Last night some friends dropped in.</td>
</tr>
<tr>
<td>(n) Let’s drop in on Alice this afternoon.</td>
</tr>
<tr>
<td>(o) We dropped in on her last week.</td>
</tr>
</tbody>
</table>

**In (m): drop in is not followed by an object. It is an intransitive phrasal verb (i.e., it is not followed by an object).**

**In (n): drop in on is a three-word phrasal verb. Three-word phrasal verbs are transitive (they are followed by objects).**

**In (o): Three-word phrasal verbs are nonseparable (the noun or pronoun follows the phrasal verb).**
### Phrasal Verbs: A Reference List

<table>
<thead>
<tr>
<th>B-2</th>
<th>A</th>
<th>ask out</th>
<th>ask (someone) to go on a date</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>blow out</td>
<td>extinguish (a match, a candle)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>break down</td>
<td>stop functioning properly</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>break out</td>
<td>happen suddenly</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>break up</td>
<td>separate, end a relationship</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>bring back</td>
<td>return</td>
<td></td>
</tr>
</tbody>
</table>
| B | bring up | (1) raise (children)  
(2) mention, start to talk about | |
| C | call back | return a telephone call | |
| C | call off | cancel | |
| C | call on | ask (someone) to speak in class | |
| C | call up | make a telephone call | |
| C | cheer up | make happier | |
| C | clean up | make neat and clean | |
| C | come along (with) | accompany | |
| C | come from | originate | |
| C | come in | enter a room or building | |
| C | come over (to) | visit the speaker’s place | |
| C | cross out | draw a line through | |
| C | cut out (of) | remove with scissors or knife | |
| D | dress up | put on nice clothes | |
| D | drop in (on) | visit without calling first or without an invitation | |
| D | drop out (of) | stop attending (school) | |
| E | eat out | eat outside of one’s home | |
| F | fall down | fall to the ground | |
| F | figure out | find the solution to a problem | |
| F | fill in | complete by writing in a blank space | |
| F | fill out | write information on a form | |
| F | fill up | fill completely with gas, water, coffee, etc. | |
| F | find out (about) | discover information | |
| F | fool around (with) | have fun while wasting time | |
| G | get on | enter a bus/an airplane/a train/a subway | |
| G | get out of | leave a car, a taxi | |
| G | get over | recover from an illness or a shock | |
| G | get together (with) | join, meet | |
| G | get through (with) | finish | |
| G | get up | get out of bed in the morning | |
| G | give away | donate, get rid of by giving | |
| G | give back | return (something) to (someone) | |
| G | give up | quit doing (something) or quit trying | |
| G | go on | continue | |
| G | go back (to) | return to a place | |
| G | go out | not stay home | |
| G | go over (to) | (1) approach  
(2) visit another’s home | |
| G | grow up (in) | become an adult | |
| H | hand in | give homework, test papers, etc., to a teacher | |
| H | hand out | give (something) to this person, then to that person, then to another person, etc. | |
| H | hang around/out (with) | spend time relaxing | |
| H | hang up | (1) hang on a hanger or a hook  
(2) end a telephone conversation | |
| H | have on | wear | |
| H | help out | assist (someone) | |
| H | keep away (from) | not give to | |
| H | keep on | continue | |
| L | lay off | stop employment | |
| L | leave on | (1) not turn off (a light, a machine)  
(2) not take off (clothing) | |
| L | look into | investigate | |
| L | look over | examine carefully | |
| L | look out (for) | be careful | |
| L | look up | look for information in a dictionary, a telephone directory, an encyclopedia, etc. | |
| P | pay back | return borrowed money to (someone) | |
| P | pick up | lift | |
| P | point out | call attention to | |

(continued)
### B-2 Phrasal Verbs: A Reference List (continued)

<table>
<thead>
<tr>
<th>Verb Pair</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>print out</strong></td>
<td>create a paper copy from a computer</td>
</tr>
<tr>
<td><strong>put away</strong></td>
<td>put (something) in its usual or proper place</td>
</tr>
<tr>
<td><strong>put back</strong></td>
<td>return (something) to its original place</td>
</tr>
<tr>
<td><strong>put down</strong></td>
<td>stop holding or carrying</td>
</tr>
<tr>
<td><strong>put off</strong></td>
<td>postpone</td>
</tr>
<tr>
<td><strong>put on</strong></td>
<td>put clothes on one's body</td>
</tr>
<tr>
<td><strong>put out</strong></td>
<td>extinguish (stop) a fire, a cigarette</td>
</tr>
<tr>
<td><strong>run into</strong></td>
<td>meet by chance</td>
</tr>
<tr>
<td><strong>run out of</strong></td>
<td>finish the supply of (something)</td>
</tr>
<tr>
<td><strong>set out for</strong></td>
<td>begin a trip</td>
</tr>
<tr>
<td><strong>shut off</strong></td>
<td>stop a machine or a light, turn off</td>
</tr>
<tr>
<td><strong>sign up for</strong></td>
<td>put one's name on a list</td>
</tr>
<tr>
<td><strong>show up</strong></td>
<td>come, appear</td>
</tr>
<tr>
<td><strong>sit around with</strong></td>
<td>sit and do nothing</td>
</tr>
<tr>
<td><strong>sit back</strong></td>
<td>put one's back against a chair back</td>
</tr>
<tr>
<td><strong>sit down</strong></td>
<td>go from standing to sitting</td>
</tr>
<tr>
<td><strong>speak up</strong></td>
<td>speak louder</td>
</tr>
<tr>
<td><strong>stand up</strong></td>
<td>go from sitting to standing</td>
</tr>
<tr>
<td><strong>start over</strong></td>
<td>begin again</td>
</tr>
<tr>
<td><strong>stay up</strong></td>
<td>not go to bed</td>
</tr>
<tr>
<td><strong>take back</strong></td>
<td>return</td>
</tr>
</tbody>
</table>
| **take off** | (1) remove clothes from one's body  
(2) ascend in an airplane |
| **take out** | invite out and pay |
| **talk over** | discuss |
| **tear down** | destroy a building |
| **tear out of** | remove (paper) by tearing |
| **tear up** | tear into small pieces |
| **think over** | consider |
| **throw away/out** | put in the trash, discard |
| **try on** | put on clothing to see if it fits |
| **turn around** | change to the opposite direction |
| **turn back** |  |
| **turn down** | decrease the volume |
| **turn off** | stop a machine or a light |
| **turn on** | start a machine or a light |
| **turn over** | turn the top side to the bottom |
| **turn up** | increase the volume |
| **wake up** | stop sleeping |
| **watch out for** | be careful |
| **work out** | solve |
| **write down** | write a note on a piece of paper |

### EXERCISE 1. Looking at grammar. (Charts B-1 and B-2)

Underline the second part of the phrasal verb in each sentence.

1. I picked **up** a book and started to read.
2. The teacher called **on** me in class.
3. I get **up** early every day.
4. I feel **okay** now. I **got over** my cold last week.
5. I woke **my roommate** up when I **got home**.
6. I turned the radio **on** to listen to some music.
7. When I don't know how to spell a word, I **look it up**.

---

400 APPENDIX
EXERCISE 2. Looking at grammar. (Charts B-1 and B-2)
Check (✓) the correct sentences. In some cases, both are correct.

1. __ I turned the light on.
   __ I turned on the light.
2. __ I ran into Mary.
   __ I ran Mary into.
3. __ Joe looked up the definition.
   __ Joe looked the definition up.
4. __ I took off my coat.
   __ I took my coat off.
5. __ I got in the car and left.
   __ I got the car in and left.
6. __ I figured out the answer.
   __ I figured the answer out.

EXERCISE 3. Looking at grammar. (Charts B-1 and B-2)
Complete the sentences with particles and the pronouns it or them. If the phrasal verb is separable, circle SEP. If it is nonseparable, circle NONSEP.

1. I got over my cold. → I got __ over it ___________.
2. I made up the story. → I made ________________.
3. I put off my homework. → I put ________________.
4. I wrote down the numbers. → I wrote ________________.
5. I looked up the answer. → I looked ________________.
6. I got on the bus. → I got ________________.
7. I looked into the problem. → I looked ________________.
8. I shut off the engine. → I shut ________________.
9. I turned off the lights. → I turned ________________.
10. I got off the subway. → I got ________________.

NOTE: See the Fundamentals of English Grammar Workbook appendix for more practice exercises for phrasal verbs.
UNIT C: Prepositions

NOTE: See the Fundamentals of English Grammar Workbook appendix for practice exercises for preposition combinations.

C-1 Preposition Combinations: Introduction

<table>
<thead>
<tr>
<th>ADJ + PREP</th>
<th>V + PREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ali is absent from class today.</td>
<td>(b) This book belongs to me.</td>
</tr>
</tbody>
</table>

At, from, of, on, and to are examples of prepositions. Prepositions are often combined with adjectives, as in (a), and verbs, as in (b).

C-2 Preposition Combinations: A Reference List

<table>
<thead>
<tr>
<th>A</th>
<th>be absent from</th>
<th>be devoted to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>be accustomed to</td>
<td>die of / from</td>
</tr>
<tr>
<td></td>
<td>add (this) to (that)</td>
<td>be different from</td>
</tr>
<tr>
<td></td>
<td>be acquainted with</td>
<td>disagree with (someone) about (something)</td>
</tr>
<tr>
<td></td>
<td>admire (someone) for (something)</td>
<td>be disappointed in</td>
</tr>
<tr>
<td></td>
<td>be afraid of</td>
<td>discuss (something) with (someone)</td>
</tr>
<tr>
<td></td>
<td>agree with (someone) about (something)</td>
<td>divide (this) into (that)</td>
</tr>
<tr>
<td></td>
<td>be angry at / with (someone) about / over (something)</td>
<td>be divorced from</td>
</tr>
<tr>
<td></td>
<td>apologize to (someone) for (something)</td>
<td>be done with</td>
</tr>
<tr>
<td></td>
<td>apply for (something)</td>
<td>dream about / of</td>
</tr>
<tr>
<td></td>
<td>approve of</td>
<td>dream of</td>
</tr>
<tr>
<td></td>
<td>argue with (someone) about / over (something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>arrive at (a building / a room)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>arrive in (a city / a country)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ask (someone) about (something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ask (someone) for (something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be aware of</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>be bad for</th>
<th>be engaged to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>believe in</td>
<td>be equal to</td>
</tr>
<tr>
<td></td>
<td>belong to</td>
<td>escape from (a place)</td>
</tr>
<tr>
<td></td>
<td>be bored with / by</td>
<td>be excited about</td>
</tr>
<tr>
<td></td>
<td>borrow (something) from (someone)</td>
<td>excuse (someone) for (something)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>be clear to</th>
<th>excise from</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>combine with</td>
<td>be exhausted from</td>
</tr>
<tr>
<td></td>
<td>compare (this) to / with (that)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>complain to (someone) about (something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be composed of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concentrate on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>consist of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be crazy about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be crowded with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be curious about</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>depend on (someone) for (something)</th>
<th>be full of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>be dependent on (someone) for (something)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

402 APPENDIX
### C-2 Preposition Combinations: A Reference List (continued)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>happen to be happy about (something) be happy for (someone) hear about / of (something) from (someone) help (someone) with (something) hide (something) from (someone) hope for be hungry for</td>
</tr>
<tr>
<td>I</td>
<td>insist on be interested in introduce (someone) to (someone) invite (someone) to (something) be involved in</td>
</tr>
<tr>
<td>K</td>
<td>be kind to know about</td>
</tr>
<tr>
<td>L</td>
<td>laugh at leave for (a place) listen to look at look for look forward to look like</td>
</tr>
<tr>
<td>M</td>
<td>be made of be married to be the matter with multiply (this) by (that)</td>
</tr>
<tr>
<td>N</td>
<td>be nervous about be nice to</td>
</tr>
<tr>
<td>O</td>
<td>be opposed to</td>
</tr>
<tr>
<td>P</td>
<td>pay for be patient with be pleased with / about play with point at be polite to prefer (this) to (that)</td>
</tr>
<tr>
<td>Q</td>
<td>be prepared for protect (this) from (that) be proud of provide (someone) with</td>
</tr>
<tr>
<td>R</td>
<td>be qualified for</td>
</tr>
<tr>
<td>S</td>
<td>be ready for be related to rely on be responsible for</td>
</tr>
<tr>
<td>T</td>
<td>be satisfied with be scared of / by search for separate (this) from (that) be similar to speak to / with (someone) about (something) stare at subtract (this) from (that) be sure of / about</td>
</tr>
<tr>
<td>U</td>
<td>be used to</td>
</tr>
<tr>
<td>V</td>
<td>be worried about</td>
</tr>
</tbody>
</table>

**Supplementary Grammar Charts** 403
Chapter 1: Present Time

Exercise 1, p. 1.
SAM: Hi. My name is Sam.
USA: Hi. I’m Lisa. It’s nice to meet you.
SAM: Nice to meet you too. Where are you from?
USA: I’m from Boston. How about you?
SAM: I’m from Quebec. So, how long have you been here?
USA: Just one day. I still have a little jet lag.
SAM: Me too. I got in yesterday morning. So we need to ask each other about a hobby. What do you like to do in your free time?
USA: I spend a lot of time outdoors. I love to hike. When I’m indoors, I like to surf the Internet.
SAM: Me too. I’m studying Italian right now. There are a lot of good websites for learning languages on the Internet.
USA: I know. I found a good one for Japanese. I’m trying to learn a little. Now, when I introduce you to the group, I have to write your full name on the board. What’s your last name and how do you spell it?
SAM: It’s Sanchez. S-A-N-C-H-E-Z.
USA: My last name is Paterson — with one “t”: P-A-T-E-R-S-O-N.
SAM: It looks like our time is up. Thanks. It’s been nice talking to you.
USA: I enjoyed it too.

Exercise 5, p. 4.

Lunch at the Fire Station

It’s 12:30, and the firefighters are waiting for their next call. They are taking their lunch break. Ben, Rita, and Jada are sitting at a table in the fire station. Their co-worker Bruno is making lunch for them. He is an excellent cook. He often makes lunch. He is fixing spicy chicken and rice. Their captain isn’t eating. He is doing paperwork. He skips lunch on busy days. He works in his office and finishes his paperwork.

Exercise 6, p. 5.
1. Irene designs video games.
2. She is working on a new project.
3. She is sitting in front of her computer.
4. She spends her weekends at the office.
5. She’s finishing plans for a new game.

Exercise 9, p. 6.
A problem with the printer
1. Does it need more paper?
2. Does it have enough ink?
3. Are you fixing it yourself?
4. Do you know how to fix it?
5. Do we have another printer in the office?
6. Hmmmm. Is it my imagination or is it making a strange noise?

Natural disasters: a flood
1. The weather causes some natural disasters.
2. Heavy rains sometimes create floods.
3. A big flood causes a lot of damage.
4. In towns, floods can damage buildings, homes, and roads.
5. After a flood, a town needs a lot of financial help for repairs.

Exercise 24, p. 15.

1. talks  
2. fishes  
3. hopes  
4. teaches  
5. moves  
6. kisses  
7. pushes  
8. waits  
9. mixes  
10. bows  
11. studies  
12. buys  
13. enjoys  
14. tries  
15. carries
Exercise 33, p. 21.

Part I.

At the doctor's office

1. Do you becomes Do you have an appointment?
2. Does he becomes Does he have an appointment?
3. Does she becomes Does she have an appointment?
4. Do we becomes Do we have an appointment?
5. Do they becomes Do they have an appointment?
6. Am I becomes Am I late for my appointment?
7. Is it becomes Is it time for my appointment?
8. Does it becomes Does it hurt?

Part II.

1. Do you have pain anywhere?
2. Does it hurt anywhere else?
3. Does she have a cough or sore throat?
4. Does he have a fever?
5. Does she need lab tests?
6. Am I very sick?
7. Is it serious?
8. Does he need to make another appointment?
9. Do they want to wait in the waiting room?
10. Do we pay now or later?

Exercise 35, p. 22.

1. We have a few minutes before we need to leave. Do you want a cup of coffee?
2. We need to leave. Are you ready?
3. Look outside. Is it raining hard?
4. Do we need to take an umbrella?
5. Mr. Smith has his coat on. Is he leaving now?
6. I'm looking for the office supplies. Are they in here?

Exercise 37, p. 24.

Aerobic Exercise

Jeremy and Nancy believe exercise is important. They go to an exercise class three times a week. They like aerobic exercise.

Aerobic exercise is a special type of exercise. It increases a person's heart rate. Fast walking, running, and dancing are examples of aerobic exercise. During aerobic exercise, a person's heart beats fast. This brings more oxygen to the muscles. Muscles work longer when they have more oxygen.

Right now Jeremy and Nancy are listening to some lively music. They are doing special dance steps. They are exercising different parts of their body.

How about you? Do you like to exercise? Do your muscles get exercise every week? Do you do some type of aerobic exercise?

Chapter 2: Past Time

Exercise 4, p. 27.

1. We studied...
2. Mr. Green wrote a magazine article...
3. The sun sets...
4. A substitute teacher taught...
5. Mr. Watson drove a sports car...

Exercise 5, p. 28.

Part I.

1. I was in a hurry. I wasn't in a hurry.
2. They were on time. They weren't on time.
3. He was at the doctor's. He wasn't at the doctor's.
4. We were early. We weren't early.

Part II.

At a wedding

1. The bride wasn't nervous before the ceremony.
2. The groom was nervous before the ceremony.
3. His parents weren't nervous about the wedding.
4. The bride and groom were excited about their wedding.
5. The ceremony was in the evening.
6. The wedding reception wasn't after the wedding.
7. It was the next day.
8. It was at a popular hotel.
9. A lot of guests were there.
10. Some relatives from out of town weren't there.

Exercise 8, p. 30.

1. Shhh. The movie is beginning.
2. Oh, no. The elevator door is stuck. It isn't opening.
3. Here's a letter for you. I opened it accidentally.
4. I'm listening to the phone message that you already listened to.
5. Are you lying to me or telling me the truth?
6. We enjoyed the party.
7. I'm enjoying the nice weather today.
8. You look upset. What happened?

Exercise 16, p. 37.

Part I.

1. Did you becomes Did you forget something? OR
   Did you becomes Did ya?
   Did you forget something? OR
2. Did I becomes Did I forget something? OR
   Did I becomes Di
   Did I forget something? OR
3. Did he becomes Did he forget something? OR
   Did he becomes De
   Did he forget something?
4. Did she becomes Dih-she Did she forget something?
5. Did we becomes Dih-we Did we forget something?
6. Did they becomes Dih-they Did they forget something?

Part II.
1. Alex hurt his finger. Did he cut it with a knife?
2. Ms. Jones doesn’t have any money in her wallet. Did she spend it all yesterday?
3. Karen’s parents visited. Did you meet them yesterday?
4. The Browns don’t have a car anymore. Did they sell it?
5. I dropped the glass. Did I break it?
6. Ann didn’t throw away her old clothes. Did she keep them?
7. John gave a book to his son. Did he read it to him?
8. You don’t have your glasses. Did you lose them?
9. Mr. Jones looked for his passport in his desk drawer. Did he find it?
10. The baby is crying. Did I upset her?

Exercise 17, p. 37.
Luka wasn’t home last night.
1. Did he go to a party last night?
2. Did he have a good time?
3. Did he eat a lot of food?
4. Did he drink a lot of soda?
5. Did he meet some new people?
6. Did he shake hands with them when he met them?
7. Did he dance with friends?
8. Did he sit with his friends and talk?

Exercise 19, p. 38.
A Deadly Flu
Every year, the flu kills 200,000 to 300,000 people around the world. But in 1918, a very strong flu virus killed millions of people. This flu began in 1918 and lasted until 1920. It spread around the world, and between 20 million and 100 million people died. Unlike other flu viruses that usually kill the very young and the very old, many of the victims were healthy young adults. This was unusual and made people especially afraid.

Exercise 20, p. 39.
Part I.
1. watch, watched
2. studied, studied
3. works, worked
4. decided, decided

Part II.
1. We watched a movie.
2. They studied in the morning.
3. She worked at the library.
4. They decided to leave.

Exercise 21, p. 39.
1. We agree with you.
2. We agreed with you.
3. I arrived on time.
4. The teacher explains the answers well.
5. My doctor’s appointment ended late.
6. The train stopped suddenly.
7. You touched a spider!

Exercise 22, p. 40.
1. It rains in the spring . . .
2. It rained a lot . . .
3. The mail carrier walks to our house . . .
4. My friend surprised me with a birthday present . . .
5. The taxi picks up passengers at the airport . . .
6. I passed my final exam in math . . .

Exercise 23, p. 40.
1. cooked 5. started 9. added
2. served 6. dropped 10. passed
3. wanted 7. pulled 11. returned
4. asked 8. pushed 12. pointed

Exercise 24, p. 40.
A: Did you have a good weekend?
B: Yeah, I went to a water slide park.
A: Really? That sounds like fun!
B: It was great! I loved the fast slides. How about you? How was your weekend?
A: I visited my aunt.
B: Did you have a good time?
A: Not really. She didn’t like my clothes or my haircut.

Exercise 31, p. 46.
At a checkout stand in a grocery store
1. A: Hi. Did you find what you needed?
   B: Almost everything. I was looking for sticky rice, but I didn’t see it.
   A: It’s on aisle 10, in the Asian food section.
2. A: This is the express lane. Ten items only. It looks like you have more than ten. Did you count them?
   B: I thought I had ten. Oh, I guess I have more. Sorry.
   A: The checkout stand next to me is open.
3. A: Do you have any coupons you wanted to use?
   B: I had a couple in my purse, but I can’t find them now.
   A: What were they for? I might have some extras here.
   B: One was for eggs, and the other was for ice cream.
   A: I think I have those.
Exercise 39, p. 51.

Jennifer’s Problem

Jennifer works for an insurance company. When people need help with their car insurance, they call her. Right now it is 9:05 A.M., and Jennifer is sitting at her desk.

She came to work on time this morning. Yesterday Jennifer was late to work because she had a minor auto accident. While she was driving to work, her cell phone rang. She reached for it.

While she was reaching for her phone, Jennifer lost control of the car. Her car ran into a row of mailboxes beside the road and stopped. Fortunately, no one was hurt in the accident.

Jennifer is okay, but her car isn’t. It needs repairs. Jennifer feels very embarrassed now. She made a bad decision, especially since it is illegal to talk on a cell phone and drive at the same time where she lives.

Exercise 43, p. 53.
1. I used to stay up past midnight, but now I often go to bed at 10:00 because I have an 8:00 class.
2. What time did you used to go to bed when you were a child?
3. Tom used to play tennis after work every day, but now he doesn’t.
4. I used to skip breakfast, but now I always have something to eat in the morning because I read that students who eat breakfast do better in school.
5. I didn’t used to like grammar, but now I do.

Chapter 3: Future Time

Exercise 2, p. 56.

At the airport
1. The security line will take about a half hour.
2. The plane is going to arrive at Gate 10.
3. Your flight is already an hour late.
4. Your flight will be here soon.
5. Did you print your boarding pass?
6. Are you printing my boarding pass too?
7. Are we going to have a snack on our flight?
8. We will need to buy snacks on the flight.

Exercise 6, p. 58.

Part I.
Looking for an apartment
A: We’re going to look for an apartment to rent this weekend.
B: Are you going to look in this area?
A: No, we’re going to search in an area closer to our jobs.
B: Is the rent going to be cheaper in that area?
A: Yes, apartment rents are definitely going to be cheaper.

Exercise 10, p. 60.

Part I.
1. I’ll be ready to leave soon.
2. You’ll need to come.
3. He’ll drive us.
4. She’ll come later.
5. We’ll get there a little late.
6. They’ll wait for us.

Part II.
1. Don’t wait up for me tonight. I’ll be home late.
2. I paid the bill this morning. You’ll get my check in the next day or two.
3. We have the better team. We’ll probably win the game.
4. Henry twisted his ankle while running down a hill. He’ll probably take a break from running this week.
5. We can go to the beach tomorrow, but it’ll probably be too cold to go swimming.
6. I invited some guests for dinner. They’ll probably get here around seven.
7. Karen is doing volunteer work for a community health-care clinic this week. She’ll be gone a lot in the evenings.

Exercise 11, p. 61.

Part I.
At the doctor’s office
1. The doctor’ll be with you in a few minutes.
2. Your appointment’ll take about an hour.
3. Your fever’ll be gone in a few days.
4. Your stitches’ll disappear over the next two weeks.
5. The nurse’ll schedule your tests.
6. The lab’ll have the results next week.
7. The receptionist at the front desk’ll set up your next appointment.

Part II.
At the pharmacy
1. Your prescription’ll be ready in ten minutes.
2. The medicine’ll make you feel a little tired.
3. The pharmacist’ll call your doctor’s office.
4. This cough syrup'll help your cough.
5. Two aspirin'll be enough.
6. The generic drug'll cost less.
7. This information'll explain all the side effects for this medicine.

Exercise 13, p. 62.

My day tomorrow
1. I’m going to go to the bank tomorrow.
2. I’ll probably do other errands too.
3. I may stop at the post office.
4. I will probably pick up groceries at the store.
5. It is going to be hot.
6. Maybe I’ll do my errands early.

Exercise 17, p. 64.

Predictions about the future
1. People’ll have flying cars.
2. Cars’ll use solar power or energy from the sun instead of gas.
3. Some people’ll live underwater.
4. Some people may live in outer space.
5. Maybe creatures from outer space’ll live here.
6. Children’ll learn on computers in their homes, not at school.
7. Robots may clean our homes.
8. Maybe computers’ll have feelings.
9. People won’t die.
10. The earth’ll be too crowded.

Exercise 23, p. 67.

1. Could someone please open the window?
2. Do you have plans for the weekend?
3. Do you have a car?
4. I feel sick. I need to leave.

Exercise 33, p. 73.

Going on vacation
A: I’m going on vacation tomorrow.
B: Where are you going?
A: To San Francisco.
B: How are you getting there? Are you flying or driving your car?
A: I’m flying. I have to be at the airport by seven tomorrow morning.
B: Do you need a ride to the airport?
A: No, thanks. I’m taking a taxi. What about you? Are you planning to go somewhere over vacation?
B: No. I’m staying here.

Exercise 44, p. 79.

At a Chinese restaurant
A: Okay, let’s all open our fortune cookies.
B: What does yours say?
A: Mine says, “You will receive an unexpected gift.” Great! Are you planning to give me a gift soon?

Chapter 4: Present Perfect and Past Perfect

Exercise 2, p. 82.
1. call, called, called
2. speak, spoke, spoken
3. do, did, done
4. know, knew, known
5. meet, met, met
6. come, came, come
7. eat, ate, eaten
8. cut, cut, cut
9. read, read, read
10. be, was/were, been

Exercise 12, p. 88.
1. I saw a two-headed snake once. Have you ever . . . ?
2. I flew in a small plane last year. Have you ever . . . ?
3. I rode in a limousine once. Have you ever . . . ?
4. I did volunteer work last month. Have you ever . . . ?
5. I accidentally tore my shirt yesterday. Have you ever . . . ?
6. I had a scary experience on an airplane last year. Have you ever . . . ?
7. I fell out of a boat last week. Have you ever . . . ?
8. I felt very, very embarrassed once, and my face got hot. Have you ever . . . ?
9. I spoke to a famous person yesterday. Have you ever . . . ?
10. I wanted to be famous once. Have you ever . . . ?

Exercise 17, p. 91.
1. Lori holds the baby a lot.
2. Richard gives the baby a bath at the end of the day.
3. Lori changes the baby’s diapers.
4. Richard has taken lots of pictures of the baby.
5. Lori wakes up when the baby cries.
6. Richard does some of the household chores.
7. Lori is tired during the day.

Exercise 19, p. 92.

At a restaurant
1. My coffee’s a little cold.
2. My coffee’s gotten a little cold.
3. Your order’s not ready yet.
4. Wow! Our order’s here already.
5. Excuse me, I think our waiter’s forgotten our order.
6. Actually, your waiter’s just gone home sick. I’ll take care of you.
Exercise 20, p. 93.

**A job interview**

Mika is a nurse. She is interviewing for a job with the manager of a hospital emergency room. He is looking at her resume and asking her some general questions.

**INTERVIEWER:** It looks like you've done a lot of things since you became a nurse.

**MIKA:** Yes, I've worked for a medical clinic. I've worked in a prison. I've worked in several area hospitals. And I've done volunteer work at a community health center for low-income patients.

**INTERVIEWER:** Very good. But, let me ask you, why have you changed jobs so often?

**MIKA:** Well, I like having new challenges and different experiences.

**INTERVIEWER:** Why have you applied for this job?

**MIKA:** Well, I'm looking for something more fast-paced, and I've been interested in working in an E.R. for a long time. I've heard that this hospital provides great training for its staff, and it offers excellent patient care.

**INTERVIEWER:** Thank you for coming in. I'll call you next week with our decision.

**MIKA:** It was good to meet you. Thank you for your time.

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Exercise 26, p. 97.

1. Every day, I spend some money. Yesterday, I spent some money. Since Friday, I have ...
2. I usually make a big breakfast. Yesterday, I made a big breakfast. All week, I have ...
3. Every day, I send emails. Yesterday I sent an email. Today I have already ...
4. Every time I go to a restaurant, I leave a nice tip. Last night I left a nice tip. I just finished dinner, and I have ...
5. Every weekend, I sleep in late. Last weekend, I slept in late. Since I was a teenager, I have ...
6. I drive very carefully. On my last trip across the country, I drove very carefully. All my life, I have ...
7. Every morning, I sing in the shower. Earlier today, I sang in the shower. Since I was little, I have ...

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Exercise 31, p. 100.

**Part I.**

1. Jane's been out of town for two days.
2. My parents've been active in politics for 40 years.
3. My friends've moved into a new apartment.
4. I'm sorry. Your credit card's expired.
5. Bob's been traveling in Montreal since last Tuesday.
6. You're the first one here. No one else's come yet.

**Part II.**

1. The weather's been warm since the beginning of April.
2. This month's been unusually warm.
3. My parents've been living in the same house for 25 years.
4. My cousins've lived in the same town all their lives.
5. You slept late. Your friend's already gotten up and made breakfast.
6. My friends've planned a going-away party for me. I'm moving back to my hometown.
7. I'm afraid your work's been getting a little sloppy.
8. My roommate's traveled a lot. She's visited many different countries.

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Exercise 34, p. 103.

**Today's Weather**

The weather has certainly been changing today. Boy, what a day! We've already had rain, wind, hail, and sun. So, what's in store for tonight? As you have probably seen, dark clouds have been building. We have a weather system moving in that is going to bring colder temperatures and high winds. We've been saying all week that this system is coming, and it looks like tonight is it! We've even seen snow down south of us, and we could get some snow here too. So hang onto your hats! We may have a rough night ahead of us.

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Exercise 36, p. 104.

1. A: What song is playing on the radio?
   B: I don't know, but it's good, isn't it?
2. A: How long have you lived in Dubai?
   B: About a year.
3. A: Where are the kids?
   B: I don't know. I've been calling them for ten minutes.
4. A: Who have you met tonight?
   B: Actually, I've met a few people from your office. How about you? Who have you met?
   A: I've met some interesting artists and musicians.

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Exercise 37, p. 104.

**A common illness**

**LARA:** Hi, Mom. I was just calling to tell you that I can't come to your birthday party this weekend. I'm afraid I'm sick.

**MOM:** Oh, I'm sorry to hear that.

**LARA:** Yeah, I got sick Wednesday night, and it's just been getting worse.

**MOM:** Are you going to see a doctor?

**LARA:** I don't know. I don't want to go to a doctor if it's not serious.

**MOM:** Well, what symptoms have you been having?

**LARA:** I've had a cough, and now I have a fever.

**MOM:** Have you been taking any medicine?

**LARA:** Just over-the-counter stuff.

**MOM:** If your fever doesn't go away, I think you need to call a doctor.
IARA: Yeah, I probably will.
MOM: Well, call me tomorrow and let me know how you're doing.
LARA: Okay. I'll call you in the morning.

Exercise 43, p. 110.
1. A: Oh, no! We're too late. The train has already left.
   B: That's okay. We'll catch the next one.
2. A: Last Thursday we went to the station to catch the train, but we were too late.
   B: Yeah, the train had already left.
3. A: You sure woke up early this morning!
   B: Well, I wasn't sleepy. I had already slept for eight hours.
4. A: Go back to sleep. It's only six o'clock in the morning.
   B: I'm not sleepy. I'm going to get up. I have already slept for eight hours.

Chapter 5: Asking Questions

Exercise 4, p. 113.
Leaving for the airport
1. Do you have your passport?
2. Did you remember to pack a snack for the plane?
3. Will your carry-on bag fit under the seat?
4. Is your taxi coming soon?
5. Will you call me when you get there?

Exercise 6, p. 113.
Part I.
1. Is he absent? becomes Ih-ze absent? OR Ze absent?
2. Is she absent? becomes Ih-she absent?
3. Does it work? becomes Zit work?
4. Did it break? becomes Dih-dit break? OR Dit break?
5. Has he been sick? becomes Ze been sick? OR A-zhe been sick?
6. Is there enough? becomes Zere enough?
7. Is that okay? becomes Zat okay?
Part II.
At the grocery store
1. I need to see the manager. Is she available?
2. I need to see the manager. Is he in the store today?
3. Here is one bag of apples. Is that enough?
4. I need a drink of water. Is there a drinking fountain?
5. My credit card isn't working. Hmm. Did it expire?
6. Where's Simon? Has he left?
7. The price seems high. Does it include the tax?

Exercise 9, p. 116.
Where are Roberto and Isabel?
A: Do you know Roberto and Isabel?
B: Yes, I do. They live around the corner from me.
A: Have you seen them lately?
B: No, I haven't. They're out of town.
A: Did they go to their parents? I heard Roberto's parents are ill.
B: Yes, they did. They went to help them.
A: Are you going to see them soon?
B: Yes, I am. In fact, I'm going to pick them up at the airport.
A: Will they be back this weekend? I'm having a party, and I'd like to invite them.
B: No, they won't. They won't be back until Monday.

Exercise 14, p. 118.
1. Do you want to go to the mall?
2. When are the Waltons coming?
3. Where will I meet you?
4. Why were you late?
5. What did you buy?

Exercise 19, p. 120.
A secret
A: John told me something.
B: What did he tell you?
A: It's confidential. I can't tell you.
B: Did he tell anyone else?
A: He told a few other people.
B: Who did he tell?
A: Some friends.
B: Then it's not a secret. What did he say?
A: I can't tell you.
B: Why can't you tell me?
A: Because it's about you. But don't worry.
   It's nothing bad.
B: Gee. Thanks a lot. That sure makes me feel better.

Exercise 29, p. 126.
1. Who's ringing the doorbell?
2. Whose coat is on the floor?
3. Whose glasses are those?
4. Who's sitting next to you?
5. Whose seat is next to yours?
6. Who's out in the hallway?

Exercise 30, p. 126.
An old vacation photo
1. Whose picture is this?
2. Who's in the picture?
3. Who's standing in back?
4. You don't wear glasses. Whose glasses are you wearing?
5. Who's the woman in the purple jacket?
6. Whose cabin are you at?
Exercise 34, p. 128.
1. A: How fresh are these eggs?
   B: I just bought them at the Farmers’ Market, so they should be fine.
2. A: How cheap were the tickets?
   B: They were 50% off.
3. A: How hard was the driver’s test?
   B: Well, I didn’t pass, so that gives you an idea.
4. A: How clean is the car?
   B: There’s dirt on the floor. We need to vacuum it inside.
5. A: How hot is the frying pan?
   B: Don’t touch it! You’ll burn yourself.
6. A: How noisy is the street you live on?
   B: There is a lot of traffic, so we keep the windows closed a lot.
7. A: How serious are you about interviewing for the job?
   B: Very. I already scheduled an interview with the company.

Exercise 37, p. 130.
Questions:
1. How old are you?
2. How tall are you?
3. How much do you weigh?
4. In general, how well do you sleep at night?
5. How quickly do you fall asleep?
6. How often do you wake up during the night?
7. How tired are you in the mornings?
8. How many times a week do you exercise?
9. How are you feeling right now?
10. How soon can you come in for an overnight appointment?

Exercise 44, p. 134.
A birthday
1. When’s your birthday?
2. When’ll your party be?
3. Where’d you decide to have it?
4. Who’re you inviting?

Exercise 45, p. 135.
1. Where’s my key?
2. Where’re my keys?
3. Who’re those people?
4. What’s in that box?
5. What’re you doing?
6. Where’d Bob go last night?
7. Who’ll be at the party?
8. Why’s the teacher absent?
9. Who’s that?
10. Why’d you say that?
11. Who’d you talk to at the party?
12. How’re we going to get to work?
13. What’d you say?
14. How’ll you do that?

Exercise 46, p. 135.
On an airplane
1. Who’re you going to sit with?
2. How’re you going to get your suitcase under the seat?
3. What’d the flight attendant just say?
4. Why’d we need to put our seat belts back on?
5. Why’s the plane descending?
6. Why’re we going down?
7. When’ll the pilot tell us what’s going on?
8. Who’ll meet you when you land?
9. When’s our connecting flight?
10. How’ll we get from the airport to our hotel?

Exercise 47, p. 135.
A mother talking to her teenage daughter
1. Where’re you going?
2. Who’re you going with?
3. Who’s that?
4. How long’ve you known him?
5. Where’d you meet him?
6. Where’s he go to school?
7. Is he a good student?
8. What time’ll you be back?
9. Why’re you wearing that outfit?
10. Why’re you giving me that look?
11. Why am I asking so many questions? Because I love you!

Exercise 48, p. 136.
1. What do you want to do?
2. What are you doing?
3. What are you having for dinner?
4. What are you doing that for?
5. What do you think about that?
6. What are you laughing for?
7. What do you need?
8. What do you have in your pocket?

Exercise 53, p. 138.
1. A: Did you like the movie?
   B: It was okay, I guess. How about you?
2. A: Are you going to the company party?
   B: I haven’t decided yet. What about you?
3. A: Do you like living in this city?
   B: Sort of. How about you?
4. A: What are you going to have?
   B: Well, I’m not really hungry. I think I might order just a salad. How about you?
Exercise 56, p. 140.
1. a. You're Mrs. Rose, aren't you?
   b. Are you Mrs. Rose?
2. a. Do you take cream with your coffee?
   b. You take cream with your coffee, don't you?
3. a. You don't want to leave, do you?
   b. Do you want to leave?

Exercise 57, p. 141.
1. Simple Present
   a. You like strong coffee, don't you?
   b. David goes to Ames High School, doesn't he?
   c. Leila and Sara live on Tree Road, don't they?
   d. Jane has the keys to the storeroom, doesn't she?
   e. Jane's in her office, isn't she?
   f. You're a member of this class, aren't you?
   g. Oleg doesn't have a car, does he?
   h. Lisa isn't from around here, is she?
   i. I'm in trouble, aren't I?
2. Simple Past
   a. Paul went to Indonesia, didn't he?
   b. You didn't talk to the boss, did you?
   c. Ted's parents weren't at home, were they?
   d. That was Pat's idea, wasn't it?
3. Present Progressive, Be Going To, and Past Progressive
   a. You're studying hard, aren't you?
   b. Greg isn't working at the bank, is he?
   c. It isn't going to rain today, is it?
   d. Michelle and Yoko were helping, weren't they?
   e. He wasn't listening, was he?
4. Present Perfect
   a. It has been warmer than usual, hasn't it?
   b. You've had a lot of homework, haven't you?
   c. We haven't spent much time together, have we?
   d. Fatima has started her new job, hasn't she?
   e. Bruno hasn't finished his sales report yet, has he?
   f. Steve's had to leave early, hasn't he?

Exercise 59, p. 142.
Checking in at a hotel
1. You have our reservation, don't you?
2. We have a non-smoking room, don't we?
3. There's a view of the city, isn't there?
4. I didn't give you my credit card yet, did I?
5. The room rate doesn't include tax, does it?
6. Breakfast is included in the price, right?
7. Check-out time's noon, isn't it?
8. You don't have a pool, do you?
9. There are hair dryers in the rooms, aren't there?
10. Kids aren't allowed in the hot tub, are they?

Exercise 61, p. 143.
Part I.
1. What kind of music do you enjoy listening to?
2. I just saw you for a few minutes last night. What did you leave so early for?

Exercise 62, p. 143.
Ordering at a fast-food restaurant
Cashier: So, what'll it be?
Customer: I'll have a burger.
Cashier: Would you like fries or a salad with your burger?
Customer: I'll have fries.
Cashier: What size?
Customer: Medium.
Cashier: Anything to drink?
Customer: I'll have a vanilla shake.
Cashier: Size?
Customer: Medium.
Cashier: Okay. So that's a burger, fries, vanilla shake.
Customer: About how long'll it take?
Cashier: We're pretty crowded right now. Probably 10 minutes or so. That'll be $6.50. Your number's on the receipt. I'll call the number when your order's ready.
Customer: Thanks.

Chapter 6: Nouns and Pronouns

Exercise 6, p. 149.
1. hat 3. pages
2. toys 4. bridge
5. keys
6. dish

Exercise 7, p. 150.
1. pants 3. boxes
2. cars 4. pens
5. wishes
6. lakes
Exercise 8, p. 150.
1. prizes ways
2. lips pants
3. glasses matches
4. taxes shirts
5. pills stars
6. toes fingers
7. laws maps
8. lights places

Exercise 9, p. 150.
1. names 4. boats 7. lips
2. clocks 5. eyelashes
3. eyes 6. ways 9. cars

Exercise 10, p. 150.
1. This shirt comes in three sizes: small, medium, and large.
2. I found this fax on my desk. It's for you.
3. I found these faxes on my desk. They're for you.
4. I'm not going to buy this car. The price is too high.
5. I can't find my glasses anywhere. Have you seen them?
6. The prize for the contest is a new bike.

Exercise 28, p. 159.
How Some Animals Stay Cool

How do animals stay cool in hot weather? Many animals don't sweat like humans, so they have other ways to cool themselves.

Dogs, for example, have a lot of fur and can become very hot. They stay cool mainly by panting. By the way, if you don't know what panting means, this is the sound of panting.

Cats lick their paws and chests. When their fur is wet, they become cooler.

Elephants have very large ears. When they are hot, they can flap their huge ears. The flapping ear acts like a fan and cools them. Elephants also like to roll in the mud to stay cool.

Exercise 36, p. 163.
A: I'm looking for a new place to live.
B: How come?
A: My two roommates are moving out. I can't afford my apartment. I need a one-bedroom.
B: I just helped a friend find one. I can help you. What else do you want?
A: I want to be near the subway...within walking distance. But I want a quiet location. I don't want to be on a busy street.
B: Anything else?
A: A small balcony would be nice.
B: That's expensive.
A: Yeah. I guess I'm dreaming.

Exercise 49, p. 170.
1. Be careful with that knife! It's very sharp. If you're not careful, you'll cut...
2. My wife and I have our own business. We don't have a boss. In other words, we work for...
3. Rebecca is home in bed because she has the flu. She's resting and drinking plenty of fluids. She's being careful about her health. In other words, she is taking care of...
4. In a cafeteria, people walk through a section of the restaurant and pick up their food. They are not served by waiters. In other words, in a cafeteria people serve...
5. When Joe walked into the room, he didn't know anyone. He smiled confidently and began introducing...
6. When I didn't get the new job, I felt sad and depressed. I sat in my apartment and felt sorry for...

Exercise 58, p. 176.
1. A: Did you buy the black jacket?
   B: No. I bought the other one.
2. A: One of my favorite colors is dark blue. Another one is red.
   B: Me too.
3. A: This looks like the wrong street. Let's go back and take the other road.
   B: Okay.
4. A: What's the best way to get downtown from here?
   B: It's pretty far to walk. Some people take the bus. Others prefer the subway.
5. A: When I was a kid, I had lots of pets. One was a black dog. Another was an orange cat. Some others were a goldfish and a turtle.
   B: Pets are great for kids.

Exercise 59, p. 177.
A: What do you do when you're feeling lonely?
B: I go someplace where I can be around other people. Even if they are strangers, I feel better when there are others around me. How about you?
A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all the other people who are there with their friends and family, and I start to feel even lonelier. So I try to find other things to do to keep myself busy. When I'm busy, I don't feel lonely.

Chapter 7: Modal Auxiliaries

Exercise 3, p. 179.
1. I have to go downtown tomorrow.
2. You must fasten your seat belt.
3. Could you please open the window?
4. May I borrow your eraser?
5. I'm not able to sign the contract today.
6. Today is the deadline. You must sign it!
7. I have got to go to the post office this afternoon.
8. Shouldn't you save some of your money for emergencies?
9. I feel bad for Elena. She has to have more surgery.
10. Alexa! Stop! You must not run into the street!

Exercise 7, p. 181.
In the classroom
A: I can't understand this math assignment.
B: I can help you with that.
A: Really? Can you explain this problem to me?
B: Well, we can't figure out the answer unless we do this part first.
A: Okay! But it's so hard.
B: Yeah, but I know you can do it. Just go slowly.
A: Class is almost over. Can you meet me after school today to finish this?
B: Well, I can't meet you right after school, but how about at 5:00?
A: Great!

Exercise 13, p. 184.
1. A: Mom, are these oranges sweet?
   B: I don't know. I can't tell if an orange is sweet just by looking at it.
2. A: What are you going to order?
   B: I'm not sure. I might have pasta, or I might have pizza.
3. A: Mom, can I have some candy?
   B: No, but you can have an apple.
4. A: What are you doing this weekend?
   B: I don't know yet. I may go snowboarding with friends, or I may try to fix my motorcycle.
5. May I have everyone's attention? The test is about to begin. If you need to leave the room during the examination, please raise your hand. You may not leave the room without asking. Are there any questions? No? Then you may open your test booklets and begin.

Exercise 17, p. 186.
In a home office
A: Look at this cord. Do you know what it's for?
B: I don't know. We have so many cords around here with all our electronic equipment. It could be for the printer, I guess.
A: No, I checked. The printer isn't missing a cord.
B: It might be for one of the kids' toys.
A: Yeah, I could ask. But they don't have many electronic toys.
B: I have an idea. It may be for the cell phone. You know—the one I had before this one.
A: I bet that's it. We can probably throw this out.
B: Well, let's be sure before we do that.

Exercise 32, p. 194.
Filling out a job application
1. The application has to be complete. You shouldn't skip any parts. If a section doesn't fit your situation, you can write N/A (not applicable).
2. You don't have to type it, but your writing has to be easy to read.
3. You've got to use your full legal name, not your nickname.
4. You've got to list the names and places of your previous employers.
5. You have to list your education, beginning with either high school or college.
6. You don't always have to apply in person. Sometimes you can do it online.
7. You don't have to write some things, like the same telephone number, twice. You can write “same as above.”
8. All spelling has to be correct.

Exercise 45, p. 201.
Puzzle steps
1. Write down the number of the month you were born. For example, write the number 2 if you were born in February. Write 3 if you were born in March, etc.
2. Double the number.
3. Add 5 to it.
4. Multiply it by 50.
5. Add your age.

Exercise 50, p. 204.
A: Why don't we go dancing tonight?
B: I don't know how to dance.
A: Oh. Then why don't we go to a movie?
B: I don't like movies.
A: You don't like movies?!
B: No.
A: Well then, let's go to a restaurant for dinner.
B: That's a waste of money.
A: Well, you do what you want tonight, but I'm going to go out and have a good time.

Chapter 8: Connecting Ideas

Exercise 11, p. 213.
Paying It Forward
A few days ago, a friend and I were driving from Benton Harbor to Chicago. We didn't have any delays for the first hour, but we ran into some highway construction near Chicago. The traffic wasn't moving. My friend and I sat and waited. We talked about our jobs, our families, and the terrible traffic. Slowly it started to move.
We noticed a black sports car on the shoulder. Its blinker was on. The driver obviously wanted to get back into traffic. Car after car passed without letting him in. I decided to do a good deed, so I motioned for him to get in line ahead of me. He waved thanks, and I waved back at him.

All the cars had to stop at a toll booth a short way down the road. I held out my money to pay my toll, but the toll-taker just smiled and waved me on. She told me that the man in the black sports car had already paid my toll. Wasn’t that a nice way of saying thank you?

Exercise 15, p. 215.

A strong storm
1. The noise lasted only a short time, but the wind and rain . . .
2. Some roads were under water, but ours . . .
3. Our neighbors didn’t lose any trees, but we . . .
4. My son got scarred, but my daughter . . .
5. My son couldn’t sleep, but my daughter . . .
6. My daughter can sleep through anything, but my son . . .
7. We still need help cleaning up from the storm, but our neighbors . . .
8. We will be okay, but some people . . .

Exercise 21, p. 219.

Part I.
To get more information:
1. A: I’m going to drop this class.
   B: You are? Why? What’s the matter?
2. A: My laptop doesn’t have enough memory for this application.
   B: Really? Are you sure?
3. A: I can read Braille.
   B: You can? How did you learn to do that?

Part II.
To disagree:
4. A: I love this weather.
   B: I don’t.
5. A: I didn’t like the movie.
   B: I did!
6. A: I’m excited about graduation.
   B: I’m not.

Exercise 28, p. 223.

Understanding the Scientific Term “Matter”
The word matter is a chemical term. Matter is anything that has weight. This book, your finger, water, a rock, air, and the moon are all examples of matter. Heat and radio waves are not matter because they do not have weight. Happiness, dreams, and fears have no weight and are not matter.

Exercise 33, p. 225.
1. Even though I looked all over the house for my keys, . . .
2. Although it was a hot summer night, we went inside and shut the windows because . . .
3. My brother came to my graduation ceremony although . . .
4. Because the package cost so much to send, . . .
5. Even though the soccer team won the game, . . .

Chapter 9: Comparisons

Exercise 4, p. 231.
1. Lara is as old as Tanya.
2. Sylvia isn’t as old as Lara.
3. Sylvia and Brigita aren’t as old as Tanya.
4. Brigita isn’t quite as old as Sylvia.
5. Brigita is almost as old as Sylvia.

Exercise 8, p. 234.
1. Old shoes are more comfortable for me than new shoes.
2. I like food from other countries better than food from my country.
3. Winter is more enjoyable than summer for me.
4. I am the most talkative person in my family.
5. I am the friendliest person in my family.
6. Cooked vegetables are tastier than raw vegetables.
7. Taking a bath is more relaxing than taking a shower.
8. Speaking English is the easiest of all the English skills for me.

Exercise 12, p. 237.

My family
1. My father is younger than my mother.
2. My mother is the tallest person in our family.
3. My father is a fun person to be around. He seems happy all the time.
4. My mother was happier when she was younger.
5. I have twin sisters. They are older than me.
6. I have one brother. He is the funniest person in our family.
7. He is a doctor. He works hard every day.
8. My sisters just like to have fun. I don’t think they work hard at all.

Exercise 15, p. 238.
1. Frank owns a coffee shop. Business is busier this year for him than last year.
2. I’ve know Steven for years. He’s the friendliest person I know.
3. Sam expected a hard test, but it wasn’t as hard as he expected.
4. The road ends here. This is as far as we can go.
5. Jon's decision to leave his job was the worst decision he has ever made.
6. I don't know if we'll get to the theater on time, but I'm driving as fast as I can.
7. When you do the next assignment, please be more careful.
8. The dessert looks delicious, but I've eaten as much as I can.
9. It takes about an hour to drive to the airport and my flight takes an hour. So the drive takes as long as my flight.

Exercise 23, p. 242.
1. a sidewalk, a road
   a. A sidewalk is as wide as a road.
   b. A road is wider than a sidewalk.
2. a hill, a mountain
   a. A hill isn't as high as a mountain.
   b. A hill is higher than a mountain.
3. a mountain path, a mountain peak
   a. In general, hiking along a mountain path is more dangerous than climbing a mountain peak.
   b. In general, hiking along a mountain path is less dangerous than climbing a mountain peak.
4. toes, fingers
   a. Toes are longer than fingers.
   b. Fingers aren't as long as toes.
   c. Toes are shorter than fingers.
5. basic math, algebra
   a. Basic math isn't as hard as algebra.
   b. Algebra is harder than basic math.
   c. Basic math is as confusing as algebra.
   d. Basic math is less confusing than algebra.

Exercise 36, p. 249.
5. Tom has never told a funny joke.
6. Food has never tasted better.
8. I've never seen a scarier movie.

Gold vs. Silver
Gold is similar to silver. They are both valuable metals that people use for jewelry, but they aren't the same. Gold is not the same color as silver. Gold is also different from silver in cost: gold is more expensive than silver.

Two Zebras
Look at the two zebras in the picture. Their names are Zee and Bee. Zee looks like Bee. Is Zee exactly the same as Bee? The pattern of the stripes on each zebra in the world is unique. No two zebras are exactly alike. Even though Zee and Bee are similar to each other, they are different from each other in the exact pattern of their stripes.

Chapter 10: The Passive
Exercise 3, p. 260.
An office building at night
1. The janitors clean the building at night.
   The building is cleaned by the janitors at night.
2. Window washers wash the windows.
   The windows are washed by window washers.
3. A window washer is washing a window right now.
   A window is being washed by a window washer right now.
4. The security guard has checked the offices.
   The offices have been checked by the security guard.
5. The security guard discovered an open window.
   An open window was discovered by the security guard.
6. The security guard found an unlocked door.
   An unlocked door was found by the security guard.
7. The owner will visit the building tomorrow.
   The building will be visited by the owner tomorrow.
8. The owner is going to announce new parking fees.
   New parking fees are going to be announced by the owner.

Exercise 15, p. 267.
A bike accident
A: Did you hear about the accident outside the dorm entrance?
B: No. What happened?
A: A guy on a bike was hit by a taxi.
B: Was he injured?
A: Yeah. Someone called an ambulance. He was taken to City Hospital and treated in the emergency room for cuts and bruises.
B: What happened to the taxi driver?
A: He was arrested for reckless driving.
B: He's lucky that the bicyclist wasn't killed.

Exercise 17, p. 268.
Swimming Pools
Swimming pools are very popular nowadays, but can you guess when swimming pools were first built? Was it 100 years ago? Five hundred years ago? A thousand years ago? Actually, ancient Romans and Greeks built the first swimming pools. Male athletes and soldiers swam in them for training. Believe it or not, as early as 1 B.C., a heated swimming pool was designed for a wealthy Roman. But swimming pools did not become popular until the middle of the 1800s. The city of London built six indoor swimming pools. Soon after, the modern Olympic games began, and swimming races were included in the events. After this, swimming pools became even more popular, and now they are found all over the world.
Exercise 26, p. 274.
1. When will you be done with your work?
2. I hope it's sunny tomorrow. I'm tired of this rainy weather.
3. Jason is excited about going to Hollywood.
4. Are you prepared for the driver's license test?
5. The students are involved in many school activities.
6. The kids want some new toys. They're bored with their old ones.
7. Sam is engaged to his childhood sweetheart.
8. Some animals are terrified of thunderstorms.

Exercise 28, p. 275.
1. This fruit is spoiled. I think I'd better throw it out.
2. When we got to the post office, it was closed.
4. Haley doesn't like to ride in elevators. She's scared of small spaces.
5. What's the matter? Are you hurt?
6. Excuse me. Could you please tell me how to get to the bus station from here? I am lost.
7. Your name is Tom Hood? Are you related to Mary Hood?
8. Where's my wallet? It's gone! Did someone take it?
9. Oh, no! Look at my sunglasses. I sat on them and now they are broken.
10. It's starting to rain. Are all of the windows shut?

Exercise 31, p. 276.
1. Jane doesn't like school because of the boring classes and assignments.
2. The store manager stole money from the cash register. His shocked employees couldn't believe it.
3. I bought a new camera. I read the directions twice, but I didn't understand them. They were too confusing for me.
4. I was out to dinner with a friend and spilled a glass of water on his pants. I felt very embarrassed, but he was very nice about it.
5. Every year for their anniversary, I surprise my parents with dinner at a different restaurant.
6. We didn't enjoy the movie. It was too scary for the kids.

Exercise 33, p. 277.
Situation: Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell into the water.
1. Julie was really embarrassed.
2. Falling into the fountain was really embarrassing.
3. Her friend Paul was shocked by the sight.
4. It was a shocking sight.
5. The people around the office building were very surprised when they saw Julie in the fountain.
6. And Julie had a surprised look on her face.
7. When she fell into the fountain, some people laughed at her. It was an upsetting experience.
8. The next day Julie was a little depressed because she thought she had made a fool of herself.
9. Her friend Paul told her not to lose her sense of humor. He told her it was just another interesting experience in life.
10. He said that people were probably interested in hearing about how she fell into the fountain.

Exercise 37, p. 280.
1. In winter, the weather gets . . .
2. In summer, the weather gets . . .
3. I think I'll stop working. I'm getting . . .
4. My brother is losing some of his hair. He's getting . . .
5. Could I have a glass of water? I'm getting really . . .

1. What are you accustomed to doing in the evenings?
2. What time are you used to going to bed?
3. What are you accustomed to having for breakfast?
4. Are you accustomed to living in this area?
5. Do you live with someone, or do you live alone? Are you used to that?
6. Are you used to speaking English every day?
7. What are you accustomed to doing on weekends?
8. What do you think about the weather here? Are you used to it?

Exercise 51, p. 286.
1. Doctors are supposed to take good care of their patients.
2. Passengers in a car are not supposed to buckle their seat belts.
3. Teachers are supposed to help their students.
4. Airline pilots are supposed to sleep during short flights.
5. People who live in apartments are supposed to pay the rent on time.
6. A dog is not supposed to obey its master.
7. People in a movie theater are supposed to turn off their cell phones.
8. People in libraries are supposed to speak quietly.

Exercise 52, p. 286.
Zoos

Zoos are common around the world. The first zoo was established around 3,500 years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese emperor established a huge zoo to show his power and wealth. Later, zoos were established for the purpose of studying animals.
Zoos were supposed to take good care of animals, but some of the early ones were dark holes or dirty cages. At that time, people became disgusted with the poor care the animals were given. Later, these early zoos were replaced by scientific institutions. Animals were studied and kept in better conditions there. These research centers became the first modern zoos.

Because zoos want to treat animals well and encourage breeding, animals today are put in large, natural settings instead of small cages. They are fed a healthy diet and are watched carefully for any signs of disease. Most zoos have specially trained veterinarians and a hospital for their animals. Today, animals in these zoos are treated well, and zoo breeding programs have saved many different types of animals.

Chapter 11: Count/Noncount Nouns and Articles

Exercise 3, p. 291.
1. We have a holiday next week.
2. What are you going to do?
3. Thomas told an unusual story.
4. Thomas often tells unusual stories.
5. I have an idea!
7. There's a sale on shirts and jeans.
8. Let's leave in an hour.
9. Here's a message for you.
10. You need to call your boss.

Exercise 11, p. 296.
1. At our school, teachers don't use chalk anymore.
2. Where is the soap? Did you use all of it?
3. The manager's suggestions were very helpful.
4. Which suggestion sounded best to you?
5. Is this ring made of real gold?
6. We have a lot of storms with thunder and lightning.
7. During the last storm, I found my daughter under her bed.
8. Please put the cap back on the toothpaste.
9. What do you want to do with all this stuff in the hall closet?
10. We have too much soccer and hockey equipment.

Exercise 34, p. 313.

Ice-Cream Headaches

Have you ever eaten something really cold like ice cream and suddenly gotten a headache? This is known as an "ice-cream headache." About 30 percent of the population gets this type of headache. Here is one theory about why ice-cream headaches occur. The roof of your mouth has a lot of nerves. When something cold touches these nerves, they want to warm up your brain. They make your blood vessels swell up (get bigger), and this causes a lot of pain. Ice-cream headaches generally go away after about 30-60 seconds. The best way to avoid these headaches is to keep cold food off the roof of your mouth.

Chapter 12: Adjective Clauses

Exercise 20, p. 329.

My mother's hospital stay
1. The doctor who my mother saw first spent a lot of time with her.
2. The doctor I called for a second opinion was very patient and understanding.
3. The room that my mother had was private.
4. The medicine which she took worked better than she expected.
5. The hospital that my mom chose specializes in women's care.
6. The day my mom came home happened to be her birthday.
7. I thanked the people that helped my mom.
8. The staff whom I met were all excellent.

Exercise 28, p. 334.

1. The plane which I'm taking to Denver leaves at 7:00 A.M.
2. The store that has the best vegetables is also the most expensive.
3. The eggs which my husband made for our breakfast were cold.
4. The person who sent me an email was trying to get my bank account number.
5. The hotel clerk my wife spoke with on the phone is going to give us a room with a view.

Exercise 33, p. 337.

1. I like the people whose house we went to.
2. The man whose daughter is a doctor is very proud.
3. The man who's standing by the window has a daughter at Oxford University.
4. I know a girl whose parents are both airline pilots.
5. I know a girl who's lonely because her parents travel a lot.
6. I met a 70-year-old woman who's planning to go to college.

Exercise 36, p. 339.

Friendly advice

A: A magazine that I saw at the doctor's office had an article you ought to read. It's about the importance of exercise in dealing with stress.
B: Why do you think I should read an article which deals with exercise and stress?
A: If you stop and think for a minute, you can answer that question yourself. You're under a lot of stress, and you don't get any exercise.
B: The stress that I have at work doesn't bother me. It's just a normal part of my job. And I don't have time to exercise.
A: Well, you should make time. Anyone whose job is as stressful as yours should make physical exercise part of their daily routine.
Chapter 13: Gerunds and Infinitives

Exercise 4, p. 343.

1. A: When you finish doing your homework, could you help me in the kitchen?
   B: Sure.

2. A: Do you have any plans for this weekend?
   B: Henry and I talked about seeing the dinosaur exhibit at the museum.

3. A: I didn’t understand the answer. Would you mind explaining it?
   B: I’d be happy to.

4. A: I’m thinking about not attending the meeting tomorrow.
   B: Really? Why? I hope you go. We need your input.

5. A: I’ve been working on this math problem for the last half hour, and I still don’t understand it.
   B: Well, don’t give up. Keep trying.

Exercise 22, p. 354.

A: Have you made any vacation plans?
B: Well, I wanted to stay home because I don’t like traveling. I hate packing and unpacking suitcases. But my wife loves to travel and wanted to take a boat trip somewhere.

A: So, what are you going to do?
B: Well, we couldn’t agree, so we decided to stay home and be tourists in our own town.

A: Interesting. What are you planning to do?
B: Well, we haven’t seen the new Museum of Space yet. There’s also a new art exhibit downtown. And my wife would like to take a boat trip in the harbor. Actually, when we began talking about it, we discovered there were lots of things to do.

A: Sounds like a great solution!
B: Yeah, we’re both really excited about seeing more of our own town.

Exercise 44, p. 366.

1. My professor goes through the lecture material too quickly. It is difficult for us to follow him. He needs to slow down and give us time to understand the key points.

Chapter 14: Noun Clauses

Exercise 21, p. 381.

1. WOMAN: My English teacher is really good. I like her a lot.
   MAN: That’s great! I’m glad you’re enjoying your class.

2. MOM: How do you feel, honey? You might have the flu.
   SON: I’m okay, Mom. Honest. I don’t have the flu.

3. MAN: Did you really fail your chemistry course? How is that possible?
   WOMAN: I didn’t study hard enough. Now I won’t be able to graduate on time.

4. MAN: Rachel! Hello! It’s nice to see you.
   WOMAN: Hi, it’s nice to be here. Thank you for inviting me.

5. WOMAN: Carol has left. Look. Her closet is empty. Her suitcases are gone. She won’t be back. I just know it!
   MAN: She’ll be back.

Exercise 39, p. 392.

Angela called and asked me where Bill was. I told her he was in the lunchroom. She asked when he would be back. I said he would be back around 2:00. I asked her if I could do something for her. She said that Bill had the information she needed, and only he could help her. I told her that I would leave him a message. She thanked me and hung up.
Chapter 1, Exercise 10, p. 7.
1. T
2. T
3. F [According to a 1993 study: the death rate for right-handed people = 32.2%; for left-handed people = 33.8%, so the death rate is about the same.]
4. T
5. F [The official Eiffel Tower Web site says 1,665.]
6. F [Honey never spoils.]
7. T
8. T
9. T
10. T

Chapter 5, Exercise 35, p. 129.
1. c
2. d
3. b
4. a
5. e

Chapter 6, Exercise 18, p. 154.
1. Georgia, Azerbaijan, Kazakhstan, China, Mongolia
2. Denmark
3. The Thames
4. The Dominican Republic, Cuba, Puerto Rico, Jamaica
5. Laos, Thailand, Cambodia, China
6. (Answers will vary.)
7. Liechtenstein
8. Vatican City
9. (Answers will vary.)
10. Egypt, Sudan, Eritrea, Iran

Chapter 6, Exercise 44, p. 167.
1. T
2. F [gray and wrinkled]
3. T
4. T
5. T
6. T [about 11% to 12% bigger]
7. T
8. F [Men’s voices have a higher pitch.]

Chapter 9, Exercise 7, p. 233.
1. T
2. T
3. T
4. F [The Arctic Ocean is the coldest.]
5. F [The South China Sea is the biggest.]
6. T
7. F [Asia is the largest continent in the world.]
8. T
9. F [It’s South America.]
10. T

Chapter 9, Exercise 24, p. 242.
Seattle and Singapore have more rain than Manila in December.
[Manila: 58 mm. or 2.3 in.]
[Seattle: 161 mm. or 6.3 in.]
[Singapore: 306 mm. or 12 in.]

Chapter 9, Exercise 25, p. 243.
2. Indonesia has more volcanoes than Japan.
3. Saturn has more moons than Venus.
4. Sao Paulo, Brazil, has more people than New York City.
5. Finland has more islands than Greece.
6. Nepal has more mountains than Switzerland.
7. A banana has more sugar than an apple.
8. The dark meat of a chicken has more fat than the white meat of a chicken.

Chapter 9, Exercise 40, p. 251.
A: 4  D: 5
B: 50  E: 381
C: 381

Chapter 10, Exercise 10, p. 264.
3. Princess Diana was killed in a car crash in 1997.
5. Oil was discovered in Saudi Arabia in 1938.
6. Mahatma Gandhi and Martin Luther King Jr. were arrested several times for peaceful protests.
Chapter 10, Exercise 21, p. 271.
1. sand
2. whales
3. China and Mongolia
4. small spaces

Chapter 11, Exercise 37, p. 316.
1. T
2. T
3. F [Austria]
4. T
5. F
6. T
7. F [psychology/psychiatry]
8. T
9. T
10. F [The Himalayas]
Chapter 1: Present Time

Exercise 5, p. 4.
1. happening right now
2. happening right now
3. happening right now
4. happening right now
5. usual activity
6. happening right now
7. happening right now
8. happening right now
9. usual activity
10. usual activity
11. usual activity

Exercise 6, p. 5.
1. usual activity
2. happening right now
3. happened right now
4. usual activity

Exercise 7, p. 5.
2. am sitting ... sit
3. speaks ... is speaking
4. A: Does it rain
   B: is
5. A: Is it raining?
   B: is starting
6. is walking
7. A: walks ... Do you walk
   B: Does Oscar walk

Exercise 9, p. 6.
1. Does it
2. Does it
3. Are you
4. Do you
5. Do we
6. is it

Exercise 10, p. 7.
1. runs T
2. run T
3. live F [According to a 1993 study: the death rate for right-handed people = 32.2 percent; for left-handed people = 33.8 percent, so the death rate is about the same.]
4. cover T
5. has F [The official Eiffel Tower Web site says 1665.]

Exercise 12, p. 9.
1. It grows one-half inch per month or 15 centimeters a year.
2. They don’t hurt because the hair on our scalp is dead.
3. About 100,000.
4. (Any country near the equator.)

Exercise 16, p. 11.
1. c. Kazu frequently doesn’t shave ...
   d. Kazu occasionally doesn’t shave ...
   e. Kazu sometimes doesn’t shave ...
   f. Kazu always shaves ...
   g. Kazu doesn’t ever shave ...
   h. Kazu never shaves ...
   i. Kazu hardly ever shaves ...
   j. Kazu rarely shaves ...
   k. Kazu seldom shaves ...
2. a. I usually don’t eat breakfast.
   b. I don’t always eat breakfast.
   c. I seldom eat breakfast.
   d. I don’t ever eat breakfast.
3. a. My roommate generally isn’t home ...
   b. My roommate sometimes isn’t home ...
   c. My roommate isn’t always home ...
   d. My roommate is hardly ever home ...

Exercise 17, p. 12.
2. sometimes makes
3. frequently / often goes
4. is frequently / often late
5. always cooks
6. almost always reads
7. seldom does
8. never goes

Exercise 19, p. 13.
1. A dolphin swims.
2. Dolphins swim.
Exercise 20, p. 13.
3. verb, singular 6. noun, plural
4. noun, plural 7. noun, plural
5. verb, singular 8. verb, singular

2. create Ø, floods
3. flood Ø, causes
4. towns, floods, buildings, homes, roads
5. flood Ø, town Ø, needs, repairs

add -s only add -es add -ies
stays wishes studies
takes mixes tries
speaks

Exercise 23, p. 15.
3. A boat floats on water. (no change)
4. Rivers flow toward the sea. (no change)
5. My mother worries about me.
6. A student buys a lot of books at the beginning of each term.
7. Airplanes fly all around the world. (no change)
8. The teacher asks us a lot of questions in class every day.
9. Mr. Cook watches game shows on TV every evening.
10. Water freezes at 32°F (0°C) and boils at 212°F (100°C).
11. Mrs. Taylor never crosses the street in the middle of a block. She always walks to the corner and uses the crosswalk.

Exercise 24, p. 15.
3. hopes 10. bows
4. teaches 11. studies
5. moves 12. buys
6. messes 13. enjoys
7. pushes 14. tries
8. waits 15. carries
9. mixes

Exercise 26, p. 16.
(Order of sentences may vary.)
1. A car causes air pollution.
2. A rubber band stretches when you pull on it.
3. A hotel supplies its guests with clean towels.
4. Oceans support a huge variety of marine life.
5. A bee collects nectar from flowers.
6. Does exercise improve your health?
7. A hurricane causes great destruction when it reaches land.
8. A river flows downhill.
9. An elephant uses its long trunk like a hand to pick things up.
10. Brazil produces one-fourth of the world's coffee.

Exercise 27, p. 16.
Charlie: a, a
Dad: a, a

Exercise 28, p. 17.
2. a 4. A: a
3. a B: a

Exercise 29, p. 18.
2. think 4. are having
3. am thinking 5. have

Exercise 30, p. 18.
2. Do you need ... Do you want
3. A: think ... know ... forget
   B: remember
4. A: Do you believe
   B: exist
5. are ... are having ... have ... are building ...
   like ... are lying ... (are) listening ... aren't listening ... hear

Exercise 31, p. 19.
1. a
2. a
3. b

Exercise 32, p. 20.
2. A: Is it raining
   B: it isn't ... don't think
3. A: Do your friends write
   B: they do ... get
4. A: Does the weather affect
   B: it does ... get
5. A: Is Jean studying
   B: she isn't ... is ... is playing
   A: Does Jean play
   B: No, she doesn't ... studies
   A: Is she
   B: she is ... plays
   A: Do you play
   B: I do ... am not

Exercise 33, p. 21.
1. Do you 6. Am I
2. Does it 7. Is it
3. Does she 8. Does he
4. Does he 9. Do they
5. Does she 10. Do we

Exercise 34, p. 22.
1. Is the earth revolving around the sun right now? [Yes.]
2. Does the moon revolve around the earth every 28 days? [Yes.]
3. Are the sun and moon planets? [No.]
4. Is Toronto in western Canada? [No.]
5. Do whales lay eggs? [No.]
6. Does your country have gorillas in the wild? [Yes.]
7. Are gorillas intelligent? [Yes.]
8. Do mosquitoes carry malaria? [Yes, some do.]
9. Do you like vegetarian food?
10. Is our teacher from Australia?
11. Is it raining outside now?
12. Are you tired of this interview?

Exercise 35, p. 22.
1. b 3. a 5. b
2. a 4. a 6. a

Exercise 36, p. 22.
2. A: Are they watching
   B: aren't . . . are playing
3. A: Are you listening
   B: want
4. A: are
   B: am
   A: are you doing
   B: am trying
5. A: do you think
   B: think . . . don't think . . . do you think
   A: don't think . . . count
6. A: are you thinking
   B: am thinking . . . am not thinking
   A: don't believe . . . are thinking
7. A: Do you know
   B: do
   A: is
   B: doesn't make
   A: know

Exercise 37, p. 24.

Part I.
2. prefer 6. are doing
3. makes 7. Do you exercise
4. need 8. Are you exercising
5. work

Part II.
1. believe 11. are listening
2. go 12. are doing
3. like 13. are exercising
4. is 14. Do
5. increases 15. like
6. are 16. Do
7. beats 17. get
8. brings 18. Do
9. work 19. do
10. have

Exercise 38, p. 25.

Omar’s Visit

1. My friend Omar owns his own car now. It’s brand new. Today he is driving to a small town north of the city to visit his aunt. He loves to listen to music, so the CD player is playing one of his favorite CDs—loudly. Omar is very happy: he is driving his own car and listening to loud music. He’s looking forward to his visit with his aunt.

2. Omar visits his aunt once a week. She’s elderly and lives alone. She thinks Omar is a wonderful nephew. She loves his visits. He tries to be helpful and considerate in every way. His aunt doesn’t hear well, so Omar speaks loudly and clearly when he’s with her.

3. When he’s there, he fixes things for her around her apartment and helps her with her shopping. He doesn’t stay with her overnight. He usually stays for a few hours and then heads back to the city. He kisses his aunt good-bye and gives her a hug before he leaves.

Chapter 2: Past Time

Exercise 2, p. 27.
2. She didn’t drink . . . Did she drink
3. They didn’t play . . . Did they play
4. I didn’t leave . . . Did I / you leave
5. They didn’t wear . . . Did they wear
6. We didn’t have . . . Did we / you have
7. It wasn’t . . . Was it
8. You weren’t . . . Were you / Was I

Exercise 3, p. 27.
(Answers may vary.)
2. I didn’t come . . . I came . .
3. The students in this class didn’t swim . . . They walked . .
4. (_____ ) isn’t . . . He/She is a teacher.
5. I didn’t sleep . . . I slept in a bed.
6. The Internet didn’t become . . . It became popular in the 1990s.

Exercise 4, p. 27.
1. French, together, last week
2. yesterday, last summer
3. in the evening, behind the mountains
4. our class, yesterday
5. two weeks ago

Exercise 5, p. 28.
1. wasn’t 6. wasn’t
2. was 7. was
3. weren’t 8. was
4. were 9. were
5. was 10. weren’t
Exercise 6, p. 28.

**Part I.**
giving  hitting  dying  trying

**Part II.**
stopped  studied  enjoyed  tied

Exercise 7, p. 29.
1. waiting ... waited
2. cleaning ... cleaned
3. planting ... planted
4. planning ... planned
5. hopping ... hopped
6. hopping ... hopped
7. playing ... played
8. studying ... studied
9. trying ... tried
10. dying ... died
11. sleeping
12. running

Exercise 8, p. 30.
2. opening
3. opened
4. listening ... listened
5. lying
6. enjoyed
7. enjoying
8. happened

Exercise 9, p. 30.
2. stayed ... staying
3. gave ... giving
4. was / were ... been ... being

Exercise 10, p. 33.
**Sample answers:**

1. rode ... took
2. froze
3. chose
4. hung
5. rang ... woke
6. rose ... set
7. sent
8. taught
9. stole
10. caught
11. shook
12. flew
13. dug
14. spent
15. wore

Exercise 11, p. 34.
2. We left ... We didn't leave ... Did we leave
3. She does ... She didn't do ... Did she do
4. He was ... He wasn't ... Was he
5. We drove ... We didn't drive ... Did we (you) drive
6. You were ... You weren't ... Were you (Was I)
7. I planned ... I didn't plan ... Did I (you) plan
8. taught
9. stole
10. caught
11. shook
12. flew
13. dug
14. spent
15. wore

Exercise 12, p. 34.
2. Yes, I fell down.
3. Yes, I hurt myself when I fell down.
4. Yes, I broke my arm.
5. Yes, I went to the emergency room.
6. Yes, I saw a doctor.
7. Yes, I sat in the waiting room for a long time.
8. Yes, the doctor put a cast on my arm.
9. Yes, I paid a lot of money.
10. Yes, I came home exhausted.

Exercise 13, p. 34.
2. A: Did Ella's plane arrive
   B: it did ... got
3. A: Did you go
   B: I didn't ... stayed ... didn't feel
4. A: Did you eat
   B: I didn't ... didn't have ... didn't ring
5. A: Did da Vinci paint
   B: he did ... painted

Exercise 14, p. 35.
**Part I.**
3. didn't ride
4. got
5. didn't watch
6. made

**Part II.**
3. took
4. didn't go
5. fell
6. came
7. didn't lie
8. thought
9. didn't begin
10. finished

Exercise 16, p. 37.
2. did ... spent
3. did ... met
4. did ... sold
5. did ... broke
6. did ... kept

Exercise 17, p. 37.
2. had
3. ate
4. drank
5. met
6. shook
7. danced
8. sat ... talked

Exercise 18, p. 38.

*The Daily News*

Yesterday morning, Jake read the newspaper online. He wanted to know the latest news. He enjoyed the business section most. His wife, Eva, didn't read any newspapers on her computer. She downloaded them on her ebook reader. She looked at the front pages first. She didn't have a lot of time. She finished the articles later in the day. Both Jake and Eva were very knowledgeable about the day's events.

Exercise 19, p. 38.

**Part II.**
1. T
2. F
3. F

**Part III.**
1. kills
2. killed
3. began
4. lasted
5. spread
6. died
7. kill
8. were
9. was
10. made
Exercise 20, p. 39.

Part I.
1. different 3. different
2. same 4. same

Part II.
1. /d/ 3. /d/
2. /d/ 4. /d/

Exercise 21, p. 39.
1. agree 5. ended
2. agreed 6. stopped
3. arrived 7. touched
4. explains

Exercise 22, p. 40.
1. every day. 4. last weekend.
2. last week. 5. every day.
3. six days a week. 6. yesterday.

Exercise 23, p. 40.
1. /d/ 6. /t/
2. /d/ 7. /d/
3. /d/ 8. /t/
4. /d/ 9. /t/

Exercise 24, p. 40.
Sample answers:
1. He went to a water-slide park and loved the fast slides.
2. She visited her aunt.

Exercise 25, p. 41.
1. b
2. a

Exercise 26, p. 43.
2. was eating ... came
3. came ... was eating
4. was sleeping
5. was sleeping ... rang
6. rang ... was sleeping
7. began
8. was walking ... saw
9. saw ... was standing ... was holding
10. waved ... saw

Exercise 27, p. 44.
3. spilled ... was sitting
4. was standing ... sent
5. ran into ... was standing
6. dropped ... was standing
7. avoided ... was swimming
8. was swimming ... saw
9. was swimming ... found

Exercise 29, p. 45.
1. Julia
2. James
3. Paul

Exercise 30, p. 46.
1. F 4. F
2. T 5. F
3. F

Exercise 31, p. 46.
1. B: Did you find ... was looking ... didn't see
   A: It's
2. A: looks ... Did you
   B: thought ... had ... guess
3. A: Did you have
   B: had
   A: were
   B: was ... was

Exercise 32, p. 47.
Undertined verbs:
2. were traveling
3. A: was ... talking
   B: were describing
4. A: 's (is) ... talking
   B: 's (is) describing

Exercise 33, p. 47.
2. is doing
3. isn't studying
4. is staring
5. wants
6. is looking
7. are you looking
8. am watching
9. is turning
10. is

Exercise 34, p. 48.
Checked sentences: 1, 2, 3

Exercise 35, p. 49.
Clauses: 2, 3, 4, 5, 6, 7

Exercise 36, p. 49.

Chapter 2
1. a. As soon as I tipped the driver, he helped me with my luggage.
   b. As soon as the driver helped me with my luggage, I tipped him.

Exercise 37, p. 49.
2. Before I left my apartment this morning, I unplugged the coffee pot.
   I unplugged the coffee pot before I left my apartment this morning.
3. Until I was seven years old, I lived on a farm.
   I lived on a farm until I was seven years old.
4. As soon as I heard the doorbell, I opened the door.
   I opened the door as soon as I heard the doorbell.
5. When it began to rain, I stood under my umbrella.
   I stood under my umbrella when it began to rain.
6. While I was lying in bed with the flu, my friends were swimming at the beach.
   My friends were swimming at the beach while I was lying in bed with the flu.
   While my friends were swimming at the beach, I was lying in bed with the flu.
   I was lying in bed with the flu while my friends were swimming at the beach.

Exercise 38, p. 50.
2. bought ... went
   [before I went to the hospital to visit my friend]
3. went ... got ... was ... was planting ... was ... was changing ... were playing ... was changing ... were throwing
   [When I got there]
   [while Mr. Lopez was changing the oil in the car]
4. hit ... was using ... hurt
   [while I was using the hammer]
5. heard ... began
   [As soon as we heard about the hurricane]
6. got ... stopped ... rested ... felt
   [until he felt strong enough to continue]

Exercise 39, p. 51.
2. need 11. was reaching
3. call 12. lost
4. is sitting 13. ran
5. came 14. stopped
6. was 15. is
7. had 16. isn’t
8. was driving 17. needs
9. rang 18. feels
10. reached 19. made

Exercise 41, p. 52.
2. used to think
3. did you use/used to live
4. Did you use/used to work
5. didn’t use to wake up / didn’t use to wake up ... used to sleep
6. used to watch ... didn’t use to watch / didn’t use to watch ... did you use to watch / did you used to watch

Exercise 43, p. 53.
2. did you used to go/did you use to go
3. used to play
4. used to skip
5. didn’t used to like/didn’t use to like

Exercise 44, p. 53.
2. Junko used to work for an investment company.
3. Margo used to teach English, but now she works at a publishing company.
4. Where did you used to live?
5. I didn’t used/use to get up early, but now I do.
6. Did you used to live in Singapore?
7. My family used to go to the beach every weekend, but now we don’t.

Exercise 45, p. 54.
1. F 4. T
2. T 5. F
3. F

Chapter 3: Future Time

Exercise 1, p. 55.
Sentences: 1, 3

Exercise 2, p. 56.
1. yes 5. no
2. yes 6. no
3. no 7. yes
4. yes 8. yes

Exercise 4, p. 57.
1. am going to pick
2. A: is Alex going to go
   B: is going to stop
3. A: Are you going to finish
   B: I am going to finish
4. A: is Dr. Ahmad going to talk
   B: is going to discuss
5. A: are you going to call
   B: am not going to call ... am going to text

Exercise 5, p. 57.
Questions:
1. Where are you going to go ...
2. What time are you going to wake up ...
3. What are you going to have ...
4. Are you going to be ...
5. Where are you going to be . . .
6. Are you going to become . . .
7. Are you going to take . . .
8. Are you going to do . . .

Exercise 6, p. 58.
2. are going to
3. are going to
4. are going to
5. are going to
6. Are
7. going to
8. is
9. going to
10. is
11. going to
12. are going to

Exercise 7, p. 58.
1. What did you do yesterday? (also possible: were you doing)
2. What are you going to do tomorrow? [Note: The present progressive (are you doing) can replace going to.]
3. What are you doing right now?
4. What do you do every day?
5. What are you going to do a week from now?
6. What did you do the day before yesterday? (were you doing)
7. What are you going to do the day after tomorrow?
8. What did you do the day before yesterday? (were you doing)
9. What do you do every week?
10. What are you going to do this weekend?

Exercise 10, p. 60.
2. You'll
3. We'll
4. He'll
5. it'll
6. They'll
7. She'll

Exercise 11, p. 61.
2. will make
3. will call
4. will help
5. will be
6. will cost
7. will explain

Exercise 12, p. 61.
1. 50%
2. 50%
3. 100%
4. 90%
5. 100%

Exercise 13, p. 62.
1. 100%
2. 90%
3. 50%
4. 90%
5. 100%
6. 50%

Exercise 14, p. 63.
2. She probably won't go / She probably isn't going to go to work tomorrow.
   She'll probably stay / She is probably going to stay home and rest.
3. He'll probably go / He is probably going to go to bed early tonight.
   He probably won't stay / He probably isn't going to stay up all night again tonight.

4. She probably won't run / isn't going to run in the marathon race this week.
   She'll probably skip / She is probably going to skip the race.

Exercise 15, p. 63.
2. Maybe Lisa won't get here.
3. You may win the contest.
4. Maybe the plane will land early.
5. Sergio may not pass the class.

Exercise 18, p. 64.
2. will
3. will
4. will
5. won't
6. will
7. will

Exercise 19, p. 65.
Conversation 1

Exercise 20, p. 66.
1. no
2. yes
3. no
4. yes
5. no
6. yes
7. A: yes
8. B: no

Exercise 21, p. 66.
1. I'm going to be away for three weeks.
2. My husband and I are going to stay in small towns and camp on the beach.
3. We're going to bring a tent.
4. We're going to celebrate our wedding anniversary there.
5. My father, who was born in Thailand, is going to join us, but he's going to stay in a hotel.

Exercise 22, p. 66.
3. am going to
4. will (I'll)
5. am going to
6. will (I'll)
7. are going to
8. will (I'll)

Exercise 23, p. 67.
1. a
2. b
3. b
4. a

Exercise 25, p. 68.
2. returns
3. lands
4. find
5. are
6. find out
7. isn't . . . is

Exercise 26, p. 69.
2. is going to call . . . returns
3. go . . . is going to make
4. are going to take . . . visits
5. am going to keep . . . calls
6. misses . . . isn't going to understand
7. gets . . . are going to eat
Exercise 28, p. 70.
2. Before Sue picks up groceries, she is going to go to the dentist.
3. Before Sue has lunch with Hiro, she is going to pick up groceries.
4. After Sue picks up groceries, she is going to have lunch with Hiro.
5. Before Sue takes her father to his doctor's appointment, she is going to have lunch with Hiro.

Exercise 29, p. 70.
Sample answers:
1. will see changing scenery
2. will turn on the lights
3. the lights will be on
4. will remember the temperature a person likes
5. he/she can lock the doors with a remote control
6. will move
7. will deliver warm clothes
8. will be inexpensive

Exercise 30, p. 71.
2. goes ... will email / is going to email
3. went ... took
4. was taking ... rang
5. rang ... jumped
6. gets ... will brush
7. brushes ... gets

Exercise 31, p. 71.
All three sentences express future time.

Exercise 32, p. 72.
1. B: are you doing
   A: am going ... are going
   B: am meeting
2. A: are you majoring
   B: am majoring
   A: are you taking
   B: am taking
3. A: are you doing
   B: am cutting

Exercise 33, p. 73.
A: am going
B: are ... going
B: Are ... flying ... driving
A: 'm flying
A: 'm taking
B: 'm staying

Exercise 36, p. 74.
1. a, b
2. a, b, c
3. b, c
4. a, c

Exercise 37, p. 74.
1. a, b, c
2. b, c
3. b, c
4. a, b, c
5. b, c
6. a, b, c
7. a, b, c
8. b, c
9. b, c
10. a, b, c

Exercise 38, p. 74.
Picture B

Exercise 39, p. 76.
(Answers may vary.)
1. The chimpanzee is about to eat a banana.
2. The man is about to pour coffee.
3. The plane is about to land.
4. The man is about to answer/pick up the phone.
5. The dog is about to go to sleep.
6. The man is about to start a fire.
7. The woman is about to hit a fly.
8. The man is about to leave.
9. The astronauts are about to meet creatures from outer space.

Exercise 41, p. 77.
1. a, b
2. f

Exercise 42, p. 77.
1. was reading ... listening
2. will move ... look ... graduates
3. calls ... complains
4. is crying ... laughing
5. get ... am going to take ... go
6. was carrying ... climbing ... landed ... stung ... dropped ... spilled

Exercise 43, p. 78.
1. was raining ... took ... got ... found
2. opens ... leave
3. A: cut ... is bleeding
   B: 'll / will get
4. A: is ringing
   B: know
   A: Do you want
   B: don't answer
5. A: is ... are flashing
   B: know ... know ... see
   A: is going ... Are you speeding
   B: am driving
   A: is passing (also possible: is going to pass)

Exercise 44, p. 79.
B: does ... say
A: will receive
B: will be ... want
C: solves ... don't understand ... I'll ... smile
D: work ... will be
A: looks ... will have
Exercise 45, p. 79.

My Cousin Pablo

I want to tell you about Pablo. He is my cousin. He came here four years ago. Before he came here, he studied statistics in Chile. He left Chile and moved here. Then he went to New York and stayed there for three years. He graduated from New York University. Now he is studying at this school. After he finishes his master's degree, he will/is going to return to Chile.

Chapter 4: Present Perfect and Past Perfect

Exercise 1, p. 81.
3. helped
4. visited
7. written
8. seen

Exercise 2, p. 82.
1. called
2. spoken
3. done
4. known
5. met
6. come
7. eaten
8. felt
9. read
10. been

Exercise 3, p. 82.
2. had
3. thought
4. taught
5. met
6. lived
7. studied
8. died
9. bought
10. started

Exercise 4, p. 82.
1. a
2. b

Exercise 5, p. 84.
3. since
4. since
5. for
6. for
7. for
8. since
9. for
10. for
11. since
12. since
13. since
14. for
15. since
16. for
17. for
18. since
19. since
20. since
3. has interviewed
4. has met
5. has found
6. has made
7. has signed
8. has shaken
9. has written
10. has thought
11. has become

Exercise 7, p. 85.
2. has interviewed
3. has met
4. has found
5. has made
6. has become
7. has signed
8. has shaken
9. has written
10. has thought

Exercise 9, p. 86.
2. has changed
3. was
4. haven't slept
5. met
6. has had
7. A: have you eaten
   B: have eaten

Exercise 11, p. 87.
2. A: Have you ever stayed
   B: have
3. A: Have you ever met
   B: haven't
4. A: Has Ted ever traveled
   B: has
5. A: Has Lara ever been
   B: hasn't

Exercise 12, p. 88.
1. seen
2. flown
3. ridden
4. done
5. torn
6. had
7. fallen
8. felt
9. spoken
10. wanted

Exercise 13, p. 88.
Questions: Have you ever . . .
1. cut your own hair?
2. caught a big fish?
3. taken care of an injured animal?
4. lost something very important?
5. sat on a bee?
6. flown in a private plane?
7. broken your arm or your leg?
8. found something very valuable?
9. swum near a shark?
10. thrown a ball and broken a window?

Exercise 14, p. 89.
Questions: How long have you ...?
1. lived in ( ___ )?
2. studied English?
3. been in this class/at this school?
4. had long hair/short hair?
5. had a beard/a mustache?
6. worn glasses/contact lenses?
7. had a roommate/a pet?
8. been interested in ( ___ )?
9. been married?

Exercise 15, p. 89.
1. b
2. a
3. b
4. a

Exercise 16, p. 91.
1. a, b
2. b, d
3. a, b, c
Exercise 17, p. 91.
2. given 5. woken
3. changed 6. done
4. taken 7. been

Exercise 18, p. 92.
2. No, he hasn't picked up his kids at school yet.
3. Yes, he has already taken his car for an oil change.
4. No, he hasn't finished his errands yet.
5. Yes, he has already shopped for groceries.
6. No, he hasn't had lunch with Michael yet.

Exercise 19, p. 92.
1. is 3. is
2. has 4. is

Exercise 20, p. 93.
1. you've done 6. have you changed
2. I've worked 7. have you applied
3. I've worked 8. I've been
4. I've worked 9. I've heard
5. I've done

Exercise 21, p. 94.
Pamela

Exercise 23, p. 95.
3. present perfect ... unspecified
4. simple past ... specified
5. simple past ... specified
6. present perfect ... unspecified
7. present perfect ... unspecified
8. simple past ... specified
9. present perfect ... unspecified
10. simple past ... specified

Exercise 24, p. 95.
3. have ... have eaten ... ate
4. have already seen ... saw
5. have already written ... wrote
6. A: Has Antonio ever had
   B: has ... has had ... had
7. have already read ... read
8. A: have you visited
   B: have visited ... visited ... was

Exercise 26, p. 97.
1. spent 5. slept
2. made 6. driven
3. sent 7. sung
4. left

Exercise 29, p. 99.
2. is waiting ... has been waiting
3. are talking ... have been talking
4. are doing ... have been doing
5. A: are you doing
   B: am working
   A: have you been working
   B: have been working

Exercise 31, p. 100.
2. month has 6. friends have
3. parents have 7. work has
4. cousins have 8. roommate has
5. friend has

Exercise 32, p. 100
a. 1
b. 3
c. 1

Exercise 33, p. 102.
4. have been reading
5. have read
6. have stayed
7. has been crying
8. has been teaching / has taught
9. A: has been playing / has played
   B: have been playing / have played
10. B: has been working / has worked
    B: has worked

Exercise 34, p. 103.
1. has
2. been changing
3. We've
4. had
5. have
6. seen
7. have been building
8. We've been saying
9. We've
10. seen

Exercise 35, p. 103.
Checked sentences:
1. a, b 4. a, c
2. a 5. d, e
3. b

Exercise 36, p. 104.
1. b 3. a
2. b 4. a

Exercise 38, p. 105.
1. b 4. b
2. c 5. b, c
3. b, c

Exercise 39, p. 106.
1. F 4. F
2. T 5. F
3. T
Exercise 40, p. 107.
2. am
3. am studying
4. have been
5. arrived
6. began
7. came
8. have done
9. have met
10. went

Exercise 41, p. 108.
Answer b.

3. a. l
5. a. l
7. a. l

Exercise 43, p. 110.
1. has
2. had
3. had

Exercise 44, p. 110.
2. I started English classes at this school four weeks ago and I have been learning a lot of English since then.
3. I have wanted to learn English since I was a child.
4. I have been thinking about how to improve my English skills quickly since I came here, but I haven't found a good way.
5. Our teacher likes to give tests. We have had six tests since the beginning of the term.
6. I like learning English. When I was young, my father found an Australian girl to teach my brothers and me English, but when I moved to another city, my father didn’t find anyone to teach us.
7. I have met many friends in this class. I met Abdul in the cafeteria on the first day. He was friendly and kind. We have been friends since that day.
8. Abdul has been studying English for three months. His English is better than mine.

Chapter 5: Asking Questions

Exercise 1, p. 111.
1. b
2. d

Exercise 2, p. 111.
1. Is . . . is
2. Do . . . do
3. Did . . . did
4. Was . . . wasn’t
5. Is . . . is
6. Are . . . am
7. Was . . . was
8. Have . . . haven’t
9. Will . . . will
10. won’t

Exercise 3, p. 112.
2. A: Do snakes have legs?
   B: they don’t
3. A: Is Mexico in North America
   B: it is
4. A: Will you be at home tonight?
   B: I won’t.
5. A: Do you have a bike?
   B: I do
6. A: Has Simon left?
   B: Yes, he has.
7. A: Did Simon leave with Kate?
   B: Yes, he did.
8. A: Does acupuncture relieve pain?
   B: Yes, it does.

Exercise 4, p. 113.
1. b
2. a
3. b
4. c
5. b
6. c
7. b
8. c

Exercise 5, p. 113.
Questions:
1. Do you like animals?
2. Have you ever had a pet snake?
3. Is it cold in this room?
4. Is it raining right now?
5. Did you sleep well last night?
6. Are you tired right now?
7. Will you be here next year?

Exercise 6, p. 113.
1. Is she
2. Is he
3. Is that
4. Is there

Exercise 7, p. 114.
1. a, c
2. a, d
3. b, c

Exercise 8, p. 115.
2. Do they live a simple life? b
3. What do they pick from the trees? a
4. Do they have electricity? a
5. Do they enjoy their life? a
7. Are they happy? b

Exercise 9, p. 116.
1. Do you know
2. I do
3. Have you seen
4. I haven’t.
5. Did they go
6. they did
7. Are you going to see
8. I am
9. Will they be
10. they won’t
Exercise 10, p. 116.
1. Where ... b
2. Why ... c
3. When ... a

Exercise 11, p. 117.
2. are your kids transferring to
   Lakeview Elementary School
3. will you meet Taka at the mall
   at 10:00
4. does class begin
5. did you stay home from work

Exercise 12, p. 118.
1. How come you are going? What are you going for?
2. How come they came? What did they come for?
3. How come he needs more money? What does he need more money for?
4. How come they are going to leave? What are they going to leave for?

Exercise 13, p. 118.
1. When did Tom get home?
2. Where was his wife?
3. What did Tom buy?
4. Why was Tom late?
5. What present did Nina get?

Exercise 14, p. 118.
1. c 4. b
2. b 5. a
3. a

Exercise 15, p. 118.
1. b 3. c
2. d 4. a

Exercise 16, p. 119.
3. Who knocked on the door?
4. Who(m) did Talya meet?
5. What did Mike learn?
6. What changed Gina's mind?
7. Who(m) is Gina talking about?
8. What is Gina talking about?

Exercise 17, p. 120.
1. Who 4. What
2. What 5. Who

Exercise 18, p. 120.
Questions:
1. What 5. What
2. What 6. What
3. Who 7. Who
4. What

Exercise 19, p. 120.
1. What did he 4. What did he
2. Did he tell 5. Why ... you tell
3. Who did he

Exercise 22, p. 121.
2. What did you do
3. What are you going to do
4. What do you want to do
5. What would you like to do
6. What are you doing
7. What do you do
8. A: What do you do ... A: What does ... do

Exercise 25, p. 123.
3. Which pen / Which one / Which would you like?
4. What did Hassan borrow from you?
5. What do you have in your hand?
   Which piece / Which one / Which would you like?
6. What did Tony buy?
7. What / Which countries did you visit?
   Which country did you enjoy the most?

Exercise 27, p. 125.
1. b
2. a

Exercise 29, p. 126.
1. Who's 4. Who's
2. Whose 5. Whose

Exercise 30, p. 126.
1. Whose 4. Whose
2. Who's 5. Who's

Exercise 31, p. 126.
1. e 4. b
2. d 5. c
3. a

Exercise 32, p. 127.
(Answers may vary.)
1. He's very tall. He's six foot, six inches (2 meters).
2. He's fourteen years old.
3. He doesn't sleep well.
4. He's very uncomfortable.
5. He likes / prefers to travel by train.
Exercise 33, p. 128.
2. How important is education?
3. How did you get to school?
4. How deep is the ocean?
5. How are you going to get to Buenos Aires?
6. How difficult was the test?
7. How high is Mt. Everest?
8. How did you get here?

Exercise 34, p. 128.
1. How fresh
2. How cheap
3. How hard
4. How clean
5. How hot
6. How noisy
7. How serious

Exercise 35, p. 129.
1. c
2. d
3. b
4. a
5. e

Exercise 37, p. 130.
1. How old are
2. How tall are
3. How much do
4. How well do
5. How quickly do
6. How often do
7. How tired are
8. How many times a week do
9. How are
10. How soon can

Exercise 38, p. 131.
1. 774 miles / 1,250 kilometers
2. 227 miles
3. 1,030 kilometers

Exercise 39, p. 131.
2. How far is it from Montreal to Quebec?
3. How far is it from here to the post office?
4. How far do you live from work?

Exercise 43, p. 133.
2. How long will Mr. McNally be in the hospital?
3. How long does it take to learn a second language?
4. How long have you been living here?
5. How long did you live in Oman?
6. How long have you known Mr. Pham?
7. How long has he been living in Canada?

Exercise 44, p. 134.
1. is
2. will
3. did
4. are

Exercise 46, p. 135.
1. Who are
2. How are
3. What did
4. Why did
5. Why is
6. Why are
7. When will
8. Who will
9. When is
10. How will

Exercise 47, p. 135.
1. Where are you
2. Who are you
3. Who is
4. How long have you
5. Where did you
6. Where does he
7. Is he
8. What time will you
9. Why are you
10. Why are you
11. Why am I

Exercise 48, p. 136.
1. What do you
2. What are you
3. What are you
4. What do you
5. What do you
6. What are you
7. What do you
8. What do you

Exercise 49, p. 136.
1. a
2. a
3. 1, 2

Exercise 52, p. 138.
A: Let's invite the Thompsons over for dinner.
B: Good idea! How about next Sunday?
A: Let's do it sooner. What about this Saturday?

Exercise 53, p. 138.
1. yes
2. no

Exercise 55, p. 139.
1. yes
2. no

Exercise 56, p. 140.
1. a
2. a
3. a

Exercise 57, p. 141.
1. b. doesn't
2. c. don't
3. d. doesn't
4. e. isn't
5. f. aren't
6. g. does
7. h. is
8. i. aren't
Chapter 6: Nouns and Pronouns

Exercise 1, p. 146.
5. pronoun 9. adjective
6. noun 10. pronoun
7. adjective 11. noun
8. preposition 12. preposition

Exercise 2, p. 146.
1. two 3. two 5. two
2. one 4. one 6. two

Exercise 3, p. 147.
1. chairs 8. leaves
2. window 9. half
3. wishes 10. beliefs
4. dish 11. wolves
5. taxes 12. radios
6. boys 13. sheep
7. hobbies 14. foot

Exercise 4, p. 148.

People
babies heroes
boys thieves
children women
girls

Food
fish sandwiches
potatoes tomatoes

Things people catch
fish mosquitoes
mice thieves

Places people visit
cities zoos
libraries

Exercise 5, p. 149.
supplies dresses
shirts outfits
jeans shoes
pants babies

Exercise 6, p. 149.
1. no 4. no
2. yes 5. yes
3. yes 6. no

Exercise 7, p. 150.
1. /s/ 4. /z/
2. /z/ 5. /æz/
3. /æz/ 6. /s/

436 ANSWER KEY
Exercise 8, p. 150.
1. different 5. same
2. same 6. same
3. same 7. different
4. different 8. different

Exercise 9, p. 150.
3. /zl 7. /zl
4. /zl 8. /zl
5. /zl 9. /zl
6. /zl

Exercise 10, p. 150.
1. sizes 3. faxes 5. glasses
2. fax 4. price 6. prize

Exercise 12, p. 151.
3. Cows eat grass
subject verb object of verb
4. The actor sang (none)
subject verb object of verb
5. The actor sang a song
subject verb object of verb
6. Accidents happen (none)
subject verb object of verb
7. The accident injured a woman
subject verb object

Exercise 13, p. 152.
3. noun 7. verb
4. verb 8. noun
5. verb 9. noun
6. noun 10. verb

Checked sentences:
2. in a minute 7. in a few hours
4. down the hill 8. from my parents
5. next to the phone

2. a. Kimiko saw a picture on the wall.
P Obj. of P
   P Obj. of P
   c. Kimiko looked at the picture closely.
P Obj. of P
3. b. Annika lost her ring in the sand.
P Obj. of P P Obj. of P
   c. Annika lost her ring in the sand at the beach.
P Obj. of P
4. a. A talkative woman sat with her husband.
P Obj. of P
   b. We were at a meeting.
P Obj. of P
   c. She talked to her husband the entire time.
P
Exercise 19, p. 155.
1. Birds and insects.
2. The understory is above the ground and under leaves.
3. In the understory.
4. The emergent layer is the top layer. It gets sun. The understory is lower. It is dark and cool, etc.

Exercise 21, p. 156.
1. in 7. on 13. in
2. in 8. at 14. in
3. in 9. at 15. in
4. at 10. on 16. at
5. on 11. on 17. at
6. on 12. in 18. in

Exercise 22, p. 157.
Completed questions:
1. in 5. on
2. at 6. in
3. on 7. in
4. on

1. a, c
2. a, b

Exercise 24, p. 157.
1. to Paris next month
2. through Turkey last week
3. Alexi works at his uncle's bakery on Saturday mornings
4. My plane arrived at the airport in the early morning

Exercise 25, p. 158.
1. Ø 4. s
2. s 5. Ø
3. Ø 6. Ø

Exercise 26, p. 159.
1. barks 6. chirps
2. bark 7. meow
3. roar 8. bark
4. roar 9. hisses
5. hisses 10. chirp

Exercise 27, p. 159.
S V
3. Every student in my class speaks English well.
S V
   All students in my class speak . . .
V S
4. (There) are five students from Korea in Mr. Ahmad's class.
V S
5. (There)'s a vacant apartment in my building.
(no changes)
Exercise 28, p. 159.
1. s 8. s 15. s
2. s 9. Ø 16. Ø
3. s 10. s 17. s
4. s 11. s 18. s
5. s 12. Ø 19. s
6. Ø 13. s 20. Ø
7. Ø 14. s

Exercise 30, p. 160.
Checked phrases:
3. famous
4. small, dark, smelly
6. long, short

Exercise 31, p. 160.
1. Red roses are beautiful flowers.
2. The waiter poured hot coffee into my empty cup.
3. Mrs. Fields gave the hungry children a fresh snack.
4. After our delicious dinner, Frank helped me with the dirty dishes.

Exercise 33, p. 161.
3. hot chicken
4. chicken recipe
5. chicken soup

Exercise 34, p. 162.
2. vegetable garden 6. mountain villages
3. bean soup 7. art lesson
4. magazine articles 8. flag poles
5. toy factory

Exercise 35, p. 162.
1. (no change) 5. Bicycles
2. computers 6. (no change)
3. (no change) 7. (no change)
4. Airplanes 8. vegetables

Exercise 37, p. 163.
1. subject 4. object
2. subject 5. object
3. object

Exercise 38, p. 164.
1. a. apples 3. a. table tennis
   b. children  b. table tennis
2. a. bees  c. my brother
   b. bees  d. my brother
   c. bees

Exercise 39, p. 165.
1. me 4. me ... us
2. me 5. them ... They are
3. I

Exercise 40, p. 165.
2. He ... them 4. it
3. They ... her 5. They ... them

Exercise 41, p. 166.
1. B
2. A

Exercise 42, p. 166.
2. more than one 5. more than one
3. more than one 6. one
4. one

Exercise 43, p. 167.
2. Lisa's 6. William's
3. Lisa's 7. Ned's
4. Monica's 8. William's
5. William's

Exercise 44, p. 167.
1. earth's  T
2. elephant's F [gray and wrinkled]
3. man's  T
4. woman's  T
5. women's  T
6. Men's  T [about 11% to 12% bigger]
7. person's  T
8. People's  F [Men's voices have a higher pitch.]

Exercise 45, p. 167.
Checked responses: 1, 2, 4, 5, 7, 8

Exercise 46, p. 168.
2. his
3. It's ... its
4. its ... its
5. Hers
6. her
7. mine
8. yours
9. A: my ... yours
   B: mine ... Yours ... your
10. a. They
    b. Their
    c. Our ... theirs
    d. They're ... there ... they're ... their

Exercise 47, p. 170.
2. himself
3. yourself ... themselves
4. itself
   (also possible: himself, herself)
5. ourselves
6. herself
7. yourself
8. myself
Exercise 49, p. 170.
1. yourself 4. themselves
2. ourselves 5. himself
3. herself 6. myself

Exercise 51, p. 171.
Picture B

Exercise 52, p. 172.
2. a. another 4. another
   b. The other 5. The other
3. a. Another 6. another
   b. Another
c. Another
d. Another

Exercise 53, p. 172.
1. Picture A
2. Picture B

Exercise 55, p. 174.
2. other 6. Other ... others
3. The others 7. The other
4. The other 8. The others
5. Others

Exercise 56, p. 175.
(Answers may vary.)
1. One is by imagining a peaceful place. Another is deep breathing. Another is exercise.
2. It makes them tired.

Exercise 57, p. 176.
2. the other 6. another
3. Others 7. The other
4. Other 8. another
5. Others ... 9. The others
   other 10. Other

Exercise 58, p. 176.
1. a 4. b
   2. b 5. a
   3. b

Exercise 59, p. 177.
B: other ... others
A: the other ... other

Exercise 60, p. 177.
2. I had some black bean soup for lunch.
3. The windows in our classroom are dirty.
4. People in Brazil speak Portuguese.
5. There are around 8,600 types of birds in the world.

6. My mother and father work in Milan. They're teachers.
7. Today many women are carpenters, pilots, and doctors.
8. There is a new student in our class. Have you met her?
9. There are two pools at the park. The smaller one is for children. The other (one) is for adults.
10. The highways in my country are excellent.
11. I don't like my apartment. It's in a bad neighborhood. There is a lot of crime. I'm going to move to another neighborhood.

Chapter 7: Modal Auxiliaries

Exercise 1, p. 178.
Correct sentences: 1, 4

Exercise 2, p. 179.
1. may come
2. should come
3. ought to come
4. will not (won't) come
5. could not (couldn't) come
6. might come
7. had better come
8. has to come
9. has got to come
10. is not (isn't) able to come

Exercise 3, p. 179.
3. to
5. to
7. to
9. to
4. to
6. to
8. to
10. to

Exercise 4, p. 179.
(Answers will vary.)

Exercise 5, p. 180.
1. can ... can't
2. can ... can't
3. can't ... can
4. can ... can't
1. A dog is able to swim, but it isn't able to fly.
2. A frog is able to live on land and in water, but a cat isn't (able to).
3. A bilingual person isn't able to speak three languages, but a trilingual person is (able to).
4. People with a Ph.D. degree are able to use "Dr." in front of their name, but people with a master's degree aren't (able to).

Exercise 7, p. 181.
1. can't understand 5. can do
2. can help 6. Can you meet
3. Can you explain 7. can't meet
4. can't figure
Exercise 9, p. 182.
Checked sentences:
Group A: 1, 2, 3
Group B: 4, 5
Group C: The sentences have different meanings; no checkmarks.

Exercise 10, p. 183.
2. may/might ... may/might ... possibility
3. may/can ... permission
4. may/might ... may/might ... possibility

Exercise 11, p. 183.
1. It might snow tonight.
   Maybe it will snow tonight.
2. You may need to wear your boots.
   Maybe you will need to wear your boots.
3. There may be a blizzard.
   There might be a blizzard.

Exercise 13, p. 184.
1. ability 4. possibility
2. possibility 5. permission
3. permission

Exercise 14, p. 184.
1. a future possibility
2. a present possibility
3. a past ability

Exercise 15, p. 185.
2. Past, Ability
3. Present, Possibility
4. Past, Ability
5. Future, Possibility
6. Present, Possibility

Exercise 17, p. 186.
1. could be 4. may be
2. might be 5. can
3. could ask

Exercise 18, p. 186.
Checked sentences: 1, 2, 3

Exercise 19, p. 187.
1. B: Can / May I / Could I speak/talk
2. B: May I / Could I speak / talk
   (possibly too informal: Can I)
   A: May I / Could I ask
3. B: Can I talk (more formal: Could I)
4. B: May / Could / Can I help
5. B: Could / Can I speak / talk
   Can / Could I take
6. B: May / Could / Can I speak / talk
   B: May / Could / Can I leave

Exercise 21, p. 188.
Checked sentences: 1, 2, 4, 5
More polite sentences: 2, 5

Exercise 22, p. 189.
(Answers may vary.)
2. Formal: Could you please talk in another room?
   Informal: Can you be quiet?
3. Formal: Could you please check the bill? I think there's a mistake.
   Informal: Will you fix the bill? It has a mistake.

Exercise 26, p. 191.
(Answers may vary.)
More serious or urgent sentences: 1, 3

Exercise 28, p. 192.
2. Anna shouldn't wear shorts to work.
3. I should go to the post office today.
4. I ought to pay my bills today.
5. You'd better call the doctor today.
6. You shouldn't stay up too late tonight.
7. You'd better not leave your key in the door.
8. Mr. Lim is having a surprise party for his wife. He ought to tell people soon.

Exercise 30, p. 193.
Sentence 1 is more common in writing.
Sentences 2 and 3 are more common in speaking.

Exercise 32, p. 194.
1. has to
2. You don't have to ... has to
3. You've got to
4. You've got to
5. You have to
6. You don't ... have to
7. You don't have to
8. has to

Exercise 34, p. 195.
Sentence b.

Exercise 35, p. 196.
3. doesn't have to
4. doesn't have to
5. must not
6. don't have to
7. must not

Exercise 37, p. 197.
3. must
4. must not
5. must not
6. must
7. must
8. must
Exercise 38, p. 198.
(Answers may vary.)
2. She must be happy.
3. She must be cold.
4. She must love movies.
5. He must be hot.
6. He must be strong.

Exercise 40, p. 198.
1. must be
2. had to stay
3. have to work
4. must be

Exercise 41, p. 199.
3. can’t
4. wouldn’t
5. will
6. do

Exercise 42, p. 199.
1. can’t
2. will
3. wouldn’t
4. do
5. should
6. shouldn’t
7. would
8. doesn’t
9. could
10. won’t
11. couldn’t
12. don’t

Exercise 43, p. 200.
Group 1 speaker: a police officer
Possible situation: a person speeding
Group 2 speaker: a doctor
Possible situation: a doctor examining a patient’s throat

Exercise 44, p. 201.
(Sentence order may vary.)
1. 4, 3, 5, 7, 2, 8, 9

Exercise 45, p. 201.
1. Write . . . Write . . . Write
2. Double
3. Add
4. Multiply
5. Add
6. Subtract

Exercise 47, p. 203.
Checked items: 2, 3

Exercise 50, p. 204.
Correct order:
1. go dancing
2. go to a movie
3. go to a restaurant

Exercise 52, p. 204.
4. to
5. than
6. than
7. to
8. than
9. than
10. than
11. to
12. than

Exercise 55, p. 206.
1. c
2. a
3. a
4. b
5. c
6. b
7. c
8. b
9. a
10. c
11. b
12. b
13. a
14. b
15. b
16. a
17. c
18. a

Chapter 8: Connecting Ideas

Exercise 1, p. 208.
Checked sentences: 2, 3, 5

Exercise 2, p. 209.
adjective + adjective
3. wide and deep
adjective + adjective + adjective
4. wide, deep, and dangerous
verb + verb + verb
5. played music, ate pizza, and told ghost stories
verb + verb
6. played music and ate pizza
noun + noun + noun + noun + noun

3. I talked. He listened.
4. I talked to Ryan about his school grades, and he listened to me carefully.
5. The five most common words in English are the, and, of, to, and a.
6. The man asked a question. The woman answered it.
7. The man asked a question, and the woman answered it.
8. Rome is an Italian city. It has a mild climate and many interesting attractions.
9. You should visit Rome. Its climate is mild, and there are many interesting attractions.

Exercise 6, p. 211.
4. , but 8. , but
5. but 9. or
6. , and 10. , or
7. and

Exercise 7, p. 211.
1. Laptops are electronic devices. Cell phones are electronic devices.
2. Laptops and portable DVD players are electronic devices, but flashlights aren’t.
3. Passengers can’t use these electronic devices during takeoffs and landings. They can use them the rest of the flight.
4. During takeoffs and landings, airlines don’t allow passengers to use laptops, DVD players, electronic readers, or PDAs.
5. The devices may cause problems with the navigation system, and they may cause problems with the communication system.
Exercise 10, p. 212.
1. Some tarantulas can go two and a half years without food. When they eat, they like grasshoppers, beetles, small spiders, and sometimes small lizards.
2. A female elephant is pregnant for approximately twenty months and almost always has only one baby. A young elephant stays close to its mother for the first ten years of its life.
3. Dolphins sleep with one eye open. They need to be conscious or awake in order to breathe. If they fall asleep when they are breathing, they will drown, so they sleep with half their brain awake and one eye open.

Exercise 11, p. 213.
Paying It Forward
A few days ago, a friend and I were driving from Benton Harbor to Chicago. We didn’t have any delays for the first hour, but we ran into some highway construction near Chicago. The traffic wasn’t moving. My friend and I sat and waited. We talked about our jobs, our families, and the terrible traffic. Slowly it started to move.

We noticed a black sports car on the shoulder. Its right blinker was blinking. The driver obviously wanted to get back into traffic. Car after car passed without letting him in. I decided to do a good deed, so I motioned for him to get in line ahead of me. He waved thanks, and I waved back at him.

All the cars had to stop at a toll booth a short way down the road. I held out my money to pay my toll, but the tolltaker just smiled and waved me on. She told me that the man in the black sports car had already paid my toll. Wasn’t that a nice way of saying thank you?

Exercise 13, p. 214.

Exercise 15, p. 215.
1. didn’t 5. could
2. wasn’t 6. can’t
3. did 7. don’t
4. didn’t 8. won’t

Exercise 16, p. 216.
1. B 3. C
2. B 4. C

Exercise 17, p. 217.
1. b. so does James.
2. a. Ivan doesn’t either.
   b. neither does Ivan.
3. a. Omar is too.
   b. so is Omar.
4. a. James isn’t either.
   b. neither is James.

Exercise 18, p. 217.

Exercise 20, p. 219.
1. So did I.
2. So do I.
3. So would I.
4. Neither am I.
5. Neither have I.
6. So is . . .
7. Neither do . . .
8. So does . . .
9. So did I.
10. Neither do I.

Exercise 23, p. 220.
Logical completions: a, c

Exercise 24, p. 221.
2. The children were hungry because there was no food in the house. OR Because there was no food in the house, the children were hungry.
3. We can’t get across the river because the bridge is closed. OR Because the bridge is closed, we can’t get across the river.
4. My car didn’t start because the battery was dead. OR Because the battery was dead, my car didn’t start.
5. Tayla and Patti laughed hard because the joke was very funny. OR Because the joke was very funny, Tayla and Patti laughed hard.

Exercise 25, p. 221.
2. Mr. El-Sayed had a bad cold. Because he was not feeling well, he stayed home from the office.
3. Judy went to bed early because she was tired. She likes to get at least eight hours of sleep a night.
4. Frank put his head in his hands. He was angry and upset because he had lost a lot of work on his computer.

Exercise 26, p. 222.
2. The room was hot, so I opened the window.
3. It was raining, so I stayed indoors.
4. Because the water in the river is polluted, we shouldn’t go swimming there.
5. Because my alarm clock didn’t go off, I was late for my job interview.

Exercise 27, p. 222.
2. Jim was hot and tired, so he sat in the shade.
3. Jim was hot, tired, and thirsty.
4. Because he was hot, Jim sat in the shade.
5. Because they were hot and thirsty, Jim and Susan sat in the shade and drank iced-tea.
6. (no change)
7. Jim sat in the shade, drank iced-tea, and fanned himself with his cap because he was hot, tired, and thirsty.
8. Because Jim was hot, he stayed under the shade of the tree, but Susan went back to work.

Exercise 28, p. 223.
*Understanding the Scientific Term “Matter”*

The word matter is a chemical term. Matter is anything that has weight. This book, your finger, water, a rock, air, and the moon are all examples of matter. Heat and radio waves are not matter because they do not have weight. Happiness, dreams, and fears have no weight and are not matter.

Exercise 29, p. 223.
*Sentences: 1, 3*

Exercise 30, p. 223.
1. a. isn’t b. is c. isn’t
d. didn’t go e. didn’t go f. went

Exercise 31, p. 224.
3. Even though 7. because
5. Even though even though
6. Because 9. even though

Exercise 32, p. 224.
2. b 5. c
3. c 6. b
4. a

Exercise 33, p. 225.
1. c 4. b
2. b 5. c
3. a

1. Because 4. so
2. Even though / Although 5. Because
3. Even though / Although 6. so

Exercise 36, p. 227.
2. Gold, silver, and copper are metals.
3. The children crowded around the teacher because he was doing a magic trick.
4. I had a cup of coffee, and so did my friend.
5. My roommate didn’t go and neither did I. OR My roommate didn’t go and I didn’t either.
6. Even though I was exhausted, I didn’t stop working until after midnight.
7. Although I like chocolate, I can’t eat it because I’m allergic to it.
8. I like to eat raw eggs for breakfast, and everybody else in my family does too. OR . . ., and so does everybody else in my family.
9. A hardware store sells tools, nails, plumbing supplies, and paint.
10. Most insects have wings. Spiders do not. OR Most insects have wings, but spiders do not.

Chapter 9: Comparisons

Exercise 1, p. 229.
1. E
2. B
3. C

Exercise 2, p. 230.
2. not nearly as 3. just as 4. almost as / not quite as 5. not nearly as 6. just as 7. almost as / not quite as

Exercise 3, p. 230.
*(Answers will vary.)*

Exercise 4, p. 231.
1. is as old as 4. isn’t quite as old as
2. isn’t as old as 5. is almost as old as
3. aren’t as old as
Exercise 5, p. 232.
2. an ox 7. a cat
3. a bird 8. a feather
4. a mule 9. a kite
5. a rock 10. a hornet
6. the hills

Exercise 6, p. 233.
1. David
2. David/Paolo
3. Matt

Exercise 7, p. 233.
1. T
2. T
3. T
4. F [The Arctic Ocean is the coldest.]
5. F [The South China Sea is the biggest.]
6. T
7. F [Asia is the largest continent in the world.]
8. T
9. F [It’s South America.]
10. T

Exercise 9, p. 234.
Sample answers:
2. A ... C
3. B ... A
4. C ... A
5. C ... A

Exercise 10, p. 236.
2. better, the best
3. lazier, the laziest
4. hotter, the hottest
5. neater, the neatest
6. later, the latest
7. happier, the happiest
8. more dangerous, the most dangerous
9. more slowly, the most slowly
10. more common, the most common
11. friendlier, the friendliest
12. more careful, the most careful
13. worse, the worst
14. farther / further, the farthest / the furthest

Exercise 11, p. 236.
2. funnier
3. more dangerous
4. more confusing
5. darker

Exercise 12, p. 237.
1. younger
2. tallest
3. happy
4. happier
5. older
6. funniest
7. hard
8. hard
9. a, b
10. a, b

Exercise 13, p. 237.
2. b 4. a, b 6. b
3. b 5. a, b 7. a, b

Exercise 15, p. 238.
1. a 4. b 7. b
2. a 5. b 8. a
3. b 6. b 9. a

Exercise 17, p. 239.
2. she is / her
3. they are / them
4. he can / him
5. he did / him
6. she can / her
7. mine . . . hers
8. theirs . . . ours

Exercise 19, p. 240.
3. An airplane is very fast.
4. Taking an airplane is much / a lot / far faster than driving.
5. Learning a second language is very difficult for many people.
6. Learning a second language is much / a lot / far more difficult than learning chemistry formulas.
7. You can live much / a lot / far more inexpensively in student housing than in a rented apartment.
8. You can live very inexpensively in student housing.

Exercise 21, p. 241.
1. b 3. b
2. a, b 4. a, b
6. b

Exercise 23, p. 242.
1. a. F 3. a. F
b. T b. T
2. a. T 4. a. F
b. F c. F
d. T c. T

Chapter 9

Exercise 24, p. 242.
Seattle and Singapore have more rain than Manila in December.
(Manila: 58 mm. or 2.3 in.; Seattle: 161 mm. or 6.3 in.;
Singapore: 306 mm. or 12 in.)

Exercise 25, p. 243.
2. Indonesia has more volcanoes than Japan.
3. Saturn has more moons than Venus.
4. Sao Paulo, Brazil, has more people than New York City.
5. Finland has more islands than Greece.
6. Nepal has more mountains than Switzerland.
7. A banana has more sugar than an apple.
8. The dark meat of a chicken has more fat than the white meat of a chicken.
Exercise 26, p. 243.
Undertlined nouns: doctors, happiness, information, mistakes, responsibilities
2. more information
3. happier
4. more happily
5. more happiness
6. more mistakes
7. more responsibly
8. more responsibilities
9. more responsible
10. more doctors

Exercise 28, p. 244.
2. bigger and bigger
3. better and better
4. louder and louder
5. longer and longer
6. warmer and warmer
7. more and more discouraged
8. harder and harder... wetter and wetter
9. more and more tired

Exercise 30, p. 245.
2. The closer... the warmer
3. The sharper... the easier
4. The noisier (The more noisy)... the angrier (The more angry)
5. more shrimp... the pinker
7. The more he thought about his family, the more homesick he became.
8. The darker the sky grew, the faster we ran to reach the house.

Exercise 32, p. 246.
3. the most beautiful... in
4. the worst... in
5. the farthest/furthest... in
6. the best... of
7. the oldest... in
8. the most comfortable... in
9. the most exhausted of

Exercise 33, p. 247.
2. The highest mountains on earth
3. the biggest bird
4. The two greatest natural dangers
5. the most popular forms of entertainment
6. The three most common street names
7. The longest river in South America

Exercise 34, p. 248.
1. the best experiences
2. the nicest times
3. the most difficult courses
4. the worst mistakes
5. the most beautiful buildings
6. the easiest exams

Exercise 36, p. 248.
1. a 5. b
2. b 6. a
3. a 7. b
4. a 8. a

Exercise 37, p. 249.
Questions:
2. What is the most interesting sport to watch on TV?
3. What is the most crowded city you have ever visited?
4. Where is the best restaurant to eat around here?
5. What is the most fun place to visit in this area?
6. Who is the kindest person you know?
7. What is the most important thing in life?
8. What is the most serious problem in the world?
9. Who is the most interesting person in the news right now?

Exercise 39, p. 250.
2. easier... than
3. two more wheels
4. longer... narrower (more narrow)... wider
5. more education
6. the longest
7. the friendliest... most delightful
8. the most famous... in
9. the loudest... in
10. The harder... the more impossible
11. the biggest... in... more people than
12. shorter
13. the highest... of
14. The longer... the more difficult
15. faster than/as fast as... the fastest
16. The greatest... in

Exercise 40, p. 251.
(Answers for items 3 and 6 may vary.)
1. C...E 6. A...B
2. A...D 7. C...E
3. A...B 8. A...D
4. C...E 9. A...D
5. A...D

Exercise 41, p. 252.
2. as 6. as
3. from 7. from
4. Ø...Ø 8. Ø...Ø
5. to

1. to 8. like
2. the 9. the
3. the 10. as
4. as 11. alike
5. from 12. to
6. more 13. from
7. than
Exercise 43, p. 254.
(Answers may vary.)
2. similar to
3. similar
4. the same
5. different from
6. the same as
7. the same as

Exercise 44, p. 254.
(Answers may vary.)
3. different from / not the same as
4. the same
5. the same ... as
6. like
7. the same
8. the same ... as
9. alike ... alike
10. like / the same as / similar to

Exercise 45, p. 255.
1. T 4. T
2. F 5. F
3. F

Exercise 47, p. 257.
2. Alaska is the largest state in the United States.
3. A pillow is softer than a rock.
4. Who is the most generous person in your family?
5. The harder you work, the more successful you will be.
6. One of the biggest disappointments in my life was when my soccer team lost the championship.
7. My sister is much taller than me.
8. A firm mattress is more comfortable for many people than a soft mattress.
9. One of the most talkative students in the class is Frederick.
10. Professor Bennett's lectures were the most confusing I have ever heard.

Chapter 10: The Passive

Exercise 1, p. 258.
1. b
2. a, b
3. a, b

Exercise 2, p. 259.
1. c. We are
2. a. He was
   b. They were
3. a. We are being
   b. She is being
4. a. I was being
   b. He was being
5. a. She has been
   b. He has been
6. a. I will be
   b. We are going to be

Exercise 3, p. 260.
2. are ... ed
3. is being ... ed
4. have been ... ed
5. was ... ed
6. was
7. will be ... ed
8. are going to be ... ed

Exercise 4, p. 261.
Checked sentences: 2, 4, 7

Exercise 5, p. 261.
2. are employed
3. has been hired
4. are going to be faxed
5. was bought
6. will be done
7. was being examined

Exercise 6, p. 262.
2. a. Erin is surprised
   b. Are you surprised
3. a. Greta will be shocked
   b. Will Pat be shocked
4. a. The birthday card is being signed
   b. Is it being signed
5. a. The card was signed
   b. Was it signed
6. a. It was being signed
   b. Was it being signed
7. a. It has been signed
   b. Has it been signed
8. a. It is going to be signed
   b. Is it going to be signed

Exercise 7, p. 262.
2. Are hair dryers provided by the hotel?
3. Were extra towels brought by housekeeping?
4. Has our meal been brought by room service?
5. Is our luggage being brought to our room by the bellhop?
6. Is the air-conditioning going to be fixed by maintenance?
7. Will our room be upgraded by the front desk?

Exercise 8, p. 263.
Checked sentences:
2. the truck
5. the driver
Exercise 9, p. 264.
Underlined verbs:
3. fell, v.i.
4. slept, v.i.
5. felt, v.t. Passive: An earthquake was felt by many people yesterday.
6. existed, v.i.
7. agree, v.i.
8. die, v.i.
10. invent, v.t. Passive: Was spaghetti invented by the Italians?

Exercise 10, p. 264.
3. a. Princess Diana was killed in a car crash in 1997.
5. f. Oil was discovered in Saudi Arabia in 1938.
6. g. Mahatma Gandhi and Martin Luther King Jr. were arrested several times for peaceful protests.
9. e. John F. Kennedy was elected president of the United States in 1960.
10. i. Nelson Mandela was released from prison in 1990.

Exercise 11, p. 265.
1. Pearson Longman
2. Betty Azar . . . Stacy Hagen
3. Don Martinetti . . . Chris Pavely

Exercise 12, p. 265.
2. This house was built in 1904.
3. Rice is grown in India.
4. Is Spanish spoken in Peru?
5. The telephone was invented by Alexander Graham Bell.
6. When was the first computer invented?
7. Hammers are sold at a hardware store.
8. Have you ever been hypnotized?
9. The Origin of Species was published in 1859.
10. The Origin of Species was written by Charles Darwin.

Exercise 13, p. 266.
2. = was built; no, b
3. a, b, c. = was designed; the by-phrases tells who designed the building. The important information is in c.
4. was ruled; It means that Thailand has never had a ruler.

Exercise 14, p. 266.
2. The driver was told to get out of the car by the police.
3. The driver took out his license.
4. The driver gave his license to the police officer.
5. The license was checked.

6. The driver was given a ticket.
7. The driver was told to drive more carefully.

Exercise 15, p. 267.
1. happened 6. was taken
2. was hit 7. treated
3. Was 8. happened
4. injured 9. was arrested
5. called 10. wasn’t killed

Exercise 16, p. 267.
2. was interrupted
3. belongs
4. is delivered
5. is not pronounced
6. happened
7. arrived . . . was met
8. heard . . . was not surprised . . . was shocked
9. will be built / is going to be built
10. wrote . . . was written
11. was kicked . . . attended
12. agree . . . prefer
13. was your bike stolen
14. A: Have you paid
B: will be shut off / is going to be shut off

Exercise 17, p. 268.
2. were 8. did not become
3. built 9. built
4. Was 10. began
5. built 11. were
6. swam 12. became
7. was designed 13. are found

Exercise 18, p. 269.
1. F 4. T
2. T 5. T
3. T

Exercise 19, p. 269.
2. should be planted
3. cannot be controlled
4. had to be fixed
5. can be reached
6. ought to be washed
7. may be cooked . . . (may be) eaten
8. could be destroyed
9. must be kept

Exercise 20, p. 270.
Possible answers:
1. He was an immigrant from Germany. He invented Levi jeans.
2. He went to California because his brother wanted him to open a store.
3. They were created for miners.
4. Denim is a cotton fabric.
5. Rivets were put in pants, and a red tab was added to the rear pocket.
6. Rivets made the pants stronger.
7. A red tab was added so the jeans could be more easily identified.
8. They are known as Levis.

Exercise 21, p. 271.
1. sand
2. whales
3. China ... Mongolia

Exercise 22, p. 272.
1. a, c
2. b
3. b, c
4. a, c

Exercise 23, p. 272.
1. about
2. of
3. of
4. of
5. from
6. about

Exercise 24, p. 273.
1. is interested
2. am . . . finished
3. am satisfied
4. from
5. is married to
6. are opposed
7. Are . . . prepared
8. is composed

Exercise 25, p. 273.
1. with
2. for
3. to
4. for
5. with
6. in
7. with
8. about

Exercise 26, p. 274.
1. with
2. of
3. about
4. for
5. in
6. with
7. to
8. about

Exercise 27, p. 274.
1. is made of
2. is crowded
3. is located in
4. is located in
5. am exhausted
6. are disappointed
7. is spoiled
8. is composed of
9. am . . . qualified for
10. am . . . acquainted with

Exercise 28, p. 275.
1. is spoiled
2. was closed
3. is located in
4. scared of
5. Are . . . hurt
6. am lost
7. Are . . . related to
8. gone
9. are broken
10. Are . . . shut

Exercise 29, p. 275.
1. A
2. B
3. No picture matches.
4. roller coaster
5. roller coaster
6. girl

Exercise 30, p. 276.
1. man
2. roller coaster
3. girl
4. roller coaster
5. girl

Exercise 31, p. 276.
1. boring
2. shocked
3. confusing
4. embarrassed
5. surprise

Exercise 32, p. 277.
1. a. excited
2. a. excited
3. a. fascinating
4. a. depressed
5. a. interested
6. a. interesting

Exercise 33, p. 277.
1. embarrassed
2. embarrassing
3. shocked
4. shocking
5. surprised
6. surprising

Exercise 34, p. 277.
1. interested
2. interesting
3. interested

Exercise 35, p. 279.
1. busy
2. lost
3. dirty
4. nervous
5. late
6. rich
7. serious
8. bald
9. hurt

Exercise 36, p. 279.
1. cold
2. hot
3. tired
4. bald
5. thirsty
6. sick

Exercise 37, p. 280.
1. get well
2. get married
3. gets hungry
4. gets dark
5. get dry
6. getting tired
7. getting worried
8. got killed
9. getting cold
10. got lost
11. get crowded
12. get . . . angry
13. get involved
14. got dressed
Exercise 39, p. 281.
1. T
2. F
3. T

Exercise 41, p. 282.
2. is used to
3. am not used ... am used to
4. are used to
6. am accustomed to ... am not accustomed to
7. are accustomed to
8. are not accustomed to

1. are you accustomed to
2. are you used to
3. are you accustomed to
4. Are you accustomed to
5. Are you used to
6. Are you used to
7. are you accustomed to
8. Are you used to

Exercise 46, p. 284.
3. am
6. are
4. Ø
7. is
5. Ø
8. Ø

Exercise 47, p. 284.
3. used to eat
4. is used to growing
5. is used to eating
6. used to have
7. am used to taking
8. used to go

2. The weather is supposed to be cold tomorrow.
3. The plane is supposed to arrive at 6:00.
4. I am supposed to work late tonight.
5. The mail was supposed to come an hour ago, but it didn't.

Exercise 50, p. 286.
2. Ann is supposed to call Lena at nine.
3. Johnny is supposed to make his bed before he goes to school.
4. The students are supposed to read the test directions carefully and raise their hands if they have any questions.
5. The patient is supposed to take one pill every eight hours and drink plenty of fluids.

Exercise 51, p. 286.
1. T
3. T
5. T
7. T
2. F
4. F
6. F
8. T

Exercise 52, p. 286.
Part I.
1. a, c
2. b
4. a, b, c
3. b, c

Part II.
2. established
3. were established
4. were supposed to
5. became
6. were given
7. were
8. were studied
9. kept
10. are put
11. are fed
12. are watched
13. have
14. are treated
15. have saved

(Answers to questions may vary.)
1. It was established for an Egyptian queen for her enjoyment.
2. They were dark holes or dirty cages.
3. The purpose was to study animals.
4. They keep animals in large, natural settings, feed them a healthy diet, and watch them for signs of disease.
5. They want to encourage breeding to save different types of animals.

Exercise 53, p. 288.
2. Something happened.
3. This pen belongs to me.
4. I'm interested in that subject.
5. He is married to my cousin.
6. Mary's dog died last week.
7. Were you surprised when you heard the news?
8. When I went downtown, I got lost.
9. The bus arrived ten minutes late.
10. We're not supposed to have pets in our apartment.

Exercise 54, p. 289.
My Favorite Holiday

(1) New Year's is the most important holiday of the year in my country. New Year's is celebrated for fifteen days, but my favorite day is the first day.
(2) The celebration actually begins at midnight. Fireworks are set off, and the streets are filled with people. Neighbors and friends greet each other and wish one another good luck for the year. The next morning, gifts are exchanged. Children are given money. It is wrapped in red envelopes because red is the color for good luck. When I was younger, this was always my favorite part of the holiday.
On New Year’s Day, everyone wears new clothes. These clothes are bought especially for the holiday. People are very polite to each other. It is considered wrong to yell, lie, or use bad language on the first day of the year. It is a custom for younger generations to visit their elders. They wish them good health and a long life.

Chapter 11: Count/Nouncount
Nouns and Articles

Exercise 2, p. 291.
2. an 8. an 14. a
3. a 9. an 15. a
4. an 10. an 16. a
5. an 11. a 17. an
6. a 12. an 18. an
7. a 13. an

Exercise 3, p. 291.
1. a 6. Ø
2. Ø 7. a
3. an 8. an
4. Ø 9. a
5. an 10. Ø

Exercise 4, p. 291.
1. a 3. a, b
2. a 4. a, b

Exercise 5, p. 292.
3. Correct.
4. some furniture or four chairs
5. Correct.
6. some furniture or a chair
7. some chairs
8. some furniture

Exercise 6, p. 292.
advice: ideas, suggestions
mail: letters, postcards
jewelry: bracelets, rings

Exercise 7, p. 293.
3. a, count 7. some, noncount
4. some, noncount 8. an, count
5. a, count 9. some, noncount
6. some, noncount 10. a, count

Exercise 8, p. 294.
3. Ø 10. Ø
4. s . . . s 11. Ø
5. Ø 12. s
6. s 13. es
7. s 14. Ø
8. Ø 15. s
9. s 16. Ø

Exercise 10, p. 295.
3. Ø 8. s . . . s
4. es 9. Ø
5. Ø 10. s
6. Ø is . . . s are 11. Ø
7. Ø 12. Ø

Exercise 11, p. 296.
1. Ø 6. s
2. Ø 7. Ø
3. s 8. Ø
4. Ø 9. Ø
5. Ø 10. Ø

Exercise 15, p. 297.
1. apples 4. fruit
2. apples/fruit 5. apples
3. apples 6. fruit

Exercise 16, p. 297.
3. Correct.
5. Correct.
6. too many new words
7. a few words / a little vocabulary
8. Correct.
9. several new words
10. are a lot of new words / is a lot of new vocabulary
12. are a lot of new words / is a lot of new vocabulary

Exercise 17, p. 298.
1. d. many cars
e. much stuff
f. much experience
2. a. much fruit
b. many vegetables
c. many bananas
d. many tomatoes
e. many oranges
f. much food
3. a. much fun
b. much help
c. much time
d. much information
e. many facts
f. much money

Exercise 18, p. 298.
6. [Canada has ten provinces.]
7. [There are 47 countries on the continent of Africa and six island nations.]

Exercise 19, p. 299.
3. a little help
4. a little pepper
5. a few things
6. a few apples
7. a little fruit
8. a little advice
9. a little ... money
10. A few friends
11. a little rain
12. a little French
13. a few ... hours

Exercise 20, p. 299.
1. C
2. A
3. B

Exercise 21, p. 300.
1. E 4. C
2. B 5. A
3. F 6. D

Exercise 22, p. 301.
3. papers
4. paper
5. a ... paper
6. works
7. work
8. hair ... hair
9. hairs
10. glasses
11. glasses
12. glass
13. Iron is
14. Irons are
15. experiences
16. experience
17. some ... chicken
18. chickens
19. are ... lights
20. A: light isn't
           B: It

Exercise 24, p. 303.
(Other completions are possible.)

Part I.
3. bottle 8. bottle
4. jar 9. can/bottle
5. can 10. bag
6. can 11. can
7. bag/box 12. box

Part II.
15. piece 22. bowl/cup
16. slice/piece 23. glass
17. slice/piece 24. bowl
18. glass/cup 25. slice/piece
19. bowl/cup 26. bowl/cup
20. slice/piece 27. bowl/cup
21. glass 28. slice/piece

Exercise 28, p. 310.
3. A: a
       B: a
4. A: the ... the
       B: the ... the
5. B: the ... the
6. the
7. A: a
       B: a
8. the
9. a
10. the
11. a
12. A: the ... the ... the ... the ... the ...

Exercise 29, p. 311.
2. singular, general
3. plural, general
4. singular, general
5. noncount, general
6. singular, specific
7. plural, specific
8. noncount, specific

Exercise 30, p. 311.
2. a. Mountains
       b. The mountains
3. a. The water
       b. Water
4. a. The information
       b. information
5. a. Health
       b. the health
6. a. Men ... women
       b. the men ... the women
7. a. problems
       b. the problems
8. a. The vegetables
       b. Vegetables

Exercise 31, p. 312.
Sample answers:
1. salt and shells (also possible: beads)
2. coins
3. money
4. credit ... debit cards (also possible: paper money)
5. plastic (credit or debit cards) ... paper money

Exercise 32, p. 312.
2. the
6. Ø The
3. Ø The
4. the
7. Ø The

Exercise 33, p. 313.
2. some ... some ... the ... the
3. a ... some ... the ... the
4. B: a ... a ... The ... the
5. a ... some ... some ... The ... the ... some
       ... the ... a ... The

Exercise 27, p. 308.
1. 1 3. 2 5. 4
2. 3 4. 5 6. 6

Chapter 11

ANSWER KEY 451
Exercise 34, p. 313.
2. an 7. Ø
3. Ø 8. a
4. Ø 9. Ø
5. The 10. The
6. Ø 11. the

Exercise 35, p. 314.
2. Ø
3. the... The
4. a... the
5. the
6. Ø... the... The
7. Ø... Ø... Ø
8. the... the
9. a
10. The... the... the... the
11. A: the
   B: the

Exercise 36, p. 315.
3. Ø 7. the
4. the 8. the
5. the 9. Ø
6. Ø 10. Ø

Exercise 37, p. 316.
1. Ø... Ø T
2. The... Ø T
3. Ø... Ø F [Austria]
4. The... Ø T
5. The... the F
6. The... Ø... the T
7. Ø F [psychology / psychiatry]
8. Ø... Ø T
9. Ø... the T
10. The F [The Himalayas]

Exercise 40, p. 318.
2. Do you know Richard Smith? He is a professor at this university.
3. I know that Professor Smith teaches at the University of Arizona.
4. (no change)
5. John is a Catholic. Ali is a Moslem.
6. Anna speaks French. She studied in France for two years.
7. (no change)
8. I'm taking Modern European History 101 this semester.
9. We went to Vancouver, British Columbia, for our vacation last summer.
10. Venezuela is a Spanish-speaking country.
11. Canada is in North America.
12. Canada is north of the United States.
13. (no change)
14. The Mississippi River flows south.
15. The Amazon is a river in South America.
16. We went to a zoo. We went to Brookfield Zoo in Chicago.
18. I enjoy studying English grammar.
19. On Valentine's Day (February 14th), sweethearts give each other presents.

Exercise 41, p. 319.

Part I.

Jane Goodall
(1) Do you recognize the name Jane Goodall? Perhaps you know her for her studies of chimpanzees. She became very famous from her work in Tanzania.
(2) Jane Goodall was born in England, and as a child, was fascinated by animals. Her favorite books were The Jungle Book, by Rudyard Kipling, and books about Tarzan, a fictional character who was raised by apes.
(3) Her childhood dream was to go to Africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and English literature. She saved every penny until she had enough money for a trip to Africa.
(4) In the spring of 1957, she sailed through the Red Sea and southward down the African coast to Mombasa in Kenya. Her uncle had arranged a job for her in Nairobi with a British company. When she was there, she met Dr. Louis Leakey, a famous anthropologist. Under his guidance, she began her lifelong study of chimpanzees on the eastern shore of Lake Tanganyika.
(5) Jane Goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to watch them closely. Her observations changed forever how we view chimpanzees—and all other animals we share the world with.

Part II.

1. T 3. F 5. F
2. F 4. T 6. F

Chapter 12: Adjective Clauses

Exercise 2, p. 322.
Checked sentences: 1, 2, 5

Exercise 3, p. 322.
1. An orthopedist
2. A dermatologist
3. A surgeon
4. A pediatrician
Exercise 4, p. 323.
1. a, d
2. c, d

Exercise 5, p. 323.
2. The manager that hired me has less experience than I do.
3. I like the manager that works in the office next to mine.
4. My mother is a person who wakes up every morning with a positive attitude.
5. A person who wakes up with a positive attitude every day is lucky.

Exercise 6, p. 323.
1. The police officer who/that gave me directions was friendly.
2. The waiter who/that served us dinner was slow.
3. I talked to the women who/that walked into my office.
4. The man who/that sat next to me on the plane talked a lot.
5. The people who/that live next to me have three cars.

Exercise 7, p. 323.
2. The man who/that answered the phone was polite.
3. People who/that paint houses for a living are called house painters.
4. I’m uncomfortable around married couples who/that argue all the time.
5. While I was waiting at the bus stop, I stood next to an elderly man who/that started a conversation with me about my school.

Exercise 10, p. 325.
Checked sentences: 2, 3, 5, 8

Exercise 11, p. 325.
1. a, b, c, d
2. a, c
3. a, b, c, d
4. a, c

Exercise 12, p. 325.
2. b. them; The couple that/who/whom I invited for dinner was two hours late.
3. b. him; The man that/who/whom I sat next to on the plane snored the entire flight.
4. b. him; The man that/who/whom police arrested tried to shoplift some groceries.
5. b. her; The chef that/who/whom the company hired is very experienced.

Exercise 13, p. 326.
2. The man who/that answered my question . . .
3. The man who/that/who/whom I called . . .

Exercise 14, p. 326.
1. who, that
2. that, Ø, who, whom
3. who, that
4. that, Ø, who, whom
5. that, Ø, who, whom
6. who, that

Exercise 16, p. 327.
2. The food we ate at the sidewalk café was delicious.
3. The bus that I take to school every morning is usually very crowded.
4. Pizza which is sold by the slice is a popular lunch in many cities throughout the world.
5. Piranhas are dangerous fish that can tear the flesh off an animal as large as a horse in a few minutes.

Exercise 17, p. 328.
2. The soup that/which I had for lunch was too salty.
3. I have a class that/which begins at 8:00 A.M.
4. The information that/which I found on the Internet helped me a lot.
5. My daughter asked me a question that/which I couldn’t answer.
6. Where can I catch the bus that/which goes downtown?

Exercise 18, p. 328.
2. . . . you wore it to class yesterday
3. . . . you to meet her
4. . . . to rent it had two bedrooms
5. . . . we bought it for our anniversary
6. . . . you met her at
7. . . . cat that it likes
8. . . . cat catches them live

Exercise 19, p. 328.
1. that, Ø, which
2. who, that
3. that, which
4. that, Ø, which
5. that, Ø, who, whom
6. that, which
Exercise 20, p. 329.
1. who 5. that
2. Ø 6. Ø
3. that 7. that
4. which 8. whom

Exercise 21, p. 329.
2. The student who/that raised her hand in class asked the teacher a question.
The student who/that sat quietly in his seat didn’t.
3. The girl who/that won the bike race is happy.
The girl who/that lost the bike race isn’t happy.
4. The food that/which/Ø we ate from our garden was inexpensive.
The food that/which/Ø we ate at the restaurant was expensive.
5. The man who/that was listening to the radio heard the special report about the earthquake in China.
The man who/that was sleeping didn’t hear it.
6. The person who/that bought a large car probably spent more money (than the person who bought a small car).

Exercise 22, p. 330.
2. b. who/that tells jokes.
3. f. who/that delivers babies.
4. h. who/that can be shaped . . .
5. e. who designs buildings.
6. i. that can be difficult to solve.
7. j. that eats meat.
8. c. that forms when water boils.
9. k. that has a hard shell . . .
10. a. who leaves society . . .
11. d. that is square . . .

The verb in the adjective clause agrees with the noun that precedes it.

Exercise 24, p. 331.
2. tools . . . are
3. woman . . . lives
4. people . . . live
5. cousin . . . works
6. miners . . . work
7. athlete . . . plays
8. athletes . . . play
9. books . . . tell
10. book . . . tells
11. men . . . were
12. woman . . . was

Exercise 26, p. 332.
2. The man that/Ø/who/whom I told you about is over there.
The man about whom I told you is over there.
3. The woman that/Ø/who/whom I work for pays me a fair salary.
The woman for whom I work pays me a fair salary.
4. Alicia likes the family that/Ø/who/whom she is living with.
Alicia likes the family with whom she is living.
5. The picture that/Ø/which Tom is looking at is beautiful.
The picture at which Tom is looking is beautiful.
6. I enjoyed the music that/Ø/which we listened to after dinner.
I enjoyed the music to which we listened after dinner.

Exercise 27, p. 333.
2. to . . . [we went to]
3. in/at . . . [we stayed in/at]
4. to . . . [we listened to]
5. for . . . [Sally was waiting for]
6. to . . . [to whom I talked]
7. [that I was looking for]
8. [I had graduated from]
9. [with whom he is living]
10. [who is staring at us]
11. [with whom I almost always agree]
12. [you introduced me to at the restaurant last night]
13. [I’ve always been able to depend on]
14. [you waved at]
15. [to whom you should complain]

Exercise 28, p. 334.
1. b, c 4. b
2. c 5. c
3. a, b, c

Exercise 29, p. 334.
Part II.
1. family 5. things
2. activities 6. customs and habits
3. people 7. things
4. way (of life)
Part III.
Sample answers:
1. was their eating customs
2. who were similar to him in their customs and habits
3. the way of life that his host family had
4. he had in common with them

Exercise 30, p. 335.
Checked sentences: 2, 4

Exercise 31, p. 336.
1. The C.E.O. whose company lost money is resigning.
2. Let me introduce you to the woman whose company is hiring right now.
3. I talked to the couple whose house was burglarized.
4. The child whose foot you stepped on is fine.
5. The man whose cell phone you found is on the phone.
Exercise 32, p. 337.
2. There is the woman whose husband writes movie scripts.
3. Over there is the man whose daughter is in my English class.
4. Over there is the woman whose sister you met yesterday.
5. There is the professor whose course I’m taking.
6. That is the man whose daughter is a newscaster.
7. That is the girl whose brother I taught.
8. There is the boy whose mother is a famous musician.

Exercise 33, p. 337.
1. whose 3. who’s
2. whose 4. whose

Exercise 34, p. 338.
Sample answers:
1. b. who invited us to his party
c. whose son broke our car window
d. whose dog barks all night
e. who is standing out in the rain
f. whose wife is an actress
2. a. whose picture was in the paper
b. whose father climbed Mt. Everest
c. who helped me when I cut myself
d. that works for Dr. Lang
e. whose purse I found
f. whose father I worked with
3. a. whose pages are torn
b. that is on the table
c. that Sam lost
d. whose cover is missing
e. that I gave to you
f. which I found

Exercise 35, p. 338.
3. who, that 9. who, that
4. whose 10. whom
5. who, that, Ø, whom 11. whose
6. whom 12. that, which
7. whose 13. that, Ø, which
8. that, Ø, which

Exercise 36, p. 339.
1. that 4. that
2. Ø 5. whose
3. which

Exercise 37, p. 339.
2. whose son was in an accident
3. I slept on in a hotel last night
4. that/which erupted in Indonesia
5. whose specialty is heart surgery
6. that/which lived in the jungles of Southeast Asia
7. whose mouth was big enough to swallow a whole cow in one gulp

Exercise 40, p. 340.
2. The woman that I met yesterday was nice.
4. I met a woman whose husband is a famous lawyer.
5. Do you know the people who live in that house?
6. The professor who/that teaches Chemistry 101 is very good.
7. The people whose house I painted want me to do other work for them.
8. The people who I met at the party last night were interesting.
9. I enjoyed the music that we listened to.
10. The apple tree that we planted last year is producing fruit.
11. Before I came here, I didn’t have the opportunity to speak to people whose native tongue is English.
12. One thing I need to get is a new alarm clock.
13. The people who were waiting to buy tickets for the game were happy because their team had made it to the championship.

Exercise 41, p. 341.
My Friend’s Vegan Diet
I have a friend who is a vegan. As you may know, a vegan is a person who eats no animal products. When I first met him, I didn’t understand the vegan diet. I thought vegan was another name for vegetarian, except that vegans didn’t eat eggs. I soon found out I was wrong. The first time I cooked dinner for him, I made a vegetable dish which had a lot of cheese. Since cheese comes from cows, it’s not vegan, so he had to scrape it off. I also served him bread that had milk in it and a dessert that was made with ice cream. Unfortunately, there wasn’t much that he could eat that night. In the beginning, I had trouble thinking of meals which we could both enjoy. But he is a wonderful cook and showed me how to create delicious vegan meals. I don’t know if I’ll ever become a complete vegan, but I’ve learned a lot about the vegan diet and the delicious possibilities it has.

Chapter 13: Gerunds and Infinitives

Exercise 2, p. 342.
1. a. working
   b. closing
   c. hiring
2. a. smoking
   b. eating
   c. sleeping
3. a. paying
   b. handing in
   c. cleaning

Chapter 13

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Chapter 13
Exercise 3, p. 343.

Sample answers:
2. buying 5. talking
3. sweeping 6. working
4. getting 7. opening

Exercise 4, p. 343.
1. finish doing
2. talked about seeing
3. Would you mind explaining
4. thinking about not attending
5. Keep trying

Exercise 6, p. 345.
2. Nancy and Frank like to go fishing.
3. Adam went camping.
4. Tim likes to go shopping.
5. Laura goes jogging/running.
6. Fred and Jean like to go skiing.
7. Joe likes to go hiking.
8. Sara often goes bowling.
9. Liz and Greg probably go dancing a lot.
10. The Taylors are going to go (ice) skating.
11. Alex and Barbara like to go sailing/boating.
12. Tourists go sightseeing on buses.
13. Colette and Ben like to go skydiving
14. (Answers will vary.)

Exercise 7, p. 345.
Questions:
2. Do you like to go water skiing?
3. Do you like to go bowling?
4. Do you go dancing on weekends?
5. Do you go jogging for exercise?
6. Do you go fishing in the winter?
7. Do you go camping in the summer?
8. Do you like to go snow skiing?

Exercise 9, p. 346.
Sample answers:
2. to be 9. to lend
3. to visit 10. to eat
4. to get to 11. to watch ... to stop
5. to be 12. to get to
6. to be 13. to see
7. to be ... 14. to hurt
8. to buy 15. to tell

Exercise 10, p. 347.
Checked sentences: 1, 2

Exercise 11, p. 347.
1. b, c 5. b, c
2. b, c 6. c
3. b, c 7. b, c
4. c 8. b, c

Exercise 13, p. 348.
1. to understand
2. listening
3. to get ... stop
4. repeating
5. to nod / nodding
6. to look / looking
7. speaking

Exercise 14, p. 349.
1. eating
2. to help
3. moving
4. to go / going
5. to be
6. living
7. to give
8. to say
9. to sleep / sleeping
10. trying
11. to want to leave ... talking

Exercise 15, p. 350.
1. to go / going 11. to go
2. to go / going 12. going
3. to go 13. to go
4. to go 14. to go / going
5. to go 15. going
6. to go 16. going
7. to go / going 17. to go
8. to go 18. going
9. going 19. going
10. going 20. to go

Exercise 16, p. 350.
1. to relax
2. to stay ... relax
3. to stay ... relax ... go
4. getting ... watching
5. getting ... watching ... listening
6. selling ... buying
7. to move ... find ... start
8. going ... letting
9. quitting ... going
10. unplugging ... turning off ... locking

Exercise 17, p. 351.
Verbs:
1. plan to go
2. consider going
3. offer to help
4. like to visit / visiting
5. enjoy reading
6. intend to get
7. can't afford to buy
8. seems to be
9. put off writing
10. would like to go swimming
Exercise 19, p. 352.
2. for holding
3. about being
4. in going
5. for being
6. of flying
7. about taking
8. about seeing
9. on paying
10. about / of becoming
11. like eating
12. for not writing
13. of living
14. in being
15. on meeting
16. for cleaning
17. from entering
18. at cutting

Exercise 21, p. 353.
2. in telling
3. of drowning
4. to taking
5. like telling
6. on paying
7. for causing
8. at remembering
9. from doing
10. for taking
11. of not having
12. to having
13. A: about / of quitting
   B: of quitting

Exercise 22, p. 354.
1. wanted to stay
2. traveling
3. packing
4. unpacking
5. to travel
6. wanted to take
7. decided to stay
8. be
9. to do
10. would like to take
11. began talking
12. excited about seeing
13. postpone going
14. finish studying
15. would mind helping
16. begin to study
17. continue to walk / walking
18. learn to speak
19. talk about going
20. keep trying

Exercise 24, p. 355.
2. by washing
3. by watching
4. by smiling
5. by eating
6. by drinking
7. by guessing
8. by waving
9. by wagging
10. by staying . . . taking

Exercise 25, p. 356.
2. with a needle and thread
3. with a saw
4. with a thermometer
5. with a spoon
6. with a shovel
7. with a hammer
8. with a pair of scissors

Exercise 26, p. 356.
3. with
4. by
5. with
6. with
7. by
8. by

Exercise 28, p. 357.
2. Making friends here takes time.
3. Getting around town is easy.
4. Is living here expensive?
5. It's dangerous to walk alone at night.
6. It's fun to explore this town.
7. Is it difficult to find affordable housing?

Exercise 31, p. 359.
2. for teachers to speak clearly.
3. for us to hurry.
4. for a fish to live out of water for more than a few minutes.
5. for working parents to budget their time carefully.
6. for a young child to sit still for a long time.
7. for my family to spend birthdays together.
8. for my brother to travel.
9. for you to understand Mr. Alvarez.

Sample answers:
1. to offer a strong handshake when people meet one another
2. shaking hands firmly
3 and 4. (Answers will vary.)

Exercise 33, p. 360.
Checked sentences: 1, 2, 3, 4

Exercise 34, p. 360.
2. c. (in order) to listen
3. i. (in order) to see
4. a. (in order) to keep
5. d. (in order) to find
6. b. (in order) to reach

Exercise 35, p. 361.
2. c. (in order) to listen
3. i. (in order) to see
4. a. (in order) to keep
5. d. (in order) to find
6. b. (in order) to reach
Exercise 36, p. 361.
3. Sam went to the hospital in order to visit a friend.
4. (no change)
5. I need to go to the bank today in order to deposit my paycheck.
6. On my way home, I stopped at the store in order to buy some shampoo.
7. Masako went to the cafeteria in order to eat lunch.
8. (no change)
9. Pedro watches TV in order to improve his English.
10. (no change)
11. (no change)
12. Jerry needs to go to the bookstore in order to buy school supplies.

Exercise 37, p. 362.
3. to 7. to
4. for 8. to
5. for 9. for
6. to 10. for

Exercise 38, p. 362.
1. Car sharing 4. move ... take
2. join 5. owning
3. driving

Exercise 39, p. 363.
1. heavy
2. strong
3. strength

Exercise 40, p. 364.
3. too busy to answer
4. early enough to get
5. too full to hold
6. large enough to hold
7. too big to get
8. big enough to hold

Exercise 41, p. 365.
2. I was too sleepy to finish my homework last night.
3. Mike was too busy to go to his aunt's housewarming party.
4. This jacket is too small for me to wear.
5. I live too far from school to walk there.
7. I'm not strong enough to move this furniture.
8. It's not warm enough for you to go outside without a coat.
9. I wasn't sick enough to stay home and miss work.

Exercise 43, p. 365.
3. to invite 7. to get ...
4. going sleep
5. listening 8. forgetting
6. to earn ... 9. using
to take

Exercise 44, p. 366.
1. to follow ... to slow ... give
2. Asking ... getting ... keep ... to be
3. to make ... to see

Exercise 45, p. 366.
1. a, b 4. a, c
2. b, c 5. c
3. b

Exercise 47, p. 368.
2. I went to the bank to cash a check.
3. Did you go shopping yesterday?
4. I cut the rope with a knife.
5. I thanked my friend for driving me to the airport.
6. It is difficult to learn another language.
7. Timmy isn't old enough to get married.
8. This exercise is easy to do. OR It's easy to do this exercise.
9. Last night I was too tired to do my homework.
10. I've never gone sailing, but I would like to.
11. Reading is one of my hobbies.
12. The teenagers began to build a campfire to keep themselves warm.
13. Instead of settling down in one place, I'd like to travel around the world.
14. I enjoy traveling because you learn so much about other countries and cultures.
15. My grandmother likes to fish/go fishing/likes fishing.
16. Martina would like to have a big family.

Chapter 14: Noun Clauses

Exercise 1, p. 370.
Checked sentences: 1, 2, 4

Exercise 2, p. 370.
1. Where are the Smiths living?
2. I don't know where the Smiths are living.
3. We don't know what city they moved to.
4. We know that they moved a month ago.
5. Are they coming back?
6. I don't know if they are coming back.
Exercise 4, p. 372.
2. a. I don’t know where she is living. NC
   b. Where is she living? IQ
3. a. Where did Nick go?
   b. I don’t know where Nick went. NC
4. a. I don’t know what time the movie begins.
   b. What time does the movie begin? NC
5. a. Why is Yoko angry?
   b. I don’t know why Yoko is angry. NC

Exercise 5, p. 372.
2. where Frank goes
3. where Natasha went
4. why Maria is laughing
5. how much an electric car costs
6. how long elephants live
7. when the first wheel was invented
8. how many hours a light bulb burns
9. where Emily bought her first computer
10. who lives
11. who Julie talked
12. why Mike is always

Exercise 6, p. 373.
Can you tell me . . .
2. what this means?
3. when I will get my grades.
4. what our next assignment is.
5. how soon the next assignment is due.
6. why this is incorrect.
7. when a good time to meet is.
8. what day the term ends.
9. why I failed.
10. who will teach this class next time.

Exercise 7, p. 374.
3. what a lizard is
4. what is in the bag
5. whose car that is
6. whose car is in the driveway
7. whose Bob’s doctor is
8. whose ladder this is . . . whose ladder this is
9. what is at the end of a rainbow

Exercise 8, p. 374.
Do you know . . .
1. where the phone is?
2. why the front door is open?
3. who just called?
4. whose socks are on the floor?
5. why all the lights are on?
6. what happened?
7. what the plumber said about the broken pipe?
8. what the repair is going to cost?

Exercise 9, p. 375.
2. Jason works
does he work
3. did you see
   I saw
4. does that camera cost
   this camera costs
5. can you run
   I can run
6. did she get
   she got
7. is it
   it is
8. are some people
   some people are

Exercise 10, p. 376.
Checked sentences: 1, 3, 4

Exercise 11, p. 376.
2. if Mr. Piper will be at the meeting
3. if Niko went to work yesterday.
4. if there is going to be a windstorm tonight.
5. if I have Yung Soo’s email address.

Exercise 12, p. 377.
2. if you are going to be
3. if Tim borrowed
4. if he can watch
5. if your car keys are
6. if your car has a CD player

Exercise 13, p. 378.
Questions:
2. when this building was built?
3. how far it is from Vancouver, Canada, to Riyadh, Saudi Arabia? [Around 7,774 mi. / 12,511 km.]
4. if Australia is the smallest continent? [Yes.]
5. how many eyes a bat has? [Two.]
6. what the longest word in English is? (Answers will vary.)
7. if a chimpanzee has a good memory? [Yes.]
8. how old the Great Wall of China is? [About 2,300 years old.]
9. if all birds fly? [No. For example, penguins don’t fly.]
10. if birds came from dinosaurs? [Most dinosaur researchers think so.]

Exercise 15, p. 378.
Checked sentences: 1, 2, 3

Exercise 16, p. 379.
2. dreamed that
3. believe that
4. notice that . . . hope that
5. believe that she told the truth
Exercise 19, p. 380.
2. B: pleased that
3. B: surprised that ... think that
4. A: aware that
   B: certain that
5. surprised that
6. true that

Exercise 21, p. 381.
Sample answers:
1. a. her English teacher is really good.
   b. she is enjoying her class.
2. a. her son has the flu.
   b. he doesn't have the flu.
3. a. the woman failed her chemistry course.
   b. she won't be able to graduate on time.
4. a. Rachel is there.
   b. she is there / she was invited.
5. a. Carol won't come back.
   b. she will be back.

Exercise 22, p. 382.
1. a, c
2. b, c

Exercise 23, p. 382.
Sample answers:
2. I don't believe that we are going to have a grammar test tomorrow.
3. I hope that Margo will be at the conference in March.
4. I believe that horses can swim.
5. I don't think that gorillas have tails
6. I don't think that Janet will be at Omar's wedding.
7. I hope my flight won't be cancelled because of the storms.

Exercise 26, p. 384.
2. Ann asked, "Is your brother a student?" OR
   "Is your brother a student?" Ann asked.
3. Rita said, "We're hungry." OR
   "We're hungry," Rita said.
4. Rita asked, "Are you hungry too?" OR
   "Are you hungry too?" Rita asked.
5. Rita said, "Let's eat. The food's ready." OR
   "Let's eat," Rita said. "The food is ready." OR
   "Let's eat. The food's ready," Rita said.
6. John F. Kennedy said, "Ask not ... do for you. Ask what ... for your country." OR
   "Ask not ... do for you," John F. Kennedy said.
   "Ask what ... for your country," OR
   "Ask ... do for you. Ask what ... for your country," John F. Kennedy said.

Exercise 27, p. 385.
“You know sign language, don’t you?” I asked Roberto.
“Yes, I do,” he replied. “Both my grandparents are deaf.”
“I’m looking for someone who knows sign language. A deaf student is going to visit our class next Monday,” I said. “Could you interpret for her?” I asked.
“I’d be happy to,” he answered. “Is she going to be a new student?”
“Possibly,” I said. “She’s interested in seeing what we do in our English classes.”

Exercise 29, p. 386.
they ... their

Exercise 30, p. 387.
1. she ... her
2. he ... me
3. he ... us ... our ... he ... his ... his

Exercise 32, p. 388.
2. was meeting 5. was going
3. had studied 6. would carry
4. had forgotten 7. could teach

Exercise 33, p. 389.
2. Kristina said (that) she didn’t like chocolate.
3. Carla said (that) she was planning ... her family.
4. Tom said (that) he had already eaten lunch.
5. Kate said (that) she had called her doctor.
6. Mr. Rice said (that) he was going to go to Chicago.
7. Eric said (that) he would be at my house at ten.
8. Emma said (that) she couldn’t afford to buy a new car.
9. Olivia said (that) she couldn’t afford to buy a new car.
10. Ms. Todd said (that) she wanted to see me in her office after my meeting with my supervisor.

Exercise 34, p. 389.
1. a, c
2. a, c

Exercise 35, p. 390.
4. said
5. told
6. asked
7. told ... said ... asked ... told ... said
8. said ... asked ... told ... asked ... said

Exercise 37, p. 391.
(that) he wasn't going to have ... wasn't hungry ... had eaten ... he had come ... he needed to talk to her about a problem he was having at work.
Exercise 38, p. 391.
1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me, "What are you doing after class?"
   "I will tell you later," I answered.
3. When I was putting on my hat and coat, Robert asked me, "Where are you going?"
   "I have a date with Anna," I told him.
   "What are you going to do?" he wanted to know.
   "We're going to a movie," I answered.

Exercise 39, p. 392.
1. asked
2. was
3. told
4. was
5. asked
6. would be
7. said
8. would be
9. asked
10. could do
11. said
12. needed
13. could help
14. told
15. would leave

Exercise 41, p. 393.
2. I don't know what your email address is.
3. I think that Mr. Lee is out of town.
4. Can you tell me where Victor is living now?
5. I asked my uncle what kind of movies he likes.
6. I think that my English has improved a lot.
7. It is true that people are basically the same everywhere in the world.
8. A man came to my door last week. I didn't know who he was.
9. I want to know if Pedro has a laptop computer.
10. Sam and I talked about his classes. He told me that he didn't like his algebra class.
(Also possible: doesn't like)
11. A woman came into the room and asked me where my brother was. She asked me, "Where is your brother?"
12. I felt very relieved when the doctor said, "You will be fine. It's nothing serious."
13. My mother asked me, "When will you be home?"
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A classic developmental skills text for lower-intermediate and intermediate English language learners, *Fundamentals of English Grammar* is a comprehensive reference grammar as well as a stimulating and teachable classroom text.

While keeping the same basic approach and material as in earlier editions, the fourth edition more fully develops communicative and interactive language-learning activities. Some of the new features are:

- Innovative Warm-Up exercises that precede the grammar charts and introduce points to be taught
- Structure-based listening exercises ranging from casual speech to more academic content
- A wide selection of readings that highlight the target grammar structures
- Greatly expanded speaking practice with extensive pair, group, and class work
- Writing activities with models for students to follow
- Corpus-informed syllabus that reflects the discourse patterns of spoken and written English
- Audio CDs and Listening Script in the back of the Student Book

**FUNDAMENTALS OF ENGLISH GRAMMAR**, Fourth Edition, includes:

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