BASIC English Grammar
FOURTH EDITION
with ANSWER KEY and Audio

Betty S. Azar
Stacy A. Hagen
To Shelley Hartle

For her watchful eye, her vast expertise,
her indefatigable good cheer
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Basic English Grammar is a developmental skills text for beginning 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 own lives in the classroom context. Grammar tasks are designed to encourage both fluency and accuracy.

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:

• CORPUS-INFORMED CONTENT
  Based on corpus research, grammar content has been added, deleted, or modified to reflect discourse patterns. New information highlighting differences between spoken and written English has been added to the charts, and students practice more frequently used structures. We have been careful to keep the information manageable for beginning students.

• PRESENTATION OF KEY GRAMMAR
  Chapter 15 (in earlier editions of BEG) has been moved to Chapter 6 of this edition in order to teach possessive forms earlier and present all pronouns together.

• WARM-UP EXERCISES FOR THE GRAMMAR CHARTS
  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. The warm-up exercises can help the teacher assess how much explanation and practice students will need.

• MICRO-PRACTICE
  At the beginning level, a single grammar structure (e.g. basic pronouns and possessives) sometimes needs to be presented in several steps. Additional exercises have been created to give students more incremental practice.

• LISTENING PRACTICE
  Recent research highlights the importance of helping students at all levels understand authentic spoken English. New as well as revised exercises introduce students to relaxed, reduced speech. An audio CD accompanies the student text, and a full audio script can be found in the back of the book.
• **READINGS**
  This fourth edition now has a wide selection of readings for students to read and respond to. The content is carefully controlled so that the vocabulary is accessible to beginning students and the grammar structures appropriate to the chapter(s) studied.

• **WRITING TASKS**
  New writing tasks help students naturally produce the target grammar structures in extended discourse. These end-of-chapter activities include writing models for students to follow. Editing checklists draw students’ attention to the grammar focus and help them develop proofreading skills.

*Basic 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.
• An expanded *Test Bank*, with additional quizzes, chapter tests, mid-terms, and final exams.
• *ExamView* software that allows teachers to customize their own tests using quizzes and tests from the *Test Bank*.
• *AzarGrammar.com*, a website that provides a variety of supplementary classroom materials, *PowerPoint* presentations for all chapters, and a place where teachers can support each other by sharing their knowledge and experience.

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

The Azar-Hagen Grammar Series consists of

• *Understanding and Using English Grammar* (blue cover), for upper-level students.
• *Fundamentals of English Grammar* (black cover), for mid-level students.
• *Basic English Grammar* (red cover), for lower or beginning levels.
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 directly following 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 all of the new patterns while completing the *Warm-Up* activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts can then 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, they include reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the pace of speech in the audio may be faster than what students are used to, they may need to hear sentences two or three times as they complete 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 gain receptive familiarity with the speech patterns before they begin using them in their own speech.

Students are encouraged to listen to conversations the first time without looking at their text. Teachers can 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 due to register or regional variation. A general guideline is that if the instructor expects students will *hear* a variation, or if students themselves raise questions, alternate representations can be presented.

A *Listening Script* is included in the back of the book.

READING

The *Readings* give students an opportunity to work with the grammar structures in extended contexts. Vocabulary that may be new to students is presented on yellow notes for teachers to introduce. One approach to the reading is to have students read the passage independently the first time through. Then they work in small groups or as a class to clarify vocabulary questions that didn't come up in the notes. A second reading may be necessary. Varied reading tasks allow students to check their comprehension, use the target structures, and expand upon the topic in speaking or writing.

WRITING

As students gain confidence in using the target structures, they are encouraged to express their ideas in longer writing tasks. Model paragraphs accompany assignments, and question-prompts help students develop their ideas.
Editing checklists provide guidance for self- or peer-editing. One suggested 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. The partner can then offer comments and complete the checklist.

For classes that have not had much experience with writing, the teacher may want students to complete the task in small groups. The group composes a paragraph together, which the teacher then collects and marks by calling attention to beginning-level errors, but not correcting them. The teacher makes a copy for each group member, and each student makes the corrections individually.

**LET’S TALK**

Each *Let’s Talk* activity is set up as one of the following: Pairwork, Small Group, Class Activity, Interview, or Game. Language learning is a social activity, and these tasks encourage students to speak with others about their ideas, their everyday lives, and the world around them. Students 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. They can work on the sentences for homework or in small groups in class.

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 correctly edit it wins a point.

Please see the *Teacher’s Guide* for detailed information about teaching from this book, including expansion activities and step-by-step instructions.
Our revision began with extensive reviews from many talented professionals. We are grateful for the expertise of the following teachers: Susan Boland, Tidewater Community College; Lee Chen, Palomar College; Gene Hahn, University of Wisconsin, Stevens Point; Kathleen Keeble, Illinois Institute of Art, Chicago; Steven Lasswell, Santa Barbara City College; Michael Pitts, Los Angeles Southwest College; Carla Reible, Riverside City College; Alison Rice, Hunter College; Maria S. Roche, Housatonic Community College; Nelky Rodriguez, Riverside Community College; John Stasinopoulos, College of DuPage; Hallie Wallack, International Language Institute; Robert L. Woods, Central Washington University.

We were assisted throughout the process by a skilled and dedicated editorial staff. We would like to thank Shelley Hartle, managing editor, for her passion for the series and gifted editing and layout skills; Amy McCormick, editorial director, for guiding the project with exceptional judgment, attentiveness, and foresight; Marian Wassner, senior development editor (and grammar master), for her superb editing and thoughtful responses; Robert Ruvo, production manager, for his deft project management, keen eye for design, and unfailing good humor; Janice Baillie, copy-editor, for her stellar editing and remarkable ability to track all manner of detail; Sue Van Etten, business and website manager, for her expert and dedicated counsel.

We'd also like to express our appreciation to the writers of the supplementary texts: Kelly Roberts Weibel, Test Bank and Martha Hall, Teacher's Guide. Their creative and fresh ideas greatly enrich the series.

Finally, our thanks to our committed leadership team at Pearson Education who oversaw the entire revision: Pietro Alongi, Rhea Banker, and Paula Van Ells.

We are grateful for the artistic talents of Don Martinetti and Chris Pavely — their colorful work brightens every chapter.

Our families, as always, support and encourage our work. They truly inspire us every day.

Betty S. Azar
Stacy A. Hagen
Exercise 1. Let's talk: class activity. (Chart 1-1)
Introduce yourself to six classmates. Use this model.

Hi, I am _______________.
   (name)
I am from _______________.
   (country or city)
I speak _______________.
   (language)

Write down information about six classmates you talk to.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>COUNTRY OR CITY</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2. Warm-up. (Chart 1-1)
Read the sentences and circle yes or no.

1. He is happy. yes no
2. She is sad. yes no
3. I am happy. yes no
## 1-1 Singular Pronouns + Be

<table>
<thead>
<tr>
<th>PRONOUN + BE</th>
<th>Singular means “one.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>I</em></td>
<td><em>I, you, she, he,</em> and <em>it</em> in (a)—(e) refer to one person.</td>
</tr>
<tr>
<td>(b) <em>You</em></td>
<td><em>am, are, is</em> = forms of be</td>
</tr>
<tr>
<td>(c) <em>She</em></td>
<td><em>am, are, is</em> = forms of be</td>
</tr>
<tr>
<td>(d) <em>He</em></td>
<td><em>am, are, is</em> = forms of be</td>
</tr>
<tr>
<td>(e) <em>It</em></td>
<td><em>am, are, is</em> = forms of be</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>(f) <em>Maria</em></th>
<th>Pronouns refer to nouns.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>↓</strong></td>
<td>In (f): <em>She</em> (feminine) = Maria</td>
</tr>
<tr>
<td><em>She</em></td>
<td>In (g): <em>He</em> (masculine) = Tom</td>
</tr>
<tr>
<td>(g) <em>Tom</em></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
<tr>
<td><strong>↓</strong></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
<tr>
<td><em>He</em></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
<tr>
<td>(h) <em>Bus 10</em></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
<tr>
<td><strong>↓</strong></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
<tr>
<td><em>lt</em></td>
<td>In (h): <em>lt</em> = Bus 10</td>
</tr>
</tbody>
</table>

---

### Exercise 3. Looking at grammar. (Chart 1-1)
Write the correct pronoun: *he, she,* or *it.* Some items have two answers.

1. Mary ______ she ______
2. David ______
3. Mr. Smith ______
4. Canada ______
5. Dr. Jones ______
6. Ms. Wilson ________
7. Professor Lee ________
8. English ________
9. Robert ________
10. Miss Allen ________

### Exercise 4. Looking at grammar. (Chart 1-1)
Complete the sentences with *am, is,* or *are.*

1. He ______ ______ here.
2. You ______ ______ late.
3. It ______ ______ ready.
4. She ______ ______ early.
5. I ______ ______ hot.
6. He ______ ______ cold.
Exercise 5. Let's talk. (Chart 1-1)

Part I. Check (✓) all the words that are true for you right now.

I am . . .

1. ____ happy.
2. ____ hot.
3. ____ nice.
4. ____ hungry.
5. ____ tired.
6. ____ sad.
7. ____ cold.
8. ____ nervous.
9. ____ sick.
10. ____ funny.

She is nervous.

Part II. Share some sentences with a partner: “I am ____.”

Part III. Tell the class a few things about your partner: “He is ____.” or “She is ____.”

Exercise 6. Warm-up. (Chart 1-2)

Circle the correct answer. One sentence has two answers.

How many people?

1. We are ready.   one   two, three, or more
2. You are ready.   one   two, three, or more
3. They are ready.  one   two, three, or more
1-2 Plural Pronouns + Be

<table>
<thead>
<tr>
<th>PRONOUN + BE</th>
<th>Plural means “two, three, or more.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) We</td>
<td>We, you, and they in (a)—(c) refer to two, three, or more persons.</td>
</tr>
<tr>
<td>are here.</td>
<td></td>
</tr>
<tr>
<td>(b) You</td>
<td></td>
</tr>
<tr>
<td>are here.</td>
<td></td>
</tr>
<tr>
<td>(c) They</td>
<td></td>
</tr>
<tr>
<td>are here.</td>
<td></td>
</tr>
</tbody>
</table>

(d) Sam and I, are here.

In (d): We = Sam and I

(e) Sam and you, are here.

In (e): You = Sam and you

NOTE: You can be singular or plural.

(f) Sam and Lisa, are here.

In (f): They = Sam and Lisa

Exercise 7. Looking at grammar. (Chart 1-2)

Choose the correct pronoun.

1. Lee and Bill
2. Alice and I
3. Mr. and Mrs. Martin and I
4. you and Dr. Taher
5. Tony and she
6. Tony and you

Exercise 8. Looking at grammar. (Charts 1-1 and 1-2)

Complete the sentences with am, is, or are.

1. We _____ are _____ ready.
2. I _____ late.
3. He _____ happy.
4. They _____ sick.
5. She _____ homesick.
6. Abdul and Taka _____ homesick.
7. You (one person) _______ funny.
8. You (two persons) _______ early.
10. It _______ hot.
11. Sara and I _______ late.
12. You and Emily _______ tired.
Exercise 9. Looking at grammar. (Charts 1-1 and 1-2)
Make complete sentences.

1. He \ here \textit{He is here.}
2. They \ absent
3. She \ sick
4. I \ homesick
5. You and I \ homesick
6. We \ late
7. Jack \ hungry
8. You (one person) \ early
9. You (two persons) \ early
10. Mr. and Mrs. Nelson \ late
11. Amy and I \ late

Exercise 10. Warm-up. (Chart 1-3)
Read the sentences and circle \textit{yes} or \textit{no}.

1. Canada is a country. \hspace{1cm} \textit{yes} \hspace{1cm} \textit{no}
2. Toronto is a city. \hspace{1cm} \textit{yes} \hspace{1cm} \textit{no}
3. Vancouver is an island. \hspace{1cm} \textit{yes} \hspace{1cm} \textit{no}
1-3 Singular Nouns + Be

NOUN + IS + NOUN

(a) **Canada** is **a country**.

**INCORRECT:** Canada is **country**.

In (a): **Canada** = a singular noun
      **is** = a singular verb
      **country** = a singular noun

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

**A** is called an "article."

(b) Bali is **an island**.

**INCORRECT:** Bali is **island**.

**A** and **an** have the same meaning. They are both articles.
**A** is used in front of words that begin with consonants: *b, c, d, f, g, etc.*

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

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

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

*An* is sometimes used in front of words that begin with *u*. See Chart 7-2, p. 196.

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

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**Exercise 11. Looking at grammar. (Chart 1-3)**

Write **a** or **an**.

1. ____ **a** ____ town
2. ____ ____ city
3. ____ ____ island
4. ____ ____ place
5. ____ ____ street
6. ____ ____ avenue
7. ____ ____ ocean
8. ____ ____ continent
Exercise 12. Vocabulary and grammar. (Chart 1-3)

Part I. Put the words from the box in the correct column. Some words go in two places.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>LANGUAGE</th>
<th>CITY</th>
<th>ISLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Cuba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beijing</td>
<td>France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Hawaii</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moscow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taiwan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tokyo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II. Work in small groups. Check your answers. Finish the chart with your own choices. Your teacher will help you. Take turns making sentences. Share some of your sentences with the class.

Example: France, Japanese

Student A: France is a country.
Student B: Japanese is a language.

Exercise 13. Warm-up. (Chart 1-4)

Complete the sentences with a book or books. What do you notice about the verbs in red?

1. A dictionary is ________________.
2. Textbooks are ________________.
3. Dictionaries and textbooks are ________________.

Using Be
1-4 Plural Nouns + Be

NOUN + ARE + NOUN

(a) **Cats** are animals.

*Cats* = a plural noun
*are* = a plural verb
*animals* = a plural noun

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

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

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

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

NOUN and NOUN + ARE + NOUN

(d) **Canada and China** are countries.

Two nouns connected by **and** are followed by **are**.

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

(e) **Dogs and cats** are animals.

*See Chart 3-5, p. 69, for more information about adding -s/-es to words that end in -y.

Exercise 14. Looking at grammar. (Charts 1-3 and 1-4)

Look at each noun. Is it singular or plural? Choose the correct answer.

1. animals
   - one, two or more
2. a dog
   - one, two or more
3. a city
   - one, two or more
4. cities
   - one, two or more
5. an island
   - one, two or more
6. languages
   - one, two or more
7. a country
   - one, two or more

Exercise 15. Looking at grammar. (Charts 1-3 and 1-4)

Write the plural form.

1. a book
   - books
2. a textbook
   -
3. a pencil
   -
4. an eraser
   -
5. a pen
   -
6. a dictionary
   -

---

8 CHAPTER 1
**Exercise 16. Looking at grammar.** (Charts 1-3 and 1-4)
Complete the sentences. Use *a* or *an* and the words from the box.

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

1. A bird is ______ an animal ______. Birds and cats are ______ animals ______.
2. Tennis is ______. Tennis and soccer are ______.
3. Chicago is ______. Chicago and Berlin are ______.
4. Spanish is ______. Spanish and Italian are ______.
5. Mexico is ______. Mexico and Brazil are ______.
6. A cow is ______. Cows and horses are ______.
7. Hawaii is ______. Hawaii and Taiwan are ______.

**Exercise 17. Looking at grammar.** (Charts 1-3 and 1-4)
Change the singular sentences to plural sentences.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A chicken is an animal.</td>
<td>Chickens are animals.</td>
</tr>
</tbody>
</table>

2. A pea is a vegetable.
3. A dictionary is a book.
4. An airplane is a machine.
5. June is a month.
   July is a month.
6. Winter is a season.
   Summer is a season.
7. Egypt is a country.
   Indonesia is a country.
Exercise 18. Game. (Charts 1-3 and 1-4)
Work in teams. Your teacher will say the beginning of a sentence. As a team, finish the sentence and write it down. The team with the most correct sentences wins the game. Close your book for this activity.

Example:
TEACHER: Spanish ...
TEAM A: Spanish is a language.

1. A dog ... 6. Mexico and Canada ...
2. Arabic ... 7. An airplane ...
3. London ... 8. Winter and summer ...
4. Summer ... 9. Peas ...
5. September and October ... 10. A car ...

Exercise 19. Let's talk: pairwork. (Charts 1-3 and 1-4)
Your partner will ask you to name something. Answer in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

Example:

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a country</td>
<td>1. two countries</td>
</tr>
</tbody>
</table>

PARTNER A: Name a country.
PARTNER B: Brazil is a country.
PARTNER A: Good. Brazil is a country.
Your turn now.

PARTNER B: Name two countries.
PARTNER A: Italy and China are countries.
PARTNER B: Right. Italy and China are countries.
Your turn now.

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

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a language</td>
<td>1. two cities</td>
</tr>
<tr>
<td>2. two languages</td>
<td>2. an island</td>
</tr>
<tr>
<td>3. a machine</td>
<td>3. two countries in Asia</td>
</tr>
<tr>
<td>4. an animal</td>
<td>4. a vegetable</td>
</tr>
<tr>
<td>5. two seasons</td>
<td>5. a street in this city</td>
</tr>
</tbody>
</table>
Exercise 20. Warm-up: listening. (Chart 1-5)

Listen to the conversation. Notice the words in red. Do you know the long form for them?

A: Hi. My name is Mrs. Smith. I'm the substitute teacher.
B: Hi. I'm Franco.
C: Hi. I'm Lisa. We're in your class.
A: It's nice to meet you.
B: We're glad to meet you too.

Exercise 21. Looking at grammar. (Chart 1-5)

Write the contractions.

1. I am __________ I'm ______
2. she is __________ she's ______
3. you are __________ you're ______
4. we are __________ we're ______
5. it is __________ it's ______
6. they are __________ they're ______

Exercise 22. Looking at grammar. (Chart 1-5)

Write the long form for each contraction.

1. They're sick. __________ They are sick.
2. He's absent. __________ He is absent.
3. It's hot. __________ It is hot.
4. I'm late. __________ I am late.
5. She's hungry. __________ She is hungry.
6. We're students. __________ We are students.
7. You're here. __________ You are here.
Exercise 23. Looking at grammar. (Chart 1-5)
Complete the sentences with pronouns. Use contractions.

1. Sara is a student. _______ She's _______ in my class.
2. James is a student. _______ _______ in my class.
3. I am at school. _______ _______ in the cafeteria.
4. Yuri and Anna are absent. _______ _______ at home.
5. Anna is from Russia. _______ _______ nice.
6. Ali and I are in the same class. _______ _______ friends.
7. Yuri, Ali, and Anna are friends. _______ _______ funny.

Exercise 24. Listening. (Chart 1-5)

Part I. Listen to the conversation. Write the contractions.

A: Hello. ______ I'm ______ Mrs. Brown. ______ the substitute teacher.

B: Hi. ______ Paulo, and this is Marie. ______ in your class.

A: ______ nice to meet you.

B: ______ happy to meet you too.

A: ______ time for class. Please take a seat.

Part II. Listen to the conversation again and check your answers.

Exercise 25. Warm-up: pairwork. (Chart 1-6)
Work with a partner. Complete the sentences with all the words from the box that are true. Share a few of your answers with the class.

a baby a bird a husband a student a teacher a wife

1. I'm not ____________________________.
2. You're not ____________________________.
1-6 Negative with Be

CONTRACTIONS

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

CONTRACTIONS

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

Not makes a sentence negative.

CONTRACTIONS

Be and not can be contracted.

Note that "I am" has only one contraction with be, as in (a), but there are two contractions with be for (b)—(h).

Exercise 26. Looking at grammar. (Chart 1-6)

Complete the sentences with the negative form of be.

an astronaut

FULL FORM

CONTRACTION

1. I ______ am not ______ an astronaut.
   I 'm not ______ an astronaut.

2. He ______ an astronaut.
   He ______ an astronaut. OR
   He ______ an astronaut.

3. They ______ astronauts.
   They ______ astronauts. OR
   They ______ astronauts.

4. You ______ an astronaut.
   You ______ an astronaut. OR
   You ______ an astronaut.

5. She ______ an astronaut.
   She ______ an astronaut. OR
   She ______ an astronaut.

6. We ______ astronauts.
   We ______ astronauts. OR
   We ______ astronauts.

Using Be 13
Exercise 27. Looking at grammar. (Charts 1-5 and 1-6)
Make sentences with is, isn't, are, and aren't.

Examples: Africa \ city ... It \ continent

   Africa isn't a city. It's a continent.

   Baghdad and Chicago \ city ... They \ continent

   Baghdad and Chicago are cities. They aren't continents.

1. Canada \ country ... It \ city

2. Argentina \ city ... It \ country

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

4. Asia \ country ... It \ continent

5. Asia and South America \ continent ... They \ country

Exercise 28. Vocabulary and listening. (Charts 1-3 and 1-6)

Part I. Write a or an.

1. ___ a___ mother 8. ___ son
2. ___ mom 9. ___ aunt
3. ___ father 10. ___ uncle
4. ___ dad 11. ___ parent
5. ___ sister 12. ___ adult
6. ___ brother 13. ___ child
7. ___ daughter

Part II. Listen to the sentences. Choose the correct answer. Note: in spoken English, the "t" in negative contractions may be hard to hear.

1. is isn't 3. is isn't 5. are aren't 7. are aren't
2. is isn't 4. is isn't 6. are aren't 8. are aren't
Exercise 29. Looking at grammar. (Charts 1-5 and 1-6)

Part I. Write the name of the person next to the job.
1. plumber ________ Paul
2. bus driver __________
3. nurse _______________
4. gardener ___________
5. police officer ____________
6. doctor ______________
7. auto mechanic ____________
8. construction worker ____________

Part II. Complete the sentences. Items may vary in items 3–7.
1. Jennifer ________ isn’t ________ a gardener. She ________ a police officer ________.
2. Lars ________ a nurse. He ________ a doctor.
3. Omar ________ an auto mechanic. He isn’t ________.
4. Paul ________ a construction worker. He ________.
5. Sana ________ ________.
6. Gloria ________ ________.
7. I’m not a ________ ________.

Using Be 15
Exercise 30. Warm-up.  (Chart 1-7)
Complete each sentence with a word from the box.

<table>
<thead>
<tr>
<th>short</th>
<th>tall</th>
<th>young</th>
<th>old</th>
</tr>
</thead>
</table>

1. Bill is ________________.
2. He is also ________________.
3. Sam is ________________ and ________________.

Image:

Bill
Sam

1-7 Be + Adjective

<table>
<thead>
<tr>
<th>NOUN</th>
<th>+ BE</th>
<th>ADJECTIVE</th>
<th>NOUN</th>
<th>+ BE</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A ball</td>
<td>is</td>
<td>round.</td>
<td>(d) Mary and Tom</td>
<td>are</td>
<td>intelligent.</td>
</tr>
<tr>
<td>(b) Balls</td>
<td>are</td>
<td>round.</td>
<td>(e) She</td>
<td>is</td>
<td>intelligent.</td>
</tr>
<tr>
<td>(c) Mary</td>
<td>is</td>
<td>round.</td>
<td>(f) They</td>
<td>are</td>
<td>happy.</td>
</tr>
</tbody>
</table>

Adjectives often follow a form of be (am, is, are).

In (a)–(g), the adjectives give information about a noun or pronoun that comes at the beginning of a sentence.*

*The noun or pronoun that comes at the beginning of a sentence is called a “subject.” See Chart 6-1, p. 159.

Exercise 31. Grammar and vocabulary.  (Charts 1-5 and 1-7)
Find the adjective in the first sentence. Then complete the second sentence with be + an adjective with an opposite meaning. Use an adjective from the box. Write the contracted form of be.

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

1. I’m not sad. I’m ________________.
2. Mr. Thomas isn’t rich. He ________________.
3. My hair isn’t long. It ________________.
4. My clothes aren’t dirty. They ________________.
5. Flowers aren’t ugly. They ________________.

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6. Cars aren’t cheap. They ______________________.
7. Airplanes aren’t slow. They ____________________.
8. Grammar isn’t difficult. It ______________________.
9. My sister isn’t short. She ______________________.
10. My grandparents aren’t young. They ____________________.
11. The classroom isn’t quiet. It ______________________.

Exercise 32. Grammar and vocabulary. (Charts 1-3, 1-4, and 1-7)
Complete each sentence with is or are and an adjective from the box.

<table>
<thead>
<tr>
<th>cold</th>
<th>flat</th>
<th>important</th>
<th>small/little</th>
<th>sweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>funny</td>
<td>large/big</td>
<td>sour</td>
<td>wet</td>
</tr>
<tr>
<td>dry</td>
<td>hot</td>
<td>round</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Fire ____________________.
2. Ice and snow ____________________.
3. A box ____________________.
4. Balls and oranges ____________________.
5. Sugar ____________________.
6. An elephant ____________________, but
   a mouse ____________________.
7. A rain forest ____________________, but
   a desert ____________________.
8. A joke ____________________.
9. Good health ____________________.
10. Guns aren’t safe. They ____________________.
11. A coin ____________________ small, round, and ____________________.
12. A lemon ____________________.
Exercise 33. Let's talk: game. (Chart 1-7)
Work in teams. Your teacher will ask you to name things. Your team will make a list. Share your list with the class. The group with the longest list gets a point. The group with the most points at the end of the game is the winner. Close your book for this activity.

Example: round

TEACHER: Name round things.
TEAM A'S LIST: a ball, an orange, a clock
TEAM B'S LIST: a baseball, a basketball, a soccer ball
TEAM C'S LIST: a ball, a head, an orange, a coin, a ring, a planet

Group C wins a point.

1. hot 4. free 7. beautiful
2. difficult 5. little 8. expensive
3. sweet 6. important 9. cheap

Exercise 34. Let's talk: pairwork. (Charts 1-5 – 1-7)
Work with a partner. Take turns making two sentences for each picture. Use the given adjectives. You can look at your book before you speak. When you speak, look at your partner.

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

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

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a table]</td>
<td>![Image of a man]</td>
</tr>
<tr>
<td>1. The table... clean/dirty.</td>
<td>1. The man... friendly/unfriendly.</td>
</tr>
<tr>
<td>![Image of a boy]</td>
<td>![Image of a coffee]</td>
</tr>
<tr>
<td>2. The boy... sick/well.</td>
<td>2. The coffee... cold/hot.</td>
</tr>
</tbody>
</table>
\[ x^2 + 5 + 4 = (x + 4)(x + 1) \]

3. The algebra problem . . . easy/difficult.

3. The woman . . . tall/short.

4. The cars . . . old/new.

4. Katie . . . old/young.

Exercise 35. Grammar and vocabulary. (Charts 1-5 \(\rightarrow\) 1-7)

Complete the sentences with *is* or *are* and the correct pronoun. Use contractions. Some sentences are negative.

1. A pea _____ is _____ green. _____ It isn't _____ red.

2. Carrots _____ aren't _____ blue. _____ They're _____ orange.

3. An onion _____ orange. _____ brown, white, or green.

4. A strawberry _____ black. _____ red.

5. Bananas _____ yellow. _____ white.

6. A banana _____ yellow. _____ white.

7. An orange _____ orange. _____ brown.

8. Apples _____ red or green. _____ purple.

9. A tomato _____ blue. _____ red or green.
Exercise 36. Let's talk: game. (Charts 1-5 → 1-7)
Part I. Check (✓) all the words you know. Your teacher will explain the words you don't know.

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

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

Example:
STUDENT A: I'm not hungry.
STUDENT B: He's not hungry. I'm thirsty.
STUDENT C: He's not hungry. She's thirsty. I'm sleepy.

Exercise 37. Let's talk: pairwork. (Charts 1-5 → 1-7)
Work with a partner. Check (✓) each adjective that describes this city/town (the city or town where you are studying now). When you finish, compare your work with a partner. Do you and your partner have the same answers? Tell the class about some of your differences.

1. ___ big 11. ___ noisy
2. ___ small 12. ___ quiet
3. ___ clean 13. ___ crowded
4. ___ dirty 14. ___ not crowded
5. ___ friendly 15. ___ hot
6. ___ unfriendly 16. ___ cold
7. ___ safe 17. ___ warm
8. ___ dangerous 18. ___ cool
9. ___ beautiful 19. ___ expensive
10. ___ ugly 20. ___ inexpensive/cheap
Exercise 38. Warm-up. (Chart 1-8)
Read the sentences and choose yes or no.

1. The cat is next to the mousetrap. yes no
2. The mouse is under the chair. yes no
3. The mouse is behind the cat. yes no

<table>
<thead>
<tr>
<th>1-8 Be + a Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Maria is <em>here</em>.</td>
</tr>
<tr>
<td>(b) Bob is <em>at the library</em>.</td>
</tr>
<tr>
<td>In (a): <em>here</em> = a place.</td>
</tr>
<tr>
<td>In (b): <em>at the library</em> = a place.</td>
</tr>
<tr>
<td><em>Be</em> is often followed by a <em>place</em>.</td>
</tr>
<tr>
<td>(c) Maria is</td>
</tr>
<tr>
<td><em>here</em>,</td>
</tr>
<tr>
<td><em>there</em>,</td>
</tr>
<tr>
<td><em>downstairs</em>,</td>
</tr>
<tr>
<td><em>upstairs</em>,</td>
</tr>
<tr>
<td><em>inside</em>,</td>
</tr>
<tr>
<td><em>outside</em>,</td>
</tr>
<tr>
<td><em>downtown</em>.</td>
</tr>
<tr>
<td>A place may be one word, as in the examples in (c).</td>
</tr>
<tr>
<td>(d) Bob is</td>
</tr>
<tr>
<td><em>at</em></td>
</tr>
<tr>
<td><em>on</em></td>
</tr>
<tr>
<td><em>in</em></td>
</tr>
<tr>
<td><em>at</em></td>
</tr>
<tr>
<td><em>next to</em></td>
</tr>
<tr>
<td><em>the library</em>,</td>
</tr>
<tr>
<td><em>the bus</em>,</td>
</tr>
<tr>
<td><em>his room</em>,</td>
</tr>
<tr>
<td><em>work</em>,</td>
</tr>
<tr>
<td><em>Maria</em>.</td>
</tr>
<tr>
<td>A place may be a prepositional phrase (preposition + noun), as in (d).</td>
</tr>
</tbody>
</table>

Some common prepositions:
- above
- behind
- from
- next to
- under
- at
- between
- in
- on
Exercise 39. Looking at grammar. (Chart 1-8)
Complete each sentence with a preposition from the box.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Choice</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
<th>Sentence 4</th>
<th>Sentence 5</th>
<th>Sentence 6</th>
<th>Sentence 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>next to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>under</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The cat is _______ the desk.
2. The cat is _______ the desk.
3. The cat is _______ the desk.
4. The cat is _______ the desk.
5. The cat is _______ the desk.
6. The cat is _______ the desk.
7. The cat is _______ the desks.
Exercise 40. Let's talk: pairwork. (Chart 1-8)
Work with a partner. Follow your partner's instructions.

Example:
PARTNER A: Put your hand under your chair.
PARTNER B: (Partner B performs the action.)

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put your pen . . .</td>
<td>Put a piece of paper . . .</td>
</tr>
<tr>
<td>1. on your book.</td>
<td>1. behind your back.</td>
</tr>
<tr>
<td>2. in your hand.</td>
<td>2. between two fingers.</td>
</tr>
<tr>
<td>3. next to your thumb.</td>
<td>3. next to your thumb.</td>
</tr>
<tr>
<td>4. under your desk.</td>
<td>4. in the air.</td>
</tr>
</tbody>
</table>

Exercise 41. Listening. (Charts 1-1 → 1-8)

Listen to the sentences. Write the words you hear. Some answers have contractions.

The First Day of Class
Paulo _________ is a student _________ from Brazil. Marie _________ student
from France, _________ the classroom. Today _________ exciting day.
________ the first day of school, but they _________ nervous.
________ to be here. Mrs. Brown _________ the teacher. She
________ in the classroom right now. _________ late today.

Exercise 42. Reading and writing. (Charts 1-1 → 1-8)

Read the paragraph. Then complete the sentences with true answers. Several answers are possible for each item.

A Substitute Teacher

Today is Monday. It is the first day of English class. Mr. Anderson is an English
teacher, but he isn't in class today. He is at home in bed. Mrs. Anderson is in the
classroom today. Mrs. and Mr. Anderson are husband and wife. Mrs. Anderson is a good
teacher. The students are a little nervous, but they're happy. Mrs. Anderson is very funny,
and her explanations are clear. It's a good class.

1. Mr. Anderson is ___________________________.

2. Mrs. Anderson is not ___________________________.

3. Mr. and Mrs. Anderson are ___________________________.

4. The students are ___________________________.

5. The English class is __________________________.
1-9 Summary: Basic Sentence Patterns with Be

<table>
<thead>
<tr>
<th>SUBJECT + BE + NOUN</th>
<th>The noun or pronoun that comes at the beginning of a sentence is called the &quot;subject.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am <strong>a student</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT + BE + ADJECTIVE</th>
<th>Be is a &quot;verb.&quot; Almost all English sentences have a subject and a verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) He <strong>intelligent</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT + BE + A PLACE</th>
<th>Notice in the examples: There are three basic completions for sentences that begin with a subject + the verb be:</th>
</tr>
</thead>
</table>
| (c) We are **in class** | • a noun, as in (a)  
| (d) She **upstairs**   | • an adjective, as in (b)  
|                       | • an expression of place,* as in (c) and (d)                                                                     |

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

Exercise 43. Looking at grammar. (Chart 1-9)

Write the form of be (am, is, or are) that is used in each sentence. Then write the grammar structure that follows be.

<table>
<thead>
<tr>
<th>BE</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>We’re students.</td>
</tr>
<tr>
<td>2.</td>
<td>Anna is in Rome.</td>
</tr>
<tr>
<td>3.</td>
<td>I’m hungry.</td>
</tr>
<tr>
<td>4.</td>
<td>Dogs are animals.</td>
</tr>
<tr>
<td>5.</td>
<td>Jack is at home.</td>
</tr>
<tr>
<td>6.</td>
<td>He’s sick.</td>
</tr>
<tr>
<td>7.</td>
<td>They’re in class.</td>
</tr>
<tr>
<td>8.</td>
<td>I’m a mechanic.</td>
</tr>
<tr>
<td>9.</td>
<td>Gina is upstairs.</td>
</tr>
<tr>
<td>10.</td>
<td>The peas are good.</td>
</tr>
<tr>
<td>11.</td>
<td>Dan and I are nurses.</td>
</tr>
<tr>
<td>12.</td>
<td>Nora is downstairs.</td>
</tr>
<tr>
<td>13.</td>
<td>We aren’t homesick.</td>
</tr>
<tr>
<td>14.</td>
<td>They are astronauts.</td>
</tr>
</tbody>
</table>

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Exercise 44. Listening. (Chapter 1)

Is and are are often contracted with nouns in spoken English. Listen to the sentences. Practice saying them yourself. Note: 's and 're can be hard to hear.

1. Grammar is easy. → Grammar’s easy.
2. My name is Josh.
3. My books are on the table.
4. My brother is 21 years old.
5. The weather is cold today.
6. The windows are open.
7. My money is in my wallet.
8. Mr. Smith is a teacher.
9. My parents are at work now.
10. The food is good.
11. Tom is sick today.
12. My roommates are from Chicago.
13. My sister is a student in high school.

Exercise 45. Looking at grammar. (Chapter 1)

Choose the correct completion.

Example: My friend ______ from South Korea.
   a. he  b. 's  c. Ø*

1. The test ______ easy.
   a. are  b. is  c. Ø

2. My notebook ______ on the table.
   a. is  b. are  c. Ø

   a. is  b. are  c. Ø

4. Sue ______ a student.
   a. is  b. she  c. Ø

5. The weather ______ warm today.
   a. is  b. it  c. Ø

6. My friends ______ from Cuba.
   a. are  b. is  c. Ø

   a. it  b. is  c. Ø

8. The teachers ______ in class.
   a. is  b. are  c. Ø

9. The teacher ______ nice.
   a. 's  b. are  c. Ø

10. Dinner ______ ready.
    a. it  b. is  c. Ø

*Ø = nothing
Exercise 46. Reading and writing. (Chapter 1)

Part I. Read the paragraph. Look at new vocabulary with your teacher first.

Venus

Venus is the second planet from the sun. It isn’t big and it isn’t small. It is between Earth and Mercury. It is an interesting planet. It is very bright at night. It is rocky and dusty. It is also hot. The temperature on Venus is 464 degrees Celsius or 867 degrees Fahrenheit.

Do you know these words?
bright
at night
rocky
dusty
temperature

Part II. Write a paragraph about Mars. Use the following information.

Facts:
• 4th (fourth) planet from the sun
• small
• between Earth and Jupiter
• red
• very rocky
• very dusty
• very cold (-55°C / -67°F)
• interesting?

Before you begin, look at the paragraph format.

Paragraph Format

Venus xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx sun. It xxxxxxxxxxx

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Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ capital letter at the beginning of each sentence
2. ___ period at the end of each sentence
3. ___ paragraph indent
4. ___ a verb (for example, *is* or *are*) in every sentence
5. ___ correct spelling (use a dictionary or spell-check)
Exercise 1. Warm-up. (Chart 2-1)
Answer the questions.

1. Is the weather nice today? yes no
2. Are you in a classroom right now? yes no
3. Are you hungry? yes no

Exercise 2. Looking at grammar. (Chart 2-1)
Complete the questions with am, is, or are.

1. __________ you tired? 6. __________ I a new student?
2. __________ he late? 7. __________ they new students?
3. __________ they here? 8. __________ you and Bill ready?
4. __________ we early? 9. __________ Mr. Rivera sick?
5. __________ she at home? 10. __________ Mr. and Mrs. Rivera sick?
Exercise 3. Looking at grammar. (Chart 2-1)
Make questions.

1. A: _______ is Mrs. Han a teacher?
   B: Yes, Mrs. Han is a teacher.

2. A: __________________________________________
   B: Yes, carrots are vegetables.

3. A: __________________________________________
   B: Yes, Mr. Wang is absent today.

4. A: __________________________________________
   B: Yes, planets are big.

5. A: __________________________________________
   B: Yes, Amy and Mika are here today.

6. A: __________________________________________
   B: Yes, English grammar is fun.

7. A: __________________________________________
   B: Yes, I am ready for the next exercise.

Exercise 4. Listening. (Chart 2-1)
Listen to the sentences. Write the words you hear.

Example: You will hear: A: Elena’s absent today.
B: Is she sick?
   You will write: B: _______ she sick?
A: Elena’s absent today.
B: _______ she sick?
A: No.
B: _______ her husband sick?
A: No.
B: _______ her children sick?
A: No.
B: _______ she homesick?
A: No.
B: So? What’s the matter?
A: Her turtle _______ sick.
B: Are you serious? That’s crazy!
Exercise 5. Warm-up. (Chart 2-2)

Answer the questions. In b., both answers are possible. Which negative contraction do you prefer?

1. Is the classroom cold?
   a. Yes, it is.
   b. No, it isn't. / No, it’s not.

2. Are the chairs in the classroom comfortable?
   a. Yes, they are.
   b. No, they aren't. / No, they’re not.

2-2 Short Answers to Yes/No Questions

| QUESTION                        | SHORT ANSWER          | Spoken contractions are not used in short answers that begin with yes.
|--------------------------------|------------------------|---------------------------------------------------------------------
| (a) Is Kari a student?         | Yes, she is.           | In (a): INCORRECT: Yes, she’s.                                      |
|                               | No, she’s not.         |                                                                     |
|                               | No, she isn’t.         |                                                                     |
| (b) Are they at home?         | Yes, they are.         | In (b): INCORRECT: Yes, they’re.                                    |
|                               | No, they aren’t.       |                                                                     |
|                               | No, they’re not.       |                                                                     |
| (c) Are you ready?            | Yes, I am.             | In (c): INCORRECT: Yes, I’m.                                        |
|                               | No, I’m not.*          |                                                                     |

*Am and not are not contracted.

Exercise 6. Looking at grammar. (Chart 2-2)

Make questions and give short answers.

1. A: Are you tired?
   B: No, I'm not. (I'm not tired.)

2. A: Is Alma in your class?
   B: Yes, she is. (Alma is in my class.)

3. A: Are you homesick?
   B: No, I'm not. (I'm not homesick.)

4. A: Is Kareem homesick?
   B: Yes, he is. (Kareem is homesick.)

5. A: Is Kara here today?
   B: No, she is not. (Kara isn’t here today.)

6. A: Are the students in this class smart?
   B: Yes, they are. (The students in this class are smart.)
7. A: ________________________________
B: ________________________________  (The chairs in this room aren’t comfortable.)

8. A: ________________________________
B: ________________________________  (I’m not single.)

9. A: ________________________________
B: ________________________________  (We’re married.)

Exercise 7. Let’s talk: pairwork. (Chart 2-2)
Work with a partner. Ask and answer questions. You can look at your book before you
speak. When you speak, look at your partner.

Example: dolphins: intelligent/dumb
PARTNER A: Are dolphins intelligent?
PARTNER B: Yes, they are.
OR
PARTNER A: Are dolphins dumb?
PARTNER B: No, they aren’t.

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

Exercise 8. Looking at grammar. (Charts 2-1 and 2-2)
Complete the conversations with your own words.

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

2. A: Are you a/an ______________?
   B: No, __________ not. I’m a/an ______________.
3. A: Are _______________ expensive?
   B: Yes, _______________.
   A: Is _______________ expensive?
   B: No, _______________.

4. A: _______________ Vietnam and Cambodia countries in Asia?
   B: Yes, _______________ are.
   A: _______________ a country in South America?
   B: Yes, _______________ is.
   A: _______________ a country in Africa?
   B: No, _______________ not. It’s a country in _______________.

Exercise 9. Warm-up. (Chart 2-3)
Choose the correct answer for each question.

On your head
   No, they aren’t

A: Are my glasses in the kitchen?
   B: _______________.
   A: Where are they?
   B: _______________!

2-3 Questions with Be: Using Where

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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE</strong> + SUBJECT</td>
<td></td>
</tr>
<tr>
<td>(a) Is the book on the table?</td>
<td>→ Yes, it is. (The book is on the table.)</td>
</tr>
<tr>
<td>(b) Are the books on the table?</td>
<td>→ Yes, they are. (The books are on the table.)</td>
</tr>
<tr>
<td>WHERE + BE + SUBJECT</td>
<td></td>
</tr>
<tr>
<td>(c) Where is the book?</td>
<td>→ On the table. (The book is on the table.)</td>
</tr>
<tr>
<td>(d) Where are the books?</td>
<td>→ On the table. (The books are on the table.)</td>
</tr>
</tbody>
</table>
Exercise 10. Looking at grammar. (Chart 2-3)
Choose the correct question for each response.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| a. Is Sami absent?  
b. Where is Sami? | At home. |
| a. Where are the boxes?  
b. Are the boxes in the closet? | Yes, they are. |
| a. Are you outside?  
b. Where are you? | No, I'm not. |
| a. Is the mail on the kitchen counter?  
b. Where is the mail? | On the kitchen counter. |

Exercise 11. Looking at grammar. (Chart 2-3)
Make questions.

1. A: Is Sara at home?  
   B: Yes, she is. (Sara is at home.)
2. A: Where is Sara?  
   B: At home. (Sara is at home.)
3. A: ____________________________
   B: Yes, it is. (Cairo is in Egypt.)
4. A: ____________________________
   B: In Egypt. (Cairo is in Egypt.)
5. A: ____________________________
   B: Yes, they are. (The students are in class today.)
6. A: ____________________________
   B: In class. (The students are in class today.)
7. A: ____________________________
   B: On Main Street. (The post office is on Main Street.)
8. A: ____________________________
   B: Yes, it is. (The train station is on Grand Avenue.)
9. A: ____________________________
   B: Over there. (The bus stop is over there.)
10. A: ____________________________
    B: At work. (Ali and Jake are at work now.)
Exercise 12. Let’s talk: pairwork. (Chart 2-3)
Work with a partner. Ask and answer questions. Use *where*. You can look at your book before you speak. When you speak, look at your partner.

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

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

Exercise 13. Warm-up. (Chart 2-4)
Check (√) the true sentences.

1. ___ I have a dictionary on my desk.
2. ___ Many students have backpacks.
3. ___ My teacher has a cell phone.
4. ___ Her cell phone has a case.
5. ___ The classroom has a globe.

2-4 Using *Have* and *Has*

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have a pen.</td>
<td>(f) We have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) You have a pen.</td>
<td>(g) You have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) She has a pen.</td>
<td>(h) They have pens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) He has a pen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) It has blue ink.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I you they she he it</th>
<th>+ have + has</th>
</tr>
</thead>
</table>
Exercise 14. Looking at grammar. (Chart 2-4)
Complete the sentences with have or has.

1. You ______ a bike.
2. I ______ a bike.
3. She ______ a small car.
4. They ______ trucks.
5. We ______ trucks.
6. You and I ______ bikes.
7. The business ______ a van.
8. He ______ a motorcycle.
9. Radek ______ a motorcycle.
10. The Molinas ______ two motorcycles.

Exercise 15. Looking at grammar. (Chart 2-4)
Choose the correct answer.

1. We has / have a daughter.
2. Venita has / have two daughters.
3. She has / have twin daughters.
4. The Leons are grandparents. They has / have one grandchild.
5. Hiro has / have an interesting job. He’s a journalist.
6. You has / have a good job too.
7. You and I has / have good jobs.
8. I has / have a laptop computer.
   It has / have a small screen.
9. Samir is a website designer. He has / have a laptop and a desktop.
10. A laptop has / have a battery.
11. Laptops has / have batteries.
Exercise 16. Vocabulary and grammar. (Chart 2-4)
Complete each sentence with have or has and words from the box.

- backaches
- the chills
- a cold
- coughs
- a fever
- a headache
- high blood pressure
- a sore throat
- a stomachache
- toothaches

1. Mr. Kasim ___ has a headache ___.
2. The patients _____________________.
3. I _____________________.
4. Mrs. Ramirez _____________________.
5. You _____________________.
6. The workers _____________________.
7. Olga _____________________.
8. You _____________________.
9. Alan _____________________.
10. They _____________________.

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Exercise 17. Let's talk: pairwork. (Chart 2-4)
Complete the conversations with a partner. You can look at your book before you speak. When you speak, look at your partner. Use this model.

Partner A: How ________?
Partner B: Not so good. ________.
Partner A: That's too bad.

Example: Jamal? ... a toothache.
PARTNER A: How's Jamal?
PARTNER B: Not so good. He has a toothache.
PARTNER A: That's too bad. Your turn now.

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

Exercise 18. Looking at grammar. (Charts 1-1 and 2-4)
Rewrite the paragraph. Change “I” to “he.” You will also need to change the verbs in bold.

Dr. Lee

I am a doctor. I am 70 years old, so I have many years of experience. I have many patients. Some are very sick. I have a clinic downtown. I also have patients at the hospital. It is hard work, and I am often very tired. But I am also happy. I help many people.

He is a doctor.

He helps many people.

Exercise 19. Looking at grammar. (Charts 1-1, 1-2, and 2-4)
Part I. Complete the sentences with is or has.

I have a college roommate, Tia. She ... 

1. is from a small town.
2. nice.
3. a motorcycle.
4. a smart phone.
5. smart.
6. homework every night.
7. homesick.
8. a large family.
9. quiet.
10. a boyfriend.
11. a pet bird at home.
12. serious.

Using Be and Have 37
Part II. Complete the sentences with *are* or *have*.

The two students in the room next to us . . .

1. _______ a TV.  
2. _______ two computers.  
3. _______ noisy.  
4. _______ messy.  
5. _______ from a big city.  
6. _______ busy.  
7. _______ a lot of friends.  
8. _______ friendly.  
9. _______ parties on weekends.  
10. _______ low grades.

Exercise 20. Warm-up. (Chart 2-5)

Complete each sentence with a word from the box.

<table>
<thead>
<tr>
<th>Her</th>
<th>His</th>
<th>My</th>
<th>Their</th>
</tr>
</thead>
</table>

1. ______ name is Evita.  
2. ______ name is Paulo.
3. ________ name is Natalie.  
4. ________ names are Natalie and Paulo.

## 2-5 Using My, Your, Her, His, Our, Their

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>SUBJECT FORM</th>
<th>POSSESSIVE FORM</th>
</tr>
</thead>
</table>
| (a) I have a book.  
   *My* book is red.  |
| (b) You have a book.  
   *Your* book is red.  |
| (c) She has a book.  
   *Her* book is red.  |
| (d) He has a book.  
   *His* book is red.  |
| (e) We have books.  
   *Our* books are red.  |
| (f) You have books.  
   *Your* books are red.  |
| (g) They have books.  
   *Their* books are red.  |

| I possess a book.  = I have a book.  = It is my book.  |
|---|---|---|
| you → | your | |
| she → | her | |
| he → | his | |
| we → | our | |
| they → | their | |

*My, your, her, his, our, and their are called “possessive adjectives.” They come in front of nouns.*

## Exercise 21. Looking at grammar. (Chart 2-5)

Complete each sentence with a word from the box.

**her**  **his**  **my**  **our**  **their**  **your**

1. You’re next. It’s ________ turn.
2. Susana’s next. It’s ________________ turn.
3. Bruno and Maria are next. It’s ____________ turn.
4. My aunt is next. It’s ____________ turn.
5. I’m next. It’s ____________ turn.
6. The children are next. It’s ____________ turn.
7. You and Mohamed are next. It’s ____________ turn.
8. Marcos and I are next. It’s ____________ turn.
10. Mrs. Sung is next. It’s ____________ turn.

Exercise 22. Vocabulary and grammar. (Chart 2-5)
Complete the sentences with the information on the ID cards.

What information do you know about this person from his ID card?
1. __________ last name is __________.
2. __________ first name is __________.
3. __________ middle initial is __________.

What information do the ID cards give you about Don and Kathy Johnson?
4. __________ zip code is __________.
5. __________ area code is __________.

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What do you know about Dr. Nelson?

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

Write about yourself.

9. __________ first name is ____________________.
10. __________ last name is ____________________.
11. __________ middle name is ____________________.
12. __________ middle initial is ____________________.
13. __________ area code is ____________________.
14. __________ phone number is ____________________.
15. __________ zip code is ____________________.
16. __________ birthday is ____________________.
Exercise 23. Vocabulary: pairwork. (Chart 2-5)

Work with a partner. Look at the vocabulary. Put a check (✓) beside the words you know. Ask your partner about the ones you don’t know. Your teacher can help you. The picture on the next page shows clothes and jewelry.

Vocabulary Checklist

<table>
<thead>
<tr>
<th>COLORS</th>
<th>CLOTHES</th>
<th>JEWELRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>belt</td>
<td>bracelet</td>
</tr>
<tr>
<td>blue, dark blue, light blue</td>
<td>blouse</td>
<td>earrings</td>
</tr>
<tr>
<td>blue green</td>
<td>boots</td>
<td>necklace</td>
</tr>
<tr>
<td>brown, dark brown, light brown</td>
<td>coat</td>
<td>ring</td>
</tr>
<tr>
<td>gold</td>
<td>dress</td>
<td>watch</td>
</tr>
<tr>
<td>gray, dark gray, light gray</td>
<td>gloves</td>
<td></td>
</tr>
<tr>
<td>green, dark green, light green</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td>jacket</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td>jeans</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td>pants</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>sandals</td>
<td></td>
</tr>
<tr>
<td>silver</td>
<td>shirt</td>
<td></td>
</tr>
<tr>
<td>tan, beige</td>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td>skirt</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>socks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>suit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sweater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tie, necktie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T-shirt</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 24. Looking at grammar. (Chart 2-5)

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

1. Malena has on* a blouse. _______Her______ blouse is light blue.
2. Tomas has on a shirt. ____________ shirt is yellow and brown.
3. I have on jeans. ____________ jeans are blue.
4. Kiril and Oleg have on boots. ____________ boots are brown.
5. Diana and you have on dresses. ____________ dresses are red.

* has on and have on = wear (clothes)
6. Salma and I have on sweaters. ________ sweaters are green.
7. You have on shoes. ________ shoes are dark brown.
8. Nora has on a skirt. ________ skirt is black.
9. Leo has on a belt. ________ belt is white.
10. Sashi and Akira have on socks. ________ socks are gray.
11. Arturo has on pants. ________ pants are dark blue.
12. I have on earrings. ________ earrings are gold.

Exercise 25. Listening. (Charts 2-4 and 2-5)
Listen to the sentences. Write the words you hear.
Example: You will hear: She has on boots.
You will write: ________ on boots.

Anna’s clothes
1. ________ boots ________ zippers.
2. ________ a raincoat.
3. ________ raincoat ________ buttons.
4. ________ small.
5. ________ sweater ________ long sleeves.
6. ________ earrings on ________ ears.
7. ________ silver.
8. ________ on jeans.
9. ________ jeans ________ pockets.

Exercise 26. Looking at grammar. (Charts 2-4 and 2-5)
Complete the sentences. Use have or has and my, your, her, his, our, or their.

1. You ______ have ______ a big family. ______ family is nice.
2. You and Tina ______ many cousins. ______ cousins are friendly.
3. I ______ a brother. ______ brother is in college.
4. William ______ a sister. ______ sister is a doctor.
5. Lisa ___ ___ a twin sister. ___ ___ sister is disabled.

6. Iman and Amir are married. They ___ ___ a baby. ___ ___ baby is six months old.

7. Anton and I ___ ___ a son. ___ ___ son is seven years old.

8. Pietro and Julieta ___ ___ a daughter. ___ ___ daughter is ten years old.

9. I ___ ___ an adopted brother. ___ ___ brother is thirty.

10. Lidia is single. She ___ ___ a brother. ___ ___ brother is single too.

Exercise 27. Reading and grammar. (Chapter 1 and Charts 2-4 and 2-5)
Part I. Read the story and answer the questions. Look at new vocabulary with your teacher first.

One Big Happy Family

Kanai is 13 years old. She has a big family. She has four sisters and five brothers. Kanai and her siblings are adopted. They are from several different countries. She likes her brothers and sisters. They have a good time. They are always busy. Kanai’s parents are busy too. Her mother is an airline pilot. She goes away overnight fifteen days a month. Kanai’s dad is a stay-at-home father. He has a lot of work, but the older kids are helpful. Kanai’s parents love children. They are one big happy family.

1. Kanai is a girl. yes no
2. Only the girls are adopted. yes no
3. Kanai’s father is home a lot. yes no
4. Her mother is home every night. yes no

Part II. Complete the sentences with her, his, or their. One sentence has two possible answers.

1. Kanai is adopted. _________ brothers and sisters are adopted too.

2. Her parents are busy. _________ mother is an airline pilot. _________ father is a stay-at-home dad.

3. She has nine siblings. _________ family is very large.

4. Kanai’s dad is very busy. _________ children are helpful.
Part III. Complete the story with *is, are, has, or have*.

**One Big Happy Family**

Kanai _______ 13 years old. She _______ a big family. She _______ four sisters and five brothers. Kanai and her siblings are adopted. They _______ from several different countries. She likes her brothers and sisters. They _______ a good time. They _______ always busy.

Kanai’s parents _______ busy too. Her mother _______ an airline pilot. She _______ away overnight fifteen days a month. Kanai’s dad _______ a stay-at-home father. He _______ a lot of work, but the older kids are helpful.

Kanai’s parents love children. They are one big happy family.

Exercise 28. Warm-up. (Chart 2-6)

Match the sentences to the pictures.

![Picture A](image_url)  ![Picture B](image_url)

1. This is my wallet. ____
2. That is your wallet. ____

### 2-6 Using This and That

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I have a book in my hand. <strong>This book</strong> is red.</td>
<td><strong>this book</strong> = the book is near me.</td>
</tr>
<tr>
<td>(b)</td>
<td>I see a book on your desk. <strong>That book</strong> is blue.</td>
<td><strong>that book</strong> = the book is not near me.</td>
</tr>
<tr>
<td>(c)</td>
<td><strong>This</strong> is my book.</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td><strong>That</strong> is your book.</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td><strong>That's</strong> her book.</td>
<td><strong>CONTRACTION:</strong> <strong>that is</strong> = <strong>that's</strong></td>
</tr>
<tr>
<td>(f)</td>
<td><strong>This is</strong> (&quot;<strong>This's</strong>&quot;) her book.</td>
<td>In spoken English, <strong>this is</strong> is usually pronounced as &quot;<strong>this's.</strong>&quot; It is not used in writing.</td>
</tr>
</tbody>
</table>
Exercise 29. Looking at grammar. (Chart 2-6)

Complete the sentences with *this* or *that*.

1. *This* is my book.
2. *That* is your book.
3. *This* is a pen.
4. *That* is a pencil.
5. *This* is his notebook.
6. *That* is her notebook.
7. *This* is my dictionary.
8. *That* is your dictionary.
9. *This* is his umbrella.
10. *That* is our umbrella.
Exercise 30. Let’s talk: pairwork. (Chart 2-6)

Part I. Work with a partner. Take turns. Make a sentence with this or that for each picture.

Example:
Partner A: That is a backpack.
Your turn.

Using Be and Have
Exercise 31. Warm-up. (Chart 2-7)
Match the sentences to the pictures.

Picture A

1. Those are my keys. ___

Picture B

2. These are your keys. ___

2-7 Using These and Those

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

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

Exercise 32. Looking at grammar. (Chart 2-7)
Complete the sentences with these or those.

1. _________ are my books.

2. _________ are your pencils.

3. _________ are his boots.

4. _________ are her shoes.

5. _________ are your hats.

6. _________ are their jackets.
Exercise 33. Vocabulary and grammar. (Charts 2-6 and 2-7)
Look at the vocabulary in the picture. Choose the correct verb.

In our dorm room
1. This [is/are] my pillow.
2. That [is/are] your pillow.
3. Those sheets [is/are] for you.
4. These blankets [is/are] for me.
5. That TV [is/are] broken.
6. This chair [is/are] new.
7. Those mattresses [is/are] soft.
8. This mattress [is/are] uncomfortable.

Exercise 34. Looking at grammar. (Charts 2-6 and 2-7)
Complete the sentences. Use the words in parentheses.

1. (This, These) ________This_______ pencil belongs to Alex.
   (That, Those) ________That_______ pencil belongs to Olga.

2. (This, These) _______________ notepads belong to me.
   (That, Those) _______________ notepad belongs to Kate.
3. (This, These) ________ coat is waterproof.
   (That, Those) ________ coats are not.
4. (This, These) ________ sunglasses belong to me.
   (That, Those) ________ sunglasses belong to you.
5. (This, These) ________ pillows are soft.
   (That, Those) ________ pillows are hard.
6. (This, These) ________ exercise is easy.
   (That, Those) ________ exercises are hard.
7. (This, These) ________ eraser is on my desk.
   (That, Those) ________ erasers are on your desk.

Exercise 35. Let's talk: pairwork. (Charts 2-6 and 2-7)
Work with a partner. Make a sentence for each picture using this, that, these, or those.
Take turns.
Examples:
PARTNER A: That is a cap.
   Your turn now.

PARTNER B: These are caps.
   Your turn now.
<table>
<thead>
<tr>
<th><strong>PARTNER A</strong></th>
<th><strong>PARTNER B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a debit card</td>
<td>2. a wallet</td>
</tr>
<tr>
<td>3. rulers</td>
<td>4. paper clips</td>
</tr>
<tr>
<td>5. a notepad</td>
<td>6. checks</td>
</tr>
<tr>
<td>7. checkbooks</td>
<td>8. a folder</td>
</tr>
<tr>
<td>9. a stapler</td>
<td>10. staples</td>
</tr>
</tbody>
</table>
Exercise 36. Listening. (Charts 2-6 and 2-7)

Listen to the sentences. Write the words you hear.

Example: You will hear: Those are clean dishes.
You will write: Those are clean dishes.

In the kitchen
1. ____________ my coffee cup.
2. ____________ your dessert.
3. ____________ our plates.
4. ____________ sponges ____________ wet.
5. ____________ dishcloths ____________ dry.
6. ____________ frying pan ____________ dirty.
7. ____________ frying pan ____________ clean.
8. ____________ salt shaker ____________ empty.

Exercise 37. Warm-up. (Chart 2-8)

Answer the questions.

1. What is that? ____________
2. Who is that? ____________

2-8 Asking Questions with What and Who + Be

<table>
<thead>
<tr>
<th>(a) What is this (thing)?</th>
<th>It's a pen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Who is that (man)?</td>
<td>That's Mr. Lee.</td>
</tr>
<tr>
<td>(c) What are those (things)?</td>
<td>They're pens.</td>
</tr>
<tr>
<td>(d) Who are they?</td>
<td>They're Mr. and Mrs. Lee.</td>
</tr>
<tr>
<td>(e) What's this?</td>
<td>What asks about things.</td>
</tr>
<tr>
<td>(f) Who's that man?</td>
<td>Who asks about people.</td>
</tr>
</tbody>
</table>

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

CONTRACTIONS:
what is = what's
who is = who's
Exercise 38. Looking at grammar. (Chart 2-8)

Complete the questions with **what** or **who** and **is** or **are**.

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

2. A: __________ those things?
   B: They’re erasers.

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

4. A: __________ this?
   B: That’s my new camera. It’s really small.

5. A: __________ those people?
   B: I’m not sure, but I think they’re new students from Thailand.

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

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

8. A: __________ your favorite teachers?
   B: Mr. Walker and Ms. Rosenberg.

9. A: __________ an only child?
   B: It’s a child with no brothers or sisters.

10. A: __________ bats?
    B: They’re animals with wings. They fly at night. They’re not birds.
Exercise 39. Vocabulary and speaking: pairwork. (Chart 2-8)

Part I. Work with a partner. Write the names of the parts of the body on the pictures below. Use the words from the box.

Part II. With your partner, take turns asking questions with this, that, these, and those. Note: Both partners can ask about both pictures.

Example:
Partner A: What is this?
Partner B: This is his leg. (to Partner A) What are those?
Partner A: Those are his fingers.

Exercise 40. Let’s talk: class activity. (Chart 2-8)
Your teacher will ask questions. Answer with this, that, these, and those. Close your book for this activity.

Example: hand
Teacher: What is this? (The teacher indicates her or his hand.)
Student: That is your hand.

OR
Teacher: What is that? (The teacher indicates a student’s hand.)
Student: This is my hand.

1. nose 3. arm 5. legs 7. foot 9. fingers
2. eyes 4. elbow 6. knee 8. shoulder 10. ears
Exercise 41. Check your knowledge. (Chapter 2)
Correct the mistakes.

1. She have-a headache.
2. What are that?
3. Roberto he is a student in your class?
4. I am have a backache.
5. This is you dictionary. I my dictionary is at home.
6. Where my keys?
7. I am a sore throat.
8. He’s father is from Cuba.
9. This books are expensive.
10. Where is the teachers?
11. A: Are you tired?
   B: Yes, I’m.

Exercise 42. Looking at grammar. (Chapter 2)
Choose the correct completion.

   a. have         b. is         c. has
2. This floor _____.
   a. dirty is     b. dirty       c. is dirty
3. _____ yellow.
   a. A banana are b. A banana is c. Bananas is
4. Lucas is _____ engineer.
   a. a           b. an         c. Ø
5. _____ books are really expensive.
   a. Those       b. They       c. This
6. Give this to Kathleen. It is _____ math book.
   a. she         b. an         c. her
7. That is _____.
   a. a mistakes   b. mistakes   c. a mistake

8. PABLO: ____ is your apartment?
   BLANCA: It’s on Forest Street.
   a. What        b. Where    c. Who

9. YOKO: ____ these?
   GINA: My art books. I’m taking an art history class.
   a. What are    b. Who are  c. What is

10. MALIK: Are you hungry?
    LAYLA: Yes, _____.
        a. I'm      b. I'm not  c. I am

11. TINA: ____ that?
    LUIS: That’s Paul Carter.
        a. Who's    b. What's   c. Where's

12. PAUL: ____ in your class?
    ERIC: No.
        a. Mr. Kim  b. Is Mr. Kim c. Mr. Kim is

Exercise 43. Looking at grammar. (Chapter 2)
Complete the sentences with am, is, or are. Use not if necessary.

1. Apples ______________ vegetables.
   2. An apple ______________ a kind of fruit.
   3. I ______________ from the United States.
   4. We ______________ human beings.
   5. Balls ______________ square.
   6. Chickens ______________ birds, but bats ______________ birds.
   7. Lemons ______________ sweet. They ______________ sour.
   8. Soccer ______________ a sport.
   9. Soccer and basketball ______________ sports.
  10. Africa ______________ a country. It ______________ a continent.
Exercise 44. Looking at grammar. (Chapter 2)

Complete the conversations with any words that make sense.

1. A: Where is your book?
   B: Hiroko it.
   A: Where are your notebooks?
   B: Nasir and Angela them.

2. A: this?
   B: It a picture of my family.
   A: this?
   B: That’s father.
   A: they?
   B: My brother and sister.

3. A: What’s ?
   B: I don’t know. Ask the teacher.
   A: What’s ?
   C: It’s .

4. A: Where is ?
   B: He’s .
   A: Where is ?
   B: They’re .

Exercise 45. Grammar and writing. (Chapter 2)

Part I. Complete the sentences in the composition by Carlos.

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

a student. twenty years old.

My family lives in Mexico City. father a businessman. fifty-one years old. mother an accountant. forty-nine years old.

I two sisters and one brother. The names of my sisters Rosa and Patricia. Rosa a teacher.

twenty-eight years old. Patricia a student.
eighteen years old. My brother an engineer. His name Pedro. He is married. He two children.

I live in a dormitory. a tall building on Pine Street. My address 3225 Pine St. I live with my roommate. name is Bob. from Chicago. nineteen years old.

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

Part II. Write about yourself. Follow the style below. Use your own paper.

PARAGRAPH I: Information about you:
your name, hometown, age (optional)

PARAGRAPH II: Information about your parents (if they are alive):
their ages, jobs

PARAGRAPH III: Information about other family or people in your life:
your siblings: names, ages, jobs OR your husband/wife: name, job OR your roommate/partner/friend: name, job

PARAGRAPH IV: Additional information:
your home (apartment/dormitory/house): I live in a/an.
your classes
your classmates

Part III. Editing check: Work individually or change papers with a partner. Check ✓ for the following:

1. capital letter at the beginning of each sentence
2. capital letter at the beginning of a person's name
3. period at the end of each sentence
4. paragraph indents
5. a verb in every sentence
6. correct use of be and have
7. correct spelling (use a dictionary or computer spell-check)
Exercise 1. Warm-up. (Chart 3-1)
Read the paragraph. Write the verb forms for take, post, and share.

I often take videos of my family and friends. I post them online. I share them with my family and friends. My brother Mario is a science teacher. He takes videos of his students and their experiments. He posts them online. He shares them with his classes.

<table>
<thead>
<tr>
<th>take</th>
<th>post</th>
<th>share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ___________</td>
<td>3. I ___________</td>
<td>5. I ___________</td>
</tr>
<tr>
<td>2. Mario ___________</td>
<td>4. He ___________</td>
<td>6. He ___________</td>
</tr>
</tbody>
</table>

3-1 Form and Basic Meaning of the Simple Present Tense

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person:</td>
<td>2nd person:</td>
</tr>
<tr>
<td>I talk.</td>
<td>you talk</td>
</tr>
<tr>
<td>You talk.</td>
<td>you talk</td>
</tr>
<tr>
<td>He talks.</td>
<td>you talk</td>
</tr>
<tr>
<td>She talks.</td>
<td>you talk</td>
</tr>
<tr>
<td>It rains.</td>
<td>you talk</td>
</tr>
</tbody>
</table>

The verb after 3rd person singular (she, he, it) has a final -s: talks.

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

The simple present tense expresses habits.

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

She wakes up every morning at 7:00.

He shaves every morning.
Exercise 2. Looking at grammar. (Chart 3-1)
Complete the sentences with speak or speaks.

1. Martin ____________ English.
2. I ____________ German.
3. Erika ____________ several languages.
4. Her husband ____________ Thai and Vietnamese.
5. My friends and I ____________ a little Persian.
7. They ____________ Arabic fluently.
8. You ____________ Spanish well.
9. You and I ____________ Spanish well.
10. We ____________ it well.
11. You and Peter ____________ it well.

Exercise 3. Let's talk: pairwork. (Chart 3-1)
Part I. Look at the list of habits. Check (✓) your habits every morning. Put them in order. What do you do first, second, third, etc.? Write them on the lines.

<table>
<thead>
<tr>
<th>HABITS</th>
<th>MY HABITS EVERY MORNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat breakfast</td>
<td>I turn off the alarm clock.</td>
</tr>
<tr>
<td>go to class</td>
<td></td>
</tr>
<tr>
<td>put on my clothes</td>
<td></td>
</tr>
<tr>
<td>drink a cup of coffee/tea</td>
<td></td>
</tr>
<tr>
<td>shave</td>
<td></td>
</tr>
<tr>
<td>put on my make-up</td>
<td></td>
</tr>
<tr>
<td>take a shower/bath</td>
<td></td>
</tr>
<tr>
<td>get up</td>
<td></td>
</tr>
<tr>
<td>pick up my books</td>
<td></td>
</tr>
<tr>
<td>walk to the bathroom</td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
</tr>
<tr>
<td>look in the mirror</td>
<td></td>
</tr>
<tr>
<td>✓ turn off the alarm clock</td>
<td></td>
</tr>
<tr>
<td>go to the kitchen/the cafeteria</td>
<td></td>
</tr>
<tr>
<td>brush/comb my hair</td>
<td></td>
</tr>
</tbody>
</table>
Part II. Work with a partner. Talk about your habits every morning. Close your book for this activity.

Exercise 4. Listening. (Chart 3-1)

Listen to the sentences. Choose the verbs you hear.
1. wake  wakes
2. wake  wakes
3. get  gets
4. go  goes
5. do  does
6. watch  watches
7. take  takes
8. take  takes
9. take  takes
10. talk  talks

Exercise 5. Looking at grammar. (Chart 3-1)

Choose the correct completion.
1. My mother and father _______ eat _______ breakfast at 7:00 every day.
   eat / eats
2. My mother _______ drink / drinks tea with her breakfast.
3. I _______ take / takes a bath every morning.
4. My sister _______ take / takes a shower.
5. I _______ study / studies English with my friends.
6. We _______ walk / walks to school together every morning.
7. Class _______ begin / begins at 9:00 every day.
8. It _______ stop / stops at 12:00 for lunch.
9. We _______ eat / eats in the cafeteria.
10. You _______ bring / brings your lunch from home every day.
11. My friends and I _______ go / goes home at 3:00 every afternoon.
12. You and Jamal _______ go / goes to the library after school every day.
Exercise 6. Warm-up. (Chart 3-2)
Which sentence is true for you?

1. I always do my homework.
2. I usually do my homework.
3. I sometimes do my homework.
4. I never do my homework.

3-2 Frequency Adverbs

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Adverb</th>
<th>Example</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>always</td>
<td>Ivan always eats breakfast.</td>
<td>Subject + always + Verb</td>
</tr>
<tr>
<td>100%</td>
<td>usually</td>
<td>Maria usually eats breakfast.</td>
<td>Subject + usually + Verb</td>
</tr>
<tr>
<td>50%</td>
<td>often</td>
<td>They often watch TV.</td>
<td>Subject + often + Verb</td>
</tr>
<tr>
<td>50%</td>
<td>sometimes</td>
<td>We sometimes watch TV.</td>
<td>Subject + sometimes + Verb</td>
</tr>
<tr>
<td>0%</td>
<td>seldom</td>
<td>Sam seldom drinks milk.</td>
<td>Subject + seldom + Verb</td>
</tr>
<tr>
<td>0%</td>
<td>rarely</td>
<td>Rita rarely drinks milk.</td>
<td>Subject + rarely + Verb</td>
</tr>
<tr>
<td>0%</td>
<td>never</td>
<td>I never drink milk.</td>
<td>Subject + never + Verb</td>
</tr>
</tbody>
</table>

Subject + always/usually/often/sometimes/seldom/rarely/never + Verb

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

OTHER FREQUENCY EXPRESSIONS

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>once a day</td>
<td>I drink tea once a day.</td>
<td>Subject + once a day + Verb</td>
</tr>
<tr>
<td>two times/twice a day</td>
<td>I drink tea two times/twice a day.</td>
<td>Subject + two times/twice a day + Verb</td>
</tr>
<tr>
<td>three times a day</td>
<td>I see my grandparents three times a week.</td>
<td>Subject + three times a day + Prepositional phrase</td>
</tr>
<tr>
<td>four times a day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>once a month</td>
<td>I see my aunt once a month.</td>
<td>Subject + once a month + Prepositional phrase</td>
</tr>
<tr>
<td>twice a year</td>
<td>I see my cousin Sam twice a year.</td>
<td>Subject + twice a year + Prepositional phrase</td>
</tr>
<tr>
<td>every year</td>
<td>I see my doctor every year.</td>
<td>Subject + every year + Prepositional phrase</td>
</tr>
</tbody>
</table>

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

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

INCORRECT: every mornings

* Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:

Sometimes I get up at seven. I sometimes get up at seven. I get up at seven sometimes.

Also: See Chart 3-3, for the use of frequency adverbs with be.
Exercise 7. Looking at grammar. (Chart 3-2)
Complete each sentence with a word from the box.

always often never rarely sometimes usually

<table>
<thead>
<tr>
<th></th>
<th>SUN.</th>
<th>MON.</th>
<th>TUES.</th>
<th>WED.</th>
<th>THURS.</th>
<th>FRI.</th>
<th>SAT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Kenji</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clara</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Igor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sonya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sami</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 8. Looking at grammar. (Chart 3-2)
Write “S” over the subject and “V” over the verb in each sentence. Rewrite the sentences, adding the given frequency adverbs.

1. always I eat breakfast in the morning.
   \[S\text{ }^V\text{ }I\text{ always eat breakfast}\text{ }\text{ }\text{in the morning.}\]
2. never I eat carrots for breakfast.
   \[S\text{ }^V\text{ }I\text{ never eat carrots}\text{ for breakfast.}\]
3. seldom I watch TV in the morning.
   \[S\text{ }^V\text{ }I\text{ seldom watch TV}\text{ in the morning.}\]
4. sometimes I have dessert after dinner.
   \[S\text{ }^V\text{ }I\text{ sometimes have dessert}\text{ after dinner.}\]
5. usually Kiri eats lunch at the cafeteria.
   \[S\text{ }^V\text{ }Kiri\text{ usually eats lunch}\text{ at the cafeteria.}\]
6. often We listen to music after dinner.
   \[S\text{ }^V\text{ }We\text{ often listen to music}\text{ after dinner.}\]
7. always The students speak English in class.
   \[S\text{ }^V\text{ }The\text{ students always speak}\text{ English}\text{ in class.}\]
Exercise 9. Let’s talk: class activity. (Chart 3-2)
Your teacher will ask you to talk about your morning, afternoon, and evening activities. Close your book for this activity.

Tell me something you…
1. always do in the morning. 6. never do in the afternoon.
2. never do in the morning. 7. often do in the evening.
3. sometimes do in the morning. 8. sometimes do in the evening.
4. usually do in the afternoon. 9. rarely do in the evening.
5. seldom do in the afternoon. 10. sometimes do on weekends.

Exercise 10. Looking at grammar. (Chart 3-2)
Use the information in the chart to complete the sentences.

<table>
<thead>
<tr>
<th></th>
<th>SUN.</th>
<th>MON.</th>
<th>TUES.</th>
<th>WED.</th>
<th>THURS.</th>
<th>FRI.</th>
<th>SAT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pavel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Wu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Cook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How often do the people in the chart take the bus during the week?
1. Hamid takes the bus seven times a week. That means he always takes the bus.
2. Yoko takes the bus a week. That means she takes the bus.
3. Victoria takes the bus a week. That means she takes the bus.
4. Pavel takes the bus a week. That means he takes the bus.
5. Mr. Wu takes the bus.
6. Mrs. Cook takes the bus a week. That means she takes the bus.
Exercise 11. Warm-up. (Chart 3-3)

Choose the correct answer. What do you notice about the placement of the verb and the frequency adverb?

1. It **often** rains here. 
   - yes 
   - no

2. It **sometimes** snows 
   - yes 
   - no

3. It **is often** cold here. 
   - yes 
   - no

4. It **is sometimes** hot. 
   - yes 
   - no

3-3 Position of Frequency Adverbs

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>FREQUENCY ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td><strong>always</strong></td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td><strong>usually</strong></td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td><strong>often</strong></td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td><strong>sometimes</strong>    + late.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td><strong>seldom</strong></td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td><strong>rarely</strong></td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td><strong>never</strong></td>
</tr>
</tbody>
</table>

Frequency adverbs come after the simple present tense forms of **be**: **am**, **is**, and **are**.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FREQUENCY ADVERB</th>
<th>OTHER SIMPLE PRESENT VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td><strong>always</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>usually</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>often</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>sometimes</strong></td>
<td><strong>comes</strong> late.</td>
</tr>
<tr>
<td></td>
<td><strong>seldom</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>rarely</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>never</strong></td>
<td></td>
</tr>
</tbody>
</table>

Frequency adverbs come before all simple present verbs except **be**.

Exercise 12. Looking at grammar. (Chart 3-3)

Add the frequency adverbs to the sentences.

1. always Anita is on time for class. → **Anita is always on time for class.**
2. always Anita comes to class on time. → **Anita always comes to class on time.**
3. often Liliana is late for class.
4. often Liliana comes to class late.
5. never It snows in my hometown.
6. never It is very cold in my hometown.
7. usually Hiroshi is at home in the evening.
8. usually Hiroshi stays at home in the evening.
9. seldom Thomas studies at the library in the evening.
10. seldom His classmates are at the library in the evening.
11. sometimes I skip breakfast.
12. rarely I have time for a big breakfast.
Exercise 13. Let's talk: class activity. (Chart 3-3)

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

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. go to a movie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. go shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. go swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. spend time with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. go to class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. be at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. watch videos or DVDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. study English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. send emails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. surf the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. drink coffee after 9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. be in bed at ten o’clock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. go to bed late</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II. Exchange books with a partner. Your partner will tell the class two things about your evening.

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

Exercise 14. Writing. (Chart 3-3)

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

Writing sample: I usually get up at 7:30. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that, I go back to my room. I sometimes watch the news on TV. At 8:15, I leave the dormitory. I go to class. My class begins at 8:30. I’m in class from 8:30 to 11:30. After that, I eat lunch. I usually have a sandwich and a cup of tea for lunch. (Continue until you complete your day.)

Exercise 15. Warm-up: listening. (Chart 3-4)

Listen to the words. Decide if they have one syllable or two.

<table>
<thead>
<tr>
<th>Word</th>
<th>One</th>
<th>Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>eats</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>push</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>pushes</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>sleeps</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>fixes</td>
<td>one</td>
<td>two</td>
</tr>
</tbody>
</table>
3-4 Spelling and Pronunciation of Final -es

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>-sh (a) push → pushes push/az/</td>
<td>Ending of verb: -sh, -ch, -ss, -x.</td>
</tr>
<tr>
<td>-ch (b) teach → teaches teach/az/</td>
<td>Spelling: add -es.</td>
</tr>
<tr>
<td>-ss (c) kiss → kisses kiss/az/</td>
<td>Pronunciation: /az/.</td>
</tr>
<tr>
<td>-x (d) fix → fixes fix/az/</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 16. Looking at grammar. (Chart 3-4)
Use the correct form of the given verbs to complete the sentences.

1. brush Arianna ____________ brushes her hair every morning.

2. teach Alex ________________ English.

3. fix Pedro ________________ his breakfast every morning.
   He makes eggs and toast.

4. drink Sonya ________________ tea every afternoon.

5. watch Joon Kee often ________________ television at night.

6. kiss Viktor always ________________ his children goodnight.

7. wear Tina usually ________________ jeans to class.

8. wash Eric seldom ________________ dishes.

9. walk Jenny ________________ her dog twice each day.

10. stretch, When Jack gets up in the morning, he ________________
    yawn and ________________.
Exercise 17. Listening. (Chart 3-4)

Listen to the sentences and choose the verbs you hear.

1. teach 
2. teach 
3. fix 
4. fix 
5. watch 
6. watch 
7. brush 
8. brush 
9. wash 
10. wash 

Exercise 18. Looking at grammar. (Charts 3-1 and 3-4)

Complete the sentences. Use the words from the box and add -s or -es. Practice reading the story aloud. Work with a partner or in small groups.

Laura _ leaves _ her office every night at 5:00 and _ ___ ___ on a bus to go home. She has the same schedule every evening. She _ ___ ___ dinner and then ___ ___ down to eat at 6:00. After she ___ ___ the dishes, she ___ ___ on the TV. She usually ___ ___ the news and then a movie. At 9:00, she ___ ___ a shower. She always ___ ___ her teeth after her shower. Then she picks up a book and ___ ___ in bed for a while. She usually ___ ___ asleep before 10:00.

Exercise 19. Warm-up. (Chart 3-5)

What kind of ending does each verb have? Put the verbs from the box in the correct column.

<table>
<thead>
<tr>
<th>buy</th>
<th>fly</th>
<th>play</th>
<th>study</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSONANT + -y</td>
<td>VOWEL + -y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68 CHAPTER 3
### Exercise 20. Looking at grammar. (Chart 3-5)
Complete the chart with the correct form of each verb.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I try.</td>
<td>He</td>
<td>tries</td>
</tr>
<tr>
<td>2. We study.</td>
<td>She</td>
<td></td>
</tr>
<tr>
<td>3. They say.</td>
<td>It</td>
<td></td>
</tr>
<tr>
<td>4. I enjoy games.</td>
<td>Ann</td>
<td></td>
</tr>
<tr>
<td>5. You worry a lot.</td>
<td>My mother</td>
<td>a lot</td>
</tr>
<tr>
<td>6. We pay bills.</td>
<td>Gina</td>
<td></td>
</tr>
<tr>
<td>7. You stay awake.</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>8. We fly.</td>
<td>A bird</td>
<td></td>
</tr>
<tr>
<td>9. Students buy books.</td>
<td>My brother</td>
<td></td>
</tr>
<tr>
<td>10. I play music.</td>
<td>My friend</td>
<td>music</td>
</tr>
</tbody>
</table>

### Exercise 21. Looking at grammar. (Chart 3-5)
Complete each sentence with the simple present form of a verb from the box.

- buy
- cry
- employ
- pay
- stay
- play

1. Monique likes sports. She _________ plays _________ tennis and soccer several times a week.
2. The school cafeteria is cheap. Rob _________ _________ his lunch there every day.
3. My company is big. It _________ _________ 2,000 people.
4. Elizabeth is always tired. Her new baby _________ _________ during the night.
5. Mr. Garcia travels every week. He _______________ in small hotels.

6. Some airplanes are very big. A large airplane _______________ 400 to 500 passengers.

7. I usually pay with a debit card, but my husband _______________ in cash.

8. Zara is a medical student. She _______________ every night and on weekends.

Exercise 22. Warm-up. (Chart 3-6)
Read the information about Milos and complete the chart.

Milos is a college student. He has a part-time job. He does the breakfast dishes at his dorm. Then he goes to class.

<table>
<thead>
<tr>
<th>HAVE</th>
<th>DO</th>
<th>GO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I do</td>
<td>I go</td>
</tr>
<tr>
<td>you have</td>
<td>you do</td>
<td>you go</td>
</tr>
<tr>
<td>he _______</td>
<td>he _______</td>
<td>he _______</td>
</tr>
<tr>
<td>she _______</td>
<td>she _______</td>
<td>she _______</td>
</tr>
<tr>
<td>it _______</td>
<td>it _______</td>
<td>it _______</td>
</tr>
<tr>
<td>we have</td>
<td>we do</td>
<td>we go</td>
</tr>
<tr>
<td>they have</td>
<td>they do</td>
<td>they go</td>
</tr>
</tbody>
</table>

Exercise 23. Looking at grammar. (Chart 3-6)
Use the correct form of the given verbs to complete the sentences.

1. do Pierre always _______ his homework.
2. do We always _do_ our homework.
3. have Yoko and Hamid _have_ their books.
4. have Mrs. Chang _have_ a car.
5. go Andy _go_ to school every day.
6. do Sara seldom _do_ her homework.
7. do We _do_ exercises in class every day.
8. go go Roberto _go_ downtown every weekend. He and his wife _go_ shopping.
9. play My friends often _play_ volleyball at the beach.

**Exercise 24. Listening. (Chart 3-6)**

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

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

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

Marco _has_ his own computer at home. When he finishes his homework, he usually goes on the Internet. He often stays at his computer until the sun comes up. Then he _Does_ a few exercises, _has_ breakfast, and _goes_ to bed. He sleeps all day. Marco thinks his schedule _is_ great, but his friends think it _is_ strange.
Exercise 25. Looking at grammar. (Charts 3-1 → 3-6)
Complete the sentences with the words in parentheses. Use the simple present tense. Pay special attention to singular and plural and to the spelling of final -s/-es.

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

Exercise 26. Let's talk: game. (Charts 3-1 → 3-6)

Part I. Your teacher will assign you a verb from the list. Make a sentence with that verb. Walk around the room. Say your sentence to other students. Listen to other students say their sentences.

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

Part II. Work in teams of five to eight students. Write as many sentences as you can remember. Each team will have one paper. The team with the most correct sentences wins.

*Pronunciation of says = /sez/. Pronunciation of pays = /peyz/.
Exercise 27. Let's talk: pairwork. (Charts 3-1 → 3-6)
Work with a partner. Use frequency adverbs like sometimes, rarely, etc.

Part I. Yuri, Levi, and Peter do many things in the evening. How often do they do the things in the list? Pay attention to final -s.

Example: Yuri rarely/seldom does homework.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yuri</th>
<th>Levi</th>
<th>Peter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do homework</td>
<td>once a week</td>
<td>6 days a week</td>
<td>every day</td>
</tr>
<tr>
<td>Surf the Internet</td>
<td>every day</td>
<td>once a week</td>
<td>once a month</td>
</tr>
<tr>
<td>Watch TV</td>
<td>3–4 days a week</td>
<td>3–4 days a week</td>
<td>3–4 days a week</td>
</tr>
<tr>
<td>Read for pleasure</td>
<td>5 days a week</td>
<td>5 days a week</td>
<td>5 days a week</td>
</tr>
<tr>
<td>Go to bed early</td>
<td>once a week</td>
<td>5–6 nights a week</td>
<td>6–7 nights a week</td>
</tr>
</tbody>
</table>

Part II. For homework, write ten sentences about the activities of Yuri, Levi, and Peter.

Exercise 28. Looking at grammar. (Charts 3-1 → 3-6)
Add -s or -es where necessary.

Abdul and Pablo

(1) My friend Abdul lives in an apartment near school. (2) He walks to school almost every day. (3) Sometimes he catches a bus, especially if it's cold and rainy outside. (4) Abdul shares the apartment with Pablo. (5) Pablo comes from Venezuela. (6) Abdul and Pablo go to the same school. (7) They take English classes. (8) Abdul speaks Arabic as his first language, and Pablo speaks Spanish. (9) They communicate in English. (10) Sometimes Abdul tries to teach Pablo to speak a little Arabic, and Pablo gives Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoys his roommate, but he misses his family back in Saudi Arabia.

Exercise 29. Speaking and writing: pairwork. (Charts 3-1 → 3-6)
Work with a partner. Tell your partner five to ten things you do every morning. Use the list you made in Exercise 3. Your partner will also give you information about his/her morning. Take notes. Then write a paragraph about your partner's morning activities. Pay special attention to the use of final -s/-es. Ask your partner to read your paragraph and to check your use of final -s/-es.

Exercise 30. Warm-up. (Chart 3-7)
Which sentences are true for you?

1. I like to speak English.  
   yes  no
2. I need to learn English.  
   yes  no
3. I want to speak English fluently.  
   yes  no
3-7 Like To, Want To, Need To

**VERB + INFINITIVE**

(a) I like to travel. It's fun.
(b) I want to travel. I have vacation time next month.
(c) I need to travel for my job. I have no choice.

*Like, want, and need can be followed by an infinitive.

infinitive = to + the base form of the verb.*

Need to is stronger than want to. Need to = necessary, important.

*The base form of a verb = a verb without -s, -ed, or -ing. Examples of the base form of a verb: come, help, answer, write. Examples of infinitives: to come, to help, to answer, to write. The base form is also called the simple form of a verb.

**Exercise 31. Looking at grammar. (Chart 3-7)**

Make complete sentences. Pay attention to the final -s ending on singular verbs.

1. Maya need study  
   Maya needs to study.
2. We want go home
3. Bill and I like eat sweets
4. You need speak more quietly
5. She like talk on the phone
6. Her friends like text
7. They need save money
8. He want travel

**Exercise 32. Reading and grammar. (Charts 3-1 – 3-7)**

**Part I.** Read the story.

**A Wonderful Cook**

Roberto is a wonderful cook. He often tries new recipes. He likes to cook for friends. He frequently invites my girlfriend and me to dinner. When we arrive, we go to the kitchen. He usually has three or four pots on the stove. He makes a big mess when he cooks. We like to watch him, and he wants to tell us about each recipe. His dinners are delicious. After dinner, he needs to clean the kitchen. We want to help him because we want him to invite us back soon.
Part II. Complete each sentence with a word from the box.

help invite is like likes to wash

1. Roberto __________________ a great cook.
2. He __________________ try new recipes.
3. He likes to __________________ friends to dinner.
4. After dinner, he needs to __________________ the pots, and his friends
   __________________ him.
5. His friends __________________ his food.

Exercise 33. Let’s talk: game. (Chart 3-7)
Work in teams. What do you know about mosquitoes? Choose the correct answer. The team with the most correct answers wins.*

1. They like to look for food during the day. yes no
2. They like to look for food at night. yes no
3. They need to lay their eggs in water. yes no
4. They like to travel. yes no
5. They need to sleep in water. yes no
6. Male mosquitoes need to bite. yes no
7. Female mosquitoes need to bite. yes no

Exercise 34. Warm-up. (Chart 3-8)
Which sentences are true for you?

1. a. I like vegetables. b. I don’t like vegetables.
2. a. I drink tea. b. I don’t drink tea.
3. a. I eat meat. b. I don’t eat meat.

*See Let’s Talk: Answers, p. 501.
### 3-8 Simple Present Tense: Negative

<table>
<thead>
<tr>
<th>Negative</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I <em>do not</em> drink coffee.</td>
<td><em>do not</em> = <em>don't</em></td>
</tr>
<tr>
<td>You <em>do not</em> drink coffee.</td>
<td></td>
</tr>
<tr>
<td>We <em>do not</em> drink coffee.</td>
<td></td>
</tr>
<tr>
<td>They <em>do not</em> drink coffee.</td>
<td>do not = <em>doesn't</em></td>
</tr>
<tr>
<td>(b) He <em>does not</em> drink coffee.</td>
<td>does not = <em>doesn't</em></td>
</tr>
<tr>
<td>She <em>does not</em> drink coffee.</td>
<td></td>
</tr>
<tr>
<td>It <em>does not</em> drink coffee.</td>
<td></td>
</tr>
<tr>
<td>(c) I <em>don't</em> drink coffee.</td>
<td></td>
</tr>
<tr>
<td>He <em>doesn't</em> drink coffee.</td>
<td></td>
</tr>
</tbody>
</table>

*Do and does are called "helping verbs."

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

**INCORRECT:** She *does not drinks* coffee.

**CONTRACTIONS:**
- *do not* = *don't*
- *does not* = *doesn't*

People usually use contractions when they speak. People often use contractions when they write.

### Exercise 35. Looking at grammar. (Chart 3-8)

Choose the correct verb.

1. We *do not* / *do not* have a TV.
2. She *do not* / *do not* like milk.
3. They *do not* / *do not* play soccer.
4. I *do not* / *do not* understand.
5. It *do not* / *do not* rain much here.
6. You *do not* / *do not* understand.
7. He *doesn't* / *don't* work hard.
8. You *doesn't* / *don't* need help.
9. They *doesn't* / *don't* live here.
10. She *doesn't* / *don't* speak English.
11. We *doesn't* / *don't* have time.
12. I *doesn't* / *don't* study every day.
Exercise 36. Looking at grammar. (Chart 3-8)
Use the given words to make negative sentences. Use contractions.

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

2. like, not
   I _______ don’t like _______ tea.

3. know, not
   Mary and Jim are strangers. Mary ______________________ Jim.

4. speak, not
   I ______________________ French.

5. need, not
   It’s a nice day today. You ______________________ your umbrella.

6. live, not
   Dogs ______________________ long.

7. have, not
   A dog ______________________ a long life.

8. have, not
   We ______________________ class every day.

9. have, not
   This city ______________________ nice weather in the summer.

10. snow, not
    It ______________________ in Bangkok in the winter.

11. rain, not
    It ______________________ every day.

Exercise 37. Let's talk: pairwork. (Chart 3-8)
Work with a partner. Make two sentences about each picture.

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

YES

1. (Isabel \ take) showers baths

2. (Omar \ have) a dog a cat

NO
3. (I drink)
   tea
   coffee

4. (Rob and Ed live)
   an apartment
   a house

5. (Julia drive)
   a new car
   an old car

6. (I play)
   soccer
   tennis

7. (Mr. Ortiz teach)
   English
   French

8. (we use)
   typewriters
   computers

9. (Inga watch)
   news reports
   old movies

10. (Marco study)
    history
    physics
Exercise 38. Let's talk: game. (Chart 3-8)
Sit in a circle. Use any of the verbs from the box. Make sentences with not.

Example: like
STUDENT A: I don’t like bananas.
STUDENT B: (Student A) doesn’t like bananas. I don’t have a dog.
STUDENT C: (Student A) doesn’t like bananas. (Student B) doesn’t have a dog.
I don’t play baseball.

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

Exercise 39. Looking at grammar. (Chart 3-8)
Use verbs from the box to complete the sentences. Make all of the sentences negative by using does not or do not. You can use contractions (doesn’t/don’t). Some verbs may be used more than one time.

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

1. Ricardo ________ doesn’t go ________ to school every day.
2. My roommates are from Japan. They __________________ Spanish.
3. Roberto has a beard. He __________________ in the morning.
4. We __________________ to class on Sunday.
5. Camilla is healthy. She __________________ cigarettes.
6. Nadia and Anton always have lunch at home. They __________________ in the cafeteria.
7. Sometimes I __________________ my homework in the evening. I watch TV instead.
8. My sister likes tea, but she __________________ coffee.
9. Hamid is a careful writer. He __________________ spelling mistakes when he writes.
10. Sometimes Julianna __________________ her shoes when she goes outside. She likes to go barefoot.
Exercise 40. Looking at grammar. (Charts 1-6, 1-7, and 3-8)
Complete the chart with the correct form of the given verbs.

<table>
<thead>
<tr>
<th>SIMPLE PRESENT: BE</th>
<th>SIMPLE PRESENT: EAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ______ am not ______ hungry.</td>
<td>1. I ______ do not eat ______ meat.</td>
</tr>
<tr>
<td>2. You _____________ hungry.</td>
<td>2. You _____________ meat.</td>
</tr>
<tr>
<td>3. She _____________ hungry.</td>
<td>3. She _____________ meat.</td>
</tr>
<tr>
<td>4. We _____________ hungry.</td>
<td>4. We _____________ meat.</td>
</tr>
<tr>
<td>5. It _____________ hungry.</td>
<td>5. It _____________ meat.</td>
</tr>
<tr>
<td>6. They _____________ hungry.</td>
<td>6. They _____________ meat.</td>
</tr>
<tr>
<td>7. He _____________ hungry.</td>
<td>7. He _____________ meat.</td>
</tr>
</tbody>
</table>

Exercise 41. Looking at grammar. (Charts 1-6, 1-7, and 3-8)
Choose the correct verb.
1. I ______ am not / do not ______ late.
2. They ______ are not / do not ______ drink coffee.
3. He ______ is not / does not ______ do his homework.
4. You ______ are not / do not ______ poor.
5. She ______ is not / does not ______ do her homework.
6. The key ______ is not / does not ______ work.
7. It ______ is not / does not ______ in the car.
8. I ______ am not / do not ______ like vegetables.
9. We ______ are not / do not ______ live here.
10. We ______ are not / do not ______ citizens.

Exercise 42. Let's talk: class activity. (Charts 1-6, 1-7, and 3-8)
Part I. Use the given words to make true sentences for each pair.

Example: a. Grass \ be blue.
        b. Grass \ be green
Student A: Grass isn't blue.
Student B: Grass is green.
Example:

a. Dogs have tails  
   b. People have tails.

STUDENT C: Dogs have tails.
STUDENT D: People* don't have tails.

1. a. A restaurant sell shoes.  
    b. A restaurant serve food.

2. a. People wear clothes.  
    b. Animals wear clothes.

3. a. A child need love, food, and care.  
    b. A child need a driver's license.

4. a. Refrigerators be hot inside.  
    b. Refrigerators be cold inside.

5. a. A cat have whiskers.  
    b. A bird have whiskers.

**Exercise 43. Warm-up. (Chart 3-9)**

What do you notice about the questions with have and need?

*People is a plural noun. It takes a plural verb.*
3-9 Simple Present Tense: Yes/No Questions

**DO/DOES + SUBJECT + MAIN VERB**

(a) Do I work?
(b) Do you work?
(c) Does he work?
(d) Does she work?
(e) Does it work?
(f) Do we work?
(g) Do they work?

**QUESTION FORMS, SIMPLE PRESENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I</td>
<td>Yes, I do. No, I don't.</td>
</tr>
<tr>
<td>Do you</td>
<td>Yes, you do. No, you don't.</td>
</tr>
<tr>
<td>Does he</td>
<td>Yes, he does. No, he doesn't.</td>
</tr>
<tr>
<td>Does she</td>
<td>Yes, she does. No, she doesn't.</td>
</tr>
<tr>
<td>Does it</td>
<td>Yes, it does. No, it doesn't.</td>
</tr>
<tr>
<td>Do we</td>
<td>Yes, we do. No, we don't.</td>
</tr>
<tr>
<td>Do they</td>
<td>Yes, they do. No, they don't.</td>
</tr>
</tbody>
</table>

Notice in (c), (d), and (e): The main verb in the question does not have a final -s. The final -s is part of does. **INCORRECT:** Does she works?

When the main verb is a form of be, do is not used. See Chart 2-1, p. 28, for question forms with be.

**Exercise 44. Looking at grammar.** (Chart 3-9)

Make questions. Choose the correct answer.

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

2. A: speak "Anita "Italian
   B: a. Yes, she does.
   b. Yes, she speaks.

3. A: speak "Thomas and Sierra "Arabic
   B: a. No, they don't.
   b. No, they don't speak.
4. A: rain \ it \ in April ____________________________
   B: a. Yes, it does.
   b. Yes, it rains.

5. A: do \ he \ his homework ______________________
   B: a. No, he doesn’t.
   b. No, he doesn’t do.

6. A: do \ you \ your homework ____________________
   B: a. No, I don’t.
   b. No, I don’t do.

7. A: have \ they \ enough money ____________________
   B: a. Yes, they do.
   b. Yes, they have.

Exercise 45. Speaking and grammar: pairwork. (Charts 2-1, 2-2, and 3-9)

Part I. Work with a partner. Take turns making questions and giving short answers. Use
the names of your classmates in the questions. Note: Part I is speaking practice. Do not
write the answers until Part II.

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

Example:
PARTNER A: ________________________________________
PARTNER B: __________________________ (She doesn’t speak Spanish.)
PARTNER A: Does Akiko speak Spanish?
PARTNER B: No, she doesn’t.

1. PARTNER A: ________________________________________
   PARTNER B: __________________________ (He speaks English in class every day.)

2. PARTNER B: ________________________________________
   PARTNER A: __________________________ (She comes to class every day.)

3. PARTNER A: ________________________________________
   PARTNER B: __________________________ (They’re in class today.)

4. PARTNER B: ________________________________________
   PARTNER A: __________________________ (He wears jeans every day.)

5. PARTNER A: ________________________________________
   PARTNER B: __________________________ (They aren’t from Australia.)
6. PARTNER B: ____________________________________________
   PARTNER A: ____________________________ (They don’t have dictionaries on their desks.)
7. PARTNER A: ____________________________________________
   PARTNER B: ____________________________________________ (They speak English.)

**Part II.** Now write the questions and answers in your book.

- **Exercise 46. Vocabulary and speaking.** (Chart 3-9)
  - **Part I.** Check (✓) the activities you do at least once a week.
    - 1. ___ take a nap
    - 2. ___ take a break
    - 3. ___ take a shower
    - 4. ___ take a bath
    - 5. ___ take a bus/train/taxi
    - 6. ___ make breakfast
    - 7. ___ make lunch
    - 8. ___ make dinner
    - 9. ___ make a snack
    - 10. ___ make my bed
    - 11. ___ do my homework
    - 12. ___ do the dishes
    - 13. ___ do the laundry
  - **Part II.** Walk around the room. Ask questions using these phrases. For each question, find someone who can answer *yes*. Note: Remember to change *my* to *your*.
    - **Example:**
      - To STUDENT A: Do you take a nap in the afternoon?
        - STUDENT A: No.
      - To STUDENT B: Do you take a nap in the afternoon?
        - STUDENT B: Yes.
      - To STUDENT C: Do you make your bed every day?
        - STUDENT C: Yes.

- **Exercise 47. Looking at grammar.** (Chapters 1 and 2; Charts 3-1 and 3-7 → 3-9)
  - Complete each sentence with the correct form of the given verb. Use the full form or contractions for the negative.
  - **Part I.** Statement Forms
    - **LIVE**
      - 1. I _______ live _______ here.
      - 2. They _______ here.
      - 3. He _______ here.
      - 4. You _______ here.
      - 5. She _______ here.
      - 6. We _______ here.
    - **BE**
      - 1. I _______ am _______ here.
      - 2. They _______ here.
      - 3. He _______ here.
      - 4. You _______ here.
      - 5. She _______ here.
      - 6. We _______ here.
Part II. Negative Forms

7. They _______ do not / don’t live _______ here.  
   They _______ are not / aren’t _______ here.
8. I ________________ here.  
   I ________________ here.
9. She ________________ here.  
   She ________________ here.
10. You ________________ here.  
    You ________________ here.
11. He ________________ here.  
    He ________________ here.
12. We ________________ here.  
    We ________________ here.

Part III. Question Forms

13. _______ Do _______ you _______ live _______ here?  
    _______ Are _______ you here?
14. _______ they ________________ here?  
    _______ they here?
15. _______ he ________________ here?  
    _______ he here?
16. _______ we ________________ here?  
    _______ we here?
17. _______ she ________________ here?  
    _______ she here?

Exercise 48. Let’s talk: game. (Charts 2-1 and 3-9)

Work in teams. Complete the sentences with is, are, do, or does. Answer the questions with yes or no. The team with the most correct answers wins.

1. _______ Does _______ the moon go around the Earth? _______ yes _______ no
2. _______ the sun go around the Earth? _______ yes _______ no
3. _______ the planets go around the sun? _______ yes _______ no
4. _______ the sun a planet? _______ yes _______ no
5. _______ stars planets? _______ yes _______ no
6. _______ Venus hot? _______ yes _______ no
7. _______ Neptune easy to see? _______ yes _______ no
8. _________ Jupiter windy?  
   yes  no
9. _________ Venus and Mercury go around the sun?  
   yes  no
10. _________ Saturn and Uranus have moons?  
   yes  no

**Exercise 49. Warm-up. (Chart 3-10)**
Match the questions with the correct answers.
1. Where is the lost-and-found? _____  
   a. The lost-and-found.
2. Is the lost-and-found office in this building? _____  
   b. Yes, it is.
3. What is in this building? _____  
   c. Down the hall.

**Exercise 50. Looking at grammar. (Chart 3-10)**
Make questions.

1. A: ____ Does Hana eat lunch in the cafeteria every day?  
   B: Yes, she does. (Hana eats lunch in the cafeteria every day.)
2. A: ____ Where does Hana eat lunch every day?  
   B: In the cafeteria. (Hana eats lunch in the cafeteria every day.)
3. A: ____  
   B: Rice. (She eats rice for lunch every day.)
4. A: ____  
   B: At the post office. (Alfonso works at the post office.)
5. A: __________
   B: Yes, he does. (Alfonso works at the post office.)

6. A: __________
   B: Yes, I do. (I live in an apartment.)

7. A: __________
   B: In an apartment. (I live in an apartment.)

8. A: __________
   B: Popcorn. (Hector likes popcorn for a snack.)

9. A: __________
   B: At the University of Toronto. (Ming goes to school at the University of Toronto.)

10. A: __________
    B: Biology. (Her major is biology.)

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

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

Exercise 51. Let's talk: pairwork. (Chart 3-10)
Work with a partner. Ask and answer questions with where.

Example: live
     → Where do you live?

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. live</td>
<td>1. buy your clothes</td>
</tr>
<tr>
<td>2. eat lunch every day</td>
<td>2. go on weekends</td>
</tr>
<tr>
<td>3. go after class</td>
<td>3. sit during class</td>
</tr>
<tr>
<td>4. study at night</td>
<td>4. eat dinner</td>
</tr>
<tr>
<td>5. go to school</td>
<td>5. do your homework</td>
</tr>
<tr>
<td>6. buy school supplies</td>
<td>6. go on vacation</td>
</tr>
</tbody>
</table>

Exercise 52. Reading. (Chart 3-10)
Read the story and answer the questions.

Opposite Roommates

I have two roommates. One of them, Fernando, is always neat and clean. He washes his clothes once or twice a week. My other roommate, Matt, is the opposite of Fernando. For example, Matt doesn’t change the sheets on his bed. He keeps the same sheets week after week. He never washes his clothes. He wears the same dirty jeans every day. He doesn’t care if his clothes smell! Fernando’s side of the room is always neat. He makes his bed, hangs up his clothes, and puts everything away. Matt’s side of the room is always a
mess. He doesn’t make his bed, hang up his clothes, or put things away. What habits do you think I prefer?

1. What are some of Fernando’s habits?
2. What are some of Matt’s habits?
3. Who is a good roommate for you? Why?

Exercise 53. Let’s talk: class activity. (Chart 3-10)
Ask your teacher questions to get more information about each person’s life.* Decide who has the best life and why.

Example:
STUDENT A: Where does Antonio live?
TEACHER: On a boat.
STUDENT B: What does Lena do?
TEACHER: She teaches skiing.
STUDENT C: What pets does Lisa have?
TEACHER: She has a snake.

Continue asking questions until your chart is complete.

<table>
<thead>
<tr>
<th>Where does she/he live?</th>
<th>What does she/he do?</th>
<th>Where does she/he work?</th>
<th>What pets does she/he have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTONIO</td>
<td>on a boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LENA</td>
<td>teaches skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KANE</td>
<td></td>
<td>at a jewelry store</td>
<td>a snake</td>
</tr>
<tr>
<td>LISA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JACK</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 54. Warm-up. (Chart 3-11)
Answer the questions.

1. What time does Alberto’s alarm clock go off? ____________
2. When does Alberto get out of bed? ____________

*Teacher: See Let’s Talk: Answers, p. 501.
### 3-11 Simple Present Tense: Asking Information Questions with *When* and *What Time*

<table>
<thead>
<tr>
<th>QUESTION* + DO/</th>
<th>+ SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <em>When</em></td>
<td>do</td>
<td>to class?</td>
</tr>
<tr>
<td>(b) <em>What time</em></td>
<td>do</td>
<td>to class?</td>
</tr>
<tr>
<td>(c) <em>When</em></td>
<td>does</td>
<td>eat dinner?</td>
</tr>
<tr>
<td>(d) <em>What time</em></td>
<td>does</td>
<td>eat dinner?</td>
</tr>
<tr>
<td>(e) <em>What time</em></td>
<td>do you usually</td>
<td>go to class?</td>
</tr>
</tbody>
</table>

*Where, when, what, what time, who, and why are examples of question words.*

### Exercise 55. Looking at grammar. (Chart 3-11)

Make questions.

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

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

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

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

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

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

7. A: ____
   
   B: At 12:30. (I usually eat lunch at 12:30.)

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

*Using the Simple Present* 89
9. A: ____________
   B: At 9:05. (The train leaves at 9:05.)

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

11. A: ____________
    B: At a quarter after eight. (Classes begin at a quarter after eight.)

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

Exercise 56. Let's talk: interview. (Chart 3-11)
Walk around the room. Ask a question beginning with when or what time. Write the answer and your classmate’s name. Then ask another classmate a different question with when or what time. Share a few of your answers with the class.

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

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NAME</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. usually get up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. eat breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. leave home in the morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. usually get to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. eat lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. get home from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. have dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. usually study in the evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. go to bed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 57. Looking at grammar. (Chapter 3)
Use the information about Professor Vega to make questions and answers.

1. be \ he \ a physics teacher
   Is he a physics teacher? __________________________
   No, he isn't. __________________________

2. what \ teach \ he
   What does he teach? __________________________
   He teaches Psychology 101 and __________
   Child Psychology 205. __________________________

3. teach \ he \ Psychology 102
   __________ __________________________

4. where \ teach \ he \ Child Psychology 205
   __________ __________________________

5. be \ he \ in his office \ every day
   __________ __________________________

6. be \ he \ in his office \ at 9:00
   __________ __________________________

7. teach \ he \ at 7:00 A.M.
   __________ __________________________

8. what time \ leave \ he \ the office on Tuesdays and Thursdays
   __________ __________________________

9. be \ he \ a professor
   __________ __________________________

Exercise 58. Looking at grammar. (Chapter 3)
Complete the questions in the conversations. Use is, are, does, or do.

CONVERSATION 1:
A: What time \ does \ the movie start?
B: Seven-fifteen. \ do you want to go with us?
CONVERSATION 2:
A: Where are my keys to the car?
B: I don’t know. Where do you usually keep them?
A: In my purse. But they’re not there.
B: Are you sure?
A: Yes, I see them.
B: Are they in one of your pockets?
A: I don’t think so.
B: Does your husband have them?
A: No. He has his own set of car keys.
B: Well, good luck!
A: Thanks.

CONVERSATION 3:
A: Do you go to school?
B: Yes.
A: Does your brother go to school too?
B: No, he works full-time.
A: Where does he work?
B: At a hotel.
A: Is he happy?
B: Yes, he loves his job.
Exercise 59. Check your knowledge. (Chapter 3)
Correct the mistakes.

lives
1. Niko live-in Greece.
2. Lisa comes usually to class on time.
3. Diego use his cell phone often.
4. Amira carry a notebook computer to work every day.
5. She enjoy her job.
6. Miguel don’t like milk. He never drink it.
7. Tina doesn’t speaks Chinese. She speaks Spanish.
8. You a student?
9. Does your roommate sleeps with the window open?
10. Where your parents live?
11. What time is your English class begins?
12. Olga isn’t need a car. She have a bicycle.
13. I no speak English.
14. Omar speak English every day.
15. A: Do you like strong coffee?
    B: Yes, I like.

Exercise 60. Looking at grammar. (Chapter 3)
Make questions. Use your own words.

1. A: ____________________________________________________________ ?
    B: No, I don’t.
2. A: ____________________________________________________________ ?
    B: Yes, I am.
3. A: ____________________________________________________________ ?
    B: In an apartment.
4. A: ____________________________________________________________ ?
    B: Six-thirty.
Part III. Write about your partner.

- Give a physical description.
- Write about things this person has and doesn’t have.
- Write about things this person likes and doesn’t like.

Here is some vocabulary to help you describe your partner.

<table>
<thead>
<tr>
<th>HAIR TYPE</th>
<th>HAIR COLOR</th>
<th>EYE COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>straight</td>
<td>brown</td>
<td>brown</td>
</tr>
<tr>
<td>curl</td>
<td>black</td>
<td>blue</td>
</tr>
<tr>
<td>wave</td>
<td>red</td>
<td>green</td>
</tr>
<tr>
<td>bald</td>
<td>light</td>
<td>gray</td>
</tr>
</tbody>
</table>

writing sample:

My partner is Jin. He is very tall. He has brown eyes and black hair, and he has a nice smile. He is very friendly.

Jin has an apartment near school. He doesn’t have a car, but he has a bike. He rides his bike to school. He has a laptop computer. His family doesn’t live here. He talks to them by video a few times a week.

He is often homesick. He likes to watch movies from his country in the evening. He enjoys comedy and drama. He likes many kinds of music. He listens to music on his cell phone. He doesn’t really like the food here. He likes spicy food. The food here is not spicy. Unfortunately, he is not a good cook, so he doesn’t cook much. He likes to eat with his friends. They are good cooks.

Part IV. Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ____ capital letter at the beginning of each sentence
2. ____ capital letter at the beginning of a person’s name
3. ____ period at the end of each sentence
4. ____ paragraph indents
5. ____ a verb in every sentence
6. ____ correct use of doesn’t or isn’t in negative sentences
7. ____ correct spelling (use a dictionary or spell-check)
5. A: ____________________________________________?  
   B: Monday.

6. A: ____________________________________________?  
   B: No, he doesn’t.

7. A: ____________________________________________?  
   B: No, she isn’t.

8. A: ____________________________________________?  
   B: South of the United States.

9. A: ____________________________________________?  
   B: Yes, it is.

10. A: ____________________________________________?  
    B: Yes, they do.

11. A: ____________________________________________?  
    B: In Southeast Asia.

12. A: ____________________________________________?  
    B: Yes, I do.

Exercise 61. Speaking and writing: pairwork. (Chapter 3)

Part I. Work with a partner. Take turns asking about things you have and don’t have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.). Take notes.

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

Part II. Take turns asking about things you like and don’t like.

Example:
PARTNER B: Do you like pizza?  
PARTNER A: Yes.
PARTNER B: Do you like the music of (name of a group or singer)?  
PARTNER A: No, I don’t.
Etc.
Exercise 1. Warm-up. (Chart 4-1)
Complete the sentences with the given words.

1. David is __________.

2. Nancy is __________.

3. He is __________.

4. She is __________.

4-1 Be + -ing: the Present Progressive

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>I am sitting in class right now.</td>
<td>In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.</td>
</tr>
<tr>
<td>is</td>
<td>Rita is sitting in class right now.</td>
<td>am, is, are = helping verbs</td>
</tr>
<tr>
<td>are</td>
<td>You are sitting in class right now.</td>
<td>sitting = the main verb</td>
</tr>
<tr>
<td></td>
<td>am, is, are + -ing = the present progressive*</td>
<td></td>
</tr>
</tbody>
</table>

* The present progressive is also called the "present continuous."
Exercise 2. Looking at grammar.  (Chart 4-1)
Complete the sentences with the correct form of be (am, is, or are).

Right now . . . 
1. it ______is______ raining outside.
2. we ________ sitting in the college library.
3. you ________ writing.
4. some students ________ studying.
5. I ________ looking out the window.
6. two women ________ waiting for a bus.
7. they ________ talking.
8. a bus ________ coming.

Exercise 3. Looking at grammar.  (Chart 4-1)
Complete each sentence with the present progressive of the verb in italics.

1. stand
   She ______is standing______.
2. sleep
   You ________
3. read
   He ________
4. eat
   I ________
5. help
   We ________
6. play
   They ________
7. snow
   It ________

Exercise 4. Let’s talk: class activity.  (Chart 4-1)
Your teacher will act out some verbs. Answer questions about these actions. Close your book for this activity.

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

1. write
2. sit
3. stand
4. count
5. wave
6. look at the ceiling
Exercise 5. Let’s talk: pairwork. (Chart 4-1)
Work with a partner. Take turns describing the pictures. Use the present progressive form of the verbs from the box.

Example:
PARTNER A: The woman is driving a car.
PARTNER B: (points to the picture)
PARTNER A: Your turn.

fish  get on (a bus)  laugh  sing  swim
fix (a computer)  kick (a soccer ball)  read  sleep  walk
Exercise 6. Let’s talk: class activity. (Chart 4-1)
Act out the directions your teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your book for this activity.

Example:
TEACHER TO STUDENT A: Please smile. What are you doing?
STUDENT A: I’m smiling.

TEACHER TO STUDENTS A + B: Please smile. (Student A), what are you and (Student B) doing?
STUDENT A: We’re smiling.

TEACHER TO STUDENT B: What are you and (Student A) doing?
STUDENT B: We’re smiling.

TEACHER TO STUDENT C: What are (Student A and Student B) doing?
STUDENT C: They’re smiling.

TEACHER TO STUDENT B: What is (Student A) doing?
STUDENT B: He/She is smiling.

1. Stand up. 6. Touch your desk.
2. Sit down. 7. Look at the ceiling.
3. Sit in the middle of the room. 8. Hold up your right hand.
4. Stand in the back of the room. 9. Hold up your left hand.
5. Stand between (____ ) and (____ ). 10. Clap your hands.

Exercise 7. Listening. (Chart 4-1)
Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answer. Compare your answers with your classmates’ answers.

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

Example: Tony is talking on his cell phone. yes no
1. yes no 6. yes no
2. yes no 7. yes no
3. yes no 8. yes no
4. yes no 9. yes no
5. yes no 10. yes no

Using the Present Progressive 99
Exercise 8. Warm-up. (Chart 4-2)
Answer the questions.

1. Which verb ends in a consonant + -e? 
2. Which verb ends in two consonants? 
3. Which verb ends in two vowels + one consonant? 
4. Which verb ends in one vowel + one consonant? 

Exercise 9. Looking at spelling. (Chart 4-2)
Write the -ing form of the given verbs.

1. take taking 7. hurt 
2. come 
3. dream 
4. bite 
5. hit 
6. rain 
7. hurt 
8. plan 
9. bake 
10. snow 
11. study 
12. stop 

*Vowels = a, e, i, o, u. Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
**Exception to Rule 2: Do not double w, x, and y. snow → snowing; fix → fixing; say → saying.
Exercise 10. Looking at spelling. (Chart 4-2)
Your teacher will act out a sentence. On a separate piece of paper, write the word that ends in -ing. Close your book for this activity.

Example: wave
TEACHER: (waves) I'm waving.
STUDENT: (writes) waving

<table>
<thead>
<tr>
<th>1. smile</th>
<th>4. sit</th>
<th>7. write</th>
<th>10. sneeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. read</td>
<td>5. eat</td>
<td>8. fly</td>
<td>11. cut a piece of paper</td>
</tr>
<tr>
<td>3. drink</td>
<td>6. clap</td>
<td>9. sleep</td>
<td>12. cry</td>
</tr>
</tbody>
</table>

Exercise 11. Looking at grammar. (Chart 4-2)
Complete the sentences. Use the present progressive form of the verbs from the box.

call charge eat search send wait

At work
1. People are standing in the lobby. They _______ are waiting _______ for the elevator.
2. A secretary ____________________________ an email to the staff.
3. A customer is using an office phone. He _______________________ his office.
4. Several people are in the lunchroom. They ________________________ lunch.
5. A manager has his cell phone on his desk. He _______________________ his battery.
6. An employee needs information. She _______________________ the Internet.

Exercise 12. Warm-up. (Chart 4-3)
Choose the correct completion.

1. The birds are / aren't flying.
2. They are / aren't sitting on a telephone wire.
3. A car is / isn't driving by.
### 4-3 Present Progressive: Negatives

<table>
<thead>
<tr>
<th>Present progressive negative:</th>
<th>am</th>
<th>+ not + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

#### Exercise 13. Looking at grammar. (Chart 4-3)

Make two sentences about each situation, one negative and one affirmative. Use the present progressive.

*Example:* 
Sandra: standing up / sitting down
- Sandra *isn't standing up*
- She *'s sitting down*

**SITUATION 1:**
Otto: watching TV / talking on the phone
- Otto __________________________
- He __________________________
SITUATION 2:
Anita: listening to music / playing soccer

Anita ______________________________________________________
She ____________________________________________________

SITUATION 3:
Sofia and Bruno: reading / eating lunch

Sofia and Bruno __________________________________________________________
They ______________________________________________________________

SITUATION 4:
Ted: making photocopies / fixing the photocopy machine

Ted __________________________________________________________
He ______________________________________________________________
Exercise 14. Looking at grammar. (Chart 4-3)

Part I. Read the paragraph.

Jamal is a car mechanic. He owns a car repair business. He is very serious and works very hard.

Right now Jamal is at work. What is he doing? Check (√) the phrases that make sense.

1. √ talk to customers
2.  play soccer in a park
3.  change the oil in a car
4.  watch a movie in a theater
5.  put on a new tire
6.   answer the office phone
7.   give a customer a bill
8.   repair an engine
9.   eat at a restaurant
10.  replace a windshield wiper

Part II. Make true sentences about Jamal.

1. He is talking to customers.
2. He isn't playing soccer in a park.
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Exercise 15. Let's talk. (Chart 4-3)
Work in small groups. Take turns making sentences about the people in the list. Say what they are doing right now and what they are not doing right now.

Example: a neighbor
→ Mrs. Martinez is working in her office right now.
→ She is not working in her garden.

1. someone in your family
2. your favorite actor, writer, or sports star
3. a friend from childhood
4. a classmate
5. the leader of your country

Exercise 16. Warm-up. (Chart 4-4)
Choose the correct answer.

1. Are you lying on a bed?
   a. Yes, I am.
   b. No, I'm not.

2. Is your teacher dancing?
   a. Yes, he/she is.
   b. No, he/she isn’t.

3. Are the students in your class singing?
   a. Yes, they are.
   b. No they aren’t.

4-4 Present Progressive: Questions

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER (LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Is Marta sleeping?</td>
<td>Yes, she is. (She's sleeping.)</td>
</tr>
<tr>
<td></td>
<td>No, she's not. (She's not sleeping.)</td>
</tr>
<tr>
<td></td>
<td>No, she isn't. (She isn't sleeping.)</td>
</tr>
<tr>
<td>(b) Are you watching TV?</td>
<td>Yes, I am. (I'm watching TV.)</td>
</tr>
<tr>
<td></td>
<td>No, I'm not. (I'm not watching TV.)</td>
</tr>
<tr>
<td>(c) Where is Marta sleeping?</td>
<td>In bed. (She's sleeping in bed.)</td>
</tr>
<tr>
<td>(d) What is Ted watching?</td>
<td>A movie. (Ted is watching a movie.)</td>
</tr>
<tr>
<td>(e) Why are you watching TV?</td>
<td>Because I like this program. (I'm watching TV because I like this program.)</td>
</tr>
</tbody>
</table>
Exercise 17. Looking at grammar. (Chart 4-4)  
Make questions.

1. A: Is the teacher helping ___________________________ students?
   B: Yes, she is. (The teacher is helping students.)

2. A: ________________________________?
   B: Yes, he is. (Ivan is talking on his phone.)

3. A: ________________________________?
   B: No, I’m not. (I’m not sleeping.)

4. A: ________________________________ TV?
   B: No, they aren’t. (The students aren’t watching TV.)

5. A: ________________________________ outside?
   B: No, it isn’t. (It isn’t raining outside.)

6. A: ________________________________?
   B: Yes, he is. (John is riding a bike.)

Exercise 18. Vocabulary and speaking: pairwork. (Chart 4-4)  
Part I. Work with a partner. Check (√) the expressions you know. Your teacher will explain the ones you don’t know.

<table>
<thead>
<tr>
<th>do</th>
<th>make</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ do the dishes</td>
<td>___ make breakfast</td>
<td>___ take a nap</td>
</tr>
<tr>
<td>___ do the laundry</td>
<td>___ make a bed</td>
<td>___ take a shower</td>
</tr>
<tr>
<td>___ do homework</td>
<td>___ make a phone call</td>
<td>___ take a bath</td>
</tr>
<tr>
<td>___ do the ironing</td>
<td>___ make a mess</td>
<td>___ take a test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ take a break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ take medicine</td>
</tr>
</tbody>
</table>

Example:

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of a man and a girl at a desk" /></td>
<td><img src="image2.png" alt="Image of a man sitting on a bench" /></td>
</tr>
</tbody>
</table>

PARTNER A: Is the girl in your picture taking a test?
PARTNER B: No, she isn’t.
PARTNER A: What is she doing?
PARTNER B: She’s taking a break.

Using the Present Progressive 107
Exercise 19. Looking at grammar. (Chart 4-4)
Make questions with where, why, and what.

1. A: __________
   B: My grammar book. (I’m reading my grammar book.)

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

3. A: __________________________
   B: A sentence. (I’m writing a sentence.)

4. A: __________________________
   B: In the back of the room. (Yoshi is sitting in the back of the room.)

5. A: __________________________
   B: In a hotel. (I’m staying in a hotel.)

6. A: __________________________
   B: Jeans and a sweatshirt. (Jonas is wearing jeans and a sweatshirt today.)

7. A: __________________________
   B: Because I’m happy. (I’m smiling because I’m happy.)

Exercise 20. Looking at grammar. (Chart 4-4)
Make questions. Give short answers to yes/no questions.

1. A: What ________ are you writing?
   B: A thank-you note. (I’m writing a thank-you note.)

2. A: ________ is Ali reading a book?
   B: No, ________ he isn’t / he’s not. (Ali isn’t reading a book.)

3. A: __________________________
   B: Yes, __________________________ (Magda is eating lunch.)
4. A: Where ____________________________
   B: At the Sunrise Cafe. (She’s eating lunch at the Sunrise Cafe.)

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

6. A: What ____________________________
   B: A glass of lemonade. (He’s drinking a glass of lemonade.)

7. A: ____________________________
   B: No, ____________________________ (The girls aren’t playing in the street.)

8. A: Where ____________________________
   B: In the park. (They’re playing in the park.)

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

10. A: ____________________________
    B: Yes. (The girls are playing together.)

11. A: ____________________________?
    B: No. (A parent isn’t watching them.)

          Exercise 21. Warm-up. (Chart 4-5)
Answer the questions with yes or no.

1. Do you eat breakfast every day?
2. Do you talk on the phone every day?
3. Do you study English every day?
4. Are you eating breakfast right now?
5. Are you talking on the phone right now?
6. Are you studying English right now?
### 4-5 Simple Present Tense vs. the Present Progressive

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SIMPLE PRESENT</th>
<th>PRESENT PROGRESSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>talk</td>
<td>I am talking</td>
</tr>
<tr>
<td>You</td>
<td>talk</td>
<td>You are talking</td>
</tr>
<tr>
<td>He, She, It</td>
<td>talks</td>
<td>He, She, It is talking</td>
</tr>
<tr>
<td>We</td>
<td>talk</td>
<td>We are talking</td>
</tr>
<tr>
<td>They</td>
<td>talk</td>
<td>They are talking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>SIMPLE PRESENT</th>
<th>PRESENT PROGRESSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't talk</td>
<td>I am not talking</td>
</tr>
<tr>
<td>You</td>
<td>don't talk</td>
<td>You are not talking</td>
</tr>
<tr>
<td>He, She, It</td>
<td>doesn't talk</td>
<td>He, She, It is not talking</td>
</tr>
<tr>
<td>We</td>
<td>don't talk</td>
<td>We are not talking</td>
</tr>
<tr>
<td>They</td>
<td>don't talk</td>
<td>They are not talking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SIMPLE PRESENT</th>
<th>PRESENT PROGRESSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I</td>
<td>talk?</td>
<td>Am I talking?</td>
</tr>
<tr>
<td>Do you</td>
<td>talk?</td>
<td>Are you talking?</td>
</tr>
<tr>
<td>Does he, she, it</td>
<td>talk?</td>
<td>Is he, she it talking?</td>
</tr>
<tr>
<td>Do we</td>
<td>talk?</td>
<td>Are we talking?</td>
</tr>
<tr>
<td>Do they</td>
<td>talk?</td>
<td>Are they talking?</td>
</tr>
</tbody>
</table>

### Exercise 22. Looking at grammar. (Chart 4-5)

Choose the correct completion.

1. Mari is working **now** every day.
2. Mari works at a pharmacy **now** every day.
3. I am working **today** every day.
4. It's snowing **now** every day.
5. You are making breakfast **today** every day.
6. You make breakfast **right now** every day.
7. We eat vegetables **right now** every day.
8. We are eating outside **right now** every day.
Exercise 23. Looking at grammar. (Chart 4-5)
Complete the sentences with the correct form of the words in parentheses.

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

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

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

4. Roberto (cook) _______ his own dinner every evening. Right now he  
   is in his kitchen. He (cook) ___________________________ rice and beans.  
   (he, cook) ___________________________ meat for his dinner tonight too? No,  
   he is a vegetarian. He (eat, never) ___________________________ meat. (you, eat)  
   ___________________________ meat? (you, be) ___________________________ a vegetarian?

Exercise 24. Listening. (Chart 4-5)
Listen to each sentence. Choose the correct completion.

Examples: You will hear: Pedro is sleeping late . . .  
You will choose: (now) ___________________________ every day

1. now ___________________________ every day  
2. now ___________________________ every day  
3. now ___________________________ every day  
4. now ___________________________ every day  
5. now ___________________________ every day  
6. now ___________________________ every day  
7. now ___________________________ every day  
8. now ___________________________ every day
Exercise 25. Let's talk: pairwork. (Chart 4-5)

Work with a partner. Take turns asking and answering questions about Isabel's activities. Use the present progressive and the simple present.

Example: check her phone for messages
PARTNER A: Is Isabel checking her phone for messages?
PARTNER B: Yes, she is.
PARTNER A: Does she check her phone for messages every day?
PARTNER B: Yes, she does.
PARTNER A: Your turn now.

drink tea
listen to music
play her guitar
play tennis
ride her bike
say “hi” to her neighbor
write a report
swim
take a walk
talk on her phone
text
watch TV
Exercise 26. Looking at grammar. (Chart 4-5)
Complete each question with all the correct answers.

a teacher at school early sick study studying work

1. a. Are you ______ a teacher / early / studying / at school / sick?  
   b. Do you ______ work / study?  

angry a dancer cook dance driving ready understand

2. a. Do you ______?  
   b. Are you ______?  

a problem help here new raining ready true work

3. a. Is it ______?  
   b. Does it ______?  

Exercise 27. Looking at grammar. (Chart 4-5)
Complete the sentences with Do, Does, Is, or Are.

On the subway  
1. ____ Do ______ you have your ticket?  
2. ____ Is ______ your ticket in your wallet?  
3. ____________ the train usually leave on time?  
4. ____________ the train on time?  
5. ____________ the tickets cheap?  
6. ____________ you looking at a map?  
7. ____________ you have enough money?  
8. ____________ the train here?  
9. ____________ we have extra time?  
10. ____________ the train leaving?  
11. ____________ the conductor check for tickets?
Exercise 28. Listening. (Chart 4-5)

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

Example: You will hear: Are you doing an exercise?
You will write: ___Are you doing___ an exercise?

A: What are you doing? __________ on your English paper?
B: No. __________ an email to my sister.
A: __________ to her often?
B: Yes, but I __________ a lot of emails to anyone else.
A: __________ to you often?
B: No, but she __________ me a lot.

Exercise 29. Looking at grammar. (Chart 4-5)

Complete the sentences with the correct form of the words in parentheses.

1. A: Tom is on the phone.
   B: (he, talk) __is he talking___ to his wife?
   A: Yes.
   B: (he, talk) __Does he talk___ to her often?
   A: Yes, he (talk) ________ to her every day during his lunch break.

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

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

4. A: I __read________ the newspaper every day.
   B: (you, read) __________________ it online?
   A: No, I don’t. I (read, not) __________________ it online.

5. A: What __you, read________ right now?
   B: I __read________ my grammar book.

6. A: __you, want________ your coat?
   B: Yes.
   A: (be, this) __________________ your coat?
   B: No, my coat (hang) __________________ in the closet right now.
Exercise 30. Reading and grammar. (Chart 4-5)
Part I. Read the paragraph. Look at new vocabulary with your teacher first.

**Reni’s Job**

Reni is a server at a restaurant. She works long hours, and the restaurant pay is minimum wage. She earns extra money from tips. Reni is an excellent server. She is friendly and fast. Customers leave her good tips. Fifteen percent is average, but often she gets twenty percent. Today Reni is working an extra shift. A co-worker is sick, so Reni is taking her hours. Reni is feeling tired at the moment, but she is also happy because the tips are good. She is earning a lot of extra money today.

**Part II.** Complete the sentences with *Is, Do,* or *Does.*
1. **Is** Reni a good server?
2. **Does** the restaurant pay Reni a lot of money?
3. **Do** customers leave her good tips?
4. **Does** Reni work extra hours every day?
5. **Does** Reni working extra hours today?
6. **Is** she happy today?
7. **Is** she earning extra money?
8. **Does** she usually get good tips?
9. **Do** servers earn a lot of money from tips?

**Part III.** Discuss possible answers to these questions.
1. In your opinion, what are some important qualities for a restaurant server? Check (√) the items.
   - fast √
   - formal
   - friendly √
   - speaks other languages
   - talkative √
   - smiles a lot
   - polite √
   - has a good memory

2. Do customers leave tips at restaurants in your country? If yes, what percentage is an average tip? Do you like to leave tips?

3. What is more important for you at a restaurant: the food or the service?

4. In some countries, a usual workday is eight hours, and a usual workweek is 40 hours. What is the usual workday and workweek in your country?
Exercise 31. Warm-up. (Chart 4-6)

Read the sentences. What do you notice about the verbs in red?

Right now, I am waiting at a bus stop. I see an ambulance. I hear a siren. A car and a motorcycle are stopping. The ambulance is going fast.

4-6 Non-Action Verbs Not Used in the Present Progressive

Some verbs are NOT used in the present progressive. They are called "non-action verbs."

(a) I'm hungry right now. I want an apple.
   INCORRECT: I am wanting an apple.
   (b) I hear a siren. Do you hear it too?
   INCORRECT: I'm hearing a siren.

NON-ACTION VERBS

dislike hear believe
hate see know
like smell think (meaning believe)*
love taste understand
need want

*Sometimes think is used in progressive verbs. See Chart 4-8 for a discussion of think about and think that.

Exercise 32. Looking at grammar. (Chart 4-6)

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

1. Alicia is in her room right now. She (listen) __ is listening __ to a podcast.
   She (like) __ likes __ the podcast.

2. It (snow) ____________ right now. It’s beautiful! I (like) ____________ this weather.

3. I (know) ______________ Jessica Santos. She’s in my class.

4. The teacher (talk) ______________ to us right now. I (understand) ______________ everything she’s saying.

5. Emilio is at a restaurant right now. He (eat) ______________ dinner. He (like) ____________ the food. It (taste) ____________ good.

6. Sniff-sniff. I (smell) ____________ gas. (you, smell) ______________ it?
7. Taro (tell) ________________ us a story right now. I (believe) _____________ his story.

8. Ugh! Someone (smoke) ________________ a cigar. It (smell) _____________ terrible! I (hate) _____________ cigars.

9. Look at Mr. Gomez. He (hold) ________________ a kitten in his hand. He (love) _____________ the kitten.
   Mr. Gomez (smile) ________________ .

Exercise 33. Let's talk: interview. (Chart 4-6)
Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT A</th>
<th>STUDENT B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What \ you \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What \ babies \ around the world \ like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What \ you \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What \ children around the world \ want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What \ you \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What \ teenagers around the world \ love?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What \ you \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What \ people around the world \ dislike or hate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What \ you \ need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What \ elderly people around the world \ need?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 34. Warm-up. (Chart 4-7)
Complete the sentences with the given phrases.

1. am looking at / am watching
   a. I __________________________ my cell phone. It is 10:00 P.M.
   b. I __________________________ a movie. It is very funny.

2. hear / am listening to
   a. I __________________________ the teacher carefully. She is explaining grammar to me.
   b. Shh! I __________________________ a noise. Maybe someone is downstairs!

4-7 See, Look At, Watch, Hear, and Listen To

<table>
<thead>
<tr>
<th>SEE, LOOK AT, and WATCH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I see many things in this room.</td>
<td>In (a): see = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.</td>
</tr>
<tr>
<td>(b) I'm looking at the clock. I want to know the time.</td>
<td>In (b): look at = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.</td>
</tr>
<tr>
<td>(c) Bob is watching TV.</td>
<td>In (c): watch = an action verb. I watch something for a long time, but I look at something for a short time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEAR and LISTEN TO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) I'm in my apartment. I'm trying to study. I hear music from the next apartment. The music is loud.</td>
<td>In (d): hear = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.</td>
</tr>
<tr>
<td>(e) I'm in my apartment. I'm studying. I have an iPod. I'm listening to music. I like to listen to music when I study.</td>
<td>In (e): listen (to) = an action verb. Listening happens for a purpose.</td>
</tr>
</tbody>
</table>

Exercise 35. Let's talk: class activity. (Chart 4-7)
Your teacher will ask you questions. Close your book for this activity.

Example:
TEACHER: Look at the floor. What do you see?
STUDENT: I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 107 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the board. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?
6. What animals do you like to watch when you go to the zoo?
7. What do you hear at night in the place where you live?
8. What do you listen to when you go to a concert?
9. What do you listen to when you are at home?

Exercise 36. Looking at grammar. (Chart 4-7)
Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses.

SITUATION 1:
I (sit) ______________ in class right now. I (sit, always) ______________ always sit in the same seat every day. Rashid is my partner today. We (do) ______________ a pairwork exercise. Right now we (speak) ______________ English. We both (know) ______________ French, so sometimes we (speak) ______________ French to each other. Of course, our teacher (want) ______________ us to speak English.

Sandro is in the corner of the room. He (work, not) ______________. He (look) ______________ around the room. Kim (check) ______________ the answer key in his grammar book. Francisco (stare) ______________ at the clock. Abdullah (smile) ______________. Lidia (tap) ______________ her foot. Hans (chew) ______________ gum.

SITUATION 2:
The person on the bench in the picture on page 120 is Caroline. She’s an accountant.
She (work) ______________ for the government. She (have) ______________ an hour for lunch every day. She (eat, often) ______________ lunch in the park. She (bring, usually) ______________ a sandwich and some fruit with her to the park. She (sit, usually) ______________ on a bench, but sometimes she (sit) ______________ on the grass and (watch) ______________ people and animals. She (sees, often) ______________ joggers and squirrels. She (relax) ______________ when she eats at the park.

Using the Present Progressive 119
Right now I (look) __________________ at the picture of Caroline. She (be, not) __________________ at home in the picture. She (be) __________________ at the park. She (sit) __________________ on a bench. She (eat) __________________ her lunch. A jogger (run) __________________ on a path through the park. A squirrel (sit) __________________ on the ground in front of Caroline. The squirrel (eat) __________________ a nut. Caroline (watch) __________________ the squirrel. She (watch, always) __________________ squirrels when she eats lunch in the park. Some ducks (swim) __________________ in the pond in the picture, and some birds (fly) __________________ in the sky. A police officer (ride) __________________ a horse. He (ride) __________________ a horse through the park every day. Near Caroline, a family (have) __________________ a picnic. They (go) __________________ on a picnic every week.

Exercise 37. Warm-up. (Chart 4-8)
Do you agree or disagree with each sentence? Circle yes or no.

1. I think about my parents every day. yes no
2. I am thinking about my parents right now. yes no
3. I think that it is difficult to be a good parent. yes no
### 4-8 Think About and Think That

<table>
<thead>
<tr>
<th>THINK + ABOUT + A NOUN</th>
<th>(a) I think about my family every day.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In (a): Ideas about my family are in my mind every day.</td>
</tr>
<tr>
<td>(b) I am thinking about grammar right now.</td>
<td>In (b): My mind is busy now. Ideas about grammar are in my mind right now.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINK + THAT + A STATEMENT</th>
<th>In (c): In my opinion, Emma is lazy. I believe that Emma is lazy. People use think that when they want to say (to state) their beliefs. The present progressive is often used with think about. The present progressive is almost never used with think that.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) I think that Emma is lazy.</td>
<td>INCORRECT: I am thinking that Emma is lazy.</td>
</tr>
<tr>
<td>(d) Ed thinks that I am lazy.</td>
<td>Examples (f) and (g) have the same meaning. People often omit that after think, especially in speaking.</td>
</tr>
<tr>
<td>(e) I think that the weather is nice.</td>
<td></td>
</tr>
</tbody>
</table>

| (f) I think that Marco is a nice person. |
| (g) I think Marco is a nice person. |

#### Exercise 38. Grammar and speaking. (Chart 4-8)

Use I think that to give your opinion. Share a few of your opinions with the class.

1. English grammar is easy / hard / fun / interesting.
   
   I think that English grammar is interesting.

2. People in this city are friendly / unfriendly / kind / cold.

3. The food at (name of a place) is delicious / terrible / good / excellent / awful.

4. Baseball / football / soccer / golf is interesting / boring / confusing / etc.

#### Exercise 39. Writing and speaking. (Chart 4-8)

Complete the sentences with your own words. Share a few of your completions with the class.

1. I think that the weather today is ________________________
2. I think my classmates are ________________________
3. Right now I’m thinking about ________________________
4. In my opinion, English grammar is ________________________
5. In my opinion, soccer is ________________________
6. I think that my parents are ________________________________
7. I think this school is ________________________________
8. I think about ________________________________ often.
9. I think that ________________________________
10. In my opinion, ________________________________

Exercise 40. Let’s talk: game. (Charts 4-5 → 4-8)
Work in small groups. One person will think about an animal or a food. The other students will ask questions and try to guess the answer.

Example: animal
STUDENT A: I’m thinking about an animal
STUDENT B: Is it big?
STUDENT A: No.
STUDENT C: Does it have wings?
STUDENT A: Yes.
STUDENT D: Is it a mosquito?
STUDENT A: Yes!
Another student chooses an animal or food.

Exercise 41. Reading. (Chart 4-5 → 4-8)
Read the paragraph and the statements. Circle “T” for true and “F” for false.

Sleep: How Much Do People Need?

Adults need about eight hours of sleep a night. Some need more and some need less, but this is an average amount. Newborn babies need the most sleep, about 14 to 16 hours every 24 hours. They sleep for about four hours. Then they wake up, eat, and then sleep again. As babies grow, they need a little less sleep, about 10 to 14 hours. Here is an interesting fact. Teenagers also need about 10 to 14 hours of sleep a night. Some people think teenagers sleep a lot because they are lazy. Actually, their bodies are changing, so they need a lot of rest. How much sleep do you get every night? Is it enough?

1. Everyone needs eight hours of sleep a night. T F
2. Newborn babies sleep 14 to 16 hours and then wake up. T F
3. Teenagers need a lot of sleep. T F
4. Teenagers and adults need the same amount of sleep. T F
Exercise 42. Looking at grammar. (Chapter 4)
Choose the correct completion.

1. Lola and Pablo ___ TV right now.
   a. watch   
   b. watching 
   c. are watching

2. A: ___ you writing to your parents?
   B: No. I'm studying.
   a. Are 
   b. Do 
   c. Don't

3. I ___ like to write letters.
   a. no 
   b. don't 
   c. am not

4. A: Jack has six telephones in his apartment.
   B: I ___ you. No one needs six telephones in one apartment.
   a. am believe 
   b. am not believing 
   c. don't believe

5. When I want to know the time, I ___ a clock.
   a. see 
   b. look at 
   c. watch

6. A: Do you know Fatima?
   B: Yes, I do. I ___ she is a very nice person.
   a. am thinking 
   b. thinking 
   c. think

7. Where ___ Boris? Upstairs or downstairs?
   a. does 
   b. is 
   c. lives

8. Oh, no! Paul ___ . He is allergic to cats.
   a. is sneezing 
   b. doesn't sneeze 
   c. sneezes

   B: Yes, I ___ about my family back in my country. I miss them.
   a. think 
   b. am thinking 
   c. thinking

Exercise 43. Check your knowledge. (Chapter 4)
Correct the mistakes.

raining  don't
1. It's rainning today. I no-like the rain.

2. I like New York City. I am thinking that it is a wonderful city.

3. Does Abdul be sleeping right now?

4. Why you are going downtown today?

5. I am liking flowers. They are smelling good.
6. Bill at a restaurant right now. He usually eat at home, but today he eating dinner at a restaurant.

7. Alex is sitting at his desk. He writing a letter.

8. Where do they are sitting today?

Exercise 44. Reading and writing. (Chapter 4)

Part I. Read the paragraph. Look at new vocabulary with your teacher first.

A Sleepless Night

Mila is in bed. It is 3:00 A.M. She is very tired, but she isn’t sleeping. She is thinking about medical school. She is worrying about her final exams tomorrow. She needs to pass because she wants to be a doctor. She is tossing and turning in bed. She wants a few more days to study. She is thinking about possible test questions. She is wide-awake. She isn’t going back to sleep tonight.

Part II. Imagine it is 3:00 A.M. You are in bed, and you are wide-awake. You are having a sleepless night. What are you thinking about? Write a paragraph. Use both simple present and present progressive verbs.

Part III. Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ___ paragraph indent
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ a verb in every sentence
5. ___ use of present progressive for activities right now
6. ___ correct spelling (use a dictionary or spell-check)
Exercise 1. Warm-up. (Chart 5-1)

Match the questions to the pictures.

Picture A

It's 11:00.

1. What month is it?
2. What time is it?

Picture B

It's Saturday.

3. What day is it?

Picture C

It’s July.

4. What day is it?

In English, people use *it* to talk about time.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What day is it?</td>
<td><em>It’s</em> Monday.</td>
<td></td>
</tr>
<tr>
<td>(b) What month is it?</td>
<td><em>It’s</em> September.</td>
<td></td>
</tr>
<tr>
<td>(c) What year is it?</td>
<td><em>It’s</em> (2014).</td>
<td></td>
</tr>
<tr>
<td>(d) What’s the date today?</td>
<td><em>It’s</em> September 15th.</td>
<td></td>
</tr>
<tr>
<td>(e) What time is it?</td>
<td><em>It’s</em> 9:00.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It’s</em> nine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It’s</em> nine o’clock.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It’s</em> 9:00 A.M.</td>
<td></td>
</tr>
</tbody>
</table>

*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9:00 A.M.*
Exercise 2. Looking at grammar. (Chart 5-1)

Make questions. Begin each question with **What**.

1. A: ______ What day is it? 
   B: It's Tuesday.

2. A: ____________________________
   B: It's March 14th.

3. A: ____________________________
   B: (It's) ten-thirty.

4. A: ____________________________
   B: (It's) March.

5. A: ____________________________
   B: (It's) six-fifteen.

6. A: ____________________________
   B: (It's) Wednesday.

7. A: ____________________________
   B: (It's) the 1st of April.

8. A: ____________________________
   B: (It’s) 2014.

9. A: ____________________________
   B: It’s 7:00 A.M.

---

[Calendar page]
Exercise 3. Warm-up. (Chart 5-2)
Which answers are true for you? Complete item 3 with the time your English class meets.

1. I go to school
   ___ on Monday.
   ___ on Tuesday.
   ___ on Wednesday.
   ___ on Thursday.
   ___ on Friday.
   ___ on Saturday.
   ___ on Sunday.

2. I have class
   ___ in the morning.
   ___ in the evening.
   ___ at night.

3. I have class from _______ to _______.
   (time) (time)

Prepositions of Time

<table>
<thead>
<tr>
<th>AT</th>
<th>(a) We have class at one o'clock.</th>
<th>at + a specific time on the clock</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) I have an appointment with the doctor at 3:00.</td>
<td>at + night</td>
</tr>
<tr>
<td></td>
<td>(c) We sleep at night.</td>
<td></td>
</tr>
<tr>
<td>IN</td>
<td>(d) My birthday is in October.</td>
<td>in + a specific month</td>
</tr>
<tr>
<td></td>
<td>(e) I was born in 1989.</td>
<td>in + a specific year</td>
</tr>
<tr>
<td></td>
<td>(f) We have class in the morning.</td>
<td>in + the morning</td>
</tr>
<tr>
<td></td>
<td>(g) Bob has class in the afternoon.</td>
<td>in + the afternoon</td>
</tr>
<tr>
<td></td>
<td>(h) I study in the evening.</td>
<td>in + the evening</td>
</tr>
<tr>
<td>ON</td>
<td>(i) I have class on Monday(s).</td>
<td>on + a specific day of the week</td>
</tr>
<tr>
<td></td>
<td>(j) I was born on October 31.</td>
<td>on + a specific date</td>
</tr>
<tr>
<td></td>
<td>(k) I was born on October 31, 1991.</td>
<td></td>
</tr>
<tr>
<td>FROM...TO</td>
<td>(l) We have class from 1:00 to 2:00.</td>
<td>from (a specific time) to (a specific time)</td>
</tr>
</tbody>
</table>

Exercise 4. Looking at grammar. (Chart 5-2)
Complete the sentences with prepositions of time.

1. We have class . . .
   a. _____at____ ten o'clock.
   b. ______ ten _______ eleven.
   c. ______ the morning and _______ the afternoon.
2. I study . . .
   a. _______ the evening.
   b. _______ night.

3. I was born . . .
   a. _______ May.
   b. _______ 1990.
   c. _______ May 21.
   d. _______ May 21, 1990.

4. a. The post office isn’t open _______ Sundays.
   b. It’s open _______ 8:00 A.M. _______ 5:00 P.M., Monday through Saturday.
   c. The post office closes _______ 5:00 P.M.

Exercise 5. Let’s talk: pairwork. (Chart 5-2)
Complete the sentences with information about your partner. Share some of your partner’s answers with the class.

1. When do you eat breakfast?
   a. I eat breakfast in _______ the morning _______.
   b. I eat breakfast at _______.
   c. I eat breakfast from _______ to _______.

2. When do you study?
   a. I study at _______.
   b. I study in _______.
   c. I study on _______.
   d. I study from _______ to _______.

3. Tell about the time of your birth.
   a. I was born in _______.
   b. I was born on _______.
   c. I was born at _______.
Exercise 6. Listening and grammar. (Chart 5-2)

Part I. Listen to each description. Write the name of the person.

Example: You will hear: I was born in June. I go to class in the morning.
My name is . . .

You will write: Lisa

1. 2. 3. 4.

Part II. Use the information in the pictures to complete the sentences.

1. I was born _______ July. I was born _______ July 7. My name is _________.
2. I was born _______ 1985. I was born _______ June 24, 1985. My name is _________.
3. I go to class _______ the morning. I go to class _______ 7:00. My name is _________.
4. Hi, my name is _________. I was born _______ July. I was born _______ July 24. I go to class _______ the morning.

Exercise 7. Warm-up. (Chart 5-3)

Which answers are true for you?

A: In your hometown, how's the weather in the summer?
B: It's sunny / cloudy / rainy / cold / hot / windy.
A: What's the weather like in the winter?
B: It's sunny / cloudy / rainy / cold / hot / windy.
5-3 Using *It* and *What* to Talk About the Weather

(a) *It's* sunny today.
(b) *It's* hot and humid today.
(c) *It's* a nice day today.

(d) *What's the weather like* in Istanbul in January?
(e) *How's the weather* in Moscow in the summer?
(f) *What's the temperature* in Bangkok today?

In English, people usually use *it* when they talk about the weather.

People commonly ask about the weather by saying *What's the weather like?* or *How's the weather?*

*What* is also used to ask about the temperature.

Exercise 8. Let's talk: pairwork. (Chart 5-3)

How's the weather today? Choose *yes* or *no*. Share your answers with a partner. Do you and your partner agree? Report some of your answers to the class.

1. hot     yes no
2. warm    yes no
3. cool    yes no
4. chilly  yes no
5. cold    yes no
6. freezing yes no
7. below freezing yes no
8. sunny   yes no
9. nice    yes no
10. clear  yes no
11. partly cloudy yes no
12. humid* yes no
13. windy  yes no
14. stormy yes no

Exercise 9. Let's talk: small groups. (Chart 5-3)

Change the Fahrenheit (F) temperatures to Celsius** (C) by choosing temperatures from the box. Then describe the temperature in words.

<table>
<thead>
<tr>
<th>FAHRENHEIT</th>
<th>CELSIUS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>50°F</td>
<td>10°C</td>
<td>cool, chilly</td>
</tr>
<tr>
<td>32°F</td>
<td>0°C</td>
<td></td>
</tr>
<tr>
<td>100°F</td>
<td>-40°C</td>
<td></td>
</tr>
<tr>
<td>75°F</td>
<td>-24°C</td>
<td></td>
</tr>
<tr>
<td>0°F</td>
<td>-18°C</td>
<td></td>
</tr>
</tbody>
</table>

*humid = hot and wet
**Celsius is also called "Centigrade."

130 CHAPTER 5
Exercise 10. Let's talk: small groups. (Chart 5-3)
Read the chart and follow the instructions.

“Approximate” means “close but not exact.” Here is a fast way to get an approximate number when you convert from one temperature system to another.*

- To change **Celsius to Fahrenheit**: DOUBLE THE CELSIUS NUMBER AND ADD 30.
  
  *Examples*: 
  12°C × 2 = 24 + 30 = 54°F (Exact numbers: 12°C = 53.6°F)
  20°C × 2 = 40 + 30 = 70°F (Exact numbers: 20°C = 68°F)
  35°C × 2 = 70 + 30 = 100°F (Exact numbers: 35°C = 95°F)

- To change **Fahrenheit to Celsius**: SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.
  
  *Examples*: 
  60°F - 30 = 30 ÷ 2 = 15°C. (Exact numbers: 60°F = 15.6°C.)
  80°F - 30 = 50 ÷ 2 = 25°C. (Exact numbers: 80°F = 26.7°C.)
  90°F - 30 = 60 ÷ 2 = 30°C. (Exact numbers: 90°F = 32.2°C.)

*To get exact numbers, use these formulas: C = 5/9 (°F - 32) OR F = 9/5 (°C) + 32.

Change the temperatures from Celsius to Fahrenheit and from Fahrenheit to Celsius. Calculate the approximate numbers.

1. 22°C  
   22°C = approximately 74°F (22°C × 2 = 44 + 30 = 74°F)

2. 2°C
3. 30°C
4. 16°C
5. 25°F
6. 70°F
7. 100°F
Exercise 11. Let’s talk: interview. (Chart 5-3)

Interview your classmates about their hometowns. Ask questions about the name of the hometown, its location, its population, its weather, and its average temperature in a particular month (of your choice). Share some of their answers with the class.

Example:
STUDENT A: What’s your hometown?
STUDENT B: Athens.
STUDENT A: Where is it?
STUDENT B: In southeastern Greece near the Aegean Sea.
STUDENT A: What’s the population of Athens?
STUDENT B: Almost four million.
STUDENT A: What’s the weather like in Athens in May?
STUDENT B: It’s mild. Sometimes it’s a little rainy.
STUDENT A: What’s the average temperature in May?
STUDENT B: The average temperature is around 21° Celsius.

Write down the information you get here.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Spyros</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMETOWN</td>
<td>Athens</td>
</tr>
<tr>
<td>LOCATION</td>
<td>SE Greece</td>
</tr>
<tr>
<td>POPULATION</td>
<td>almost 4 million</td>
</tr>
<tr>
<td>WEATHER</td>
<td>mild in May, around 21°F, in the mid-seventies Fahrenheit</td>
</tr>
</tbody>
</table>
**Exercise 12. Warm-up. (Chart 5-4)**

Complete the sentences.

1. There is / isn’t a whiteboard in this room.
2. There are / aren’t computers in this room.
3. There are _______ students in this room.
   (number)

**5-4 There + Be**

<table>
<thead>
<tr>
<th>THERE + BE + SUBJECT + PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) There is a bird in the tree.</td>
</tr>
<tr>
<td>(b) There are four birds in the tree.</td>
</tr>
<tr>
<td>(c) There’s a bird in the tree.</td>
</tr>
<tr>
<td>(d) There’re four birds in the tree.</td>
</tr>
</tbody>
</table>

*There + be* is used to say that something exists in a particular place.

Notice: The subject follows *be*:

- *there is* + singular noun
- *there are* + plural noun

**Exercise 13. Looking at grammar. (Chart 5-4)**

Complete the sentences with *is* or *are*. Then choose yes or no. Compare your answers with your classmates’ answers.

1. There _______ is _______ a grammar book on my desk.  yes  no
2. There _______ are _______ many grammar books in this room.  yes  no
3. There _______ comfortable chairs in this classroom.  yes  no
4. There _______ a nice view from the classroom window.  yes  no
5. There _______ interesting places to visit in this area.  yes  no
6. There _______ a good place to eat near school.  yes  no
7. There _______ fun activities to do on weekends in this area.  yes  no
8. There _______ difficult words in this exercise.  yes  no
Exercise 14. Let’s talk: pairwork. (Chart 5-4)

Work with a partner. Complete each sentence with words from the box or your own words. You can look at your book before you speak. When you speak, look at your partner.

- a book
- books
- tall buildings
- a bulletin board
- a calendar
- chairs
- a chalkboard
- a clock
- a coffee shop
- desks
- light switches
- a map
- papers
- a park
- a pen
- a pencil
- a pencil sharpener
- a picture
- a sink
- stores
- students
- a bulletin board
- a pen
- a sink
- a teacher
- a whiteboard
- a window
- windows

1. PARTNER A: There is . . . on this desk.
   PARTNER B: There are . . . on that desk.

2. PARTNER A: There are . . . on that wall.
   PARTNER B: There is . . . on this wall.

3. PARTNER A: There are . . . in this room.
   PARTNER B: There is also . . . in this room.

4. PARTNER A: There is . . . near our school.
   PARTNER B: There are also . . . near our school.

Exercise 15. Let’s talk: small groups. (Chart 5-4)

First, everyone in your group puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom. Then take turns describing the items on the table. Begin with There is and There are.

Example:
STUDENT A: There are three dictionaries on the table.
STUDENT B: There are some keys on the table.
STUDENT C: There is a pencil sharpener on the table.

Exercise 16. Listening. (Chart 5-4)

Listen to each sentence. Choose the word you hear. Note: You will hear contractions for There is and There are.

Example: You will hear: There’re several windows in this room.
You will choose: There’s  There’re

1. There’s  There’re
2. There’s  There’re
3. There’s  There’re
4. There’s  There’re
5. There’s  There’re
6. There’s  There’re
7. There’s  There’re
8. There’s  There’re
Exercise 17. Warm-up. (Chart 5-5)
Answer the questions.

1. Is there an elevator in this building? yes no
2. Are there stairs in this building? yes no

5-5 There + Be: Yes/No Questions

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE + THERE + SUBJECT</td>
<td></td>
</tr>
<tr>
<td>(a) Is there an apple in the refrigerator?</td>
<td>→ Yes, there is.</td>
</tr>
<tr>
<td>(b) Are there eggs in the refrigerator?</td>
<td>→ Yes, there are.</td>
</tr>
</tbody>
</table>

Exercise 18. Let’s talk: pairwork. (Chart 5-5)
Work with a partner. Ask questions about the refrigerator in the picture. Use the nouns in the list. Begin with Is there or Are there.

Example: a piece of cheese
PARTNER A: Is there a piece of cheese in the refrigerator?
PARTNER B: Yes, there is.
PARTNER A: Your turn now.

Example: onions
PARTNER B: Are there onions in the refrigerator?
PARTNER A: No, there aren’t.
PARTNER B: Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a carton of eggs</td>
<td>1. strawberries</td>
</tr>
<tr>
<td>2. a loaf of bread</td>
<td>2. oranges</td>
</tr>
<tr>
<td>3. apples</td>
<td>3. a bottle of orange juice</td>
</tr>
<tr>
<td>4. a cube of butter</td>
<td>4. a bowl of rice</td>
</tr>
<tr>
<td>5. potatoes</td>
<td>5. a bag of flour</td>
</tr>
<tr>
<td>6. vegetables</td>
<td>6. pickles</td>
</tr>
</tbody>
</table>
Exercise 19. Let's talk: small groups. (Chart 5-5)
Take turns asking and answering questions about this city. Begin with Is there or Are there. If the answer is “I don’t know,” ask someone else.

Example: a zoo
STUDENT A: Is there a zoo in (name of this city)?
STUDENT B: Yes, there is. / No, there isn’t.
STUDENT B: (to Student C) Is there an airport near (name of this city)?
STUDENT C: I don’t know.
STUDENT B: (to Student D) Is there an airport near (name of this city)?
STUDENT D: Yes, there is. / No, there isn’t.
Etc.

1. a zoo
2. an airport
3. lakes
4. good restaurants
5. a good Chinese restaurant
6. an art museum
7. an aquarium
8. interesting bookstores
9. a subway system
10. public swimming pools
11. a good public transportation system
12. a movie theater

Exercise 20. Let's talk: class activity. (Chart 5-5)
Solve the puzzle. Teacher’s Note: See Let's Talk: Answers, p. 502, to answer your students’ questions.

The Romero family needs to decide where to stay for their summer vacation. They want a hotel with everything in the list below. Your teacher has information about several hotels. Ask her/him questions using the list. Then write yes or no in the correct column of the chart. Which hotel has everything that the Romeros want?

List:
- a swimming pool
- hiking trails
- ocean-view rooms
- a beach
- horses to ride

Example:
STUDENT A: Is there a swimming pool at Hotel 1?
TEACHER: Yes, there is.
STUDENT B: Are there hiking trails at Hotel 3?
TEACHER: Yes, there are.

<table>
<thead>
<tr>
<th></th>
<th>A SWIMMING POOL</th>
<th>A BEACH</th>
<th>HIKING TRAILS</th>
<th>HORSES</th>
<th>OCEAN-VIEW ROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOTEL 1</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOTEL 2</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOTEL 3</td>
<td></td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOTEL 4</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>HOTEL 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
</tr>
</tbody>
</table>
Exercise 21. Warm-up. (Chart 5-6)
Answer the questions.

1. How many students are there at this school?
2. How many people are there in your country?
3. How many people are there on the earth?

<table>
<thead>
<tr>
<th>5-6 There + Be: Asking Questions with How Many</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION</strong></td>
</tr>
<tr>
<td>HOW MANY + SUBJECT + ARE + THERE + PLACE</td>
</tr>
<tr>
<td>(a) How many chapters are there in this book?</td>
</tr>
<tr>
<td>(b) How many provinces are there in Canada?</td>
</tr>
<tr>
<td>(c) How many words do you see? Notice: The noun that follows how many is plural.</td>
</tr>
</tbody>
</table>

Exercise 22. Let's talk: class activity. (Chart 5-6)
Ask and answer questions about this classroom. Use How many and the given words.

Example: desks
STUDENT A: How many desks are there in this room?
STUDENT B: Thirty-two. OR There are thirty-two desks in this room.
STUDENT A: That's right. OR No, I count thirty-three desks.

1. windows 3. students 5. women 7. grammar books
2. laptops 4. teachers 6. men 8. dictionaries

Exercise 23. Let's talk: pairwork. (Chart 5-6)

Example: days in a week
PARTNER A: How many days are there in a week?
PARTNER B: Seven. OR There are seven days in a week.
PARTNER A: Right. There are seven days in a week. Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chapters in this book</td>
<td>1. pages in this book</td>
</tr>
<tr>
<td>2. doors in this room</td>
<td>2. people in this room</td>
</tr>
<tr>
<td>3. floors in this building</td>
<td>3. letters in the English alphabet (26)</td>
</tr>
<tr>
<td>4. states in the United States (50)</td>
<td>4. provinces in Canada (10)</td>
</tr>
<tr>
<td>5. countries in North America (3)</td>
<td>5. continents in the world (7)</td>
</tr>
</tbody>
</table>
**Exercise 24. Warm-up. (Chart 5-7)**

Guess the person. Notice the prepositions in red.

*Who am I?*

1. I live in London.
2. I live on Downing Street.
3. I live at 10 Downing Street.

### 5-7 Prepositions of Place

| (a) My book is on my desk. | In (a): *on* = a preposition  
  
*my desk* = object of the preposition  

*on my desk* = a prepositional phrase |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Ned lives in Miami.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*in Florida.*  
*in the United States.*  
*in North America.* |
| (c) Meg lives on Hill Street. |
| (d) She lives at 4472 Hill Street. |
| (e) My father is in the kitchen. |
| (f) Ivan is at work. |
| (g) Yoko is at school. |
| (h) Olga is at home. |
| (i) Siri is in be cl. |
| (j) Tim is in class. |
| (k) Mr. Lee is in the hospital. |
| (l) Paul is in jail/prison. |

- A person lives in a city, a state, a country, a continent.
- on a street, avenue, road, etc.
- at a street address
- In (e): *in* is used with rooms: *in the kitchen, in the classroom, in the hall, in my bedroom, etc.*
- At + work, school, home expresses activity:
- In (f): Ivan is working at his office (or other place of work).
- In (g): Yoko is a student. She is studying. (Or, if she is a teacher, she is teaching.)
- In (h): Olga is doing things at her home.

In (i): *in bed, hospital, jail* has these special meanings:
- *in* + bed, class, hospital, jail has these special meanings:
- In (i): Siri is resting or sleeping under the covers.
- In (j): Tim is studying (or teaching).
- In (k): Mr. Lee is sick. He is a patient.
- In (l): Paul is a prisoner. He is not free to leave.

**Note:** American English = *in the hospital*  
British English = *in hospital*
Exercise 25. Looking at grammar. (Chart 5-7)
Complete the sentences with in, on, or at.

Write about Alonso.
1. Alonso lives ________ Canada.
2. He lives ________ Toronto.
3. He lives ________ Lake Street.
4. He lives ________ 5541 Lake Street ________ Toronto, Canada.

Write about Dr. Eng.
5. Dr. Eng lives on ____________________.
6. He lives in ____________________.
7. He lives at ____________________.

Write about yourself.
8. I live ________________________________________.
   (name of country)
9. I live ________________________________________.
   (name of city)
10. I live ________________________________________.
    (name of street)
11. I live ________________________________________.
    (street address)
Exercise 26. Game. (Chart 5-7)
Work in teams. Complete the sentences with in, on, or at. Then guess the person, building, or company. Use words from the box. The team with the most correct answers wins.

<table>
<thead>
<tr>
<th>Alexandria Pyramids</th>
<th>Facebook</th>
<th>Nike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Giza Pyramids</td>
<td>president of the U.S.</td>
</tr>
<tr>
<td>Boeing</td>
<td>Louvre Museum</td>
<td>prime minister of Canada</td>
</tr>
<tr>
<td>Eiffel Tower</td>
<td>Microsoft</td>
<td>vice president of the U.S.</td>
</tr>
</tbody>
</table>

1. I am a building.
   a. I am _______ Paris.
   b. I am _______ Anatole Avenue.
   c. I am _______ 5 Anatole Avenue.

   ANSWER: ____________________________

2. I am a person.
   a. I live _______ Ottawa.
   b. I live _______ 24 Sussex Drive.
   c. I live _______ Sussex Drive.

   ANSWER: ____________________________

3. I am a building.
   a. I am _______ Pyramid Street.
   b. I am _______ 124 Pyramid Street.
   c. I am _______ Egypt.

   ANSWER: ____________________________

4. I am a company.
   a. I am _______ Oregon.
   b. I am _______ Bowerman Drive.
   c. I am _______ One Bowerman Drive.

   ANSWER: ____________________________

5. I am a person.
   a. I live _______ Pennsylvania Avenue.
   b. I live _______ 600 Pennsylvania Avenue N.W.
   c. I live _______ the United States.

   ANSWER: ____________________________

6. I am a company.
   a. I am _______ Illinois.
   b. I am _______ 100 North Riverside Plaza.
   c. I am _______ Chicago.

   ANSWER: ____________________________

Exercise 27. Looking at grammar. (Chart 5-7)
Complete the sentence with at or in.

Rachel isn’t . . .

1. _______ her bedroom.
2. _______ bed.
3. _______ work.
4. _______ prison.
5. _______ home.
6. _______ jail.
7. _______ class.
8. _______ Africa.
9. _______ the hall.
10. _______ the hospital. She’s well now.
Exercise 28. Looking at grammar. (Chart 5-7)

Complete the sentences with at or in.

1. When I was ______ work yesterday, I had an interesting phone call.
2. Poor Anita. She’s ______ the hospital again for more surgery.
3. Mr. Gow is a teacher, but he isn’t ______ school today. He’s sick, so he is ______ home.
4. Last year at this time, Eric was ______ Vietnam. This year he’s ______ Spain.
5. There’s a fire extinguisher ______ the hall.
6. There are thirty-seven desks ______ our classroom.
7. Rob is ______ jail. He’s going to be ______ prison for a long time.
8. Our hotel rooms are on the same floor. I’m ______ 501 and you’re ______ 505.
9. Singapore is ______ Asia.
10. The kids are ______ the kitchen. They’re making dinner for us!
11. A: Is Jennifer ______ home?
   B: No, she’s still ______ class.
12. A: Where’s Jack?
   B: He’s ______ his room.
   A: What’s he doing?
   B: He’s ______ bed. He has a headache.

Exercise 29. Warm-up. (Chart 5-8)

Answer the questions.

Right now . . .

1. who is in front of you?
2. who is behind you?
3. who is beside you?
4. who is far away from the teacher?
5. who is in the middle of the room?
6. who is near the door?
5-8 More Prepositions of Place: A List

above    beside    in back of    in the middle of    on
around   between   in the back of   inside   on top of
at      far (away) from   in front of   near   outside
behind   in   in the middle of   near next to
below

(a) The book is **beside** the cup.
(b) The book is **next to** the cup.
(c) The book is **near** the cup.
(d) The book is **between** two cups.

(e) The book is **far away from** the cup.
(f) The cup is **on** the book.
(g) The cup is **on top of** the book.

(h) The cup is **under** the book.
(i) The cup is **above** the book.
(j) The hand is **around** the cup.

(k) The man is **in back of** the bus.
(l) The man is **behind** the bus.
(m) The man is **in the back of** the bus.

(n) The man is **in front of** the bus.
   In (k), (l), and (n): the man is **outside** the bus.
(o) The man is **in the front of** the bus.

(p) The man is **in the middle of** the bus.
   In (m), (o), and (p): the man is **inside** the bus.
Exercise 30. Looking at grammar. (Chart 5-8)

Describe the pictures by completing the sentences with prepositional expressions of place.

1. The apple is ________ the plate.

2. The apple is ________ the plate.

3. The apple is ________ the plate.

4. The apple is ________ the glass.

5. The apple isn’t near the glass. It is ________ the glass.

6. The apple is ________ the glass.

7. The apple is ________ two glasses.

8. The hand is ________ the glass.

9. The dog isn’t inside the car. The dog is ________ the car.

10. The dog is in ________ of the car.

11. The dog is in ________ of the car.

12. The dog is in ________ of the car.

13. The dog is in ________ of the car.
Exercise 31. Let's talk: pairwork. (Charts 5-4 → 5-8)

Work with a partner. Ask and answer questions about the picture. Use the questions below and the words from the box to help you.

Questions: *Where is the . . . ?* OR *Where are the . . . ?* OR *How many . . . are there?*

Examples:
PARTNER A: Where is the bird?
PARTNER B: The bird is on the table.
PARTNER A: Your turn to ask.
PARTNER B: How many birds are there?
PARTNER A: There is one bird.
PARTNER B: Your turn to ask.

bikes | butterflies | guitar | river
bird  | clouds      | mountains | train
boat  | fish        | knife    | trees
boots | fishing pole | picnic bench | 
bridge | flowers | picnic table | 

![Picture of a picnic scene with a train, bridge, and various objects]
Exercise 32. Listening. (Chart 5-8)

Listen to the statements about the picture on p. 144. Choose “T” for true and “F” for false.

Example: You will hear: A bike is in the water.
You will choose: T [ ] F [ ]

1. T F 6. T F 11. T F
2. T F 7. T F 12. T F
3. T F 8. T F 13. T F
5. T F 10. T F 15. T F

Exercise 33. Let's talk: pairwork. (Chart 5-8)

Work with a partner. Choose a small object (a pen, pencil, coin, etc.). Give and follow directions. You can look at your book before you speak. When you speak, look at your partner.

Example: (a small object such as a coin)

PARTNER A (book open): Put it on top of the desk.
PARTNER B (book closed): (Partner B puts the coin on top of the desk.)

1. Put it on your head.
2. Put it above your head.
3. Put it between your fingers.
4. Put it near me.
5. Put it far away from me.
7. Put it below your knee.

Change roles.

12. Put it in front of me.
13. Put it behind me.
16. Put your hand around it.
Exercise 34. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

burn
eat dinner
have a steak for dinner
hold a knife and a fork

a bowl / a bowl of salad
a candle
a cup / a cup of coffee
a fork
a glass / a glass of water
a knife
a vase of flowers

meat / a piece of meat
a plate
a restaurant
a saucer
a spoon
a steak
a table
a server

1. What is Jill doing?
2. What do you see on the table?
3. What is Jill holding in her right hand? in her left hand?
4. What is in the bowl?
5. What is on the plate?
6. What is in the cup?
7. What is burning?
8. Is Jill eating breakfast?
9. Is Jill at home? Where is she?
10. What is she cutting?

Part II. Complete the sentences.

1. Jill is sitting _______ a table.
2. There is a candle _______ the table.
3. There is coffee _______ the cup.
4. Jill _______ holding a knife _______ her right hand.
5. She’s eating _______ a restaurant.
6. She _______ eating at home.
7. She _______ eating breakfast.
Exercise 35. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

- read a book
- study at the library
- take notes
- the circulation desk
- a librarian
- a shelf (singular)
- shelves (plural)*

1. What is Jon doing?
2. What do you see in the picture?
3. Is Jon at home? Where is he?
4. Is Jon reading a newspaper?
5. Where is the librarian standing?
6. Is Jon right-handed or left-handed?

Part II. Complete the sentences.

1. Jon is studying _______ the library.
2. He is sitting _______ a table.
3. He is sitting _______ a chair.
4. His legs are _______ the table.
5. There are books _______ the shelves.
6. Jon is writing _______ a piece of paper.
7. He’s taking notes _______ a piece of paper.
8. He _______ reading a newspaper.
9. The librarian _______ standing _______ the circulation desk.
10. Another student is sitting _______ Jon.

*See Chart 6-6, p. 174, for information about nouns with irregular plural forms.
Exercise 36. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

- cash a check
- stand in line
- a bank teller
- a counter
- a line
- a man (singular)
- men (plural)*
- people (plural)*
- a woman (singular)
- women (plural)*

1. What is Megan doing?
2. Is Megan at a store? Where is she?
3. What do you see in the picture?
4. Who is standing behind Megan, a man or a woman?
5. Who is standing at the end of the line, a man or a woman?

Part II. Complete the sentences.

1. Megan is ______ a bank.
2. Four people ______ standing in line.
3. Megan is standing ______ the counter.
4. The bank teller is standing ______ the counter.
5. A woman ______ standing ______ Megan.
6. Megan ______ standing ______ the end ______ the line.
7. A man ______ standing ______ the end ______ the line.
8. A businessman ______ standing ______ the woman in the skirt and the man with the beard.

*See Chart 6-6, p. 174, for information about nouns with irregular plural forms.
Exercise 37. Warm-up. (Chart 5-9)
These sentences have the same meaning. Which speaker sounds more polite to you?

I want some coffee.

I would like some coffee.

<table>
<thead>
<tr>
<th>5-9 Would Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I'm thirsty. I <strong>want</strong> a glass of water.</td>
</tr>
<tr>
<td>(b) I'm thirsty. I <strong>would like</strong> a glass of water.</td>
</tr>
</tbody>
</table>
| (c) **I would like**  
  **You would like**  
  **She would like**  
  **He would like**  
  **We would like**  
  **They would like**  
  a glass of water. |
| (d) **CONTRACTIONS**  
  I'd = I would  
  you'd = you would  
  she'd = she would  
  he'd = he would  
  we'd = we would  
  they'd = they would |
| (e) **WOULD LIKE** + **INFINITIVE**  
  I **would like** to eat a sandwich. |
| (f) **WOULD** + **SUBJECT** + **LIKE**  
  **Would** you **like** some tea? |
| (g) Yes, I **would**. (I would like some tea.) |

Examples (a) and (b) have the same meaning, but **would like** is usually more polite than **want**. **I would like** is a nice way of saying **I want**.

Notice in (c):
- There is no final -s on **would**.
- There is no final -s on **like**.

Would is often contracted with pronouns in both speaking and writing. In speaking, **would** is usually contracted with nouns too.

**WRITTEN**: Ray would like to come.
**SPOKEN**: "Ray'd like to come."

Notice in (e): **would like** can be followed by an infinitive.

In a question, **would** comes before the subject.

**Would** is used alone in short answers to questions with **would like**. It is not contracted in short answers.
Exercise 38. Grammar. (Chart 5-9)
Change the sentences to would like.

1. Dan wants a cup of coffee.
   \[ \rightarrow \text{Dan would like a cup of coffee.} \]

2. He wants some sugar in his coffee.
   \[ \rightarrow \text{He would like some sugar in his coffee.} \]

3. Hassan and Eva want some coffee too.
   \[ \rightarrow \text{Hassan and Eva would like some coffee too.} \]

4. They want some sugar in their coffee too.
   \[ \rightarrow \text{They would like some sugar in their coffee too.} \]

5. I want to thank you for your help.
   \[ \rightarrow \text{I would like to thank you for your help.} \]

6. My friend wants to thank you too.
   \[ \rightarrow \text{My friend would like to thank you too.} \]

7. My friends want to thank you too.
   \[ \rightarrow \text{My friends would like to thank you too.} \]

Exercise 39. Let’s talk: class activity. (Chart 5-9)
Your teacher will ask you questions. Answer the questions. Close your book for this activity.

1. Who’s hungry right now? (____), are you hungry? What would you like?
2. Who’s thirsty? (____), are you thirsty? What would you like?
3. Who’s sleepy? What would you like to do?
4. What would you like to do this weekend?
5. What would you like to do after class today?
6. What would you like to have for dinner tonight?
7. What countries would you like to visit?
8. What cities would you like to visit in (the United States, Canada, etc.)?
9. What languages would you like to learn?
10. Pretend that you are a host at a party at your home and your classmates are your guests. Ask them what they would like to eat or drink.
11. Think of something fun to do tonight or this weekend. Use would you like and invite a classmate to join you.
Exercise 40. Warm-up. (Chart 5-10)
What is the difference in meaning between these sentences?

I like chocolate.
I would like some chocolate.

5-10 Would Like vs. Like

| (a) I would like to go to the zoo. | In (a): I would like to go to the zoo means I want to go to the zoo. Would like indicates that I want to do something now or in the future. |
| (b) I like to go to the zoo. | In (b): I like to go to the zoo means I enjoy the zoo. Like indicates that I always, usually, or often enjoy something. |

Exercise 41. Listening. (Chart 5-10)

Listen to the sentences and choose the verbs you hear. Some sentences have contractions.

Example: You will hear: I'd like some tea.
You will choose: like 'd like

1. like 'd like
2. like 'd like
3. like 'd like
4. likes 'd like
5. like 'd like
6. likes 'd like
7. like 'd like
8. like 'd like
9. like 'd like
10. like 'd like
Exercise 42. Let's talk: class activity. (Charts 3-7, 5-9, and 5-10)
Discuss possible completions for the sentences. Use your own words.

1. I need to __________________________ every day.
2. I want to __________________________ today.
3. I like to __________________________ every day.
4. I would like to __________________________ today.
5. I don’t like to __________________________ every day.
6. I don’t want to __________________________ today.
7. Do you like to __________________________?
8. Would you like to __________________________?
9. I need to __________________________ and __________________________ today.
10. __________________________ would you like to __________________________ this evening?

Exercise 43. Let's talk: pairwork. (Charts 5-9 and 5-10)
Work in pairs. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

Example:
PARTNER A: Do you like apples?
PARTNER B: Yes, I do. OR No, I don’t.
PARTNER A: Would you like an apple right now?
PARTNER B: Yes, I would. OR Yes, thank you. OR No, but thank you for asking.
PARTNER A: Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
</table>
| 1. Do you like coffee?  
  Would you like a cup of coffee?                                         | 1. Do you like chocolate?  
  Would you like some chocolate right now?                                   |
| 2. Do you like to watch movies?  
  Would you like to go to a movie with me later today?                  | 2. Do you like to go shopping?  
  Would you like to go shopping with me later today?                     |
| 3. What do you like to do on weekends?  
  What would you like to do this weekend?                                 | 3. What do you like to do in your free time?  
  What would you like to do in your free time tomorrow?                  |
| 4. What do you need to do this evening?  
  What would you like to do this evening?                                  | 4. Do you like to travel?  
  What countries would you like to visit?                                   |
Exercise 44. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

the date  a bank  first name/given name
sign a check*  cash  middle initial
sign her name  a check  last name/family name/surname
write a check  name and address

1. What is Mary doing?  6. How much money does Mary want?
2. What is Mary’s address?  7. What is in the upper-left corner of the check?
3. What is Mary’s full name?  8. What is in the lower-left corner of the check?
4. What is Mary’s middle initial?  9. What is the name of the bank?
5. What is Mary’s last name?

Part II. Complete the sentences.

1. Mary is writing a ________________.
2. She is signing ____________ name.
3. The date on the check is ________________.
4. Mary lives ________________ 3471 Tree Street.
5. Mary lives ________________ Chicago, Illinois.
6. Mary is writing a check for ________________.

*Check (American English) is spelled cheque in British and Canadian English. The pronunciation of check and cheque is the same.
Exercise 45. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

<table>
<thead>
<tr>
<th>cook dinner</th>
<th>(in the) kitchen</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>make dinner</td>
<td>a list/a grocery list</td>
<td>butter</td>
</tr>
<tr>
<td>taste (food)</td>
<td>a pepper shaker</td>
<td>coffee</td>
</tr>
<tr>
<td></td>
<td>a pot</td>
<td>an egg</td>
</tr>
<tr>
<td></td>
<td>a refrigerator</td>
<td>pepper</td>
</tr>
<tr>
<td></td>
<td>a salt shaker</td>
<td>salt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a stove</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a clock</td>
</tr>
</tbody>
</table>

1. What is Dave doing? 
2. What do you see in the picture? 
3. Where is Dave? 
4. Is Dave tasting his dinner? 
5. Is Dave a good cook? 
6. Where is the refrigerator? 
7. What is on the refrigerator? 
8. Is the food on the stove hot or cold? 
9. Is the food in the refrigerator hot or cold?

Part II. Complete the sentences.

1. Dave is making dinner. He’s ___________ the kitchen.
2. There is a pot ___________ the stove.
3. The stove is ___________ the refrigerator.
4. There is a grocery list ___________ the refrigerator door.
5. Dave needs ___________ to the grocery store.
6. A salt shaker and a pepper shaker are ___________ the stove.
7. There is hot food ___________ top ___________ the stove.
8. There is cold food ___________ the refrigerator.
Exercise 46. Vocabulary and grammar. (Chapters 4 and 5)

Part I. Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.) Use the vocabulary from the box to help you.

- sing
- sit on a sofa/a couch
- sleep
- swim
- watch TV/television

- a cat
- a dog
- a fish
- a fishbowl
- a floor
- a lamp

- a living room
- a rug
- a singer
- a TV set/a television set

1. What are Nate and Lisa doing? 8. Is the cat walking? What is the cat doing?
2. What do you see in the picture? 9. What is the dog doing?
3. Are Nate and Lisa in the kitchen? 10. What is on top of the TV set?
   Where are they? 11. Is the fish watching TV?
4. Where is the lamp? 12. What is on the TV screen?
5. Where is the rug? What are Nate and Lisa watching?
6. Where is the dog? 5. A dog sleeping the rug.
7. Where is the cat? 6. A cat sleeping the sofa.

Part II. Complete the sentences.

1. Nate and Lisa _______ watching TV. They like _______ watch TV.
2. They _______ sitting _______ a sofa.
3. They _______ sleeping.
4. There is a rug _______ the floor.
5. A dog _______ sleeping _______ the rug.
6. A cat _______ sleeping _______ the sofa.
Exercise 47. Let’s talk: game. (Chapters 4 and 5)
Work in teams. Make sentences about the picture. Every sentence needs to have a preposition. Use the vocabulary from the box to help you. One team member writes the sentences on paper. Your teacher will give you a time limit. The team with the most grammatically correct sentences wins.

- draw a picture
- a clock
- a piece of paper
- talk on the phone
- a calendar
- a telephone book
- talk to (someone)
- a heart
- a wall
- talk to each other
- a phone/a telephone
- a picture
- a picture of a mountain

Nick
Kate

Exercise 48. Looking at grammar. (Chapters 4 and 5)
Choose the correct completion.

1. Jack lives ______ China.
   a. in        b. at        c. on

2. I need _____ a new notebook.
   a. buy       b. to buy     c. buying

3. _____ a cup of tea?
   a. Would you like  b. Do you like  c. Are you like

4. There _____ twenty-two desks in this room.
   a. be         b. is         c. are

5. Pilots sit _____ an airplane.
   a. in front of  b. in the front of  c. front of

6. I live _____ 6601 Fourth Avenue.
   a. in         b. on         c. at
7. The students _____ do their homework.
   a. don’t want    b. aren’t wanting  c. don’t want to

8. _____ a TV in Marisa’s bedroom?
   a. Are there    b. There      c. Is there

Exercise 49. Check your knowledge. (Chapter 5)
Correct the mistakes.

1. Do you want *to* go downtown with me?

2. There’s many problems in big cities today.

3. I’d like see a movie tonight.

4. We are needing to find a new apartment soon.

5. Mr. Rice woulds likes to have a cup of tea.

6. How many students there are in your class?

7. What day it is today?

8. I am like to leave right now.

9. How the weather in Kenya?

10. The teacher would like to checking our homework now.

Exercise 50. Looking at grammar. (Chapters 4 and 5)
Complete the sentences with your own words. Use your own paper.

1. I need ___ because ___. 9. I’m looking at ____,
   but I also see ___.

2. I want ___ because ___. 10. I’m thinking about ___.

3. I would like ___. 11. I think that ___.

4. Would you like ___?

5. Do you like ___?

6. There is ___. 13. How many ___ are there ___?

7. There are ___.

8. I’m listening to ___,
   but I also hear ___. 14. Is there ___?

15. Are there ___?
Exercise 51. Reading and writing. (Chapters 4 and 5)

Part I. Read the sample paragraph. Underline the verbs.

A Happy Dream

I am walking alone in a big field of flowers. There are thousands of colorful flowers around me. The air smells very sweet. The sun is shining, and the sky is bright blue. There are some tall trees, and the wind is gently blowing. Birds are singing in the trees. I am feeling very calm. I have no worries. My life is very peaceful. I would like to stay here forever. I don’t want to wake up.

Part II. Write about a dream that you remember that describes a place. It can be a happy or a sad dream. If you can’t remember a dream, imagine one. Use present verbs.

Include this information:
1. Where are you?  
2. What are you doing?  
3. Describe the place. What is there around you?  
4. How are you feeling?

Part III. Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ____ paragraph indent  
2. ____ capital letter at the beginning of each sentence  
3. ____ period at the end of each sentence  
4. ____ a verb in every sentence  
5. ____ correct use of prepositions of place  
6. ____ use of present progressive for activities right now  
7. ____ there is + singular noun  
8. ____ there are + plural noun  
9. ____ correct spelling (use a dictionary or spell-check)
Exercise 1. Warm-up. (Chart 6-1)

Work in small groups. Make lists of things that belong to each category. Compare your lists with other groups’ lists. All of the words you use in this exercise are called “nouns.”

1. Name clothing you see in this room. (shirt, etc.)
2. Name kinds of fruit. (apple, etc.)
3. Name things you drink. (coffee, etc.)
4. Name parts of the body. (head, etc.)
5. Name kinds of animals. (horse, etc.)
6. Name famous cities in the world* (Paris, Tokyo, etc.)
7. Name languages.* (English, etc.)
8. Name school subjects. (history, etc.)

6-1 Nouns: Subjects and Objects

A noun is used as the subject of a sentence.
A noun is used as the object of a verb.*

In (a): Birds is a noun. It is used as the subject of the sentence.

In (b): pen is a noun. It has the article a in front of it; a pen is used as the object of the verb is holding.

Objects are nouns, and they come after a verb.

*Some verbs can be followed by an object. These verbs are called transitive verbs (v.t. in a dictionary). Some verbs cannot be followed by an object. These verbs are called intransitive verbs (v.i. in a dictionary).

*The names of cities and languages begin with capital letters.
Exercise 2. Looking at grammar. (Chart 6-1)

Check (√) the words that are nouns.

1. ___ eat
2. ___ dog
3. ___ nice
4. ___ math
5. ___ write
6. ___ have
7. ___ flowers
8. ___ juice
9. ___ ears
10. ___ Paris
11. ___ great
12. ___ English

Exercise 3. Looking at grammar. (Chart 6-1)

For each sentence, write the object or write “no object.”

1. Cats catch mice. What do cats catch? object = ___mice____
2. Cats purr. What do cats do? object = ___no object___
3. Mice like cheese. What do mice like? object = ___cheese___
4. Mice don’t like people. Who doesn’t mice like? object = ___people___
5. Cats and mice have whiskers. What do cats and mice have? object = ___whiskers___
6. Cats sleep a lot. What do cats do? object = ___sleep___
7. Cats scratch furniture. What do cats scratch? object = ___furniture___

Exercise 4. Looking at grammar. (Chart 6-1)

Check (√) the sentences that have objects. Underline the objects.

1. a. √ I am writing an email.
    b. √ I am writing an email right now.
    c. ___ I am writing right now.

2. a. ___ Students memorize vocabulary.
    b. ___ Some students memorize every day.
    c. ___ Some students memorize vocabulary every day.

3. a. ___ The printer needs paper.
    b. ___ The printer needs ink and paper.
    c. ___ The printer has problems.
4. a. __ The company is hiring.
b. __ The company is hiring workers.
c. __ The company is hiring today.

5. a. __ Babies cry.
b. __ Babies cry frequently.
c. __ Babies cry loudly.

Exercise 5. Warm-up. (Chart 6-2)
Complete each sentence with a preposition that describes the picture. Are the words in the box nouns, verbs, or adjectives?

above across in on under

1. The man is __________ the ground.
2. The man is __________ the plane.
3. The plane is __________ the sky.

6-2 Nouns as Objects of Prepositions

<table>
<thead>
<tr>
<th>NOUN</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Birds</strong></td>
<td><strong>fly</strong></td>
</tr>
<tr>
<td></td>
<td><strong>in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>the</strong></td>
</tr>
<tr>
<td></td>
<td><strong>sky</strong></td>
</tr>
<tr>
<td>subject</td>
<td>verb</td>
</tr>
<tr>
<td>prep.</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

A noun is also used as the object of a preposition.

In (a): **in** is a preposition (prep.). The noun **sky** (with the article **the** in front) is the object of the preposition **in**.

**In the sky** is a prepositional phrase. (phrase = a group of words)

In (b): notice that the prepositional phrase comes after the noun it refers to.

**INCORRECT**: Karl is holding in his hand a pen.

<table>
<thead>
<tr>
<th>SOME COMMON PREPOSITIONS</th>
<th>about</th>
<th>between</th>
<th>for</th>
<th>near</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>across</td>
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<tr>
<td>by</td>
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<td>with</td>
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</tr>
</tbody>
</table>
Exercise 6. Looking at grammar. (Chart 6-2)
Check (√) the phrases that have prepositions. Underline the noun that is the object of each preposition.

1. ___ right now
2. ___ at noon
3. ___ on the counter
4. ___ in my closet
5. ___ some salt and pepper
6. ___ two days a week
7. ___ under the chair
8. ___ with a broom

Exercise 7. Looking at grammar. (Chart 6-2)
Underline the prepositions. Circle the object of each preposition.

1. a. A tutor helps Sari with her [homework].
   b. A tutor helps Sari on Tuesday afternoons.
   c. A tutor helps Sari in the library.

2. a. The teacher erases the board.
   b. The teacher erases the board after class.
   c. The teacher erases the board with an eraser.

3. a. Elin cleans windows.
   b. Elin cleans in the afternoons.
   c. Elin cleans five days a week.

4. a. I do my homework in the library.
   b. I do my homework every weekend.
   c. I do my homework with my friends.

5. a. Birds fly during the day.
   b. Birds live in nests.
   c. Birds sit on eggs.
Exercise 8. Looking at grammar. (Charts 6-1 and 6-2)
Write the noun(s) for each sentence. Describe the grammatical structure of the sentences as shown in the examples.

Examples: Alicia studies chemistry. Noun(s): Alicia, chemistry

<table>
<thead>
<tr>
<th>Alicia</th>
<th>studies</th>
<th>chemistry</th>
<th>(none)</th>
<th>(none)</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

The kids are playing in the park. Noun(s): kids, park

<table>
<thead>
<tr>
<th>The kids</th>
<th>are playing</th>
<th>(none)</th>
<th>in</th>
<th>the park.</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>object of verb</td>
<td>preposition</td>
<td>object of prep.</td>
</tr>
</tbody>
</table>

1. Kids like candy. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |

2. Dayo lives in Africa. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |

3. The sun is shining. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |

4. Lev is reading books about movies and filmmaking. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |

5. Dara doesn’t eat chicken or beef. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |

6. Monkeys and birds eat fruit and insects. Noun(s): ________________

| subject | verb | object of verb | preposition | object of prep. |
Exercise 9. Warm-up. (Chart 6-3)

Do you agree or disagree with each sentence? Circle yes or no.

1. I cook delicious meals. yes no
2. I like raw vegetables. yes no
3. Fresh fruit is expensive. yes no

6-3 Adjectives with Nouns

(a) I don’t like cold weather.
(b) Alex is a happy child.
(c) The hungry boy has a fresh apple.
(d) The weather is cold.

An ADJECTIVE (adj.) describes a noun. In grammar, we say a adjective modifies nouns. The word modify means “change a little.” Adjectives give a little different meaning to a noun: cold weather, hot weather, nice weather, bad weather.

Adjectives come in front of nouns.

Reminder: An adjective can also follow be; the adjective describes the subject of the sentence. (See Chart 1-7, p. 16.)

COMMON ADJECTIVES

- beautiful - ugly
- big - little
- big - small
- boring - interesting
- cheap - expensive
- clean - dirty
- cold - hot
- dangerous - safe
- dry - wet
- easy - hard
- easy - difficult
- good - bad
- happy - sad
- large - small
- long - short
- noisy - quiet
- old - new
- old - young
- poor - rich
- sour - sweet
- strong - weak
- angry
- bright
- delicious
- exciting
- famous
- favorite
- free
- healthy
- honest
- important
- interesting
- kind
- lazy
- nervous
- nice
- ripe
- serious
- wonderful

Exercise 10. Looking at grammar. (Chart 6-3)

Circle the nouns. UNDERLINE the adjectives. Draw an arrow from each adjective to the noun it describes.

1. Jake has an expensive bike.
2. My sister has a beautiful house.
3. We often eat at an Italian restaurant.
4. Valentina sings her favorite songs in the shower.
5. Olga likes American hamburgers.
6. You like sour apples, but I like sweet fruit.
Exercise 11. Let’s talk: small groups. (Chart 6-3)

Work in small groups. Take turns adding adjectives to the sentences. Use any adjectives that make sense. Think of at least three possible adjectives to complete each sentence.

1. I don’t like __________ weather.

2. Do you like __________________ food?

3. I admire __________________ people.

4. __________________ people make me angry.

5. Pollution is a/an __________________ big problem.

6. I had a/an __________________ experience yesterday.

7. I don’t like __________________ cities.

8. I had a/an __________________ dinner last night.

Exercise 12. Let’s talk: small groups. (Chart 6-3)

Part I. Complete each sentence with the name of a country and the adjective that goes with it.

1. Food from China is Chinese food.

2. Food from Mexico is __________________ food.

3. Food from __________________ is __________________ food.

4. Food from __________________ is __________________ food.

5. Food from __________________ is __________________ food.

6. Food from __________________ is __________________ food.

7. Food from __________________ is __________________ food.

8. Food from __________________ is __________________ food.

Part II. What is the favorite ethnic food in your group? Give an example of this kind of food. Then find out the most popular ethnic food in other groups.

Example: Favorite ethnic food?
GROUP A: Italian

Example: An example of Italian food?
GROUP A: spaghetti

Favorite ethnic food in our group: __________________

An example of this kind of food: __________________

Part III. Working as a class, make a list of adjectives of nationality.
Exercise 13. Warm-up. (Chart 6-4)
Choose all the correct completions for each sentence.

he  | him  | it
she | her

1. I understand _____________________________.
2. You don’t understand _______________________.
3. ________________________________ understands us.

Exercise 14. Looking at grammar. (Chart 6-4)
Complete the sentences with the correct subject and object pronouns.

1. Jack loves Janey. ______ He ______ loves ______ her ______ very much.
2. Janey loves Jack. ________ ______ loves __________ ______ very much.
3. Janey and Jack love their daughter, Mia. ________ ______ love __________ very much.
4. Janey and Jack love their son, Todd. _______ love _______ very much.
5. Todd loves his little sister, Mia. _______ loves _______ very much.
7. Jack loves his children. _______ loves _______ very much.
8. Janey and Jack love Todd and Mia. _______ love _______ very much.

Exercise 15. Looking at grammar. (Chart 6-4)
Choose the correct answers.

1. Rita has a book. (She/It) bought her/it last week.
2. I know the new students, but Franco doesn’t know him/them yet.
3. Where are my keys? Are they/them in your purse?
4. Ary is in Canada. She/Her is studying at a university.
5. Bert lives in my dorm. I eat breakfast with he/him every morning.
6. Sandra is my neighbor. I talk to she/her every day. She/Her and I/me have interesting conversations.
7. I have two pictures on my bedroom wall. I like it/them. It/They are beautiful.
8. Zola and I have a dinner invitation. Mr. and Mrs. Soto want we/us to come to dinner at their house.
9. Min has a new car. He/It is a convertible.
10. My husband and I have a new car. We/Us got it/him last month.

Exercise 16. Let’s talk: interview. (Chart 6-4)
Interview your classmates. Find someone who can answer yes to a question. Then ask the follow-up question using the appropriate object pronoun.

Example:
STUDENT A: Do you send emails?
STUDENT B: No, I don’t.
STUDENT A: (Ask another student.) Do you send emails?
STUDENT C: Yes, I do.

Follow-up question:
STUDENT A: When do you send them?
STUDENT C: I send them all day.

1. Do you do your homework?
   When do you . . . ?

2. Do you visit friends?
   When do you . . . ?

3. Do you read newspapers or magazines?
   When do you . . . ?
4. Do you talk to (name of classmate)?
   When do you . . . ?

5. Do you watch TV?
   When do you . . . ?

6. Do you buy groceries?
   When do you . . . ?

7. Do you wear boots?
   When do you . . . ?

8. Do you use a laptop computer?
   When do you . . . ?

Exercise 17. Looking at grammar. (Chart 6-4)

Complete the sentences with the correct pronouns.

1. A: Do you know Zuri and Obi?
   B: Yes, ______ I ______ do. I live near ______ them ______.

2. A: Is the chemical formula for water H₂O?
   B: No, ______ ______ isn't. ______ ______ is H₂O.

3. A: Do Julia and you want to come to the movie with us?
   B: Yes, ______ ______ would. Julia and ______ ______ would like to go to the movie
   with ______ ______.

4. A: Do Mr. and Mrs. Kelly live in the city?
   B: No, ______ ______ don't. ______ ______ live in the suburbs. I visited
   ______ ______ last month.

5. A: Do you know how to spell “Mississippi”?
   B: Sure! I can spell ______ ______. ______ ______ is easy to spell.

6. A: Is Paul Peterson in your class?
   B: Yes, ______ ______ is. I sit next to ______ ______.

Exercise 18. Listening. (Chart 6-4)

Listen to the sentences. Notice that the “h” in her and him is often dropped in spoken
English. The “th” in them can also be dropped. Him and them may sound the same.

1. Renata knows Oscar. She knows him very well.
2. Where does Shelley live? Do you have her address?
3. There’s Vince. Let’s go talk to him.
4. There are Dave and Lois. Let’s go talk to them.
5. I'm looking online for JoAnne's phone number. What's her last name again?
6. I need to see our airline tickets. Do you have them?

Exercise 19. Listening. (Charts 1-5 and 6-4)

Listen to each conversation and write the words you hear.

Example: You will hear: How is Mr. Park doing?
You will write: How ______ is ______ Mr. Park doing?
You will hear: Great! I see him every week at the office.
You will write: Great! I see ______ him ______ every week at the office.

1. A: Mika and ____________ downtown this afternoon. Do you want to come ____________?
   B: I don’t think so, but thanks anyway. Chris and ____________ to the library. ____________ study for our test.

2. A: Hi, Abby. How do you like your new apartment?
   B: ________ great. I have a new roommate too. She’s very nice.
   A: What’s ________ name?
   B: Rita Lopez. Do you ____________?
   A: No, but I know ________ brother. He’s in my math class.

3. A: Do you see Mike and George very much?
   B: Yes, I see ____________ often. We play video games at my house.
   A: Who usually wins?
   B: Mike. We never beat ____________!
**Exercise 20. Warm-up.** (Chart 6-5)
How many? Choose the correct number.

1. cup
2. class
3. countries
4. knives
5. radio

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>To make the plural form of most nouns, add -s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) one pen</td>
<td>two pens</td>
<td></td>
</tr>
<tr>
<td>one apple</td>
<td>three apples</td>
<td></td>
</tr>
<tr>
<td>one cup</td>
<td>four cups</td>
<td></td>
</tr>
<tr>
<td>one elephant</td>
<td>five elephants</td>
<td></td>
</tr>
</tbody>
</table>

| (b) baby | babies |  |
| city | cities |  |

| (c) boy | boys |  |
| key | keys |  |

| (d) wife | wives |  |
| thief | thieves |  |

| (e) dish | dishes |  |
| match | matches |  |
| class | classes |  |
| box | boxes |  |

| (f) tomato | tomatoes |  |
| potato | potatoes |  |
| zoo | zoos |  |
| radio | radios |  |

**Exercise 21. Looking at grammar.** (Chart 6-5)
Complete the sentences. Use the plural form of the words in the boxes. Use each word only once.

**Part 1.**

- baby
- city
- cowboy
- key
- party
- ✓ boy
- country
- dictionary
- lady
- tray
1. Mr. and Mrs. Novak have one daughter and two sons. They have one girl and two 
   ___________ boys ___________.
2. The students in my class come from many _________________.
3. Women give birth to _________________.
4. My money and my _________________ are in my pocket.
5. I know the names of many _________________ in the United States and Canada.
6. I like to go to _________________ because I like to meet and talk to people.
7. People carry their food on _________________ in a cafeteria.
8. We always check our ________________ when we write compositions.
9. Good evening, _________________ and gentlemen.
10. _________________ ride horses.

Part II.

knife   leaf   life   thief   wife

11. It is fall. The _________________ are falling from the trees.
12. Sue and Ann are married. They have husbands. They are _________________.
13. We all have some problems in our _________________.
14. Police officers catch _________________.
15. Please put the _________________, forks, and spoons on the table.
Part III.

bush   glass   sandwich   tomato
class   match   sex   zoo
dish   potato   tax

16. Steve drinks eight ___________ of water every day.
17. There are two ___________: male and female.
18. Please put the ___________ and the silverware on the table.
19. All citizens pay money to the government every year. They pay their ________.
20. I can see trees and ___________ outside the window.
21. I want to light the candles. I need some ________________.
22. When I make a salad, I use lettuce and ________________.
23. Sometimes Pam has a hamburger and French-fried ________________ for dinner.
24. Some animals live all of their lives in ________________.
25. Mehmet is a student. He likes his ________________.
26. We often eat ________________ for lunch.

Exercise 22. Listening. (Chart 6-5)
Choose the word you hear.

1. toy   (toys)  6. box   boxes
2. table   tables  7. package   packages
3. face   faces  8. chair   chairs
4. hat   hats  9. edge   edges
5. office   offices  10. top   tops
Exercise 23. Listening. (Chart 6-5)

Listen to each sentence. Circle the word you hear.

1. desk (desks)
2. place
3. sandwich
4. sentence
5. apple
6. exercise
7. piece
8. rose
9. bush
10. college

a rose bush

Exercise 24. Grammar and speaking. (Chart 6-5)

Write the correct ending. Write 0 if no ending is necessary. Then decide if you agree or disagree with the sentence. Share some of your answers with a partner or the class.

Remember: a = one.

1. I like banana(s), strawberry(ies), and peach(es). yes no
2. I eat a banana____ every day. yes no
3. My favorite animals are elephant(s). yes no
4. A baby elephant____ is cute. yes no
5. Baby____ are cute. yes no
6. The grammar exercise____ in this book are easy. yes no
7. A ride on a motorcycle____ is fun. yes no
8. A ride on an airplane____ is comfortable. yes no
9. This exercise____ is easy. yes no
10. Cockroach____ are ugly, and they scare me. yes no

Nouns and Pronouns 173
Exercise 25. Warm-up. (Chart 6-6)
Write a before the singular nouns.

1. a. ____ child
   b. ____ children

2. a. ____ teeth
   b. ____ tooth

3. a. ____ foot
   b. ____ feet

6-6 Nouns: Irregular Plural Forms

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) child</td>
<td>children</td>
<td>Mr. Smith has one child. Mr. Cook has two children.</td>
</tr>
<tr>
<td>(b) foot</td>
<td>feet</td>
<td>I have a right foot and a left foot. I have two feet.</td>
</tr>
<tr>
<td>(c) man</td>
<td>men</td>
<td>I see a man on the street. I see two men on the street.</td>
</tr>
<tr>
<td>(d) mouse</td>
<td>mice</td>
<td>My cat sees a mouse. Cats like to catch mice.</td>
</tr>
<tr>
<td>(e) tooth</td>
<td>teeth</td>
<td>My tooth hurts. My teeth are white.</td>
</tr>
<tr>
<td>(f) woman</td>
<td>women</td>
<td>There's one woman in our class. There are ten women in your class.</td>
</tr>
<tr>
<td>(g) sheep</td>
<td>sheep</td>
<td>Annie drew a picture of one sheep. Tommy drew a picture of two sheep.</td>
</tr>
<tr>
<td>(h) fish</td>
<td>fish</td>
<td>Bob has an aquarium. He has one fish. Sue has an aquarium. She has seven fish.</td>
</tr>
<tr>
<td>(i) (none)*</td>
<td>people</td>
<td>There are fifteen people in this room. (Notice: People does not have a final -s.)</td>
</tr>
</tbody>
</table>

* People is always plural. It has no singular form.
Exercise 26. Looking at grammar. (Chart 6-6)

Complete the sentences with the correct form of the noun in each picture.

1. The dancer is standing on one _____________. After a dance, her _____________ are sore.

2. There are three _____________ in the bowl. One ______________ is blowing bubbles.

3. The dentist is checking my _______________. One ______________ has a cavity.

4. Janine has four _______________. I have one ______________

5. Sometimes, I have trouble sleeping, so I count _______________. One ______________, two _______________, ... one hundred _______________.
   Oh, no, I'm still awake!

6. This _______________ is strong. This _______________ is weak.

7. Are ______________ stronger than ______________, or are ______________ stronger than ______________? 

8. There is a ______________ in my bedroom wall. There are ______________ under my house.

Nouns and Pronouns 175
Exercise 27. Reading and grammar. (Charts 6-5 and 6-6)

Part I. Read the story. Look at new vocabulary with your teacher first.

An Online Shopper

Tara likes to buy clothes online. She lives far away from stores and shopping malls. She knows many good online sites. She frequently checks for sales. She finds shirts, pants, and jackets for her husband and children. She buys skirts, dresses, warm coats, and hats for herself. But she doesn't get shoes online. She has big feet and often shoes don't fit. Sometimes she returns her purchases. For Tara, the best websites have free shipping for returns.

Part II. Add plural endings to the nouns. Write 0 for “no ending.”

1. Tara shops at online site ___.
2. She lives far away from mall ___.
3. She checks website ___ for sale ___.
4. She like to buy clothes for her husband ___ and child ___.
5. She buys jacket ___, skirt ___, shirt ___, dress ___, and coat ___.
6. She doesn't buy shoe ___ online because she has big f ___.
7. Tara likes website ___ with free shipping for return ___.

Exercise 28. Looking at grammar. (Charts 6-1 → 6-6)

A complete sentence is a group of words that has a subject and a verb. An incomplete sentence is a group of words that does not have a subject and a verb.

If the words are a complete sentence, change the first letter to a capital letter and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write “NC” to mean “not complete.”

1. monkeys like bananas.
2. in my garden → NC
3. do you like sour apples?
4. this class ends at two o’clock
5. teaches English
6. my mother works
7. in an office
8. my mother works in an office
9. does your brother have a job
10. does not work
11. my sister lives in an apartment
12. has a roommate
13. the apartment has two bedrooms
14. a small kitchen and a big living room
15. on the third floor

Exercise 29. Looking at grammar. (Charts 6-1 → 6-6)
Choose the correct completion.

1. My sister and I live together. Our parents often call or visit ____.
   (a) us         (b) them   (c) we       (d) they

2. Dan has a broken leg. I visit ____ every day.
   a. he         b. him    c. them     d. it

3. Maya and I are good friends. ____ spend a lot of time together.
   a. They       b. You    c. We       d. She

4. Our kids enjoy the zoo. We often take ____ to the zoo.
   a. it         b. they   c. them     d. him

5. Cristina drives an old car. She takes good care of ____.
   a. her        b. them   c. it       d. him

6. Mark and ____ don’t know Mr. Sung.
   a. I          b. me     c. us       d. them

7. Ms. Vargas is a lawyer in Chicago. Do you know ____?
   a. them       b. it     c. him      d. her

8. Ahmed lives near Yoko and ____.
   a. I          b. me     c. he       d. she

9. My sister and a friend are visiting me. ____ are visiting here for two days.
   a. She        b. They   c. We       d. Them

10. Do ____ have the correct time?
    a. you       b. them   c. him      d. her
Exercise 30. Warm-up. (Chart 6-7)
Complete the sentences.

Who does this book belong to?

1. STUDENT A: It’s his book OR It’s his.
2. STUDENT B: It’s her book. OR It’s hers.
3. STUDENT C: It’s your book. OR It’s yours.
4. STUDENT D: It’s our book. OR It’s ____________.
5. STUDENT E: It’s their book. OR It’s ____________.

Do you know this exception?
6. It’s my book. OR It’s ____________.

Exercise 31. Looking at grammar. (Chart 6-7)
Write or say the correct possessive pronoun.

1. It’s your money. It’s ____________.
2. It’s our money. It’s ____________.
3. It’s her money. It’s ____________.
4. It’s their money. It’s ____________.
5. It’s his money. It’s ____________.
6. It’s my money. It’s ____________.
7. The money belongs to Matt. It’s ____________.
8. The money belongs to Elena. It’s ____________.
9. The money belongs to Matt and Elena. It’s ____________.
10. The money belongs to Stuart and me. It’s ____________.
Exercise 32. Looking at grammar. (Charts 2-5, 6-2, 6-4, and 6-7)
Complete the sentences. Use object pronouns, possessive adjectives, and possessive pronouns.

1. I own this book.
   a. This book belongs to ______me______.
   b. This is ______my______ book.
   c. This book is ______mine______.

2. They own these books.
   a. These books belong to ____________.
   b. These are ____________ books.
   c. These books are ____________.

3. You own that book.
   a. That book belongs to ____________.
   b. That is ____________ book.
   c. That book is ____________.

4. She owns this pen.
   a. This pen belongs to ____________.
   b. This is ____________ pen.
   c. This pen is ____________.

5. He owns that pen.
   a. That pen belongs to ____________.
   b. That is ____________ pen.
   c. That pen is ____________.

6. We own those books.
   a. Those books belong to ____________.
   b. Those are ____________ books.
   c. Those books are ____________.
Exercise 33. Looking at grammar. (Charts 2-5 and 6-7)
Write the correct completion.

1. Is this _____ your _____ pen?
   your / yours

2. Please give this dictionary to Oksana. It’s ______ her / hers.

3. A: Don’t forget ______ your _____ hat. Here.
   your / yours
   B: No, that’s not ______ my _____ hat. ______ my / mine is green.
   my / mine My / Mine

4. A: Please take this bouquet of flowers as a gift from me. Here. They’re ______ your / yours.
   B: Thank you. You’re very thoughtful.

5. A: That car belongs to Mr. and Mrs. Townsend.
   B: No, that’s not ______ their / theirs. ______ Their / Theirs car is new.
   their / theirs

6. A: Malik and I really like ______ our / ours new apartment. It has lots of space.
   How do you like ______ your / yours?
   B: ______ Our / Ours is small, but it’s comfortable.

7. A: Excuse me. Is this ______ your / yours umbrella?
   B: I don’t have an umbrella. Ask Jay. Maybe it’s ______ he / his.

8. A: This isn’t ______ my / mine phone.
   B: Are you sure?
   A: Yes, I have a flip phone. This one belongs to Carla. ______ Her / Hers is a smartphone.

Exercise 34. Warm-up. (Chart 6-8)
Choose all the grammatically correct sentences.

1. His bedroom is messy.
2. The boy his bedroom is messy.
3. The boy bedroom is messy.
4. The boy’s bedroom is messy.
**6-8 Possessive Nouns**

<table>
<thead>
<tr>
<th>(a) My friend has a car.</th>
<th><strong>SINGULAR NOUN</strong></th>
<th><strong>POSSESSIVE FORM</strong></th>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend's car is blue.</td>
<td>friend</td>
<td>friend's</td>
<td>POSSESSIVE NOUN, SINGULAR: noun + apostrophe (' + -s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) The student has a book.</th>
<th><strong>SINGULAR NOUN</strong></th>
<th><strong>POSSESSIVE FORM</strong></th>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student's book is red.</td>
<td>student</td>
<td>student's</td>
<td>POSSESSIVE NOUN, SINGULAR: noun + apostrophe (' + -s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c) The students have books.</th>
<th><strong>PLURAL NOUN</strong></th>
<th><strong>POSSESSIVE FORM</strong></th>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The students' books are red.</td>
<td>students</td>
<td>students'</td>
<td>POSSESSIVE NOUN, PLURAL: noun + -s + apostrophe ('')</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(d) My friends have a car.</th>
<th><strong>PLURAL NOUN</strong></th>
<th><strong>POSSESSIVE FORM</strong></th>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>My friends' car is blue.</td>
<td>friends</td>
<td>friends'</td>
<td>POSSESSIVE NOUN, PLURAL: noun + -s + apostrophe ('')</td>
</tr>
</tbody>
</table>

### Exercise 35. Looking at grammar. (Chart 6-8)

Complete the sentences with the correct nouns.

1. Rebecca’s dress is very colorful.
   
   The _______ belongs to _______.

2. Dave’s car was expensive.
   
   The _______ belongs to _______.

3. Where is Samir’s room?
   
   The _______ belongs to _______.

4. Is the doctor’s office crowded?
   
   The _______ belongs to _______.

### Exercise 36. Looking at grammar. (Chart 6-8)

Choose the correct answer for each boldfaced noun.

1. My teacher's office is large.
   - one teacher
   - more than one teacher

2. My teachers' office is large.
   - one teacher
   - more than one teacher

3. The nurses' uniform is green.
   - one nurse
   - more than one nurse

4. The nurse's uniform is green.
   - one nurse
   - more than one nurse

5. My friends' work is interesting.
   - one friend
   - more than one friend

6. The dentist's schedule is busy.
   - one dentist
   - more than one dentist
Exercise 37. Looking at grammar. (Chart 6-8)
Complete the sentences with your classmates’ names.

1. ___________________ hair is short and straight.
2. ___________________ grammar book is on her desk.
3. ___________________ last name is ____________________.
4. I don’t know ___________________ address.
5. ___________________ eyes are brown.
6. ___________________ shirt is blue.
7. ___________________ backpack is on the floor.
8. I need to borrow ___________________ pen.

Exercise 38. Game. (Chart 6-8)
Work in teams. Complete the sentences with words from the box. You may use a word more than one time. The team with the most correct answers wins.

brother  father  son
children  mother  wife
daughter  sister

Family relationships

1. My uncle is my father’s _________________.
2. My grandmother is my mother’s _________________.
3. My brother-in-law is my husband’s _________________.
4. My sister’s ________________ are my nieces and nephews.
5. My niece is my brother’s _________________.
6. My nephew is my sister’s _________________.
7. My aunt’s ________________ is my mother.
8. My wife’s ________________ is my mother-in-law.
9. My brother’s ________________ is my sister-in-law.
10. My father’s ________________ and ________________ are my grandparents.
Exercise 39. Looking at grammar. (Charts 2-5, 6-7, and 6-8)

Complete the sentences. Use the correct possessive form of the given words.

1. I a. This bookbag is ________ mine ________.
   Ava b. That bookbag is ________ Ava’s ________.
   I c. ________ My ________ bookbag is red.
   she d. ________ Hers ________ is green.

2. we a. These books are ____________.
   they b. Those books are ____________.
   we c. ____________ books are on the table.
   they d. ____________ are on the desk.

3. Don a. This raincoat is ____________.
   Kate b. That raincoat is ____________.
   he c. ____________ is light brown.
   she d. ____________ is light blue.

4. I a. This notebook is ____________.
   you b. That one is ____________.
   I c. ____________ has ____________ name on it.
   you d. ____________ has ____________ name on it.

5. Ray a. ____________ apartment is on Pine Street.
   we b. ____________ is on Main Street.
   he c. ____________ apartment has three rooms.
   we d. ____________ has four rooms.

6. I a. This is ____________ pen.
   you b. That one is ____________.
   I c. ____________ is in ____________ pocket.
   you d. ____________ is on ____________ desk.
7. we a. ____________ car is a Chevrolet.
   they b. ____________ is a Volkswagen.
   we c. ____________ gets 17 miles to the gallon.
   they d. ____________ car gets 30 miles to the gallon.

8. Gabi a. These books are ____________.
   Evan b. Those are ____________.
   she c. ____________ are on ____________ desk.
   he d. ____________ are on ____________ desk.

**Exercise 40. Listening. (Chart 6-8)**

Listen to each sentence and choose the word you hear.

*Example:* You will hear: Your dad’s job sounds interesting.
   You will choose: dad (dad’s)

1. Mack Mack’s
2. Mack Mack’s
3. teacher teacher’s
4. teacher teacher’s
5. friend friend’s
6. friend friend’s
7. manager manager’s
8. cousin cousin’s

**Exercise 41. Looking at grammar. (Chart 6-8)**

Add apostrophes where necessary.

1. Brian’s
2. Stefan likes to work late at night. → (no change)
3. My teachers give a lot of homework.
4. My teachers names are Ms. Cordova and Mr. Durisova.
5. My teachers first name is Ellen.
6. The teacher collected all the students test papers at the end of the class.
7. Nicole is a girls name.
8. Erica and Natalie are girls names.
9. Do you know Monicas brother?
10. Ryans friends visited him last night.
Exercise 42. Warm-up. (Chart 6-9)
Choose the correct answer.

1. Who is that?
   a. It's Tom.
   b. It's Tom's.

2. Whose is that?
   a. It's Tom.
   b. It's Tom's.

6-9 Questions with Whose

(a) Whose book is this?  → Mine.
   → It’s mine.
   → It’s my book.

(b) Whose books are these?  → Rita’s.
   → They’re Rita’s.
   → They’re Rita’s books.

(c) Whose is this? (The speaker is pointing to one book.)
(d) Whose are these? (The speaker is pointing to some books.)

(e) Who’s your teacher?

Whose asks about possession.
Whose is often used with a noun (e.g., whose book), as in (a) and (b).

Whose can be used without a noun if the meaning is clear, as in (c) and (d).

In (e): Who’s = who is
Whose and who’s have the same pronunciation.

Exercise 43. Looking at grammar. (Chart 6-9)
Choose the correct answer.

1. Whose birthday is today?
   a. Audrey’s.
   b. Audrey.

2. Who is on the phone?
   a. Audrey’s.
   b. Audrey.

3. Who is working at the bakery?
   a. Allen.
   b. Allen’s.

4. Whose bakery is the best?
   a. Allen.
   b. Allen’s.

5. Who’s going to join us for lunch?
   a. Toshi’s.
   b. Toshi.

6. Whose dirty socks are on the floor?
   a. Julian’s.
   b. Julian.
Exercise 44. Looking at grammar. (Chart 6-9)
Complete the sentences with *Whose* or *Who’s*.

1. __________ your roommate this year?
2. __________ pen is this?
3. __________ on the phone?
4. __________ that?
5. __________ is that?
6. __________ making so much noise?

Exercise 45. Listening. (Chart 6-9)
Listen to each sentence. Choose *Whose* or *Who’s*.

1. Whose Who’s
2. Whose Who’s
3. Whose Who’s
4. Whose Who’s
5. Whose Who’s
6. Whose Who’s
7. Whose Who’s
8. Whose Who’s
9. Whose Who’s
10. Whose Who’s

Exercise 46. Looking at grammar. (Charts 2-6, 2-7, and 6-9)
Write the correct completion.

1. Whose watch __________ is / are this / these?
2. Whose glasses __________ is / are that / those?
3. Whose hat __________ is / are that / those?
4. Whose shoe __________ is / are this / these?
5. Whose keys __________ is / are this / these?

Exercise 47. Let’s talk: pairwork. (Chart 6-9)
Work with a partner. Touch or point to something in the classroom that belongs to someone and ask a question with *Whose*.

*Example:*
PARTNER A: *(points to a book)* Whose book is this?
PARTNER B: It’s mine. / Mine. / It’s my book.
PARTNER A: Your turn.
Exercise 48. Warm-up. (Chart 6-10)
Choose the answer that describes the picture. Only one answer is correct.

a. Woman’s Restroom
b. Women’s Restroom

6-10 Possessive: Irregular Plural Nouns

(a) The children’s toys are on the floor.
(b) That store sells men’s clothing.
(c) That store sells women’s clothing.
(d) I like to know about other people’s lives.

Irregular plural nouns (children, men, women, people) have an irregular plural possessive form. The apostrophe (‘) comes before the final -s.

Regular plural possessive noun:
the students’ books

Irregular plural possessive noun:
the women’s books

Exercise 49. Looking at grammar. (Charts 6-8 and 6-10)
Complete each sentence with the possessive form of the given noun.

These books belong to . . .

1. Maggie. They’re _______________ books.
2. my friend. They’re __________________ books.
3. my friends. They’re __________________ books.
4. the child. They’re __________________ books.
5. the children. They’re __________________ books.
6. the woman. They’re __________________ books.
7. the women. They’re __________________ books.
Exercise 50. Looking at grammar. (Charts 6-8 and 6-10)
Complete each sentence with the possessive form of the given noun.

1. children
That store sells _______ children's _______ books.

2. women
Vanessa and Angelina are _______ names.

3. person
A biography is the story of a _______ life.

4. people
Biographies are the stories of _______ lives.

5. students
_________ lives are busy.

6. brother
Do you know my _______ wife?

7. wife
Vanya fixed his _______ old sewing machine.

8. dog
My _______ name is Fido.

9. dogs
My _______ names are Fido and Rover.

10. men
Are Jim and Tom _______ names?

11. man, woman
Chris can be a _______ nickname or a _______ nickname.

12. children
Our _______ school is near our house.

Exercise 51. Looking at grammar. (Charts 6-8 and 6-10)
Choose the correct completion.

1. The ____ work hard.
   a. students    b. student’s    c. students’

2. My ____ name is Honey.
   a. cats    b. cat’s    c. cats’

3. My ____ are traveling in Spain.
   a. cousins    b. cousin’s    c. cousins’

4. My ____ is meeting them in two weeks.
   a. uncle    b. uncle’s    c. uncles’

5. The three ____ coats are in the closet.
   a. boys    b. boy’s    c. boys’
6. The ____ is riding his bike.
   a. boys  b. boy  c. boys’

7. We have three ____ and one girl in my family.
   a. boys  b. boy’s  c. boys’

8. Two of my ____ live near me.
   a. friends  b. friend’s  c. friends’

9. My ____ names are Frank and Martin.
   a. friend  b. friend’s  c. friends’

10. My best ____ name is Andy.
    a. friends  b. friend’s  c. friends’

**Exercise 52. Check your knowledge.** (Chapter 6)
Correct the mistakes.

1. Jamil a car has. → Jamil has a car.

2. Babys cry.

3. Kurt helps Justin and I.

4. Our teacher gives tests difficult.

5. Charlie is cutting with a lawnmower the grass.

6. Do you know Yuko roommate?

7. My roommate desk is always a mess.

8. There are nineteen peoples in my class.

9. Veronica and Victor have three childrens.

10. Excuse me. Where is the men room?

11. There is twenty classroom in this building.

12. Mr. Torro is our teacher. Me like he very much.

13. Does that store sell children toys?

14. Whose is book on the chair?

15. It is mine book.
Exercise 53. Grammar and writing. (Chapter 6)

Part I. Read the paragraph. Look at the boldface words. Write “S” if the word is singular and “P” if it is plural.

S

My favorite store is City Market. It is a grocery store. I like this store because it has many kinds of groceries. I can buy interesting ingredients there. I often cook dishes from my country. City Market has a big selection of rice and fresh vegetables. I like to buy fresh, not frozen, vegetables and meat, but the meat at City Market is expensive, so I don’t buy much. The store is near my house, and I can walk to it. The people are friendly and helpful.

Part II. Where do you like to shop? It can be a grocery store, clothes store, online store, etc. Complete the sentences. Combine the sentences into a paragraph. Add a few extra details to make your writing more interesting. Begin with My favorite store is . . . .

1. My favorite store is ____________________________________________.

2. I like this store because it ____________________________________________.

3. I often/sometimes buy ____________________________________________.

4. I don’t like to buy ____________________________________________.

5. The store is ____________________________________________.

Part III. Work individually or change papers with a partner. Check (√) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ a verb in every sentence
5. ___ correct use of -s/-es/-ies endings for plural nouns
6. ___ correct use of irregular plural forms
7. ___ correct spelling (use a dictionary or spell-check)
Exercise 1. Warm-up. (Chart 7-1)
Which of the following can you count? There is only one possibility.

1. ___ sugar bowl
2. ___ sugar
Exercise 2. Looking at grammar. (Chart 7-1)
Look at the italicized words. Underline the noun. Is it count or noncount?

1. He is sitting on a chair. count noncount
2. He is sitting on old furniture. count noncount
3. She has a coin. count noncount
4. She has some money. count noncount
5. The street is full of heavy traffic. count noncount
6. There are a lot of cars in the street. count noncount
7. I know a fact about bees. count noncount
8. I have some information about bees. count noncount
9. The teacher gives us a lot of homework. count noncount
10. We have an easy assignment. count noncount
11. I like classical music. count noncount
12. Would you like some coffee? count noncount
13. Our school has a big library. count noncount
14. We are learning new vocabulary every day. count noncount
15. I need some advice. count noncount
16. Peter has a good job. count noncount
17. He likes his work. count noncount
18. Margo wears a lot of bracelets. count noncount

Exercise 3. Vocabulary and grammar. (Chart 7-1)
Describe the pictures. Add -s to the ends of the words if necessary or write Ø (no ending).

<table>
<thead>
<tr>
<th>PICTURE</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="One ring" /></td>
<td>1. one ring Ø</td>
</tr>
<tr>
<td><img src="image" alt="Two rings" /></td>
<td>2. two ring s</td>
</tr>
<tr>
<td>PICTURE</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="image1" alt="Three Rings" /></td>
<td>3. three ring(s)</td>
</tr>
<tr>
<td><img src="image2" alt="Postcards" /></td>
<td>4. some jewelry(s)</td>
</tr>
<tr>
<td><img src="image3" alt="Two Letters" /></td>
<td>5. two letter(s)</td>
</tr>
<tr>
<td><img src="image4" alt="One Postcard" /></td>
<td>6. one postcard(s)</td>
</tr>
<tr>
<td><img src="image5" alt="Some Mail" /></td>
<td>7. some mail(s)</td>
</tr>
<tr>
<td><img src="image6" alt="One Couch" /></td>
<td>8. one couch(s)</td>
</tr>
<tr>
<td><img src="image7" alt="Two Tables" /></td>
<td>9. two table(s)</td>
</tr>
<tr>
<td><img src="image8" alt="Some Chairs" /></td>
<td>10. some chair(s)</td>
</tr>
<tr>
<td><img src="image9" alt="Some Furniture" /></td>
<td>11. some furniture(s)</td>
</tr>
<tr>
<td><img src="image10" alt="A Lot of Cars" /></td>
<td>12. a. a lot of car(s)</td>
</tr>
<tr>
<td><img src="image11" alt="A Lot of Traffic" /></td>
<td>b. a lot of traffic(s)</td>
</tr>
<tr>
<td><img src="image12" alt="A Lot of Money" /></td>
<td>13. a. a lot of money(s)</td>
</tr>
<tr>
<td><img src="image13" alt="A Lot of Coin" /></td>
<td>b. a lot of coin(s)</td>
</tr>
</tbody>
</table>
Exercise 4. Looking at grammar: small groups. (Chart 7-1)
Work in small groups. List the noncount nouns. Find the count nouns that are close in meaning. Use *a/an* with the count nouns.

<table>
<thead>
<tr>
<th>Noncount</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>desk</td>
</tr>
<tr>
<td>assignment</td>
<td>fact</td>
</tr>
<tr>
<td>bracelet</td>
<td>furniture</td>
</tr>
<tr>
<td>cloud</td>
<td>homework</td>
</tr>
<tr>
<td>coin</td>
<td>information</td>
</tr>
<tr>
<td>mail</td>
<td>letter</td>
</tr>
<tr>
<td>music</td>
<td>work</td>
</tr>
<tr>
<td>job</td>
<td>song</td>
</tr>
<tr>
<td>suggestion</td>
<td>weather</td>
</tr>
<tr>
<td>letter</td>
<td>mail</td>
</tr>
<tr>
<td>money</td>
<td>work</td>
</tr>
</tbody>
</table>

1. **mail**
2. **a letter**
3. **some mail**
4. **many mail**
5. **a lot of mail**
6. **many letters**
7. **some letters**
8. **a lot of letters**
9. **some homework**
10. **a lot of homework**

Exercise 5. Looking at grammar. (Chart 7-1)
Complete the nouns with *-s* or *Ø* (no article).

1. a house____, one house____, two house____, a lot of house____, some house____
2. a car____, one car____, four car____, a lot of car____
3. water____, some water____, a lot of water____
4. a computer____, three computer____, some computer____, a lot of computer____

Exercise 6. Game. (Chart 7-1)
Work in teams. Complete the sentences with as many nouns as possible. Write the names of things you see in the classroom. The team with the most grammatically correct nouns wins.

*I see . . .*
1. a
2. two
3. five
4. some
5. a lot of
6. many
Exercise 7. Game. (Chapter 6 and Chart 7-1)

Work in groups or individually. The object of the game is to fill in each list with nouns that belong to the category of that list. If possible, write one noun that begins with each letter of the alphabet. When you finish your lists, count the nouns you have. That is your score. Who has the highest score?

<table>
<thead>
<tr>
<th>LIST 1</th>
<th>LIST 2</th>
<th>LIST 3</th>
<th>LIST 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things in nature</td>
<td>Things you eat and drink</td>
<td>Animals and insects</td>
<td>Things for sale at (name of a local store)</td>
</tr>
<tr>
<td>A</td>
<td>air</td>
<td>B</td>
<td>bushes</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td>E</td>
<td>earth</td>
</tr>
<tr>
<td>F</td>
<td>fish</td>
<td>G</td>
<td>grass</td>
</tr>
<tr>
<td>H</td>
<td>I</td>
<td>J</td>
<td>ice</td>
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<tr>
<td>K</td>
<td>L</td>
<td>leaves</td>
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<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>ocean</td>
</tr>
<tr>
<td>P</td>
<td>plants</td>
<td>Q</td>
<td></td>
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<tr>
<td>R</td>
<td>rain</td>
<td>S</td>
<td>stars</td>
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<td>T</td>
<td>trees</td>
<td>U</td>
<td></td>
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<tr>
<td>V</td>
<td>water</td>
<td>W</td>
<td></td>
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<tr>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

Score: 13  Score:  Score:  Score:  

Count and Noncount Nouns 195
Exercise 8. Warm-up (Chart 7-2)
Are the words in red correct or incorrect?
1. I work in an office.
2. It is in a hotel.
3. I take an elevator to the top floor.
4. I have an amazing view.

7-2 Using A vs. An

(a) A dog is an animal. 
A and an are used in front of singular count nouns. In (a): dog and animal are singular count nouns.

(b) I work in an office. 
Use an in front of words that begin with the vowels a, e, i, and o: an apartment, an elephant, an idea, an ocean. 
In (c): Notice that an is used because the adjective (old) begins with a vowel and comes in front of a singular count noun (man).

(c) Mr. Tang is an old man. 
Use an if a word that begins with “u” has a vowel sound: an uncle, an ugly picture.

(d) I have an uncle. 
Use a if a word that begins with “u” has a /yu/ sound: a university, a usual event.

COMPAR IS 
(e) He works at a university. 
In some words that begin with “h,” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used: an hour, an honor.

(f) I need an hour to finish my work. 
In most words that begin with “h,” the “h” is pronounced. Use a if the “h” is pronounced.

(g) I live in a house. He lives in a hotel.

Exercise 9. Looking at grammar. (Chart 7-2)
Complete the sentences with a or an.
1. Lars is eating ______ apple.
2. Tia is eating ______ banana.
3. Alice works in ______ office.
4. I have ______ idea.
5. I have ______ good idea.
6. Ada is taking ______ easy class.
7. Cuba is ______ island near the United States.
8. ______ hour has sixty minutes.
9. ______ healthy person gets regular exercise.

10. Elsa is ______ honest worker.

11. Markus needs ______ math tutor.

12. Bashir has ______ exciting job. He is ______ pilot. He flies helicopters.

**Exercise 10. Listening.** (Chart 7-2)

Listen to each sentence. Choose the word you hear.

*Example:* You will hear: I come from a small town.
You will choose: (a) an

1. a an  
2. a an  
3. a an  
4. a an  
5. a an  
6. a an  
7. a an  
8. a an  
9. a an  
10. a an

**Exercise 11. Warm-up** (Chart 7-3)

Answer the questions about the nouns in the box.

- a bike
- some pollution
- some cars
- some traffic
- some motorcycles
- a truck

1. Which nouns are count? __________________________

2. Which nouns are noncount? __________________________

3. Which nouns are singular count? __________________________

4. Which nouns are plural count? __________________________

Can you make a rule about when to use *some*?
7-3 Using *A/An* vs. *Some*

(a) I have *a pen.*

* *A/An* is used in front of SINGULAR COUNT nouns.
In (a): The word *pen* is a singular count noun.

(b) I have *some pens.*

* *Some* is used in front of PLURAL COUNT nouns.
In (b): The word *pens* is a plural count noun.

(c) I have *some rice.*

* *Some* is used in front of NONCOUNT nouns.*
In (c): The word *rice* is a noncount noun.

* Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

Exercise 12. Looking at grammar. (Chart 7-3)

Look at each noun and circle the correct word: *a*, *an*, or *some*. Then decide if the noun is singular count, plural count, or noncount.

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR COUNT</th>
<th>PLURAL COUNT</th>
<th>NONCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a</td>
<td>an</td>
<td>some</td>
<td>letters</td>
</tr>
<tr>
<td>2. a</td>
<td>an</td>
<td>some</td>
<td>mail</td>
</tr>
<tr>
<td>3. a</td>
<td>an</td>
<td>some</td>
<td>letter</td>
</tr>
<tr>
<td>4. a</td>
<td>an</td>
<td>some</td>
<td>table</td>
</tr>
<tr>
<td>5. a</td>
<td>an</td>
<td>some</td>
<td>tables</td>
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<tr>
<td>6. a</td>
<td>an</td>
<td>some</td>
<td>furniture</td>
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<td>7. a</td>
<td>an</td>
<td>some</td>
<td>car</td>
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<td>8. a</td>
<td>an</td>
<td>some</td>
<td>automobiles</td>
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<td>9. a</td>
<td>an</td>
<td>some</td>
<td>buses</td>
</tr>
<tr>
<td>10. a</td>
<td>an</td>
<td>some</td>
<td>traffic</td>
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<tr>
<td>11. a</td>
<td>an</td>
<td>some</td>
<td>advice</td>
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<tr>
<td>12. a</td>
<td>an</td>
<td>some</td>
<td>egg</td>
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<td>13. a</td>
<td>an</td>
<td>some</td>
<td>eggs</td>
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<td>14. a</td>
<td>an</td>
<td>some</td>
<td>hour</td>
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<td>15. a</td>
<td>an</td>
<td>some</td>
<td>minutes</td>
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</tbody>
</table>
**Exercise 13. Looking at grammar.** (Chart 7-3)
Write each word from the box in the correct column.

<table>
<thead>
<tr>
<th>✓ answer</th>
<th>✓ boy</th>
<th>computer</th>
<th>evening</th>
<th>ideas</th>
<th>uncle</th>
<th>word</th>
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**Exercise 14. Looking at grammar.** (Chart 7-3)
Complete each sentence with *a*, *an*, or *some*. Is each noun singular count or noncount?

*I have . . .*

1. ______ some ______ fruit.  
   singular count  noncount
2. ______ ______ apple.  
   singular count  noncount
3. ______ ______ money.  
   singular count  noncount
4. ______ ______ euro.  
   singular count  noncount
5. ______ ______ sandwich.  
   singular count  noncount
6. ______ ______ flour.  
   singular count  noncount
7. ______ ______ soup.  
   singular count  noncount
8. ______ ______ letter.  
   singular count  noncount
9. ______ ______ information.  
   singular count  noncount
10. ______ ______ water.  
    singular count  noncount
11. ______ ______ word.  
    singular count  noncount
12. ______ ______ homework.  
    singular count  noncount
13. ______ ______ problem.  
    singular count  noncount
14. ______ ______ answer.  
    singular count  noncount
Exercise 15. Let’s talk: small groups. (Chart 7-3)
Work in small groups. Complete the lists with nouns. You may use adjectives with the nouns. Share some of your answers with the class.

1. things you usually see in an apartment
   a. a ____________________
   b. an ____________________
   c. some ____________________ (plural noun)
   d. some ____________________ (noncount noun)

2. things you usually see in a classroom
   a. a ____________________
   b. an ____________________
   c. some ____________________ (plural noun)
   d. some ____________________ (noncount noun)

3. things you usually see outdoors
   a. a ____________________
   b. an ____________________
   c. some ____________________ (plural noun)
   d. some ____________________ (noncount noun)

Exercise 16. Looking at grammar. (Chart 7-3)
Complete the sentences with a/an or some.

1. Marisol is wearing _________ silver jewelry. She’s wearing _________ a necklace and _________ earrings.

2. Amir and I are busy. I have _________ homework to do. He has _________ work to do.

3. Asha has _________ job. She is _________ teacher.

4. We have _________ table, _________ couch, and _________ chairs in our living room.

5. We have _________ furniture in our living room.

6. Natalie is listening to _________ music.
7. I'm hungry. I would like __________ orange.

8. The kids are hungry. They would like __________ fruit. They would also like __________ cheese.

9. I need __________ information about the bus schedule.

10. I have a problem. I need __________ advice.

**Exercise 17. Let's talk: pairwork. (Chart 7-3)**
Work with a partner. Use *a*, *an*, or *some* with the given word. Partner A: Your book is open to this page. Partner B: Your book is open to *Let's Talk: Answers*, p. 502.

*Example:* desks

PARTNER A: a desks

PARTNER B: Again?

PARTNER A: some desks

PARTNER B: Right.

1. apple
2. apples
3. children
4. old man
5. men
6. word
7. music
8. rice
9. hour
10. island

*Change roles.*


11. animal
12. animals
13. people
14. fruit
15. egg
16. university
17. uncle
18. bananas
19. bread
20. vocabulary

**Exercise 18. Looking at grammar. (Chart 7-3)**
Use the given word to complete the sentence. Add -s to a count noun (or give the irregular plural form). Do not add -s to a noncount noun.

1. money
2. key
3. man
4. flour
5. flower

I need some __________ money __________.

I see some __________ keys __________ on the table.

Some __________ men __________ are standing in the street.

I need to buy some __________.

Andy wants to buy some __________ for his mom.
6. information  I need some ________________.
7. jewelry  Fred is looking for some ________________ for his wife.
8. child  Some ________________ are playing in the park.
9. homework  I can’t go to the movie because I have some ________________ to do.
10. advice  Could you please give me some ________________?
11. suggestion  I have some ________________ for you.
12. help  I need some ________________ with my homework.
13. sandwich  We’re hungry. We want to make some ________________.
14. animal  I see some ________________ in the picture.

15. banana  The monkeys are hungry. They would like some ________________.
16. water  I’m thirsty. I would like some ________________.
17. weather  We’re having some hot ________________ right now.
18. picture  I have some ________________ of my family in my wallet.
19. rice, bean  I usually have some ________________ and ________________ for dinner.
Exercise 19. Reading and grammar. (Chart 7-3)

Part I. Read the story. Look at new vocabulary with your teacher first.

Beth likes to shop with coupons. Coupons help her save some money. She usually gets coupons from newspapers, online, or in some stores. Today she is shopping for paper products like toilet paper and tissue. She has a coupon for free toilet paper. It says “Buy one package—get one free.” She also wants some rice and butter. She doesn’t have a coupon for rice, but her favorite rice is on sale. She has a coupon for butter, but it is still expensive with the coupon. She is looking for a cheaper brand. She also has some “20% off” coupons for frozen food. Ice cream sounds good. She loves ice cream, and she thinks a 20% coupon is good. Beth is happy because she is saving some money today.

Part II. Write the noun in the story that follows each word in bold. Can you say why a or some is used for each noun?

1. some ________money_____
2. some ________
3. a ________
4. some ________
5. a ________
6. a ________
7. some ________
8. a ________
9. some ________

Part III. Answer the questions.

1. What do people generally buy with coupons?
2. Do people buy things they don’t need when they shop with coupons?
3. Do you use coupons? Why or why not?
Exercise 20. Warm-up. (Chart 7-4)
Answer the questions. Answers may vary.

1. What do you drink every day?
   a. ___ coffee
   b. ___ milk
   c. ___ tea
   d. ___ water
   e. ___ juice

2. What do you put your drink(s) in?
   a. ___ a cup
   b. ___ a glass

3. Which phrases sound OK to you?
   a. ___ a cup of coffee
   b. ___ a glass of water
   c. ___ a glass of coffee
   d. ___ a glass of tea
   e. ___ a cup of water
   f. ___ a cup of juice

7-4 Measurements with Noncount Nouns

<table>
<thead>
<tr>
<th>(a) I'd like some water.</th>
<th>Units of measure are used with noncount nouns to express a specific quantity. Examples: a glass of, a cup of, a piece of.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) I'd like a glass of water.</td>
<td>In (a): some water = an unspecified quantity</td>
</tr>
<tr>
<td>(c) I'd like a cup of coffee.</td>
<td>In (b): a glass of water = a specific quantity</td>
</tr>
<tr>
<td>(d) I'd like a piece of fruit.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMON EXPRESSIONS OF MEASURE**

<table>
<thead>
<tr>
<th>a bag of rice</th>
<th>a bunch of bananas</th>
<th>a jar of pickles</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bar of soap</td>
<td>a can of corn*</td>
<td>a loaf of bread</td>
</tr>
<tr>
<td>a bottle of olive oil</td>
<td>a carton of milk</td>
<td>a piece of cheese</td>
</tr>
<tr>
<td>a bowl of cereal</td>
<td>a glass of water</td>
<td>a sheet of paper</td>
</tr>
<tr>
<td>a box of candy</td>
<td>a head of lettuce</td>
<td>a tube of toothpaste</td>
</tr>
</tbody>
</table>

* In British English: a tin of corn
Exercise 21. Vocabulary and grammar. (Chart 7-4)
Complete the sentences. Use a piece of, a cup of, a glass of, a bowl of.

I'm hungry and thirsty. I'd like . . .

1. a cup of coffee. 6. soup.
2. bread. 7. meat.
3. water. 8. wine.
4. tea. 9. fruit.
5. cheese. 10. rice.

Exercise 22. Let's talk: pairwork. (Chart 7-4)
Work with a partner. Look at the list of food and drinks. Check (√) what you eat and drink every day. Add your own words to the list. Then tell your partner the usual quantity you have every day. Use a piece of, two pieces of, a cup of, three cups of, a glass of, a bowl of, or one, two, a, some, etc., in your answers. Share a few of your partner's answers with the class.

Example:

√ egg
√ fruit
___ banana
___ coffee
___ ice cream
___ orange juice

PARTNER A: I have one egg every day.
I usually eat two pieces of fruit.
I like a bowl of ice cream at night.
I drink a glass of orange juice every morning.

List of food and drinks:
___ egg
___ soup
___ fruit
___ bread
___ banana
___ apples
___ rice
___ ice cream
___ water
___ chicken
___ cheese
___ tea

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Exercise 23. Looking at grammar. (Chart 7-4)

Complete the sentences with nouns.

1. I’m going to the store. I need to buy a carton of orange juice / milk / etc.
2. I also need a tube of __________ and two bars of __________.
3. I need to find a can of __________ and a jar of __________.
4. I need to get a loaf of __________ and a box of __________.
5. I would like a head of __________ if it looks fresh.
6. Finally, I would like a couple of bottles of __________ and a jar of __________.

Exercise 24. Game. (Chart 7-4)

Work in teams. Make a list of everything in the picture by completing the sentence I see . . . . Try to use numbers (e.g., three spoons) or other units of measure (e.g., a box of candy). Use a for singular count nouns (e.g., a fly). Your teacher will give you a time limit. The team with the most correct answers wins.

Example: I see three spoons, a box of candy, a fly, etc.

Exercise 25. Let’s talk: pairwork. (Chart 7-4)

Work with a partner. Pretend that you are moving into a new apartment together. What do you need? First, make a list. Then write the things you need and indicate quantity (two, some, a lot of, etc.). List twenty to thirty things. Begin with We need.

Example:
PARTNER A: a couch and two beds
PARTNER B: a can opener
PARTNER A: pots and pans
PARTNER B: bookcases
PARTNER A: paint
   Etc.

Possible answer: We need one couch and two beds, one can opener, some pots and pans, a lot of bookcases, one can of paint, etc.
Exercise 26. Let’s talk: pairwork. (Chart 7-4)

Work with a partner. Complete the sentences with a, an, or some and the nouns.
Partner A: Your book is open to this page. Partner B: Your book is open to

Let’s Talk: Answers, p. 502. Help your partner with the correct responses if necessary.

1. I’m hungry. I’d like . . .
   a. food.
   b. apple.
   c. sandwich.
   d. bowl of soup.

2. I’m thirsty. I’d like . . .
   a. glass of milk.
   b. water.
   c. cup of tea.

3. I’m sick. I need . . .
   a. medicine.
   b. ambulance.

Change roles.


4. I’m cold. I need . . .
   a. coat.
   b. hat.
   c. warm clothes.*
   d. heat.

5. I’m tired. I need . . .
   a. sleep.
   b. break.
   c. relaxing vacation.

6. I’m hungry. I’d like . . .
   a. snack.
   b. fruit.
   c. orange.
   d. piece of chicken.

7. I’m thirsty. I’d like . . .
   a. juice.
   b. bottle of water.
   c. glass of iced tea.

8. I’m sick. I need . . .
   a. doctor.
   b. help.

9. I’m cold. I need . . .
   a. boots.
   b. blanket.
   c. hot bath.
   d. gloves.

10. I’m tired. I need . . .
    a. strong coffee.
    b. break.
    c. vacation.
    d. nap.

Exercise 27. Warm-up. (Chart 7-5)

Which answers are true for you?

1. Do you eat much fruit?
   a. Yes, I eat a lot.
   b. I eat a little.
   c. No, I don’t like fruit.

2. Do you eat many bananas?
   a. Yes, I eat a lot.
   b. I eat a few.
   c. No, I don’t like bananas.

*Clothes is always plural. The word clothes does not have a singular form.
Using Many, Much, A Few, A Little

(a) I don't get many letters.
(b) I don't get much mail.
(c) Jan gets a few letters.
(d) Ken gets a little mail.

Many is used with plural count nouns.
Much is used with noncount nouns.
A few is used with plural count nouns.
A little is used with noncount nouns.

Exercise 28. Looking at grammar. (Chart 7-5)

Complete the questions with many or much. Then give true answers. (If the answer is "zero," use "any" in the response.)

Example: How much tea do you drink in a day?
Possible answers: I drink three cups. I drink one cup. I don’t drink any tea. Etc.

1. How much money do you have in your wallet?
2. How many roommates do you have?
3. How many languages do you speak?
4. How much homework does your teacher usually assign?
5. How much tea do you drink in a day?
6. How much coffee do you drink in a day?
7. How many sentences are there in this exercise?
8. How many moons does the Earth have?

Exercise 29. Grammar and speaking: pairwork. (Chart 7-5)

Complete the sentences with many or much. Then work with a partner. Ask about each item. Circle the answer your partner gives. Who has more items in their kitchen?

In your kitchen, do you have . . .

1. How much sugar?
2. How many paper bags?
3. How much flour?
4. How much salt?
5. How many spices?
6. How much olive oil?
7. How much butter?
8. How much dishwashing liquid?
9. _____________ cans of soup?
   Yes, I do.  No, I don’t.

10. _____________ rolls of paper towels?
    Yes, I do. No, I don’t.

Exercise 30. Looking at grammar. (Chart 7-5)
Read the paragraph. Write a little or a few before each noun.

Andrew is having a party, but he has a problem. He doesn’t like to cook. His cabinets and refrigerator are almost empty. His friends are very surprised. When they get to his house, they find out he has only . . .

1. _____________ eggs.
2. _____________ juice.
3. _____________ potatoes.
4. _____________ fruit.
5. _____________ meat.
6. _____________ vegetables.
7. _____________ butter.
8. _____________ ketchup.
9. _____________ pieces of chicken.
10. _____________ cans of soup.

Exercise 31. Looking at grammar. (Chart 7-5)
Part I. Change a lot of to many or much.
1. Daniel has a lot of problems.  → Daniel has many problems.
2. I don’t have a lot of money.
3. I don’t put a lot of sugar in my coffee.
4. I have a lot of questions to ask you.
5. Pietro and Mia have a small apartment. They don’t have a lot of furniture.
6. Lara is lazy. She doesn’t do a lot of work.
7. I don’t drink a lot of coffee.
8. Do you send a lot of text messages?

Part II. Change some to a few or a little.
1. I need some paper.  → I need a little paper.
2. I usually add some salt to my food.
3. I have some questions to ask you.
4. Robert needs some help. He has some problems. He needs some advice.
5. I need to buy some clothes.
6. I have some homework to do tonight.
7. When I’m hungry in the evening, I usually eat some dark chocolate.
8. We usually do some speaking exercises in class every day.
Exercise 32. Let’s talk: pairwork. (Chart 7-5)
Work with a partner. Take turns asking and answering questions. Use the words from your list. Remember, you can look at your book before you speak. When you speak, look at your partner. Use this model.

Partner A: How much/many _____ would you like?
Partner B: I’d like a little/a few, please. Thanks.

Example: chicken
Partner A: How much chicken would you like?
Partner B: I’d like a little, please. Thanks.
Partner A: Your turn now.

Example: pencil
Partner B: How many pencils would you like?
Partner A: I’d like a few, please.
Partner B: Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pen</td>
<td>1. salt</td>
</tr>
<tr>
<td>2. tea</td>
<td>2. banana</td>
</tr>
<tr>
<td>3. book</td>
<td>3. soup</td>
</tr>
<tr>
<td>4. apple</td>
<td>4. coffee</td>
</tr>
<tr>
<td>5. money</td>
<td>5. toy</td>
</tr>
<tr>
<td>6. help</td>
<td>6. cheese</td>
</tr>
</tbody>
</table>

Exercise 33. Let’s talk: small groups. (Charts 7-1, 7-3, and 7-5)
Work in small groups. Imagine you are all famous chefs. Create a dessert using the ingredients below. Give your recipe a name (it can be funny or strange). Tell the class about your dessert. Begin with We need a little/a few/a lot of/two/some. OR We don’t need any.

1. ___ salt
2. ___ flour
3. ___ honey
4. ___ sugar
5. ___ nuts
6. ___ coconut
7. ___ pieces of chocolate
8. ___ baking soda
9. ___ baking powder
10. ___ eggs
11. ___ cream
12. ___ butter

other ingredients: ____________________________

walnuts
Exercise 34. Warm-up. (Chart 7-6)

Read the two conversations. In which conversation are Speaker A and Speaker B thinking about the same bedroom?

1. A: Where are the kids?
   B: I think they’re hiding in a bedroom.

2. A: Where’s Raymond?
   B: He’s in the bedroom.

7-6 Using *The*

<table>
<thead>
<tr>
<th>(a) A: Where’s Max?</th>
<th>A speaker uses <em>the</em> when the speaker and the listener have the same thing or person in mind. <em>The</em> shows that a noun is specific (not general).</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: He’s in <em>the kitchen.</em></td>
<td>In (a): Both A and B have the same kitchen in mind.</td>
</tr>
<tr>
<td>(b) A: I have two pieces of fruit for us, an apple and a banana. What would you like?</td>
<td>In (b): When B says “the apple,” both A and B have the same apple in mind.</td>
</tr>
<tr>
<td>B: I’d like <em>the apple</em>, please.</td>
<td>In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).</td>
</tr>
<tr>
<td>(c) A: It’s a nice summer day today. <em>The sky</em> is blue. <em>The sun</em> is hot.</td>
<td></td>
</tr>
<tr>
<td>B: Yes, I really like summer.</td>
<td></td>
</tr>
</tbody>
</table>
| (d) Nick has a *pen* and a *pencil*. | **The** is used with  
  - singular count nouns, as in (d). |
| *The pen* is blue. |                                        |
| *The pencil* is yellow. |                                           |
| (e) Nick has some *pens* and *pencils*. | **The** is used with  
  - plural count nouns, as in (e). |
| *The pens* are blue. |                                        |
| *The pencils* are yellow. |                                           |
| (f) Nick has some *rice* and some *cheese*. | **The** is used with  
  - noncount nouns, as in (f). |
| *The rice* is white. |                                        |
| *The cheese* is yellow. |                                           |

Exercise 35. Looking at grammar. (Chart 7-6)

Complete the sentences with *the* where necessary.

1. Elizabeth is standing outside. It is midnight.
   a. She’s looking up at ________ sky.
   b. She sees ________ moon.
   c. She doesn’t see ________ sun.
   d. ________ stars are very bright.
   e. ________ planets are difficult to find.

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2. Rick and Lucy are looking for an apartment to rent. Right now they are standing in an old apartment. The kitchen has a lot of problems.
   a. _______ refrigerator is broken.
   b. _______ faucet doesn’t turn on.
   c. _______ ceiling has a leak.
   d. _______ window doesn’t open.
   e. _______ floor has a hole in it.

Exercise 36. Looking at grammar. (Chart 7-6)

Complete the sentences with the or a/an.

1. I have _______ notebook and _______ grammar book. _______ notebook is brown. _______ grammar book is red.

2. Right now Maurice is sitting in class. He’s sitting between _______ woman and _______ man. _______ woman is Graciela. _______ man is Mustafa.

3. Hana is wearing _______ ring and _______ necklace. _______ ring is on her left hand.

4. Brad and Angela are waiting for their plane to leave. Brad is reading _______ magazine. Angela is reading _______ newspaper online. When Angela finishes _______ newspaper and Brad finishes _______ magazine, they will trade.

5. In the picture below, there are four figures: _______ circle, _______ triangle, _______ square, and _______ rectangle. _______ circle is next to _______ triangle. _______ square is between _______ triangle and _______ rectangle.

6. I gave my friend _______ card and _______ flower for her birthday. _______ card wished her “Happy Birthday.” She liked both _______ card and _______ flower.
Exercise 37. Let’s talk: pairwork. (Chart 7-6)
Work with a partner. Read the conversation aloud using the or a/an. After you finish speaking, write the answers.

A: Look at the picture below. What do you see?
B: I see ______ chair, ______ table, ______ window, and ______ plant.
A: Where is ______ chair?
B: ______ chair is under ______ window.
A: Where is ______ plant?
B: ______ plant is beside ______ chair.

Change roles.
A: Do you see any people?
B: Yes. I see ______ man and ______ woman. ______ man is standing. ______ woman is sitting down.
A: Do you see any animals?
B: Yes. I see ______ dog, ______ cat, and ______ bird in ______ cage.
A: What is ______ dog doing?
B: It’s sleeping.
A: How about ______ cat?
B: ______ cat is watching ______ bird.
Exercise 38. Looking at grammar. (Chart 7-6)
Complete the sentences with the or a/an.

1. A: I need to go shopping. I need to buy ______ coat.
   B: I'll go with you. I need to get ______ umbrella.

   B: Hi! ______ weather is terrible today! My umbrella is all wet.
   A: I'll take your umbrella and put it in ______ kitchen so it can dry.

3. A: Gloria has ______ great job. She builds websites. Her company gives her ______ new computer every year.
   B: Wow! She's lucky.

4. A: How much longer do you need to use ______ computer?
   B: Just five more minutes, and then you can have it.

5. A: I need ______ stamp for this letter. Do you have one?
   B: Right here.

6. A: Would you like ______ egg for breakfast?
   B: No thanks. I'll just have ______ glass of juice and some toast.

7. A: Do you see my pen? I can't find it.
   B: There it is. It's on ______ floor.
   A: Oh. I see it. Thanks.

   B: Hello?

Exercise 39. Game. (Chart 7-6)
Work in teams. Answer the questions. One person on each team writes the answers. You have five minutes. The team with the most grammatically correct answers wins.

1. What's on the floor?
   ______ Some desks, a piece of gum, some dirt, a garbage can, etc.

2. What's on the ceiling?

3. What's out in the hallway?

4. What's outside the window?

5. What's on the board (chalkboard, whiteboard, or bulletin board)?
Exercise 40. Warm-up. (Chart 7-7)

Which sentence (a. or b.) is true for each statement?

1. Bananas are expensive right now.
   a. Only some bananas are expensive.
   b. Bananas in general are expensive.

2. The bananas are green.
   a. A specific group of bananas is green.
   b. Bananas in general are green.

Exercise 41. Looking at grammar. (Chart 7-7)

Decide if the words in **bold** are general or specific.

1. The **eggs** are delicious.  general    specific
2. Are **eggs** healthy?  general    specific
3. Please pass the **salt**.  general    specific
4. I love **salt**!  general    specific
5. **Apples** have vitamin C.  general    specific
6. The **apples** have brown spots.  general    specific

Exercise 42. Looking at grammar. (Chart 7-7)

Complete the sentences with **the** or **Ø** (no article).

1. Oranges are orange, and ____Ø____ bananas are yellow.
2. Everybody needs _______ food to live.
3. We ate at a good restaurant last night. _______ food was excellent.
4. _______ salt tastes salty, and _______ pepper tastes hot.
5. ______ coffee has caffeine.
6. ______ coffee in the pot is fresh.
7. ______ pages in this book are full of grammar exercises.
8. ______ books have ______ pages.
9. I like ______ fruit. I also like ______ vegetables.

Exercise 43. Listening. (Charts 7-6 and 7-7)

Listen to each sentence. Decide if the given noun has a general or a specific meaning.

1. vegetables  
2. cats  
3. teacher  
4. bananas  
5. cars  
6. car  
7. computers  
8. park  

Exercise 44. Let's talk. (Charts 7-3, 7-6, and 7-7)

Work in small groups or as a class. Choose the sentence that is closest in meaning to the given situation. Discuss the differences.

1. Mark is at an electronics store. There are five tablets. He buys one.
   a. He buys a tablet.
   b. He buys the tablet.

2. Pat is at a music store. There is only one guitar on the shelf. She buys it.
   a. She buys a guitar.
   b. She buys the guitar.

3. Martha is at the library. There is one book about Nelson Mandela.
   a. She checks out the book about Nelson Mandela.
   b. She checks out a book about Nelson Mandela.

4. Misako walks outside and looks up at the sky.
   a. She sees the sun.
   b. She sees a sun.

5. Horses are my favorite animals.
   a. I love the horses.
   b. I love horses.

6. There are fifty cars in a parking lot. Ten cars are white.
   a. The cars in the parking lot are white.
   b. Some cars in the parking lot are white.
Exercise 45. Listening. (Charts 7-1 → 7-7)

Listen to the sentences and write the words you hear. Use a, an, or the.

1. A: Do you have ______ pen?
   B: There’s one on ______ counter in ______ kitchen.

2. A: Where are ______ keys to ______ car?
   B: I’m not sure. You can use mine.

   B: It’s just ______ bird outside, probably ______ woodpecker.
      Don’t worry.

   B: I know. He’s ______ English professor.
   A: He’s also the head of ______ department.

5. A: Hurry! We’re late.
   B: No, we’re not. It’s five o’clock, and we have ______ hour.
   A: No, we don’t. It’s six! Look at ______ clock.
   B: Oops. I need ______ new battery for my watch.

Exercise 46. Warm-up. (Chart 7-8)

Which words can complete each sentence?

1. I have some fruit / some oranges / any oranges.
2. I don’t have some fruit / any fruit / any oranges.
3. Do you have some fruit / some oranges / any fruit / any oranges?

7-8 Using Some and Any

| AFFIRMATIVE | (a) Vera has some money. | Use some in affirmative statements. |
| NEGATIVE     | (b) Vera doesn’t have any money. | Use any in negative statements. |
| QUESTION     | (c) Does Vera have any money? |
|              | (d) Does Vera have some money? | Use either some or any in a question. |
| (e) I don’t have any money. (noncount noun) | Any is used with noncount nouns and plural count nouns. |
| (f) I don’t have any matches. (plural count noun) | |

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Exercise 47. Looking at grammar. (Chart 7-8)
Complete the sentences with some or any.

1. Harry has ___some___ money.
2. I don’t have ___any___ money.
3. Do you have ___some/any___ money?
4. Do you need ____________ help?
5. No, thank you. I don’t need ____________ help.
6. Kalil needs ____________ help.
7. Diana usually doesn’t get ____________ mail.
8. We don’t have ____________ fruit in the apartment. We don’t have ____________ apples, ____________ bananas, or ____________ oranges.
9. The house is empty. There aren’t ____________ people in the house.
10. I need ____________ paper. Do you have ____________ paper?
11. Heidi can’t write a letter because she doesn’t have ____________ paper.
12. Sasha is getting along fine. He doesn’t have ____________ problems.
13. I need to go to the grocery store. I need to buy ____________ food. Do you need to buy ____________ groceries?
14. I’m not busy tonight. I don’t have ____________ homework to do.
15. I don’t have ____________ money in my wallet.
16. There are ____________ beautiful flowers in my garden this year.

Exercise 48. Let’s talk: interview. (Chart 7-8)
Walk around the room. Interview your classmates. Use this model.
Student A: Do you have some/any __?
Student B: Yes, I have some __. OR No, I don’t have any __.

1. pencils with erasers
2. notebook paper
3. money in your pocket
4. children
5. stepchildren
6. pets
7. worries
8. advice for me

Now share some of your answers with the rest of the class.
Exercise 49. Let's talk: small groups. (Chart 7-8)
Work in small groups. You are at a mall. You have a gift card for your group. The amount is equal to the cost of a new computer. What do you want to buy for your group? What don’t you want to buy? Add two more suggestions to the list.

<table>
<thead>
<tr>
<th>camera</th>
<th>music CD</th>
<th>socks</th>
<th>video game</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD</td>
<td>perfume</td>
<td>software</td>
<td>winter jacket</td>
</tr>
<tr>
<td>hat</td>
<td>pet</td>
<td>suitcase</td>
<td></td>
</tr>
<tr>
<td>jewelry</td>
<td>shoe</td>
<td>summer clothes</td>
<td></td>
</tr>
</tbody>
</table>

1. We want to buy some / a lot of / two . . .
2. We don’t want to buy any . . .

Exercise 50. Looking at grammar. (Chapters 6 and 7)
Complete the sentences with these words. If necessary, use the plural form.

<table>
<thead>
<tr>
<th>bush</th>
<th>glass</th>
<th>✓ match</th>
<th>strawberry</th>
</tr>
</thead>
<tbody>
<tr>
<td>centimeter</td>
<td>homework</td>
<td>page</td>
<td>thief</td>
</tr>
<tr>
<td>dish</td>
<td>inch</td>
<td>paper</td>
<td>tray</td>
</tr>
<tr>
<td>edge</td>
<td>information</td>
<td>piece</td>
<td>valley</td>
</tr>
<tr>
<td>fish</td>
<td>knife</td>
<td>sex</td>
<td>weather</td>
</tr>
<tr>
<td>foot</td>
<td>leaf</td>
<td>size</td>
<td>woman</td>
</tr>
</tbody>
</table>

1. I want to light a candle. I need some ______ matches ______.
2. ________________ fall from the trees in autumn.
3. The application asked for my name, address, and ________________: male or female.
4. Some ________________, forks, and spoons are on the table.
5. I want to take the bus downtown, but I don’t know the bus schedule. I need some ________________ about the bus schedule.
6. I need to write a composition. I have a pen, but I need some ________________.
7. Plates and bowls are called ________________.
8. Married ________________ are called wives.
9. There are a lot of trees and ________________ in the park.
10. Ikic is studying. He has a lot of ________________ to do.
11. My dictionary has 437 ________________.
12. This puzzle has 200 ________________.
13. A piece of paper has four _____________.
14. Mountains are high, and ____________ are low.
15. When the temperature is around \(35^\circ C\) \((77^\circ F)\), I'm comfortable. But I don't like very hot _____________.
16. ____________ steal things: money, jewelry, cars, etc.
17. ____________ are small, red, sweet, and delicious.
18. People carry their food on ____________ at a cafeteria.
19. Sweaters in a store usually come in four ____________: small, medium, large, and extra large.
20. In some countries, people usually use cups for their tea. In other countries, they use ____________ for their tea.
21. Toshiro has five ____________ in his aquarium.
22. There are 100 ____________ in a meter.
23. There are 12 ____________ in a foot.*
24. There are 3 ____________ in a yard.*

Exercise 51. Check your knowledge. (Chapter 7)
Correct the mistakes.

some
1. I need an advice from you.
2. I don’t like hot weathers.
3. I usually have a egg for breakfast.
4. Sun rises every morning.
5. The students in this class do a lot of homeworks every day.
6. How many language do you know?
7. I don’t have many money.
8. Alexander and Carmen don’t have some children.
9. A pictures are beautiful. You’re a good photographer.

*1 inch = 2.54 centimeters; 1 foot = 30.48 centimeters; 1 yard = 0.91 meters
10. There isn't a traffic early in the morning.

11. I can’t find any bowl for my soup.

Exercise 52. Let’s talk. (Chapter 7)
Imagine that a new shopping center is coming to your neighborhood. It will have a drugstore, a bank, and a grocery store. Decide what additional stores you want. Your teacher will help you with any vocabulary you don’t know.

Part I. Choose any six businesses from the list and write their names in any of the five available spaces on Blueprint #1 on this page.

✓ a bank  
✓ a drugstore
✓ a grocery store  
✓ an ice-cream shop  
✓ an Internet café  
✓ a laundromat  
✓ a movie theater  
✓ a music store  
✓ a pet supply store  
✓ a fast-food restaurant  
✓ a drycleaner’s  
✓ an exercise gym  
✓ an exercise gym  
✓ a grocery store  
✓ an ice-cream shop  
✓ an Internet café  
✓ a laundromat  
✓ a movie theater  
✓ a music store  
✓ a pet supply store  
✓ a post office  
✓ a shoe store  
✓ a sports equipment store  
✓ a vegetarian food store  
✓ a video rental store

Blueprint #1
(your business locations)

Part II. Work with a partner, but do not look at each other’s blueprints. Ask your partner about the location of his/her new businesses. Write your partner’s answers on your copy of Blueprint #2 on p. 222. Use this pattern:

Partner A: Is there a/an . . . ?
Partner B: Yes, there is. / No, there isn’t.
Partner A: Where is the . . . ?
Partner B: It’s next to / beside / in back of / in front of the . . . .
Example:
PARTNER A: Is there an exercise gym?
PARTNER B: No, there isn’t.
PARTNER A: Is there a bank?
PARTNER B: Yes, there is.
PARTNER A: Where is the bank?
PARTNER B: It’s in front of the drugstore.

Blueprint #2
(your partner’s business locations)

Exercise 53. Reading, grammar, and writing. (Chapter 7)
Part I. Read the story.

A Day at the Park

It is a beautiful day. Some people are at a park. A woman is sitting on a blanket. She is having a picnic. A little girl nearby is smelling some flowers. An older man is standing near a pond. He is pointing at some toy boats. Two boys are riding their bikes. A man and a woman are sitting on a bench. The woman is knitting. The man is feeding some birds. Some ducks are swimming, and a cat wants to catch them. The cat is hungry.
Part II. Write a, an, or some in front of each word according to the paragraph. Is the article usage clear to you?

1. _________ beautiful day
2. _________ people
3. _________ park
4. _________ woman
5. _________ blanket
6. _________ picnic
7. _________ little girl
8. _________ flowers
9. _________ older man
10. _________ pond
11. _________ toy boats
12. _________ man and
   _________ woman
13. _________ bench
14. _________ woman
15. _________ man
16. _________ birds
17. _________ ducks
18. _________ cat
19. _________ cat

Part III. Describe the picture. Begin with It is a ______ day. Make sure to use a, an, and some.

Part IV. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ____ indented paragraph
2. ____ capital letter at the beginning of each sentence
3. ____ period at the end of each sentence
4. ____ a verb in every sentence
5. ____ correct use of a, an, some
6. ____ -s/-es endings for plural nouns
7. ____ correct spelling (use a dictionary or spell-check)
Exercise 1. Warm-up. (Chart 8-1)
Read the statements and choose the answers.

1. I am tired now. yes  no
2. I was tired two hours ago. yes  no
3. Some students are absent today. yes  no
4. Some students were absent yesterday. yes  no

8-1 Using Be: Past Time

<table>
<thead>
<tr>
<th>PRESENT TIME</th>
<th>PAST TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am in class today.</strong></td>
<td><strong>I was in class yesterday.</strong></td>
</tr>
<tr>
<td><strong>Alison is sick today.</strong></td>
<td><strong>Alison was sick yesterday.</strong></td>
</tr>
<tr>
<td><strong>My friends are at home today.</strong></td>
<td><strong>My friends were at home yesterday.</strong></td>
</tr>
</tbody>
</table>

SIMPLE PAST TENSE OF BE

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>you were (one person)</td>
<td>you were (more than one person)</td>
</tr>
<tr>
<td>she was</td>
<td>they were</td>
</tr>
<tr>
<td>he was</td>
<td></td>
</tr>
<tr>
<td>it was</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2. Looking at grammar. (Chart 8-1)
Complete the sentences with was or were.

TODAY

1. You are at school.
2. We are at school.
3. He is at school.

YESTERDAY

You _______ at home.
We _________ at home.
He _________ at home.
4. You and I are at school. You and I _________ at home.
5. She is at school. She _________ at home.
6. They are at school. They _________ at home.
7. Brian and James are at school. Brian and James _________ at home.
8. My parents are at school. My parents _________ at home.
9. I am at school. I _________ at home.
10. The teacher is at school. The teacher _________ at home.

Exercise 3. Looking at grammar. (Chart 8-1)
Change the sentences to past time.

1. Bashar is in class today. → He was in class yesterday too.
2. I’m in class today. → I was in class yesterday too.
3. Martina is at the library today.
4. We’re in class today.
5. You’re busy today.
6. I’m happy today.
7. The classroom is hot today.
8. Elise is in her office today.
9. Tony is in his office today.
10. Noor and Eli are in their offices today.

Exercise 4. Let’s talk. (Chart 8-1)
Part I. Think about yourself as a three-year-old child. Check (✓) the words that describe you best.

✓ quiet    ✓ loud    ✓ afraid
✓ shy     ✓ smart    ✓ friendly
✓ funny    ✓ curious    ✓ a troublemaker

Part II. Work with a partner. Tell your partner about yourself. Begin with I was . . . .

Expressing Past Time, Part 1 225
Exercise 5. Warm-up. (Chart 8-2)
Choose the correct verb to make true sentences.

The weather
1. Last month, it was / was not nice.
2. The weekends were / were not sunny.
3. Yesterday, it was / was not hot.

8-2 Simple Past Tense of Be: Negative

(a) I was not in class yesterday.
(b) I wasn’t in class yesterday.
(c) They were not at home last night.
(d) They weren’t at home last night.

NEGATIVE CONTRACTIONS
was + not = wasn’t
were + not = weren’t

Exercise 6. Looking at grammar. (Chart 8-2)
Complete the sentences with wasn’t or weren’t.

Joe and JoAnn went on a trip. They were very happy because . . .

1. the airplane ride wasn’t long.
2. the trains slow.
3. the hotel expensive.
4. the restaurants expensive.
5. the tourist areas crowded.
6. the language difficult.
7. the weather cold.

Exercise 7. Grammar and speaking. (Chart 8-2)
Use the given words to make true sentences. Share some of your answers with the class.

Yesterday at noon, I was/wasn’t . . .

1. hungry.
2. tired.
3. at home.
4. at school.
5. with my family.
6. sick.
7. in the hospital.
8. on an airplane.
9. outdoors.
10. at the movies.
Exercise 8. Listening. (Charts 8-1 and 8-2)

Listen to the sentences. Choose the verbs you hear.

Example: You will hear: I was at school all day yesterday.

You will choose: (was) wasn’t

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

Exercise 9. Warm-up: pairwork. (Chart 8-3)

Work with a partner. Ask these questions.

Last night at midnight,
1. were you asleep?
2. were you on the phone?
3. was it quiet at your home?

8-3 Past of Be: Questions

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Were you in class yesterday?</td>
<td>Yes, I was.</td>
<td>(I was in class yesterday.)</td>
</tr>
<tr>
<td>(be) + (subject)</td>
<td>No, I wasn’t.</td>
<td>(I wasn’t in class yesterday.)</td>
</tr>
<tr>
<td>(b) Was Carlos tired last night?</td>
<td>Yes, he was.</td>
<td>(He was tired last night.)</td>
</tr>
<tr>
<td>(be) + (subject)</td>
<td>No, he wasn’t.</td>
<td>(He wasn’t tired last night.)</td>
</tr>
</tbody>
</table>

INFORMATION QUESTIONS

<table>
<thead>
<tr>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Where were you yesterday?</td>
<td>In class.</td>
</tr>
<tr>
<td>Where + (be) + (subject)</td>
<td></td>
</tr>
<tr>
<td>(d) When was Emily sick?</td>
<td>Last week.</td>
</tr>
<tr>
<td>When + (be) + (subject)</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 10. Looking at grammar. (Chart 8-3)
Make questions and give short answers. Use the words from the box.

| at the airport | in Iceland |
| at the dentist | in the hospital |
| ✔ at the library |

1. (you \ at home \ last night)
   A: ____________________________
   Were you at home last night?
   B: No, ______________________
   I wasn't.
   A: Where ______________________
   were you?
   B: I ______________________
   was at the library.

2. (Mr. Gupta \ at work \ last week)
   A: ____________________________
   B: No, ______________________
   A: Where ______________________
   B: He ______________________

3. (Oscar and Anya \ at the train station \ at midnight)
   A: ____________________________
   B: No, ______________________
   A: Where ______________________
   B: They ______________________

4. (Gabriella \ at the gym \ yesterday afternoon)
   A: ____________________________
   B: No, ______________________
   A: Where ______________________
   B: She ______________________
5. (you and your family \ in Canada \ last year)
   A: ___________________________
   B: No, ______________________
   A: Where ______________________
   B: We _______________________

**Exercise 11. Let’s talk: class activity.** (Chart 8-3)
Think about your first day in this class. Check (✓) the words that describe your feelings that day. Then answer your teacher’s questions.

*Example:* happy

**TEACHER:** Were you happy the first day of class?
**STUDENT A:** Yes, I was happy.
**STUDENT B:** No, I wasn’t happy.
**TEACHER:** (to Student C) Tell me about (Student A) and (Student B).
**STUDENT C:** (Student A) was happy. (Student B) wasn’t happy.

1. ___ excited
2. ___ scared/afraid
3. ___ nervous
4. ___ relaxed (not nervous)
5. ___ quiet
6. ___ talkative

**Exercise 12. Let’s talk: pairwork.** (Chart 8-3)
Work with a partner. Take turns making questions orally. After you finish, write the verbs.

**SITUATION:** You went on a roller coaster ride with a friend yesterday.

1. __________ Was ______ it fun?
2. _________________ it scary?
3. _________________ you afraid?
4. _________________ the ride long?
5. _________________ you sick afterwards?
6. _________________ your friend sick?
7. _________________ you nervous?
8. _________________ your friend nervous?
9. _________________ the ride safe?
10. _________________ you tired?
Exercise 13. Looking at grammar. (Chapter 2 and Chart 8-3)

Make questions and give short answers.

1. (you \ in class \ yesterday)
   A: ____________________________
   B: Yes, ___________ __________________

2. (Claire \ in class \ today)
   A: ____________________________
   B: No, ___________ ___________________ She’s absent.

3. (you \ tired \ last night)
   A: ____________________________
   B: Yes, ____________________________ I went to bed early.

4. (you \ hungry \ right now)
   A: ____________________________
   B: No, ____________________________ but I’m thirsty.

5. (the weather \ hot in New York City \ last summer)
   A: ____________________________
   B: Yes, ____________________________ It was very hot.

6. (the weather \ cold in Alaska \ in the winter)
   A: ____________________________
   B: Yes, ____________________________ It’s very cold.

7. (Astrid and Mohammed \ here \ yesterday afternoon)
   A: ____________________________
   B: Yes, ____________________________

8. (the students \ in this class \ intelligent)
   A: ____________________________
   B: Of course ____________________________ They are very intelligent!

9. (Mr. Tok \ absent \ today)
   A: ____________________________
   B: Yes, ____________________________
   A: Where ____________________________
   B: ____________________________
10. (Tony and Benito \ at the party \ last night)
   A: ____________________________
   B: No, _______________________
   A: Where ______________________
   B: ___________________________

11. (Amy \ out of town \ last week)
   A: ____________________________
   B: Yes, ________________________
   A: Where ______________________
   B: ___________________________

12. (Mr. and Mrs. Sanchez \ in town \ this week)
   A: ____________________________
   B: No, _________________________ They're out of town.
   A: Oh? Where __________________
   B: ___________________________

Exercise 14. Let's talk: find someone who .... (Charts 8-2 and 8-3)
Interview your classmates about their days in elementary school. Make questions with
\*was/were. Find people who can answer yes to your questions. Write down their names.

Example: you \ shy
STUDENT A: Were you shy?
STUDENT B: No, I wasn't.
STUDENT A: (to Student C) Were you shy?
STUDENT C: Yes, I was.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>FIRST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. you \ shy</td>
<td>7. you \ noisy</td>
</tr>
<tr>
<td>2. you \ outgoing*</td>
<td>8. you \ athletic</td>
</tr>
<tr>
<td>3. you \ talkative</td>
<td>9. you \ active</td>
</tr>
<tr>
<td>4. you \ happy</td>
<td>10. you \ well-behaved</td>
</tr>
<tr>
<td>5. you \ hardworking</td>
<td>11. you \ a serious student</td>
</tr>
<tr>
<td>6. you \ quiet</td>
<td>12. you \ artistic</td>
</tr>
</tbody>
</table>

*outgoing = not shy
Exercise 15. Warm-up. (Chart 8-4)

Check (√) your activities this morning. What do you notice about the verb endings?

Earlier today, I . . .

1. __ washed my face.
2. __ brushed my teeth.
3. __ combed my hair.
4. __ shaved.

---

Exercise 16. Looking at grammar. (Chart 8-4)

Complete the sentences orally. Use the simple past. Then write the answers.

1. Every day I walk to work. Yesterday I __________________ to work.
2. Every day I work. Yesterday I ____________________________.
3. Every day Nabeel shaves. Yesterday Nabeel ____________________.
4. Every night Paula watches TV. Last night she ___________________ TV.
5. Every day you exercise. Last night you __________________________.
6. Every day people smile. Yesterday they __________________________.
7. Every week it rains. Last week it ________________________________.
8. Every day we ask questions. Yesterday we ______________________ questions.
10. Every day Tomo listens to music. Yesterday he _____________________ to music.
Exercise 17. Let’s talk: pairwork. (Chart 8-4)
Work with a partner. Check (√) all your activities yesterday. Tell your partner about them. Begin with Yesterday I . . . . Share a few of your partner’s answers with the class.

1. ___ ask the teacher a question
2. ___ cook dinner
3. ___ wash some clothes
4. ___ listen to music on the radio
5. ___ use a computer
6. ___ stay home in the evening
7. ___ walk in a park
8. ___ watch TV
9. ___ work at my desk
10. ___ wait for a bus
11. ___ smile at several people
12. ___ talk on a cell phone
13. ___ dream in English
14. ___ dream in my language

Exercise 18. Looking at grammar. (Chart 8-4)
Complete the sentences. Use the simple present or the simple past of the verbs from the box.

<table>
<thead>
<tr>
<th>ask</th>
<th>cook</th>
<th>dream</th>
<th>erase</th>
<th>rain</th>
<th>shave</th>
<th>smile</th>
<th>walk</th>
</tr>
</thead>
</table>

1. It often _______ rain _______ in the morning. It _______ rained _______ yesterday.
2. I _______ to school every morning. I _______ to school yesterday morning.
3. Sara often _______ questions. She _______ a question in class yesterday.
4. I _______ a movie on television last night. I usually _______ TV in the evening because I want to improve my English.
5. Mario _______ his own dinner yesterday evening. He _______ his own dinner every evening.
6. I usually _______ home at night because I have to study. I _______ home last night.
7. I have a job at the library. I _______ at the library every evening. I _______ there yesterday evening.
8. When I am asleep, I often _______________. I _______________ about my family last night.*

9. Linda usually _______________ for the bus at a bus stop in front of her apartment building. She _______________ for the bus there yesterday morning.

10. The teacher _______________ some words from the board a couple of minutes ago. He used his hand instead of an eraser.

11. Our teacher is a warm, friendly person. She often _______________ when she talks to us.

12. Rick doesn’t have a beard anymore. He _______________ it five days ago.
    Now he _______________ every morning.

---

Exercise 19. Vocabulary and listening. (Chapter 3 and Chart 8-4)

The simple past tense ending can be difficult to hear. Listen to each sentence and choose the verb you hear. Look at new vocabulary with your teacher first.

Example: You will hear: Jeremy loves soccer.
You will choose: love (loves) loved

A soccer coach

1. work works worked
2. play plays played
3. play plays played
4. score scores scored
5. help helps helped
6. learn learns learned
7. watch watches watched
8. like likes liked
9. work works worked
10. work works worked

*The past of dream can be dreamed or dreamt.
Exercise 20. Warm-up. (Chart 8-5)
Choose the correct time words to make true sentences.

1. I was at home yesterday morning / one hour ago / yesterday evening.
2. I watched TV last weekend / last night / yesterday afternoon.
3. I talked to someone in my family last month / last week / an hour ago.

8-5 Past Time Words: *Yesterday, Last, and Ago*

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>yesterday</td>
</tr>
<tr>
<td>this morning</td>
<td>yesterday morning</td>
</tr>
<tr>
<td>this afternoon</td>
<td>yesterday afternoon</td>
</tr>
<tr>
<td>this evening</td>
<td>yesterday evening</td>
</tr>
<tr>
<td>tonight</td>
<td>last night</td>
</tr>
<tr>
<td>this week</td>
<td>last week</td>
</tr>
</tbody>
</table>

Note the changes in time expressions from present to past.

**REFERENCE LIST: TIME EXPRESSIONS**

<table>
<thead>
<tr>
<th>YESTERDAY</th>
<th>LAST</th>
<th>AGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Bob was here .</td>
<td>(b) Sue was here .</td>
<td>(c) Tom was here .</td>
</tr>
<tr>
<td>yesterday</td>
<td>last night.</td>
<td>five minutes ago.</td>
</tr>
<tr>
<td>yesterday morning</td>
<td>last week.</td>
<td>two hours ago.</td>
</tr>
<tr>
<td>yesterday afternoon</td>
<td>last weekend.</td>
<td>three days ago.</td>
</tr>
<tr>
<td>yesterday evening</td>
<td>last month.</td>
<td>a (one) week ago.</td>
</tr>
<tr>
<td></td>
<td>last year.</td>
<td>six months ago.</td>
</tr>
<tr>
<td></td>
<td>last spring.</td>
<td>a (one) year ago.</td>
</tr>
<tr>
<td></td>
<td>last summer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last fall.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last winter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Monday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Tuesday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last Wednesday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTICE**

In (a): *yesterday* is used with *morning, afternoon, and evening.*

In (b): *last* is used with *night,* with long periods of time (*week, month, year,* with seasons (*spring, summer,* etc.), and with days of the week.

In (c): *ago* means "in the past." It follows specific lengths of time (*e.g., two minutes + ago, five years + ago.*
Exercise 21. Looking at grammar. (Chart 8-5)
Complete the sentences with *yesterday* or *last*.

1. *I worked in the university bookstore...*
   a. *last* Friday.
   b. *last* week.
   c. *last* fall.
   d. *last* month.
   e. *last* year.
   f. *last* summer.

2. *I visited my cousins...*
   a. *last* night.
   b. *last* evening.
   c. *last* morning.
   d. *last* afternoon.
   e. *last* Sunday.
   f. *last* spring.

Exercise 22. Looking at grammar. (Chart 8-5)
Complete the sentences. Use a past time expression and *wasn’t* or *weren’t*.

1. I’m at home tonight, but ____________________________
   "I wasn’t at home last night."

2. I am here today, but ____________________________

3. Kaya is busy today, but ____________________________

4. Mack and Carly are at work this afternoon, but ____________________________

5. Ben is at the library tonight, but ____________________________

6. You’re here today, but ____________________________

7. Dr. Ruckman is in her office this morning, but ____________________________

8. It’s cold this week, but ____________________________

9. We’re tired this evening, but ____________________________
Exercise 23. Looking at grammar. (Chart 8-5)
Use the information in the calendar to complete the sentences about Ken's activities. Use a time expression from Chart 8-5.

Today is the 20th.

1. ___________ Three days ago ___________, Ken ___________ was ___________ at home.
2. ___________ ___________, he ___________ in Paris.
3. ___________ ___________, he ___________ in London.
4. ___________ ___________, he ___________ at the dentist.
5. ___________ ___________, Ken and his dad ___________ at the doctor.
6. ___________ ___________, Ken and Sam ___________ at a movie.
7. ___________ ___________, Ken and Ava ___________ at a dance class.

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Exercise 24. Looking at grammar. (Chart 8-5)
Complete the sentences with your own words. Use ago.

1. I'm in class now, but I was at home ______ ten minutes ago / two hours ago / etc.
2. I'm in class today, but I was absent from class ____________________________
3. I'm in this country now, but I was in my country ____________________________
4. I was in (name of a city) _____________________________________________
5. I was in elementary school ____________________________________________
6. I arrived in this city ___________________________________________________
7. There is a nice park in this city. I was at the park __________________________
8. We finished Exercise 16 _________________________________________________
9. I was home in bed ______________________________________________________
10. It rained in this city ____________________________________________________

Exercise 25. Listening. (Chart 8-5)

Part I. Write the date.

Today's date is ________________________.

Listen to the questions. Write the dates.

1. ________________________ 5. ________________________
2. ________________________ 6. ________________________
3. ________________________ 7. ________________________
4. ________________________

Part II. Write the time.

Right now the time is ________________________.

Listen to the questions. Write the times.

1. ________________________
2. ________________________
3. ________________________
Exercise 26. Warm-up. (Chart 8-6)
Read the information about Jerry. Complete the sentences. Change the verbs in red to present time.

Last Night

Last night, Jerry ate dinner at 7:00. Then he did his homework for two hours. At 10:00, he went to bed.

Every Night

Every night, Jerry ate dinner at 7:00. Then he did his homework for two hours. At 10:00, he went to bed.

8-6 Simple Past Tense: Irregular Verbs (Group 1)

Some verbs do not have -ed forms. Their past forms are irregular.

<table>
<thead>
<tr>
<th>Present</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
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<tr>
<td>have</td>
<td>had</td>
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<tr>
<td>put</td>
<td>put</td>
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<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

(a) I come to class every day.  
(b) I came to class yesterday.  
(c) I do my homework every day.  
(d) I did my homework yesterday.  
(e) Meg eats breakfast every morning.  
(f) Meg ate breakfast yesterday morning.

Exercise 27. Vocabulary and speaking. (Chart 8-6)
Practice using irregular verbs. Close your book for this activity.

Example: come–came

TEACHER: come–came. I come to class every day. I came to class yesterday. What did I do yesterday?

STUDENTS: (repeat) come–came. You came to class yesterday.

1. do–did We do exercises in class every day. We did exercises yesterday. What did we do yesterday?

2. eat–ate I eat lunch at 12:00 every day. Yesterday I ate lunch at 12:00. What did I do at 12:00 yesterday?
3. **get-got**  I get up early every day. I got up early yesterday. What did I do yesterday? Did you get up early yesterday? What time did you get up?

4. **go-went**  I go downtown every day. I went downtown yesterday. What did I do yesterday? Did you go downtown? Where did you go?

5. **have-had**  I have breakfast every morning. I had breakfast yesterday morning. I had toast and fruit. What did I have yesterday morning? What did you have for breakfast yesterday morning?

6. **put-put**  I like hats. I put on a hat every day. I put on a hat yesterday. What did I do yesterday?

7. **see-saw**  I see my best friend every day. Yesterday I saw my best friend. What did I do yesterday? Did you see your best friend? Who did you see?

8. **sit-sat**  I usually sit at my desk in the mornings. I sat at my desk yesterday morning. What did I do yesterday morning?

9. **sleep-slept**  Sometimes I sleep for a long time at night. I slept for 10 hours last night. What did I do last night? Did you sleep for 10 hours last night? How many hours did you sleep last night?

10. **stand-stood**  I stand at the bus stop every day. I stood at the bus stop yesterday. What did I do yesterday?

11. **write-wrote**  I usually write in my journal every day. I wrote in my journal yesterday. What did I do yesterday? Did you write in your journal? What did you write about?

---

**Exercise 28. Let's talk: pairwork.** *(Chart 8-6)*

Work with a partner. Take turns changing the sentences from the present to the past.

*Example:*  I have class every day.

**PARTNER A:**  I have class every day. I had class yesterday. Your turn now.

*Example:*  Orlando gets mail from home every week.

**PARTNER B:**  Orlando gets mail from home every week. Orlando got mail from home last week. Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lara gets some mail every day.</td>
<td>1. We have lunch every day.</td>
</tr>
<tr>
<td>2. They go to work every day.</td>
<td>2. I write emails to my parents every week.</td>
</tr>
<tr>
<td>3. The students stand in line at the cafeteria every day.</td>
<td>3. Jin comes to class late every day.</td>
</tr>
<tr>
<td>4. I see my friends every day.</td>
<td>4. I do my homework every day.</td>
</tr>
<tr>
<td>5. Hamid sits in the front row every day.</td>
<td>5. I eat breakfast every morning.</td>
</tr>
<tr>
<td>6. I sleep for eight hours every night.</td>
<td>6. Carlos puts his books in his briefcase every day.</td>
</tr>
</tbody>
</table>
Exercise 29. Looking at grammar. (Charts 8-4 and 8-6)
Complete the sentences. Change the words in parentheses to the simple present, the present progressive, or the simple past. Pay attention to the spelling.

1. I (get) ___________ up at eight o’clock yesterday morning.
2. Ellie (talk) ________________ to Barack on the phone last night.
3. Ellie (talk) ________________ to Barack on the phone right now.
4. Ellie (talk) ________________ to Barack on the phone every day.
5. Jim and I (eat) ________________ lunch in the cafeteria two hours ago.
6. We (eat) ________________ lunch in the cafeteria every day.

7. I (go) ________________ to bed early last night.
8. My roommate (study) ________________ Spanish last year.
9. Kate (write) ________________ an email to her parents yesterday.
10. Kate (write) ________________ an email to her parents every week.
11. Kate is in her room right now. She (sit) ________________ at her desk.
12. Hanna (do) ________________ her homework last night.
13. Yesterday I (see) ________________ Fumiko at the library.
14. I (have) ________________ a dream last night. I (dream)

______________________________ about my friends. I (sleep) ________________
______________________________ for eight hours.

15. A strange thing (happen) ________________ to me yesterday. I couldn’t
remember my own telephone number.
16. My wife (come) ___________________ home around five every day.
17. Yesterday, she (come) ___________________ home at 5:15.
18. Our teacher (stand) ___________________ in the middle of the room right now.
19. Our teacher (stand) ___________________ in the front of the room yesterday.
20. Devon (put) ___________________ the butter in the refrigerator yesterday.
21. He (put) ___________________ the milk in the refrigerator every day.
22. Antonio usually (sit) ___________________ in the back of the room, but yesterday he (sit) ___________________ in the front row. Today, he (be) ___________________ absent. He (be) ___________________ absent two days ago too.

Exercise 30. Listening. (Chart 8-6)

Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: He did . . .

You will choose: (a) his homework. (b) a good job. (c) absent.

1. a. a chair. b. some rice. c. some numbers.
2. a. on the floor. b. a man. c. together.
3. a. late. b. yesterday. c. car.
4. a. an answer. b. pretty. c. a book.
5. a. a good grade. b. last month. c. a new truck.
6. a. a watch. b. next to my parents. c. at the bus stop.

Exercise 31. Warm-up. (Chart 8-7)

Choose the verbs to make true sentences.

When my grandparents were in high school, they . . .

1. had / didn’t have computers.
2. ate / didn’t eat fast food.
8-7 Simple Past Tense: Negative

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DID</th>
<th>NOT</th>
<th>MAIN VERB</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I</td>
<td>did</td>
<td>not</td>
<td>walk</td>
<td>to school yesterday.</td>
</tr>
<tr>
<td>(b) You</td>
<td>did</td>
<td>not</td>
<td>walk</td>
<td>to school yesterday.</td>
</tr>
<tr>
<td>(c) Tim</td>
<td>did</td>
<td>not</td>
<td>eat</td>
<td>lunch yesterday.</td>
</tr>
<tr>
<td>(d) They</td>
<td>did</td>
<td>not</td>
<td>come</td>
<td>to class yesterday.</td>
</tr>
</tbody>
</table>

INCORRECT: I did not walked to school yesterday.
INCORRECT: Tim did not ate lunch yesterday.

(e) I didn’t walk to school yesterday.
(f) Tim didn’t eat lunch yesterday.

*EXCEPTION: did is NOT used when the main verb is be. See Charts 8-2 and 8-3.
CORRECT: Dan wasn’t here yesterday.
INCORRECT: Dan didn’t be here yesterday.

Exercise 32. Looking at grammar. (Chart 8-7)
Complete the sentences. Use not.

TWO DAYS AGO

1. I got to school late.
   You got to school late.
   She got to school late.
   They stayed home.
   We stayed home.
   She did her homework.
   You did your homework.
   We did our homework.
   I was sick.
   They were sick.

YESTERDAY

I didn’t get to school late.
You didn’t get school late.
She didn’t get to school late.
They didn’t stay home.
We didn’t stay home.
She didn’t do her homework.
You didn’t do your homework.
We didn’t do our homework.
I didn’t stay sick.
They didn’t stay sick.
Exercise 33. Let's talk: pairwork. (Chart 8-7)
Work with a partner. Take turns using I don't . . . every day and I didn't . . . yesterday.

Example: walk to school
PARTNER A: I don't walk to school every day. I didn't walk to school yesterday.
Your turn now.

Example: listen to the radio
PARTNER B: I don't listen to the radio every day. I didn't listen to the radio yesterday.
Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat breakfast</td>
<td>1. go to the library</td>
</tr>
<tr>
<td>2. watch TV</td>
<td>2. visit my friends</td>
</tr>
<tr>
<td>3. go shopping</td>
<td>3. see (name of a person)</td>
</tr>
<tr>
<td>4. read a newspaper</td>
<td>4. do my homework</td>
</tr>
<tr>
<td>5. study</td>
<td>5. get on the Internet</td>
</tr>
</tbody>
</table>

Exercise 34. Looking at grammar. (Chart 8-7)
Complete the sentences. Change the words in parentheses to the simple present, present progressive, or simple past.

1. Jasmin (come, not) didn't come _______ to the meeting yesterday. She (stay) _______ stayed _______ in her office.
2. I (go) _______________ to a movie last night, but I (enjoy, not) _______________ it. It (be, not) _______________ very good.
3. Kay (read) _______________ a magazine right now. She (watch, not) _______________ TV. She (like, not) _______________ to watch TV during the day.
4. A: (Be) ___________________ you sick yesterday?
   B: No, but my daughter (feel, not) ___________________ good, so I stayed home with her. She's fine now.
5. Toshi is a busy student. Sometimes he (eat, not) ___________________ lunch because he (have, not) ___________________ enough time between classes.
   Yesterday he (have, not) ___________________ time for lunch. He (get) ___________________ hungry during his afternoon class.
Exercise 35. Let’s talk: game. (Chart 8-7)
Work in groups of six to eight students. Tell your group things you didn’t do yesterday. Repeat the information from the other students in your group. The last person in the group repeats all the sentences.

Example: go
STUDENT A: I didn’t go to the zoo yesterday.
STUDENT B: (Student A) didn’t go to the zoo yesterday. I didn’t have lunch in Beijing yesterday.
STUDENT C: (Student A) didn’t go to the zoo yesterday. (Student B) didn’t have lunch in Beijing yesterday. I didn’t swim in the Pacific Ocean yesterday.
Etc.

Suggestions:
drive to  wake up  wear  talk to
walk to  swim  buy  use
eat  sing  study  fly to

Exercise 36. Reading and grammar. (Chart 8-7)
Read the story about Matt’s morning. Then read the sentences that follow. If a sentence is true, do not change it. If it is not true, write a negative statement.

My Early Morning

Yesterday, my alarm clock didn’t go off. I jumped out of bed and looked at the clock. I was late for work. I hurried to the kitchen and quickly prepared breakfast. I had some juice and toast. After breakfast, I put the dishes in the sink. I didn’t have time to wash them. Then I quickly got dressed. Soon, I was ready. I walked to the bus. At the bus stop, I didn’t recognize anyone. Then I looked at my watch. I was two hours early! I was half asleep when I jumped out of bed earlier and misread* the time on my clock.

1. Matt’s alarm clock went off.  Matt’s alarm clock didn’t go off.
2. He got out of bed quickly.  (no change)
3. He cooked a big breakfast.  
4. He washed the dishes.  
5. He got dressed in a hurry.  
6. He saw his friends at the bus stop.  
7. He was late for work.  
8. It was time for work.  

*misread = read incorrectly
Exercise 37. Warm-up. (Chart 8-8)

Answer the questions.

1. a. Do you wake up early every day?
   b. Did you wake up early today?

2. a. Do you eat breakfast every morning?
   b. Did you eat breakfast this morning?

8-8 Simple Past Tense: Yes/No Questions

<table>
<thead>
<tr>
<th>DID + SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did Tess walk to school?</td>
<td>Yes, she did. (She walked to school.)</td>
<td>No, she didn’t. (She didn’t walk to school.)</td>
</tr>
<tr>
<td>(b) Did you come to class?</td>
<td>Yes, I did. (I came to class.)</td>
<td>No, I didn’t. (I didn’t come to class.)</td>
</tr>
</tbody>
</table>

Exercise 38. Let’s talk: class activity. (Chart 8-8)

Answer the simple past tense questions. Close your book for this activity.

Example:
   TEACHER: Did you work late last night?
   STUDENT A: No, I didn’t.
   TEACHER: (Student A), ask another student the same question.
   STUDENT A: Did you work late last night?
   STUDENT B: Yes, I did.
   TEACHER: (Student B), ask another student the same question.

Continue to the next question after three to five students have answered.

1. Did you walk home yesterday?
2. Did you come to class late today?
3. Did you wake up early today?
4. Did you eat meat for breakfast?
5. Did you drink coffee this morning?
6. Did you exercise today?
7. Did you play video games yesterday?
8. Did you text someone before 7:00 A.M.?
9. Did you make your bed this morning?
10. Did you wash the dishes this morning?
Exercise 39. Looking at grammar. (Chart 8-8)
Make questions and give short answers.

1. A: Did you walk downtown yesterday?
   B: Yes, I did. (I walked downtown yesterday.)

2. A: Did it rain last week?
   B: No, it didn’t. (It didn’t rain last week.)

3. A: ____________________________
   B: ____________________________ (I ate lunch at the cafeteria.)

4. A: ____________________________
   B: ____________________________ (Mr. Kwan didn’t go out of town last week.)

5. A: ____________________________
   B: ____________________________ (I had a cup of tea this morning.)

6. A: ____________________________
   B: ____________________________ (Ricardo and I went to a dance last night.)

7. A: ____________________________
   B: ____________________________ (Galina studied English in high school.)

8. A: ____________________________
   B: ____________________________ (Kirsten and Ali didn’t do their homework.)

9. A: ____________________________
   B: ____________________________ (I saw Gina at dinner last night.)

10. A: ____________________________
    B: ____________________________ (I didn’t dream in English last night.)
Exercise 40. Listening. (Chart 8-8)

Listen to the questions. Write the words you hear.

Example: You will hear: Did you have your test already?

You will write: _______ had your test already?

1. _______ do well on the test?
2. _______ finish the assignment?
3. _______ make sense?
4. _______ answer your question?
5. _______ need more help?
6. _______ understand the homework?
7. _______ explain the project?
8. _______ complete the project?
9. _______ do well?
10. _______ pass the class?

Exercise 41. Let’s talk: find someone who . . . . (Chart 8-8)

Interview your classmates. Make simple past questions with the given words. Find people who can answer yes and write their names.

Example: eat ice cream yesterday?
STUDENT A: Did you eat ice cream yesterday?
STUDENT B: No, I didn’t. I didn’t eat ice cream yesterday.
STUDENT A: (Ask another student.) Did you eat ice cream yesterday?
STUDENT C: Yes, I did. I ate ice cream yesterday. (Write Student C’s name.)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FIRST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat rice yesterday?</td>
<td></td>
</tr>
<tr>
<td>2. do homework last night?</td>
<td></td>
</tr>
<tr>
<td>3. get an email yesterday?</td>
<td></td>
</tr>
<tr>
<td>4. go shopping yesterday?</td>
<td></td>
</tr>
<tr>
<td>5. sleep well last night?</td>
<td></td>
</tr>
<tr>
<td>6. a. have coffee for breakfast this morning?</td>
<td></td>
</tr>
<tr>
<td>b. put sugar in your coffee this morning?</td>
<td></td>
</tr>
<tr>
<td>7. see a good movie last week?</td>
<td></td>
</tr>
<tr>
<td>8. write in English today?</td>
<td></td>
</tr>
<tr>
<td>9. sit on the floor yesterday?</td>
<td></td>
</tr>
<tr>
<td>10. stand in line for something last week?</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 42. Listening. (Chart 8-8)

In spoken English, speakers sometimes change or drop sounds. In questions, **did** and the pronoun that follows it can change.

**Part I.** Listen to the examples.

1. **Did you** (“dih-juh”) see the news this morning?

2. A: Jim called.
   B: **Did he** (“dih-de”) leave a message?

3. A: Julia called.
   B: **Did she** (“dih-she”) leave a message?

4. **Did it** (“dih-dit”) rain yesterday?

5. A: The kids are watching TV.
   B: **Did they** (“dih-they”) finish their homework?

6. My keys aren’t here. **Did I** (“dih-di”) leave them in the car?

**Part II.** You will hear questions with **did + a pronoun**. Write the full forms.

*Examples:* You will hear: “Dih-dit” rain yesterday?
You will write: **Did it** _______ rain yesterday?

You will hear: “Dih-juh” come to class yesterday?
You will write: **Did you** _______ come to class yesterday?

1. ___________ finish the homework assignment?

2. ___________ take a long time?

3. ___________ hear my question?

4. ___________ hear my question?

5. ___________ speak loud enough?

6. ___________ understand the information?

7. ___________ understand the information?

8. ___________ want more help?

9. ___________ explain it okay?

10. ___________ do a good job?
Exercise 43. Reading and grammar. (Chart 8-8)
Read the story. Then write the questions the doctor asked Kevin and give Kevin’s answers.

Kevin’s Unhealthy Habits

Kevin didn’t feel well. He went to see Dr. Benson. Dr. Benson checked him and asked him about his lifestyle. Kevin had several unhealthy habits: he slept very little, he didn’t exercise, he ate unhealthy foods, and he smoked. He needed to change these habits. Kevin listened to the doctor, but he didn’t change any habits. He went back to the doctor a month later. The doctor asked him several questions.

1. Dr. Benson: did you continue______ to smoke last month? Kevin: Yes, I did.

2. Dr. Benson: did you change________ your eating habits? Kevin: ______________________

3. Dr. Benson: did you exercise________? Kevin: ______________________

4. Dr. Benson: did you sleep________ more? Kevin: ______________________

5. Dr. Benson: did you think________ my advice was a joke? Kevin: ______________________
Exercise 44. Warm-up. (Chart 8-9)
Which sentences are true for you?

1. ___ I sometimes drink water with dinner.
2. ___ I drank water with dinner last night.
3. ___ I think about my family every day.
4. ___ I thought about my family at midnight last night.

8-9 Simple Past Tense: Irregular Verbs (Group 2)

<table>
<thead>
<tr>
<th>bring – brought</th>
<th>drive – drove</th>
<th>run – ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy – bought</td>
<td>read – read*</td>
<td>teach – taught</td>
</tr>
<tr>
<td>catch – caught</td>
<td>ride – rode</td>
<td>think – thought</td>
</tr>
</tbody>
</table>

*The simple past form of read is pronounced the same as the color red.

Exercise 45. Vocabulary and speaking. (Chart 8-9)
Practice using irregular verbs. Close your book for this activity.

Example: teach–taught

TEACHER: teach–taught. I teach class every day. I taught class yesterday. What did I do yesterday?

STUDENTS: (repeat) teach–taught. You taught class yesterday.

1. bring–brought I bring my book to class every day. I brought my book to class yesterday. What did I do yesterday?
2. buy–bought I buy apps for my phone. Yesterday, I bought an app for my phone. What did I do yesterday?
3. catch–caught On weekends, I go fishing. Sometimes, I catch fish. I caught a fish last week. Sometimes I catch a cold. Last week, I caught a bad cold. What did I do last week?
4. think–thought I often think about my family. I thought about my family yesterday. What did I do yesterday?
5. REVIEW: What did I bring to class yesterday? What did you bring yesterday? What did I buy yesterday? What did I catch last week? What did I think about yesterday? What did you think about yesterday?
6. run–ran Sometimes I’m late for class, so I run. Yesterday I was late, so I ran. What did I do yesterday?
7. read–read I like to read books. I read every day. Yesterday I read a book. What did I do yesterday? What did you read yesterday?
8. drink–drank I usually drink a cup of coffee in the morning. I drank a cup of coffee this morning. What did I do this morning? Did you drink a cup of coffee this morning? What do you usually drink in the morning? Do you drink the same thing every morning?
9. **drive—drove** I usually drive my car to school. I drove my car to school this morning. What did I do this morning? Who has a car? Did you drive to school this morning?

10. **ride—rode** Sometimes I ride the bus to school. I rode the bus yesterday morning. What did I do yesterday morning? Who rode the bus to school this morning?

11. **REVIEW:** I was late for class yesterday morning, so what did I do? What did I read yesterday? What did you read yesterday? Did you read a newspaper this morning? What did I drink this morning? What did you drink this morning? I have a car. Did I drive to school this morning? Did you? Did you ride the bus?

### Exercise 46. Looking at grammar. (Chart 8-9)

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

1. A: Why are you out of breath?
   B: I *(run)* _____________ to class because I was late.

2. A: I *(ride)* _____________ the bus to school yesterday. How did you get to school?
   B: I *(drive)* _____________ my car.

3. A: Did you decide to change schools?
   B: I *(think)* _____________ about it, but then I decided to stay here.

4. A: *(you, go)* _____________ shopping yesterday?
   B: Yes. I *(buy)* _____________ a new pair of shoes.

5. A: *(you, study)* _____________ last night?
   B: No, I didn’t. I *(read)* _____________ the news online and then *(go)* _____________ to bed early.

6. A: Do you like milk?
   B: No. I *(drink)* _____________ milk when I *(be)* _____________ a child, but I don’t like milk now.

7. A: Did you leave your dictionary at home?
   B: No. I *(bring)* _____________ it to class with me.


9. A: Did you enjoy your fishing trip?
   B: I had a wonderful time! I *(catch)* _____________ a lot of fish.
Exercise 47. Let's talk: pairwork. (Chart 8-9)
Work with a partner. Take turns asking and answering simple past tense questions.

Example: think
PARTNER A: Did you think about me last night?
PARTNER B: Yes, I did. I thought about you last night. OR
No, I didn’t. I didn’t think about you last night.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. drive</td>
<td>1. think</td>
</tr>
<tr>
<td>2. ride</td>
<td>2. drink</td>
</tr>
<tr>
<td>3. catch</td>
<td>3. read</td>
</tr>
<tr>
<td>4. teach</td>
<td>4. buy</td>
</tr>
<tr>
<td>5. bring</td>
<td>5. run</td>
</tr>
</tbody>
</table>

Exercise 48. Listening. (Chart 8-9)
Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: He drank . . .
You will choose: a. some tea. b. bread. c. water.

1. a. last week. b. a fish. c. happy.
2. a. very fast b. a house. c. to the store.
3. a. books. b. the kids. c. the newspaper.
4. a. a story. b. a bike. c. a horse.
5. a. good. b. some food. c. a doctor.
6. a. people. b. into town. c. home.

Exercise 49. Writing. (Charts 8-1 → 8-9)
Use the expressions from the list to write sentences about yourself. When did you do these things in the past? Use the simple past tense and past time expressions (yesterday, two days ago, last week, etc.) in all of your sentences. Use your own paper.

Example: go downtown with (someone)
Possible sentence: I went downtown with Marco two days ago.

1. arrive in (this city) 8. study arithmetic 9. read a newspaper 10. play (soccer, a pinball machine, etc.)
2. eat at a restaurant 11. see (someone or something) 12. think about (someone or something)
3. buy (something) 13. be born
4. have a cold
5. be in elementary school
6. drink a cup of coffee
7. talk to (someone) on the phone
**Exercise 50. Warm-up. (Chart 8-10)**

Which sentences are true for you?

1. ___ I sing in the shower every morning.
2. ___ I sang in the shower yesterday morning.
3. ___ I sometimes speak English in my dreams.
4. ___ I spoke English in my last dream.

---

**8-10 Simple Past Tense: Irregular Verbs (Group 3)**

<table>
<thead>
<tr>
<th>break – broke</th>
<th>meet – met</th>
<th>sing – sang</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly – flew</td>
<td>pay – paid</td>
<td>speak – spoke</td>
</tr>
<tr>
<td>hear – heard</td>
<td>ring – rang</td>
<td>take – took</td>
</tr>
<tr>
<td>leave – left</td>
<td>send – sent</td>
<td>wake up – woke up</td>
</tr>
</tbody>
</table>

---

**Exercise 51. Vocabulary and speaking. (Chart 8-10)**

Practice using irregular verbs. Close your book for this activity.

*Example: break–broke*

**TEACHER:** break–broke. Sometimes a person breaks an arm or a leg.

I broke my arm five years ago. What happened five years ago?

**STUDENTS:** (repeat) break–broke. You broke your arm.

**TEACHER:** (to Student A) Did you ever* break a bone?

**STUDENT A:** Yes. I broke my leg ten years ago.

1. **fly–flew** Sometimes I fly home in an airplane. I flew home in an airplane last month. What did I do last month? Did you fly to this city? When?
2. **hear–heard** I hear birds singing every morning. I heard birds singing yesterday. What did I hear yesterday? What did you hear when you woke up this morning?
3. **pay–paid** I pay the rent every month. I paid the rent last month. What did I do last month? Did you pay your rent last month?
4. **send–sent** I send my mom a gift every year on her birthday. I sent my mom a gift last year on her birthday. What did I do last year? When did you send a gift to someone?
5. **leave–left** I leave for school at 8:00 every morning. I left for school yesterday at 8:00 A.M. What did I do at 8:00 A.M. yesterday? What time did you leave for class this morning?
6. **meet–met** I sometimes meet friends for lunch. Last month I met some friends for lunch. What did I do last month? Do you sometimes meet friends for lunch?
7. **take–took** I take my younger brother to the movies every month. I took my younger brother to the movies last month. What did I do last month? Who has a younger brother or sister? Where and when did you take him/her someplace?

---

*eve r = at any time*
8. **wake-woke** I usually wake up at six. This morning I woke up at six-thirty. What time did I wake up this morning? What time did you wake up this morning?

9. **speak-spoke** I speak to many students every day. Before class today, I spoke to ([ . . ]). Who did I speak to? Who did you speak to before class today?

10. **ring-rang** I didn't turn my cell phone off when I went to bed last night. This morning, it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a phone call this morning? What time did the phone ring?

11. **sing-sang** I sing in the shower every morning. I sang in the shower yesterday. What did I do yesterday? Do you ever sing in the shower? When was the last time?

12. **break-broke** Sometimes I break things. This morning I dropped a glass on the floor, and it broke. What happened this morning? When did you break something?

---

**Exercise 52. Looking at grammar. (Chart 8-10)**

Complete the conversations. Use the correct form of the verbs from the box.

<table>
<thead>
<tr>
<th>break</th>
<th>leave</th>
<th>ring</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>meet</td>
<td>send</td>
<td>take</td>
</tr>
<tr>
<td>hear</td>
<td>pay</td>
<td>sing</td>
<td>wake</td>
</tr>
</tbody>
</table>

1. A: What happened to your finger?
   B: I __________________ it in a soccer game.

2. A: Who did you talk to at the director's office?
   B: I ________________ to the secretary.

3. A: When did Jessica leave for Europe?
   B: She ________________ for Europe five days ago.

4. A: Did you write Ted an email?
   B: No, but I ________________ him a text.

5. A: Do you know Meg Adams?
   B: Yes. I ________________ her a couple of weeks ago.

6. A: Why did you call the police?
   B: Because I ________________ a burglar!

7. A: Where did you go yesterday?
   B: I ________________ my son and daughter to the zoo.
8. A: What time did you get up this morning?
   B: 6:15.
   A: Why did you get up so early?
   B: The phone ________________.

9. A: Did you enjoy the party?
   B: Yes, I had a good time. We ________________ songs and danced. It was fun.

10. A: You look sleepy.
    B: I am. I ________________ up before dawn this morning and never went back to sleep.

11. A: Did you give the painter a check?
    B: No. I ________________ him in cash.

12. A: A bird ________________ into our apartment yesterday through an open window.
    B: Really? What did you do?
    A: I caught it and took it outside.

Exercise 53. Let's talk: pairwork. (Chart 8-10)
Work with a partner. Take turns asking and answering simple past tense questions.

Example: fly
PARTNER A: Did you fly to Paris last week?
PARTNER B: Yes, I did. I flew to Paris last week. OR
No, I didn't. I didn't fly to Paris last week.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hear</td>
<td>1. fly</td>
</tr>
<tr>
<td>2. break</td>
<td>2. leave</td>
</tr>
<tr>
<td>3. take</td>
<td>3. speak</td>
</tr>
<tr>
<td>4. sing</td>
<td>4. wake up</td>
</tr>
<tr>
<td>5. ring</td>
<td>5. send</td>
</tr>
<tr>
<td>6. pay</td>
<td>6. meet</td>
</tr>
</tbody>
</table>
Exercise 54. Listening. (Chart 8-10)

Listen to the story. Then read each sentence and choose the correct answer.

A doctor's appointment

1. The man was at the doctor's office. yes no
2. He took some medicine. yes no
3. He was in bed for a short time. yes no
4. The man spoke to the nurse. yes no
5. He is feeling okay now. yes no

Exercise 55. Warm-up. (Chart 8-11)

Which sentences are true for you?

1. ___ I sometimes lose my keys.
2. ___ I lost my keys last week.
3. ___ I often wear jeans.
4. ___ I wore jeans yesterday.

Exercise 56. Vocabulary and speaking. (Chart 8-11)

Practice using irregular verbs. Close your book for this activity.

Example: begin–began

TEACHER: begin–began. Our class begins at (9:00) every day. Class began at (9:00 this morning). When did class begin (this morning)?

STUDENTS: (repeat) begin–began. Class began at (9:00 this morning).

1. lose–lost Sometimes I lose things. Yesterday I lost my keys. What did I lose yesterday?
2. find–found Sometimes I lose things. And then I find them. Yesterday I lost my keys, but then I found them in my jacket pocket. What did I do yesterday?
3. tear–tore If I make a mistake when I write a check, I tear the check up. Yesterday, I made a mistake when I wrote a check, so I tore it up and wrote a new check. What did I do yesterday?
4. sell–sold People sell things that they don’t need anymore. My friend has a new bike, so she sold her old bike. What did she do?
5. **hang**—I like to hang pictures on my walls. This morning I hung a new picture in my bedroom. What did I do this morning?

6. **tell**—The kindergarten teacher likes to tell stories to her students. Yesterday she told a story about a little red train. What did the teacher do yesterday?

7. **wear**—I wear a sweater to class every evening. Last night I also wore a jacket. What did I wear last night?

8. **steal**—Thieves steal money and other things. Last month a thief stole my aunt’s wallet. What did a thief do last month?

9. **say**—People usually say "hello" when they answer a phone. When my friend answered his phone this morning, he said "hello." What did he do this morning?

---

**Exercise 57. Looking at grammar.** *(Chart 8-11)*

Complete the sentences with the correct form of the verbs from the box.

- begin
- hang
- say
- steal
- tell
- find
- lose
- sell
- tear
- wear

1. A: Did you go to the park yesterday?
   B: No. We stayed home because it ___________ to rain.
   A: Oh, that’s too bad.

2. A: Susie is in trouble.
   B: Why?
   A: She ___________ a lie. Her mom and dad are upset.
   B: I’m sure she’s sorry.

3. A: Did you find your sunglasses?
   B: No. I ___________ them at the soccer game. I need to get some new ones.

4. A: Where’s my coat?
   B: I ___________ it up in the closet for you.

5. A: Where did you get that pretty shell?
   B: I ___________ it on the beach.

6. A: Do you still have your bike?
   B: No. I ___________ it because I needed some extra money.
   B: Excuse me? What did you say?
   A: I ____________, “It’s hot in here.”

8. A: Why did you take the bus to work this morning? Why didn’t you drive?
   B: Because somebody ____________ my car last night.
   A: Did you call the police?
   B: Of course I did.

9. A: Did you wear your blue jeans to the job interview?
   B: Of course not! I ____________ a suit.

10. A: I wrote the wrong amount on the check, so I had to write a new check.
    B: What did you do with the first check?
    A: I ____________ it into pieces.

Exercise 58. Let’s talk: pairwork. (Chart 8-11)
Work with a partner. Take turns asking and answering simple past tense questions.

Example: wear
PARTNER A: Did you wear slippers last night?
PARTNER B: Yes, I did. I wore slippers last night. OR
No, I didn’t. I didn’t wear slippers last night.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hang</td>
<td>1. find</td>
</tr>
<tr>
<td>2. steal</td>
<td>2. sell</td>
</tr>
<tr>
<td>3. wear</td>
<td>3. lose</td>
</tr>
<tr>
<td>4. say</td>
<td>4. tell</td>
</tr>
<tr>
<td>5. begin</td>
<td>5. tear</td>
</tr>
</tbody>
</table>
Exercise 59. Listening. (Chart 8-11)

Listen to the story. Then read each sentence and choose the correct answer.

A wedding ring

1. The woman lost her mother’s ring. yes no
2. Someone stole the ring. yes no
3. Her dog found the ring in the garden. yes no
4. Her mother wore the ring for a while. yes no
5. The woman was happy at the end of the story. yes no

Exercise 60. Looking at grammar. (Chapter 8)

You went to a birthday party last night. A friend is asking you questions about it. Complete the sentences with did, was, or were.

1. ______ you go with a friend?
2. ______ your friends at the party?
3. ______ the party fun?
4. ______ many people there?
5. ______ you have a good time?
6. ______ there a birthday cake?
7. ______ you eat a piece of birthday cake?
8. ______ everyone sing “Happy Birthday”?
9. ______ you hungry?
10. ______ you bring a present?

Exercise 61. Looking at grammar. (Chapter 8)

Complete the sentences with did, was, or were.

1. I ______ not go to work yesterday. I ______ sick, so I stayed home.
2. Ray ______ not in his office yesterday. He ______ not go to work.
3. A: ______ Mr. Chan in his office yesterday?
   B: Yes.
   A: ______ you see him about your problem?
   B: Yes. He answered all my questions. He ______ very helpful.
4. A: _______ you at the meeting yesterday?
   B: Yes.

   A: _______ I miss anything?
   B: No. It _______ really short. The fire alarm went off right after it started.

   We _______ outside for the rest of the hour.

5. A: Where _______ you yesterday?
   B: I _______ at the zoo.

   A: _______ you enjoy it?
   B: Yes, but the weather _______ very hot. I tried to stay out of the sun.

   Most of the animals _______ in their houses or in the shade. The sun

   _______ too hot for them too. They _______ not want to be outside.

---

Exercise 62. Looking at grammar. (Chapter 8)
Make questions.

A bad experience

1. A: Do you live in an apartment?
   B: Yes, I do. (I live in an apartment.)

2. A: Do you have a roommate?
   B: No, I don’t. (I don’t have a roommate.)

3. A: _______ you enjoy it?
   B: No, I don’t. (I don’t want a roommate.)

4. A: _______ you had a roommate last year?
   B: Yes, I did. (I had a roommate last year.)

5. A: _______ it wasn’t. (It wasn’t a good experience.)
   B: No, it wasn’t. (It wasn’t a good experience.)

6. A: _______ he was. (He was messy.)
   B: Yes, he was. (He was messy.)

   For example, he never picked up his dirty clothes. He never washed his dirty
   dishes. He was always late with his part of the rent.
7. A:  
B: No, he didn’t. (He didn’t help me clean.)

8. A:  
B: Yes, I was. (I was glad when he left.)

Exercise 63. Let’s talk. (Chapter 8)
Work in pairs or small groups. Read the facts about four people: Lara, Josh, Max, and Kira. They live in an apartment building on the same floor. Which apartment does each person live in? Use the clues to find out.

Clues:
1. Lara painted her door yellow.
2. Josh and Lara lived in the same neighborhood as children. Now they are next-door neighbors.
3. Max loves music. He works at a music store. His parents were musicians in a band.
4. Kira isn’t very social. She didn’t want neighbors on both sides, so she rented an end unit.
5. Lara moved into her apartment last year.
6. The first time Max played loud music, both Kira and Josh knocked on the walls. They told him to turn it down.

<table>
<thead>
<tr>
<th>APARTMENT NUMBER</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 64. Check your knowledge. (Chapter 8)
Correct the mistakes.

1. Someone stole my bike two day ago.
2. Did you went to the party yesterday weekend?
3. I hear an interesting story yesterday.
4. The teacher not ready for class yesterday.
5. Did came Dennis to work last week?
6. Yesterday night I staid home and work on my science project.
7. A few students wasn’t on time for the final exam yesterday.
8. Your fax came before ten minutes. Did you got it?
9. Did you the movie watch?
10. The store no have yellow bananas. I get some green ones.
11. Did you nervous about your test last week?
12. I didn’t saw you at the party. Did was you there?

Exercise 65. Reading and writing. (Chapter 8)
Part I. Read the story.

An Embarrassing Week

Andy did some embarrassing things last week. For example, on Monday, he wore his slippers to work. He got on the bus and looked down at his feet. He felt very stupid and wanted to hide his feet.

That night, he typed an email to his girlfriend. He told her he loved her. But he hit the wrong button and he sent the message to his boss. His girlfriend and his boss have the same first name. He didn’t know until the next morning when she greeted him at work. She didn’t look very happy.

On Friday, he went to a nice restaurant with co-workers for lunch and ate a salad. After lunch he had a meeting. He talked a lot at the meeting. People gave him strange looks, but Andy didn’t know why. Later he found out the reason. He had lettuce on his front teeth.

Andy is hoping for a better week this week. He hid his slippers under the bed and put a mirror in his desk drawer. But he didn’t tell his girlfriend about the email because he is still very embarrassed.
Part II. Write about something embarrassing that you did or something embarrassing that happened to you. Your title can be “An Embarrassing Week,” “An Embarrassing Day,” “An Embarrassing Night,” “An Embarrassing Experience,” etc. If you can’t think of things, write about a family member or a friend.

1. First, write single sentences about one or more embarrassing things you or someone else did. Use simple past tense verbs.
2. Add details to make the story interesting. Answer these questions:
   - Where and/or when did it happen?
   - What did you think?
   - How did you feel?
   - What did you do next?
   - Did you need to find a solution?
3. Put this information into one or more paragraphs.

Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ correct use of the simple past for a completed activity
5. ___ correct use of didn’t and wasn’t for simple past negatives
6. ___ correct spelling (use a dictionary or computer spell-check)
Exercise 1. Warm-up. (Chart 9-1)
Choose the correct answer for each question.

1. When did you get to school?
   a. Yes, I did.    b. Downtown.    c. At 11:00.

2. Where were you born?
   a. At midnight.    b. In this city.    c. Yes, I was.

9-1 Simple Past Tense: Using Where, Why, When, and What Time

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SHORT ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did you go downtown?</td>
<td>→ Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>(b) Where did you go?</td>
<td>→ Downtown.</td>
</tr>
<tr>
<td>(c) Were you downtown?</td>
<td>→ Yes, I was. / No, I wasn’t.</td>
</tr>
<tr>
<td>(d) Where were you?</td>
<td>→ Downtown.</td>
</tr>
<tr>
<td>(e) Did you run because you were late?</td>
<td>→ Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>(f) Why did you run? Why didn’t you walk?</td>
<td>→ Because I was late.</td>
</tr>
<tr>
<td>(g) Did Ann come at six?</td>
<td>→ Yes, she did. / No, she didn’t.</td>
</tr>
<tr>
<td>(h) When did Ann come?</td>
<td>→ At six.</td>
</tr>
</tbody>
</table>

COMPARE

(i) What time did Ann come?
   → At six.
   → Seven o’clock.
   → Around 9:30.

(j) When did Ann come?
   → At six.
   → Friday.
   → June 15th.
   → Last week.
   → Three days ago.
Exercise 2. Looking at grammar. (Chart 9-1)
Make simple past tense questions and answers about Rosa’s vacation.

1. Where ... go?
2. Why ... go there?
3. When / What time ... leave?

1. A: 
   Where did Rosa go?
   B: She went to Hawaii.

2. A: 
   B: 

3. A: 
   B: 

Exercise 3. Looking at grammar. (Chart 9-1)
Make questions. Use where, when, what time, or why.

1. A: 
   Where did you go yesterday?
   B: To the beach. (I went to the beach yesterday.)

2. A: 
   B: Last month. (Mr. Chu arrived in Canada last month.)

3. A: 
   B: At 7:05. (Their plane arrived at 7:05.)

4. A: 
   B: Because I was tired. (I stayed home last night because I was tired.)

5. A: 
   B: Because I stayed up the night before. (I was tired because I stayed up the night before.)

6. A: 
   B: To Greece. (Sofia went to Greece for her vacation.)

7. A: 
   B: Around midnight. (Lia finished her homework around midnight.)

8. A: 
   B: Five weeks ago. (I came to this city five weeks ago.)
Exercise 4. Let’s talk: interview. (Chart 9-1)

Walk around the room. Ask and answer questions using the simple past tense. Share some of your classmates’ answers with the class.

Example: What time \ go to bed \ you \ last night?
STUDENT A: What time did you go to bed last night?
STUDENT B: I went to bed at 10:00 last night.

1. What time \ get up \ you \ this morning?
2. When \ finish \ your homework \ last night?
3. Where \ be \ you \ at 10:00 last night?
4. Why \ choose \ this school?
5. Why \ decide \ to study English?
6. What time \ cook \ dinner?
7. Where \ cook \ dinner?
8. What time \ walk \ into this room?
9. Where \ buy \ this book?
10. When \ buy \ this book?

Exercise 5. Listening. (Chart 9-1)

Choose the correct answer for each question you hear. Use the information on the datebook pages.

Example: You will hear: Where did Isabel go?
You will choose: a. At noon. b. To the City Café. c. For an exercise class.

<table>
<thead>
<tr>
<th>Marco’s Day</th>
<th>Sabrina’s Day</th>
<th>Bill’s Day</th>
<th>Isabel’s Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
</tr>
<tr>
<td>7:00 A.M.</td>
<td>12:00 Noon</td>
<td>10:00 A.M.</td>
<td>1:00 P.M.</td>
</tr>
<tr>
<td>School</td>
<td>City Café</td>
<td>Dentist</td>
<td>Gym</td>
</tr>
<tr>
<td>meeting with teacher</td>
<td>business meeting</td>
<td>check-up</td>
<td>exercise class</td>
</tr>
</tbody>
</table>

1. a. At noon. b. To the City Café. c. Because she had a meeting.
2. a. At noon. b. To the City Café. c. Because she had a meeting.
3. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
4. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
5. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
6. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
7. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
8. a. To the dentist. b. For a check-up. c. At 10:00 A.M.
9. a. To the dentist. b. For a check-up. c. At 10:00 A.M.
Exercise 4. Let's talk: interview. (Chart 9-1)

Walk around the room. Ask and answer questions using the simple past tense. Share some of your classmates' answers with the class.

Example: What time did you go to bed last night?
STUDENT A: What time did you go to bed last night?
STUDENT B: I went to bed at 10:00 last night.

1. What time did you get up this morning?
2. When did you finish your homework last night?
3. Where were you at 10:00 last night?
4. Why did you choose this school?
5. Why did you decide to study English?
6. What time did you cook dinner?
7. Where did you cook dinner?
8. What time did you walk into this room?
9. Where did you buy this book?
10. When did you buy this book?

Exercise 5. Listening. (Chart 9-1)

Choose the correct answer for each question you hear. Use the information on the datebook pages.

Example: You will hear: Where did Isabel go?
You will choose: a. At noon. b. To the City Café. c. For an exercise class.

<table>
<thead>
<tr>
<th>Marco's Day</th>
<th>Sabrina's Day</th>
<th>Bill's Day</th>
<th>Isabel's Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
<td>Mon. April 4</td>
</tr>
<tr>
<td>7:00 A.M.</td>
<td>12:00 Noon</td>
<td>10:00 A.M.</td>
<td>1:00 P.M.</td>
</tr>
<tr>
<td>School</td>
<td>City Café</td>
<td>Dentist</td>
<td>Gym</td>
</tr>
<tr>
<td>meeting with teacher</td>
<td>business meeting</td>
<td>check-up</td>
<td>exercise class</td>
</tr>
</tbody>
</table>

1. a. At noon. b. To the City Café. c. Because she had a meeting.
2. a. At noon. b. To the City Café. c. Because she had a meeting.
3. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
4. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
5. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
6. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
7. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
8. a. To the dentist. b. For a check-up. c. At 10:00 A.M.
9. a. To the dentist. b. For a check-up. c. At 10:00 A.M.
9-2 Questions with What

What is used in a question when you want to find out about a thing. Who is used when you want to find out about a person. (See Chart 9-3 for questions with Who.)

<table>
<thead>
<tr>
<th>QUESTION + HELPING + SUBJECT + MAIN VERB</th>
<th>SHORT ANSWER</th>
<th>(LONG ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did Carol buy a car? → Yes, she did. (She bought a car.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) What did Carol buy? → A car. (She bought a car.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Is Fred holding a book? → Yes, he is. (He's holding a book.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) What is Fred holding? → A book. (He's holding a book.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S V O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol bought a car.</td>
</tr>
<tr>
<td>In (e): a car is the object of the verb.</td>
</tr>
<tr>
<td>O V S V</td>
</tr>
<tr>
<td>(f) What did Carol buy?</td>
</tr>
<tr>
<td>In (f): What is the object of the verb.</td>
</tr>
</tbody>
</table>

Exercise 9. Looking at grammar. (Chart 9-2)

Make questions.

1. A: Did you buy a new TV?
   B: Yes, I did. (I bought a new TV.)

2. A: What did you buy?
   B: A new TV. (I bought a new TV.)

3. A: 
   B: Yes, she is. (Maya is carrying a suitcase.)

4. A: 
   B: A suitcase. (Maya is carrying a suitcase.)

5. A: 
   B: Yes, I do. (I see a plane.)

6. A: 
   B: A plane. (I see a plane.)

7. A: 
   B: No, I'm not. (I'm not afraid of mice.) Are you?

8. A: 
   B: The map on the wall. (The teacher is talking about the map on the wall.)
9. A: ____________________________________________
   B: Some soup. (Franco had some soup for lunch.)

10. A: ____________________________________________
    B: Yes, he did. (Franco had some soup for lunch.)

11. A: ____________________________________________
    B: A sandwich. (Franco usually eats a sandwich for lunch.)

12. A: ____________________________________________
    B: No, he doesn't. (Franco doesn't like salads.)

Exercise 10. Let's talk: class activity. (Chart 9-2)

Answer the questions your teacher asks you. Pronounce the verb endings clearly. Close your book for this activity.

Example: walk to the front of the room
   TEACHER: (Student A), walk to the front of the room.
   STUDENT A: (walks to the front of the room)
   TEACHER: (to Student B) What did (Student A) do?
   STUDENT B: She/He walked to the front of the room.
   TEACHER: (to Student A) What did you do?
   STUDENT A: I walked to the front of the room.

1. smile 11. wash your hands (act out)
2. laugh 12. touch the floor
3. cough 13. point at the door
4. sneeze 14. fold a piece of paper
5. shave (act out) 15. count your fingers
6. erase the board 16. push (something in the room)
7. sign your name 17. pull (something in the room)
8. open the door 18. yawn
9. close the door 19. pick up your pen
10. ask a question 20. add two and two on the board
Exercise 11. Vocabulary and grammar. (Chart 9-2)
Ask your teacher for the meaning of the given words. Begin your question with What.

Example: century
STUDENT: What does century mean?
TEACHER: Century means “100 years.”

1. humid
2. awful
3. quiet
4. grocery store
5. pretty difficult
6. ill
7. murder
8. enjoy
9. old-fashioned

Exercise 12. Let’s talk: class activity. (Charts 9-1 and 9-2)
Ask your teacher questions to complete the chart with information about each person’s day.*

SITUATION: All these women were absent from school yesterday. What did each person do? In your opinion, who had the best day?

Example:
STUDENT A: What time did Jenny wake up?
TEACHER: 7:00 A.M.
STUDENT B: What did Jin eat for breakfast?
TEACHER: Rice.

<table>
<thead>
<tr>
<th>Name</th>
<th>Wake up</th>
<th>Eat for breakfast</th>
<th>Spend the day</th>
<th>Go to bed</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny</td>
<td>7:00 A.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jin</td>
<td></td>
<td>rice</td>
<td>at the beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jada</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janice</td>
<td></td>
<td></td>
<td>10:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julianna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Because she needed to earn extra money for school tuition.

Exercise 13. Listening. (Charts 9-1 and 9-2)
Listen to the questions. Write the words you hear.

Example: You will hear: Where did they go?
You will write: Where did they ___ go?

1. ___________________ arrive?
2. ___________________ leave?
3. ___________________ want?
4. ___________________ study?
5. ___________________ say?
6. ___________________ move?
7. ___________________ move to?

*Teacher: See Let’s Talk: Answers, p. 503.
Exercise 14. Warm-up. (Chart 9-3)
Match each picture with the correct conversation.

1. A: Who did you pick up at the airport?
   B: My father.

2. A: Who picked you up at the airport?
   B: My father.

### 9-3 Questions with Who and Whom

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What did they see?</td>
<td>A boat. (They saw a boat.)</td>
<td>What is used to ask questions about things.</td>
</tr>
<tr>
<td>(b) Who did they see?</td>
<td>Jay. (They saw Jay.)</td>
<td>Who is used to ask questions about people.</td>
</tr>
<tr>
<td>(c) Who did they see?</td>
<td>Jay. (They saw Jay.)</td>
<td>Examples (c) and (d) have the same meaning.</td>
</tr>
<tr>
<td>(d) Whom did they see?</td>
<td>Jay. (They saw Jay.)</td>
<td>Whom is used in formal English as the object of a verb or a preposition.</td>
</tr>
<tr>
<td>(e) Who(m) did they see?</td>
<td>Jay. (They saw Jay.)</td>
<td>In (c): Who, not whom, is usually used in everyday English.</td>
</tr>
<tr>
<td>(f) Who saw Jay?</td>
<td>Ella. (Ella saw Jay.)</td>
<td>In (d): Whom is used in very formal English.</td>
</tr>
<tr>
<td>(g) Who lives there?</td>
<td>Ed. (Ed lives there.)</td>
<td>Whom is rarely used in everyday spoken English.</td>
</tr>
<tr>
<td>(h) Who came?</td>
<td>Eva. (Eva came.)</td>
<td>INCORRECT: Who did come?</td>
</tr>
</tbody>
</table>

In (e): Who(m) is the object of the verb. Usual question word order is used: question word + helping verb + subject + main verb

In (f), (g), and (h): Who is the subject of the question. Usual question word order is NOT used. When who is the subject of a question, do NOT use does, do, or did. Do NOT change the verb in any way: the verb form in the question is the same as the verb form in the answer.
Exercise 15. Looking at grammar. (Chart 9-3)

Work with a partner. Make questions orally with who. Then write the questions.

Example: The teacher saw Alan. The teacher talked to Alan. The teacher helped Alan.

→ a. ___________? The teacher.
→ b. ___________? The teacher.
→ c. ___________? The teacher.
→ d. ___________? Alan.
→ e. ___________? Alan.
→ f. ___________? Alan.

   a. __________________? Alan.
   b. __________________? Alan.
   c. __________________? Alan.
   d. __________________? Yuko.
   e. __________________? Yuko.
   f. __________________? Yuko.

2. Ron talked to the kids. Ron watched the kids. Ron played with the kids.
   a. __________________? Ron.
   b. __________________? The kids.
   c. __________________? Ron.
   d. __________________? The kids.
   e. __________________? Ron.
   f. __________________? The kids.

Exercise 16. Looking at grammar. (Chart 9-3)

Make questions. Answer the questions where necessary.

1. Astrid carried the baby.
   a. Who carried __________________? Astrid.
   b. Who did __________________? The baby.
2. The firefighter saved the woman.
   a. Who did __________________________? The woman.
   b. Who saved __________________________? The firefighter.

3. Professor Ramic taught the students.
   a. Who taught __________________________? __________________________.
   b. Who did __________________________? __________________________.

**Exercise 17. Looking at grammar. (Chart 9-3)**
Make questions.

1. A: ______________________________________
   B: Nina. (I saw Nina at the party.)

2. A: ______________________________________
   B: Nina. (Nina came to the party.)

3. A: ______________________________________
   B: Kenji. (I talked to Kenji.)

4. A: ______________________________________
   B: Abbey. (Barak helped Abbey.)

5. A: ______________________________________
   B: Barak. (Barak helped Abbey.)

6. A: ______________________________________
   B: Barak and Abbey. (I invited Barak and Abbey.)
Exercise 18. Let's talk: pairwork. (Charts 9-1 → 9-3)

Work with a partner. Finish this conversation between a parent and a teenager. Use your imagination. You can make it funny or serious. Perform your conversation for the class.

PARENT: Where did you go last night?

TEENAGER: ___________________________ 1

PARENT: What did you do?

TEENAGER: ___________________________ 2

PARENT: Who did you see?

TEENAGER: ___________________________ 3

PARENT: Who saw you?

TEENAGER: ___________________________ 4

PARENT: When did you get home?

TEENAGER: ___________________________ 5

PARENT: Is there anything else you want to tell me?

TEENAGER: ___________________________ 6

PARENT: You're grounded!*

*to be grounded: a type of punishment from a parent: the child stays at home and can't do activities with friends.
Exercise 19. Listening. (Charts 9-1 → 9-3)
Listen to each question and choose the best answer.

Example: You will hear: Why was John late?
You will choose: a. Yesterday. b. At the park. c. Because he slept too long.

1. a. At midnight. b. Because it was late. c. With my parents.
2. a. Last month. b. In a small town. c. Because he was a co-worker.
3. a. In a minute. b. Some money. c. John and Sarah.
4. a. At work. b. At 10:00. c. There was a party.
5. a. An apartment downtown. b. Next week. c. Because we like the city.
6. a. The bus. b. Because her car didn’t start. c. Maya did.
7. a. Because I didn’t have time. b. My friends. c. It was fun.

Exercise 20. Game. (Chart 9-3)
Work in teams. Choose two places from the list and write as many questions as you can for each situation. Try to use a mix of Wh-questions: When, Where, What time, Who, and Why. The team with the most grammatically correct questions wins.

Example: Your friend just got home from the shopping mall.

Your friend just got home from . . .
1. the shopping mall. 4. the dentist’s office. 7. the hospital.
2. the library. 5. the train station. 8. a one-week vacation.
3. the airport. 6. the movies. 9. a soccer tournament.

Exercise 21. Warm-up. (Chart 9-4)
Complete the sentences with your own words.

1. a. Right now a pack of gum costs ____________________.
   b. When I was a child, a pack of gum cost ____________________.

2. a. In restaurants, some chefs make ____________________ for dinner.
   b. The last time I cooked dinner, I made ____________________.
9-4 Simple Past Tense: Irregular Verbs (Group 5)

| cost – cost | hit – hit | shut – shut |
| cut – cut | hurt – hurt | spend – spent |
| forget – forgot | lend – lent | understand – understood |
| give – gave | make – made |

Exercise 22. Vocabulary and speaking. (Chart 9-4)
Practice using irregular verbs. Close your book for this activity.

Example: cost–cost
Teacher: cost–cost. Gasoline costs a lot of money. Yesterday, I bought gas for my car. It cost a lot of money. How much did it cost?
Students: (repeat) cost–cost. It cost a lot of money.

1. cost–cost I bought a jacket yesterday. I paid a lot for it. It cost (...). What did I buy yesterday? How much did it cost?
2. cut–cut (...) cuts vegetables when he/she makes a salad. Two nights ago, he/she made a salad and cut his/her finger with the knife. What happened two nights ago?
3. forget–forgot Sometimes I forget my wallet. Last night, I forgot it at a restaurant. What did I do last night?
4. give–gave People give gifts on birthdays. Last week, (...) had a birthday. I gave him/her (something). What did I do?
5. hit–hit When you play tennis, you hit the ball with a tennis racket. When you play table tennis, you hit the ball with a paddle. What do you do when you play tennis? What do you do when you play table tennis?
6. hurt–hurt When I have a headache, my head hurts. Yesterday I had a headache. My head hurt. How did my head feel yesterday? How does your head feel when you have a headache?
7. lend–lent I lend money to my friends if they need it. Yesterday I lent (an amount of money) to (...). What did I do?
8. make–made I know how to make ice cream! Last week I made chocolate ice cream for a birthday party. What did I do last week?
9. shut–shut I shut the garage door every night at 10:00 P.M. I shut it early last night. What did I do last night?
10. spend–spent I usually spend Saturdays with friends. But last Saturday, I spent the day with my parents. What did I do last Saturday?
11. understand–understood I don’t always understand singers when they sing. But yesterday I listened to a new song, and I understood every word. What did I understand?
Exercise 23. Looking at grammar. (Chart 9-4)
Complete each sentence. Use the correct form of the word in parentheses.

1. A: How much does a new car cost?
   B: It **cost** __________ a lot. New cars are expensive.

2. A: Did you get a ticket for the rock concert?
   B: No, it **cost** __________ too much.

3. A: Where's your history book?
   B: I **give** __________ it to Robert.

4. A: What happened?
   B: I had a car accident. I **hit** __________ a telephone pole.

5. A: May I have your homework, please?
   B: I'm sorry, but I don't have it. I **forget** __________ it.

6. A: Did you eat breakfast?
   B: Yeah. I **make** __________ some scrambled eggs and toast for myself.

7. Eric **shut** __________ the window when he wakes up every morning.

8. Eric **shut** __________ the window when he woke up yesterday morning.

9. A: Did you enjoy going into the city to see a show?
   B: Yes, but I **spend** __________ a lot of money.

10. A: Do you have a calculator?
    B: Yes, but I **lend** __________ it to George.

11. A: Is that knife sharp?
    B: It's very sharp. It **cut** __________ everything easily.

12. A: Why are you wearing a cap on your head? It's so hot today.
    B: I went to a barber this morning. He **cut** __________ my hair too short.
    A: Let me see. Oh, it looks fine.
Exercise 24. Listening. (Chart 9-4)

Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: Kurt made .

You will choose: (a) his lunch. (b) furniture. (c) in the morning.

1. a. the answer. b. the conversation. c. the teacher.
2. a. money. b. to her house. c. some furniture.
3. a. your hair? b. some paper? c. between?
4. a. tomorrow. b. a tree. c. an animal.
5. a. remember. b. his appointment. c. the question.

Exercise 25. Warm-up. (Chart 9-5)

Which answers are true for you?

1. a. Right now I feel fine / okay / tired / hungry
   b. On the first day of class, I felt fine / okay / nervous / scared

2. a. My favorite sports team wins / doesn’t win a lot of games.
   b. My favorite sports team won / didn’t win its last game.

Exercise 26. Vocabulary and speaking. (Chart 9-5).

Practice using irregular verbs. Close your book for this activity.

Example: fall-fell


I hurt my knee. How did I hurt my knee yesterday?

STUDENTS: (repeat) fall-fell. You fell (down).

1. blow-blew The sun shines. Rain falls. Wind blows. Last week we had a storm. It rained hard, and the wind blew hard. Tell me about the storm last week.
2. **draw-drew** I draw once a week in art class. Last week I drew a picture of a mountain. What did I do in art class last week?

3. **fall-fell** Sometimes I fall down. Yesterday I fell down some steps outside my house. What happened to me yesterday?

4. **feel-felt** Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?

5. **grow-grew** Trees grow. Flowers grow. Vegetables grow. Usually I grow vegetables in my garden, but last year I grew only flowers. What did I grow in my garden last year?

6. **keep-kept** Now I keep my money in (name of a local bank). Last year I kept my money in (name of another local bank). Where did I keep my money last year?

7. **know-knew** This class knows a lot about English grammar. Last week, many students knew the answers to my questions. What did many students know last week?

8. **swim-swam** I swim in (name of a lake, sea, ocean, or local swimming pool) every summer. I swam in (name of a lake, sea, ocean, or local swimming pool) last summer. What did I do last summer?

9. **throw-threw** In baseball, the pitcher throws the ball. I like to play baseball. I like to throw the ball. Yesterday, when I played baseball, I was the pitcher. What did I do with the ball?

10. **win-won** You can win a game or lose a game. Last weekend (name of a local sports team) won a game/match against (name of another team). What did (name of the local sports team) do last weekend? Did they win or lose?

---

**Exercise 27. Looking at grammar.** (Chart 9-5)

Complete the sentences. Use the simple past form of the verbs from the box.

<table>
<thead>
<tr>
<th>blow</th>
<th>fall</th>
<th>grow</th>
<th>know</th>
<th>throw</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
<td>feel</td>
<td>keep</td>
<td>swim</td>
<td>win</td>
</tr>
</tbody>
</table>

1. A: Did you enjoy your tennis game with Jackie?
   B: Yes, but I lost. Jackie ________________.

2. A: How did you break your leg?
   B: I ________________ down on the ice on the sidewalk.

3. A: Did you give the box of candy to your girlfriend?
   B: No, I didn’t. I ________________ it and ate it myself.

4. A: That’s a nice picture.
   B: I agree. Tanya ________________ it. She’s a good artist.
5. A: Your daughter is so tall!
   B: I know. She __________ a lot last year.

   B: Did you put ice on it?
   A: No. I __________ on it.

7. A: Did you finish the test?
   B: No. I __________ all of the answers, but I ran out of time.

8. A: Did you have fun at the beach?
   B: Lots of fun. We __________ in the ocean.

9. A: What’s the matter? You sound like you have a frog in your throat.
   B: I think I’m catching a cold. I __________ okay yesterday, but I don’t feel very good today.

10. A: How did you break the window, Tommy?
    B: Well, I __________ a ball to Julie, but it missed Julie and hit the window instead.

Exercise 28. Listening. (Chart 9-5)
Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: Tim knew . . .
You will choose: a. my father. b. a ball. c. the answer.

1. a. tomorrow. b. on a car. c. in the park.
2. a. the game. b. a prize. c. lost.
3. a. on the paper. b. a picture. c. with a pencil.
4. a. happy. b. in the morning. c. excited.
5. a. a ball. b. not. c. a pillow.

Exercise 29. Warm-up. (Chart 9-6)
Make true sentences for you.

1. Some people feed animals at the zoo.
   When I was a child, I fed / didn’t feed animals at the zoo.

2. During storms, some kids hide in closets or under the bed.
   When I was a child, I hid / didn’t hide during a storm.
Exercise 30. Vocabulary and speaking. (Chart 9-6)
Practice using irregular verbs. Close your book for this activity.

Example: hold—held
TEACHER: hold—held. I often hold my book open when I teach. Yesterday I held my book open when we practiced grammar. What did I do with my book?

STUDENTS: (repeat) hold—held. You held your book open.

1. become—became Lilly got the flu last month. She became very sick. Now she is better. What happened when Lilly got the flu?
2. bend—bent When I drop something, I bend over to pick it up. I just dropped my pen, and then I bent over to pick it up. What did I do?
3. bite—bit Sometimes dogs bite people. Yesterday my friend’s dog bit my hand when I petted it. What did the dog do?
4. build—built I have some friends who know how to build houses. They built their own house next to the river. What did my friends do?
5. feed—fed I have a (dog, cat, parrot, etc.). I have to feed it every day. Yesterday I fed it once in the morning and once in the evening. What did I do yesterday?
6. fight—fought People fight in wars. People fight diseases. They fight for freedom. My country fought a war in (year). What did my country do in (year)?
7. hide—hid I have a coin in my hand. Close your eyes while I hide it. Okay, open your eyes. I hid the coin. Where’s the coin? Why don’t you know?
8. hold—held When it rains, I hold my umbrella above my head. Yesterday it rained. I held my umbrella above my head. What did I do yesterday?
9. shake—shook People sometimes shake their finger or their head. Sometimes they shake when they’re cold. Right now I’m shaking my (finger/head). What did I just do?

Exercise 31. Looking at grammar. (Chart 9-6).
Complete the sentences. Use the past simple form of the verbs from the box.

become build hide
bend feed hold
bite fight shake

1. Many countries in the world _______ fought _______ in World War II.
2. I need a new pair of glasses. I sat on my old glasses and _______ them.

3. I _______ my husband’s birthday present in the closet yesterday. I didn’t want him to find it.

4. Emma and Steve saved money. They didn’t buy a bookcase for their new apartment. They bought wood and _______ one.

5. The baby is sleeping peacefully. She’s not hungry. Her mother _______ her before she put her in bed.

6. David is a Canadian citizen. Maria was born in Puerto Rico, but when she married David, she _______ a Canadian citizen too.

7. Doug is a new father. He felt very happy when he _______ his baby in his arms for the first time.

8. A: Ouch!
   B: What’s the matter?
   A: I _______ my tongue.

9. When my dog got out of the lake, it _______ itself. Dogs always do that when they’re wet.

Exercise 32. Listening. (Chart 9-6)

Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear: I bent ...
You will choose: (a) my arm. b. a building. c. the road.

1. a. the dog. b. happy. c. her baby.
2. a. next week. b. usually. c. a new house.
3. a. a stick. b. my hand. c. sad.
4. a. in the bedroom. b. behind a tree. c. their money.
5. a. some pens. b. the classroom. c. some papers.
Exercise 33. Warm-up. (Chart 9-7)
Which completions are true for you?

1. Before I ate breakfast this morning, I . . .
   a. took a shower.
   b. washed my face.
   c. made tea.
   d. combed my hair.

2. After I got to school today, I . . .
   a. ate something.
   b. bought some coffee.
   c. did my homework.
   d. talked to friends.

9-7 Before and After in Time Clauses

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>SV</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>I ate breakfast.</td>
<td>= a main clause</td>
</tr>
<tr>
<td>b</td>
<td>before I went to class</td>
<td>= a time clause</td>
</tr>
<tr>
<td>c</td>
<td>I ate breakfast</td>
<td>before I went to class</td>
</tr>
<tr>
<td>d</td>
<td>before I went to class,</td>
<td>I ate breakfast.</td>
</tr>
<tr>
<td>e</td>
<td>We took a walk</td>
<td>after we finished our work.</td>
</tr>
<tr>
<td>f</td>
<td>After we finished our work.</td>
<td>we took a walk.</td>
</tr>
<tr>
<td>g</td>
<td>We took a walk</td>
<td>after the movie.</td>
</tr>
<tr>
<td>h</td>
<td>I had a cup of coffee</td>
<td>before class.</td>
</tr>
</tbody>
</table>

A clause is a group of words that has a subject and a verb.

A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).

A time clause begins with a time word such as before or after:

before + S + V = a time clause
after + S + V = a time clause

A time clause can come after a main clause, as in (c) and (e). A time clause can come before a main clause, as in (d) and (f).* There is no difference in meaning between (c) and (d) or between (e) and (f).

Before and after don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-8, p. 21, and 6-2, p. 161, for information about prepositional phrases.

* NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

Exercise 34. Looking at grammar. (Chart 9-7)
Put brackets around the main clause and the time clause in each sentence. Write “M” over the main clause and “T” over the time clause.

T M

1. [Before I ate the banana.] [I peeled it.]

2. We arrived at the airport before the plane landed.

3. I went to a movie after I finished my homework.
4. After the kids got home from school, they watched TV.

5. Before I moved to this city, I lived at home with my parents.

Exercise 35. Looking at grammar. (Chart 9-7)
In the first pair of sentences, write “1” before the activity that happens first and “2” before the activity that happens second. Then choose the sentence(s) with the correct meaning.

1. 2. Salman went to sleep.
   1. Salman watched a movie.
      a. Before Salman went to sleep, he watched a movie.
      b. Before Salman watched a movie, he went to sleep.

2. We went home.
   We left my uncle’s house.
      a. After we went home, we left my uncle’s house.
      b. After we left my uncle’s house, we went home.

3. I washed the dishes.
   I put them away.
      a. After I put the dishes away, I washed them.
      b. Before I put the dishes away, I washed them.

4. The lions chased the zebra.
   The lions ate the zebra.
      a. Before the lions ate the zebra, they chased it.
      b. Before the lions chased the zebra, they ate it.
      c. After the lions chased the zebra, they ate it.
      d. After the lions ate the zebra, they chased it.

Exercise 36. Game. (Chart 9-7)
Work in teams. Find all the incomplete sentences. Make them complete and add the correct punctuation. Your teacher will give you a time limit. The team with the most grammatically correct answers wins.

Example: Before my cell phone died last night
Possible answer: Before my cell phone died last night, I texted several friends.

1. After Jonas and Nora got married in Hawaii last June
2. We went to the zoo before we ate our lunch
3. The kids played soccer in the park
4. After you finished your homework last night
5. Vikram didn’t eat before he took his medicine
6. Before I took my daughter to the dentist last week
7. After school started at the beginning of the year
8. Before Gino told me about his problems, I thought he was happy
Exercise 37. Let's talk: small groups. (Chart 9-7)
Work in small groups. Combine the two ideas into one sentence by using before and after to introduce time clauses. Make four sentences for each item.

Example: I put on my coat. / I went outside.

StUDENT A: Before I went outside, I put on my coat.
STUDENT B: I put on my coat before I went outside.
STUDENT C: After I put on my coat, I went outside.
STUDENT D: I went outside after I put on my coat.

1. She ate breakfast. / She went to work.

2. He did his homework. / He went to bed.
3. We bought tickets. / We walked into the movie theater.

Exercise 38. Warm-up. (Chart 9-8)
Do the sentences have the same or a different meaning?
1. When I got home from school, I ate a snack.
2. I ate a snack when I got home from school.

9-8 When in Time Clauses

(a) When the rain stopped, we took a walk. OR
   We took a walk when the rain stopped.

(b) When Tom was a child, he lived with his aunt. OR
   Tom lived with his aunt when he was a child.

COMPARE
(c) When did the rain stop? = a question
(d) when the rain stopped = a time clause

When can introduce a time clause.
   when + S + V = a time clause

In (a): When the rain stopped is a time clause.
In (b): Notice that the noun (Tom) comes before
   the pronoun (he).

When is also used to introduce questions.*
A question is a complete sentence, as in (c).
A time clause is not a complete sentence, as
   in (d).

*See Charts 3-11, p. 89, and 9-1 for information about using when in questions.

Exercise 39. Looking at grammar. (Chart 9-8)
Add a capital letter and a question mark to complete the sentences. Write “NC” to mean
   “not complete” if the group of words is a time clause and not a question.

1. a. when did Jim arrive → When did Jim arrive?
   b. when Jim arrived → NC

2. a. when you were in Iran
   b. when were you in Iran
Exercise 40. Looking at grammar. (Chart 9-8)
Make sentences by combining the ideas in Column A with those in Column B. Then change the position of the time clause.

Example: When the show ended,
   → When the show ended, people clapped.
   → People clapped when the show ended.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the show ended,</td>
<td>a. when I dropped it.</td>
</tr>
<tr>
<td>2. When I was in Japan,</td>
<td>b. I closed my umbrella.</td>
</tr>
<tr>
<td>3. Elena bought some new shoes</td>
<td>c. when he was in high school.</td>
</tr>
<tr>
<td>4. I took a lot of photographs</td>
<td>√ d. people clapped.</td>
</tr>
<tr>
<td>5. Adam was a soccer player</td>
<td>e. when she went shopping yesterday.</td>
</tr>
<tr>
<td>6. When the rain stopped,</td>
<td>f. I stayed in a hotel in Tokyo.</td>
</tr>
<tr>
<td>7. The mirror broke</td>
<td>g. when I was in Hawaii.</td>
</tr>
</tbody>
</table>

Exercise 41. Looking at grammar. (Chart 9-8)
Use the given words to make (a) a simple past tense question and (b) a simple past tense clause. Use your own words to complete the sentence in (b).

1. When \snow\ it
   a. When did it snow?__________________________
   b. When it snowed, I built a snowman
2. When I leave you
   a. ____________________________
   b. ____________________________

3. When I feel homesick I Thomas
   a. ____________________________
   b. ____________________________

4. When I go out I electricity
   a. ____________________________
   b. ____________________________

Exercise 42. Warm-up. (Chart 9-9)
Complete the sentences with the correct time for you.

1. Now I am studying grammar, but yesterday I wasn’t studying grammar at ________.

2. Now I am not sleeping, but last night, I was sleeping at ________.

9-9 Present Progressive and Past Progressive

<table>
<thead>
<tr>
<th>PRESENT PROGRESSIVE (in progress right now)</th>
<th>The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 96.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) It’s 10:00 now. Boris is sitting in class.</td>
<td>In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00. (See next page.)</td>
</tr>
<tr>
<td>PAST PROGRESSIVE (in progress yesterday)</td>
<td>The past progressive describes an activity in progress at a particular time in the past.</td>
</tr>
<tr>
<td>(b) It was 10:00. Boris was sitting in class.</td>
<td>In (b): Boris began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress. (See next page.)</td>
</tr>
<tr>
<td>PRESENT PROGRESSIVE FORM: AM, IS, ARE + -ING</td>
<td>The forms of the present progressive and the past progressive consist of be + -ing. The present progressive uses the present forms of be: am, is, and are + -ing.</td>
</tr>
<tr>
<td>(c) It’s 10:00. I am sitting in class. Boris is sitting in class. We are sitting in class.</td>
<td></td>
</tr>
<tr>
<td>PAST PROGRESSIVE FORM: WAS, WERE + -ING</td>
<td>The past progressive uses the past forms of be: was and were + -ing.</td>
</tr>
<tr>
<td>(d) It was 10:00. Boris was sitting in class. We were sitting in class.</td>
<td></td>
</tr>
</tbody>
</table>
Boris is sitting in class right now at ten o’clock.

Boris was sitting in class yesterday at ten o’clock.

Exercise 43. Grammar and speaking: class activity. (Chart 9-9)
Complete each sentence with the correct form of the verb in parentheses. Discuss the meaning of the phrase “in progress.”

1. Paul started to eat dinner at 7:00. At 7:05, Kara came. Paul (eat) __________ when Kara (come) __________ at 7:05.
2. Bobby was at home yesterday evening. His favorite program was on TV last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called.

When Kristin (call) __________ at 8:30, Bobby (watch) __________

________________________ TV.

3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00.

At 10:00, Rosa (play) __________________________ her guitar.
Exercise 44. Let's talk: class activity. (Chart 9-9)
Look at the picture. Use the past progressive to describe the activities that were in progress the night of the robbery.

Situation: Mr. and Mrs. Gold invited some friends to their house for the weekend. A thief stole Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?

Exercise 45. Warm-up. (Chart 9-10)
Check (√) all the sentences that match the picture.

While the teacher was talking,
1. ___ the fire alarm began to ring.
2. ___ a student fell asleep.
3. ___ a spider crawled into the room.
4. ___ a desk fell over.
5. ___ another teacher came into the room.
6. ___ the room caught fire.
9-10 Using While with Past Progressive

(a) The phone rang while I was sleeping. OR
(b) While I was sleeping, the phone rang.*

while + subject + verb = a time clause
While I was sleeping is a time clause.
while = during that time
A while-clause describes an activity that was in progress at the time another activity happened.
The verb in a while-clause is often past progressive (e.g., was sleeping).

*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

Exercise 46. Let's talk: class activity. (Chart 9-10)
Combine the sentences. Use while.

1. I was studying last night.
   Rita called.
   → While I was studying last night, Rita called.
   → Rita called while I was studying last night.

2. Someone knocked on my apartment door.
   I was eating breakfast yesterday.

3. I was cooking dinner last night.
   I burned my hand.

4. Yoko raised her hand.
   The teacher was talking.

5. A tree fell on my car.
   I was driving in a windstorm.

6. I was studying last night.
   A mouse suddenly appeared on my desk.

Exercise 47. Warm-up. (Chart 9-11)
What word begins each time clause? What verb form is in each time clause?

1. a. While I was studying, the mouse appeared.
   b. The mouse appeared while I was studying.

2. a. When the mouse appeared, I was studying.
   b. I was studying when the mouse appeared.
### 9-11 Simple Past Tense vs. Past Progressive

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(a) Jane <strong>called</strong> me yesterday.</td>
<td>The <strong>SIMPLE PAST</strong> describes activities or situations that began and ended at a particular time in the past (e.g., yesterday, last night).</td>
<td></td>
</tr>
<tr>
<td>(b) I <strong>talked</strong> to Jane for an hour last night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) What time <strong>did you get up</strong> this morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) I <strong>was studying</strong> when Jane called me last night.</td>
<td>The <strong>PAST PROGRESSIVE</strong> describes an activity that was in progress (was happening) at the time another action happened.</td>
<td></td>
</tr>
<tr>
<td>(e) While I <strong>was studying</strong> last night, Jane called.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) I opened my umbrella <strong>when it began</strong> to rain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) When the phone <strong>rang</strong>, I answered it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) When the phone <strong>rang</strong>, I <strong>was studying</strong>.</td>
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</tbody>
</table>

#### Exercise 48. Let's talk: class activity. (Chart 9-11)

Your teacher will ask you to perform and describe actions using *while*-clauses or *when*-clauses. Close your book for this activity.

**Example:** Erase the board. / Open the door.

**TEACHER:** (Student A), please erase the board. What are you doing?

**STUDENT A:** (erasers the board) I'm erasing the board right now.

**TEACHER:** (Student B), would you please open the door?

**STUDENT B:** (opens the door)

**TEACHER:** Thank you. You may both sit down. (Student C), will you please describe the two actions we saw?

**STUDENT C:** While (Student A) was erasing the board, (Student B) opened the door. OR (Student A) was erasing the board when (Student B) opened the door.

1. Write on the board. / Drop a book on the floor.
2. Walk around the room. / Say hello to (Student A).
3. Look out the window. / Take (Student A)'s grammar book.
4. Draw a picture on the board. / Ask (Student A) a question.
Exercise 49. Looking at grammar. (Chart 9-11)
Complete the sentences. Use the past progressive in the *while*-clauses. Use the simple past in the *when*-clauses.

1. While I *(wash)* _**was washing**_ the dishes last night, I *(get)* _**got**_ a phone call from my best friend.
2. When my best friend *(call)* _**called**_ last night, I *(wash)* _**washed**_ the dishes.
3. My friend Jessica *(come)* _**came**_ over while I *(eat)* _**ate**_ dinner last night.
4. I *(eat)* _**ate**_ dinner when my friend Jessica *(come)* _**came**_ over last night.
5. My friend Ricardo *(come)* _**came**_ when I *(stream)* _**streamed**_ a movie on my computer last night. I *(invite)* _**invited**_ him to watch it with me.
6. I *(stream)* _**streamed**_ a movie on my computer last night when my friend Ricardo *(come)* _**came**_ over.
7. Jason *(wear)* _**wore**_ a suit and tie when I *(see)* _**saw**_ him yesterday.
8. While I *(watch)* _**watched**_ TV in bed last night and *(relax)* _**relaxed**_ after a long day, my new puppy *(take)* _**took**_ my slippers.
Exercise 50. Speaking and writing: pairwork. (Chart 9-11)

Part I. Work with a partner. Use the information about Bill Gates to make sentences with the simple past and past progressive. Use while, when, before, and after.

Example: 1967: entered Lakeside School
1968: wrote his first computer program
→ In 1967, Bill Gates entered Lakeside School.
→ While he was studying at Lakeside, he wrote his first computer program.

Bill Gates: a brief history
1955: was born in Seattle, Washington
1967: entered Lakeside School
1967-1973: studied at Lakeside School
1968: wrote his first computer program
1970: started his first software company
1973: graduated from Lakeside
1973-1977: studied at Harvard University
1975: began to design programs for personal computers
1975: started Microsoft with Paul Allen
1975-2008: led Microsoft
1977: left Harvard University
1994: got married to Melinda French
1996: his first child was born
2008: retired from Microsoft
2008: became more active in the Bill and Melinda Gates Foundation

Part II. Make a timeline of seven to ten events in your partner’s life. Write sentences with the simple past and past progressive. Use while, when, before, and after.

Exercise 51. Reading and listening. (Charts 9-7 → 9-11)

Part I. Read the story about Steve Jobs. Look at new vocabulary with your teacher first.

Steve Jobs

Steve Jobs is another very famous computer person. He was also born in 1955. He grew up in Palo Alto, California. When he was in high school, he worked for electronics businesses in the summer. He also met Steve Wozniak. They became friends and business partners and built their first computer together.

Do you know these words?
electronics
design
fired
cancer
medical treatments
cure
turned + (age)
After he graduated from high school, he went to Reed College. He didn’t study there very long, but he stayed in the area. He liked to visit the college’s calligraphy—artistic handwriting—classes. He learned a lot about design and used it years later with his products.

Jobs, Wozniak, and Ron Wayne started Apple Computer in 1976. In 1985, Apple fired him, so he started NeXT Computer, Inc. While he was working at NeXT, he met Laurene Powell, and they got married.

In 1996, Apple bought NeXT and Jobs once again worked at Apple. Under Jobs, Apple became very successful. In 2001, it introduced the iPod. In 2007, it sold the first iPhone. Three years later, the iPad came out.

Unfortunately, while Jobs was working at Apple, he got cancer. Medical treatments didn’t cure him. In 2011, ten months after he turned 56, Steve Jobs died.

**Part II.** Complete the sentences with *before, after, when, or while.*

1. ____________ Steve Jobs was attending high school, he worked for electronics businesses in the summer.
2. ____________ he finished high school, he attended Reed College for a short time.
3. ____________ he was living near Reed College, he visited calligraphy classes.
4. ____________ he began NeXT Computer Inc., Apple fired him.
5. ____________ Steve Jobs was working at Apple, the company introduced the iPod, iPhone, and iPad.
6. ____________ Steve Jobs turned 57, he died.

**Part III.** Complete the sentences with the verbs you hear.

2. While he ____________ up in Palo Alto, California, he ____________ interested in computers.
3. Jobs and Wozniak ____________ their first computer together.
4. After Jobs ____________ from high school, he ____________ to Reed College.
5. He ____________ there very long, but he ____________ in the area.
6. He ____________ a lot about calligraphy, and it ____________ him with the design of his products.
7. In 1985, Apple ____________ him, so he ____________ NeXT Computer, Inc.
8. While he _____________ at NeXT, he ______________ Laurene Powell, and they got married.


10. Unfortunately, while Jobs ________________ at Apple, he _______________ cancer.

11. Medical treatments _______________ cure him, and Jobs _______________ in 2011.

Exercise 52. Looking at grammar. (Chart 9-11)
Complete the sentences. Use the simple past or the past progressive form of the verbs in parentheses.

1. While my cousin and I (have) _______________ dinner at a restaurant last night, we (see) _______________ a friend of mine. I (introduce) _______________ her to my cousin.

2. When I (hear) _______________ a knock at the door last night, I (walk) _______________ to the door and (open) _______________ it. When I (open) _______________ the door, I (see) _______________ my brother. I (greet) _______________ him and (ask) _______________ him to come in.

3. When my cousin and I (play) _______________ a video game last night, my brother (call) _______________ me. He (be) _______________ on the highway, and his car (be) _______________ out of gas. I (buy) _______________ gas and (take) _______________ it to him.

4. While I (walk) _______________ to class yesterday morning, I (see) _______________ Abdullah. We (say) _______________ hello.

Exercise 53. Looking at grammar. (Chapter 9)
Choose the best completion.

1. I was surfing the Internet. I heard a knock on the door. When I heard the knock on the door, I ___ it.
   a. open  c. opened
   b. am opening  d. was opening

2. A: When ___ you talk to Jake?
   B: Yesterday.
   a. do  c. did
   b. are  d. were
3. I ____ TV when Gina called last night. We talked for an hour.
   a. watch  c. am watching
   b. watched  d. was watching

4. Mike is in his bedroom right now. He ____ , so we need to be quiet.
   a. is sleeping  c. slept  
   b. sleeps  d. was sleeping

5. Kate ____ tell us the truth yesterday. She lied to us.
   a. don’t  b. doesn’t  c. didn’t  d. wasn’t

6. I saw a fish while I ____ in the ocean yesterday.
   a. swim  c. were swimming
   b. was swimming  d. swimming

7. When I heard the phone ring, I ____ it.
   a. answer  c. answered
   b. am answering  d. was answering

8. A: ____ you go to concerts often?
   B: Yes. I go at least once a month.
   a. Do  b. Did  c. Was  d. Were

9. While I ____ dinner last night, I burned my finger.
   a. cooking  b. cook  c. was cooking  d. was cook

10. Where ____ after work yesterday?
    a. you went  b. you did go  c. did you went  d. did you go

Exercise 54. Looking at grammar. (Chapters 8 and 9)
Complete the sentences with the past form of the verbs in parentheses.

Part I.

Yesterday (be) ______ a terrible day. Everything (go) ______
wrong. First, I (oversleep) ______. My alarm clock (ring, not)
______. I (wake) ______ up when I (hear)
______ a noise outside my window. It was 9:15. I (get) ______
dressed quickly. I (run) ______ to class, but I (be) ______ late.
The teacher (be) ______ upset with me.
Part II.
During a break, I (go) outside. While I (sit) under a tree near the classroom building, I (see) a friend. I (call) to him. He (join) me on the grass. We (talk) about our classes. While we (talk), I (stand) up, (step) in a hole, and (break) my ankle.

Part III.
My friend (drive) me to the hospital. We (go) to the emergency room. After the doctor (take) X-rays of my ankle, he (put) a cast on it.

I (pay) my bill. Then we (leave) the hospital. My friend (take) me home and (help) me up the stairs to my apartment.

Part IV.
When we (get) to my apartment, I (look) for my key in my purse and in my pockets. There was no key.
I (ring) ______ the doorbell. My roommate (be, not) _______
there, so I (sit) ______ down on the floor with my friend and (wait)
_________ for my roommate to get home.

Finally, my roommate (come) ______ home. I (eat) _______
dinner quickly and (go) ______ to bed. While I (sleep) ______,
I (dream) ______ that I broke my arm. I hope my dream doesn’t come true!

Exercise 55. Check your knowledge. (Chapter 9)
Correct the mistakes.

1. Did you went downtown yesterday?
2. Yesterday I speak to Ken before he leaves his office and goes home.
3. I heared a good joke last night.
4. When Pablo finished his work.
5. I visitied my cousins in New York last month
6. Where you did go yesterday afternoon?
7. Ms. Wah was fly from Singapore to Tokyo last week.
8. When I see my friend yesterday, he isn’t speak to me.
9. Why Mustafa didn’t came to class last week?
10. Where you bought those shoes? I like them.
11. Mr. Adams teached our class last week.
12. Who you talk to?
13. Who did open the door? Jack opened it.
Exercise 56. Reading and writing. (Chapter 9)

Part I. Read the paragraph. Underline the past verbs.

An Unforgettable Day

(1) I remember February 28, 2001 very clearly. It was 12:00 in the afternoon, and
(2) I was at home with my daughter. She was a year old, and we were having lunch.
(3) There was a lot of noise outside our apartment building because builders were putting
(4) on a new roof. Suddenly, I heard a very loud noise. The room began to move and
(5) didn’t stop. It was an earthquake! I grabbed my daughter and got under the kitchen
(6) table. I told her everything was okay, but actually I felt afraid. The shaking lasted
(7) about 45 seconds, but it felt longer. My husband was traveling that day, and I wanted
(8) to talk to him. I tried to call him on his phone several times, but there was no cell
(9) service. I was nervous, and I wasn’t thinking very clearly. Finally, after ten minutes,
(10) I remembered the Internet. I checked and saw a news story about a very strong
(11) earthquake. Before I finished the article, my husband called. He was driving when
(12) he felt the earthquake, so he stopped at a gas station and waited. He was fine. Some
(13) buildings fell down in our city, but fortunately no one died.

Part II. Write about a day you remember well. Begin with this sentence: I remember
(date) very clearly.

Include this information in your paragraph:

1. What happened on that day? 5. Were other people there?
2. When did it happen? What were they doing?
3. Where were you? 6. How did you feel?
4. What were you doing? 7. How did the day/event end?

Part III. Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ correct use of past progressive for an activity in progress
5. ___ correct use of simple past for a completed activity
6. ___ correct spelling (use a dictionary or computer spell-check)
Chapter 10
Expressing Future Time, Part 1

Exercise 1. Warm-up. (Chart 10-1)
Make the sentences true for you.

1. Yesterday I woke up at _____. Tomorrow I am going to wake up at _____.
2. Last night I ate dinner at ___. Tomorrow I am going to eat dinner at _____.

10-1 Future Time: Using Be Going To

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>I</td>
<td>am going to go</td>
<td>downtown tomorrow.</td>
<td>Be going to expresses (talks about) the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>Sue</td>
<td>is going to be</td>
<td>here tomorrow afternoon.</td>
<td>FORM: am is are + going to + base form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>We</td>
<td>are going to come</td>
<td>to class tomorrow morning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>I'm not going to go</td>
<td>downtown tomorrow.</td>
<td>NEGATIVE: be + not + going to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Joe</td>
<td>isn't going to be</td>
<td>at the meeting tomorrow.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(f)</td>
<td>We aren't going to eat</td>
<td>dinner early tonight.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td>A:</td>
<td>Are you going to go</td>
<td>downtown tomorrow?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td>No, I'm not.</td>
<td>QUESTION: be + subject + going to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td>A:</td>
<td>Is Jim going to be</td>
<td>at the meeting tomorrow?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td>Yes, he is.</td>
<td>A form of be is used in the short answer to a yes/no question with be going to, as in (g) and (h).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>A:</td>
<td>What time are we going to eat</td>
<td>dinner tonight?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td>At eight.</td>
<td>(See Chart 2-2, p. 30, for information about short answers with be.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td>I'm gonna leave.</td>
<td>In spoken English, going to is often pronounced &quot;gonna.&quot; In formal written English, going to rather than &quot;gonna&quot; is used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k)</td>
<td>She's gonna stay.</td>
<td></td>
<td></td>
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</tbody>
</table>

Exercise 2. Looking at grammar. (Chart 10-1)
Complete each sentence with the correct form of be going to.

Don't worry!

1. I am not late. I __________________________ on time.
2. We are not late. We __________________________ on time.
3. She is not late. She __________________________ on time.
4. You are not late. You ____________________________ on time.
5. They are not late. They ____________________________ on time.
6. Tim and I are not late. Tim and I ____________________________ on time.
7. Dr. Mason is not late. Dr. Mason ____________________________ on time.
8. Kyle and Sam are not late. Kyle and Sam ____________________________ on time.

Exercise 3. Let’s talk: pairwork. (Chart 10-1)
Part I. Work with a partner. Which of the given activities are you going to do tomorrow? Which ones are you not going to do tomorrow?

Example: go downtown
PARTNER A (book open): Are you going to go downtown tomorrow?
PARTNER B (book closed): Yes, I am. I’m going to go downtown tomorrow. OR
No, I’m not. I’m not going to go downtown tomorrow.

1. get up before eight o’clock
2. take a shower
3. make your bed
4. do the dishes
5. take a test
6. make a phone call
7. get a haircut
8. make dinner
9. make a mess in the kitchen
10. watch TV in the evening
11. go to bed early

Change roles.
12. get up early
13. get some exercise
14. walk to school
15. take a nap
16. do your laundry
17. do some ironing
18. go shopping
19. eat dinner alone
20. have dessert
21. chat with friends online
22. take a bath
Part II. Write three activities your partner is going to do tomorrow. Write three activities you are not going to do.

Exercise 4. Looking at grammar. (Chart 10-1)
Complete the sentences. Use be going to and the words from the box (or your own words).

call the manager
call the police
going to an Italian restaurant
go to the park
geret something to eat
lie down	
go to the bookstore
take dance lessons
take a sick day
take it to the post office
take them to the laundromat
try to see the dentist today

1. I need to buy a textbook. I ______ am going to go to the bookstore.

2. Grace is hungry. She ____________________________

3. My clothes are dirty. I ____________________________

4. I have a toothache. I ____________________________

5. George has to mail a package. He ____________________________

6. It’s a nice day today. Molly and I ____________________________

7. Amanda and I want learn how to dance. We ____________________________

8. It’s late at night. I hear a burglar! I ____________________________

9. I feel terrible. I think I’m getting the flu. I ____________________________

10. Ivan and Natasha want pizza. They ____________________________

11. Dana lives in an apartment. There’s a problem with the plumbing. She ____________________________
Exercise 5. Let's talk: interview. (Chart 10-1)

Walk around the room. Ask and answer questions using be going to. Write down your classmates' names and their answers. Share some of their answers with the class.

Example: when \ go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: Tomorrow afternoon. / In a couple of days. / Around noon. / Etc.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>FIRST NAME</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where \ go after class today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. what time \ get home tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. when \ eat dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. where \ eat dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what time \ go to bed tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. what time \ get up tomorrow morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. where \ be tomorrow morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. when \ finish your English studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. where \ live next year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. when \ take a trip and where \ go</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 6. Game. (Chart 10-1)

Work in teams. Your teacher will ask you a question. Discuss the answer. Raise your hand when you are ready. The first team to give a correct answer gets a point. Close your book for this activity.

Example: You want to buy some tea. What are you going to do?

TEAM A STUDENT: I'm going to go to the grocery store.

1. You have a toothache. What are you going to do?
2. You need to mail a package. Where are you going to go?
3. Your clothes are dirty.
5. It's late at night. You hear a burglar.
6. You need to buy some groceries.
7. You want to go swimming.
8. You want to go fishing.
9. You want to buy a new coat.
10. You're hungry.
11. You have a headache.
12. It's a nice day today.
13. You need to cash a check.
14. You want some (pizza) for dinner.
15. You're reading a book. You don't know the meaning of a word.
Exercise 7. Warm-up. (Chart 1-2)
Check all (√) the sentences that have a future meaning.

1. I am flying to Montreal tomorrow.
2. My aunt and uncle are meeting me at the airport.
3. They are going to have their 50th anniversary next week.

Exercise 8. Looking at grammar. (Chart 1-2)
Rewrite the sentences using the present progressive.

A trip to Greece

1. My mother and I are going to leave for our trip at 10:00 tomorrow.
   My mother and I are leaving for our trip at 10:00 tomorrow.
2. We are going to fly to Athens.
3. We are going to spend a week there.
4. My father is going to meet us there.
5. He is going to take the train.
6. We are going to go sightseeing together.
7. I am going to come back by boat, and they are going to return by train.
Exercise 9. Listening. (Chart 10-2)

Listen to each sentence. Decide if the meaning is present or future time.

Example: You will hear: We are meeting later this afternoon.
You will choose: present \(\text{future}\)

- 1. present \(\text{future}\)
- 2. present \(\text{future}\)
- 3. present \(\text{future}\)
- 4. present \(\text{future}\)
- 5. present \(\text{future}\)
- 6. present \(\text{future}\)
- 7. present \(\text{future}\)
- 8. present \(\text{future}\)

Exercise 10. Let's talk: interview. (Chart 10-2)

Walk around the room. Ask and answer questions using the present progressive. Write down your classmates' names and answers. Share some of their answers with the class.

Example: what \(\text{do}\) tonight
STUDENT A: What are you doing tonight?
STUDENT B: I'm staying home and watching a DVD.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>FIRST NAME</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where (\text{go}) after school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. what time (\text{have dinner})</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. when (\text{go}) to bed tonight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. what time (\text{get up}) tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what (\text{do}) tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. what (\text{do}) this weekend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 11. Listening. (Charts 10-1 and 10-2)

Listen to each sentence. Choose the verb you hear.

Example: You will hear: It's going to rain tomorrow.
You will choose: a. is going to rain  b. is raining  c. rains

- 1. a. am going to leave  b. am leaving  c. leave
- 2. a. is going to start  b. is starting  c. starts
- 3. a. is going to come  b. is coming  c. comes
- 4. a. is going to call  b. is calling  c. calls
- 5. a. Are you going to study  b. Are you studying  c. Do you study
- 6. a. are going to have  b. are having  c. have
- 7. a. aren't going to go  b. aren't going  c. don't go
- 8. a. is going to eat  b. is eating  c. eats
- 9. a. is going to help  b. is helping  c. helps
Exercise 12. Let's talk: small groups. (Charts 10-1 and 10-2)
Your group won a contest and received a lot of money. (As a class, decide on the amount.)
You can use it for one of the four situations. What are you going to do with the money?
Choose one situation and talk about your plans.
1. The money is to help other people. What are you going to do?
2. The money is to improve your school. What are you going to do?
3. The money is to make the world a better place. What are you going to do?
4. The money is for a wonderful vacation for your class. Where are you going to go and
what are you going to do?

Exercise 13. Warm-up. (Chart 10-3)
Choose the correct completion.
1. I studied English last week / next week.
2. I am going to take a break a few minutes ago / in a few minutes.
3. I did homework last night / tomorrow night.

### 10-3 Words Used for Past Time and Future Time

<table>
<thead>
<tr>
<th>Past Time</th>
<th>Future Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>tomorrow</td>
</tr>
<tr>
<td>yesterday morning</td>
<td>tomorrow morning</td>
</tr>
<tr>
<td>yesterday afternoon</td>
<td>tomorrow afternoon</td>
</tr>
<tr>
<td>yesterday evening</td>
<td>tomorrow evening</td>
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<tr>
<td>last night</td>
<td>tomorrow night</td>
</tr>
<tr>
<td>last week</td>
<td>next week</td>
</tr>
<tr>
<td>last month</td>
<td>next month</td>
</tr>
<tr>
<td>last year</td>
<td>next year</td>
</tr>
<tr>
<td>last weekend</td>
<td>next weekend</td>
</tr>
<tr>
<td>last spring</td>
<td>next spring</td>
</tr>
<tr>
<td>last summer</td>
<td>next summer</td>
</tr>
<tr>
<td>last fall</td>
<td>next fall</td>
</tr>
<tr>
<td>last winter</td>
<td>next winter</td>
</tr>
<tr>
<td>last Monday, etc.</td>
<td>next Monday, etc.</td>
</tr>
<tr>
<td>. . . minutes ago</td>
<td>in . . . minutes (from now)</td>
</tr>
<tr>
<td>. . . hours ago</td>
<td>in . . . hours (from now)</td>
</tr>
<tr>
<td>. . . days ago</td>
<td>in . . . days (from now)</td>
</tr>
<tr>
<td>. . . weeks ago</td>
<td>in . . . weeks (from now)</td>
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<tr>
<td>. . . months ago</td>
<td>in . . . months (from now)</td>
</tr>
<tr>
<td>. . . years ago</td>
<td>in . . . years (from now)</td>
</tr>
</tbody>
</table>

**Past:** It rained yesterday.
**Future:** It's going to rain tomorrow.

**Past:** I was in class yesterday morning.
**Future:** I'm going to be in class tomorrow morning.

**Past:** Mary went downtown last week.
**Future:** Mary is going to go downtown next week.

**Past:** Bob graduated from high school last spring.
**Future:** Ann is going to graduate from high school next spring.

**Past:** I finished my homework five minutes ago.
**Future:** Pablo is going to finish his homework in five minutes.
Exercise 14. Looking at grammar. (Chart 10-3)
Complete the sentences. Use yesterday, last, tomorrow, or next.

1. I went swimming ______ yesterday ______ morning.
2. Alberto is going to go to the beach ______ tomorrow ______ morning.
3. I’m going to take a trip __________ week.
4. Diana went to Miami __________ week for a short vacation.
5. We had a test in class __________ afternoon.
6. __________ afternoon we’re going to look for a used car.
7. My friend bought a used car __________ Friday.
8. My sister is going to arrive __________ Tuesday.
9. My brother is going to enter the university __________ fall.
10. __________ spring I took a trip to San Francisco.
11. Mia is going to fly to London __________ month.
13. I’m going to study at the library __________ night.
14. __________ night I watched TV.
15. __________ evening I’m going to go to a baseball game.
16. Mrs. Chang went to a basketball game __________ evening.
Exercise 15. Grammar and speaking. (Chart 10-3)

Part I. Complete the questions with time expressions.

1. What did you do ____________________________?
2. What are you going to do ____________________________?
3. Where are you going to be in ____________________________?
4. Where were you ____________________________?
5. Where did you go last ____________________________?
6. Where are you going to go next ____________________________?
7. What are you going to do tomorrow ____________________________?
8. What did you do yesterday ____________________________?

Part II. Work with a partner. Ask and answer questions. Share a few of your partner’s answers with the class.

Exercise 16. Looking at grammar. (Chart 10-3)

Complete the sentences. Use the given time expressions with ago or in.

1. ten minutes Class is going to end ____________________________
2. ten minutes Hanan’s class ended ____________________________
3. an hour The post office isn’t open. It closed ____________________________
4. an hour Yoshi is going to call us ____________________________
5. two months I’m studying abroad now, but I’m going to be back home ____________________________
6. two months My wife and I took a trip to Morocco ____________________________
7. a minute Karen left ____________________________
8. half an hour I’m going to meet Peter at the coffee shop ____________________________
9. one week The new highway is going to open ____________________________
10. a year I was living in Korea ____________________________
Exercise 17. Let's talk: pairwork. (Chart 10-3)
Work with a partner. Change the sentences using ago or in. Use the calendar to calculate length of time. “Today” is September 9th.

1. Brad is going to leave his old job as a hotel chef on September 12th.
   Brad is going leave his old job in three days.
2. He is going to start a new job as a chef at a famous restaurant on September 14th.
4. He is going to be in a cooking competition on September 23rd.
5. Brad began taking cooking classes in 2009.
6. He moved to Paris a year later.
7. Brad is going to cook for a TV show on September 30th.
8. Brad is going to marry his high school sweetheart on December 9th.

Exercise 18. Listening. (Chart 10-3)
Listen to the beginning of each sentence. Choose the correct completion.

Example: You will hear: Rudi is going to finish his work...
You will choose: a. five minutes ago. b. in five minutes.

1. a. one hour ago. b. in one hour.
2. a. two weeks ago. b. in two weeks.
3. a. one year ago. b. in one year.
4. a. ten minutes ago. b. in ten minutes.
5. a. a few minutes ago. b. in a few minutes.
6. a. last spring. b. next spring.
7. a. last summer. b. next summer.
8. a. last weekend. b. next weekend.
9. a. yesterday evening. b. tomorrow evening.

Exercise 19. Let's talk: interview. (Chart 10-3)
Walk around the room. Ask a different student each pair of questions. Write down the names of the students and their answers. Share some of their answers with the class.

Example: what did you do yesterday?
STUDENT A: What did you do yesterday?
STUDENT B: I stayed home and studied for a test.
Example: what do tomorrow?
STUDENT A: What are you going to do tomorrow?
STUDENT B: I'm going to go to a party with my friends.

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<thead>
<tr>
<th>QUESTION</th>
<th>FIRST NAME</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where \ go \ yesterday?  where \ go \ tomorrow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. who \ call \ last week?  who \ call \ next week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. who \ call \ yesterday?  who \ call \ tomorrow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. what \ watch on TV \ last week?  what \ watch on TV \ next week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. where \ live \ five years ago?  where \ live \ in five years?</td>
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</table>

**Exercise 20. Looking at grammar. (Chart 10-3)**
Complete the sentences. Use *yesterday, last, tomorrow, next, in,* or *ago.*

1. I went to the zoo ___________ last ___________ week.
2. Yolanda Matos went to the zoo ___________ week.
3. Charles Nelson is going to go to the park ___________ Saturday.
4. We're going to go to the park ___________ two days.
5. My kids went to the pool ___________ morning.
6. My cousin is going to go to the circus ___________ afternoon.
7. Kim Yang-Don graduated from Sogang University ____________ spring.
8. We’re going to have company for dinner ____________ night.
9. We had company for dinner three days ____________.
10. We’re going to have dinner at our friends’ house ____________ two days.
11. ____________ evening we’re going to go to a concert.
12. ____________ Friday I went to a party.
13. ____________ afternoon the students took a test.
14. My stepsister arrived here ____________ month.
15. She is going to leave ____________ two weeks.
16. ____________ year Kyoko is going to be a freshman in college.

**Exercise 21. Warm-up. (Chart 10-4)**
Read the sentences and choose the correct number.

1. Dave left a couple of weeks ago.   
   two  five
2. JoAnn is going to get married in a few months.   
   one  four

---

**10-4 Using A Couple Of or A Few with Ago (Past) and In (Future)**

| (a) Sam arrived here one (or a) year ago. | Numbers are often used in time expressions with ago and in. |
| (b) Jack is going to be here in two minutes. |
| (c) I talked to Ann three days ago. |

| (d) I saw Carlos a couple of months ago. | A couple of and a few are also commonly used. A couple of means “two.” A couple of months ago = two months ago |
| (e) He’s going to return to Mexico in a couple of months. |
| (f) I got a letter from Gina a few weeks ago. |
| (g) I’m going to see Gina in a few weeks. |

| (h) I began college last year. I’m going to graduate in two more years. My sister is almost finished with her education. She’s going to graduate in a few more months. | Frequently, the word more is used in future time expressions that begin with in. |

| (a) | Sam arrived here one (or a) year ago. |
| (b) | Jack is going to be here in two minutes. |
| (c) | I talked to Ann three days ago. |
| (d) | I saw Carlos a couple of months ago. |
| (e) | He’s going to return to Mexico in a couple of months. |
| (f) | I got a letter from Gina a few weeks ago. |
| (g) | I’m going to see Gina in a few weeks. |
| (h) | I began college last year. I’m going to graduate in two more years. My sister is almost finished with her education. She’s going to graduate in a few more months. |
Exercise 22. Reading and speaking. (Chart 10-4)
Read the paragraph. Then, as a class, decide if the statements are true or false.

Love at First Sight?

Ben and Jen met September 15, 2009. It was the first day of college for them. They were in chemistry class. Ben fell in love with Jen a few days later. Ben asked Jen to marry him on January 1. Jen gave him her answer a couple of days later. She wasn’t sure, so she said “no.” A couple of months later, she changed her mind. They got married a few months after that. A couple of years later they had their first child. They are very happy together.

1. Ben fell in love with Jen on September 16. T F
2. Jen told Ben “no” in January. T F
3. Jen changed her mind in March. T F
4. Ben and Jen got married in April. T F
5. They had their first child in 2013. T F

Exercise 23. Let’s talk: small groups. (Chart 10-4)
Work in small groups. Take turns completing the sentences. Use information from your own life. Use the given words with ago or in. Use numbers (one, two, three, ten, sixteen, etc.) or the expressions a couple of or a few.

1. days We studied Chapter 9 ___a couple of days ago / three days ago / etc.____
2. days We’re going to finish this chapter ___in a few more days / in three or ___

3. hours I ate breakfast ____________________________
4. hours I’m going to eat lunch/dinner ____________________________
5. minutes We finished Exercise 22 ____________________________
6. minutes This class is going to end ____________________________
7. years I was born ____________________________
8. years My parents got married ____________________________
9. weeks months years I arrived in this city ____________________________, and I’m going to leave this city ____________________________
Exercise 24. Looking at grammar. (Chart 10-4)
Complete the sentences with your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days? Share some of your sentences with the class.

1. ____________________________________ a few days ago.
2. ____________________________________ in a few days.
3. ____________________________________ in a few more minutes.
4. ____________________________________ three hours ago.
5. ____________________________________ in four more hours.
6. ____________________________________ a couple of days ago.
7. ____________________________________ in a couple of months.
8. ____________________________________ many years ago.
9. ____________________________________ in a couple of minutes.

Exercise 25. Listening. (Chart 10-4)
Listen to the sentences. Choose same if the sentence below has the same meaning. Choose different if the meaning is different.

Example: You will hear: Liam graduated from high school a few years ago.
You will read: Liam graduated from high school two years ago.
You will choose: different

1. Jean is going to leave in two days. same different
2. Lena is going to leave in three weeks. same different
3. We sold our house five years ago. same different
4. The phone rang five minutes ago. same different
5. Marc is going to be here in fifteen minutes. same different

Exercise 26. Warm-up. (Chart 10-5)
Underline the time phrase in each sentence. Check (√) the sentence that has a present meaning.

1. ____ I am working this morning.
2. ____ I worked this morning.
3. ____ I am going to work this morning.
10-5 Using Today, Tonight, and This + Morning, Afternoon, Evening, Week, Month, Year

<table>
<thead>
<tr>
<th>Present</th>
<th>Right now it's 10:00 A.M. We are in our English class.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) We are studying English this morning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past</th>
<th>Right now it's 10:00 A.M. Nancy left home at 9:00 to go downtown. She isn't at home right now.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) Nancy went downtown this morning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future</th>
<th>Right now it's 10:00 A.M. Class ends at 11:00. After class today, I'm going to go to the bank.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(c) I'm going to go to the bank this morning.</td>
</tr>
</tbody>
</table>

Exercise 27. Looking at grammar. (Chart 10-5)
Answer the questions orally or in writing (on a separate piece of paper).

1. What did you do earlier this year? → I came to this city earlier this year.
2. What are you doing this year?
3. What are you going to do this year?
4. What did you do earlier today?
5. What are you doing today, right now?
6. What are you going to do later today?
7. What did you do earlier this morning / afternoon / evening?
8. What are you going to do later this morning / afternoon / evening?

Exercise 28. Looking at grammar. (Chart 10-5)
Choose all the correct time expressions.

1. What are you doing ____?
   a. this morning
   b. this week
   c. tonight
   d. this afternoon
   e. today

2. What did you do ____?
   a. this week
   b. this month
   c. today
   d. this year
   e. this evening

3. What are you going to do ____?
   a. this morning
   b. this weekend
   c. tonight
   d. this year
   e. today
Exercise 29. Let’s talk: small groups. (Chart 10-5)
Work in small groups. Take turns being Student A and asking your classmates questions about future activities. Student A will ask two questions with When.

Example: go downtown
STUDENT A: When are you going to go downtown?
STUDENT B: This weekend. / Tomorrow morning. / In a couple of days. / Etc.
STUDENT A: When is (Student B) going to go downtown?
STUDENT C: He/She is going to go downtown this weekend.

1. have dinner
2. do your grammar homework
3. go shopping
4. go to (name of a class)
5. visit (name of a place in this city)
6. call (name of a student) on the phone
7. go to (name of a restaurant) for dinner
8. see your family again
9. buy a car
10. see (name of a new movie)
11. go to (name of an event)
12. take a vacation

Exercise 30. Let’s talk: pairwork. (Chart 10-5)
Work with a partner. Ask questions using the verbs from the box or your own words.

Example: tomorrow morning
PARTNER A: Are you going to come to class tomorrow morning?
PARTNER B: Yes, I am. OR No, I’m not.

Example: yesterday morning
PARTNER A: Did you eat breakfast yesterday morning?
PARTNER B: Yes, I did. OR No, I didn’t.

buy
call
come
do
drink
drive
eat
get up
go
send
shop
sleep
visit
wake up
wash

1. last night
2. tomorrow night
3. tonight
4. tomorrow afternoon
5. yesterday afternoon
6. this afternoon
7. last Friday
8. next Friday
9. next week
10. last week
11. this week
12. yesterday morning
13. tomorrow morning
14. this morning
15. later today
16. a couple of hours ago
17. in a couple of hours
18. this evening

Change roles.
Exercise 31. Listening. (Chart 10-5)
Listen to each sentence. Decide if the meaning is past, present, or future time.

Example: You will hear: The students are busy working on a project in the classroom.
You will choose: past (present) future

1. past present future 6. past present future
2. past present future 7. past present future
3. past present future 8. past present future
4. past present future 9. past present future
5. past present future 10. past present future

Exercise 32. Warm-up. (Chart 10-6)
Check (✓) the sentences with a future meaning.

1. ___ The test is going to be long.
2. ___ The test is long.
3. ___ The test was long.
4. ___ The test will be long.

10-6 Future Time: Using Will

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENT</th>
<th>(a) Mike will arrive at 10:00 tomorrow.</th>
<th>Examples (a) and (b) have basically the same meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) Mike is going to arrive at 10:00 tomorrow.</td>
<td></td>
</tr>
<tr>
<td>(c) CORRECT: Mike will go there.</td>
<td></td>
<td>The base form of a verb follows will.</td>
</tr>
<tr>
<td>INCORRECT: Mike will goes there.</td>
<td></td>
<td>In (c): goes and wills go are NOT correct.</td>
</tr>
<tr>
<td>INCORRECT: Mike will goes there.</td>
<td></td>
<td>There is never a final -s on will for future time.</td>
</tr>
<tr>
<td>(d) CORRECT: Mike will arrive at 10:00.</td>
<td></td>
<td>Will is not followed by an infinitive with to. In (e): will to go is not correct.</td>
</tr>
<tr>
<td>INCORRECT: Mike will arrives at 10:00.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) CORRECT: Mike will go there.</td>
<td></td>
<td>Will is contracted to 'll with subject pronouns.* These contractions are common in both speaking and writing.</td>
</tr>
<tr>
<td>INCORRECT: Mike will to go there.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CONTRACTIONS | (f) I will come. = I'll come. |
|              | You will come. = You'll come. |
|              | She will come. = She'll come. |
|              | He will come. = He'll come. |
|              | It will come. = It'll come. |
|              | We will come. = We'll come. |
|              | They will come. = They'll come. |

| NEGATIVE STATEMENT | (g) Bob will not be here tomorrow. | NEGATIVE CONTRACTION will + not = won't |
|                   | (h) Bob won't be here tomorrow.    |                                                    |

*Will is also often contracted with nouns in speaking (but not in writing).
**Written:** Tom will be here at ten.
**Spoken:** "Tom'll be here at ten."
Exercise 33. Let’s talk: class activity. (Chart 10-6)
Change the sentences by using will to express future time.

1. Mrs. Ortega is going to need some help tomorrow.
   → Mrs. Ortega will need some help tomorrow.
2. Lev and Olga are going to help her.
3. The train is going to be late.
4. Hurry up, or we're going to miss the beginning of the concert.
5. I'm not going to be at home this evening.
6. Kelly is going to wait for us at the bus stop.
7. Be careful with those scissors! You're going to hurt yourself!
8. You are going to have two science classes next term, not one.

Exercise 34. Let’s talk: small groups. (Chart 10-6)
Work in small groups. What is going to happen in the lives of your classmates in the next 50 years? Make predictions about your classmates’ futures. Share some of your predictions with the class.

Example:
STUDENT A: Greta is going to become a famous research scientist.
STUDENT B: Ali will have a happy marriage and lots of children.
STUDENT C: Armando will live in a quiet place and write books.*
Etc.

Exercise 35. Listening. (Chart 10-6)

Part I. Listen to each pair of sentences and note the contractions with will.

1. a. The doctor will see you in a few minutes.  OR
    b. The doctor’ll see you in a few minutes.
2. a. Mom will be home late.  OR
    b. Mom’ll be home late.
3. a. Bob will pick us up.  OR
    b. Bob’ll pick us up.

Part II. Complete the sentences with the words you hear: will or ’ll.

1. The nurse _________ give you some medicine.
2. Your headache _________ go away quickly.
3. The weather _________ be nice tomorrow.
4. Sorry, dinner _________ be late tonight.

*When two verbs are connected by and, the helping verbs be going to and will are usually not repeated.
For example: I'm going to lock the doors and am going to turn out the lights.
   I'll lock the doors and will turn out the lights.
5. The bus ___________ be here in a few minutes.
6. Dad ___________ help you with your homework later.
7. The students ___________ need more time for review.

**Exercise 36. Warm-up. (Chart 10-7)**
Answer the questions.

1. Will you be here next year? Yes, I will.  No, I won’t.
2. Will you be a student next year? Yes, I will.  No, I won’t.
3. Will you graduate next year? Yes, I will.  No, I won’t.

**Exercise 37. Looking at grammar. (Chart 10-7)**
Make questions.

1. A: Will you be at home tomorrow night?
   B: Yes, I will.  (I’ll be at home tomorrow night.)

2. A: Will Mona be in class tomorrow?
   B: No, she won’t.  (Mona won’t be in class tomorrow).

3. A: When will you see Mr. Lu?
   B: Tomorrow afternoon.  (I’ll see Mr. Lu tomorrow afternoon.)

4. A: ________
   B: Yes, ________________  (The plane will be on time.)
5. A: _______________________________________
   B: Yes, ____________________ (Dinner will be ready in a few minutes.)

6. A: _______________________________________
   B: In a few minutes. (Dinner will be ready in a few minutes.)

7. A: _______________________________________
   B: Next year. (I'll graduate next year.)

8. A: _______________________________________
   B: At the community college. (Elyse will go to school at the community college next year.)

9. A: _______________________________________
   B: No, _________________ (Jenna and Scott won't be at the party.)

10. A: _______________________________________
    B: Yes, _________________ (Martin will arrive in Chicago next week.)

11. A: _______________________________________
     B: In Chicago. (Martin will be in Chicago next week.)

12. A: _______________________________________
     B: No, _________________ (I won't be home early tonight.)

13. A: _______________________________________
     B: In a few minutes. (Dr. Fernandez will be back in a few minutes.)

14. A: _______________________________________
     B: Yes, _________________ (We'll be ready to leave at 8:15.)

Exercise 38. Let's talk: pairwork. (Chart 10-7)

Part I. Imagine you are visiting Paris. Check (√) the fun things you will do on your trip.

Paris activities:
   ___ visit the Eiffel Tower
   ___ ride the elevator to the top
   ___ drink coffee in a French café
   ___ buy a painting from a street artist
   ___ ride a boat on the Seine River
— see the *Mona Lisa* at the Louvre museum
— speak French
— buy some clothes at a designer shop
— eat dinner in an expensive French restaurant
— visit Notre Dame cathedral
— take a bus tour of Paris
— buy some French perfume

**Part II.** Work with a partner. Take turns asking and answering questions about your activities.

*Example:* visit the Eiffel Tower

**PARTNER A:** Will you visit the Eiffel Tower?

**PARTNER B:** Yes, I will. OR No, I won’t.

**PARTNER A:** Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. visit the Eiffel Tower</td>
<td>1. ride the elevator to the top</td>
</tr>
<tr>
<td>2. drink coffee in a French café</td>
<td>2. buy a painting from a street artist</td>
</tr>
<tr>
<td>3. ride a boat on the Seine River</td>
<td>3. see the <em>Mona Lisa</em> at the Louvre museum</td>
</tr>
<tr>
<td>4. speak French</td>
<td>4. buy some clothes at a designer shop</td>
</tr>
<tr>
<td>5. eat dinner in an expensive French restaurant</td>
<td>5. visit Notre Dame cathedral</td>
</tr>
<tr>
<td>6. take a bus tour of Paris</td>
<td>6. buy some French perfume</td>
</tr>
</tbody>
</table>

**Exercise 39. Listening. (Chart 10-7)**

You are going away on a dream vacation. Where would you like to visit? It can be a small town, a big city, a country, or a place far away from cities or towns. Write it down. Then listen to each question and write a short answer. Share a few of your answers.

**Place:** ________________________

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
Exercise 40. Reading, listening, and speaking. (Chart 10-7)
Part I. Read the story. Then listen to the questions and choose the correct answers.

SITUATION: Samantha is a high school student. She is thinking about next year. New Year’s is in one week. She wants to change some of her habits. She is making some New Year’s resolutions.

Samantha’s New Year’s Resolutions

Samantha is a good student. She studies a lot, but she likes to go to parties on weekends. She wants to attend a good university, so next year she will study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She will exercise four times a week. Now, she exercises only two times a week. She doesn’t smoke, but she wants to lose a little weight. She will start a new diet next year. Samantha loves her grandmother, but she doesn’t see her very much. Samantha misses her. Next year, she will visit her grandmother once a week. Samantha is planning a lot of changes, and she thinks she will be happier.

1. Yes, she will. No, she won’t.
2. Yes, she will. No, she won’t.
3. Yes, she will. No, she won’t.
4. Yes, she will. No, she won’t.
5. Yes, she will. No, she won’t.
6. Yes, she will. No, she won’t.
7. Yes, she will. No, she won’t.
8. Yes, she will. No, she won’t.

Part II. Imagine it is New Year’s and you are making some resolutions. What are some things you are going to do/will do to improve yourself and your life this year? Make a list. Then share some of your ideas with the class.

Example: I will stop smoking.
I am going to get more exercise.
Etc.

Exercise 41. Listening. (Chart 10-7)
Won’t and want sound similar. Listen carefully to the sentences and choose the verbs you hear.

1. won’t want
2. won’t want
3. won’t want
4. won’t want
5. won’t want
6. won’t want
7. won’t want
8. won’t want
1. Right now Marta (sit) is sitting at her desk.
2. She (do, not) homework. She (chat) online with her parents.
3. She (chat) with them every week.
4. She (chat, not) with them every day.
5. Her parents (expect, not) to talk to her every day.
6. Last night Marta (send) __________ an email to her brother. Then she (start) ____________ to text her sister.

7. While Marta was texting her sister, her phone (ring) ____________. It was her best friend.

8. Marta (finish, not) ________________ the text. After she (talk) ________________ to her friend, she (go) ________________ to bed.

9. Tomorrow she (call) ________________ her sister.

10. Marta (chat, not) ________________ with her parents tomorrow.

11. (you, chat) ________________ online with someone every day?

12. (you, chat) ________________ online with someone yesterday?

13. (you, chat) ________________ online with someone tomorrow?

Exercise 43. Listening. (Chart 10-8)

Listen to the sentences. Write the verbs you hear.

A restaurant meal

1. Bert __________________ meat, eggs, or fish.

2. He's a vegetarian. He __________________ meat. He ____________ it as a child either.

3. His wife, Beth, __________________ meat, but she isn’t a vegetarian.

4. She __________________ the taste of meat.

5. They __________________ a new restaurant tomorrow.

6. It __________________ last month, and online reviews ____________ it is excellent.

7. Bert __________ probably ______________ a dish with lots of vegetables.

8. Beth ________________ vegetables for a main dish. She ____________ probably __________ for some type of fish.

9. __________________________ themselves?

10. __________________________ back to this restaurant?
Exercise 44. Looking at grammar. (Chart 10-9)

Complete the sentences with the verbs in parentheses.

1. I (be) __________ in class right now. I (be, not) __________ here yesterday.
   I (be) __________ absent yesterday. (you, be) __________ in class yesterday? (Carmen, be) __________ here yesterday?

2. Carmen and I (be) __________ absent from class yesterday. We (be, not) __________ here.

3. My friends (be) __________ at Fatima's apartment tomorrow evening. I (be) __________ there too. (you, be) __________ there? (Akira, be) __________ there?

4. A whale (be, not) __________ a fish. It (be) __________ a mammal.
   Dolphins (be, not) __________ fish either. They (be) __________ mammals.
Exercise 45. Looking at grammar. (Charts 10-8 and 10-9)

Complete the questions with *Are* or *Do*.

SITUATION: Rebecca’s daughter is starting fourth grade this morning. Her mother is asking her questions.

1. **Do** you want to get there early?
2. **Are** you excited?
3. **Do** you have your notebook?
4. **Do** you remember your teacher’s name?
5. **Do** you a little scared?
6. **Do** you have your lunch money?
7. **Do** you ready to go?
8. **Do** you okay?
9. **Do** you want me to be quiet?

Exercise 46. Looking at grammar. (Charts 10-8 and 10-9)

Complete the sentences with *Were* or *Did*.

SITUATION: Jeff has a hard job and works long hours. He got home at 3:00 A.M. Now it’s later in the morning, and his roommates are asking him questions.

1. **Were** you at your office?
2. **Did** you stay late?
3. **Did** you have a lot of work?
4. **Were** you busy?
5. **Did** you tired when you got home?
6. **Did** you feel tired?
7. **Did** you drink a lot of coffee?
8. **Did** you hungry at 3:00 A.M.?
9. **Did** you go to bed late?

Exercise 47. Looking at grammar. (Charts 10-8 and 10-9)

Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

1. A: *(you, have)* **Do** you have a car?
   B: No, I **don’t**. I *(take)* take the bus to work every day.

2. A: *(you, walk)* *(you, walk)* to work yesterday?
   B: No, I **don’t**. I *(ride)* my motorcycle.
3. A: (you, be) __________________ in class tomorrow?
   B: Yes, I ____________. But I (be, not) ____________ in class the day after tomorrow.

4. A: Where (you, study, usually) __________________________?
   B: In my room.
   A: (you, go) ______________ to the library to study sometimes?
   B: No. I (like, not) ______________ to study at the library.

5. A: (Abby, call) __________________________ you last night?
   B: Yes, she ______________. We (talk) ______________ for a few minutes.
   A: (she, tell) __________________________ you about her brother, Brian?
   B: No, she ______________. She (say, not) ______________ anything about him. Why?
   A: Brian (be) ______________ in an accident.
   B: That’s too bad. What happened?

   A: A dog (run) ______________ in front of his bike. He (see, not) ______________ a truck next to him, and he (hit) ______________ it. It was an unfortunate accident.
   B: (he, be) ______________ in the hospital now?
   A: No, he ______________. He (be) ______________ at home.

**Exercise 48. Check your knowledge. (Chapter 10)**
Correct the mistakes.

will you

1. When you will come?

2. Is Kiril will go to work tomorrow?

3. Will Gary to meet us for dinner tomorrow?
4. We went to a movie last evening.

5. What time you are going to come tomorrow?

6. My sister is going to meet me at the airport. My brother won’t to be there.

7. Mr. Pang will sells his business and retires next year.

8. Do you will be in Venezuela next year?

9. I saw Jim three day ago.

10. *Formal written English:* I’m gonna graduate with a degree in chemistry.

Exercise 49. **Listening, reading, writing, and speaking.** *(Chapter 10)*

Part I. Listen to the play. Then take turns reading the roles. Look at new vocabulary with your teacher first.

**Jack and the Beanstalk**

**NARRATOR:** Once upon a time* there was a boy named Jack. He lived with his mother in a small village.

**MOTHER:** We are very poor. We have no money. Our cow has no milk.

**JACK:** What are we going to do?

**MOTHER:** You’ll go to the market and sell the cow.

**NARRATOR:** Jack left his home and met an old man on the road.

**OLD MAN:** I will buy your cow. I will pay you with beans. Here, these are magic beans.

**NARRATOR:** Jack took the beans home to his mother.

**MOTHER:** You stupid boy. We have nothing now. We are going to die.

**NARRATOR:** She threw the beans out the window. The next morning, Jack woke up and saw a huge beanstalk outside his window. It went into the clouds. He decided to climb it. At the top, he saw a castle.

**WIFE:** What are you doing? My husband likes to eat boys for breakfast. You need to hide or he will eat you.

**JACK:** I’m so scared. Please help me.

*once upon a time = a long time ago*
WIFE: Here, climb inside the oven. After breakfast, my husband will fall asleep.

GIANT: Fee-Fi-Fo-Fum,* I smell the blood of an Englishman. If he’s alive or if he’s dead, I’ll use his bones to make my bread. Hmm. I smell a boy. Wife, are you going to feed me a boy for breakfast?

WIFE: No, I think the smell is the boy from last week. Here’s your breakfast.

NARRATOR: The giant ate, counted his gold coins, and soon fell asleep. Jack got out of the oven, took a few gold coins, climbed down the beanstalk, and ran to his mother.

MOTHER: Oh, Jack. You saved us. Now we have money for food. But you are not going to go back to the castle. The giant will eat you.

NARRATOR: But Jack wanted more money. Soon he climbed the beanstalk. Again the giant’s wife hid Jack in the oven. The giant had a hen. It laid golden eggs. After the giant fell asleep, Jack stole the hen.

MOTHER: What will we do with a hen? Why didn’t you bring more gold coins? Jack, you have no sense.

JACK: Wait, mother. The hen is going to lay a golden egg. Watch.

NARRATOR: The hen laid a golden egg.

MOTHER: Oh, you wonderful boy! We will be rich.

NARRATOR: But Jack wanted more from the giant, so he went up the beanstalk one more time. This time, a golden harp was playing. It made beautiful music. Soon the giant went to sleep, and Jack took the harp. The giant heard a noise and woke up.

GIANT: I will catch you and eat you alive.

*Fee-Fi-Fo-Fum = words with no meaning. They help the second line rhyme.

GIANT: Aahhhhhhhhh!

JACK: The giant is dead.

MOTHER: Now we are safe. The harp will give us beautiful music. My sadness will go away. Our lives will be happy. You saved us!

NARRATOR: And they lived happily ever after.

Part II. Work in small groups. Complete the play below. Jack is now Jill. The giant is now a dragon. Make the lines silly, funny, or just different.

**Jill and the Dragon**

NARRATOR: Once upon a time there was a girl named Jill. She lived with her mother in a small village.

MOTHER: We are very poor. We have no money for food.

JILL: ________

MOTHER: ________

NARRATOR: Jill left her home and met a/an ____________ on the road.

______ : ________

NARRATOR: Jill took the ________________ home to her mother.

MOTHER: ________

NARRATOR: She threw the ________________ out the window. The next morning, Jill woke up and saw a huge ________________ outside her window. It went into the clouds. She decided to climb it. At the top, she saw a castle. Inside the castle, there lived a fire-breathing dragon and his wife. He owned all the gold in the kingdom. Jill went into the castle.
WIFE: ____________________________
JILL: ____________________________
WIFE: ____________________________
DRAGON: ____________________________

NARRATOR: Jill ran down the ________ with a few gold coins in her hands. Her clothes were a little burned, but she was safe.

MOTHER: ____________________________
JILL: ____________________________

NARRATOR: The next morning, Jill climbed up the ________ again. She carried a sack with her.

DRAGON: ____________________________
WIFE: ____________________________
DRAGON: ____________________________

NARRATOR: Jill escaped from the castle with the sack full of gold coins. She ran down the ________. The dragon tried to catch her. He jumped on the ________, but when he breathed, the ________ caught on fire. It burned to the ground. The dragon fell and died.

JILL: ____________________________
MOTHER: ____________________________

NARRATOR: And they lived happily ever after.

Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ capital letter at the beginning of each sentence
2. ___ period at the end of each sentence
3. ___ use of will or be going to for a future activity
4. ___ use of past verbs for past activities
5. ___ correct use of time expressions with present, past, and future
6. ___ correct spelling (use a dictionary or spell-check)

Part IV. OPTION 1: Practice and perform your play for the class.

OPTION 2: Practice and perform “Jack and the Beanstalk” for the class.
Exercise 1. Warm-up. (Chart 11-1)
Which two sentences have the same meaning?
1. Jon might change jobs.
2. Jon will change jobs.
3. Jon may change jobs.

11-1 May/Might vs. Will

| (a) It **may** rain tomorrow. | **May** + verb (base form) expresses a possibility in the future, as in (a), or a present possibility, as in (b). |
| (b) Anita **may be** at home now. |
| (c) It **might** rain tomorrow. | **Might** has the same meaning as **may**. Examples (a) and (c) have the same meaning. Examples (b) and (d) have the same meaning. |
| (d) Anita **might be** at home now. |
| (e) Tom **will be** at the meeting tomorrow. | In (e): The speaker uses **will** because he feels sure about Tom’s presence at the meeting tomorrow. |
| (f) Ms. Lee **may/might be** at the meeting tomorrow. | In (f): The speaker uses **may/might** to say, “I don’t know if Ms. Lee will be at the meeting, but it is possible.” |
| (g) Ms. Lee **may/might not be** at the meeting tomorrow. | **Negative form**: **may/might** + **not** |
| **NOTE**: Examples (f) and (g) have essentially the same meaning: Ms. Lee may or may not be at the meeting tomorrow. |
| **INCORRECT**: Ms. Lee **may will** be at the meeting tomorrow. |
| **INCORRECT**: Ms. Lee **might will** be at the meeting tomorrow. | **May and might** are **not** used with **will**. |
Exercise 2. Looking at grammar. (Chart 11-1)

Complete the sentences. Use will or won't if you are sure. Use may or might if you are not sure.

1. I ________________ be in class next Monday.
   → I will be in class next Monday. = You’re sure.
   → I will not (won’t) be in class next Monday. = You’re sure.
   → I may/might be in class next Monday. OR
   → I may/might not be in class next Monday. = It’s possible, but you’re not sure.

2. I ________________ eat breakfast tomorrow morning.

3. I ________________ be in class tomorrow.

4. I ________________ get a text from a friend of mine tomorrow.

5. I ________________ watch TV for a little while after dinner tonight.

6. We ________________ have a grammar test tomorrow.

7. I ________________ eat dinner at a restaurant tonight.

8. It ________________ be cloudy tomorrow.

9. The sun ________________ rise tomorrow morning.

10. I ________________ choose a career in music after I finish school.

11. The population of the earth ________________ continue to grow.

12. Cities ________________ become more and more crowded.

13. We ________________ live on other planets.
Exercise 3. Let's talk: small groups. (Chart 11-1)

Work in small groups. Take turns completing the sentences about yourself and other people in the list.

I
you (name of a classmate)
your teacher
a member of your family

a friend
a world leader
a movie star
a famous athlete

1. In five years, _____ will _____.
2. Next year, _____ may not _____.
3. _____ might _____ tomorrow.
4. _____ might or might not _____ next week.
5. _____ won’t _____ in 2025.
6. _____ might not _____ tomorrow.
7. Next year, _____ won’t _____.
8. In 20 years, _____ may _____.
9. Next week, _____ may or may not _____.
10. _____ will _____ in a few years.

Exercise 4. Writing and speaking. (Chart 11-1)

Write two paragraphs. Use the given words in the paragraphs below. Use your own paper.

Paragraph 1: Write about your activities yesterday.

Paragraph 2: Write about your activities tomorrow. Include activities you will do and activities you may or might do.

Then show your paragraphs to a partner. Your partner will share some of your activities with the class.

PARAGRAPH 1.

I got up at _____ yesterday morning. After that, _____.

Around _____ o’clock, ____. Later ____. At _____ o’clock, ____. Then ____. _____ a little later. Then at _____ o’clock _____.

PARAGRAPH 2.

I’m going to get up at _____ tomorrow morning. Then ____. After that, _____.

Around _____ o’clock, _____. Later ____. At _____ o’clock, _____. Next, _____. _____ a little later. Then at _____ o’clock, _____.

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Exercise 5. Warm-up. (Chart 11-2)
Which answers are true for you? What do you notice about *may* and *maybe* in sentence c.?

1. *Tomorrow morning, . . .*
   - a. I will go to school early.
   - b. I won't go to school early.
   - c. I may go to school early.

2. *Tomorrow night, . . .*
   - a. I will go to the library.
   - b. I won't go to the library.
   - c. maybe I will go to the library.

11-2 *Maybe* (One Word) vs. *May Be* (Two Words)

(a) A: Will Jamal be in class tomorrow?
   B: I don’t know. *Maybe. Maybe Jamal will be in class tomorrow, and maybe he won’t.*

(b) *Maybe* Jamal *will be* here.
   *Maybe comes in front of a subject and verb.*

(c) *Jamal* may be *here tomorrow.*
   *May be* (two words) is used as the verb of a sentence.

Exercise 6. Looking at grammar. (Chart 11-2)
Find the sentences where *maybe* is used as an adverb and where *may* is used as part of the verb. Choose the correct answer.

1. Maybe it will rain tomorrow.
2. It may rain tomorrow.
3. We may go to the art museum tomorrow.
4. Maybe Jessica will come with us.
5. She may have a day off tomorrow.
6. It’s cold and cloudy today. It may be cold and cloudy tomorrow.
7. Maybe the weather will be warm and sunny this weekend.
Exercise 7. Looking at grammar. (Chart 11-2)
Complete the sentences with *maybe* or *may be*.

1. A: I *may be* a little late tonight.
   B: That's okay. I won't worry about you.

2. A: Will you be here by seven o'clock?
   B: It's hard to say. *Maybe* I'll be a little late.

3. A: It *may be* cold tomorrow.
   B: That's okay. Let's go to the beach anyway.

4. A: Will the plane be on time?
   B: I think so, but it *may be* a few minutes late.

5. A: Do you want to go to the park tomorrow?
   B: Sure. That sounds like fun.
   A: Let's talk to Carlos too. *May be* he would like to go with us.

6. A: Where's Mr. Callis?
   B: Look in Room 506 down the hall. I think he *may be* there.
   A: No, he's not there. I just looked in Room 506.
   B: *May be* he's in Room 508.

Exercise 8. Let's talk. (Chart 11-2)
Work in groups or as a class. The group leader or your teacher will ask you questions. Answer them by using *I don't know* + *maybe* or *may/might*. If you work in groups, choose a new leader where indicated.

Example:
TEACHER/LEADER: What are you going to do tonight?
STUDENT: I don't know. Maybe I'll watch TV. / I may watch TV. / I might watch TV.

1. What are you going to do tonight?
2. What are you going to do tomorrow?
3. What are you going to do after class today?
4. What are you going to do this weekend?
5. What are you going to do this evening?

Choose a new leader.
6. Who is going to go shopping tomorrow? What are you going to buy?
7. Who is going to go out to eat tonight? Where are you going to go?
8. Who is going to watch TV tonight? What are you going to watch?
9. Who is going to get married? When?
Choose a new leader.
10. Who is going to leave class early? Why?
11. Is it going to rain tomorrow? What is the weather going to be like tomorrow?
12. Who is planning to go on a vacation? Where are you going to go?
13. Who wants to have a pet? What kind of pet are you going to get?

Exercise 9. Looking at grammar. (Chart 11-2)
Rewrite the sentences. Use the words in parentheses.

1. Maybe I will study.
   a. (might) I might study.
   b. (may) I may study.

2. The teacher might give a test.
   a. (perhaps)
   b. (may)

3. Maybe Natalie will be home early.
   a. (may)
   b. (might)

4. She might be late.
   a. (maybe)
   b. (may)

5. It may rain tomorrow.
   a. (may)
   b. (might)

Exercise 10. Listening. (Chart 11-2)
Listen to the sentences. Choose the use of may that you hear.

Example: You will hear: Maybe I'll see you tomorrow.
You will choose: (May) May + verb

1. maybe may + verb
2. maybe may + verb
3. Maybe May + verb
4. maybe may + verb
5. Maybe May + verb
6. Maybe May + verb
7. maybe may + verb
8. Maybe May + verb

Expressing Future, Time, Part 2
Exercise 11. Looking at grammar. (Chart 11-2)
Answer the questions. Use *maybe* or *may/might*.

1. A: Is Anthony going to come to the party?
   B: I don’t know. **Maybe**

2. A: What are you going to do tomorrow?
   B: I don’t know. I **may/might** go swimming.

3. A: Are Lilly and James going to get married?
   B: Who knows?

4. A: Where is Robert?
   B: He **might** be at his office.

5. A: Where is Robert?
   B: ** Might ** be at his office.

6. A: I’d like to have a pet.
   B: What kind of pet would you like to get?
   A: **I will get a canary.** Or **I might get a snake.**
   **I may get a fish.** Or I **might get a turtle.**

   B: What’s wrong with a cat or dog?

Exercise 12. Let’s talk: pairwork. (Charts 11-1 and 11-2)
Work with a partner. Use the phrases below to tell your partner about your activities tomorrow. Use *will/won’t, going to/not going to, maybe, may, and might*.

Example: go to a movie / go shopping
PARTNER A: I’m not going to go to a movie tomorrow. OR I might go shopping.
PARTNER B: I might go to a movie. OR Maybe I’ll go shopping.

1. wake up early / sleep in
2. eat a big breakfast / eat a small breakfast
3. stay home / go to school
4. get some exercise in the afternoon / take a nap in the afternoon
5. do my homework in the evening / watch TV in the evening
6. eat an ice cream cone / watch TV in the evening
7. cook dinner / eat vegetables
8. shop online / eat out
9. clean my house (apartment, bedroom, car, kitchen) / read a book
10. visit a friend / visit a social networking site

Exercise 13. Listening. (Charts 11-1 and 11-2)

Listen to each sentence. Choose the sentence that has the same meaning as the sentence you hear.

Example: You will hear: I might be absent tomorrow.
You will choose: a. Maybe I will be absent. b. I'm going to be absent.

1. a. Our plans will change.
b. Our plans might change.

2. a. It is going to rain.
b. Maybe it will rain.

3. a. We may finish this grammar book soon.
b. We will finish this grammar book soon.

4. a. Maybe Henry will get good news tomorrow.
b. Henry is going to get good news tomorrow.

5. a. The class may start on time.
b. The class is going to start on time.

Exercise 14. Let's talk: pairwork. (Charts 11-1 and 11-2)

Work with a partner. Check (✓) the boxes that describe your activities tomorrow. Show your answers to your partner. She/He will make sentences about you using may, might, or maybe. Share some of them with the class.

Example: eat lunch / go shopping, etc.
Possible sentences: (to your partner) You may eat lunch. You won't go shopping. Etc.
(to the class) She/He may eat lunch. She/He won't go shopping. Etc.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat lunch</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. go shopping</td>
<td></td>
<td></td>
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<td>3. send some emails</td>
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<td>4. watch TV</td>
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<td>5. talk on the phone</td>
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<tr>
<td>6. play soccer</td>
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<tr>
<td>7. read an English language newspaper</td>
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<tr>
<td>8. look up information on the Internet</td>
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<tr>
<td>9. have dinner with friends</td>
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<td></td>
<td></td>
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<tr>
<td>10. chat online</td>
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</tbody>
</table>
Exercise 15. Warm-up. (Chart 11-3)
Underline the time word in each sentence. What tense is used in the red clause? Does the clause have present or future meaning?

1. Before I go on vacation next week, I'm going to clean my apartment.
2. When I get home next month, my apartment will be clean.

11-3 Future Time Clauses with Before, After, and When

(a) **Before Ann goes to work tomorrow**, she will eat breakfast.
    *INCORRECT: Before Ann will go to work tomorrow, she will eat breakfast.*
    *INCORRECT: Before Ann is going to go to work tomorrow, she will eat breakfast.*

(b) I'm going to finish my homework **after I eat dinner tonight**.

(c) **When I go to New York next week**, I'm going to stay at the Hilton Hotel.

In (a): **Before Ann goes to work tomorrow** = a future time clause;
**she will eat breakfast** = main clause.
A future time clause uses the SIMPLE PRESENT TENSE. Will or be going to is used in the main clause.

In (b): **after I eat dinner tonight** = a future time clause
In (c): **When I go to New York next week** = a future time clause

Notice: A comma follows a time clause when it comes at the beginning of a sentence.

*See Chart 9-7, p. 284, for more information about time clauses.

Exercise 16. Looking at grammar. (Chart 11-3)
Underline the time clauses.

1. **After I get home tonight**, I'm going to email my parents.
2. Mr. Masri will finish his report before he leaves the office today.
3. I'll get some fresh fruit when I go to the grocery store tomorrow.
4. Before I go to bed tonight, I'm going to read a story to my little brother.
5. I'm going to look for a job with a computer company after I graduate next year.

Exercise 17. Looking at grammar. (Chart 11-3)
Complete the sentences with the words in parentheses. Use be going to for the future.

1. Before I (go) _____ go _____ to bed tonight, I (watch) _____ am going to watch _____
   my favorite show on TV.
2. I (buy) __________________ a new coat when I (go) ___________ shopping tomorrow.
3. After I (finish) ___________ my homework this evening, I (text) ______________
   _____________________ my friends.
4. When I (see) _______ Eduardo tomorrow, I (ask) ___________ _______ him to join us for dinner this weekend.

5. Before I (buy) _______ my plane ticket to Australia, I (check) _______ _______ websites for cheap airfares.

Exercise 18. Looking at grammar. (Chart 11-3)
Write "1" before the first action and "2" before the second. Then write two sentences: one with before and one with after. Use a form of be going to in the main clause.

1. 1. I brush my teeth.
   2. I go to bed.
   a. I'm going to brush my teeth before I go to bed. OR
      Before I go to bed, I'm going to brush my teeth.
   b. After I brush my teeth, I'm going to go to bed. OR
      I'm going to go to bed after I brush my teeth.

2. I go to sleep.
   ______ I turn off my cell phone.
   a. ___________________________
   b. ___________________________

3. I spell-check the words.
   ______ I turn in my essay.
   a. ___________________________
   b. ___________________________
4. The passengers get on the airplane.
   The passengers go through security.

   a. __________________________________________

   b. __________________________________________

Exercise 19. Let's talk: class activity. (Chart 11-3)
Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

Example:
TEACHER: Who's going to go shopping later today?
STUDENT A: (raises his/her hand)
TEACHER: What are you going to do after you go shopping?
STUDENT A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.
TEACHER: (to Student B) What is (Student A) going to do after he/she goes shopping?
STUDENT B: After (Student A) goes shopping, he/she is going to go home. OR (Student A) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?

2. Who else is going to study tonight? What are you going to do before you study tonight?

3. Who's going to watch TV tonight? What are you going to do before you watch TV?

4. Who else is going to watch TV tonight? What are you going to do after you watch TV?

5. ( . . . ), what are you going to do tomorrow? What are you going to do before you ____ tomorrow? What are you going to do after you ____ tomorrow?

6. Who's going out of town soon? Where are you going? What are you going to do when you go to (name of place)?

7. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have for dinner?

8. ( . . . ), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

Exercise 20. Let's talk. (Chart 11-3)
Imagine that one day you will speak English fluently. What will you do? What won't you do? Make statements with will and won't. Work with a partner, in groups, or as a class.

When I speak English fluently, I . . .

1. need a dictionary. 5. have an accent.
2. think in English. 6. translate from my language.
3. feel relaxed with native speakers. 7. speak with my friends in English.
4. dream in English. 8. speak with my family in English.
Exercise 21. Speaking and writing: pairwork. (Chart 11-3)

Part I. Read the writing sample and think about your own future. What are some special things that you would like to do in your life?

In 2020, Hans is going to climb Mt. Everest. He’s going to train for a couple of years first. Then he’s going to climb with a group of people. When he gets to the top, he’s going to put a flag from his country in the snow.

In 2025, Hans is going to swim with dolphins. He is going to have an underwater video camera with him. After he takes the video, he will make a short movie for family and friends.

Write your plans in the chart. Also, write down the year. Then give it to your partner.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
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Part II. Write about your partner’s plans. Try to include some time clauses beginning with when, after, and before. Ask your partner questions about the activities to get more information.

Exercise 22. Warm-up. (Chart 11-4)

Choose the correct verbs.

A: What are you going to do next weekend?

B: If I have / will have time, I will help you move to your new dorm room.

A: Wow! Great!
11-4 Clauses with *If*

(a) *If it rains tomorrow,* we will stay home.
   - *If-clause*
   - *Main clause*

(b) We will stay home *if it rains tomorrow.*
   - *Main clause*
   - *If-clause*

(c) *If it rains tomorrow,* we won’t go on a picnic.

(d) I’m going to buy a new car next year *if I have enough money.*
    - *If-clause*
    - *Main clause*

The *SIMPLE PRESENT* is used in the if-clause to express future time. *Will* or *be going to* is used in the main clause.

---

**Exercise 23. Looking at grammar.** (Chart 11-4)
Choose the correct verbs.

**SITUATION:** Andrew is applying for a new job in New York City.

1. If Andrew *gets / will get* the job, he is going to move there.
2. If he *moves / is going to move* there, he is going to rent an apartment.
3. If he *rents / is going to rent* an apartment, he is going to need extra money.
4. If he *needs / will need* extra money, his parents will loan him some.
5. If his parents *loan / will loan* him money, he will be very grateful.

**Exercise 24. Let’s talk: pairwork.** (Chart 11-4)
Work with a partner. Ask and answer questions.

**Partner A:** Ask a question that begins with *What are you going to do . . . ?*
Your book is open.

**Partner B:** Answer the question. Include the *if-clause* in your answer.
Your book is closed.

*Example:* . . . if the weather is nice tomorrow?

**PARTNER A:** What are you going to do if the weather is nice tomorrow?

**PARTNER B:** If the weather is nice tomorrow, I’m going to sit outside in the sun. *OR*
I’m going to sit outside in the sun if the weather is nice tomorrow.

1. . . . if the weather is cold tomorrow?
2. . . . if the weather is hot tomorrow?
3. . . . if you don’t understand a question that I ask you?
4. . . . if you don’t feel well tomorrow?
5. . . . if you go to (*name of a place in this city*) tomorrow?
Change roles.

6. ... if it snows tonight?
7. ... if you're hungry after class today?
8. ... if you don't study tonight?
9. ... if you lose your grammar book?
10. ... if someone steals your (name of a thing: bike, wallet, etc.)?

Exercise 25. Looking at grammar. (Chart 11-4)
Complete the sentences with the words in parentheses. Use be going to or will for the future.

1. If Malik (be) ______ is ____ in class tomorrow, I (ask) ______ am going to / will ask ______ him to join us for coffee after class.

2. If the weather (be) ______ nice tomorrow, I (go) _______ _______ to Central Park with my friends.

3. I (stay, not) ________ _______ home tomorrow if the weather (be) ______ nice.

4. If I (feel, not) _______ well tomorrow, I (go, not) ________ _______ to work.

5. Masako (stay) ________ _______ in bed tomorrow if she (feel, not) _______ well.

6. We (stay) ________ _______ with my aunt and uncle if we (go) _______ _______ to Miami next week.

7. If my friends (be) _______ busy tomorrow, I (go) _______ _______ to a movie by myself.

Exercise 26. Listening. (Chart 11-4)
Listen to the questions. Answer each question in a complete sentence. Remember, going to may sound like gonna.

1. 

2. 

3. 

4. 

Expressing Future Time, Part 2 347
Exercise 27. Reading and speaking. (Charts 11-1 - 11-4)

Part I. Read the story and answer the questions. Look at new vocabulary with your teacher first.

Life in 100 Years

In December of 1900, *Ladies Home Journal*, an American magazine, published an article titled “What May Happen in the Next Hundred Years.” There were 29 predictions about life in the year 2000. Below are some of them.

Cars will be cheaper and stronger than horses. They will do the work of two horses or more. Police, ambulance drivers, and street cleaners will use cars instead of horses. People won’t see horses on the streets.

Big cities won’t have streetcars. In the future, if people need to go somewhere, they will travel below or high above the ground. Subways and tunnels will have moving stairways, and they will carry people up or down.

There will be no C, X, or Q in the English alphabet because these sounds are not necessary. In the future, people will spell by sound. First, newspapers will do this. After people see this change, they will do the same.

A final prediction: English will be the number one language in the world and Russian will be number two.

1. Which predictions came true?
2. Which ones did not?
3. Are there any predictions you think are silly or strange?

Part II. Work in small groups. Make some predictions for 100 years from now. Use will, may, maybe, or might.

Exercise 28. Warm-up. (Chart 11-5)

Choose the correct time word for each sentence.

1. Before I go to the beach, I put on sunscreen.   every day   tomorrow
2. Before I go to the beach, I am going to put on sunscreen.   every day   tomorrow
Expressing Future and Habitual Present with Time Clauses and *If*-Clauses

<table>
<thead>
<tr>
<th></th>
<th>FUTURE</th>
<th>HABITUAL</th>
<th>PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>After Kate <em>gets</em> to work today, she <em>is going to have / will have</em> a cup of coffee.</td>
<td>Example (a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. <em>Be going to or will</em> is used in the main clause.</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>After Kate <em>gets</em> to work (every day), she always <em>has</em> a cup of coffee.</td>
<td>Example (b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>If it <em>rains</em> tomorrow, I <em>am going to / will wear</em> my raincoat to school.</td>
<td>Example (c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the <em>if</em>-clause. <em>Be going to or will</em> is used in the main clause.</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>If it <em>rains</em>, I <em>wear</em> my raincoat.</td>
<td>Example (d) expresses habitual activities, so the SIMPLE PRESENT is used in both the <em>if</em>-clause and the main clause.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 29. **Looking at grammar.** (Chart 11-5)
Decide the meaning for each sentence: present habit or future activity.

1. Before I eat dinner, I set the table. **present habit** future activity
2. Before I eat dinner, I'm going to set the table. **present habit** future activity
3. When I play video games for too long, I get a headache. **present habit** future activity
4. If Jim takes the subway, he gets home quickly. **present habit** future activity
5. Before the movie starts, I'll turn off my cell phone. **present habit** future activity
6. When I go to bed, I turn off my phone. **present habit** future activity

Exercise 30. **Looking at grammar.** (Chart 11-5)
Complete the sentences with the words in parentheses. Use *be going to* for the future.

1. When we *(go)__________* to Quebec, we *(stay, usually)__________* with my in-laws.
2. When I *(go)__________* to Quebec next week, we *(stay)__________* with my in-laws.

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3. I (have) __________________ some strong coffee before I (go) ___________ to class today.

4. I (have, usually) __________________ some strong coffee before I (go) ___________ to class.

5. I'm often tired in the evening after a long day at work. If I (be) ___________ tired in the evening, I (stay, usually) ___________________ home and (go) ___________ to bed early.

6. If I (be) ___________ tired this evening, I (stay) ___________________ home and (go) ___________ to bed early.

7. After I (get) ___________ home in the evening, I (sit, usually) ___________________ on the couch with my laptop and (look at) ___________________ newspapers online.

8. After I (get) ___________ home tonight, I (sit) ___________________ on the couch with my laptop and (look at) ___________________ newspapers online.

9. Before the teacher (walk) ___________ into the room every day, there (be) ___________ a lot of noise in the classroom.

10. People (yawn, often) ___________________ and (stretch) ___________ when they (wake) ___________ up.

11. Simon (close) ___________ all the windows in his apartment before he (turn) ___________ on the air-conditioning.

12. When I (go) ___________ to Taiwan next month, I (stay) ___________ with my friend Mr. Chu. After I (leave) ___________ Taiwan, I (go) ___________ to Hong Kong.

13. Ms. Tan (go) ___________ to Hong Kong often. When she (be) ___________ there, she (like) ___________ to take the ferry across the bay, but she (take) ___________ the subway under the bay if she (be) ___________ in a hurry.
Exercise 31. Looking at grammar: small groups. (Chart 11-5)

Work in small groups. Match each word or phrase in Column A with a phrase in Column B. Take turns making a sentence that expresses habitual activity for each situation. After you are finished, write a sentence for each one.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does Steven do if he . . .</td>
<td></td>
</tr>
<tr>
<td>1. fails a test?</td>
<td>a. takes a nap</td>
</tr>
<tr>
<td>2. is hungry?</td>
<td>b. skips breakfast</td>
</tr>
<tr>
<td>3. is tired?</td>
<td>c. studies more</td>
</tr>
<tr>
<td>4. gets a mosquito bite?</td>
<td>d. eats a piece of fruit</td>
</tr>
<tr>
<td>5. oversleeps?</td>
<td>e. drinks tea with honey</td>
</tr>
<tr>
<td>6. gets a sore throat?</td>
<td>f. tries not to scratch it</td>
</tr>
</tbody>
</table>

1. If he fails a test, he studies more.

Exercise 32. Listening. (Chart 11-5)

Listen to each sentence and choose the correct completion.

Example: You will hear: Before I go to bed every night,

You will choose: a. I watch TV. b. I’m going to watch TV.

1. a. I get a good night’s sleep. b. I’ll get a good night’s sleep.
2. a. I do my homework. b. I’ll do my homework.
3. a. I go shopping. b. I’ll go shopping.
5. a. I call my parents. b. I’ll call my parents.
6. a. I’m happy. b. I’ll be happy.
7. a. I know a lot of grammar. b. I’ll know a lot of grammar.
Exercise 33. Looking at grammar. (Chart 11-5)
Complete the sentences with your own words.

1. Before I go home tonight, ________________________________.
2. Before I go home, I usually ________________________________.
3. I’m going to __________________ tomorrow after I ____________________.
4. When I go to __________________, I’m going to ____________________.
5. When I go to __________________, I always ____________________.
6. If the weather __________________ tomorrow, I ____________________.
7. If the weather __________________ tomorrow, ____________________
   you going to ____________________?
8. I’ll ____________________ if I ____________________.
9. After I ____________________ tonight, I ____________________.
10. Do you ____________________ after you ____________________?

Exercise 34. Warm-up. (Chart 11-6)
Read the questions and answers. Which conversation asks, “What is your job”?

CONVERSATION 1. A: What do you do every day? B: I deliver the mail.
11-6 Using *What* + a Form of *Do*

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong> What do you do every day?</td>
<td>I work every day.</td>
</tr>
<tr>
<td><strong>(b)</strong> What are you doing right now?</td>
<td>I'm studying English.</td>
</tr>
<tr>
<td><strong>(c)</strong> What do you do?</td>
<td>I'm a teacher.</td>
</tr>
<tr>
<td><strong>(d)</strong> What did you do yesterday?</td>
<td>I went to school yesterday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(e)</strong> What are you going to do tomorrow?</td>
</tr>
<tr>
<td><strong>(f)</strong> What will we do if it rains tomorrow?</td>
</tr>
</tbody>
</table>

Exercise 35. Let's talk: class activity. (Chart 11-6)

Your teacher will ask you questions. Answer them in complete sentences. Close your book for this activity.

Example:

**Teacher:** What do you do when you get up in the morning?

**Student A:** When I get up in the morning, I eat breakfast.

**Student B:** I listen to music when I get up in the morning.

1. What do you do when you get up in the morning?
2. What are you going to do when you get up tomorrow morning?
3. What do you usually do before you eat breakfast?
4. What are you going to do after class today?
5. What are you going to do when you get home?
6. What do you usually do after you get home?
7. What do you like to do if the weather is nice?
8. What are you going to do if the weather is nice tomorrow?

Exercise 36. Looking at grammar. (Chart 11-6)

Make questions for the given answer using a form of *do*.

1. **What does she do?** Nancy’s an accountant.
2. **What are we doing?** We’re students.
3. **What do you usually do?** I’m a doctor.
4. **What will they do?** They’re janitors.

Expressing Future Time, Part 2
5. ____________________________ He's a server at a restaurant.

6. ____________________________ She's a plumber.

7. ____________________________ You're a sales manager.

8. ____________________________ William and I are taxi drivers.

Exercise 37. Let's talk: pairwork. (Chart 11-6)
Work with a partner. Ask your partner questions. Use What + a form of do with the given
time expression. You can look at your book before you speak. When you speak, look at your partner.

Example: yesterday
PARTNER A (book open): What did you do yesterday?
PARTNER B (book closed): I read a newspaper yesterday.

1. last night 8. tomorrow evening
2. every day 9. last Saturday
3. right now 10. next Saturday
4. tomorrow 11. this morning
5. yesterday afternoon 12. this afternoon
6. tomorrow morning 13. tonight
7. every morning 14. next week

Exercise 38. Looking at grammar. (Chart 11-6)
Complete the sentences with the words in parentheses. Use be going to for the future.

1. A: What (you, do) __________________ every Friday?
   B: I (come) __________________ to class.
2. A: What (you, do) _________________________ last Friday?
   B: I (come) _________ to class.

3. A: What (you, do) _________________________ next Friday?
   B: I (come) _________________________ to class.

4. A: What (you, do) _________________________ yesterday evening?
   B: I (chat) _________________________ online with my friends.

5. A: What (you, do) _________________________ every evening?
   B: I (chat) _________________________ online with my friends.

6. A: What (you, do) _________________________ tomorrow evening?
   B: I (chat) _________________________ online with my friends.

7. A: What (you, do) _________________________ right now?
   B: I (do) _________________________ a grammar exercise.

8. A: What (Marina, do) _________________________ every morning?
   B: She (go) _________ to work.

9. A: What (the students) _________________________ right now?
   B: They (work) _________________________ on this exercise.

10. A: What (they, do) _________________________ in class tomorrow?
    B: They (take) _________________________ a test.

11. A: What (Bakari, do) _________________________ last night?
    B: He (go) _________ to a movie.

12. A: What (the teacher, do) _________________________ every day at the beginning of class?
    B: She (put) _________ her books on her desk, (look) _________ at the class, and (say) _________ "Good morning."

Expressing Future Time, Part 2 355
Exercise 39. Listening. (Chapters 10 and 11)
Complete the conversations with the words you hear.

1. A: __________________ late for the movie?
   B: No. The movie ________________ at 7:30. We have plenty of time.

2. A: What __________________ for dinner?
   B: Leftovers. Is that okay?
   A: Sure, but __________ probably __________ some rice to go with them.

3. A: __________________ at Jon’s wedding?
   B: Yes, but I ___________ there until after it ________________.
      I work until noon.
   A: Great. ______________ you there.

4. A: What __________________? We need to deposit this check, and
   the cash machine is broken. Our account is almost empty.
   B: No problem. ______________ it with me to work. There’s an ATM* next
      door.

Exercise 40. Looking at grammar. (Chapter 11)
Choose the correct completion.

1. A: Are you going to go to the baseball game tomorrow afternoon?
   B: I don’t know. I ___.
      a. will       b. am going to       c. maybe       d. might

2. A: Are Ruth and Simon going to be at the meeting?
   B: No, they’re too busy. They ___ be there.
      a. don’t       b. won’t       c. will       d. may

3. A: Are you going to go to the store today?
   B: No. I went there ___ Friday.
      a. yesterday   b. next   c. last   d. ago

4. A: When are you going to go to the bank?
   B: I’ll go there before I ___ to the post office tomorrow morning.
      a. will go   b. go   c. went   d. am going

5. A: Why is the teacher late today?
   B: I don’t know. ___ he overslept.
      a. Maybe       b. Did       c. May       d. Was

*ATM = automatic teller machine (also called a cash machine); it allows customers to deposit or withdraw money from
their bank.
6. A: Do you like to go to New York City?
   B: Yes. When I'm in New York, I always ____ new things to do and places to see.
      a. found    b. find    c. will find    d. finds

7. A: Is Ricardo going to talk to us this afternoon about our plans for tomorrow?
   B: No. He'll ____ us this evening.
      a. calls    b. calling    c. call    d. called

8. A: ____ are you going to do after class today?
   B: I'm going to go home.
      a. When    b. Where    c. What    d. What time

9. A: Where ____ Ivonne live before she moved into her new apartment?
   B: She lived in a dormitory at the university.
      a. did    b. does    c. is    d. was

10. A: What time ____ Paulina and Yuri going to arrive?
    B: Six.
       a. is    b. do    c. will    d. are

Exercise 41. Looking at grammar: past, present, future.
(Chapters 3, 4, and 8 - 11)
Complete the sentences with the words in parentheses. Use any appropriate verb form.

1. A: I (skip) ____________________________ class tomorrow.
   B: Why?
   A: Why not?
   B: That's not a very good reason.

2. A: How did you get here?
   B: I (take) ____________________________ a plane. I (fly) ____________________________ here
      from Bangkok.

3. A: How do you usually get to class?
   B: I (walk, usually) ____________________________, but sometimes I (take)
      ____________________________ the bus.

4. A: Where’s my phone? It (be, not) ____________________________ in my purse. Maybe I left
   it on the subway.
   B: Take it easy. Your phone (be) ____________________________ right here.
5. A: Where's your homework?
   B: I (lose) ________ it.
   A: Oh?
   B: I (forget) ________ it.
   A: Oh?
   B: I (give) ________ it to Roberto to give to you, but he (lose) ________ it.
   A: Oh?
   B: Someone (steal) ________ it.
   A: Oh?
   B: Well, actually I (have, not) ________ enough time to finish it last night.
   A: I see.

6. A: (you, stay) ________ here during vacation next week?
   B: No. I (take) ________ a trip to Montreal. I (visit) ________ my cousins.
   A: How long (you, be) ________ away?
   B: About five days.

7. A: Is Carol here?
   B: No, she (be, not) ________ . She (leave) ________ a few minutes ago.
   A: (she, be) ________ back soon?
   B: I think so.
   A: Where (she, go) ________ ?
   B: She (go) ________ to the drugstore.

Exercise 42. Check your knowledge. (Chapter 11)
Correct the mistakes.

is
1. If it will be cold tomorrow morning, my car won't start.

2. We maybe late for the concert tonight.

3. What time you are going to come tomorrow?
4. Amira will call us tonight when her plane will land.

5. Ellen may will be at the party.

6. When I'll see you tomorrow, I'll return your book to you.

7. I may don’t be in class tomorrow.

8. Amin puts his books on his desk when he walked into his apartment.

9. I'll see my parents when I will return home for a visit next July.

10. What do you doing all day at work?

Exercise 43. Reading and writing. (Chapter 11)

Part I. Read the writing sample. Look at new vocabulary with your teacher first.

Relaxation or Adventure?

I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?

If I want a relaxing vacation, I may travel to Tahiti. Or if I want an adventure, I might travel to Antarctica. Both places have natural beauty. I want to travel to a place without many people or buildings.

If I go to Tahiti, I will sit on the beach in the sun. I will swim in the warm ocean. I might try windsurfing if I am not too scared. I love underwater swimming, so I will probably go snorkeling. But when I am snorkeling, I will stay away from sharks.

If I go to Antarctica, I will take all my warm clothes. There aren’t any hotels, so I will probably take a tour boat to the South Pole. I definitely won’t sit on a beach! When I am there, I want to see icebergs and penguins.

I’m excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?
Part II. Now write your own story. Imagine someone gives you a plane ticket. You can travel anywhere in the world. Choose two places you would like to visit: one place for relaxation and one place for adventure. Use this model.

PARAGRAPH 1: Introduction
I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?

PARAGRAPH 2: Name the two places. Choose a relaxing place and a place for adventure.
If I want a relaxing vacation, I may travel to ___. Or if I want an adventure, I might travel to ___. (Add one or two reasons.)

PARAGRAPH 3: Give details for the first place.
If I go to ....

PARAGRAPH 4: Give details for the second place.
If I go to ....

PARAGRAPH 5: Conclusion
I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?

Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ use of will or be going to for a future activity
5. ___ might or may + base form of verb
6. ___ if + simple present tense (for future meaning)
7. ___ correct spelling (use a dictionary or computer spell-check)
Exercise 1. Warm-up. (Chart 12-1)
Which answers are true for you?

1. I can / can’t sing well.
2. I can / can’t stand on my head.
3. I can / can’t sneeze with my eyes open.

12-1 Using Can

(a) I have some money. I can buy a book.
(b) We have time and money. We can go to a movie.
(c) Tom is strong. He can lift the heavy box.

(d) CORRECT: Yuko can speak English.

(e) INCORRECT: Yuko can to speak English.

(f) INCORRECT: Yuko can speaks English.

(g) Alice can not come.
   Alice cannot come.
   Alice can’t come.

Can expresses ability and possibility.

The base form of the main verb follows can. In (d): speak is the main verb.

A main verb following can is not preceded by to. In (e): to speak is incorrect.

A main verb following can does not have a final -s. In (f): speaks is incorrect.

NEGATIVE
   can + not = cannot

CONTRACTION
   can + not = can’t
Exercise 2. Let’s talk. (Chart 12-1)

Work with a partner. Take turns making sentences from the given words. Use can or can’t.

Example: A bird \sing
→ A bird can sing.

Example: A horse \sing
→ A horse can’t sing.

1. A bird \fly
2. A cow \fly
3. A child \drive a car
4. An adult \drive a car
5. A newborn baby \walk
6. A fish \breathe air
7. A deaf person \hear
8. A blind person \see
9. An elephant \swim
10. An elephant \climb trees
11. A cat \climb trees
12. A boat \float on water

Exercise 3. Let’s talk: class activity. (Chart 12-1)

Make sentences about yourself. Begin with I can or I can’t.

Example: speak Chinese
Response: I can speak Chinese. OR I can’t speak Chinese.

1. whistle
2. ride a bicycle
3. touch my ear with my elbow
4. play the piano*
5. play the guitar
6. lift a refrigerator
7. fly a plane
8. fix a flat tire
9. swim
10. float on water
11. ski
12. do advanced math in my head
13. make a paper airplane
14. sew a button on a shirt
15. wiggle my ears
16. eat with chopsticks

* In expressions with play, the is usually used with musical instruments: play the piano, play the guitar, play the violin, etc.
Exercise 4. Game: small groups. (Chart 12-1)
Work in small groups. Discuss each statement. Then circle yes or no. When you are finished, check your answers with your teacher.* The group with the most correct answers wins.

1. Some birds can't fly. yes no
2. Elephants can jump. yes no
3. Tigers can't swim. yes no
4. An octopus can change colors. yes no
5. Some fish can climb trees. yes no
6. Horses can't sleep when they're standing up. yes no
7. Turtles can't live more than 100 years. yes no
8. All animals can see colors. yes no
9. Whales can hold their breath underwater. yes no

Exercise 5. Warm-up: listening. (Chart 12-2)
Listen to the sentences. Which statement (a. or b.) is true for you?

1. a. I can count to 100 in English.
   b. I can't count to 100 in English.

2. a. I can't ride a bike with no hands.
   b. I can ride a bike with no hands.

*Teacher: See Let's Talk: Answers, p. 503.
Pronunciation of *Can* and *Can’t*

| (a) Rick *can* come to the meeting. | *Can* is usually pronounced “kn” /kan/. It is unstressed. |
| (b) Mike *can’t* come to the meeting. | *Can’t* is usually pronounced “kant” /kænt/ with the same vowel sound as in the word *ant*. It is stressed. You will probably not hear the /t/. |

* Sometimes native speakers also have trouble hearing the difference between *can* and *can’t*.

**Exercise 6. Listening.** *(Chart 12-2)*

Listen to each sentence. Choose the word you hear.

**Example:** You will hear: We *can* understand you.
You will choose: *can* *can’t*

**Example:** You will hear: We *can’t* understand you.
You will choose: *can* *can’t*

1. *can* *can’t* 6. *can* *can’t*
2. *can* *can’t* 7. *can* *can’t*
3. *can* *can’t* 8. *can* *can’t*
4. *can* *can’t* 9. *can* *can’t*
5. *can* *can’t* 10. *can* *can’t*

**Exercise 7. Listening.** *(Chart 12-2)*

Read the help-wanted ad. Then listen to Matt talk about his job skills. Decide if Matt is a good person for the job. Explain your answer.

---

**JOB OPENING AT SMALL INTERNATIONAL HOTEL**

Looking for person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Needs to help guests with their suitcases and be available weekends.

**QUESTIONS:** Is Matt a good person for this job?  
**yes**  **no**

Why or why not?
Exercise 8. Warm-up. (Chart 12-3)
Answer the questions.
1. Can you buy a hammer at a grocery store?
2. Where can you buy a hammer?

12-3 Using Can: Questions

<table>
<thead>
<tr>
<th>QUESTION WORD</th>
<th>CAN</th>
<th>SUBJECT</th>
<th>MAIN VERB</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Can</td>
<td>you</td>
<td>speak</td>
<td>Arabic?</td>
</tr>
<tr>
<td>(b)</td>
<td>Can</td>
<td>Rosa</td>
<td>come</td>
<td>to the party?</td>
</tr>
<tr>
<td>(c)</td>
<td>Where</td>
<td>can</td>
<td>I</td>
<td>buy</td>
</tr>
<tr>
<td>(d)</td>
<td>When</td>
<td>can</td>
<td>you</td>
<td>help</td>
</tr>
</tbody>
</table>

Exercise 9. Question practice. (Chart 12-3)
Make yes/no questions. Give short answers.

1. A: Can Daria speak English?
   B: Yes, she can. (Daria can speak English.)

2. A: Can you speak French?
   B: No, I can't. (I can’t speak French.)

3. A: Where can I buy a hammer?
   B: At a hardware store. (Gabrielle can’t fix her printer.)

4. A: When can you help me?
   B: Tomorrow afternoon. (I can whistle.)

5. A: When can you help me?
   B: Tomorrow afternoon. (I can whistle.)

6. A: When can you help me?
   B: Tomorrow afternoon. (I can whistle.)

7. A: When can you help me?
   B: Tomorrow afternoon. (I can whistle.)

8. A: When can you help me?
   B: Tomorrow afternoon. (I can whistle.)

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Exercise 10. Let's talk: pairwork. (Chart 12-3)
Work with a partner. Take turns asking and answering questions.
   Partner A: Ask a question. Begin with Can you . . . ?
   Partner B: Answer the question. Then ask How about you? and repeat the question.

Example: speak Arabic
PARTNER A: Can you speak Arabic?
PARTNER B: Yes, I can. OR No, I can’t. How about you? Can you speak Arabic?
PARTNER A: Yes, I can. OR No, I can’t. Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ride a motorcycle</td>
<td>1. ride a horse</td>
</tr>
<tr>
<td>2. play the guitar</td>
<td>2. play the drums</td>
</tr>
<tr>
<td>3. float on water</td>
<td>3. whistle</td>
</tr>
<tr>
<td>4. touch your knee with your nose</td>
<td>4. touch your ear with your elbow</td>
</tr>
<tr>
<td>5. drive a stick-shift car</td>
<td>5. fix a flat tire</td>
</tr>
<tr>
<td>6. spell Mississippi</td>
<td>6. spell the teacher’s last name</td>
</tr>
</tbody>
</table>

Exercise 11. Listening. (Chart 12-3)
Listen to the conversations. Complete the sentences with the words you hear.

1. A: Hello?
   B: __________________ speak to Mr. Hudson, please?
   A: I’m sorry. __________________ to the phone right now.
       __________________ take a message? __________________ return your call in about a half-hour.
   B: Yes. Please tell him Ron Myerson called.
2. A: ___________ me lift this box?
   B: It looks very heavy. ___________ to help you, but I think we need a third person.
   A: No, I'm pretty strong. I think ___________ it together.

3. A: ___________ the TV. ___________ turn it up?
   B: ___________ turn it up. I'm doing my homework.
   A: ___________ your homework in another room?
   B: Oh, all right.

Exercise 12. Reading. (Charts 12-1 → 12-3)
Read the paragraph. Complete the questions.

Color Blindness

Some people can't see all the colors. They are color-blind. It doesn't mean they can't see any colors. But they have trouble seeing the difference between certain colors. They might confuse red and green or blue and purple. For example, people with red-green color blindness can't see the difference between the red light and the green light on a traffic light. But they can still drive safely because they can see the brightness of the lights. If the light is red, for example, it will also be bright. Look at the picture below. People with red-green color blindness can't see the number. Can you see the number?

1. Color-blind people  can / can't  see all colors.
2. People who are color-blind  can / can't  drive.
3. If you can't see the number in the picture, you  are / aren't  color-blind.
Exercise 13. Warm-up. (Chart 12-4)

Make sentences with some of the phrases from the box. Take turns completing the sentences with a partner.

Example:
PARTNER A: I (can/can’t) fix a leaky faucet.
Do you know how to fix a leaky faucet?
PARTNER B: Yes, I do. OR No, I don’t.

- change the oil in a car
- fix a leaky faucet
- make ice cream
- read musical notes
- solve algebra problems
- write computer code for an app*

Exercise 14. Let’s talk: pairwork. (Chart 12-4)

Work with a partner. Take turns asking and answering questions.

Do you know how to . . .
1. cook?
2. dance?
3. play soccer?
4. replace a zipper?
5. get to the airport from here?
6. fix a computer hard drive?
7. write with both your left and right hands?
8. wiggle your nose?
9. knit?
10. make a YouTube video?

* app = an application; a small, special program for a smartphone or tablet
Exercise 15. Speaking and writing: pairwork. (Chart 12-4)

Part I. Work with a partner. Make questions about the people in the chart. Use know how to.

<table>
<thead>
<tr>
<th>ABILITY</th>
<th>JERRY</th>
<th>ALEXA</th>
<th>BILL AND TINA</th>
<th>YOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. change the oil in a car</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>2. start a fire without matches</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>3. type without looking at the keyboard</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
</tbody>
</table>

Part II. Write three questions and answers about the people in the chart.
1. Does Alexa know how to start a fire without matches? Yes, she does.
2. 
3. 

Exercise 16. Let’s write: small groups. (Chart 12-4)

Work in small groups. Complete the sentences together. Use a separate sheet of paper. Share some of your completions with the class.
1. Three-year-olds know how to ___.
2. Three-year-olds don’t know how to ___.
3. Birds know how to ___.
4. Birds don’t know how to ___.
5. We know how to ___.
6. We don’t know how to ___.
7. (name of a classmate) knows how to ___.
8. Our teacher doesn’t know how to ___.
9. Do you know how to ___?

Exercise 17. Warm-up. (Chart 12-4)

Choose the verb that is true for you.

Two years ago, I . . .
1. could / couldn’t speak English.
2. could / couldn’t drive a car.
3. could / couldn’t communicate with people from around the world.
12-5 Using Could: Past of Can

(a) Jake has a sore knee. He can walk, but he can’t run.
(b) Jake had a sore knee last week. He could walk, but he couldn’t run.
(c) Could you speak English before you came here?

\[\text{could} = \text{the past form of can}^*\]
\[\text{NEGATIVE} \quad \text{could} + \text{not} = \text{couldn’t}\]

\[\text{QUESTION} \quad \text{could} + \text{subject} + \text{main verb}\]

*Do not use the affirmative form of could for one completed action in the past.

**Incorrect:** A week ago, Marc could pass his test. One option is the simple past:
**Correct:** A week ago, Marc passed his test. Be able to is also possible (see Chart 12-6).

Exercise 18. Let’s talk: pairwork. (Chart 12-5)
Work with a partner. Choose the answers that describe your childhood. Then tell your partner what you could and couldn’t do when you were a child.

When I was a child, . . .

1. I could stand on my head. yes no
2. I could sing in another language. yes no
3. I could tell time before the age of five. yes no
4. I could do cartwheels. yes no
5. I could read at the age of six. yes no
6. I could hold my breath underwater for one minute. yes no

Exercise 19. Looking at grammar. (Chart 12-5)
Complete the sentences by using couldn’t. Use the expressions from the box or your own words.

- call you
- come to class
- ✓ finish my homework
- get into my car
- go swimming
- go to the movie
- hear us
- light the candles
- wash his clothes
- watch TV
1. I ______ couldn't finish my homework ______ last night because I was too tired.

2. I ____________________________ yesterday because I lost your telephone number.

3. I ____________________________ last night because my TV is broken.

4. Theo ____________________________ because he didn't have any matches.

5. The teacher ____________________________ yesterday because he was sick.

6. My grandmother ____________________________ at the party last night because her hearing aid was broken.

7. Nat ____________________________ because he didn't have any laundry soap.

8. We ____________________________ yesterday because the water was too cold.

9. I ____________________________ yesterday because I locked all the doors and left the keys inside.

10. I ____________________________ last night because I had to study.

Exercise 20. Let's talk: pairwork. (Chart 12-5)
Work with a partner. Take turns making sentences with because.

Situation: Mr. Kostis had a bad day yesterday. There are many things he wanted to do but couldn’t. Tell what he couldn’t do yesterday and give a reason.

Examples: eat breakfast / get up late
→ Mr. Kostis couldn’t eat breakfast because he got up late.

go downtown during the day / have to work
→ Mr. Kostis couldn’t go downtown during the day because he had to work.

1. eat lunch / leave his wallet at home
2. finish his report / have to go to a meeting
3. leave work at five / have to finish his report
4. play tennis after work / it / be raining
5. enjoy dinner / his wife / be angry at him
6. watch his favorite TV show after dinner / his TV / not work
7. read quietly / his children / be very noisy
8. go to bed early / his neighbors / come to visit
Exercise 21. Let's talk: class activity. (Chart 12-5)
Your teacher will make a statement. Give some of the negative results for the situations. Use can't or couldn't. Close your book for this activity.

Example:
TEACHER (book open): There was no heat in the classroom yesterday.
STUDENT (book closed): We couldn't stay warm.

1. I have only a small amount of money in my pocket / in my purse today.
2. Some people don't know how to use a computer.
3. Your parents had rules for you when you were a child.
4. This school has rules for students.
5. You didn't know much English last year.
6. You don't speak fluent English yet.
7. Millions of people in the world live in poverty.

Exercise 22. Check your knowledge. (Charts 12-1 → 12-5)
Correct the mistakes.

1. Could you drive a car when you were sixteen years old?
2. If your brother goes to the graduation party, he can meet my sister.
3. I couldn't opened the door because I didn't have a key.
4. Tyler know how to use sign language. He learned it when he was a child.
5. Please turn up the radio. I can't to hear it.
6. Where we can meet for our study group?
7. You cannot to change your class schedule. The deadline was last week.
8. Are you knowing how to fix a leaky faucet?
9. When Ernesto arrived at the airport last Tuesday, he can't found a parking space.
10. Excuse me. You can help me? I'm looking for a pair of work boots.
11. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.
Exercise 23. Warm-up. (Chart 12-6)
Match each sentence on the left with its meaning on the right.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can help you now.</td>
<td>a. I wasn’t able to help you.</td>
</tr>
<tr>
<td>2. I’m sorry I couldn’t help you last night.</td>
<td>b. I won’t be able to help you.</td>
</tr>
<tr>
<td>3. I can’t help you tomorrow.</td>
<td>c. I am able to help you.</td>
</tr>
<tr>
<td>4. I can help you next week.</td>
<td>d. I am not able to help you.</td>
</tr>
<tr>
<td>5. I can’t help you now.</td>
<td>e. I will be able to help you.</td>
</tr>
</tbody>
</table>

12-6 Using Be Able To

<table>
<thead>
<tr>
<th>Tense</th>
<th>Form</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>(a) I am able to touch my toes.</td>
<td>(b) I can touch my toes.</td>
<td>Examples (a) and (b) have basically the same meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>(c) I will be able to go shopping tomorrow.</td>
<td>(d) I can go shopping tomorrow.</td>
<td>Examples (c) and (d) have basically the same meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past</td>
<td>(e) I wasn’t able to finish my homework last night.</td>
<td>(f) I couldn’t finish my homework last night.</td>
<td>Examples (e) and (f) have basically the same meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 24. Looking at grammar. (Chart 12-6).
On a separate sheet of paper, make sentences with the same meaning as the given sentences. Use be able to.

1. I can be here tomorrow at ten o’clock.
   → I’ll (I will) be able to be here tomorrow at ten o’clock.
2. Two students couldn’t finish the test.
   → Two students weren’t able to finish the test.
3. Kalil is bilingual. He can speak two languages.
4. Nola can get her own apartment next year.
5. Can you touch your toes without bending your knees?
6. Alec couldn’t describe the thief.
7. I couldn’t sleep last night because my apartment was too hot.
8. My roommate can speak four languages. He’s multilingual.
9. I’m sorry that I couldn’t call you last night.
10. I’m sorry, but I can’t come to your party next week.
11. We’re going to drive to San Francisco for our vacation. Can we do it in one day?
Exercise 25. Reading and grammar. (Chart 12-6)

Part I. Read the story.

Maya’s English Experience

Five years ago, Maya moved to Canada with her young children. They couldn’t speak English. Her children started school and learned English very quickly. Maya didn’t study English and could just say basic, common sentences. She only understood people who spoke very slowly and used simple language.

Maya felt very frustrated. She heard about an evening English program at a local community center. She enrolled and began to study. At first, she couldn’t understand or say very much. But slowly she got better. She was excited when she went shopping and could have short conversations with the cashier. Her kids were also excited. They could talk to her in English.

Today Maya’s English is pretty good. She can talk to friends and neighbors. She watches TV and can understand a lot of it. Maya and her kids speak to each other in both English and their native language. She can switch back and forth very easily. Maya encourages friends to take classes. She says, “Don’t worry. Try it for a few months. You can do it!”

Part II. Underline all the verbs with could, couldn’t, and can. Rewrite the sentences using a form of be able to.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

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Exercise 26. Listening. (Charts 12-1 → 12-6)
Listen to the conversations. Complete the sentences with the words you hear.

1. A: __________________________ to talk to Adam last night?
   B: __________________ reach him. I ________________ again later today.

2. A: __________________________ pizza?
   B: Yes, I ________________ it. What about you?
   A: No, but __________________ me?
   B: Sure.

3. A: __________________________ the teacher?
   B: I ____________________ her in the beginning, but now I ________________ most of her lectures.
   A: I still __________________ her very well.

4. A: Professor Castro, when __________________ correct our tests?
   B: I began last night, but I ________________ finish.
   I ________________ again tonight. I hope __________________ hand them back to you tomorrow.

5. A: Hello?
   B: Hi. This is Jan Quinn. I’m wondering if __________ get in to see
   Dr. Novack today or tomorrow.
   A: Well, she __________________ you tomorrow morning at 11:00.
   __________________ in then?
   B: Yes, __________. Please tell me where you are. I __________________ the
   way to your office.

Exercise 27. Warm-up. (Chart 12-7)
Choose the correct response.

a. I want to spend the day outside.
   b. Let’s turn on the air-conditioning.
Using Very and Too + Adjective

(a) The coffee is **very** hot, but I *can* drink it.
(b) The coffee is **too** hot. I *can't* drink it.
(c) The box is **very** heavy, but Tom *can* lift it.
(d) The box is **too** heavy. Bob *can't* lift it.

**Very** and **too** come in front of adjectives; **heavy** and **hot** are adjectives.

**Very** and **too** do **not** have the same meaning.

In (c): **very heavy** = It is difficult but possible for Tom to lift the box.
In (d): **too heavy** = It is impossible for Bob to lift the box.

(e) The coffee is **too** hot.
**NEGATIVE RESULT:** I can't drink it.

(f) The weather is **too** cold.
**NEGATIVE RESULT:** We can't go to the beach.

**Exercise 28. Let's talk.** (Chart 12-7)
Make sentences for each picture. Use **very** or **too** and **can** or **can't** to describe the pictures.

*Example:* suitcase \ heavy \ lift
→ The suitcase is **very** heavy, but Mark can lift it.
→ The suitcase is **too** heavy. Benny can't lift it.

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1. shoes \ tight \ wear

2. coat \ small \ wear

3. soup \ hot \ eat

4. problem \ hard \ solve
Exercise 29. Looking at grammar. (Chart 12-7)
Complete the sentences with expressions from the box.

<table>
<thead>
<tr>
<th>buy it</th>
<th>lift it</th>
</tr>
</thead>
<tbody>
<tr>
<td>do his homework</td>
<td>reach the cookie jar</td>
</tr>
<tr>
<td>eat it</td>
<td>sleep</td>
</tr>
<tr>
<td>go camping</td>
<td>take a break</td>
</tr>
</tbody>
</table>

1. The soup is too hot. I can’t ____________________________

2. The diamond ring is too expensive. I can’t ____________________________

3. The weather is too cold. We can’t ____________________________

4. I am too busy. I can’t ____________________________

5. Samir is too tired. He can’t ____________________________

6. Peggy is too short. She can’t ____________________________

7. It’s too noisy in the dorm at night. I can’t ____________________________

8. The couch is too heavy. I can’t ____________________________

Exercise 30. Looking at grammar. (Chart 12-7)
Complete the sentences. Use too + adjectives from the box.

expensive small tired uncomfortable windy
heavy tall

1. You can’t lift a car. A car is ____________________________

2. Jimmy is ten. He can’t drive a car. He’s ____________________________

3. I can’t sleep on an airplane. It’s ____________________________
4. I don’t want to go fishing on the lake today. The weather is ________________
5. Rachel doesn’t want to play tennis this afternoon. She’s ________________
6. I can’t buy a new car. A new car is ________________________
7. Patrick has gained weight. He can’t wear his old shirt. It’s ________________
8. The basketball player can’t stand up straight in the subway car. He’s

Exercise 31. Looking at grammar. (Chart 12-7)
Complete the sentences. Use **too** or **very**.

1. The tea is _____very____ hot, but I can drink it.
2. The tea is _____too____ hot. I can’t drink it.
3. I can’t put my wallet in my pocket. My pocket is _____________ small.
4. An elephant is _____________ big. A mouse is _____________ small.
5. I can’t buy a boat because it’s _____________ expensive.
6. A sports car is _____________ expensive, but Daniella can buy one if she wants to.
7. We went to the Swiss Alps for our vacation. The mountains are _____________
   beautiful.
8. I can’t eat this food because it’s _____________ salty.
9. Larisa doesn’t like her dorm room. She thinks it’s _____________ small.
10. I lost your jacket. I’m _____________ sorry. I’ll buy you a new one.
11. A: Do you like your math course?
   B: Yes. It's difficult, but I enjoy it.

12. A: Do you like your math course?
   B: No. It's difficult. I don't understand the problems.

13. A: Did you enjoy your dinner last night?
   B: Yes. The food was good.

14. A: Are you going to buy that dress?
   B: No. It doesn't fit. It's big.

15. A: My daughter wants to get married.
   B: What? But she can't! She's young.

Exercise 32. Reading and listening. (Chapter 12)
Part I. Read the story. Look at new vocabulary with your teacher first.

Memory Champions

Nelson Dellis is a memory champion. He can remember a lot of information. For example, he can look at a page of 500 numbers and say all of them. He can go through a deck of cards and say each number with its suit (diamonds, spades, hearts, and clubs) — in order.

Dellis won the 2011 U.S.A. Memory Championship. He was able to memorize 248 numbers in five minutes. He was also able to memorize a complete deck of cards in 63 seconds.

Memory champions can do amazing things. After they look at photos of 100 strangers, the memory champions can memorize the first and last names with the correct spelling in 15 minutes!

Dellis can't remember all this information naturally. He needs to study. He trains every day. One way he remembers names is to create pictures in his mind. For example, if Dellis wants to remember a person's last name, like "Hardy," he can imagine something...
“hard,” like wood. Then he connects this picture to the person’s face. Maybe he sees wood on top of the person’s head. When he sees the face again, it will help him remember the name “Hardy.”

Memory champions say they aren’t special. They believe that with years of practice a person can develop a great memory.

**Part II.** Complete the sentences with ideas from the reading.

1. Nelson Dellis is a memory champion because he _______________________

2. In 2011, Dellis was able to memorize _______________________

3. When memory champions see photos of 100 strangers, they can _______________________

4. Dellis can do amazing things with his memory, but he can’t _______________________

5. With a lot of training and practice, people _______________________

**Part III.** Complete the sentences with the words you hear.

1. Dellis ___________ remember long rows of numbers.

2. Dellis _______________ memorize a complete deck of cards.

3. In 2011, Dellis _______________ win the U.S.A. Memory Championship.

4. Dellis _______________ remember all this information naturally.

5. Memory champions _______________ make pictures in their minds.

6. They say that with a lot of work a person _____________ have a good memory.

**Exercise 33. Check your knowledge.** *(Chapter 12)*

Correct the mistakes.

1. We will can go to the museum tomorrow afternoon.

2. Can you to memorize a deck of cards?

3. I saw a beautiful diamond necklace at a store yesterday, but I couldn’t bought it.

4. The shirt is too small. I can wear it.

5. Sam Gardner know how to count to 1,000 in English.

6. When I was on vacation, I can swim every day.
7. Honeybees not able to live in very cold climates.

8. Where we can go in the city for a good meal?

9. Hiroshi can reads in five languages.

10. I'm late. I'm too sorry. I didn't be able to find a parking spot.

Exercise 34. Writing. (Chapter 12)

Part I. First, read the writing sample. Then think about a character (person, animal, or creature) from fiction. This character can do amazing things. Write a paragraph about this character. (If you can't think of a character, create your own and give it a name.)

Superman

Superman can do amazing things. He can fly very fast. He is able to jump over tall buildings. He has X-ray vision, so he can see through objects like buildings. He is very strong. He can bend steel, and he is able to lift cars and trains.

But there is one thing he can't do. He can't be around kryptonite. Kryptonite is a metal, and it makes Superman very weak. He isn't able to use his special powers. When Superman is away from kryptonite, he becomes strong again.

I admire Superman. He uses his powers in good ways. He fights for truth and justice. He catches criminals and rescues people in trouble. He is a hero.

Include this information in your paragraph:

• Begin with this sentence: __ can do amazing things.
• Give examples of things the character can do. Use can and be able to.
• Is there anything the character can't do? Give examples.
• Explain why he or she likes to do these things.
• Finish with this sentence: I admire/don't admire ___. Give reasons.

Part II. Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ____ indented paragraph
2. ____ capital letter at the beginning of each sentence
3. ____ period at the end of each sentence
4. ____ no to with can or can't
5. ____ use of too for a negative result
6. ____ correct use of is + able to and are + able to
7. ____ correct spelling (use a dictionary or computer spell-check)
Exercise 1. Warm-up. (Chart 13-1)
Read about Ella’s problem. Choose all the sentences that you agree with.

Ella bought a pair of shoes. After a week, the heel on one of her shoes broke. She was at work and didn’t have another pair of shoes to wear. She had to miss a meeting with clients because she couldn’t walk in a broken shoe.

She should . . .
1. take the shoes back to the store and get her money back.
2. take the shoes back to the store and get another pair of the same shoes.
3. fix the heel with glue.
4. write a letter to the store owner and ask for money because she missed a meeting.
5. never buy shoes with high heels again.
6. use social media to warn people about these shoes.

13-1 Using Should

(a) My clothes are dirty. I should wash them.
(b) Tom is sleepy. He should go to bed.
(c) You’re sick. You should see a doctor.

(d) I should go.
   You
   She
   He
   It
   We
   They

(e) You should not leave your grammar book at home. You need it in class.
(f) You shouldn’t leave your grammar book at home.

Should means “This is a good idea. This is good advice.”

Should is followed by the base form of a verb.
INCORRECT: He should goes.
INCORRECT: He should to go.

NEGATIVE: should not
CONTRACTION: should + not = shouldn’t
Exercise 2. Looking at grammar. (Chart 13-1)

Complete the conversations. Begin each sentence with You should. Use the expressions from the box or your own words.

<table>
<thead>
<tr>
<th>Call the credit card company</th>
<th>Put on a bandaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call the manager</td>
<td>See a dentist</td>
</tr>
<tr>
<td>Drink tea with honey</td>
<td>Sew it</td>
</tr>
<tr>
<td>Find an ATM</td>
<td>Study harder</td>
</tr>
<tr>
<td>Go to the post office</td>
<td>Take a nap</td>
</tr>
</tbody>
</table>

1. A: I want to mail a package.
   B: You should go to the post office.

2. A: I'm sleepy.
   B: _____________________________

3. A: I need to get some cash.
   B: _____________________________

4. A: I have a toothache. I think I have a cavity.
   B: _____________________________

5. A: I'm getting bad grades in all of my classes at school.
   B: _____________________________

6. A: The toilet in my apartment doesn't work.
   B: _____________________________

7. A: I lost my credit card.
   B: _____________________________

8. A: My shirt has a hole under the arm.
   B: _____________________________

9. I have a blister on my big toe. You should _____________________________

10. My voice is hoarse. You should _____________________________
Exercise 3. Let's talk: small groups. (Chart 13-1)
Work in small groups. Make sentences with *should* and *shouldn't*. Share some of your answers with the class.

**SITUATION 1**: Dina has a headache from working at her computer too long.

*Dina...*
- a. see a doctor.
- b. take some medicine for her headache.
- c. lie down.
- d. go to the hospital emergency room.
- e. take a 15-minute break from the computer.

**SITUATION 2**: Nick stayed late after school to help his teacher. He missed the last bus and needs a ride home. It takes two hours to walk to his home, and it is a 15-minute ride by car.

*Nick...*
- a. call a taxi.
- b. hitchhike.
- c. ask his teacher for a ride.
- d. call a friend for a ride.
- e. walk.

**SITUATION 3**: Lydia’s baby doesn’t want to take a nap. He is crying.

*Lydia...*
- a. hold him.
- b. rock him.
- c. let him cry until he falls asleep.
- d. feed him.
- e. let him play.

**SITUATION 4**: The teacher is giving a final exam. One student keeps looking at a paper under his exam paper. It has the answers on it.

*The teacher...*
- a. take the paper away and give the student another chance.
- b. give the student a failing grade for the test.
- c. give the student a failing grade for the class.
- d. send the student to see the director of the school.

**SITUATION 5**: Marisa is 16 years old. A boy in her class wants her to go to dinner and a movie with him. This will be her first date.

*Her parents...*
- a. let her go if her older brother goes too.
- b. tell her to wait until she is older.
- c. go with her.
- d. let her go by herself.
- e. let her go to dinner only.
Exercise 4. Looking at grammar. (Chart 13-1)

Complete the sentences with *should* or *shouldn’t*.

1. Students _______ should _______ come to class every day.
2. Students _______ shouldn’t _______ skip class.
3. We _______ waste our money on things we don’t need.
4. It’s raining. You _______ take your umbrella when you leave.
5. Timmy, you _______ pull the cat’s tail!
6. People _______ hurt animals.
7. Your plane leaves at 8:00 A.M. You _______ get to the airport by 6:00.
8. Life is short. We _______ waste it.
9. You _______ smoke because it’s bad for your health.
10. When you go to New York City, you _______ see a play on Broadway.
11. You _______ walk alone on city streets after dark. It’s dangerous.
12. We _______ cross a street at an intersection. We _______ jaywalk.
Exercise 5. Let's talk: small groups. (Chart 13-1)

Work in small groups. Each person presents a situation. The group gives advice by making a list of sentences using should and shouldn’t.

SITUATION 1: English is not my native language. What advice can you give me about good ways to learn English?

SITUATION 2: I am a teenager. What advice can you give me about how to live a healthy lifestyle?

SITUATION 3: I am a newcomer. What advice can you give me about this school and this city?

SITUATION 4: I have a job interview tomorrow. What advice can you give me about going to a job interview?

SITUATION 5: I have a lot of trouble sleeping. I often wake up in the middle of the night and can't go back to sleep. What advice can you give me to help me sleep better?

Exercise 6. Listening. (Chart 13-1)

Listen to each sentence and choose the verb you hear. After you check your answers, listen again. If you agree, circle yes. If you don’t agree, circle no.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. should</td>
<td>shouldn’t</td>
<td></td>
</tr>
<tr>
<td>2. should</td>
<td>shouldn’t</td>
<td></td>
</tr>
<tr>
<td>3. should</td>
<td>shouldn’t</td>
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<tr>
<td>4. should</td>
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<td>5. should</td>
<td>shouldn’t</td>
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<tr>
<td>6. should</td>
<td>shouldn’t</td>
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<td>7. should</td>
<td>shouldn’t</td>
<td></td>
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<tr>
<td>8. should</td>
<td>shouldn’t</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 7. Warm-up. (Chart 13-2)

Which two sentences have the same meaning?

1. I want to spell-check my writing.
2. I need to spell-check my writing.
3. I have to spell-check my writing.
4. I should spell-check my writing.
### 13-2 Using *Have* + Infinitive (*Have To* / *Has To* / *Had To*)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) People <strong>need to eat</strong> food.</td>
<td>(a) and (b) have basically the same meaning.</td>
</tr>
<tr>
<td>(b) People <strong>have to eat</strong> food.</td>
<td>(c) and (d) have basically the same meaning.</td>
</tr>
<tr>
<td>(c) Jack <strong>needs to study</strong> for his test.</td>
<td><em>Have + infinitive</em> has a special meaning: it expresses the same idea as <em>need</em>.</td>
</tr>
<tr>
<td>(d) Jack <strong>has to study</strong> for his test.</td>
<td></td>
</tr>
<tr>
<td>(e) I <strong>had to study</strong> last night.</td>
<td></td>
</tr>
<tr>
<td>(f) <strong>Do you have to leave</strong> now?</td>
<td>PAST FORM: <em>had</em> + infinitive</td>
</tr>
<tr>
<td>(g) What time <strong>does Jim have to leave?</strong></td>
<td>QUESTION FORM: <em>do</em>, <em>does</em>, or <em>did</em> is used in questions with <em>have to</em>.</td>
</tr>
<tr>
<td>(h) Why <strong>did they have to leave</strong> yesterday?</td>
<td></td>
</tr>
<tr>
<td>(i) I <strong>don't have to study</strong> tonight.</td>
<td>NEGATIVE FORM: <em>don't</em>, <em>doesn't</em>, or <em>didn't</em> is used with <em>have to</em>.</td>
</tr>
<tr>
<td>(j) The concert was free. We <strong>didn't have to buy</strong> tickets.</td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 8. Looking at grammar. (Chart 13-3)

Rewrite the sentences using the correct form of *have to*.

1. I need to cash a check. **I have to cash a check.**
2. Ellen needs to get a haircut. ____________________________________________
3. The kids need to eat lunch. ____________________________________________
4. The kids needed to eat lunch. __________________________________________
5. Jason needs to leave now. ____________________________________________
6. Does Petra need to leave right now? ____________________________________
7. Why did you need to sell your car? ____________________________________
8. Malia doesn’t need to work late. ______________________________________
9. The employees didn’t need to work late. ________________________________
10. The restaurant needed to close early. _________________________________

#### Exercise 9. Let’s talk: class activity. (Chart 13-2)

Answer the questions your teacher asks you. Close your book for this activity.

1. What do you want to do today?
2. What do you have to do today?
3. What do you want to do tomorrow?
4. What do you have to do tomorrow?
5. What does a student need to do or have to do?
6. Who has to go shopping? Why?
7. Who has to go to the post office? Why?
8. Who has to go to the bank? Why?
9. Where do you have to go today? Why?
10. Where do you want to go tomorrow? Why?
11. What did you have to do yesterday? Why?
12. Did you have responsibilities at home when you were a child? What did you have to do?
13. If you’re driving a car and the traffic light turns red, what do you have to do?
14. What do you have to do before you cross a busy street?
15. Do you have to learn English? Why?
16. Who has a job? What are some of the things you have to do when you’re at work?
17. What kind of job did you have in the past? What did you have to do when you had that job?

**Exercise 10. Let’s talk: class activity.** *(Chart 13-2)*
Make sentences using *have to* / *has to* and *because*.

*Example:* go to the mall / buy some new shoes

**STUDENT A:** I have to go to the mall because I have to buy some new shoes.

**TEACHER:** *(to Student B)* Why does *(Student A)* have to go to the mall?

**STUDENT B:** *(Student A)* has to go to the mall because he/she has to buy some new shoes.

1. go to the drugstore / buy some toothpaste
2. go to the grocery store / get some flour and sugar
3. go shopping / get a new coat
4. go to the post office / pick up a package
5. stay home tonight / study grammar
6. go to the hospital / visit a friend
7. go to the bank / cash a check
8. go downtown / go to the immigration office
9. go to the bookstore / buy a notebook
10. go to *(name of a store in the city) / buy *(a particular thing at that store)*

**Exercise 11. Looking at grammar.** *(Chart 13-2)*
Complete the sentences with the words in parentheses. Use a form of *have* / *has* + infinitive.

1. A: Franco can’t join us for dinner tonight. *(he, work) He has to work._

   **B:** *(he, work) Does he have to work________ tomorrow night too? If he doesn’t,
   maybe we should postpone dinner until then.
2. A: Why *(you, go)* ___________________________ to the library tonight?
   B: *(I, find)* ___________________________ some information for my research paper.

3. A: Patricia's flight is at eight tonight. What time *(she, leave)* ____________________________ for the airport?
   B: Around five. *(she, be)* __________________________ there a little early to meet her group.

4. A: Why did you go to the bookstore after class yesterday?
   B: *(I, buy)* __________________________ some colored pencils.
   A: Oh? Why *(you, buy)* __________________________ colored pencils?
   B: I need them for some drawings I plan to do for my art class.

5. A: *(I, go)* __________________________ to the store.
   B: Why?
   A: Because *(I, get)* __________________________ some rice and fresh fruit.

6. A: Katie didn't come to the movie with us last night.
   B: Why?
   A: Because *(she, study)* __________________________ for a test.

7. A: What time *(you, be)* __________________________ at the dentist's office?
   B: Three. I have a three o'clock appointment.

8. A: *(Ted, find)* __________________________ a new apartment?
   B: Yes, he does. His old apartment is too small.

   Her English is very good.
   B: *(you, take)* __________________________ another English course?
   A: Yes, I do. I need to study more English for my job.

10. A: Was Vince at home yesterday evening?
    B: No. *(he, stay)* __________________________ late at the office.
    A: Why?
    B: *(he, finish)* __________________________ a report for his boss.
Exercise 12. Listening. (Chart 13-2)

In spoken English, have to is often pronounced “hafta.” Has to is often pronounced “hasta.” Listen to each sentence and choose the correct verb.

Example: You will hear: We have to go now.
You will choose: (have to) has to

1. have to has to
2. have to has to
3. have to has to
4. have to has to
5. have to has to
6. have to has to
7. have to has to
8. have to has to
9. have to has to
10. have to has to

Exercise 13. Warm-up. (Chart 13-3)

Match each sentence to the correct meaning.

At the gym

1. Children under 12 must have an adult with them. ___
   a. It’s a good idea.

2. Children under 12 should have an adult with them. ___
   b. There is no choice.

3. Children under 12 have to have an adult with them. ___
13-3 Using *Must*, *Have To / Has To*, and *Should*

### MUST vs. HAVE TO

| (a) People need food. People *have to* eat food. | Examples (a) and (b) have basically the same meaning: *must eat* = *have to eat*  

*Have to* is more common in spoken English. *Must* is more common in written instructions and rules. Adults also use *must* with children. It is very strong. |
| (b) People need food. People *must* eat food. |

| (c) I  

You  

She  

He  

It  

We  

They | *Must* is followed by the base form of a verb.  

**INCORRECT:** He must works.  

**INCORRECT:** He must to work. |

### NEGATIVE: MUST vs. HAVE TO

| (d) You *must not* text while you are driving. | *must not* = Don’t do this! You don’t have a choice. |
| (e) You *don’t have to* go to the movie with us if you don’t want to. | *don’t have to* = It’s not necessary; you have a choice. |

### MUST vs. SHOULD

| **MUST**  

Something is very important.  

Something is necessary. You do not have a choice.  

(f) You *must* take an English course.  

You cannot graduate without it.  

(g) Johnny, look at me. You *must* eat your vegetables. You can’t leave the table until you eat your vegetables. | **SHOULD**  

Something is a good idea, but you have a choice.  

(h) You *should* take an English course.  

It will help you.  

(i) Johnny, you *should* eat your vegetables.  

They’re good for you. You’ll grow up to be strong and healthy. |

### Exercise 14. Let’s talk: small groups. (Chart 13-3)

Work in small groups. Make two additional rules for each item.

1. Rules about driving/traffic:
   - a. You must stop at a red light.  
   - b. You must not text and drive.  
   - c.  
   - d.  

2. Rules about eating:
   - e.  
   - f.  

---

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2. Rules on an airplane:
   a. You must fasten your seat belt during takeoff and landing.
   b. You must not smoke.
   c. ____________________________
   d. ____________________________

3. Rules a parent gives a young child:
   a. You must not run into the street.
   b. You must sit in a car seat in the car.
   c. ____________________________
   d. ____________________________

Exercise 15. Looking at grammar. (Chart 13-3)
Complete the sentences. Use **must** and expressions from the box.

- apply in person
- have a driver's license ✓
- have a medical license
- have a passport
- pay income tax
- pay the first and last month's rent
- put on a jacket
- take one tablet every six hours

1. According to the law, *a driver* ________________________________
   **must have a driver's license.**

2. Mansour wants to get a job. According to the application, he ________________________________
   at 500 Broadway Avenue.

3. I want to travel abroad. According to the law, I ________________________________

4. If you want to be a doctor, you ________________________________

5. Davey! It's cold outside. You ________________________________

6. Arthur's doctor gave him a prescription. According to the directions on
   the bottle, Arthur ________________________________

7. I want to rent an apartment. According to the rental agreement, I ________________________________

8. Pia has a job in Chicago. She earns a good salary. According to the law, she ________________________________

*according to the law = the law says*
Exercise 16. Looking at grammar. (Charts 13-2 and 13-3)
Choose the correct completion.

1. If you want to keep your job, you ___ be late for work.
   a. must not  
   b. don't have to
   c. doesn't have to

2. My office is near my apartment, so I can walk to work. I ___ take a bus. I take a bus only in bad weather.
   a. must not  
   b. don't have to
   c. doesn't have to

3. Some schools require their students to wear uniforms to school, but my children's school doesn't require uniforms. They ___ wear uniforms to school.
   a. must not  
   b. don't have to
   c. doesn't have to

4. Billy, it is very important to be careful with matches. You ___ play with matches.
   a. must not  
   b. don't have to
   c. doesn't have to

5. Kevin is twenty-four, but he still lives with his parents. That saves him a lot of money. For example, he ___ pay rent or buy his own food.
   a. must not  
   b. don't have to
   c. doesn't have to

6. Carly, the water in that river is polluted. You ___ play in it.
   a. must not  
   b. don't have to
   c. doesn't have to

7. If you have a credit card, you ___ pay for things in cash. You can charge them.
   a. must not  
   b. don't have to
   c. doesn't have to

8. Kyra is going to buy school supplies. She has a coupon for 20% off, so she ___ pay full price.
   a. must not  
   b. don't have to
   c. doesn't have to

9. When an airplane is taking off, you have to be in your seat with your seat belt on. You ___ stand up and walk around when an airplane is taking off.
   a. must not  
   b. don't have to
   c. doesn't have to

10. When Mrs. Wilson drives to the supermarket, she ___ park far away because she has a disabled person's parking permit for her car.
    a. must not  
    b. don't have to
    c. doesn't have to
Exercise 17. Let's talk: small groups. (Charts 13-1 → 13-3)
Work in small groups. Make sentences about your English class. Use should / have to / don't have to with the given phrases. Share a few of your answers with the class.

Example: Students ... study.
Response: Students have to study.

Students ... 
1. come to class.
2. sit quietly.
3. take attendance.
4. bring a pencil and some paper to class.
5. listen carefully.
6. speak English in class.
7. stand up when the teacher enters the room.
8. knock on the door before entering the room.
9. raise their hands when they want to talk.
10. do their homework.
11. memorize vocabulary.
12. bring an English–English dictionary to class.
13. write homework answers in their books.

Exercise 18. Listening. (Charts 13-1 and 13-3)
Listen to each pair of sentences. One sentence uses should, and the other uses must. Decide which sentence you agree with. Discuss your answers as a class.

Example: You will hear: a. People must learn how to use computers.
                            b. People should learn how to use computers.

You will choose: a or b

1. _______  4. _______  7. _______
2. _______  5. _______  8. _______
3. _______  6. _______  9. _______

Exercise 19. Warm-up. (Chart 13-4)
Which two questions are more polite?

Child to parent
1. May I have a snack?
2. Can I have a snack?
3. Could I have a snack?
### Polite Questions: *May I, Could I, and Can I*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>(a)</td>
<td><em>May I</em> borrow your pen?</td>
<td>Examples (a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen. <em>Could</em> is more polite and formal than <em>can.</em> <em>May</em> is very polite and formal.</td>
</tr>
<tr>
<td>(b)</td>
<td><em>Could I</em> borrow your pen?</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td><em>Can I</em> borrow your pen?</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td><em>May I</em> please borrow your pen?</td>
<td><em>Please</em> makes the request more polite.</td>
</tr>
<tr>
<td>(e)</td>
<td><em>Could I</em> please borrow your pen?</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td><em>Can I</em> please borrow your pen?</td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td><em>Yes, of course.</em></td>
<td></td>
</tr>
<tr>
<td>(h)</td>
<td><em>Of course.</em></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td><em>Certainly.</em></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td><em>Sure.</em> (informal)*</td>
<td></td>
</tr>
<tr>
<td>(k)</td>
<td><em>No problem.</em> (informal)</td>
<td></td>
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</tbody>
</table>

*Informal English is typically used between friends and family members.

### Exercise 20. Let's talk: pairwork. (Chart 13-4)

Work with a partner. Look at the pictures. Write conversations. Use *May I, Can I,* or *Could I* and typical responses.
Exercise 21. Let's talk: pairwork. (Chart 13-4)

Work with a partner. Ask and answer polite questions using May I, Can I, or Could I.

Example: Your partner has a pencil. You want to borrow it.
PARTNER A: May I (please) borrow your pencil?
PARTNER B: Sure. Here it is.
PARTNER A: Thank you. Your turn now.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your partner has a calculator. You want to borrow it.</td>
<td>1. Your partner has some notebook paper. You forgot your notebook, and you need one piece of paper.</td>
</tr>
<tr>
<td>2. Your partner has an eraser. You want to use it for a minute.</td>
<td>2. Your partner has a pencil sharpener. You want to borrow it.</td>
</tr>
<tr>
<td>3. You are at your partner’s home. You want to use the bathroom.</td>
<td>3. You are at your partner’s home. You want a glass of water.</td>
</tr>
<tr>
<td>4. You are at a restaurant. Your partner is a server. You want to have a cup of coffee.</td>
<td>4. You are at a restaurant. Your partner is a server. You want to leave, and you need the check.*</td>
</tr>
</tbody>
</table>

Exercise 22. Warm-up. (Chart 13-5)

Do the sentences have the same or a different meaning?

1. Could you hold the elevator for me?
2. Would you hold the elevator for me?

13-5 Polite Questions: Could You and Would You

| (a) Could you (please) open the door? | Examples (a) and (b) have the same meaning: I want you to open the door. I am asking you politely to open the door. |
| (b) Would you (please) open the door? | |

TYPICAL RESPONSES
(c) Yes, of course.
(d) Certainly.
(e) I'd be glad to.
(f) I'd be happy to.
(g) Sure. (informal)
(h) No problem. (informal)

A TYPICAL CONVERSATION
A: Could you please open the door?
B: I'd be glad to.
A: Thank you. / Thanks.

*The check = the bill in a restaurant
Exercise 23. Let's talk: pairwork. (Chart 13-5)

Work with a partner to complete the conversations. Use Could you or Would you and give typical responses. Then write them down and discuss them with the rest of the class.

1. A: Excuse me, sir. __________________________
   B: _________________________________
   A: _________________________________

2. A: _________________________________
   B: Excuse me? I didn’t understand you.
   A: _________________________________
   B: _________________________________

Exercise 24. Let's talk: pairwork. (Chart 13-5)

Work with a partner. Make requests and give answers. Use Could you or Would you.

Example: You want your partner to open the window.
PARTNER A: Could you (please) open the window?
PARTNER B: Sure.
PARTNER A: Thank you.
You want your partner to . . .
1. close the door.
2. turn on the light.
3. turn off the light.
4. pass you the salt and pepper.
5. hand you that book.
6. translate a word for you.
7. tell you the time.
8. hold your books for a minute.

Exercise 25. Let's talk: pairwork. (Chart 13-5)
Work with a partner. Ask and answer polite questions that fit each situation. Share your conversations with the rest of the class.

Example: A professor's office: Partner A is a student. Partner B is the professor.
PARTNER A: (knocks on door) May I come in?
PARTNER B: Certainly. Come in. How are you today?
PARTNER A: Fine, thanks. Could I talk to you for a few minutes? I have some questions about the last assignment.
PARTNER B: Of course. Have a seat.
PARTNER A: Thank you.

1. A restaurant: Partner A is a customer. Partner B is a server.
2. A classroom: Partner A is a teacher. Partner B is a student.
3. A kitchen: Partner A is a parent. Partner B is a teenager.
4. A clothing store: Partner A is a customer. Partner B is a salesperson.
5. An apartment: Partner A and B are roommates.
6. A car: Partner A is a passenger. Partner B is the driver.
7. An office: Partner A is a manager. Partner B is an employee.
8. A house: Partner B answers the phone. Partner A wants to talk to (someone).

Exercise 26. Warm-up. (Chart 13-6)
What do you think is a good suggestion for each situation? Use Run! or Don't run!
Discuss your answers with the class.
## 13-6 Imperative Sentences

| (a) A: Close the door, Jimmy. It's cold outside.  
B: Okay, Mom. | In (a): **Close the door** is an IMPERATIVE SENTENCE. The sentence means “Jimmy, I want you to close the door. I am telling you to close the door.” |
|---|---|
| (b) Sit down.  
(c) Be careful! | An imperative sentence uses the base form of a verb (close, sit, be, etc.). The subject is you. Sit down. = (You) sit down. |
| (d) Don't open the window.  
(e) Don't be late. | NEGATIVE IMPERATIVE  
*don't* + the base form of a verb |
| (f) ORDERS: Stop, thief!  
(g) DIRECTIONS: Open your books to page 24.  
(h) ADVICE: Don't worry.  
(i) REQUESTS: Please close the door. | Imperative sentences give orders, commands, directions, and advice. With the addition of **please**, as in (i), imperatives sound more polite. |

### Exercise 27. Let's talk. (Chart 13-6)
Write the correct command for each picture.

- Don’t let go!  
- Hurry up!  
- March!  
- Relax.  
- Wait for me!

1. ___________________  
2. ___________________  
3. ___________________

4. ___________________  
5. ___________________
Exercise 28. Looking at grammar. (Chart 13-6)
Underline the imperative verbs in the conversations.

1. TOM: What’s the matter?
   JIM: I have the hiccups.
   TOM: Hold your breath.
   BOB: Drink some water.
   JOE: Breathe into a paper bag.
   KEN: Eat a piece of bread.
   JIM: It’s okay. My hiccups are gone.

2. ANYA: I need to leave now.
   IVAN: Wait for me.
   ANYA: Don’t forget your keys.
   IVAN: I have them.

3. ANDY: Bye, Mom. I’m going over to Billy’s house.
   MOM: Wait a minute. Did you clean up your room?
   ANDY: I’ll do it later.
   MOM: No. Do it now, before you leave.
   ANDY: What do I have to do?
   MOM: Hang up your clothes. Make your bed. Put your books back on the shelf.
   Empty the wastepaper basket. Okay?
   ANDY: Okay.

Exercise 29. Looking at grammar. (Chart 13-6)
Look at the pictures. Write an imperative sentence for each one.

1. ____________________________  2. ____________________________
Exercise 30. Reading and writing. (Chart 13-6)

Part I. Read the conversation. Look at new vocabulary with your teacher first.

Question: How do I get to the post office from here?

Directions: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go two more blocks to Market Street and turn left at the light. The post office is halfway down the street on the right-hand side.

Part II. Complete this question: How do I get to ___ from here? Then write directions. Use four or more imperative verbs. Here is some vocabulary you may want to use.

walk right-hand side up the street
turn right left-hand side down the street
go (to) cross in the middle of the street
turn left crosswalk at the light

Exercise 31. Let’s talk: class activity. (Chart 13-6)

Listen to your teacher’s questions. Make some imperative sentences for these situations. Close your book for this activity.

Example:
Teacher: Your friend has a headache. What are some typical suggestions?
Student A: Take an aspirin.
Student B: Lie down and close your eyes for a little while.
Student C: Put a cold cloth on your forehead.
Student D: Don’t read for a while.
Student E: Take a hot bath and relax.

Etc.

1. You are the teacher of this class. You are assigning homework for tomorrow. What are some typical imperative sentences for this situation?

2. Your friend is coughing and sneezing. What are some typical imperative sentences for this situation?

3. Your eight-year-old son/daughter is walking out the door to go to school. What are some typical imperative sentences for this situation?

4. Your friend is going to cook rice for the first time this evening. Tell him/her how to cook rice.
5. Your friend wants to win a scholarship to a university. Tell him/her what to do and what not to do.

6. A friend from another country is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

☐ **Exercise 32. Warm-up.** *(Chart 13-7)*
Complete each sentence with all the possible verbs from the box.

**can**  **has**  **is able**  **is going**  **may**

1. Nate ___________________________ to come to the meeting.

2. Petra ___________________________ come to the meeting.

<table>
<thead>
<tr>
<th>13-7 Modal Auxiliaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Anita</td>
</tr>
<tr>
<td><em>can</em>  <em>could</em>  <em>may</em>  <em>might</em>  <em>must</em>  <em>should</em>  <em>will</em></td>
</tr>
<tr>
<td>go to class.</td>
</tr>
<tr>
<td>An auxiliary is a helping verb. It comes in front of the base form of a main verb. The following helping verbs are called “modal auxiliaries”: <em>can, could, may, might, must, should, will, would.</em></td>
</tr>
</tbody>
</table>

| (b) Anita               |
| *is able to*  *is going to*  *has to*  |
| go to class.            |
| Expressions that are similar to modal auxiliaries are *be able to, be going to, have to.* |

☐ **Exercise 33. Looking at grammar.** *(Chart 13-7)*
Add *to* where necessary. If *to* is not necessary, write Ø.

1. My sister can _____Ø____ play the guitar very well.

2. We have _____Ø____ pay our rent on the first of the month.

3. Could you please _____ open the window? Thanks.

4. I wasn’t able _____ visit my friends yesterday because I was busy.

5. You shouldn’t _____ drink twenty cups of coffee a day.

6. Will you _____ be at the meeting tomorrow?

7. Does everyone have _____ be at the meeting?

8. You must not _____ miss the meeting. It’s important.
9. Vanessa might not _______ be there tomorrow.

10. May I _______ use your phone?

11. We couldn't _______ go to the concert last night because we didn't have tickets.

12. Can you _______ play a musical instrument?

13. What time is the plane going _______ arrive?

14. It may _______ be too cold for us to go swimming tomorrow.

### 13-8 Summary Chart: Modal Auxiliaries and Similar Expressions

<table>
<thead>
<tr>
<th>AUXILIARY*</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) can</td>
<td>ability</td>
<td>I can sing.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Can you please help me?</td>
</tr>
<tr>
<td>(b) could</td>
<td>past ability</td>
<td>I couldn't go to class yesterday.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>Could you please help me?</td>
</tr>
<tr>
<td>(c) may</td>
<td>possibility</td>
<td>It may rain tomorrow.</td>
</tr>
<tr>
<td></td>
<td>polite question</td>
<td>May I help you?</td>
</tr>
<tr>
<td>(d) might</td>
<td>possibility</td>
<td>It might rain tomorrow.</td>
</tr>
<tr>
<td>(e) must</td>
<td>necessity</td>
<td>You must have a passport.</td>
</tr>
<tr>
<td>(f) should</td>
<td>advisability</td>
<td>You should see a doctor.</td>
</tr>
<tr>
<td>(g) will</td>
<td>future event</td>
<td>My sister will meet us at the airport.</td>
</tr>
<tr>
<td>(h) would</td>
<td>polite question</td>
<td>Would you please open the door?</td>
</tr>
<tr>
<td>(i) be able to</td>
<td>ability</td>
<td>I wasn't able to attend the meeting.</td>
</tr>
<tr>
<td>(j) be going to</td>
<td>future event</td>
<td>Tina is going to meet us at the airport.</td>
</tr>
<tr>
<td>(k) have to/has to</td>
<td>necessity</td>
<td>I have to study tonight.</td>
</tr>
<tr>
<td>(l) had to</td>
<td>past necessity</td>
<td>I had to study last night too.</td>
</tr>
</tbody>
</table>

*See the following charts for more information: can, Chart 12-1, p. 361; and Chart 12-3, p. 365; could, Chart 12-5, p. 370; may and might, Chart 11-1, p. 334; must, Chart 13-3, p. 392; should, Chart 13-1, p. 383; will, Chart 10-6, p. 319; Chart 10-7, p. 321; and Chart 11-1, p. 334; would, Chart 13-5, p. 397; be able to, Chart 12-6, p. 373; be going to, Chart 10-1, p. 303; have/has/had to, Chart 13-2, p. 388.

404 CHAPTER 13
Exercise 34. Let's talk: small groups. (Chart 13-8)

Work in small groups. Each person in the group should give a different response. Share a few of your answers with the class.

Example: Name something you had to do yesterday.
STUDENT A: I had to go to class.
STUDENT B: I had to go to the post office to buy some stamps.
STUDENT C: I had to study for a test.

1. Name something you can do.
2. Name something you couldn't do yesterday.
3. Name something you may do tomorrow.
4. Name something you might do tomorrow.
5. Name something you must do this week.
6. Name something you have to do today.
7. Name something you don't have to do today.
8. Name something you should do this evening.
9. Name something you will do this evening.
10. Name something you are going to do this week.
11. Name something you weren't able to do when you were a child.
12. Name something you had to do when you were a child.
13. You want to borrow something from a classmate. Ask a polite question with could.
14. You want a classmate to do something for you. Ask a polite question with would.
15. A classmate has something that you want. Ask a polite question with may.
16. Name something that may happen in the world in the next ten years.
17. Name something that (probably) won't happen in the world in the next ten years.
18. Name some things that this school should do to make it a better place for students.

Exercise 35. Looking at grammar. (Chart 13-8)

Choose the correct completion.

1. Doug ___ every day.
   a. shaves     b. is shaving    c. has to shaves
2. ___ to class every day?
   a. Are you go   b. Do you have to go   c. You going
3. Matsu ___ to be here tomorrow.
   a. might      b. is going        c. must
4. Carl ___ be in class yesterday.
   a. didn’t     b. wasn’t         c. couldn’t
5. Fatima ____ to her sister on the phone yesterday.
   a. spoke       b. can speak       c. speaks

6. I ____ my rent last month.
   a. might pay       b. will pay       c. paid

7. I want to go to a movie tonight, but I ____ home and study.
   a. should stay       b. stayed       c. stay

8. We ____ downtown tomorrow.
   a. going       b. might go       c. will can go

9. ____ you like some hot coffee now?
   a. Will       b. Would       c. Do

Exercise 36. Listening. (Chart 13-8)

Listen to each sentence. Choose the sentence that is closest in meaning.

Example: You will hear: It might snow tomorrow.
         You will choose: a. It will snow.  b. It may snow.  c. It must snow.

1. a. Tom should work.
    b. Tom must work.
    c. Tom might work.

2. a. Becky can swim.
    b. Becky may swim.
    c. Becky will swim.

3. a. The teacher should correct papers.
    b. The teacher had to correct papers.
    c. The teacher wanted to correct papers.

4. a. You may study for the test.
    b. You must study for the test.
    c. You should study for the test.

5. a. We should go to a movie.
    b. It's possible we will go to a movie.
    c. We have to go to a movie.

6. a. We couldn't help.
    b. We didn't need to help.
    c. We weren't able to help.

7. a. I didn't want to go to school.
    b. I didn't have to go to school.
    c. I wasn't able to go to school.
Exercise 37. Reading and grammar. (Chart 13-8)

Part I. Read the article. Look at new vocabulary with your teacher first.

**Returning an Item to a Store**

Many stores have a return policy* for items you buy. Generally, you must have a receipt for a return. Some stores may have your purchase on their computer, but most require a receipt.

In general, clothes must still have the tags. Stores don’t want you to wear something and then return it. Usually, you can wear shoes, but you have to stay on carpets and not walk outside in them. The soles of the shoes should look like new. It is also important to keep the box and other packaging. Stores would like to resell the item, so they want to have the original packaging.

There is usually a time limit for returns. Some stores might give you two weeks, while others may give you 90 days. A few stores have no time limit because they want you to be completely satisfied.

If you buy electronics, like a computer or a TV, there is often a restocking fee. This is a charge to put the item back on the shelf. Often the fee is 15 percent of the cost or more. Here’s an example. John bought a camera, but he couldn’t understand how to use it. He decided to return it. The company returned his money but kept 15 percent of the camera cost. There is an exception. If an item is defective (damaged or broken), the company will probably return all your money. Generally, a DVD or CD is not returnable if you open it. Be sure you are going to keep it before you open the packaging.

---

*return policy = rules a store has for returning an item*
Items on sale usually have this policy: "All sales final." This means there are no returns on sale items. Sometimes a store might let you exchange the item for something else.

Every store is different, so it is important to ask about the return policy before you buy. Simply say, "What is your return policy for ____?" You may save yourself some unpleasant surprises if you get all the information before you buy.

**Part II.** Complete the sentences with the correct verb according to the article.

1. In general, you ___ have a receipt if you want to return something.
   a. might   b. must

2. The store ___ have information about your purchase on its computer.
   a. might   b. will

3. If you want to return shoes, you ___ wear them outside.
   a. don’t have to   b. must not

4. Generally, you ___ keep the original packaging if you want to return an item.
   a. must   b. may

5. A store ___ give you two weeks to return an item.
   a. must   b. may

6. If you buy an item and it is broken, you ___ return it.
   a. can   b. can’t

7. At most stores, you ___ return sale items.
   a. can   b. can’t

8. You ___ ask the salesperson about the store’s return policy.
   a. should   b. will

**Exercise 38. Warm-up.** (Chart 13-9)
Imagine you are Speaker B. What answers do you like?

A: It’s a beautiful day.

B: a. Let’s watch TV.
   b. Let’s go to the beach.
   c. Let’s go to the park.
   d. Let’s go hiking.
   e. Let’s play video games.
13-9 Using *Let's*

(a) A: What should we do tonight?  
   B: *Let's go to a movie.*  
   A: Okay.

(b) A: I'm tired.  
   B: I'm tired too. *Let's take a break.*  
   A: That's a good idea!

In (a): *Let's go to a movie.* = I think we should go to a movie. Do you want to go to a movie?

Let's (do something) = I have a suggestion for you and me. *Let's = Let us*

---

**Exercise 39. Looking at grammar. (Chart 13-9)**

Complete the conversations with *let's.* Use the words from the box or your own words.

- eat  
- get a cup of coffee  
- go dancing  
- go to Florida  
- go to a movie  
- go to a seafood restaurant  
- go swimming  
- leave at six-thirty  
- just stay home and relax  
- walk

1. A: What time should we leave for the airport?  
   B: *Let's leave at six-thirty.*  
   A: Okay.

2. A: Where should we go for our vacation?  
   B: ____________________________________________  
   A: That's a good idea.

3. A: Where do you want to go for dinner tonight?  
   B: ____________________________________________

4. A: The weather is beautiful today. ____________________________________________  
   B: Okay. Great!

5. A: I'm bored. ____________________________________________  
   B: I can't. I have to study.

6. A: Should we take the bus downtown or walk downtown?  
   B: It's a nice day. ____________________________________________

---

Modals, Part 2: Advice, Necessity, Requests, Suggestions
7. A: Dinner’s ready. The food’s on the table.
   B: Great! I’m starving.

8. A: Where should we go Saturday night?
   B: ____________________________
   A: Wonderful idea!

9. A: We have an hour between classes. ____________________________
   B: Okay. That sounds good.

Exercise 40. Let’s talk: pairwork. (Chart 13-9)
Work with a partner. Take turns making suggestions with Let’s. Give two suggestions for each situation.

Example: It’s a beautiful day today. What should we do?
PARTNER A: It’s a beautiful day today. What should we do?
PARTNER B: Let’s go to Woodland Park Zoo.
PARTNER A: That’s a possibility. Or, let’s go to the beach.

1. I don’t have to work tonight. What should we do?
2. Next Monday’s a holiday and there’s no school. We should do something fun.
3. I don’t know anyone at this party. I want to leave.
4. What time should we leave for the airport tomorrow? There will be a lot of traffic.
5. It’s your birthday next week. What would you like to do?
6. Parent to child: I have a little free time right now. I can spend it with you.

Exercise 41. Check your knowledge. (Chapters 12 and 13)
Correct the mistakes.

1. Would you please to help me?
2. I will can go to the meeting tomorrow.
3. My brother wasn’t able calling me last night.
4. Tariq should calls us.
5. I have to went to the store yesterday.
6. Susie! You must not to hit your brother!
7. May you please hand me that book?
8. Alessandra couldn’t answered my question.
9. Shelley can't go to the concert tomorrow.

10. Let's going to a movie tonight.

11. Don't to interrupt. It's not polite.

12. Can you to stand on your head?

13. I saw a beautiful dress at a store yesterday, but I couldn't bought it.

14. Closing the door, please. Thank you.

15. May I please to borrow your dictionary? Thank you.

Exercise 42. Reading and writing. (Chapter 13)
Part I. Read the passage about Manhattan. Look at new vocabulary with your teacher.

A Great Place to Visit
I grew up in Manhattan.* Manhattan is a very exciting part of New York City. You should go there because there are so many interesting sights to see.

First, the museums are amazing. You can find art, natural science, and history museums. My favorite museum is on Ellis Island. Ellis Island was the entry point for immigrants from 1892 to 1954, and you can learn a lot about history. My family came through Ellis Island, and I was able to find my grandparents' names.

Many tall buildings have incredible views of the city. You can go to the top of the Empire State Building, Rockefeller Center, or even the Statue of Liberty. Take your camera because you will want to get great photos. The most popular places have long lines, so you should check wait times before you go. Sometimes you have to make reservations.

* See Appendix Chart A5-1, p. 487 for capitalization rules for place names.
A good way to learn about the city is to take a boat tour. Manhattan is an island, and you can see many famous landmarks from the water. A tour guide can tell you a lot about the history of the sites and the different neighborhoods. It’s also fun to ride under the famous bridges, like the Brooklyn Bridge.

Central Park is very beautiful and relaxing. It’s a wonderful place for walking, running, biking, boating, or just people-watching. Sometimes there are concerts in the park. Millions of people visit the park every year, but it’s very large, so it doesn’t feel crowded.

There is something else you should know. Manhattan is very expensive. Make sure you have enough money and be careful when you are walking around town. Keep your money in a safe place and stay away from dangerous places. Your hotel can tell you about places you shouldn’t visit.

If you go to Manhattan, you will have special memories. Don’t forget to send me pictures!

**Part II.** Write a paragraph about your hometown or a city you like. Imagine you are talking to someone who wants to visit your hometown (or choose another city). First, answer these questions:

- Why is your hometown (or other city) a good place for me to visit?
- What should I do when I’m there?
- Where should I go?
- What should I see?
- Are there places I shouldn’t visit?

Begin this way:

I grew up in ____. It is a very exciting/beautiful/interesting place. You should go there because there are so many wonderful sights to see. OR

One of my favorite places to visit is ____. It is a very exciting/beautiful/interesting city, and there are many wonderful sights to see.

**Part III.** Editing check: Work individually or change papers with a partner. Check (√) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ capital letter for cities and place names (See Appendix Chart A5-1, p. 487.)
4. ___ period at the end of each sentence
5. ___ use of some modal verbs
6. ___ correct spelling (use a dictionary or computer spell-check)
Exercise 1. Warm-up. (Chart 14-1)
Match the sentences to the pictures. Are the words in red used as nouns or adjectives?

1. an old computer
2. a computer mouse
3. a computer keyboard

---

14-1 Modifying Nouns with Adjectives and Nouns

<table>
<thead>
<tr>
<th>ADJECTIVE + NOUN</th>
<th>Nouns can modify other nouns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I bought an <strong>expensive</strong> book.</td>
<td><strong>grammar</strong> is a noun that is used as an adjective to modify another noun (<strong>book</strong>/<strong>books</strong>).</td>
</tr>
<tr>
<td>(b) I bought <strong>expensive</strong> books.</td>
<td><strong>INCORRECT:</strong> <strong>expensives books</strong></td>
</tr>
<tr>
<td><strong>NOUN + NOUN</strong></td>
<td><strong>A noun that is used as an adjective is usually in the singular form.</strong></td>
</tr>
<tr>
<td>(c) I bought a <strong>grammar</strong> book.</td>
<td><strong>IN</strong> (c) and (d): <strong>grammar</strong> is a noun that is used as an adjective to modify another noun (<strong>book</strong>/<strong>books</strong>).</td>
</tr>
<tr>
<td>(d) I bought <strong>grammar</strong> books.</td>
<td><strong>IN</strong> (e): the store sells shoes, but it is called a <strong>shoe</strong> (singular form) <strong>store</strong>.</td>
</tr>
<tr>
<td><strong>NOUN + NOUN</strong></td>
<td><strong>Both an adjective and a noun can modify a noun, as in (f); the adjective comes first, the noun second.</strong></td>
</tr>
<tr>
<td>(e) He works at a <strong>shoe</strong> store.</td>
<td><strong>IN</strong> (f): I bought an <strong>expensive grammar</strong> book.</td>
</tr>
<tr>
<td><strong>IN</strong> (e): <strong>He works at a shoes store.</strong></td>
<td><strong>IN</strong> (f): <strong>I bought a grammar expensive book.</strong></td>
</tr>
</tbody>
</table>
Exercise 2. Looking at grammar. (Chart 14-1)
Underline each adjective and draw an arrow to the noun it modifies.

1. I drank some hot tea.
2. My grandmother is a smart woman.
3. English is not my native language.
4. The busy waitress poured coffee into the empty cup.
5. A young man carried the heavy suitcase for his pregnant wife.
6. I slept in an uncomfortable bed at an old hotel.

Exercise 3. Looking at grammar. (Chart 14-1)
Underline each noun used as an adjective and draw an arrow to the noun it modifies.

1. We sat at the kitchen table.
2. Have you paid the phone bill yet?
3. We met Steve at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

Exercise 4. Listening. (Chart 14-1)
Listen to the sentences. Decide if the given word is used as a noun or adjective.

Example: You will hear: This grammar book has a lot of information.
You will choose: NOUN ADJ

1. kitchen NOUN ADJ 6. car NOUN ADJ
2. kitchen NOUN ADJ 7. car NOUN ADJ
3. apartment NOUN ADJ 8. chicken NOUN ADJ
4. apartment NOUN ADJ 9. chicken NOUN ADJ
5. music NOUN ADJ 10. grammar NOUN ADJ
Exercise 5. Let's talk: small groups. (Chart 14-1)
Work in small groups. Which noun in the box can be used with all three of the nouns used as modifiers? For example, in the first sentence, the completion can be a university education, a high school education, or a college education.

<table>
<thead>
<tr>
<th>class</th>
<th>number</th>
<th>race</th>
<th>store</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️education</td>
<td>official</td>
<td>room</td>
<td>tickets</td>
</tr>
<tr>
<td>keys</td>
<td>program</td>
<td>soup</td>
<td>trip</td>
</tr>
</tbody>
</table>

1. Regina has a [university high school college] education.

2. We went to a [furniture shoe clothing] [ ]

3. I took a [history math science] [ ]

4. We watched a [horse car foot] [ ]

5. I talked to a [government city school] [ ]

6. Mom made some [vegetable bean chicken] [ ]

7. He told me about a [radio computer TV] [ ]

8. We took a/an [boat bus airplane] [ ]

9. We visited Meg in her [hospital hotel dorm] [ ]

10. We bought some [theater concert airplane] [ ]

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11. I couldn’t find my ___________ (car, house, locker)

[Image: Lockers and a car]

12. What is your ___________ (phone, apartment, license plate)

Exercise 6. Looking at grammar. (Chart 14-1)
Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

1. Vases for flowers are called ________________.
2. A cup for coffee is called a ________________.
3. An article in a newspaper is called a ________________.
4. Rooms in hotels are called ________________.
5. A worker in an office is called an ________________.
6. A tag that gives the price of something is called a ________________.
7. Seats on airplanes are called ________________.
8. A bench in a park is called a ________________.
9. Soup that is made of beans is called ________________.
10. A house that is made of bricks is called a ________________.
Exercise 7. Looking at grammar. (Chart 14-1)
Each item lists two nouns and one adjective. Write them in the correct order.

1. homework  The teacher gave us a _____________.
   long
   assignment

2. show  I watched a _____________________.
   good
   TV

3. road  We drove on a _____________________.
   mountain
dangerous

4. car  Sofia was in a _____________________.
   bad
   accident

5. article  I read an _____________________.
   magazine
   interesting

6. delicious  Mrs. Montero made some _____________________.
   vegetable
   soup

7. card  My sister gave me a _____________________.
   funny
   birthday

8. narrow  People don’t like to sit in _____________________.
   seats
   airplane

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Exercise 8. Warm-up. (Chart 14-2)

Answer the questions. Then complete the description.

1. Is it large? 
2. Is it expensive? 
3. What is the stone? ____________ 

Now describe it: a ____________ ring.

---

14-2 Word Order of Adjectives

(a) a large red car
   INCORRECT: a red large car

(b) a beautiful young woman
(c) a beautiful red car
(d) a beautiful Greek island

(e) OPINION ADJECTIVES
   dangerous favorite important
difficult good interesting
dirty happy strong
desperate honest wonderful

(1) (2) (3) (4) (5) (6)
OPINION SIZE AGE COLOR NATIONALITY* MATERIAL
beautiful large young red Greek metal
delicious tall old blue Chinese glass
kind little middle-aged black Mexican plastic

(f) some delicious Mexican food
(g) a small glass vase
(h) a kind old Chinese man

(i) RARE
   a beautiful small old brown Greek metal coin

A noun is usually modified by only one or two adjectives, although sometimes there are three.

It is very rare to find a long list of adjectives in front of a noun.

*NOTE: Adjectives that describe nationality are capitalized: Korean, Venezuelan, Saudi Arabian, etc.
Exercise 9. Looking at grammar. (Chart 14-2)
Describe each picture. Use two or three adjectives for each noun. Answers may vary.

Example:

<table>
<thead>
<tr>
<th>OPINION</th>
<th>SIZE</th>
<th>AGE</th>
<th>COLOR</th>
<th>NATIONALITY</th>
<th>MATERIAL</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>Ø</td>
<td>Ø</td>
<td>gray</td>
<td>Ø</td>
<td>wool</td>
<td>suit</td>
</tr>
</tbody>
</table>
Exercise 10. Looking at grammar. (Chart 14-2)
Complete each sentence with a word from the box.

Asian  brick  Canadian
✓ cotton  important  glass  designer
soft  unhappy

1. Marcos is wearing a white ________ cotton ________ shirt.
2. Hong Kong is an important ________________ city.
4. Misha was a/an ________________ little boy when he broke his favorite toy.
5. Teresa has a/an ________________ wool blanket on her bed.
6. Our dorm is a tall red ________________ building.
7. The laptop computer is a/an ________________ modern invention.
8. I keep leftover food in round ________________ containers.
9. Ice hockey is a popular ________________ sport.

Exercise 11. Looking at grammar. (Chart 14-2)
Put the given words in the correct order.

1. red big  a ____________ big red ____________________ tomato

2. delicious Thai  some ____________________ food

3. red small  some ____________________ tomatoes
4. old some ___________________ cows
   big brown

5. narrow a ___________________ road
   dirt

6. young a ___________________ woman
   serious

7. long black ___________________ hair
   beautiful

8. Chinese a/an ___________________ work of art
   famous
   old

9. leather a ___________________ belt
   brown thin

10. wonderful a/an ___________________ story
    old
    Native American

Exercise 12. Looking at grammar. (Chart 14-2)
Add adjectives or nouns used as adjectives to complete the sentences. Share some of your answers with the class.

1. We had some hot ___________________ food.

2. My dog, Buddy, is a/an ___________________ old dog.

3. We bought a blue ___________________ blanket.

4. Alison has ___________________ gold earrings.

5. Jeremy has short ___________________ hair.

6. Mr. Yu is a/an ___________________ young man.

7. Omar lives in a large ___________________ brick house.

8. I bought a big ___________________ suitcase.

9. Sally picked a/an ___________________ red flower.

10. Charlie wore an old ___________________ shirt to the picnic.
Exercise 13. Looking at grammar. (Charts 14-1 and 14-2)
Choose the correct completion.

1. Mr. Lane wore ____.
   a. a cotton shirt old
   b. an old cotton shirt

2. She put some honey in a ____.
   a. blue glass jar
   b. glass blue jar

3. The Great Wall is a ____.
   a. famous Chinese landmark
   b. Chinese landmark famous

4. Len is a/an ____.
   a. man young honest
   b. honest young man

5. Pizza is my ____.
   a. favorite food Italian
   b. favorite Italian food

6. Vincent usually wears ____.
   a. brown old comfortable leather shoes
   b. comfortable old brown leather shoes

7. I used a ____ to mail a gift to my sister.
   a. brown cardboard box
   b. box brown cardboard

8. Ilya is a ____.
   a. handsome middle-aged man
   b. middle-aged handsome man

Exercise 14. Let’s talk: pairwork. (Charts 14-1 and 14-2)
Work with a partner. Take turns giving a prompt and completing it with a noun.
Note: Don’t let your intonation drop when you give the prompt.

Example: a dark . . .
PARTNER A: a dark . . .
PARTNER B: night (room, building, day, cloud, etc.)

1. a kitchen . . .
2. a busy . . .
3. a public . . .
4. a true . . .
5. some expensive . . .

Change roles.
6. a birthday . . .
7. a computer . . .
8. a baby . . .
9. a soft . . .
10. an easy . . .

Change roles.
11. a telephone . . .
12. a fast . . .
13. some comfortable . . .
14. a foreign . . .
15. a famous Italian . . .

Change roles.
16. an interesting old . . .
17. an airplane . . .
18. a dangerous . . .
19. a beautiful Korean . . .
20. some delicious Mexican . . .
Change roles.
21. a government ... 
22. some hot ... 
23. a flower ... 
24. a bright ... 
25. some small round ...

Change roles.
26. a bus ... 
27. a history ... 
28. an icy cold ... 
29. a hospital ... 
30. a movie ... 

Exercise 15. Listening. (Charts 14-1 and 14-2)

Listen to each sentence. Choose the best completion(s). There may be more than one answer.

Example: You will hear: We watched an interesting TV ... 
You will choose: a. store. b. movie. c. show.

1. a. card. b. cake. c. party.
2. a. friend. b. bus. c. keys.
3. a. jeans. b. shoes. c. flowers.
4. a. test. b. classroom. c. eraser.
5. a. room. b. games. c. desk.
6. a. mail. b. article. c. story.

Exercise 16. Game. (Charts 14-1 and 14-2)

Work in teams. Your teacher will put 10-15 objects on a tray. You will have one minute to look at the tray. Then your teacher will take it away. Write down all the objects on the tray. Add adjectives to describe the objects. You will get one point for each object and one point for each adjective you use. The team with the most points wins.

Exercise 17. Warm-up. (Chart 14-3)

Complete the sentences with words from the box. Give your opinion.

<table>
<thead>
<tr>
<th>good</th>
<th>bad</th>
<th>sweet</th>
<th>sour</th>
</tr>
</thead>
</table>

1. Lemons are ____________________.
2. Chocolate tastes ____________________.
3. Flowers smell ____________________.
14-3 Linking Verbs + Adjectives

<table>
<thead>
<tr>
<th>BE + ADJECTIVE</th>
<th>LINKING VERB + ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The flowers were beautiful.</td>
<td>(b) The flowers looked beautiful.</td>
</tr>
<tr>
<td>(c) The flowers smelled good.</td>
<td>(d) I feel good.</td>
</tr>
<tr>
<td>(e) Candy tastes sweet.</td>
<td>(f) That book sounds interesting.</td>
</tr>
</tbody>
</table>

Adjectives can follow be, as in (a). The adjective describes the subject of the sentence. See Chart 1-7, p. 16.

Adjectives can follow a few other verbs. These verbs are called "linking verbs." The adjective describes the subject of the sentence.

Common linking verbs are look, smell, feel, taste, and sound.

Exercise 18. Let's talk: pairwork. (Chart 14-3)

Work with a partner. Take turns completing the sentences with linking verbs.

Part I. Make three sentences to tell your partner how you feel today. Begin each sentence with I feel . . . . Take turns using these words.

1. good 4. lazy 7. terrific 10. calm
2. fine 5. nervous 8. sleepy 11. sick
3. terrible 6. happy 9. tired 12. old

Part II. Take turns naming things that you can taste and smell.

13. taste good 17. taste sour
14. taste terrible 18. smell good
15. taste delicious 19. smell bad
16. taste sweet 20. smell wonderful

Part III. Take turns naming things that are . . .

21. clean. 23. new. 25. expensive. 27. uncomfortable.

Exercise 19. Let's talk. (Chart 14-3)

Work in groups or as a class. Take turns showing and describing emotions.

Student A: Choose one of the emotions listed below. Show that emotion with an expression on your face or with actions. Don’t say the emotion you are trying to show.

Student B: Describe how Student A looks. Use the linking verb look and an adjective.

1. angry 3. happy 5. busy 7. surprised
2. sad/unhappy 4. tired/sleepy 6. comfortable 8. nervous
Exercise 20. **Looking at grammar.** (Chart 14-3)
Use any possible completions for these sentences. Use the adjectives from the box or your own adjectives.

<table>
<thead>
<tr>
<th>easy</th>
<th>delicious</th>
<th>terrible / awful</th>
</tr>
</thead>
<tbody>
<tr>
<td>good / terrific / wonderful / great</td>
<td>interesting</td>
<td>tired / sleepy</td>
</tr>
</tbody>
</table>

1. Gabriela told me about a new book. I want to read it. It sounds __________ '_', etc.

2. Karen learned how to make paper flowers. She told me how to do it. It sounds ____________.

3. There’s a new comedy on TV tonight. I read a review of it and would like to watch it. It sounds ____________

4. Professor Wilson is going to lecture on Internet security tomorrow evening. I think I’ll go. It sounds ____________

5. Chris explained how to fix a flat tire. I think I can do it. It sounds ____________

6. Marcia didn’t finish her dinner because it didn’t taste ____________

7. I put too much salt in the soup. Sorry, it tastes ____________

8. Amy didn’t get any sleep last night because she studied all night for a final exam. Today she looks ____________

9. Yum! This dessert tastes ____________. What is it?

10. A: What’s the matter? Do you feel okay?
    B: No. I feel ____________. I think I’m getting a cold.

11. A: Do you like my new dress, darling?
    B: You look ____________, honey.

12. A: Pyew!* Something smells ____________! Do you smell it too?
    B: I sure do. It’s the garbage in the alley.

*Pyew is sometimes said “p.u.” Both Pyew and p.u. mean that something smells very bad.
Exercise 21. Let's talk. (Chart 14-3)
Work in pairs or small groups. Your teacher will choose a noun and give you a time limit (e.g., one minute, three minutes, etc.). Think of as many adjectives or nouns used as adjectives as you can that describe the given nouns. Make a list. Then your teacher will choose another noun.

Example: car
Response: big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

1. weather 3. food 5. country 7. river
2. animal 4. movie 6. person 8. student

Exercise 22. Warm-up. (Chart 14-4)
Complete the sentences with the correct form of the word in red.

Example: Professor Hakim is a slow speaker. Professor Hakim speaks slowly.

Example: Martha is a careful writer. Martha writes carefully.

1. Pierre is a fluent Spanish speaker. He speaks Spanish ____________________.
2. Suzanne is a quick learner. She learns ____________________.
## 14-4 Adjectives and Adverbs

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a)</strong> Ann is a careful driver. (adjective)</td>
<td>careful</td>
</tr>
<tr>
<td><strong>(b)</strong> Ann drives carefully. (adverb)</td>
<td>slow</td>
</tr>
<tr>
<td></td>
<td>quick</td>
</tr>
<tr>
<td></td>
<td>easy</td>
</tr>
<tr>
<td><strong>(c)</strong> John is a fast driver. (adjective)</td>
<td>fast</td>
</tr>
<tr>
<td></td>
<td>hard</td>
</tr>
<tr>
<td></td>
<td>early</td>
</tr>
<tr>
<td></td>
<td>late</td>
</tr>
<tr>
<td><strong>(d)</strong> John drives fast. (adverb)</td>
<td>fast</td>
</tr>
<tr>
<td></td>
<td>hard</td>
</tr>
<tr>
<td></td>
<td>early</td>
</tr>
<tr>
<td></td>
<td>late</td>
</tr>
<tr>
<td><strong>(e)</strong> Linda is a good writer. (adjective)</td>
<td>good</td>
</tr>
<tr>
<td><strong>(f)</strong> Linda writes well. (adverb)</td>
<td>well</td>
</tr>
</tbody>
</table>

*Well can also be used as an adjective to mean “not sick.” Paul was sick last week, but now he’s well.*

### Exercise 23. Looking at grammar. (Chart 14-4)

Choose the correct completion.

1. My hometown is small and **quiet / quietly**.
2. Mr. Callis whispered. He spoke **quiet / quietly**.
3. Anna pronounces every word **careful / carefully**.
4. Samuel is a **careful / carefully** writer.
5. We like to go boating in **clear / clearly** weather.
6. Nathan has poor eyesight. He can’t see **clear / clearly** without his glasses.
7. Boris makes a lot of mistakes when he writes. He’s a **careless / carelessly** writer.
8. Boris writes **careless / carelessly**.
9. The teacher asked an **easy / easily** question.
10. I answered the teacher’s question **easy / easily**.
11. Fernando is kind, generous, and thoughtful. He is a **good / well** person.
12. Diana and I went to high school together. I know her **good / well**.
Exercise 24. Looking at grammar. (Chart 14-4)
Part I. Write adverb forms.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fast</td>
<td></td>
<td>5. beautiful</td>
<td></td>
</tr>
<tr>
<td>2. late</td>
<td></td>
<td>6. fluent</td>
<td></td>
</tr>
<tr>
<td>3. good</td>
<td></td>
<td>7. hard</td>
<td></td>
</tr>
<tr>
<td>4. easy</td>
<td></td>
<td>8. early</td>
<td></td>
</tr>
</tbody>
</table>

Part II. Write the correct adjective or adverb form. Use words from Part I.

1. Did you have a ___good___ sleep? Did you sleep __________?  
2. The teacher speaks too __________. The students want her to slow down.  
3. It rained __________ yesterday.  
4. I forgot about my telephone bill. I paid it __________.  
5. Do you want to be a __________ speaker of English?  
6. Vincent lifted the heavy box __________. He’s very strong.  
7. Nadia speaks French __________. She has no accent.  
8. Thank you! The flowers look __________.

Exercise 25. Looking at grammar. (Chart 14-4)
Complete each sentence with the correct form (adjective or adverb) of the given words.

1. careful  Do you drive ___________?  
2. correct  Shari gave the ___________ answer to the question.  
3. correct  She answered the question ___________.  
4. fast  Justin is a ___________ reader.  
5. quick  Justin reads ___________.  
6. fast  Justin reads ___________.  
7. neat  Barbara has ___________ handwriting. It is easy to read what she writes.
8. neat  Barbara writes ________________.
9. hard  I study ________________.
10. hard  The students took a ________________ test.
11. honest  Roberto answered the question ________________.
12. slow  Valery and Fumiko walked through the park ________________.
13. quick  We were in a hurry, so we ate lunch ________________.
14. careless  I made some ________________ mistakes in my last composition.
15. early  Last night, we had dinner ________________ because we had to leave for a meeting at 6:00.
16. early  We had an ________________ dinner last night.
17. loud  I speak ________________ when I talk to my grandfather because he has trouble hearing.
18. slow, clear  Nina speaks English ________________ and ________________.

Exercise 26. Reading, grammar, and speaking. (Charts 14-3 and 14-4)
Read the story. Put one line under each adjective. Put two lines under each adverb. Then answer the questions in small groups.

Elvis Presley

Elvis Presley is very important to popular music. He has a special title: the King of Rock and Roll. But when he came on stage in the 1950s, he wasn’t popular with many parents. His style of dancing shocked them. They thought he jumped around the stage too excitedly and danced wildly. His music was a combination of country music and rhythm and
blues. To many parents, he sang too loudly. They believed his music was bad for children. But audiences loved him and screamed for more. He kept making music, and he appeared on TV and in movies. Soon Elvis was a huge star.

1. Who is a popular singer right now?
2. Describe his/her type of music. Use several adjectives.
3. Why is he/she popular?

Exercise 27. Warm-up. (Chart 14-5) Which statement best describes the picture?

1. Some of the flowers are red.
2. All of the flowers are red.
3. Most of the flowers are red.

14-5 Expressions of Quantity: All Of, Most Of, Some Of, Almost All Of

(a) Rita ate all of the food on her plate.
(b) Mike ate most of his food.
(c) Susie ate some of her food.

All of, most of, and some of express quantities.
all of = 100%
most of = a large part but not all
some of = a small or medium part
NOTE: These expressions require a determiner (the, his, her, etc.).
INCORRECT: Most of food

(d) Matt ate almost all of his food.
INCORRECT: Matt ate almost of his food.

all of = 100%
almost all of = close to 100%
Almost is used with all, as in (d). All cannot be omitted.
Exercise 28. Looking at grammar. (Chart 14-5)
Complete each sentence with (almost) all of, most of, or some of.

1. 2, 4, 6, 8: _______ all of _______ these numbers are even.
2. 1, 3, 5, 7: _______ __ _______ these numbers are odd.
3. 1, 3, 4, 6, 7, 9: _______ _______ these numbers are odd.
4. 1, 3, 4, 6, 7, 8: _______ _______ these numbers are odd.
5. 1, 3, 4, 5, 7, 9: _______ _______ these numbers are odd.
6. _______ _______ the birds in Picture A are flying.
7. _______ _______ the birds in Picture B are flying.
8. _______ _______ the birds in Picture C are flying.
9. _______ _______ the birds in Picture D are flying.

10. _______ _______ the students in this class have dark hair.
11. _______ _______ the students in this class are using pens rather than pencils to do this exercise.
12. __________________ the students in this class wear glasses.

13. __________________ the students in this class can speak English.

**Exercise 29. Warm-up. (Chart 14-6)**

Look at the phrases in red. Underline the noun and the quantity word. Decide which word the verb agrees with.

1. All of the money is in my wallet.
2. All of the coins are on the kitchen counter.

---

**14-6 Expressions of Quantity: Subject–Verb Agreement**

| (a) All of my work is finished. | In (a): all of + singular noun + singular verb |
| (b) All of my friends are kind. | In (b): all of + plural noun + plural verb |
| (c) Some of my homework is finished. | In (c): some of + singular noun + singular verb |
| (d) Some of my friends are coming to my birthday party. | In (d): some of + plural noun + plural verb |

**COMMON EXPRESSIONS OF QUANTITY**

<table>
<thead>
<tr>
<th>all of</th>
<th>a lot of</th>
<th>most of</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost all of</td>
<td>half of</td>
<td>some of</td>
</tr>
</tbody>
</table>

---

**Exercise 30. Looking at grammar. (Chart 14-6)**

Choose the correct completion.

1. All of that money __________ is mine.
   
   is/are

2. All of the windows __________ open.
   
   is/are

3. We saw one movie. Some of the movie __________ interesting.
   
   was/were

4. We saw five movies. Some of the movies __________ interesting.
   
   was/were

5. A lot of those words __________ new to me.
   
   is/are

6. A lot of that vocabulary __________ new to me.
   
   is/are
7. Half of the glasses _______ empty, and half of the glasses _______ full.

8. Half of the glass _______ empty.

9. Almost all of the air in the city _______ polluted.

10. Almost all of the rivers in this area _______ polluted.

11. Most of the students _______ to class on time.

12. Most of our mail _______ in the morning.

Exercise 31. Listening. (Charts 14-5 and 14-6)

Listen to each sentence. Circle the percentage that means the same as the quantity you hear.

Example: You will hear: Half of the coffee was gone.
You will choose: 100% (50%) 10%

1. 100% 80% 10%
2. 100% 30% 0%
3. 90% 100% 10%
4. 10% 20% 70%
5. 25% 50% 85%
Exercise 32. Let's talk: class activity. (Charts 14-5 and 14-6)
Your teacher will ask you questions. Answer each question using a complete sentence and an expression of quantity (all of, most of, some of, a lot of, three of, etc.). If the answer is zero, use none of. Close your book for this activity.

Example:
TEACHER: How many of the people in this room are wearing shoes?
STUDENT A: All of the people in this room are wearing shoes.
TEACHER: How many of us are wearing blue jeans?
STUDENT B: Some of us are wearing blue jeans.

1. How many of the people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?
4. How many of your classmates are from (name of a country)?
5. How many of the people in this room can speak Chinese?
6. How many of the women in this room are wearing earrings? How many of the men?
7. What are some of your favorite TV programs?
8. How many of the people in this city are friendly?
9. How many of the married women in your country work outside the home?

Exercise 33. Looking at grammar. (Charts 14-5 and 14-6)
Choose the correct sentence in each group.

1. a. Some of furniture is old. 
   b. Some of the furniture are old.
   c. Some of the furniture is old.
2. a. Some of the coins are valuable.
   b. Some of coins are valuable.
   c. Some of the coin are valuable.
3. a. All of people look happy.
   b. All of the people looks happy.
   c. All of the people look happy.
4. a. Almost all of the students are absent.
   b. Almost all of students are absent.
   c. Almost all of the students is absent.
5. a. Half of homework is due.
   b. Half of the homework is due.
   c. Half of the homework are due.
6. a. Half of the assignments is due.
   b. Half of assignments are due.
   c. Half of the assignments are due.
7. a. Most of the apartments is empty.
   b. Most of the apartments are empty.
   c. Most of apartments are empty.

Exercise 34. Warm-up. (Chart 14-7)
Complete the sentences with words that make sense. Are the verbs (in red) singular or plural?

1. After a rain shower, every street is ____________________.
2. During a snowstorm, everything looks ____________________.
3. In the summer, everybody likes _________________.

Nouns and Modifiers 435
### 14-7 Using Every, Everyone, Everybody, Everything

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| (a) **Every student has** a book. | Examples (a) and (b) have essentially the same meaning. Note the following pattern:  
   - *every* + singular noun + singular verb  
   - *Every* is not immediately followed by *of.*  
   - *Every* is immediately followed by a singular noun, as in (a), **NOT** a plural noun. |
| (b) **All of the students have** books. | In (a): *every* + singular noun + singular verb |
|   |   |   |
| (c) **Everyone has** a book. | Examples (c) and (d) have the same meaning.  
   - *Everyone* and *everybody* are followed by a singular verb.  
   - Example (c) is more common in writing.  
   - Example (d) is more common in speaking.* |
| (d) **Everybody has** a book. | In (e): *everything* = each thing  
   - In (f): *Everything* is followed by a singular verb. |
| (e) I looked at *everything* in the museum. | * In general, indefinite pronouns with *one* are more common in writing. Indefinite pronouns with *body* are more common in speaking. |
| (f) **Everything** is okay. |   |

* In general, indefinite pronouns with *one* are more common in writing. Indefinite pronouns with *body* are more common in speaking.

### Exercise 35. Looking at grammar. (Chart 14-7)

Choose the correct completion.

1. All of the _________ books on this desk ________ are mine.  
   - book / books is / are
2. Every _________ on this desk ________ mine.  
   - book / books is / are
3. All of the _________ student ________ here today.  
   - student / students is / are
4. Every _________ student ________ here today.  
   - student / students is / are
5. Every _________ at my college ________ tests regularly.  
   - teacher / teachers gives / give
6. All of the _________ at my college ________ a lot of tests.  
   - teacher / teachers gives / give
7. Every _________ in the world ________ bedtime stories.  
   - child / children likes / like
8. All of the _________ in the world ________ that story.  
   - child / children knows / know
9. All of the _________ in this class _________ studying English.
    person / people    is / are

10. Everyone in this class ____________ to learn English.
    wants / want

11. __________ all of the ____________ in this class speak English well?
    Does / Do  student / students

12. __________ every ____________ in the world like to listen to music?
    Does / Do  person / people

13. __________ all of the ____________ in the world like to dance?
    Does / Do  person / people

14. Every ____________ in Sweden ____________ a good transportation system.
    city / cities    has / have

15. ____________ everybody in the world have enough to eat?
    Does / Do

Exercise 36. Warm-up. (Chart 14-8)
Read the conversation. Can you figure out the answer to the mystery?

A mystery

A: Here’s a puzzle. See if you can solve it.
B: Okay.
A: Victor was standing in his kitchen and looking out the window. It was night. He knew that someone was in the house. He knew that somebody was coming up behind him. How did he know?
B: Did he hear anyone?
A: No, he didn’t hear anybody.
B: Did he see someone behind him?
A: Well, he never turned around.
B: I know! He smelled someone!
A: No, sorry.
B: Did his dog bark?
A: Victor doesn’t have a dog.
B: I have no idea.
### Indefinite Pronouns: Something, Someone, Somebody, Anything, Anyone, Anybody

**Affirmative Statement**
- (a) Mari bought **something**.
- (b) Mari saw **someone**.
- (c) Mari saw **somebody**.

In affirmative sentences, a form of **some** is used: **something**, **someone**, or **somebody**.

**Negative Statement**
- (d) Joe didn't buy **anything**.
- (e) Joe didn't see **anyone**.
- (f) Joe didn't see **anybody**.

In negative sentences, a form of **any** is used: **anything**, **anyone**, or **anybody**.

**Question**
- (g) Did Sam buy **something**?
- (h) Did Sam buy **anything**?
- (i) Did Sam see **someone**?
- (j) Did Sam see **anyone**?
- (k) Did Sam see **somebody**?
- (l) Did Sam see **anybody**?

In questions, a form of **some** or **any** is used: **something/anything**, **someone/anyone**, or **somebody/anybody**.

### Exercise 37. Looking at grammar. (Chart 14-8)

Choose the correct completions. Sometimes both answers are correct.

1. A: Who are you going to work with on the project?  
   B: I'm not going to work with ____.
   - a. anyone  
   - b. anybody

2. A: What do you need from the store?
   B: I don't need ____.
   - a. someone  
   - b. anything

3. A: Did Thomas talk to ____ at the party?
   B: No, he was really quiet.
   - a. somebody  
   - b. someone

4. A: Do you have ____ for me?
   B: Yes, you need to sign these papers.
   - a. anything  
   - b. anybody

5. A: You dropped ____.
   B: Oh, my keys. Thanks!
   - a. anything  
   - b. something
6. A: ____ called, but I don’t remember who or why.
   B: You need to write messages down!
       a. Somebody         b. Anyone

7. A: I have ___ for you: a dozen roses.
   B: For me? Why?
   A: It’s our anniversary. Did you forget?
       a. something    b. someone

   B: I don’t see ____.
       a. anyone         b. anybody

Exercise 38. Looking at grammar. (Chart 14-8)
Complete the sentences. Use something, someone, somebody, anything, or anyone, anybody.

1. I have ___________ in my pocket.
2. Do you have ___________ in your pocket?
3. Ryan doesn’t have ___________ in his pocket.
4. I bought ___________ when I went shopping yesterday.
5. Bianca didn’t buy ___________ when she went shopping.
6. Did you buy ___________ when you went shopping?
7. My roommate is talking to ___________ on the phone.
8. Kyoko didn’t tell ___________ her secret.
9. I didn’t meet ___________ last night.
10. I talked to ___________ at the electric company about my bill.
11. Did you talk to ___________ about your problem?
12. Carla gave me ___________ for my birthday.
13. Frank didn’t give me ___________ for my birthday.
14. Did Frank give you ___________ for your birthday?
15. My brother is sitting at his desk. He’s writing an email to ___________.
16. The hall is empty. I don’t see ___________.

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17. A: Listen. Do you hear a noise?
   B: No, I don’t. I don’t hear ________________.

18. A: Did you talk to Jim on the phone last night?
   B: No. I didn’t talk to ________________.

19. A: Where’s your bike?
   B: ________________ stole it.

20. A: What did you do last weekend?
   B: I didn’t do ________________. I stayed home.

21. A: Does ________________ have some change? I don’t have enough for the vending machine. I want to get ________________ to eat.
   B: Here.
   A: Thanks. I’ll pay you back later.

---

Exercise 39. Looking at grammar. (Chart 14-8)
Your teacher will ask you questions. Answer in complete sentences. Use anything, anyone, or anybody. Close your book for this activity.

1. Close your eyes. Who do you see?
2. Cover your ears. Who do you hear?
3. Close your eyes. What do you see?
4. Cover your ears. What do you hear?
5. You have no money. What are you going to buy at the store?
6. A little boy is holding a candy bar behind his back. His mother asks, “What do you have?” He doesn’t want to tell the truth. What does he say?
7. A little girl hits her baby sister, and the baby starts crying. Her mother asks, “What did you do?” She doesn’t want to tell the truth. What does she say?
Exercise 40. Listening. (Charts 14-5 → 14-8)

Listen to each sentence and choose yes or no.

Example: You will hear: Someone is wearing sunglasses.

You will choose: yes no

1. yes no 3. yes no 5. yes no
2. yes no 4. yes no 6. yes no

Exercise 41. Looking at grammar. (Chapter 14)

Choose the correct completion.

1. The teacher gave a test paper to every ____ in the class.
   a. student c. of student
   b. students d. of students

2. Ariana is a ____ woman.
   a. beautiful Mexican young c. Mexican beautiful young
   b. beautiful young Mexican d. young beautiful Mexican

3. ____ the students in our class have dark hair.
   a. All most of c. Almost
   b. Almost of d. Almost all of

4. I had some ____ soup for lunch.
   a. vegetable good c. good vegetable
   b. good vegetables d. vegetables good

5. The flowers ____.
   a. looked beautiful c. beautiful look
   b. looked beautifully d. beautifully look

6. ____ have jobs after school.
   a. A lots of students c. A lot of students
   b. A lot students d. A lot student

7. I didn't talk to ____.
   a. something c. anything
   b. anyone d. somebody
Exercise 42. Let’s talk. (Chapter 14)
Work in pairs or small groups. Read the facts about eight friends.

Facts:
- Jack, Jim, Jake, John, Jill, Julie, Joan, and Jan are all friends.
- Two of them are secretly engaged.
- They met five months ago.
- They are going to get married next year.

Who is engaged? Read the clues to find out. (Be careful! Some of the clues are only additional information. They will not help you find the answer.)

Fill in the chart as you work through the clues to solve the puzzle.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Clues:
1. For Julie’s wedding next month, she is going to wear her mother’s long white wedding dress. Her mother wore it 30 years ago. → Julie’s wedding is next month. The engaged couple is getting married next year, so it’s not Julie.
2. Joan’s husband is working in another city right now. They hope to see each other soon.
3. Jill and Jack love each other. They met at Jill’s sister’s wedding.
4. Jill’s sister got married a year ago.
5. Jim is the only computer science student in the group.
6. Joan is a computer science teacher. She began teaching two years ago.
7. Jan’s boyfriend is a medical student.
8. All of the friends think Julie is very funny.
9. John loves Jan, but she doesn’t love him. He’s a friend to her, not a boyfriend.

Exercise 43. Check your knowledge. (Chapter 14)
Correct the mistakes.

1. Everybody want to be happily.
2. I didn’t see nobody at the mall.
3. At the library, you need to do your work quiet.
4. I walk in the park every days.
5. Mr. Spencer teaches English very good.
6. The answer looks clearly. Thank you for explaining it.
7. Every grammar test have a lot of difficult questions.
8. I work hard every days.
9. We saw a pretty flowers garden in the park.
10. Galina drives a blue small car.
11. Every of students in the class have a grammar book.
12. The work will take a long time. We can’t finish every things today.
13. Everybody in the world want peace.

Exercise 44. Reading and writing. (Chapter 14)

Part I. Read the passage.

Ways to Create Happiness

Can money buy happiness? Some psychologists try to answer this question. They do “happiness research.” One answer they found is that we can create happiness with memories. We can “buy” memories, and we don’t need to spend a lot of money. They believe that simple things in life can create a lot of wonderful memories. Here are some suggestions they give.

• Take someone in your family to a sports event, such as a soccer match or a baseball game.
• Go camping with family or friends.
• Celebrate something important like graduation.
• Have a meal at a restaurant with family and friends.

It’s also important to do something to save these special memories. One way is with photos, postcards, or souvenirs. When you see these items later, they will remind you of the fun times you had.

Part II. Write one or more paragraphs about a way you can create special memories with someone. Answer these questions in your paragraph(s). (See the writing sample on the next page.)

1. Who is the person (or people)?
2. What do you like to do together and why?
3. How do you remember your time with this person?
Two Simple Ways I Create Special Memories

I like to spend time with my parents. They are elderly, and they don’t drive anymore. We do a few simple things together.

I sometimes go with them for walks. They live in the city, and we like to take walks in the park. I tell them about my week and my plans. They like to hear about my life. We walk for about an hour and enjoy the easy exercise.

I also like to have meals with my parents. Sometimes we go out to a local restaurant. Other times I bring them food from a favorite restaurant or deli.* I buy a nice lunch or dinner, and we eat it at their apartment. Sometimes there is a sports show on TV. We talk about the show while we are eating our meal. We have good memories of our time together.

Part III. Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ use of adjectives and adverbs
5. ___ correct word order for adjectives and adverbs
6. ___ correct spelling (use a dictionary or computer spell-check)

*deli = delicatessen: a store that sells meats and cheeses, and also makes sandwiches, salads, and soups
Chapter 15
Making Comparisons

Exercise 1. Warm-up. (Chart 15-1)
Check (√) the true sentences.

1. ___ Josh is taller than Lisa.
2. ___ Lisa is taller than Josh.
3. ___ Josh is older than Lisa.

15-1 The Comparative: Using -er and More

Mary is 25 years old.
John is 20 years old.

(a) Mary is older than John.
(b) Health is more important than money.

INCORRECT: Mary is more old than John.
INCORRECT: Health is importanter than money.

When we use adjectives (e.g., old, important) to compare two people or two things, the adjectives have special forms.
In (a): We add -er to an adjective, or
In (b): We use more in front of an adjective.
The use of -er or more is called the COMPARATIVE FORM.

Notice in the examples: than follows the comparative form (older than, more important than).

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
</tr>
<tr>
<td>funny</td>
<td>funnier</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
</tr>
<tr>
<td>famous</td>
<td>more famous</td>
</tr>
<tr>
<td>important</td>
<td>more important</td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>far</td>
<td>farther/further</td>
</tr>
</tbody>
</table>

Add -er to one-syllable adjectives.
Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: big—bigger, fat—fatter, hot—hotter, thin—thinner.
If an adjective ends in -y, change the -y to -i and add -er.
Use more in front of adjectives that have two or more syllables (except adjectives that end in -y).
The comparative forms of good, bad, and far are irregular.
**Exercise 2. Looking at grammar. (Chart 15-1)**

Write the comparative form for these adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older than</td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>important</td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
</tr>
<tr>
<td>long</td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td></td>
</tr>
<tr>
<td>sweet</td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3. Looking at grammar. (Chart 15-1)**

Complete the sentences. Use the comparative form of the given words.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfortable</td>
<td>A mattress is ___________ than a floor.</td>
</tr>
<tr>
<td>deep</td>
<td>The Pacific Ocean is ___________ than the Mediterranean Sea.</td>
</tr>
<tr>
<td>important</td>
<td>Love is ________________ money.</td>
</tr>
<tr>
<td>lazy</td>
<td>I'm ___________ my roommate.</td>
</tr>
<tr>
<td>tall</td>
<td>My brother is ___________ I am.*</td>
</tr>
<tr>
<td>heavy</td>
<td>Iron is ___________ wood.</td>
</tr>
</tbody>
</table>

*Formal written English: My brother is taller than I (am).  
Informal spoken English: My brother is taller than me.
Making Comparisons
Exercise 4. Let's talk: pairwork. (Chart 15-1)
Work with a partner. Use the adjective in parentheses to compare each pair of items. Use more or -er.

Example: a mouse, an elephant (small)
→ A mouse is smaller than an elephant.

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>PARTNER B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bus, car (big)</td>
<td>1. this book, that one (good)</td>
</tr>
<tr>
<td>2. my old shoes, my new shoes (comfortable)</td>
<td>2. my hair, her hair (curly)</td>
</tr>
<tr>
<td>3. your hair, my hair (dark)</td>
<td>3. her hair, his hair (straight)</td>
</tr>
<tr>
<td>4. my arm, your arm (long)</td>
<td>4. the weather here, the weather in my hometown (bad)</td>
</tr>
<tr>
<td>5. biology, chemistry (interesting)</td>
<td>5. this chapter, Chapter 10 (easy)</td>
</tr>
</tbody>
</table>

Exercise 5. Let's talk: class activity. (Chart 15-1)
Your teacher will put several different books in a central place. Compare one to another using the given adjectives.

Example: big
Response: This book is bigger than that book/that one.

1. large 5. difficult 9. expensive
2. interesting 6. easy 10. cheap
3. small 7. good 11. thick
4. heavy 8. bad 12. important

Exercise 6. Listening. (Chart 15-1)
Listen to each sentence. Choose the adjective you hear.

Example: You will hear: Sky Airlines is cheaper than World Airlines.
You will choose: cheap cheaper

1. cold colder 7. safe safer
2. cold colder 8. safe safer
3. cold colder 9. safe safer
4. happy happier 10. fresh fresher
5. happy happier 11. funny funnier
6. happy happier 12. funny funnier
Exercise 7. Looking at grammar. (Chart 15-1)
Complete the sentences. Use the comparative form of the words from the box or your own words.

<table>
<thead>
<tr>
<th>big</th>
<th>cold</th>
<th>expensive</th>
<th>hot</th>
<th>large</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>comfortable</td>
<td>fast</td>
<td>important</td>
<td>sweet</td>
</tr>
<tr>
<td>cheap</td>
<td>easy</td>
<td>high</td>
<td>intelligent</td>
<td>warm</td>
</tr>
</tbody>
</table>

1. A bear is ___________ than ___________ a mouse.

2. A lemon is sour. An orange is ________________ a lemon.

3. The weather today is ______________ it was yesterday.

4. When Mrs. Vallero’s feet hurt, she wears tennis shoes. Tennis shoes are ______________ high heels.

5. I can afford a radio but not a TV. A radio is ______________ a TV.

6. An airplane moves quickly. An airplane is ______________ a car.

7. A person can think logically. A person is ______________ an animal.

8. Hills are low. Mountains are ______________ hills.

9. The sun gives off a lot of light. The sun is ______________ the moon.

10. A motorcycle costs a lot of money. A motorcycle is ______________ a bike.

11. Arithmetic isn’t difficult. Arithmetic is ______________ algebra.

12. Good health is ______________ money.
Exercise 8. Let's talk. (Chart 15-1)
Work in pairs, in groups, or as a class. Make comparisons.

Example: feathers to rocks
→ Feathers are lighter than rocks. OR
Rocks are heavier than feathers.

1. an orange to a lemon
2. a lake to an ocean
3. good health to money
4. an airplane to a car
5. a person to an animal
6. the sun to the moon
7. dust to sand
8. arithmetic to algebra
9. bedroom slippers to high heels
10. a giraffe to a person
11. your little finger to your ring finger
12. your ring finger to your thumb
13. love to money
14. a picture from a camera and a picture from a smartphone
15. emailing to texting
16. the weather today to the weather yesterday

Exercise 9. Let's talk: small groups. (Chart 15-1)
Work in small groups. Agree or disagree with the statements. Discuss your answers.

In general,
1. women are stronger than men (physically). yes no
2. women are stronger than men (emotionally). yes no
3. girls are better students than boys. yes no
4. strict parents raise better children than lenient* parents. yes no
5. relaxed teachers are better than serious teachers. yes no
6. cats make better pets than dogs. yes no
7. understanding English is harder than speaking it. yes no
8. writing English is easier than reading it. yes no

*lenient = not strict; not so many rules

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Exercise 10. Let's talk: pairwork. (Chart 15-1)

Work in pairs. Make comparisons.

Partner A: Ask your partner a question. Your book is open.
Partner B: Answer in a complete sentence. Your book is closed.

Example: Name something that is sweeter than an apple.
PARTNER A: What's sweeter than an apple?
PARTNER B: Candy is sweeter than an apple.

1. Name a country that is larger than Mexico.
2. Name a planet that is closer to the sun than the Earth.
3. Name someone who is younger than I am or you are.
4. Name an animal that is more dangerous than a wild dog.
5. Name a bird that is larger than a chicken.
6. Name something that is more expensive than a Mercedes car.
7. Name a sport that is more popular internationally than baseball.
8. Name someone who is more famous than me.

Change roles.
9. Name someone who is taller than you.
10. Name something that is more interesting than basic arithmetic.
11. Name an ocean that is smaller than the Pacific Ocean.
12. Name a place that is farther away from school than your home is.
13. Name an animal that is stronger than a sheep.
14. Name a sport that, in your opinion, is more exciting than golf.
15. Name a place that is colder than this city.
16. Name a place that is more beautiful than this city.

Exercise 11. Warm-up. (Chart 15-2)

Which statements do you agree with?

1. Rome is the prettiest city in the world. yes no
2. Tokyo is the most expensive city in the world. yes no
3. New York is the most exciting city in the world. yes no
15-2 The Superlative: Using -est and Most

(a) COMPARATIVE
My thumb is shorter than my index finger.

(b) SUPERLATIVE
My hand has five fingers. My thumb is the shortest (finger) of all.

The comparative (-er/more) compares two things or people.
The superlative (-est/most) compares three or more things or people.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older (than)</td>
<td>the oldest (of all)</td>
</tr>
<tr>
<td>big*</td>
<td>bigger (than)</td>
<td>the biggest (of all)</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier (than)</td>
<td>the prettiest (of all)</td>
</tr>
<tr>
<td>easy</td>
<td>easier (than)</td>
<td>the easiest (of all)</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive (than)</td>
<td>the most expensive (of all)</td>
</tr>
<tr>
<td>important</td>
<td>more important (than)</td>
<td>the most important (of all)</td>
</tr>
<tr>
<td>good</td>
<td>better (than)</td>
<td>the best (of all)</td>
</tr>
<tr>
<td>bad</td>
<td>worse (than)</td>
<td>the worst (of all)</td>
</tr>
<tr>
<td>far</td>
<td>farther/further (than)</td>
<td>the farthest/furthest (of all)</td>
</tr>
</tbody>
</table>

* Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: big-biggest, fat-fattest, hot-hottest, thin-thinnest.

Exercise 12. Looking at grammar. (Charts 15-1 and 15-2)
Write the comparative and superlative forms of the given adjectives.

<table>
<thead>
<tr>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long</td>
<td>longer than the longest</td>
</tr>
<tr>
<td>2. small</td>
<td></td>
</tr>
<tr>
<td>3. heavy</td>
<td></td>
</tr>
<tr>
<td>4. comfortable</td>
<td></td>
</tr>
<tr>
<td>5. hard</td>
<td></td>
</tr>
<tr>
<td>6. difficult</td>
<td></td>
</tr>
<tr>
<td>7. easy</td>
<td></td>
</tr>
<tr>
<td>8. good</td>
<td></td>
</tr>
<tr>
<td>9. hot</td>
<td></td>
</tr>
<tr>
<td>10. cheap</td>
<td></td>
</tr>
</tbody>
</table>

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Exercise 13. Looking at grammar. (Charts 15-1 and 15-2)
Complete the sentences. Use the comparative or superlative form of the given adjectives.

1. large  
   The largest city in Canada is Toronto.

2. long  
   The Nile is ________________ river in the world.

3. interesting  
   I'm taking four classes. My history class is ________________ of all.

4. high  
   Mt. McKinley in Alaska is ________________ mountain in North America.

5. tall  
   The Sears Tower is ________________ building in Chicago.

6. big  
   Lake Superior is ________________ lake in North America.

7. short  
   February is ________________ month of the year.

8. fast  
   The ________________ way to travel is by airplane.

9. far  
   Neptune is ________________ planet from the sun.

10. beautiful  
    In my opinion, Montreal and Vancouver are ________________ cities in Canada.

11. famous  
    The Gateway Arch is ________________ landmark in St. Louis, Missouri.
12. good In my opinion, Café Fresh has ________________ food in the city.

13. large Asia is ________________ continent in the world.

14. comfortable Theo is sitting in ___________________ chair in the room.

15. good When you feel sad, laughter is ________________ medicine.

16. small Australia is ________________ continent in the world.

17. expensive Gina ordered ________________ food on the menu for dinner last night.

18. easy Taking a taxi is ________________ way to get to the airport.

19. important I think good health is ________________ thing in life.

20. bad In my opinion, Harry’s Steak House is ________________ restaurant in the city.

Exercise 14. Listening. (Charts 15-1 and 15-2)

Look at the people in the picture and listen to each sentence. Choose the correct answer.

Example: You will hear: Selena is the youngest.
You will choose: yes (no)
Exercise 15. Looking at grammar. (Charts 15-1 and 15-2)
Work in small groups or as a class. Make comparisons about each group of pictures.

A. COMPARE THE SIZES OF THE THREE BALLS.

1. The golf ball is _______ smaller than _______ the baseball.
2. The soccer ball is _______ larger than _______ the baseball.
3. The soccer ball is _______ the largest _______ of all.

B. COMPARE THE AGES OF THE THREE CHILDREN.

4. Emma is ______________________ Lin.
5. Lin is ______________________ Tommy.
6. Tommy is ______________________ Lin and Emma.
7. Emma is ______________________ of all.
C. COMPARE THE HEIGHTS OF THE THREE WOMEN.

8. ____________ is the tallest.
9. ____________ is the shortest.
10. ____________ is taller than ____________ but shorter than ____________.

D. COMPARE THE STRENGTH OF THE THREE MEN.

11. __________________
12. __________________
13. __________________
14. __________________
E. COMPARE THE PRICES OF THE THREE VEHICLES.

[Images of a bicycle, a car, and a motorcycle]

15. 

16. 

17. 

18. 

F. COMPARE THE GRADES OF THE THREE TEST PAPERS.

[Images of test papers with equations and grades]

19. 

20. 

21. 

22.
Exercise 16. Looking at grammar. (Charts 15-1 and 15-2)
Complete the sentences. Use the correct form (comparative or superlative) of the given adjectives.

1. long  The Yangtze River is ______________________ the Mississippi River.

2. long  The Nile is _______________________ river in the world.

3. large  The Caribbean Sea is ______________________ the Mediterranean Sea.

4. large  The Caribbean Sea is ______________________ sea in the world.

5. high   Mt. Everest is ______________________ mountain in the world.

6. high   Mt. Everest is ______________________ Mt. McKinley.

7. big    Africa is ______________________ North America.

8. small  Europe is ______________________ South America.

9. large  Asia is ______________________ continent in the world.

10. big   Canada is ______________________ the United States in area.

11. large  Indonesia is ______________________ Japan in population.

12. good  Fruit is ______________________ for your health __________________ candy.

13. good  The student cafeteria has ______________________ roast beef sandwiches in the city.
14. comfortable I have a pair of boots, a pair of sandals, and a pair of running shoes.
   The sandals are ____________________________
   the boots, but the running shoes are ________________
   ________________________ of all.

15. easy This exercise is ________________________ the next one.

16. bad A: Which is _________________: a backache or a toothache?
    B: I think a toothache is much ________________________
    a backache.

- **Exercise 17. Listening.** (Charts 15-1 and 15-2)
  Listen to the sentences about shopping in a clothing store. Write the words you hear.
  1. The blue dress ______ is more expensive than _______ the red one.
  2. Well, I think the red one looks ________________.
  3. Is it too ________________, or does it look okay?
  4. It's ________________ of all the dresses you tried on.
  5. I'm not going to buy the brown shoes. They're too ________________.
  6. This hat is too small. I need a ________________ size.
  7. Here, this is ________________ size they have.
  8. I need a belt, but that one is ________________ my old one.
  9. Is this belt ________________ enough?
  10. It's perfect. And it's ________________ of all of them.

- **Exercise 18. Warm-up.** (Chart 15-3)
  Complete the sentences with your own words.
  1. One of my favorite foods is ________________.
  2. One of the best movies in theaters right now is ________________.
  3. One of the hardest classes for me is ________________.
  4. One of the most interesting cities to visit is ________________.
15-3 Using *One Of* + Superlative + Plural Noun

(a) The Amazon is *one of the longest rivers* in the world.

Incorrect: The Amazon is one of the longest river in the world.

Incorrect: The Amazon is one of longest rivers in the world.

(b) A Rolls Royce is *one of the most expensive cars* in the world.

(c) Alice is *one of the most intelligent people* in our class.

The superlative often follows *one of*.
Notice the pattern: *one of* + superlative + plural noun

Exercise 19. Looking at grammar. (Chart 15-3)

Use the given phrases to make sentences. Use *one of* + superlative + plural noun.

1. a high mountain in the world
   → Mt. McKinley is one of the highest mountains in the world.

2. a pretty park in (the world)
   → Monsanto Forest Park in Lisbon is one of the prettiest parks in the world.

3. a tall person in our class
   → Talal is one of the tallest people* in our class.

4. a big city in the world

5. a beautiful place in the world

6. a long river in the world

7. a good restaurant in (this city)

8. a famous landmark in the world

9. an important event in the history of the world

Exercise 20. Let's talk: class interview. (Chart 15-3)

Walk around the room. Ask and answer questions using *one of* + superlative + plural noun.
Ask two students each question. Write their first names and their answers. Then ask two different students the next question. Share some of their answers with the class.

Example: a big city in Canada

Question: What is one of the biggest cities in Canada?

Student A: Toronto is one of the biggest cities in Canada.

Student B: Vancouver is one of the biggest cities in Canada.

* People is usually used instead of persons in the plural.
<table>
<thead>
<tr>
<th></th>
<th>NAME</th>
<th>ANSWER</th>
<th>NAME</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a big city in Asia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>a large state in the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>a beautiful city in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>a tall person in our class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>a good place to visit in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>a famous person in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>an important thing in life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>a bad restaurant in <em>this city</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>a famous landmark in <em>name of a country</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>a tall building in <em>name of a city</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>a dangerous sport in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>a serious problem in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 21. Let's talk. (Charts 15-2 and 15-3)
Work in small groups or as a class. Answer these questions.
1. How many brothers and sisters do you have? Are you the oldest?
2. Who is one of the most famous movie stars in the world?
3. In your opinion, what is the scariest animal in the world?
4. In your opinion, what is one of the most frightening natural events (earthquake, cyclone, volcano, tsunami, etc.)?
5. What is one of the most important inventions in the modern world?
6. What is one of the worst experiences of your life?
7. What are the best things in life?
8. What was the happiest day of your life — or one of the happiest days of your life?
9. Who are the most important people in your life today?

Exercise 22. Let's talk: small groups. (Charts 15-1 → 15-3)
First, take the entire quiz by yourself. Circle the letters of the correct answers. If you don't know an answer, guess. Second, form small groups to discuss your answers. You can figure out the correct answers by looking at the Table of Statistics on p. 465.

Part I.
1. What is the longest river in the world?
   a. the Yangtze
   b. the Amazon
   c. the Nile
   d. the Mississippi
2. Is the Amazon River longer than the Mississippi River?
   a. yes
   b. no
3. Is the Yangtze River longer than the Mississippi River?
   a. yes
   b. no
4. Which two rivers are almost the same length?
   a. the Nile and the Amazon
   b. the Amazon and the Yangtze
   c. the Nile and the Mississippi
   d. the Mississippi and the Amazon
Part II.

5. What is the largest sea in the world?
   a. the Mediterranean Sea
   b. the South China Sea
   c. the Caribbean Sea

6. Is the South China Sea the smallest of the three seas listed above?
   a. yes
   b. no

Part III.

7. What is the deepest ocean in the world?
   a. the Atlantic Ocean
   b. the Indian Ocean
   c. the Pacific Ocean

8. Is the Indian Ocean larger than the Atlantic Ocean?
   a. yes
   b. no

Part IV.

9. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

   Africa    Europe
   ✓ Antarctica   North America
   Asia   South America
   Australia

   (1) ___________________________ (the largest)
   (2) ___________________________
   (3) ___________________________
   (4) ___________________________ Antarctica
   (5) ___________________________
   (6) ___________________________
   (7) ___________________________ (the smallest)
Part V.

10. Which of the following cities has the largest population in the world?
   a. New York City, U.S.A.
   b. Seoul, South Korea
   c. Tokyo, Japan
   d. Mexico City, Mexico

11. Is the population of Sao Paulo, Brazil, larger than the population of New York City, U.S.A.?
   a. yes
   b. no

12. Is the population of Sao Paulo, Brazil, larger than the population of Seoul, South Korea?
   a. yes
   b. no

13. What is the largest city in North America?
   a. Mexico City
   b. New York City

Part VI.

14. Which of the following countries has the largest area in the world?
   a. Canada
   b. China
   c. the United States
   d. Brazil

15. Which of the following two countries is larger in area?
   a. Canada
   b. Brazil

16. Which of the following countries has the largest population in the world?
   a. India
   b. Indonesia
   c. the United States
   d. China

17. Which of the following two countries has the larger population?
   a. India
   b. Indonesia

18. Which of the following two countries has the larger population?
   a. the United States
   b. Brazil

19. Which of the following two countries has the smaller population?
   a. Egypt
   b. Japan
<table>
<thead>
<tr>
<th>PART I.</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Amazon River</td>
<td>4,000 miles</td>
</tr>
<tr>
<td>the Mississippi River</td>
<td>2,350 miles</td>
</tr>
<tr>
<td>the Nile River</td>
<td>4,160 miles</td>
</tr>
<tr>
<td>the Yangtze River</td>
<td>3,900 miles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART II.</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Caribbean Sea</td>
<td>970,000 square miles</td>
</tr>
<tr>
<td>the Mediterranean Sea</td>
<td>969,000 square miles</td>
</tr>
<tr>
<td>the South China Sea</td>
<td>895,000 square miles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART III.</th>
<th>SIZE</th>
<th>AVERAGE DEPTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Ocean</td>
<td>31,820,000 square miles</td>
<td>12,100 feet</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>29,000,000 square miles</td>
<td>12,750 feet</td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>64,000,000 square miles</td>
<td>13,000 feet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART IV.</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>12,000,000 square miles</td>
</tr>
<tr>
<td>Antarctica</td>
<td>7,000,000 square miles</td>
</tr>
<tr>
<td>Asia</td>
<td>17,129,000 square miles</td>
</tr>
<tr>
<td>Australia</td>
<td>3,000,000 square miles</td>
</tr>
<tr>
<td>Europe</td>
<td>3,837,000 square miles</td>
</tr>
<tr>
<td>North America</td>
<td>9,355,000 square miles</td>
</tr>
<tr>
<td>South America</td>
<td>6,886,000 square miles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART V.</th>
<th>POPULATION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico City, Mexico</td>
<td>20 million</td>
</tr>
<tr>
<td>New York, U.S.A.</td>
<td>21 million</td>
</tr>
<tr>
<td>Sao Paulo, Brazil</td>
<td>20 million</td>
</tr>
<tr>
<td>Seoul, South Korea</td>
<td>23 million</td>
</tr>
<tr>
<td>Tokyo, Japan</td>
<td>37 million</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART VI.</th>
<th>AREA</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>3,265,059 sq mi</td>
<td>206 million</td>
</tr>
<tr>
<td>Canada</td>
<td>3,612,187 sq mi</td>
<td>34 million</td>
</tr>
<tr>
<td>China</td>
<td>3,600,927 sq mi</td>
<td>1,343 million*</td>
</tr>
<tr>
<td>Egypt</td>
<td>384,000 sq mi</td>
<td>84 million</td>
</tr>
<tr>
<td>India</td>
<td>1,147,949 sq mi</td>
<td>1,205 million</td>
</tr>
<tr>
<td>Indonesia</td>
<td>767,777 sq mi</td>
<td>248 million</td>
</tr>
<tr>
<td>Japan</td>
<td>146,000 sq mi</td>
<td>127 million</td>
</tr>
<tr>
<td>the United States</td>
<td>3,539,224 sq mi</td>
<td>314 million</td>
</tr>
</tbody>
</table>

*Approximate population; 1,343 million is said as “one billion, three hundred forty-three million.”
Exercise 23. Reading and grammar. (Charts 15-1 → 15-3)

Read the story and underline the comparisons. Then answer the question. Give several reasons for your answer. Look at new vocabulary with your teacher first.

Which Phone?

Jon needs to buy a cell phone. He is trying to decide if he should get a basic phone or a smart phone. His teenage children want him to get a smart phone. They say it is more useful than a basic phone.

With a smart phone, Jon can use the Internet to get news and weather, play games, use social media, shop, etc. With a basic phone, Jon can just send voice and text messages and take pictures.

Jon sometimes travels. Right now he uses the Internet on his computer when he has Wi-Fi access. With a smart phone, Jon can always get on the Internet. But he doesn’t really like to surf the Internet on a phone screen because his eyesight isn’t very good.

John wants to be able to send text messages to his wife and kids. Texting on a smart phone is easier than on a basic phone because a smart phone has a QWERTY keyboard.

Jon doesn’t like to spend money. A basic phone is cheaper than a smart phone. Also, the service plan for a basic phone is cheaper.

Jon’s kids keep telling him a smart phone is more convenient and modern. They say one of the best things about a smart phone is that it is “cool-looking.” Jon doesn’t care about that, but in general, he likes to make his children happy.

QUESTION: Which type of phone do you think Jon should buy and why?

Exercise 24. Warm-up. (Chart 15-4)

Answer the questions.

1. Who speaks English more fluently: you or your teacher?
2. Who speaks your language more slowly: you or someone in your family?
3. Who gets to school earlier: you or a classmate?
15-4 Making Comparisons with Adverbs

<table>
<thead>
<tr>
<th>(a) Kim speaks more fluently than Ali (does).</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>more fluently more slowly more quickly</td>
<td>the most fluently the most slowly the most quickly</td>
<td></td>
</tr>
<tr>
<td>(b) Anna speaks the most fluently of all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Mike worked harder than Sam (did).</td>
<td>harder</td>
<td>the hardest</td>
</tr>
<tr>
<td>(d) Sue worked the hardest of all.</td>
<td>faster</td>
<td>the fastest</td>
</tr>
<tr>
<td>(e) Rosa writes better than I do.</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>(f) Kim writes the best of all.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use more and most with adverbs that end in -ly.*

Use -er and -est with irregular adverbs: hard, fast, early, late.

Better and best are forms of the adverb well.

*Exception: early-earlier-the earliest

Exercise 25. Looking at grammar. (Chart 15-4)

Complete the sentences with the correct form (comparative or superlative) of the given adverbs.

1. late Diana got home ___________ later than ___________ Claire (did).
2. quickly I finished my work ___________ Jamal (did).
3. beautifully Zara sings ___________ Lila (does).
4. beautifully Arianna sings ___________ of all.
5. hard My sister works ___________ I (do).
6. hard My brother works ___________ of all.
7. carefully My husband drives ___________ I (do).
8. early We arrived at the party ___________ the Smiths (did).
9. early The Wilsons arrived at the party ___________ of all.
10. well You can write ___________ I (can).
11. well Pavel can write ___________ of all.
12. clearly Larisa pronounces her words ___________ Katerina (does).
13. fluently Ava speaks Spanish ____________________________ I (do).
14. fluently Ian speaks Spanish ____________________________ of all.

Exercise 26. Looking at grammar. (Chart 15-1 → 15-4)
Use the correct form (adjective or adverb, comparative or superlative) of the given words.

1. careful Molly drives __________ more carefully than her ___________ brother does.
2. beautiful A tiger is __________________________ a goat.
3. neat Yukio’s apartment is __________________________ mine.
4. neat Henry’s apartment is __________________________ of all.
5. neat You write __________________________ I do.
6. neat Lauren writes __________________________ of all.
7. clear This author explains her ideas __________________________ that author.
8. good I like rock music __________________________ classical music.
9. good My husband can sing __________________________ I can.
10. good My daughter can sing __________________________ of all.
11. late David usually goes to bed __________________________ his roommate.
12. clear Helen pronounces her words __________________________ of all the students in the class.
13. sharp A razor is usually __________________________ a kitchen knife.
14. artistic My son is __________________________ my daughter.
15. slow I eat __________________________ my husband does.
16. long Serena has the __________________________ hair of all the kids in her class.

Exercise 27. Listening. (Charts 15-1 → 15-4)
Listen to each sentence. Write the words you hear.

1. I work ______ faster than ______ Alec does.
2. Toshi finished his work __________________________ of all.
3. Mimi studies __________________________ Fred.
4. Jean studies __________ of all.
5. Is a motorcycle __________ a bike?
7. A turtle moves __________ a cat does.
8. This suitcase is __________ that one.
9. My glasses are __________ my contact lenses.
10. I can see __________ with my glasses.

Exercise 28. Warm-up. (Chart 15-5)
Agree or disagree with these statements about sports.

1. Golf is similar to baseball.  
2. Badminton and tennis are the same.  
3. Diving is very different from skydiving.

yes  no  
yes  no  
yes  no
**Exercise 29. Let’s talk: class activity.** (Chart 15-5)

Answer the questions.

1. Are Pictures A and B the same?
2. Are Pictures A and C the same?
3. Are Pictures A and C similar?
4. Are Pictures A and C different?
5. Are Pictures C and D similar?
6. Are Pictures C and D different?

**Exercise 30. Looking at grammar.** (Chart 15-5)

Complete the sentences. Use *the same (as)*, *similar (to)*, and *different (from)* in your completions.

1. A ___________ is the same as ___________ F.
2. D and E ___________ are similar* or ___________ are different ___________.
3. C ___________ D.

*Similar gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle, and E is a square).
Exercise 31. Listening. (Chart 15-5)
Listen to the comparisons of Pictures A through G in Exercise 30. Are these comparisons correct?

Example: You will hear: A and F are the same.
You will choose: yes no

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

Exercise 32. Let’s talk: class activity. (Chart 15-5)
Answer the questions.

1. Which figures have the same design?
2. Is there at least one figure that is different from all the rest?

Just for fun:
3. How many triangles are there in figure 1? (Answer: Seven.)
4. How many triangles are there in figure 2?
5. How many triangles are there in figure 6?
Exercise 33. Let's talk: class activity. (Chart 15-5)
Your teacher will ask you questions. Practice using the same (as), similar (to), and different (from). Close your book for this activity.

Example: Look at ( . . . )’s clothes and ( . . . )’s clothes. What is different about them?
Response: Their shoes are different. ( . . . ) is wearing running shoes, and ( . . . ) is wearing sandals.

1. Look around the room. Name things that are the same.
2. Look around the room. Name things that are similar but not the same.
3. Find two pens that are the same length. Find two pieces of paper that are the same size. Find two notebooks that are different sizes.
4. Find two people in the class who are wearing (earrings). Are their (earrings) the same, similar, or different?
5. Who in the class has a (notebook, briefcase, backpack) that is similar to yours? Does anyone have a (notebook, briefcase, backpack) that is the same as yours?
6. Do any of the people in this room have the same hairstyle? Name two people who have similar hairstyles.
7. Whose shirt is the same color as yours today? Name some things in this room that are the same color. Name things that are similar colors.
8. Do any of the people in this room come from the same country? Who? Name two people who come from different countries.
9. Name an animal that is similar to a tiger. Name a bird that is similar to a duck.
10. Are Egypt and Italy on the same continent? Egypt and Algeria? Thailand and South Korea? Mexico and Brazil?

Exercise 34. Warm-up. (Chart 15-6)
Which statements do you agree with?

1. a. White chocolate and dark chocolate are alike.
   b. White chocolate is not like dark chocolate.

2. a. Broccoli and cauliflower are alike.
   b. Broccoli is not like cauliflower.

3. a. Towels are like sheets.
   b. Towels and sheets aren’t alike.
Comparisons: Using *Like* and *Alike*

You have a pen with blue ink.
I have a pen with blue ink.

(a) Your pen *is like* my pen.
(b) Your pen and my pen *are alike.*
(c) Our pens *are alike.*

*like* = similar to
*alike* = similar

*Like* and *alike* have the same meaning, but the sentence patterns are different.

*this* + *be* + *like* + *that*
*this* and *that* + *be* + *alike*

**Exercise 35. Let's talk: pairwork.** *(Chart 15-6)*

Work with a partner. Take turns making sentences with *like.* Check (√) the things in Column B that compare with the items in Column A. Discuss the ways in which the two things you are comparing are similar.

*Example:* a pencil, a bus

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a pencil</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a bus</td>
<td>a human hand</td>
</tr>
<tr>
<td></td>
<td>✓ a pen</td>
</tr>
<tr>
<td></td>
<td>✓ a lemon</td>
</tr>
<tr>
<td></td>
<td>✓ a taxi</td>
</tr>
</tbody>
</table>

**PARTNER A:** A pencil is like a pen in some ways. You can write with both of them. Your turn now.

**PARTNER B:** A bus is like a taxi. You can ride in both of them. Your turn now.

*Etc.*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a bush</td>
<td>a glass</td>
</tr>
<tr>
<td>2. a cup</td>
<td>a human hand</td>
</tr>
<tr>
<td>3. a hill</td>
<td>a lemon</td>
</tr>
<tr>
<td>4. honey</td>
<td>a chair</td>
</tr>
<tr>
<td>5. a monkey’s hand</td>
<td>a mountain</td>
</tr>
<tr>
<td>6. an orange</td>
<td>an ocean</td>
</tr>
<tr>
<td>7. an alley</td>
<td>a street</td>
</tr>
<tr>
<td>8. a sea</td>
<td>sugar</td>
</tr>
<tr>
<td>9. a couch</td>
<td>a bird</td>
</tr>
<tr>
<td>10. a jacket</td>
<td>a suit coat</td>
</tr>
<tr>
<td>11. a butterfly</td>
<td>a tree</td>
</tr>
</tbody>
</table>

Making Comparisons 473
Exercise 36. Looking at grammar. (Chart 15-6)
Complete the sentences with like and alike.

1. You and I have similar books. In other words, your book is ________ mine.
   Our books are _______ alike _______.

2. Mr. Wong and I have similar coats. In other words, Mr. Wong's coat is ______________ mine. Our coats are ______________.

3. Tess and Matt have similar cars. In other words, their cars are ______________.

4. You and I have similar hats. In other words, your hat is ______________ mine.

5. A town is ______________ a city in some ways.

6. A foot and a hand are ______________ in some ways but different in other ways.

7. A dormitory and an apartment building are ______________ in many ways.

8. A motorcycle is ______________ a bike in some ways.

Exercise 37. Looking at grammar. (Charts 15-5 and 15-6)
Choose all the completions that are grammatically correct and make sense.

1. French and Spanish are _____.
   a. different from
   b. like
   c. alike
   d. the same
   e. similar

2. French is ____ Spanish.
   a. different from
   b. similar
   c. alike
   d. the same as
   e. similar to

3. Coffee tastes ____ lemonade.
   a. different
   b. similar to
   c. the same as
   d. different from
   e. like

4. Fog and smog sometimes look _____.
   a. similar to
   b. similar
   c. like
   d. different from
   e. alike

Exercise 38. Warm-up. (Chart 15-7)
Complete the sentences. Give your opinion.

1. The weather in ______________ is often cold and wet, but the weather in
   ______________ is often warm and clear.
2. ___________ is a great place for a vacation, but ___________ is a boring place to visit.

(name of a city)

**Exercise 39. Looking at grammar. (Chart 15-7)**

Complete the sentences with adjectives.

1. An orange is sweet, but a lemon is ________
2. The coffee in this cup is hot, but the coffee in that cup is ________
3. These dishes are clean, but those dishes are ________
4. This suitcase is heavy, but that suitcase is ________
5. My hair is light, but my brother’s hair is ________
6. These shoes are uncomfortable, but those shoes are ________
7. This street is narrow, but that street is ________
8. This exercise is easy, but that exercise is ________
9. A chicken is stupid, but a human being is ________
10. This answer is right, but that answer is ________
11. This towel is dry, but that towel is ________
12. This cup is full, but that cup is ________
13. Those dishcloths are dirty, but these dishcloths are ________
14. A pillow is soft, but a rock is ________
Exercise 40. Listening. (Chart 15-7)

Listen to each sentence and write an adjective with the opposite meaning.

Example: You will hear: This exercise is easy, but that exercise is . . .
You will write: _________ hard _________.

1. __________________________. 5. __________________________.
2. __________________________. 6. __________________________.
3. __________________________. 7. __________________________.
4. __________________________. 8. __________________________.

Exercise 41. Warm-up. (Chart 15-8)

Are any of these sentences true for you? What do you notice about the verbs in red?

1. I don’t study a lot, but my friends do. T F
2. I can’t fly an airplane, but someone in my family can. T F
3. I like rock music, but some of my friends don’t. T F
4. I will be here next year, but some of my friends won’t. T F
5. I didn’t drive to school today, but my teacher did. T F
6. I grew up with a pet, but my parents didn’t. T F

15-8 Using Verbs after But

<table>
<thead>
<tr>
<th>AFFIRMATIVE VERB</th>
<th>+ BUT</th>
<th>+ NEGATIVE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) John <strong>is</strong> rich,</td>
<td>but</td>
<td>Mary <strong>isn’t</strong>.</td>
</tr>
<tr>
<td>(b) Balls <strong>are</strong> round,</td>
<td>but</td>
<td>boxes <strong>aren’t</strong>.</td>
</tr>
<tr>
<td>(c) I <strong>was</strong> in class,</td>
<td>but</td>
<td>Po <strong>wasn’t</strong>.</td>
</tr>
<tr>
<td>(d) Sue <strong>studies</strong> hard,</td>
<td>but</td>
<td>Sam <strong>doesn’t</strong>.</td>
</tr>
<tr>
<td>(e) We <strong>like</strong> movies,</td>
<td>but</td>
<td>they <strong>don’t</strong>.</td>
</tr>
<tr>
<td>(f) Alex <strong>came</strong>,</td>
<td>but</td>
<td>Maria <strong>didn’t</strong>.</td>
</tr>
<tr>
<td>(g) People <strong>can</strong> talk,</td>
<td>but</td>
<td>animals <strong>can’t</strong>.</td>
</tr>
<tr>
<td>(h) Olga <strong>will</strong> be there,</td>
<td>but</td>
<td>Ivan <strong>won’t</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE VERB</th>
<th>+ BUT</th>
<th>+ AFFIRMATIVE VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Mary <strong>isn’t</strong> rich,</td>
<td>but</td>
<td>John <strong>is</strong>.</td>
</tr>
<tr>
<td>(j) Boxes <strong>aren’t</strong> round,</td>
<td>but</td>
<td>balls <strong>are</strong>.</td>
</tr>
<tr>
<td>(k) Po <strong>wasn’t</strong> in class,</td>
<td>but</td>
<td>I <strong>was</strong>.</td>
</tr>
<tr>
<td>(l) Sam <strong>doesn’t</strong> study,</td>
<td>but</td>
<td>Sue <strong>does</strong>.</td>
</tr>
<tr>
<td>(m) They <strong>don’t</strong> like cats,</td>
<td>but</td>
<td>we <strong>do</strong>.</td>
</tr>
<tr>
<td>(n) Maria <strong>didn’t</strong> come,</td>
<td>but</td>
<td>Alex <strong>did</strong>.</td>
</tr>
<tr>
<td>(o) Animals <strong>can’t</strong> talk,</td>
<td>but</td>
<td>people <strong>can</strong>.</td>
</tr>
<tr>
<td>(p) Ivan <strong>won’t</strong> be there,</td>
<td>but</td>
<td>Olga <strong>will</strong>.</td>
</tr>
</tbody>
</table>

Often the verb phrase following but is shortened, as in the examples.
Exercise 42. Looking at grammar. (Chart 15-8)
Complete each sentence with an appropriate verb, affirmative or negative.

1. Lana is at home, but her husband isn't.
2. Hiroki isn't at home, but his wife.
3. Beds are comfortable, but park benches.
4. I wasn't at home last night, but my roommate.
5. Fran was in class yesterday, but Irena and Maggie.
6. I don't want to go to the movie, but my friends.
7. Tariq can speak French, but I.
8. Leah will be at the meeting, but Evelyn.
9. This shirt is clean, but that one.
10. These shoes aren't comfortable, but those shoes.
11. Ethan doesn't write clearly, but Andrew.
12. I ate breakfast this morning, but my roommate.
13. Carol has a car, but Jerry.
14. Jerry doesn't have a car, but Carol.
15. Ron was at the party, but his wife.
16. Ron went to the party, but his wife.
17. Boris can't speak Spanish, but his wife.
18. I won't be at home tonight, but Mia.
19. Liam will be in class tomorrow, but Tyler.
20. Olivia won't be here tomorrow, but Renata.
21. The hotel wasn't expensive, but the plane tickets.
22. Evan is going to graduate on time, but his twin bother.
23. Gabrielle doesn't know how to drive yet, but her friends.
24. I have to work late tonight, but my co-workers.
Exercise 43. Listening. (Chart 15-8)

Listen to the sentences. Complete each sentence with an appropriate verb, affirmative or negative.

*Example:* You will hear: The students wanted to play a vocabulary game, but their teacher . . .

You will write: ___ didn't ___

1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________

Exercise 44. Let's talk: class activity. (Chart 15-8)

Your teacher will ask you questions. Answer them using *but.* Close your book for this activity.

*Example:* Who in the class was at home last night? Who wasn't at home last night?

**TEACHER:** Who was at home last night?

**STUDENT A:** I was.

**TEACHER:** Who wasn't at home last night?

**STUDENT B:** I wasn't at home last night.

**TEACHER:** (to Student C) Summarize, using *but.*

**STUDENT C:** (Student A) was at home last night, but (Student B) wasn't.

1. Who wears glasses? Who doesn't wear glasses?
2. Who is married? Who isn't married?
3. Who didn't watch TV last night? Who watched TV last night?
4. Who will be in class tomorrow? Who won't be in class tomorrow?
5. Who has a pet? Who doesn't have a pet?
6. Who studied last night? Who didn't study last night?
7. Who can play *(a musical instrument)*? Who can't play *(that musical instrument)*?
8. Who is hungry right now? Who isn't hungry right now?
9. Who lives in an apartment? Who doesn't live in an apartment?
10. Who doesn't drink coffee? Who drinks coffee?
11. Who won't be at home tonight? Who will be at home tonight?
12. Who was in class yesterday? Who wasn't in class yesterday?
13. Who can't speak *(a language)*? Who can speak *(a language)*?
14. Who didn't stay home last night? Who stayed home last night?
15. Who has ___? Who doesn't have ___?
Exercise 45. Let's talk: pairwork. (Chart 15-8)
Work with a partner. Picture A and Picture B are not the same. There are many differences between them. Can you find all of the differences? Take turns pointing out the differences.

Example:
PARTNER A: The woman is sitting in Picture A, but she's lying down in Picture B.
Your turn now.
PARTNER B: There's a small fish in Picture A but a large fish in Picture B.
Your turn now.
Etc.
Exercise 46. Let's talk: pairwork. (Chapter 15)

Work with a partner.
Partner B: Answer in complete sentences. Your book is closed.

1. What’s the longest river in the world?*
2. What’s the biggest continent? What’s the second biggest continent?
3. What country has the largest population?
4. Is a square the same as a rectangle?
5. Name a country that is farther south than Mexico.
6. Name an animal that is similar to a horse.
7. Name a place that is noisier than a library.
8. Is a dormitory like an apartment building? How are they different/similar?
9. Is ( . . . )’s grammar book different from yours?
10. What is one of the most famous landmarks in the world?

Change roles.

11. Is the population of Seoul, South Korea, larger or smaller than the population of São Paulo, Brazil?
12. Is the Atlantic Ocean deeper than the Indian Ocean?
13. What’s the smallest continent in the world?
14. Name two students in this class who speak the same native language. Do they come from the same country?
15. Look at all the desks in the classroom. Are they different? How?
16. Is a lake like a river? How are they different? How are they similar?
17. Name an insect that is smaller than a bee.
18. Name a city that is farther north than Rome, Italy.
19. What is the most popular sport in your country?
20. What is one of the most important inventions in the modern world? Why is it more important than (name of another invention)?

Exercise 47. Looking at grammar. (Chapter 15)

Choose the correct completion.

1. A lion is ____ a tiger.
   a. similar       b. similar with       c. similar from       d. similar to

2. Lions and tigers are ____.
   a. the same       b. similar       c. similar to       d. the same as

3. Good health is one of ____ in a person’s life.
   a. best thing       b. the best thing       c. the best things       d. best things

*If you need to, look at the Table of Statistics on p. 465.
4. There were many chairs in the room. I sat in ____ chair.
   a. the comfortablest  c. most comfortable
   b. the most comfortable d. more comfortable

5. Jane’s story was ____ Jack’s story.
   a. funnier than c. more funnier than
   b. funny than d. more funny

6. My last name is ____ my cousin’s.
   a. same c. same as
   b. same as d. the same as

7. I live ____ away from school than you do.
   a. far b. farther c. more far d. farthest

8. Emir speaks ____ than Hamid.
   a. more clearly c. more clear
   b. clearlier d. more clearer

9. Roger works hard every day, but his brother ____.
   a. is b. isn’t c. does d. doesn’t

Exercise 48. Check your knowledge. (Chapter 15)
Correct the mistakes.

1. English is hard, more than my language.

2. A monkey is intelligenter than a cow.

3. My grade on the test was worst from yours. You got a more better grade.

4. Soccer is one of most popular sport in the world.

5. Felix speaks English more fluent than Ernesto.

6. Girls and boys are different. Girls are different to boys.

7. A rectangle and a square similar.

8. Nola’s coat is similar with mine.

9. Victor’s coat is same mine.

10. Nicolas and Malena aren’t a same height. Nicolas is more tall than Malena.

11. Professor Wilson teaches full-time, but her husband isn’t.

12. Your pen, my pen they alike.
13. My cousin is the same age with my brother.
14. What is most pretty place in the world?
15. For me, chemistry most difficult than biology.

**Exercise 49. Reading and writing.** (Chapter 15)

*Part I.* Read the story.

**My Best Friend**

My best friend is Jacob. We have an interesting friendship because we are similar and different in several ways.

We like to study, and we are both smart but in different subjects. His math scores are higher than mine, but my language and history grades are better than his.

Physically we are not alike. Jacob is medium height and very athletic. He is stronger than me, and he can run faster than me. I am tall, and I can’t lift heavy weights because it hurts my back. I’m also a slower runner than Jacob.

We like to go to sports events together. One of our favorite sports is baseball. We can talk about baseball for hours.

Jacob is quiet, and I am more talkative. Sometimes Jacob says I talk too much, but he laughs when he says it. He is a better listener than me, so people say we make a good pair.

We enjoy our time together. We think this is because we’re not the same and we’re not really different.

*Part II.* Write one or more paragraph(s) about you and a friend. Write about your similarities and differences. The box contains comparison words you may want to use in your paragraph.

**WORDS USED IN COMPARISONS**

- alike
- but
- different (from)
- -er/more
- -est/most
- similar (to)
- the same (as)
- like

*Part III.* Editing check: Work individually or change papers with a partner. Check (✓) for the following:

1. ___ indented paragraph
2. ___ capital letter at the beginning of each sentence
3. ___ period at the end of each sentence
4. ___ use of -er/more for comparing two things
5. ___ use of the -est/most for comparing three or more things
6. ___ correct use of like/alike, similar (to), the same (as), different (from)
7. ___ correct spelling (use a dictionary or computer spell-check)
Appendix 1

English Handwriting

<table>
<thead>
<tr>
<th>PRINTING</th>
<th>CURSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Jj</td>
</tr>
<tr>
<td>Bb</td>
<td>Kk</td>
</tr>
<tr>
<td>Cc</td>
<td>Ll</td>
</tr>
<tr>
<td>Dd</td>
<td>Mm</td>
</tr>
<tr>
<td>Ee</td>
<td>Nn</td>
</tr>
<tr>
<td>Ff</td>
<td>Oo</td>
</tr>
<tr>
<td>Gg</td>
<td>Pp</td>
</tr>
<tr>
<td>Hh</td>
<td>Qq</td>
</tr>
<tr>
<td>ii</td>
<td>Rr</td>
</tr>
</tbody>
</table>

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

*The letter z is pronounced “zee” in American English and “zed” in British English.
### CARDINAL NUMBERS

1. one  
2. two  
3. three  
4. four  
5. five  
6. six  
7. seven  
8. eight  
9. nine  
10. ten  
11. eleven  
12. twelve  
13. thirteen  
14. fourteen  
15. fifteen  
16. sixteen  
17. seventeen  
18. eighteen  
19. nineteen  
20. twenty  
21. twenty-one  
22. twenty-two  
23. twenty-three  
24. twenty-four  
25. twenty-five  
26. twenty-six  
27. twenty-seven  
28. twenty-eight  
29. twenty-nine  
30. thirty  
40. forty  
50. fifty  
60. sixty  
70. seventy  
80. eighty  
90. ninety  
100. one hundred  
200. two hundred  
1,000. one thousand  
10,000. ten thousand  
100,000. one hundred thousand  
1,000,000. one million

### ORDINAL NUMBERS

1st. first  
2nd. second  
3rd. third  
4th. fourth  
5th. fifth  
6th. sixth  
7th. seventh  
8th. eighth  
9th. ninth  
10th. tenth  
11th. eleventh  
12th. twelfth  
13th. thirteenth  
14th. fourteenth  
15th. fifteenth  
16th. sixteenth  
17th. seventeenth  
18th. eighteenth  
19th. nineteenth  
20th. twentieth  
21st. twenty-first  
22nd. twenty-second  
23rd. twenty-third  
24th. twenty-fourth  
25th. twenty-fifth  
26th. twenty-sixth  
27th. twenty-seventh  
28th. twenty-eighth  
29th. twenty-ninth  
30th. thirtieth  
40th. fortieth  
50th. fiftieth  
60th. sixtieth  
70th. seventieth  
80th. eightieth  
90th. ninetieth  
100th. one hundredth  
200th. two hundredth  
1,000th. one thousandth  
10,000th. ten thousandth  
100,000th. one hundred thousandth  
1,000,000th. one millionth
9:00  It’s nine o’clock.
      It’s nine.

9:05  It’s nine-oh-five.
      It’s five (minutes) after nine.
      It’s five (minutes) past nine.

9:10  It’s nine-ten.
      It’s ten (minutes) after nine.
      It’s ten (minutes) past nine.

9:15  It’s nine-fifteen.
      It’s a quarter after nine.
      It’s a quarter past nine.

9:30  It’s nine-thirty.
      It’s half past nine.

9:45  It’s nine-forty-five.
      It’s a quarter to ten.
      It’s a quarter of ten.

9:50  It’s nine-fifty.
      It’s ten (minutes) to ten.
      It’s ten (minutes) of ten.

12:00 It’s noon.
      It’s midnight.

A.M. = morning:  It’s nine A.M.
P.M. = afternoon/evening/night:  It’s nine P.M.
# Appendix 4

## Days/Months/Seasons

<table>
<thead>
<tr>
<th>DAYS</th>
<th>ABBREVIATION</th>
<th>MONTHS</th>
<th>ABBREVIATION</th>
<th>SEASONS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mon.</td>
<td>January</td>
<td>Jan.</td>
<td>winter</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Tues.</td>
<td>February</td>
<td>Feb.</td>
<td>spring</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wed.</td>
<td>March</td>
<td>Mar.</td>
<td>summer</td>
</tr>
<tr>
<td>Thursday</td>
<td>Thurs.</td>
<td>April</td>
<td>Apr.</td>
<td>fall or autumn</td>
</tr>
<tr>
<td>Friday</td>
<td>Fri.</td>
<td>May</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Sat.</td>
<td>June</td>
<td>Jun.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
<td>Aug.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td>Sept.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>October</td>
<td>Oct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>November</td>
<td>Nov.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>Dec.</td>
<td></td>
</tr>
</tbody>
</table>

*Seasons of the year are only capitalized when they begin a sentence.

### Writing Dates:

**Month/Day/Year**

- 10/31/41 = October 31, 1941
- 4/15/98 = April 15, 1998
- 7/4/1906 = July 4, 1906
- 7/4/07 = July 4, 2007

### Saying Dates:

<table>
<thead>
<tr>
<th>Usual Written Form</th>
<th>Usual Spoken Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>January first / the first of January</td>
</tr>
<tr>
<td>March 2</td>
<td>March second / the second of March</td>
</tr>
<tr>
<td>May 3</td>
<td>May third / the third of May</td>
</tr>
<tr>
<td>June 4</td>
<td>June fourth / the fourth of June</td>
</tr>
<tr>
<td>August 5</td>
<td>August fifth / the fifth of August</td>
</tr>
<tr>
<td>October 10</td>
<td>October tenth / the tenth of October</td>
</tr>
<tr>
<td>November 27</td>
<td>November twenty-seventh / the twenty-seventh of November</td>
</tr>
</tbody>
</table>
### A5-1 Basic Capitalization Rules

<table>
<thead>
<tr>
<th>(a)</th>
<th>Joan and I are friends.</th>
<th>Use a capital letter for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>the pronoun “I”</td>
</tr>
<tr>
<td>(b)</td>
<td>They are late.</td>
<td>the first word of a sentence</td>
</tr>
<tr>
<td>(c)</td>
<td>Sam Bond and Tom Adams are here.</td>
<td>names of people</td>
</tr>
</tbody>
</table>
| (d)        | Mrs. Peterson  
Professor Jones  
Dr. Costa | titles of people* |
| (e)        | Monday, Tuesday, Wednesday | the days of the week |
| (f)        | April, May, June | the months of the year |
| (g)        | New Year’s Day | holidays |
| (h)        | Los Angeles  
Florida, Ontario  
Germany  
Lake Baikal  
Amazon River  
Pacific Ocean  
Mount Everest  
Broadway, Fifth Avenue | names of places: cities, states and provinces, countries, lakes, rivers, oceans, mountains, streets |
| (i)        | German, Chinese, Swedish | languages and nationalities |
| (j)        | Pirates of the Caribbean  
Romeo and Juliet | the first word of a title, for example, in a book or movie. Capitalize the other words, but not: articles (the, a, an), short prepositions (with, in, at, etc.), and these words: and, but, or. |
| (k)        | Buddhism, Christianity, Hinduism, Islam, Judaism | religions |

* Mrs. = woman: married  
  Miss = woman: unmarried  
  Ms. = woman: married or unmarried  
  Mr. = man: married or unmarried

---

**APPENDIX 487**
### A5-2 Voiceless and Voiced Sounds for -s Endings on Verbs

<table>
<thead>
<tr>
<th>Voiceless</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) /p/</td>
<td>(b) /b/</td>
</tr>
<tr>
<td>sleep</td>
<td>rub</td>
</tr>
<tr>
<td>/t/</td>
<td>/d/</td>
</tr>
<tr>
<td>write</td>
<td>ride</td>
</tr>
<tr>
<td>/l/</td>
<td>/v/</td>
</tr>
<tr>
<td>laugh</td>
<td>drive</td>
</tr>
</tbody>
</table>

Some sounds are “voiceless.” You don’t use your voice box. You push air through your teeth and lips. For example, the sound /p/ comes from air through your lips. The final sounds in (a) are voiceless. Common voiceless sounds are f, k, p, t, sh, ch, and voiceless th.

Some sounds are “voiced.” You use your voice box to make voiced sounds. For example, the sound /b/ comes from your voice box. The final sounds in (b) are voiced. Common voiced sounds are b, d, g, j, l, m, n, r, v, and voiced th.

- (c) sleeps = sleep/s/  
  writes = write/s/  
  laughs = laugh/s/  

- (d) rubs = rub/z/  
  rides = ride/z/  
  drives = drive/z/  

Final -s is pronounced /s/ after voiceless sounds, as in (c).
Final -s is pronounced /z/ after voiced sounds, as in (d).

### A5-3 Final -ed Pronunciation for Simple Past Verbs

Final -ed has three pronunciations: /t/, /d/, and /ed/.

<table>
<thead>
<tr>
<th>End of Verb</th>
<th>Base Form</th>
<th>Simple Past</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOICELESS</td>
<td>(a) help</td>
<td>helped</td>
<td>help/t</td>
</tr>
<tr>
<td></td>
<td>laugh</td>
<td>laughed</td>
<td>laugh/t</td>
</tr>
<tr>
<td></td>
<td>wash</td>
<td>washed</td>
<td>wash/t</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) rub</td>
<td>rubbed</td>
<td>rub/d</td>
</tr>
<tr>
<td></td>
<td>live</td>
<td>lived</td>
<td>live/d</td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td>smiled</td>
<td>smile/d</td>
</tr>
<tr>
<td>VOICED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) need</td>
<td>needed</td>
<td>need/ad</td>
</tr>
<tr>
<td></td>
<td>want</td>
<td>wanted</td>
<td>want/ad</td>
</tr>
<tr>
<td>-d OR -t</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final -ed is pronounced /t/ if a verb ends in a voiceless sound, as in (a).
Final -ed is pronounced /d/ if a verb ends in a voiced sound, as in (b).
Final -ed is pronounced /ad/ if a verb ends in the letters d or t, as in (c).
NOTE: You may want to pause the audio after each item or in longer passages so that there is enough time to complete each task.

Chapter 1: Using Be

Exercise 20, p. 11.
A: Hi. My name is Mrs. Smith. I'm the substitute teacher.
B: Hi. I'm Franco.
C: Hi. I'm Lisa. We're in your class.
A: It's nice to meet you.
B: We're glad to meet you too.

Exercise 24, p. 12.
A: Hello. I'm Mrs. Brown. I'm the substitute teacher.
B: Hi. I'm Paulo, and this is Marie. We're in your class.
A: It's nice to meet you.
B: We're happy to meet you too.

1. Andrew isn't a child.
2. Isabelle is an aunt.
3. Marie is a mom.
4. David isn't a dad.
5. Billy and Janey are brother and sister.
6. Marie and Andrew are adults.
7. Billy and Janey aren't parents.
8. David and Andrew aren't daughters.

Exercise 41, p. 23.
The First Day of Class
Paulo is a student from Brazil. Marie is a student from France. They're in the classroom. Today is an exciting day. It's the first day of school, but they aren't nervous. They're happy to be here. Mrs. Brown is the teacher. She isn't in the classroom right now. She's late today.

Exercise 44, p. 25.
1. Grammar's easy.
2. My name's Josh.

3. My books're on the table.
4. My brother's 21 years old.
5. The weather's cold today.
6. The windows're open.
7. My money's in my wallet.
8. Mr. Smith's a teacher.
9. My parents're at work now.
10. The food's good.
11. Tom's sick today.
12. My roommates're from Chicago.
13. My sister's a student in high school.

Chapter 2: Using Be and Have

Exercise 4, p. 29.
A: Elena's absent today.
B: Is she sick?
A: No.
B: Is her husband sick?
A: No.
B: Are her children sick?
A: No.
B: Is she homesick?
A: No.
B: So? What's the matter?
A: Her turtle is sick!
B: Are you serious? That's crazy!

Exercise 25, p. 43.
Anna's clothes
1. Her boots have zippers.
2. She has a raincoat.
3. Her raincoat has buttons.
4. They are small.
5. Her sweater has long sleeves.
6. She has earrings on her ears.
7. They are silver.
8. She has on jeans.
9. Her jeans have pockets.
Chapter 3: Using the Simple Present

Exercise 4, p. 61.
1. I wake up early every day.
2. My brother wakes up late.
3. He gets up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
9. My friends take the bus too.
10. We talk about our day.

Exercise 15, p. 66.
1. eat
2. eats
3. push
4. pushes
5. sleeps
6. fixes

Exercise 17, p. 68.
1. Mrs. Miller teaches English on Saturdays.
2. Mr. and Mrs. Hanson teach English in the evenings.
3. Chang fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends.
6. Their daughter watches TV shows on her computer.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.
9. The Nelsons wash their car every weekend.
10. Jada rarely washes her car.

Exercise 24, p. 71.
Marco is a student. He has an unusual schedule. All of his classes are at night. His first class is at 6:00 P.M. every day. He takes a break from 7:30 to 8:00. Then he has classes from 8:00 to 10:00.
He leaves school and goes home at 10:00. After he has dinner, he watches TV. Then he does his homework from midnight to 3:00 or 4:00 in the morning.
Marco has his own computer at home. When he finishes his homework, he usually goes on the Internet.

Chapter 4: Using the Present Progressive

Exercise 7, p. 99.
1. Tony is sitting in the cafeteria.
2. He is sitting alone.
3. He is wearing a hat.
4. He is eating lunch.
5. He is reading his grammar book.
6. He is holding a cup.
7. He is studying hard.
8. He is smiling.
9. He is listening to the radio.
10. He is waving to his friends.

Exercise 24, p. 111.
1. I write in my grammar book ...
2. I am writing in my grammar book ...
3. It is raining outside ...
4. It doesn't rain ...
5. My cell phone rings ...
6. My cell phone isn't ringing ...
7. My friends and I listen to music in the car ...
8. We're not listening to music ...

Exercise 28, p. 114.
A: What are you doing? Are you working on your English paper?
B: No, I'm not. I'm writing an email to my sister.
A: Do you write to her often?
B: Yes, but I don't write a lot of emails to anyone else.
A: Does she write to you often?
B: No, but she texts me a lot.

Chapter 5: Talking About the Present

Exercise 6, p. 129.
1. I have class in the morning. I was born in July.
   I was born in 1990. Who am I?
2. My birthday is in June. I was born on June 24th.
   I have class every day at 1:00 o'clock. Who am I?
3. I was born in 1997. My birthday is July 7th. I go to class at night. Who am I?
4. I have class at 7:00 o'clock. I go to class in the morning. I was born in 1992. Who am I?
Exercise 16, p. 134.
1. There're ten students in the classroom.
2. There's a new teacher today.
3. There're two new math teachers this year.
4. There's a piece of gum on the floor.
5. There's some information on the bulletin board.
6. There're some spelling mistakes on this paper.
7. There's a grammar mistake in this sentence.
8. There're two writing assignments for tonight.

Exercise 18, p. 168.
1. Renata knows Oscar. She knows him very well.
2. Where does Shelley live? Do you have her address?
3. There's Vince. Let's go talk to him.
4. I'm looking online for JoAnne's phone number. What's her last name again?
5. I need to see our airline tickets. Do you have them?

Exercise 19, p. 169.
1. A: Mika and I are going downtown this afternoon. Do you want to come with us?
   B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.

Chapter 6: Nouns and Pronouns

Exercise 18, p. 168.
1. Renata knows Oscar. She knows him very well.
2. Where does Shelley live? Do you have her address?
3. There's Vince. Let's go talk to him.
4. I'm looking online for JoAnne's phone number. What's her last name again?
5. I need to see our airline tickets. Do you have them?

Exercise 19, p. 169.
1. A: Mika and I are going downtown this afternoon. Do you want to come with us?
   B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.

Exercise 22, p. 172.
1. toys 6. boxes
2. table 7. package
3. face 8. chairs
4. hats 9. edge
5. offices 10. tops

Exercise 23, p. 173.
1. The desks in the classroom are new.
2. I like to visit new places.
4. The teacher is correcting sentences with a red pen.
5. This apple is delicious.
6. The students are finishing a writing exercise in class.
7. I need two pieces of paper.
8. Roses are beautiful flowers.
9. Your rose bush is beautiful.
10. The college has many scholarships for students.

Chapter 6:

Exercise 20, p. 179.
1. A: Hi, Abby. How do you like your new apartment?
   B: It's great. I have a new roommate too. She's very nice.
2. What's her name?
3. Rita Lopez. Do you know her?
4. No, but I know her brother. He's in my math class.

Exercise 32, p. 145.
1. There are trees behind the train.
2. A bird is under the picnic table.
3. There are butterflies near the flowers.
4. There is a knife on top of the table.
5. There is a fishing pole on the boat.
6. A boat is under the water.
7. The bridge is below the water.
8. There are clouds above the mountains.
9. There are flowers beside the river.
10. There are flowers next to the river.
11. A guitar is in back of the table.
12. Two bikes are under the tree.
13. A fish is in the water.
14. The table is between the tree and the river.
15. The boots are far from the picnic bench.

Exercise 33, p. 146.
1. A: Mika and I are going downtown this afternoon. Do you want to come with us?
   B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.

Exercise 40, p. 184.
2. Mack has two brothers and one sister.
3. My teacher's apartment is near mine.
4. My teacher is very funny.
5. What is your friend saying?
6. My friend's birthday is today.
7. The store manager's name is Dean.
8. My cousin studies engineering.

Exercise 44, p. 185.
1. Who's that?
2. Whose glasses are on the floor?
3. Who's coming?
4. Who's next?
5. Whose homework is this?
6. Whose car is outside?
7. Who's ready to begin?
8. Whose turn is it?
9. Whose work is ready?
10. Who's absent?
Chapter 7: Count and Noncount Nouns

Exercise 10, p. 197.
1. I live in an apartment.
2. It's a small apartment.
3. My biology class lasts an hour.
4. It's an interesting class.
5. We have a fun teacher.
6. My mother has an office downtown.
7. It's an insurance office.
8. My father is a nurse.
9. He works at a hospital.
10. He has a busy job.

Exercise 43, p. 216.
1. Vegetables have vitamins.
2. Cats make nice pets.
3. The teacher is absent.
4. I love bananas.
5. Cars are expensive.
6. I need the keys to the car.
7. Are the computers in your office working?
8. Let's take a walk in the park.

Exercise 45, p. 217.
1. A: Do you have a pen?
   B: There's one on the counter in the kitchen.
2. A: Where are the keys to the car?
   B: I'm not sure. You can use mine.
   B: It's just a bird outside, probably a woodpecker. Don't worry.
   B: I know. He's an English professor.
   A: He's also the head of the department.
5. A: Hurry! We're late.
   B: No, we're not. It's five o'clock, and we have an hour.
   A: No, we don't. It's six! Look at the clock.
   B: Oops. I need a new battery for my watch.

Chapter 8: Expressing Past Time, Part 1

Exercise 8, p. 227.
1. I wasn't at home last night.
2. I was at the library.
3. Our teacher was sick yesterday.
4. He wasn't at school.
5. There was a substitute teacher.
6. She was friendly and funny.
7. Many students were absent.
8. They weren't at school for several days.
9. My friends and I were nervous on the first day of school.
10. You weren't nervous.

Exercise 19, p. 234.
A soccer coach
1. Jeremy works as a soccer coach.
2. His team plays many games.
3. His team played in a tournament.
4. Yesterday, they scored five goals.
5. Jeremy helped the players a lot.
6. They learned about the other team.
7. They watched movies of the other team.
8. The players like Jeremy.
9. All year, they worked very hard.
10. Every practice, each player works very hard.

Exercise 25, p. 238.
Part I.
1. What day was it two days ago?
2. What day was it five days ago?
3. What day was it yesterday?
4. What month was it last month?
5. What year was it ten years ago?
6. What year was it last year?
7. What year was it one year ago?

Part II.
1. What time was it one hour ago?
2. What time was it five minutes ago?
3. What time was it one minute ago?

Exercise 30, p. 242.
1. I ate . . .
2. We sat . . .
3. They came . . .
4. She had . . .
5. He got . . .
6. I stood . . .

Exercise 40, p. 248.
1. Did we do well on the test?
2. Did you finish the assignment?
3. Did it make sense?
4. Did I answer your question?
5. Did they need more help?
6. Did he understand the homework?
7. Did she explain the project?
8. Did they complete the project?
9. Did you do well?
10. Did she pass the class?
Exercise 42, p. 249.

Part I.
1. Did you see the news this morning?
2. A: Jim called.
   B: Did he leave a message?
3. A: Julia called.
   B: Did she leave a message?
4. Did it rain yesterday?
5. A: The kids are watching TV.
   B: Did they finish their homework?
6. My keys aren’t here. Did I leave them in the car?

Part II.
1. Did you finish the homework assignment?
2. Did it take a long time?
3. Did you hear my question?
4. Did they hear my question?
5. Did I speak loud enough?
6. Did he understand the information?
7. Did she understand the information?
8. Did you want more help?
9. Did I explain it okay?
10. Did he do a good job?

Exercise 48, p. 253.
1. She caught . . .
2. They drove . . .
3. We read . . .
4. I rode . . .
5. He bought . . .
6. We ran . . .

Exercise 54, p. 257.
A doctor’s appointment
I woke up with a headache this morning. I took some medicine and went back to bed. I slept all day. The phone rang. I heard it, but I was very tired. I didn’t answer it. I listened to the answering machine. It was the doctor’s office. The nurse said I missed my appointment. Now my headache is really bad!

Exercise 59, p. 260.
A wedding ring
My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it last year during a party at her house. She told me she was outside in her vegetable garden with her dog. The dog found my ring under some vegetables. My mom said she immediately put it on her finger and wore it. She didn’t want to lose it. I was so happy. I hung up the phone and began to laugh and cry at the same time.
3. The teacher drew . . .
4. I felt . . .
5. My brother threw . . .

Exercise 32, p. 283.
1. Mrs. Brown fed . . .
2. Mr. and Mrs. James built . . .
3. The dog bit . . .
4. The children hid . . .
5. The teacher held . . .

Exercise 51, p. 296.
Part III.
1. Steve Jobs was born in 1955.
2. While he was growing up in Palo Alto, California, he became interested in computers.
3. Jobs and Wozniak built their first computer together.
4. After Jobs graduated from high school, he went to Reed College.
5. He wasn't there very long, but he stayed in the area.
6. He learned a lot about calligraphy, and it helped him with the design of his products.
8. While he was working at NeXT, he met Laurene Powell, and they got married.
10. Unfortunately, while Jobs was working at Apple, he got cancer.
11. Medical treatments didn't cure him, and Jobs died in 2011.

Chapter 10: Expressing Future Time, Part 1

Exercise 9, p. 308.
1. Look. The doctor is coming.
2. The doctor is coming soon.
3. Oh, no. It's raining.
4. We are leaving early in the morning.
5. Run! The bus is coming.
6. Shh. Class is beginning.
7. We're going to a movie this afternoon.
8. My parents are coming over tonight.

Exercise 11, p. 308.
1. I am leaving soon.
2. Our class starts at nine.
3. Silvia is coming to the meeting tomorrow.
4. The doctor is going to call you.
5. Are you going to study tonight?
6. We are having dinner at a restaurant tomorrow.
7. We aren't going to the concert tonight.
8. Evan always eats a snack at midnight.
9. Who is going to help me?

Exercise 18, p. 312.
1. Maggie is going to the office . . .
2. My boss left . . .
3. The Carlsons got married . . .
4. The store is going to open . . .
5. The movie started . . .
6. We took a vacation . . .
7. Janet is going to graduate . . .
8. I'm going to buy a car . . .
9. There was a meeting at school . . .

Exercise 39, p. 323.
1. Where will you go?
2. When will you go there?
3. Why will you go there?
4. Who will go with you?
5. What will you do there?
Exercise 40, p. 324.
1. Will Samantha study more?
2. Will Samantha go to more parties on weekends?
3. Will Samantha begin smoking?
4. Will Samantha exercise with her grandmother?
5. Will Samantha graduate from a university next year?
6. Will Samantha go on a diet?
7. Will Samantha exercise only two times a week?
8. Will Samantha spend more time with her grandmother?

Exercise 41, p. 324.
1. I want a new car.
2. A new car won't be cheap.
3. You won't get much help from your parents.
4. My parents want me to get married.
5. They want grandchildren.
6. I won't get married for a long time.
7. I want a good education.
8. You won't believe the news!

Exercise 43, p. 326.
1. Bert doesn't like meat, eggs, or fish.
2. He's a vegetarian. He doesn't eat meat. He didn't eat it as a child either.
3. His wife, Beth, doesn't eat meat, but she isn't a vegetarian.
4. She doesn't enjoy the taste of meat.
5. They are going to try a new restaurant tomorrow.
6. It opened last month, and online reviews say it is excellent.
7. Bert will probably have a dish with lots of vegetables.
8. Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
9. Are they going to enjoy themselves?
10. Will they go back to this restaurant?

Exercise 49, p. 330.

_NARRATOR:_ Once upon a time there was a boy named Jack. He lived with his mother in a small village.

_MOTHER:_ We are very poor. We have no money. Our cow has no milk.

_JACK:_ What are we going to do?

_MOTHER:_ You'll go to the market and sell the cow.

_NARRATOR:_ Jack left his home and met an old man on the road.

_OLD MAN:_ I will buy your cow. I will pay you with beans. Here, these are magic beans.

_JACK:_ I will buy your cow. I will pay you with beans. Here, these are magic beans.

_NARRATOR:_ Jack took the beans home to his mother.

_MOTHER:_ You stupid boy. We have nothing now. We are going to die.

_NARRATOR:_ She threw the beans out the window. The next morning, Jack woke up and saw a huge beanstalk outside his window. It went into the clouds. He decided to climb it. At the top, he saw a castle. Inside the castle, there lived a giant and his wife. He went into the castle.

_WIFE:_ What are you doing? My husband likes to eat boys for breakfast. You need to hide or he will eat you.

_JACK:_ I'm so scared. Please help me.

_WIFE:_ Here, climb inside the oven. After breakfast, my husband will fall asleep.

_GIANT:_ Fee-Fi-Fo-Fum, I smell the blood of an Englishman. If he's alive or if he's dead, I'll use his bones to make my bread.

_Hmm. I smell a boy. Wife, are you going to feed me a boy for breakfast?

_WIFE:_ No, I think the smell is the boy from last week. Here's your breakfast.

_NARRATOR:_ The giant ate, counted his gold coins, and soon fell asleep. Jack got out of the oven, took a few gold coins, climbed down the beanstalk, and ran to his mother.

_MOTHER:_ Oh, Jack. You saved us. Now we have money for food. But you are not going to go back to the castle. The giant will eat you.

_NARRATOR:_ But Jack wanted more money. Soon he climbed the beanstalk. Again the giant's wife hid Jack in the oven. The giant had a hen. It laid golden eggs. After the giant fell asleep, Jack stole the hen.

_MOTHER:_ What will we do with a hen? Why didn't you bring more gold coins? Jack, you have no sense.

_JACK:_ Wait, mother. The hen is going to lay a golden egg. Watch.

_NARRATOR:_ The hen laid a golden egg.

_MOTHER:_ Oh, you wonderful boy! We will be rich.
Chapter 11: Expressing Future Time, Part 2

Exercise 10, p. 339.
1. We may be late for class tomorrow.
2. Your birthday present may come early.
3. Maybe you’ll get a package in the mail tomorrow.
4. I may go to bed early tonight.
5. Maybe I’ll go shopping tomorrow.
6. Maybe you will get married next year.
7. The weather may be sunny tomorrow.
8. Maybe it will rain tomorrow.

Exercise 13, p. 341.
1. There may be a change in our plans.
2. The weather report says it’ll rain tomorrow.
3. We might finish this grammar book soon.
4. Henry may get good news tomorrow.
5. The class’ll start on time.

Exercise 26, p. 347.
1. What are you going to do if the weather is nice after class tomorrow?
2. What are you going to do if your teacher cancels class tomorrow?
3. What are you going to do if your teacher begins talking too fast?
4. What are you going to do if you’re sick tomorrow?

Exercise 32, p. 351.
1. If I go to bed early tonight,
2. After I get home from school every day,
3. If class finishes early today,
4. Before I eat breakfast every day,
5. After I finish breakfast today,
6. If I get all the answers in this exercise correct,
7. When I finish this grammar book,

Exercise 39, p. 356.
1. A: Are we going to be late for the movie?
   B: No. The movie starts at 7:30. We have plenty of time.

Chapter 12: Modals, Part 1: Expressing Ability

Exercise 5, p. 363.
1. a. I can count to 100 in English.
   b. I can’t count to 100 in English.
2. a. I can’t ride a bike with no hands.
   b. I can ride a bike with no hands.

Exercise 6, p. 364.
1. Some students can’t finish the test.
2. The teacher can give you extra help.
3. I can’t hear you.
4. You can do it.
5. Don can’t work today.
6. The doctor can’t see you today.
7. Professor Clark can meet with you tomorrow.
8. I can’t find my glasses.
9. The kids can’t wait for the party!
10. We can stop now.

Exercise 7, p. 364.
In my last job, I was an office assistant. I have good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phone with a friendly voice. I also like languages. I can
speak French and Chinese. I also studied English. I can read it, but I can’t speak it well. I hurt my back a few years ago. I can’t carry suitcases. I can work both Saturdays and Sundays.

Exercise 11, p. 366.
1. A: (phone rings) Hello?
   B: Can I speak to Mr. Hudson, please?
   A: I’m sorry. He can’t come to the phone right now. Can I take a message? He can return your call in about a half-hour.
   B: Yes. Please tell him Ron Myerson called.
2. A: Can you help me lift this box?
   B: It looks very heavy. I can try to help you, but I think we need a third person.
   A: No, I’m pretty strong. I think we can do it together.
3. A: I can’t hear the TV. Can you turn it up?
   B: I can’t turn it up. I’m doing my homework.
   A: Can you do your homework in another room?
   B: Oh, all right.

Exercise 26, p. 375.
1. A: Were you able to talk to Adam last night?
   B: I couldn’t reach him. I can try again later today.
2. A: Do you know how to make pizza?
   B: Yes, I can make it. What about you?
   A: No, but can you teach me?
   B: Sure.
3. A: Are you able to understand the teacher?
   B: I couldn’t understand her in the beginning, but now I can understand most of her lectures.
   A: I still can’t understand her very well.
4. A: Professor Castro, when will you be able to correct our tests?
   B: I began last night, but I wasn’t able to finish. I’ll try again tonight. I hope I will be able to hand them back to you tomorrow.
5. A: (phone rings) Hello?
   B: Hi. This is Jan Quinn. I’m wondering if I can get in to see Dr. Novack today or tomorrow.
   A: Well, she can see you tomorrow morning at 11:00. Can you come in then?
   B: Yes, I can. Please tell me where you are. I don’t know the way to your office.

Exercise 32, p. 380.
Part III.
1. Dellis can remember long rows of numbers.
2. Dellis is able to memorize a complete deck of cards.
3. In 2011, Dellis was able to win the U.S.A. Memory Championship.
4. Dellis can’t remember all this information naturally.
5. Memory champions are able to make pictures in their minds.
6. They say that with a lot of work a person can have a good memory.

Chapter 13: Modals, Part 2: Advice, Necessity, Requests, Suggestions

Exercise 6, p. 387.
1. People should exercise four or five times a week.
2. People should eat a lot of candy.
3. People shouldn’t steal money.
4. People should keep some money in a bank.
5. Students should study every day.
6. Students shouldn’t study on weekends.
7. English students should speak English in class.
8. English teachers shouldn’t translate for their students.

Exercise 12, p. 391.
1. I have to leave early today.
2. You have to come with me.
3. Where does your friend have to go?
4. She has to go to the dentist.
5. My teachers have to correct a lot of homework.
6. Why do they have to give so much work?
7. Our school has to hire a new teacher.
8. My dad has to have surgery.
9. My mom and I have to take him to the hospital tomorrow.
10. He has to stay there for two days.

Exercise 18, p. 395.
1. a. People must eat.
   b. People should eat.
2. a. People should keep their homes clean.
   b. People must keep their homes clean.
3. a. People should stop their cars for a police siren.
   b. People must stop their cars for a police siren.
4. a. People must wear coats in cool weather.
   b. People should wear coats in cool weather.
5. a. People should pay taxes to their government.
   b. People must pay taxes to their government.
6. a. People must drive the speed limit.
   b. People should drive the speed limit.
7. a. People should wear seat belts when they’re in a car.
   b. People must wear seat belts when they’re in a car.
8. a. People must be polite to one another.
   b. People should be polite to one another.
9. a. People must wear clothes outdoors.
   b. People should wear clothes outdoors.

**Exercise 36, p. 406.**
1. Tom has to work.
2. Becky knows how to swim.
3. The teacher needed to correct papers.
4. It's a good idea to study for the test tomorrow.
5. We may go to a movie tonight.
6. We didn't have to help.
7. I couldn't go to school yesterday.

**Chapter 14: Nouns and Modifiers**

**Exercise 4, p. 414.**
1. Your phone is on the kitchen counter.
2. Your phone is in the kitchen.
3. I'm moving to a new apartment next month.
4. The apartment building has a swimming pool.
5. How do you like your music class?
6. Where are the keys to the car?
7. I'm always losing my car keys.
8. Let's have some chicken soup.
9. The soup is good, but where's the chicken?
10. The grammar in this book is clear.

**Exercise 15, p. 424.**
1. That was a delicious birthday . . .
2. Here are the car . . .
3. I need to buy some comfortable . . .
4. The teacher gave the class an easy . . .
5. The little boy is playing computer . . .
6. I'd like to read the newspaper . . .

**Exercise 31, p. 434.**
1. All of the coffee is gone.
2. Some of the coffee is gone.
3. Almost all of the coffee is gone.
4. A lot of the coffee is gone.
5. Most of the coffee is gone.

**Exercise 40, p. 441.**
1. Most of the people are happy.
2. All of them are smiling.
3. Someone is unhappy.
4. Everyone has a hat.
5. Somebody has sunglasses.
6. Almost all of them look happy.

**Chapter 15: Making Comparisons**

**Exercise 6, p. 448.**
1. It's getting cold outside.
2. The weather today is colder than yesterday.
3. I am always colder than you.
4. Our teacher is happier this week than last week.
5. Professor Frank is happy every day.
6. Are you happy today?
7. Is a big car safer than a small car?
8. I want to drive a safe car.
9. I need to get a safer car.
10. The coffee is fresh and tastes delicious.
11. Amy told a very funny story in class yesterday.
12. Amy and Sami both told stories. Sami's story was funnier than Amy's story.

**Exercise 14, p. 454.**
1. Rudy is older than Alberto.
2. Selena looks happier than Rudy.
3. Alberto is the tallest of all.
4. Selena is younger than Alberto.
5. Rudy looks the most serious.
6. Alberto is shorter than Rudy.
7. Alberto looks happier than Rudy.
8. Rudy is the youngest.
9. Selena is shorter than Alberto.
10. Alberto looks more serious than Selena.

**Exercise 17, p. 459.**
1. The blue dress is more expensive than the red one.
2. Well, I think the red one looks prettier.
3. Is it too short, or does it look ok?
4. It's the nicest of all the dresses you tried on.
5. I'm not going to buy the brown shoes. They're too small.
6. This hat is too small. I need a bigger size.
7. Here, this is the biggest size they have.
8. I need a belt, but that one is shorter than my old one.
9. Is this belt long enough?
10. It's perfect. And it's the cheapest of all of them.

**Exercise 27, p. 468.**
1. I work faster than Alec does.
2. Toshi finished his work the fastest of all.
3. Mimi studies harder than Fred.
4. Jean studies the hardest of all.
5. Is a motorcycle more dangerous than a bike?
6. Kalil speaks more loudly than Haruko does.
7. A turtle moves more slowly than a cat does.
8. This suitcase is heavier than that one.
9. My glasses are clearer than my contact lenses.
10. I can see more clearly with my glasses.
Exercise 31, p. 471.
1. B and D are the same.
2. E is different from A.
3. G and B are similar.
4. A is similar to G.
5. F is the same as A.
6. C and G are different.
7. A and C are similar.

Exercise 40, p. 476.
1. Lucy is tall, but her sister is . . .
2. My old apartment was small, but my new apartment is . . .
3. First Street is noisy, but Second Street is . . .
4. This picture is ugly, but that picture is . . .
5. A car is fast, but a bike is . . .
6. A kitten is weak, but a horse is . . .
7. This watch is expensive, but that watch is . . .
8. Oscar is hard-working, but his brother is . . .

Exercise 43, p. 478.
1. I like strong coffee, but my friend . . .
2. Ellen can speak Spanish, but her husband . . .
3. The children didn’t want to go to bed early, but their parents . . .
4. The children weren’t tired, but their parents . . .
5. Mark doesn’t want to go out to eat, but his friends . . .
6. The doctor isn’t friendly, but the nurse . . .
7. I was at home yesterday, but my roommate . . .
8. Scott went to the party, but Jerry . . .
9. The grocery store will be open tomorrow, but the bank . . .
10. I won’t be home tonight, but my husband . . .
Chapter 3, Exercise 33, p. 75.

1. No. [They like to look for food at night.]
2. Yes.
3. Yes.
4. Yes.
5. Yes.
6. No. [Only female mosquitoes bite.]
7. Yes.

Chapter 3, Exercise 53, p. 88.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where does she/he live?</th>
<th>What does he/she do?</th>
<th>Where does she/he work?</th>
<th>What pets does he/she have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTONIO</td>
<td>(on a boat)</td>
<td>catches fish</td>
<td>on his boat</td>
<td>a turtle</td>
</tr>
<tr>
<td>LENA</td>
<td>in a cabin in the mountains</td>
<td>(teaches skiing)</td>
<td>at a ski school</td>
<td>ten fish</td>
</tr>
<tr>
<td>KANE</td>
<td>in an apartment in the city</td>
<td>makes jewelry</td>
<td>(at a jewelry store)</td>
<td>three cats</td>
</tr>
<tr>
<td>LISA</td>
<td>in a beach cabin on an island</td>
<td>surfs and swims</td>
<td>has no job</td>
<td>(a snake)</td>
</tr>
<tr>
<td>JACK</td>
<td>in a house in the country</td>
<td>designs web pages</td>
<td>at home</td>
<td>a horse</td>
</tr>
</tbody>
</table>

Chapter 4, Exercise 18, p. 106.

PARTNER B
Chapter 5, Exercise 20, p. 136.

<table>
<thead>
<tr>
<th>Hotel</th>
<th>A Swimming Pool</th>
<th>A Beach</th>
<th>Hiking Trails</th>
<th>Horses</th>
<th>Ocean-View Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel 1</td>
<td>(yes)</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 2</td>
<td>yes</td>
<td>(yes)</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Hotel 3</td>
<td>yes</td>
<td>yes</td>
<td>(yes)</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hotel 4</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>(yes)</td>
</tr>
<tr>
<td>Hotel 5</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>(yes)</td>
</tr>
</tbody>
</table>

Chapter 7, Exercise 17, p. 201.

**Partner B**
1. an apple
2. some apples
3. some children
4. an old man
5. some men

**Partner A**
11. an animal
12. some animals
13. some people
14. some fruit
15. an egg

**Partner B**
6. a word
7. some music
8. some rice
9. an hour
10. an island

**Partner A**
16. a university
17. an uncle
18. some bananas
19. some bread
20. some vocabulary

Chapter 7, Exercise 26, p. 207.

**Partner B’s answers:**
1. a. some food.
   b. an apple.
   c. a sandwich.
   d. a bowl of soup.
2. a. a glass of milk.
   b. some water.
   c. a cup of tea.
3. a. some medicine.
   b. an ambulance.
4. a. a coat.
   b. a hat.
   c. some warm clothes.
   d. some heat.
5. a. some sleep.
   b. a break.
   c. a relaxing vacation.

**Partner A’s answers:**
6. a. a snack.
   b. some fruit.
   c. an orange.
   d. a piece of chicken.
7. a. some juice.
   b. a bottle of water.
   c. a glass of iced tea.
8. a. a doctor.
   b. some help.
9. a. some boots.
   b. a blanket.
   c. a hot bath.
   d. some gloves.
10. a. some strong coffee.
    b. a break.
    c. a vacation.
    d. a nap.

502  LET’S TALK: ANSWERS
### Chapter 9, Exercise 12, p. 271.

<table>
<thead>
<tr>
<th></th>
<th>wake up</th>
<th>eat for breakfast</th>
<th>spend the day</th>
<th>go to bed</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>JENNY</td>
<td>(7:00 A.M.)</td>
<td>candy bar</td>
<td>in the library</td>
<td>10 P.M.</td>
<td>Because she had a big project to finish.</td>
</tr>
<tr>
<td>IN</td>
<td>8 A.M.</td>
<td>(rice)</td>
<td>at home</td>
<td>midnight</td>
<td>Because her kids were sick.</td>
</tr>
<tr>
<td>JADA</td>
<td>7:00 A.M.</td>
<td>raw fish</td>
<td>(at the beach)</td>
<td>11 P.M.</td>
<td>Because she didn’t do her homework.</td>
</tr>
<tr>
<td>JANICE</td>
<td>9:00 A.M.</td>
<td>eggs</td>
<td>at the hospital</td>
<td>(10 P.M.)</td>
<td>Because she was in a car accident.</td>
</tr>
<tr>
<td>JULIANNA</td>
<td>5:00 A.M.</td>
<td>cold cereal</td>
<td>At her restaurant job</td>
<td>9 P.M.</td>
<td>(Because she needed to earn extra money for school tuition.)</td>
</tr>
</tbody>
</table>

### Chapter 12, Exercise 4, p. 363.

1. Yes. [Ostriches and penguins can’t fly.]
2. No. [Elephants can’t jump.]
3. Yes. [Tigers are very good swimmers.]
4. Yes. [Octopuses change colors when they are excited.]
5. Yes. [The Australian walking fish can climb trees.]
6. No. [Sometimes horses stand up for weeks at a time.]
7. No. [Some turtles can live for 200 or more years.]
8. No. [Some animals see colors, for example, monkeys, birds, and insects.]
9. Yes. [Whales can hold their breath for a long time.]
Chapter 1: Using Be

1. yes
2. yes
3. (free response)

Exercise 3, p. 2.
2. he
3. he
4. it
5. he or she
6. she

Exercise 4, p. 2.
2. are
3. is
4. is

Exercise 6, p. 3.
1. two, three, or more
2. one or two, three, or more
3. two, three, or more

Exercise 7, p. 4.
2. we
3. we
4. you

Exercise 8, p. 4.
2. am
3. is
4. are
5. is
6. are
7. are

Exercise 9, p. 5.
2. They are absent.
3. She is sick.
4. I am homesick.
5. You and I are homesick.

Exercise 10, p. 5.
1. yes
2. yes
3. yes

Exercise 11, p. 6.
2. a
3. an
4. a
5. a

Exercise 12, p. 7.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>LANGUAGE</th>
<th>CITY</th>
<th>ISLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>(Arabic)</td>
<td>(Beijing)</td>
<td>Cuba</td>
</tr>
<tr>
<td>France</td>
<td>Chinese</td>
<td>Lima</td>
<td>Hawaii</td>
</tr>
<tr>
<td>Mexico</td>
<td>French</td>
<td>Moscow</td>
<td>Taiwan</td>
</tr>
<tr>
<td>Russia</td>
<td>Japanese</td>
<td>Paris</td>
<td></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Russian</td>
<td>Tokyo</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 13, p. 7.
1. a book
2. books
3. books

Exercise 14, p. 8.
1. two or more
2. one
3. one
4. two or more
5. one
6. two or more
7. one
Exercise 15, p. 8.
2. textbooks 5. pens
3. pencils 6. dictionaries
4. erasers

Exercise 16, p. 9.
2. a sport . . . sports
3. a city . . . cities
4. a language . . . languages
5. a country . . . countries
6. an animal . . . animals
7. an island . . . islands

Exercise 17, p. 9.
2. Peas are vegetables.
3. Dictionaries are books.
4. Airplanes are machines.
5. June and July are months.
6. Winter and summer are seasons.
7. Egypt and Indonesia are countries.

Exercise 21, p. 11.
2. she's 5. it's
3. you're 6. they're
4. we're 7. he's

Exercise 22, p. 12.
2. He is 5. She is
3. It is 6. We are
4. I am 7. You are

Exercise 23, p. 12.
2. He's 5. She's
3. I'm 6. We're
4. They're 7. They're

Exercise 24, p. 12.
2. I'm 4. We're 6. We're
3. I'm 5. It's 7. It's

Exercise 26, p. 13.
FULL FORM CONTRACTION
2. is not isn't or 's not
3. are not aren't or 're not
4. are not aren't or 're not
5. is not isn't or 's not
6. are not aren't or 're not

1. Canada is a country. It isn't a city.
2. Argentina isn't a city. It is a country.
3. Beijing and London are cities. They aren't countries.

Part I.
2. a 6. a 10. an
3. a 7. a 11. a
4. a 8. a 12. an
5. a 9. an 13. a

Part II.
1. isn't 5. are
2. is 6. are
3. is 7. aren't
4. isn't 8. aren't

Exercise 29, p. 15.
Part I.
2. Gloria 6. Sana
3. Lars 7. Omar
4. Rick 8. Joe
5. Jennifer

Part II.
2. isn't
3. is . . . (Answers may vary.)
4. isn't . . . is a plumber
5-7: (Answers may vary.)

Exercise 30, p. 16.
1. tall
2. old
3. short and young

Exercise 31, p. 16.
2. 's poor 7. 're fast
3. 's short 8. 's easy
4. 're clean 9. 's tall
5. 're beautiful 10. 're old
6. 're expensive 11. 're noisy

Exercise 32, p. 17.
2. are cold
3. is square
4. are round
5. is sweet
6. is large/big . . . is small/little
7. is wet . . . is dry
8. is funny
9. is important
10. are dangerous
11. is . . . flat
12. is sour

Chapter 1
Exercise 35, p. 19.
3. isn’t . . . It’s
4. isn’t . . . It’s
5. are . . . They aren’t
6. is . . . It isn’t
7. is . . . It isn’t
8. are . . . They aren’t
9. isn’t . . . It’s

Exercise 38, p. 21.
1. yes
2. yes
3. yes

Exercise 39, p. 22.
2. under
3. on
4. next to
5. above
6. behind
7. between

Exercise 41, p. 23.
2. is a
3. They’re in
4. is an
5. It’s
6. aren’t
7. They’re happy
8. is
9. isn’t
10. She’s

Exercise 42, p. 23.
(Answers may vary.)
2. sick
3. husband and wife
4. a little nervous/happy
5. good

4. are . . . noun
5. is . . . place
6. is . . . adjective
7. are . . . place
8. am . . . noun
9. is . . . place
10. are . . . adjective
11. are . . . noun
12. is . . . place
13. are(n’t) . . . adjective
14. are . . . noun

Exercise 45, p. 25.
1. b
2. a
3. b
4. a
5. a
6. a
7. b
8. b
9. a
10. b

Chapter 2: Using Be and Have

Exercise 2, p. 28.
1. Are
2. Is
3. Are
4. Are
5. Is
6. Am
7. Are
8. Arc
9. Is
10. Are

Exercise 3, p. 29.
2. Are carrots vegetables?
3. Is Mr. Wang absent today?
4. Are planets big?
5. Are Amy and Mika here today?
6. Is English grammar fun?
7. Are you ready for the next exercise?

Exercise 4, p. 29.
1. Is
2. Is
3. Are
4. Is
5. is
6. Is
7. Are
8. Are

Exercise 6, p. 30.
3. A: Are you homesick?
   B: No, I’m not.
4. A: Is Kareem homesick?
   B: Yes, he is.
5. A: Is Kara here today?
   B: No, she isn’t. / No, she’s not.
6. A: Are the students in this class smart?
   B: Yes, they are.
7. A: Are the chairs in this room comfortable?
   B: No, they aren’t. / No, they’re not.
8. A: Are you single?
   B: No, I’m not.
9. A: Are you married?
   B: Yes, we are.

Exercise 9, p. 32.
3. A: Is Cairo in Egypt?
   B: No, they aren’t.
4. A: Are you homesick?
   B: No, they aren’t.
5. A: On your head!

Exercise 10, p. 32.
1. b
2. a
3. a
4. b

Exercise 11, p. 33.
3. Is Cairo in Egypt?
4. Where is Cairo?
5. Are the students in class today?
6. Where are the students?
7. Where is the post office?
8. Is the train station on Grand Avenue?
9. Where is the bus stop?
10. Where are Ali and Jake?

Exercise 14, p. 35.
1. have
2. have
3. has
4. have
5. have

Exercise 15, p. 35.
2. has
3. has
4. have
5. has
6. have

Exercise 16, p. 36.
2. have toothaches
3. have a fever
4. has a sore throat
5. have a cold
6. have backaches
7. has a stomachache
8. have high blood pressure
9. has the chills
10. have coughs

Exercise 18, p. 37.

Dr. Lee

He is a doctor. He is 70 years old, so he has many years of experience. He has many patients. Some are very sick. He has a clinic downtown. He also has patients at the hospital. It is hard work, and he is often very tired. But he is also happy. He helps many people.

Exercise 19, p. 37.
Part I.
2. is
3. has
4. has
5. is
6. has
7. is

Part II.
1. have
2. have
3. are
4. are
5. are

Exercise 20, p. 38.
1. My
2. His
3. Her

Exercise 21, p. 39.
2. her
3. their
4. her
5. my
6. their

Exercise 22, p. 40.
1. His... Palmer
2. His... John
3. His... B.
4. Their... 98301
5. Their... 888
6. Her... 4/12/80
7. Her... 4/12 or April 12
8. Her... Ellen

Exercise 24, p. 42.
2. His
3. My
4. Their
5. Your
6. Our
7. Your

Exercise 25, p. 43.
1. Her... have
2. She has
3. Her... has
4. They are
5. Her... has
6. She has... her
7. They are
8. She has
9. Her... have

Exercise 26, p. 43.
2. have... Your
3. have... My
4. has... His
5. has... Her
6. have... Their
7. have... Our
8. have... Their
9. have... My
10. has... Her

Exercise 27, p. 44.
Part I.
1. yes
2. no
3. yes
4. no
Part II.
1. Her
2. Her . . . Her
3. Her/Their
4. His

Part III.
1. is
2. has
3. has
4. are
5. have
6. are
7. are
8. is
9. is
10. is
11. has

Exercise 28, p. 45.
1. Picture B
2. Picture A

Exercise 29, p. 46.
3. This
4. That
5. That
6. This
7. This
8. That
9. That
10. This

Exercise 30, p. 47.
PARTNER A
1. That is a credit card.
2. This is a wallet.
3. This is a credit card.
4. That is a checkbook.
5. This is a business card.

PARTNER B
1. That is a credit card.
2. This is a wallet.
3. This is a credit card.
4. That is a checkbook.
5. This is a computer bag.

Exercise 31, p. 48.
1. Picture A
2. Picture B

Exercise 32, p. 48.
1. These
2. Those
3. Those
4. These
5. Those
6. These

Exercise 33, p. 49.
2. is
3. are
4. are
5. is
6. is
7. are
8. is

Exercise 34, p. 49.
2. These . . . That
3. This . . . Those
4. These . . . Those
5. These . . . Those
6. This . . . Those
7. This . . . Those

Exercise 35, p. 50.
1. That is a debit card.
2. This is a wallet.
3. These are rulers.
4. Those are paper clips.
5. This is a notepad.
6. Those are checks.
7. These are checkbooks.
8. This is a folder.
9. That is a stapler.
10. These are staples.

Exercise 36, p. 52.
1. That is
2. This is
3. Those are
4. Those . . . are
5. These . . . are
6. That . . . is
7. This . . . is
8. That . . . is

Exercise 37, p. 52.
1. a beetle
2. Tim

Exercise 38, p. 53.
2. What are
3. Who is
4. What is
5. Who are
6. What is
7. Who are
8. What is
9. Who are
10. What are

Exercise 39, p. 54.
2. a beetle
3. Tim

Exercise 41, p. 55.
2. What are those? or What is that?
3. Is Roberto a student in your class?
4. I have a backache.
5. This is your dictionary. My dictionary is at home.
6. Where are my keys?
7. I have a sore throat.
8. His father is from Cuba.
9. This book is expensive. or These books are expensive.
10. Where are the teachers? or Where is the teacher?
11. A: Are you tired?
   B: Yes, I am.

Exercise 42, p. 55.
2. c
3. b
4. b
5. a
6. c
7. c
8. b
9. a
10. c
11. a
12. b

Exercise 43, p. 56.
1. aren't
2. is
3. am
4. are
5. aren't
6. are . . . aren't
7. aren't . . . are
8. is
9. are
10. is not . . . is
Chapter 3: Using the Simple Present

Exercise 1, p. 59.
1. take 3. post 5. share
2. takes 4. posts 6. shares

Exercise 2, p. 60.
1. speaks 7. speak
2. speak 8. speak
3. speaks 9. speak
4. speaks 10. speak
5. speak 11. speak
6. speak

Exercise 4, p. 61.
2. wakes 5. docs 8. takes
3. gets 6. watches 9. take
4. go 7. take 10. talk

Exercise 5, p. 61.
2. drinks 8. stops
3. take 9. eat
4. takes 10. bring
5. study 11. go
6. walk 12. go
7. begins

Exercise 7, p. 63.
2. usually
3. often
4. sometimes
5. rarely
6. never

Exercise 8, p. 63.
S V
2. I eat I never eat carrots
3. I watch I seldom watch TV
4. I have I sometimes have dessert
5. Kiri eats Kiri usually eats lunch
6. We listen We often listen to music
7. The students speak The students always speak English

Exercise 10, p. 64.
2. one time . . . rarely / seldom
3. six times . . . usually
4. five times . . . often
5. never
6. three times . . . sometimes

Exercise 12, p. 65.
3. Liliana is often late for class.
4. Liliana often comes to class late.
5. It never snows in my hometown.
6. It is never very cold in my hometown.
7. Hiroshi is usually at home in the evening.
8. Hiroshi usually stays at home in the evening.
9. Tomas seldom studies at the library in the evening.
10. His classmates are seldom at the library in the evening.
11. I sometimes skip breakfast.
12. I rarely have time for a big breakfast.

Exercise 15, p. 66.
1. one 3. one 5. one
2. one 4. two 6. two

Exercise 16, p. 67.
2. teaches 7. wears
3. fixes 8. washes
4. drinks 9. walks
5. watches 10. stretches . . . yawns
6. kisses

Exercise 17, p. 68.
2. teach 7. brush
3. fixes 8. brushes
4. fixes 9. wash
5. watch 10. washes
6. watches
Exercise 18, p. 68.
2. gets 7. watches
3. cooks 8. takes
4. sits 9. brushes
5. washes 10. reads
6. turns 11. falls

Exercise 19, p. 68.
CONSONANT + -y: fly, study
VOWEL + -y: buy, play

Exercise 20, p. 69.
2. studies 7. stays
3. says 8. flies
4. enjoys 9. buys
5. worries 10. plays
6. pays

Exercise 21, p. 69.
2. buys 6. carries
3. employs 7. pays
4. cries 8. studies
5. stays

Exercise 22, p. 70.
HAVE: he, she, it has
DO: he, she, it does
GO: he, she, it goes

Exercise 23, p. 70.
3. have 7. do
4. has 8. goes...go
5. goes 9. play
6. does

Exercise 24, p. 71.
3. is 9. does
4. has 10. has
5. goes 11. goes
6. has 12. is
7. does 13. is
8. has

Exercise 25, p. 72.
2. usually studies
3. bites
4. cashes
5. worry...never worries...studies
6. teach...teaches
7. fly...have
8. flies...has
9. always does...never goes
10. always says
11. always pays...answers...listens...asks

Exercise 28, p. 73.
2. walks
3. catches
4. shares
5. comes
6. (no change)
7. (no change)
8. speaks...speaks
9. (no change)
10. tries...gives
11. (no change)
12. enjoys...misses

Exercise 31, p. 74.
2. We want to go home.
3. Bill and I like to eat sweets.
4. You need to speak more quietly.
5. She likes to talk on the phone.
6. Her friends like to text.
7. They need to save money.
8. He wants to travel.

Exercise 32, p. 74.
1. is
2. likes to
3. invite
4. wash...help
5. like

Exercise 35, p. 76.
2. does not
3. do not
4. do not
5. does not
6. do not
7. doesn't
8. don't
9. don't
10. doesn’t
11. don’t
12. don’t

Exercise 36, p. 77.
3. doesn't know
4. don't speak
5. don't need
6. don't live
7. doesn't have
8. don't have
9. doesn't have
10. doesn't snow
11. doesn't rain

Exercise 39, p. 79.
2. don't speak
3. doesn't shave
4. don't go
5. doesn't smoke
6. don't eat
7. don't do
8. doesn't drink
9. doesn't make
10. doesn’t put on
Exercise 40, p. 80.

BE
2. are not do not eat
3. is not does not eat
4. are not do not eat
5. is not does not eat
6. are not do not eat
7. is not does not eat
8. is not does not eat
9. are not do not eat

Exercise 41, p. 80.

1. do not
2. is not
3. do not
4. are not
5. does not
6. does not
7. do not
8. is not
9. do not
10. are not

Exercise 44, p. 82.

2. Do Thomas and Sierra speak Arabic? a.
3. Does it rain in April? a.
5. Do you do your homework? a.
6. Do they have enough money? a.

Exercise 47, p. 84.

Part I.
1. live ... are
2. lives ... is
3. live ... are

Part II.
8. do not/don't live ... am not/i'm not
9. does not/doesn’t live ... is not/isn’t
10. do not/don't live ... are not/aren’t
11. does not/doesn't live ... is not/isn’t
12. do not/don’t . . . are not/aren’t

Part III.
14. Do ... live . . . Are
15. Does ... live . . . Is
16. Do ... live . . . Are
17. Does ... live . . . Is

Exercise 48, p. 85.

2. Does (no) [The earth goes around the sun.]
3. Do (yes)
4. Is (no) [It's a star.]
5. Are (no) [They're stars!]
6. Is (yes) [Around 900 degrees Fahrenheit]
7. Is (no) [You need a telescope.]
8. Is (yes) [The winds are stronger than the earth's winds.]
9. Do (yes)
10. Do (yes) [Saturn has at least 24; Uranus has at least 21.]

Exercise 49, p. 86.

1. c
2. b
3. a

Exercise 50, p. 86.

3. What does Hana eat for lunch every day?
4. Where does Alfonso work?
5. Does Alfonso work at the post office?
6. Do you live in an apartment?
7. Where do you live?
8. What does Hector like for a snack?
9. Where does Ming go to school?
10. What is her major?
11. Where do you go every morning?
12. Where are the students right now?

Exercise 54, p. 88.

1. 8:00 A.M.
2. 8:30 A.M.

Exercise 55, p. 89.

3. When/What time do you usually get up?
4. When/What time does Maria usually get up?
5. When/What time does the movie start?
6. When/What time do you usually go to bed?
7. When/What time do you usually eat lunch?
8. When/What time does the restaurant open?
9. When/What time does the train leave?
10. When/What time do you usually eat dinner?
11. When/What time do classes begin?
12. When/What time does the library close on Saturday?

Exercise 57, p. 91.

3. Does he teach Psychology 102? No, he doesn’t.
4. Where does he teach Psychology 205? He teaches (Psychology 205) in Room 201.
5. Is he in his office every day? No, he isn’t.
6. Is he in his office at 9:00? No, he isn’t.
7. Does he teach at 7:00 A.M.? No, he doesn’t.
8. What time does he leave the office on Tuesdays and Thursdays? He leaves at 4:00.
9. Is he a professor? Yes, he is.

Exercise 58, p. 91.

2. Do 8. Are
3. is 9. Does
4. Are 10. Do
5. are 11. Does
6. do 12. does
7. Do 13. Is

Exercise 59, p. 93.

2. Lisa usually comes to class on time.
3. Diego uses his cell phone often.
4. Amira carries a notebook computer to work every day.
5. She enjoys her job.
6. Miguel doesn’t like milk. He never drinks it.
7. Tina doesn’t speak Chinese. She speaks Spanish.
8. Are you a student?
9. Does your roommate sleep with the window open?
10. Where do your parents live?
11. What time does your English class begin?
12. Olga doesn’t need a car. She has a bicycle.
13. I don’t speak English.
14. Omar speaks English every day.

Chapter 4: Using the Present Progressive

Exercise 1, p. 96.
1. happy ... laughing
2. sad ... crying

Exercise 2, p. 97.
2. are
3. are
4. are
5. am

Exercise 3, p. 97.
2. are sleeping
3. is reading
4. am eating

Exercise 7, p. 99.
1. yes
2. yes
3. no
4. no
5. no

Exercise 8, p. 100.
1. ride
2. count

Exercise 9, p. 100.
2. coming
3. dreaming
4. biting
5. hitting
6. raining
7. hurting
8. planning
9. baking
10. snowing
11. studying
12. stopping

1. smiling
2. reading
3. drinking
4. sitting
5. eating
6. clapping

Exercise 11, p. 101.
2. is sending
3. is calling
4. are eating
5. is charging
6. is searching

Exercise 12, p. 101.
1. aren’t
2. are
3. isn’t

Exercise 13, p. 102.
1. isn’t watching TV ... is talking on the phone.
2. is listening to music ... isn’t playing soccer.
3. are reading ... aren’t eating lunch.
4. isn’t making photocopies ... is fixing the photocopy machine

Exercise 14, p. 104.
Part I.
Checked phrases: 3, 5, 6, 7, 8, 10

Part II.
3. He is changing the oil in a car.
4. He isn’t watching a movie in the theater.
5. He is putting on a new tire.
6. He is answering the office phone.
7. He is giving a customer a bill.
8. He is repairing an engine.
9. He isn’t eating at a restaurant.
10. He is replacing a windshield wiper.

Exercise 17, p. 106.
2. Is Ivan talking on his phone?
3. Are you sleeping?
4. Are the students watching TV?
5. Is it raining?
6. Is John riding a bike?

Exercise 19, p. 108.
2. Why are you reading your grammar book/it?
3. What are you writing?
4. Where is Yoshi sitting?
5. Where are you staying?
6. What is Jonas wearing today?
7. Why are you smiling?
Exercise 20, p. 108.
3. A: Is Magda eating lunch?
   B: she is.
4. Is she eating lunch?
5. A: Is Sam drinking a cup of coffee?
   B: he isn’t.
6. Is he drinking?
7. A: Are the girls playing in the street?
   B: they aren’t.
8. Are they playing?
9. Are they playing in the park?
10. Are the girls playing together?
11. Is a parent watching them?

Exercise 22, p. 110.
2. every day 6. every day
3. today 7. every day
4. now 8. right now
5. today

Exercise 23, p. 111.
1. isn’t talking
2. rains isn’t raining is shining Does it rain
3. are sitting help is helping
4. cooks is cooking Is he cooking never eats Do you eat Are you

Exercise 24, p. 111.
1. every day 5. every day
2. now 6. now
3. now 7. every day
4. every day 8. now

Exercise 26, p. 113.
2. a. cook, dance, understand
   b. angry, a dancer, driving, ready
3. a. a problem, here, new, raining, ready, true
   b. help, work

Exercise 27, p. 113.
4. Is 7. Do 10. Is

Exercise 28, p. 114.
1. Are you working 5. don’t write
2. I’m not 6. Does she write
3. I’m writing 7. texts
4. Do you write

Exercise 29, p. 114.
2. walk don’t take Do you take
3. B: Is she talking
   A: is running
4. A: read
   B: Do you read
   A: don’t read
5. A: are you reading
   B: am reading
6. A: Do you want is this
   B: is hanging

Exercise 30, p. 115.

2. is snowing like
3. know
4. is talking understand
5. is eating likes tastes
6. smell Do you smell
7. is telling believe
8. is smoking smells hate
9. is holding loves smiling

Exercise 34, p. 118.
1. a. am looking at
   b. am watching
2. a. am listening to
   b. hear

Exercise 36, p. 119.

Situation 1.
3. are doing 9. is looking
4. are speaking 10. is checking
5. know 11. is staring
6. speak 12. is smiling
7. wants 13. is tapping
8. is not working 14. is chewing

Situation 2.
1. works 14. is eating
2. has 15. is running
3. often eats 16. is sitting
4. usually brings 17. is eating
5. usually sits 18. is watching
6. sits 19. always watches
7. watches 20. are swimming
8. often sees 21. are flying
9. relaxes 22. is riding
10. am looking 23. rides
11. isn’t 24. is having
12. is 25. go

Chapter 4
Exercise 41, p. 122.
1. F 3. T
2. F 4. F

Exercise 42, p. 123.
2. a 5. b 8. a
3. b 6. c 9. b
4. c 7. b

Exercise 43, p. 123.
2. I like New York City. I think that it is a wonderful city.
3. Is Abdul sleeping right now?
4. Why are you going downtown today?
5. I like flowers. They smell good.
6. Bill is eating at a restaurant right now. He usually eats at home, but today he is eating dinner at a restaurant.
7. Alex is sitting at his desk. He is writing a letter.
8. Where are they sitting today?

Chapter 5: Talking About the Present

Exercise 1, p. 125.
1. Picture C
2. Picture A
3. Picture B

Exercise 2, p. 126.
2. What’s the date today?
3. What time is it?
4. What month is it?
5. What time is it?
6. What day is it?
7. What’s the date today?
8. What year is it?
9. What time is it?

Exercise 4, p. 127.
1. b. from ... to
c. in ... in
2. a. in
   b. at
3. a. in
   b. in
c. on
d. on
4. a. on
   b. from ... to
c. at

Exercise 6, p. 129.

Part I.
1. Ron 3. Shen
2. Marta 4. Lisa

Part II.
1. in ... on ... Shen
2. in ... on ... Marta
3. in ... at ... Lisa
4. Ron ... in ... on ... in

Exercise 9, p. 130.
2. 0°C cold, freezing
3. 38°C hot
4. 24°C warm
5. −18°C very cold, below freezing

Exercise 10, p. 131.
2. 36°F 5. −4°C
3. 86°F 6. 21°C
4. 60°F 7. 38°C

Exercise 13, p. 133.
3. are 6. is
4. is 7. are
5. are 8. are

Exercise 16, p. 134.
1. There’re 5. There’s
2. There’s 6. There’re
3. There’re 7. There’s
4. There’s 8. There’re

Exercise 19, p. 138.
The Prime Minister of England

Exercise 25, p. 139.
1. in
2. in
3. on
4. at ... in
5. First Street
6. Miami / Florida OR Miami, Florida
7. 342 First Street
8–11. (free response)

Exercise 26, p. 140.
1. a. in
   b. on
c. at
   Eiffel Tower
2. a. in
   b. at
c. on
   Prime Minister of Canada
3. a. on  
   b. at  
   c. in  
   Giza Pyramids
4. a. in  
   b. on  
   c. at  
   Nike
5. a. on  
   b. at  
   c. in  
   President of the United States
6. a. in  
   b. at  
   c. in  
   Boeing

Exercise 27, p. 140.
1. in  
2. in  
3. at  
4. in  
5. at

Exercise 28, p. 141.
1. at  
2. in  
3. at . . . at  
4. in . . . in  
5. in . . . in  
6. in

Exercise 30, p. 143.
2. under/in front of  
3. above/behind  
4. beside, near, next to  
5. far (away) from  
6. in/inside  
7. between  
8. around  
9. outside/next to  
10. front  
11. back  
12. the front/inside  
13. the back/inside

Exercise 32, p. 145.
1. T  
2. F  
3. T  
4. T  
5. F  
6. F  
7. F  
8. T  
9. T  
10. T  
11. F  
12. F  
13. T  
14. T  
15. F

Exercise 34, p. 146.
Part I.
1. She is eating at/in a restaurant.
2. I see a cup of coffee, a vase of flowers, a candle, a bowl of salad, a glass of water, a plate, and a piece of meat.
3. She is holding a knife in her right hand. She is holding a fork in her left hand.
4. There's salad in the bowl.
5. There's meat / a piece of meat / a steak on the plate.
6. There's coffee in the cup.
7. A candle is burning.
8. No, she isn't eating breakfast.
9. No, she isn't at home. She's at/in a restaurant.
10. She's cutting meat / a piece of meat / a steak.

Part II.
1. at  
2. on  
3. in  
4. is . . . in

Exercise 35, p. 147.
Part I.
1. He is studying.
2. I see a clock, a sign, some books, some shelves, a librarian, a desk, a plant, a table, three chairs, and two students.
3. No, he isn't at home. He's at the library.
4. No, he isn't reading a newspaper.
5. The librarian is standing behind the circulation desk.
6. He is right-handed.

Part II.
1. at/in  
2. at  
3. in/on  
4. under  
5. on  

Exercise 36, p. 148.
Part I.
1. She is cashing a check.
2. No, she isn't at a store. She's at/in a bank.
3. I see a bank teller, a clock, a sign, a line of people, a check, a purse/handbag/pocketbook, a briefcase, a tie/necktie, eyeglasses/glasses, a suit, a T-shirt, a beard and a mustache, pants, jeans, and a dress.
4. A woman is standing behind Megan.
5. A man is standing at the end of the line.
6. There are three men in the picture.
7. There are two women in the picture.
8. There are five people in the picture.
9. There are four people standing in line.
Part II.
1. at/in/inside
2. are
3. at/in front of
4. behind/in back of
5. is ... behind/in back of
6. isn’t ... at ... of
7. is ... at ... of
8. is ... between

Exercise 37, p. 149.
Answer: Would like is more polite.

Exercise 38, p. 150.
3. Hassan and Eva would like
4. They would like
5. I would like to thank
6. My friend would like to thank
7. My friends would like to thank

Exercise 41, p. 151.
1. 'd like
2. like
3. 'd like
4. likes
5. 'd like

Part I.
1. She is signing/writing a check.
2. Her address is 3471 Tree Street, Chicago, Illinois 60565.
3. Her full name is Mary S. Jones.
4. Her middle initial is S.
5. Her last name is Jones.
6. She wants fifty dollars.
7. Her name and address are in the upper-left corner of the check.
8. The name and address of the bank are in the lower-left corner of the check.
9. The name of the bank is First National Bank.

Part II.
1. check
2. her
4. at
5. in
6. cash or fifty dollars

Exercise 45, p. 154.
Part I.
1. He is cooking/making dinner.
2. I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a sign, a spoon, and a shopping/grocery list.
3. He is in the kitchen. He is next to/beside the stove.
4. Yes, he is tasting his dinner.

Exercise 46, p. 155.
Part I.
1. They are sitting on the sofa/couch. They’re watching TV.
2. I see a TV set, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa/couch.
3. No, they aren’t in the kitchen. They’re in the living room.
4. The lamp is on the floor. OR The lamp is beside/next to the sofa/couch.
5. The rug is on the floor in front of the sofa/couch.
6. The dog is on the rug.
7. The cat is on the sofa/couch. OR The cat is beside/next to Lisa.
8. No, the cat isn’t walking. The cat is sleeping.
9. The dog is sleeping (too).
10. A fishbowl is on top of the TV set. OR There’s a fishbowl on top of the TV set.
11. No, the fish isn’t watching TV.
12. A singer is on the TV screen. OR There’s a singer on the TV screen. OR They are watching a singer on TV.

Part II.
1. are ... to
2. are ... on
3. aren’t

Exercise 48, p. 156.
2. b
3. a
4. c

2. There are many problems in big cities today.
3. I’d like to see a movie tonight.
4. We need to find a new apartment soon.
5. Mr. Rice would like to have a cup of tea.
6. How many students are there in your class?
7. What day is it today?
8. I would like to leave now. How about you?
9. How is the weather in Kenya?
10. The teacher would like to check our homework now.
Chapter 6: Nouns and Pronouns

Exercise 2, p. 160.
Checked words: 4, 7, 8, 9, 10, 12

Exercise 3, p. 160.
3. cheese . . . cheese
4. people . . . people
5. whiskers

Exercise 4, p. 160.
2. a, c: vocabulary
3. a: paper
   b: ink, paper
   c: problems
4. b: workers
5. (no objects)

Exercise 5, p. 161.
1. above
2. under
3. in

Exercise 6, p. 162.
Checked phrases: 2, 3, 4, 7, 8
2. noon
3. counter
4. closet
5. (no objects)

Exercise 7, p. 162.
1. a. A tutor helps Sari with her homework.
   b. A tutor helps Sari on Tuesday afternoons.
   c. A tutor helps Sari in the library.
2. a. The teacher erases the board.
   b. The teacher erases the board after class.
   c. The teacher is erasing the board with an eraser.
3. a. Elin cleans windows.
   b. Elin cleans in the afternoons.
   c. Elin cleans five days a week.
4. a. I do my homework in the library.
   b. I do my homework every weekend.
   c. I do my homework with my friends.
5. a. Birds fly during the day.
   b. Birds live in nests.
   c. Birds sit on eggs.

Exercise 8, p. 163.
1. Kids like candy. (none) (none)
   subj. verb obj. of verb prep. obj. of prep.
2. Day lives in Africa.
   subj. verb obj. of verb prep. obj. of prep.
3. The sun is shining.
   subj. verb obj. of verb prep. obj. of prep.
4. Lev is reading books about filmmaking.
   subj. verb obj. of verb prep. obj. of prep.
5. Dara doesn’t eat chicken or beef.
   subj. verb obj. of verb prep. obj. of prep.
6. Monkeys and birds eat fruit and insects.
   subj. verb obj. of verb prep. obj. of prep.

Exercise 10, p. 164.
2. My sister has a beautiful house.
3. We often eat at an Italian restaurant.
4. Valentina sings her favorite songs in the shower.
5. Olga likes American hamburgers.
6. You like sour (apples) but I like sweet (fruit).

Exercise 13, p. 166.
1. him, her, it
2. him, her, it
3. He, She, It

Exercise 14, p. 166.
2. She . . . him
3. They . . . her
4. They . . . him
5. He . . . her
6. She . . . them
7. They . . . them
8. They . . . them

Exercise 15, p. 167.
2. them
3. they
4. She
5. him
6. her . . . She . . . I
7. them . . . They
8. us
9. It
10. We . . . it

Exercise 17, p. 168.
2. it . . . It
3. we . . I . . . you
4. they . . . They . . . them
5. it. It
6. he . . . him
Exercise 19, p. 169.
1. A: I am going . . . with us
   B: I am going . . . We need to
2. B: It's
   A: her
   B: know her
   A: her
3. B: them . . . him

Exercise 20, p. 170.
1. one
2. one
3. two or more

Exercise 21, p. 170.
Part I.
2. countries
3. babies
4. keys
5. cities
6. parties

Part II.
11. leaves
12. wives
13. lives

Part III.
16. glasses
17. sexes
18. dishes
19. taxes
20. bushes
21. matches

Exercise 22, p. 172.
2. table
3. face
4. hats
5. offices
6. boxes

Exercise 23, p. 173.
2. places
3. sandwich
4. sentences
5. apple
6. exercise

Exercise 24, p. 173.
2. Ø
3. elephants
4. Ø
5. babies
6. exercises

1. a. a child
2. b. a tooth
3. a. a foot

Exercise 26, p. 175.
1. foot . . . feet
2. fish . . . fish
3. teeth . . . tooth
4. children . . . child
5. sheep . . . sheep . . . sheep . . . sheep
6. woman . . . man
7. women . . . men . . . men . . . women . . . men . . . women . . . women . . . men
8. mouse . . . mice

Exercise 27, p. 176.
1. sites
2. malls
3. websites . . . sales
4. husband Ø . . . children
5. jackets . . . skirts . . . shirts . . . dresses . . . coats
6. shoes . . . feet
7. websites . . . returns

Exercise 28, p. 176.
4. This class ends at two o'clock.
5. NC
6. My mother works.
7. NC
8. My mother works in an office.
9. Does your brother have a job?
10. NC
11. My sister lives in an apartment.
12. NC
13. The apartment has two bedrooms
14. NC
15. NC

Exercise 29, p. 177.
2. b
3. c
4. c
5. c
6. a
7. d
8. b

Exercise 30, p. 178.
4. ours
5. theirs
6. mine

Exercise 31, p. 178.
1. yours
2. ours
3. hers
4. theirs
5. his
6. mine
Exercise 32, p. 179.
2. a. them  b. their  c. theirs
3. a. you  b. your  c. yours
4. a. her  b. her  c. hers

Exercise 33, p. 180.
2. hers
3. A: your  B: my...Mine
4. yours
5. theirs...Their
6. A: our...yours  B: Ours
7. A: your  B: his
8. my...Hers

Exercise 34, p. 180.
Correct sentences: 1, 4

Exercise 35, p. 181.
2. car...Dave
3. room...Samir
4. office...the doctor

Exercise 36, p. 181.
1. one
2. more than one
3. more than one
4. one
5. more than one
6. one

Exercise 38, p. 182.
1. brother
2. mother
3. brother
4. children
5. daughter
6. son
7. sister
8. mother
9. wife
10. mother...father OR father...mother

Exercise 39, p. 183.
2. a. ours  b. theirs  c. Our  d. Theirs
3. a. Don’s  b. Kate’s  c. His  d. Hers
4. a. mine  b. yours  c. Mine...my  d. Yours...your
5. a. Ray’s  b. Ours  c. His  d. Ours
6. a. my  b. yours  c. Mine...my  d. Yours...your
7. a. Our  b. Theirs  c. Our car  d. Their
8. a. Gabi’s  b. Evan’s  c. Hers...her  d. His...his

Exercise 40, p. 184.
1. Mack’s  5. friend
2. Mack  6. friend’s
3. teacher’s  7. manager’s
4. teacher  8. cousin

Exercise 41, p. 184.
3. (no change)  7. girl’s
4. teachers’  8. girls’
5. teacher’s  9. Monica’s
6. students’  10. Ryan’s

Exercise 42, p. 185.
1. b
2. a

Exercise 43, p. 185.
1. a  3. a  5. b
2. b  4. b  6. a

Exercise 44, p. 186.
1. Who’s  4. Who’s
2. Whose  5. Whose
3. Who’s  6. Who’s

Exercise 45, p. 186.
1. Who’s  6. Whose
2. Whose  7. Who’s
3. Who’s  8. Whose
5. Whose  10. Who’s
Chapter 7: Count and Noncount Nouns

Exercise 1, p. 191.

Count: sugar bowl

Exercise 2, p. 192.

3. coin (count)
4. money (noncount)
5. traffic (noncount)
6. cars (count)
7. fact (count)
8. information (noncount)
9. homework (noncount)
10. assignment (count)
11. music (noncount)
12. coffee (noncount)
13. library (count)
14. vocabulary (noncount)
15. advice (noncount)
16. job (count)
17. work (noncount)
18. bracelets (count)

Exercise 3, p. 192.

5. s
6. Ø
7. Ø
8. Ø
9. s
10. s
11. Ø
12. a, s
13. a, Ø
14. Ø
15. b, s
16. s

Exercise 4, p. 194.

NONCOUNT

2. advice
3. furniture
4. homework
5. information
6. jewelry
7. money
8. music
9. weather
10. work

COUNT

a suggestion
a desk
an assignment
a fact
a bracelet
a coin
a song
a cloud
a job

Exercise 5, p. 194.

1. Ø, Ø, s, s, s
2. Ø, Ø, s, s
3. Ø, Ø, Ø
4. Ø, s, s, s
Exercise 8, p. 196.
Correct

Exercise 9, p. 196.
1. an 5. a 9. A
2. a 6. a 10. an
3. an 7. an 11. a
4. an 8. An 12. an...a

Exercise 10, p. 197.
2. a 5. a 8. a
3. an 6. an 9. a
4. an 7. an 10. a

Exercise 11, p. 197.
1. COUNT: a bike, some cars, some motorcycles, a truck
2. NONCOUNT: some pollution, some traffic
3. SINGULAR COUNT: a bike, a truck
4. PLURAL COUNT: some cars, some motorcycles

Exercise 12, p. 198.
4. a (sing. count)
5. some (pl. count)
6. some (noncount)
7. a (sing. count)
8. some (pl. count)
9. some (pl. count)
10. some (noncount)
11. some (noncount)
12. an (sing. count)
13. some (pl. count)
14. an (sing. count)
15. some (pl. count)

Exercise 13, p. 199.
A: computer, day, word
AN: evening, idea, uncle
SOME: help, ideas, mail, vocabulary, words

Exercise 14, p. 199.
2. an (sing. count)
3. some (noncount)
4. a (sing. count)
5. a (sing. count)
6. some (noncount)
7. some (noncount)
8. a (sing. count)
9. some (noncount)
10. some (noncount)
11. a (sing. count)
12. some (noncount)
13. a (sing. count)
14. an (sing. count)

Exercise 16, p. 200.
2. some...some
3. a...a
4. a...a...some
5. some furniture
6. some music
7. an orange
8. some...some
9. some
10. some

Exercise 18, p. 201.
4. flour
5. flowers
6. information
7. jewelry
8. children
9. homework
10. advice
11. suggestions
12. help
13. sandwiches
14. animals
15. bananas
16. water
17. weather
18. pictures
19. rice...beans

Exercise 19, p. 203.
2. stores
3. coupon
4. rice
5. coupon
6. coupon
7. coupons
8. coupon
9. money

Exercise 21, p. 204.
2. a piece of bread
3. a glass of a cup of water
4. a cup of tea
5. a piece of cheese
6. a bowl of a cup of soup
7. a piece of meat
8. a glass of wine
9. a piece of fruit
10. a bowl of a cup of rice

Exercise 28, p. 208.
3. many
4. much
5. much
6. much
7. much
8. much
9. many
10. many
11. many

Exercise 29, p. 208.
2. many
3. much
4. much
5. many
6. much

ANSWER KEY
Chapter 7
Exercise 30, p. 209.
1. a few  6. a few
2. a little  7. a little
3. a few  8. a little
4. a little  9. a few
5. a little  10. a few

Exercise 31, p. 209.
Part I.
2. much  6. much
3. much  7. much
4. many  8. many
5. much

Part II.
2. a little  5. a few
3. a few  6. a little
4. a little . . . 7. a little
 . . . a few . . .
 . . . a little

Exercise 34, p. 211.
Conversation 2

Exercise 35, p. 211.
1. a . the  2. a . The
b. the  b. The
c. the  c. The
d. The  d. The
e. The  e. The

Exercise 36, p. 212.
1. (a notebook) . . . a grammar book. The notebook
 . . . The grammar book
2. a woman . . . a man. The woman. The man
3. a ring . . . a necklace. The ring
4. a magazine . . . a newspaper . . . the newspaper . . .
 . . . the magazine
5. a circle . . . a triangle . . . a square . . . a rectangle.
The circle . . . the triangle
 . . . The square . . . the triangle . . . the rectangle
6. a card . . . a flower . . . The card . . . the card . . .
 . . . the flower

Exercise 37, p. 213.
1. a  12. a
2. a  13. The
3. a  14. The
4. a  15. a
5. the  16. a
6. The  17. a
7. the  18. a
8. the  19. the
9. The  20. the
10. the  21. The
11. a  22. the

Exercise 38, p. 214.
   B: an
2. B: The  7. the
   A: the
3. a . . . a  8. the
4. the
5. a

Exercise 40, p. 215.
1. b
2. a

Exercise 41, p. 215.
1. specific  4. general
2. general  5. general
3. specific  6. specific

2. Ø  6. The
3. The  7. The
4. Ø . . . Ø  8. Ø . . . Ø
5. Ø  9. Ø . . . Ø

Exercise 43, p. 216.
2. general 6. specific
3. specific 7. specific
4. general 8. specific
5. general

Exercise 44, p. 216.
1. a  3. a  5. b
2. b  4. a  6. b

Exercise 45, p. 217.
1. the . . . the
2. the . . . the
3. A: a
   B: a . . . a
4. A: the
   B: an
   A: the
5. B: an
   A: the
   B: a

Exercise 46, p. 217.
1. some fruit / some oranges
2. any fruit / any oranges
3. some fruit / some oranges / any fruit / any oranges
Chapter 8: Expressing Past Time, Part 1

Exercise 2, p. 224.
2. were
3. was
4. were
5. was
6. were
7. were
8. were
9. was
10. was

Exercise 3, p. 225.
3. Martina was at the library yesterday too.
4. We were in class yesterday too.
5. You were busy yesterday too.
6. I was happy yesterday too.
7. The classroom was hot yesterday too.
8. Elise was in her office yesterday too.
9. Tony was in his office yesterday too.
10. Noor and Eli were in their offices yesterday too.

Exercise 6, p. 226.
2. weren’t
3. wasn’t
4. weren’t
5. wasn’t
6. wasn’t
7. wasn’t
8. weren’t
9. were
10. weren’t

Exercise 8, p. 227
1. wasn’t
2. was
3. was
4. wasn’t
5. was
6. was
7. were
8. weren’t
9. were
10. weren’t

Exercise 10, p. 228.
2. A: Was Mr. Gupta at work last week?
   B: he wasn’t.
   A: was he?
   B: was in the hospital.
3. A: Were Oscar and Anya at the train station at midnight?
   B: they weren’t.
   A: were they?
   B: were at the airport.
4. A: Was Gabriella at the gym yesterday afternoon?
   B: she wasn’t.
   A: was she?
   B: was at the dentist.
5. A: Were you and your family in Canada last year?
   B: we weren’t.
   A: were you?
   B: in Iceland.

Exercise 47, p. 218.
4. some/any
5. any
6. some
7. any
8. any
9. any
10. some
11. any
12. any
13. some
14. any
15. any
16. some

Exercise 50, p. 219.
2. Leaves
3. sex
4. knives
5. information
6. paper
7. dishes
8. women
9. bushes
10. homework
11. pages
12. pieces
13. edges
14. valleys
15. weather
16. Thieves
17. Strawberries
18. trays
19. sizes
20. glasses
21. fish
22. centimeters
23. inches
24. feet

Exercise 51, p. 220.
2. I don’t like hot weather.
3. I usually have an egg for breakfast.
4. The sun rises every morning.
5. The students in this class do a lot of homework every day.
6. How many languages do you know?
7. I don’t have much money.
8. Ricardo and Lisa don’t have any children.
9. The pictures are beautiful. You’re a good photographer.
10. There isn’t any traffic early in the morning.
11. I can’t find a bowl for my soup. I can’t find any bowls for my soup.

Exercise 53, p. 222.
1. a
2. Some
3. a
4. The
5. a
6. some
7. Some
8. some
9. An
10. a
11. Some
12. A . . . a
13. a
14. The
15. The
16. some
17. Some
18. a
19. The
20. a
21. a
### Exercise 12, p. 229.

| 2. Was | 7. Were |
| 3. Were | 8. Was |
| 4. Was | 9. Was |
| 5. Were | 10. Were |
| 6. Was | |

### Exercise 13, p. 230.

| 3. A: Were you tired last night? B: I was. |
| 4. A: Are you hungry right now? B: I'm not. |
| 5. A: Was the weather hot in New York City last summer? B: it was. |
| 6. A: Is the weather cold in Alaska in the winter? B: it is. |
| 7. A: Were Astrid and Mohammed here yesterday afternoon? B: they were. |
| 8. A: Are the students in this class intelligent? B: they are. |
| 9. A: Is Mr. Tok absent today? B: he is. A: is he? B: He is . . . (free response) |
| 10. A: Were Tony and Benito at the party last night? B: they weren't. A: were they? B: They were . . . (free response) |
| 11. A: Was Amy out of town last week? B: she was. A: was she? B: She was . . . (free response) |
| 12. A: Are Mr. and Mrs. Sanchez in town this week? B: they're not. A: are they B: They are . . . (free response) |

### Exercise 16, p. 232.

| 2. worked | 7. rained |
| 3. shaved | 8. asked |
| 4. watched | 9. talked |
| 5. exercised | 10. listened |
| 6. smiled | |

### Exercise 18, p. 233.

| 2. walk . . . walked |
| 3. asks . . . asked |
| 4. watched . . . watch |
| 5. cooked . . . cooks |
| 6. stay . . . stayed | 2. worked . . . worked |
| 3. dream . . . dreamed/dreamt |
| 4. waits . . . waited |
| 5. erased |
| 6. smiles |
| 7. shaved . . . shaves |

### Exercise 19, p. 234.

| 1. works | 6. learned |
| 2. plays | 7. watched |
| 3. played | 8. like |
| 4. scored | 9. worked |
| 5. helped | 10. works |

### Exercise 21, p. 236.

| 1. b. last | 2. a. last |
| c. last | b. yesterday |
| d. last | c. yesterday |
| e. last | d. yesterday |
| f. last | e. last |

### Exercise 22, p. 236.

**Sample answers:**

2. I wasn't here yesterday.
3. she wasn't busy yesterday.
4. they weren't at work yesterday afternoon.
5. he wasn't at the library last night.
6. you weren't here yesterday.
7. she wasn't in her office yesterday morning.
8. it wasn't cold last week.
9. we weren't tired yesterday evening.

### Exercise 23, p. 237.

| 2. Four days ago . . . was |
| 3. One week ago . . . was |
| 4. Yesterday / One day ago . . . was |
| 5. Two weeks ago . . . were |
| 6. Yesterday / One day ago . . . were |
| 7. Two days ago / The day before yesterday . . . were |

### Exercise 24, p. 238.

*(Answers may vary depending on date and time.)*

### Exercise 26, p. 239.

| 1. eats |
| 2. does |
| 3. goes |

### Exercise 29, p. 241.

| 2. talked |
| 3. is talking |
| 4. talks |
| 5. ate |
7. A: Did Galina study English in high school?
   B: Yes, she did.

8. A: Did Kirsten and Ali do their homework last night?
   B: No, they didn’t.

9. A: Did you see Gina at dinner last night?
   B: Yes, I did.

10. A: Did you dream in English last night?
    B: No, I didn’t.

Exercise 30, p. 242.
1. b 3. a, b 5. a, c
2. a, c 4. a, c 6. b, c

Exercise 32, p. 243.
2. didn’t get 7. didn’t do
3. didn’t get 8. didn’t do
4. didn’t stay 9. wasn’t
5. didn’t stay 10. weren’t
6. didn’t do

Exercise 34, p. 244.
2. went . . . didn’t enjoy . . . wasn’t
3. is reading . . . isn’t watching . . . doesn’t like
4. A: Were
   B: didn’t feel
5. doesn’t eat . . . doesn’t have . . . didn’t have . . . got

Exercise 36, p. 245.
3. He didn’t cook a big breakfast.
4. He didn’t wash the dishes.
5. (no change)
6. He didn’t see his friends at the bus stop.
7. He wasn’t late for work.
8. It wasn’t time for work.

Exercise 39, p. 247.
3. A: Did you eat lunch at the cafeteria?
   B: Yes, I did.
4. A: Did Mr. Kwan go out of town last week?
   B: No, he didn’t.
5. A: Did you have a cup of tea this morning?
   B: Yes, I did.
6. A: Did you and Ricardo go to a dance last night?
   B: Yes, we did.

Exercise 40, p. 248.
1. Did we 6. Did he
2. Did you 7. Did she
3. Did it 8. Did they
4. Did I 9. Did you
5. Did they 10. Did she

Exercise 42, p. 249.
Part II.
1. Did you 6. Did he
2. Did it 7. Did she
3. Did you 8. Did they
4. Did they 9. Did I
5. Did I 10. Did she

Exercise 43, p. 250.
2. Did you change . . . No, I didn’t.
3. Did you exercise . . . No, I didn’t.
4. Did you sleep . . . No, I didn’t.
5. Did you think . . . No, I didn’t. OR Yes, I did.

Exercise 46, p. 252.
1. ran
2. A: rode
   B: drove
3. thought
4. A: Did you go
   B: bought
5. A: Did you study
   B: read . . . went
6. drank . . . was
7. brought
8. taught . . . taught
9. caught

Exercise 48, p. 253.
1. b 4. b, c
2. a, c 5. b
3. a, c 6. b, c
Exercise 52, p. 255.
1. broke
2. spoke
3. left
4. sent
5. met
6. heard
7. took
8. rang
9. sang
10. woke
11. paid
12. flew

Exercise 54, p. 257.
1. no
2. yes

Exercise 57, p. 258.
1. began
2. told
3. lost
4. hung
5. found
6. sold
7. said
8. stole
9. wore
10. tore

Exercise 59, p. 260.
1. no
2. no
3. yes
4. yes
5. yes

Exercise 60, p. 260.
1. Did
2. Were
3. Was
4. Were
5. Did
6. Was
7. Did
8. Did
9. Were
10. Did

Exercise 61, p. 260.
2. was... did
3. A: Was... Did
   B: was
4. A: Were... Did
   B: was... were
5. A: were
   B: was
   A: Did
   B: was... were... was... did

Exercise 62, p. 261.
3. Do you want a roommate?
4. Did you have a roommate last year?
5. Was it a good experience?
6. Was he messy?
7. Did he help you clean?
8. Were you glad when he left?

Exercise 63, p. 262.
1. Lara = 3 or 4
2. Josh = 2 or 3
3. This information doesn't help you solve the puzzle.
4. Kira = 1 or 4
5. This information doesn't help you solve the puzzle.
6. Max lives between Kira and Josh.
So Kira = 1, Max = 2, Josh = 3, Lara = 4

Exercise 64, p. 263.
2. Did you go to the party last weekend?
3. I heard an interesting story yesterday.
4. The teacher was not/wasn't ready for class yesterday.
5. Did Dennis come to work last week?
6. Last night I stayed home and worked on my science project.
7. Several students weren't on time for the final exam yesterday.
8. Your fax came ten minutes ago. Did you get it?
9. Did you watch the movie?
10. The store didn't have yellow bananas. I got some green ones. (also possible: The store doesn't have yellow bananas. I am getting some green ones.)
11. Were you nervous about your test last week?
13. I didn't see you at the party. Were you there?

Chapter 9: Expressing Past Time, Part 2

Exercise 1, p. 265.
1. c
2. b

Exercise 2, p. 266.
2. A: Why did Rosa go there?
   B: She went there for a vacation.
3. A: When/What time did Rosa leave?
   B: She left at 2:00 P.M.

Exercise 3, p. 266.
2. When did Mr. Chu arrive in Canada?
3. What time did their plane arrive?
4. Why did you stay home last night?
5. Why were you tired?
6. Where did Sara go for her vacation?
7. What time did Lia finish her homework?
8. When did you come to this city?

Exercise 4, p. 267.
Questions:
1. What time did you get up this morning?
2. When did you finish your homework last night?
3. Where were you at 10:00 last night?
4. Why did you choose this school?
5. Why did you decide to study English?
6. What time did you cook dinner?
7. Where did you cook dinner?
8. What time did you walk into this room?
9. Where did you buy this book?
10. When did you buy this book?

Exercise 5, p. 267.
1. b 4. c 7. b
2. c 5. b 8. a
3. a 6. c 9. c

Exercise 6, p. 268.
2. you finish your homework
3. you eat breakfast this morning
4. you clean your apartment last week
5. you turn on your cell phone yesterday

Exercise 7, p. 268.
1. did 5. didn't
2. didn't 6. did
3. didn't 7. did
4. did 8. didn't

Exercise 8, p. 268.
Correct answer: a

Exercise 9, p. 269.
3. Is Maya carrying a suitcase?
4. What is Maya carrying?
5. Do you see a plane?
6. What do you see?
7. Are you afraid of mice?
8. What is the teacher talking about?
9. What did Franco have for lunch?
10. Did Franco have some soup for lunch?
11. What does Franco usually eat for lunch?
12. Does Franco like salads?

Exercise 13, p. 271.
1. When did he
2. Why did you
3. What did she
4. Where did you
5. What did he
6. When did they
7. Where did they

Exercise 14, p. 272.
1. Picture B
2. Picture A

Exercise 15, p. 273.
1. a. Who called Yuko?
   b. Who visited Yuko?
   c. Who studied with Yuko?
   d. Who did Alan call?
   e. Who did Alan visit?
   f. Who did Alan study with?
2. a. Who talked to the kids?
   b. Who did Ron talk to?
   c. Who watched the kids?
   b. Who did Ron watch?
   e. Who played with the kids?
   f. Who did Ron play with?

Exercise 16, p. 273.
1. a. the baby
   b. Astrid carry
2. a. the firefighter save
   b. the woman
3. a. the students . . . Professor Ramic
   b. Professor Jackson teach . . . The students

Exercise 17, p. 274.
1. Who did you see at the party?
2. Who came to the party?
3. Who did you talk to?
4. Who did Barak help?
5. Who helped Abbey?
6. Who did you invite?

Exercise 19, p. 276.
1. a 4. a 6. c
2. b 5. c 7. a
3. b

Exercise 23, p. 278.
2. cost 8. shut
3. gave 9. spent
4. hit 10. lent
5. forgot 11. cuts
6. made 12. cut
7. shuts

Exercise 24, p. 279.
1. a, b, c 4. b, c
2. a 5. b, c
3. a, b

Exercise 27, p. 280.
1. won 6. blew
2. fell 7. knew
3. kept 8. swam
4. drew 9. felt
5. grew 10. threw
Exercise 28, p. 281.
1. b, c 4. a, c
2. a, b 5. a, c
3. a, b, c

Exercise 31, p. 282.
2. broke 6. became
3. hid 7. held
4. built 8. bit
5. fed 9. shook

Exercise 32, p. 283.
1. a, c 4. a, b, c
2. c 5. a, c
3. a, b

Exercise 34, p. 284.
M 2. [We arrived at the airport]
T [before the plane landed.]
M 3. [I went to a movie] [after I finished my homework.]
T 4. [After the kids got home from school,]
M [they watched T.V.]
T 5. [Before I moved to this city,]
M [I lived at home with my parents.]

2. 2, 1 (b)
3. 1, 2 (b)
4. 1, 2 (a, c)

Exercise 36, p. 285.
Incomplete sentences: 1, 4, 6, 7

Exercise 37, p. 287.
Same meaning

Exercise 39, p. 287.
2. a. NC
   b. When were you in Iran?
3. a. When did the movie end?
   b. NC
4. a. NC
   b. When were Khalid and Bakir at the restaurant on First Street?
5. a. NC
   b. When does the museum open?

Exercise 40, p. 288.
2. When I was in Japan, I stayed in a hotel in Tokyo.
   I stayed in a hotel in Tokyo when I was in Japan.
3. Elena bought some new shoes when she went shopping yesterday.
   When she/Elena went shopping yesterday, Elena/she bought some new shoes.
4. I took a lot of photographs when I was in Hawaii.
   When I was in Hawaii, I took a lot of photographs.
5. Adam was a soccer player when he was in high school.
   When he/Adam was in high school, Adam/he was a soccer player.
6. When the rain stopped, I closed my umbrella.
   I closed my umbrella when the rain stopped.
7. The mirror broke when I dropped it.
   When I dropped the mirror, it broke.

Exercise 41, p. 288.
(Answers in parentheses may vary.)
2. a. When did you leave?
   b. When you left, (I was sad).
3. a. When did Thomas feel homesick?
   b. When Thomas felt homesick, (he looked at pictures of his family).
4. a. When did the electricity go out?
   b. When the electricity went out, (we lit candles).

Exercise 43, p. 290.
1. was eating . . . came
2. called . . . was watching
3. was playing

Exercise 45, p. 292.
Checked sentences: 1, 3, 5

Exercise 46, p. 293.
2. Someone knocked on my apartment door while I was eating breakfast yesterday.
   While I was eating breakfast yesterday, someone knocked on my apartment door.
3. While I was cooking dinner last night, I burned my hand.
   I burned my hand while I was cooking dinner last night.
4. Yoko raised her hand while the teacher was talking.
   While the teacher was talking, Yoko raised her hand.
5. A tree fell on my car while I was driving in a windstorm.
   While I was driving in a windstorm, a tree fell on my car.
While I was studying last night, a mouse suddenly appeared on my desk.
A mouse suddenly appeared on my desk while I was studying last night.

Exercise 47, p. 293.
1. a. While + past progressive
   b. while + past progressive
2. a. When + simple past
   b. when + simple past

Exercise 49, p. 295.
2. called . . . was washing
3. came . . . was eating
4. was eating . . . came
5. came . . . was streaming . . . invited
6. was streaming . . . came
7. was wearing . . . saw
8. was watching . . . relaxing . . . took

Exercise 51, p. 296.
Part II.
1. While* 4. Before
2. After 5. While*

Part III.
1. was
2. was growing . . . became
3. built
4. graduated . . . went
5. wasn't . . . stayed
6. learned . . . helped
7. fired . . . started
8. was working . . . met
9. became
10. was working . . . got
11. didn't . . . died

Exercise 52, p. 298.
1. were having . . . saw . . . introduced
2. heard . . . walked . . . opened . . . opened . . .
   saw . . . greeted . . . asked
3. were playing . . . called . . . was . . . was . . .
   bought . . . took
4. was walking . . . saw . . . said

Exercise 53, p. 298.
2. c 5. c 8. a
3. d 6. b 9. c
4. a 7. c 10. d

*When is also possible but not as common as while.
## Chapter 10: Expressing Future Time, Part 1

### Exercise 2, p. 303.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>are going to be</td>
</tr>
<tr>
<td>3.</td>
<td>is going to be</td>
</tr>
<tr>
<td>4.</td>
<td>are going to be</td>
</tr>
<tr>
<td>5.</td>
<td>are going to be</td>
</tr>
<tr>
<td>6.</td>
<td>is going to be</td>
</tr>
<tr>
<td>7.</td>
<td>are going to be</td>
</tr>
<tr>
<td>8.</td>
<td>is going to be</td>
</tr>
</tbody>
</table>

### Exercise 4, p. 305.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>is going to get something to eat.</td>
</tr>
<tr>
<td>3.</td>
<td>am going to take them to the laundromat.</td>
</tr>
<tr>
<td>4.</td>
<td>am going to try to see the dentist today.</td>
</tr>
<tr>
<td>5.</td>
<td>is going to take it to the post office.</td>
</tr>
<tr>
<td>6.</td>
<td>are going to go to the park.</td>
</tr>
<tr>
<td>7.</td>
<td>are going to take dance lessons.</td>
</tr>
<tr>
<td>8.</td>
<td>am going to call the police.</td>
</tr>
<tr>
<td>9.</td>
<td>am going to take a sick day or lie down.</td>
</tr>
<tr>
<td>10.</td>
<td>are going to go to an Italian restaurant.</td>
</tr>
<tr>
<td>11.</td>
<td>is going to call the manager.</td>
</tr>
</tbody>
</table>

### Exercise 7, p. 307.

**Checked sentences:** 1, 2, 3

### Exercise 8, p. 307.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>We are flying to Athens.</td>
</tr>
<tr>
<td>3.</td>
<td>We are spending a week there.</td>
</tr>
<tr>
<td>4.</td>
<td>My father is meeting us there.</td>
</tr>
<tr>
<td>5.</td>
<td>He is taking the train.</td>
</tr>
<tr>
<td>6.</td>
<td>We are going sightseeing together.</td>
</tr>
<tr>
<td>7.</td>
<td>I am coming back by boat, and they are returning by train.</td>
</tr>
</tbody>
</table>

### Exercise 9, p. 308.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>present</td>
</tr>
<tr>
<td>2.</td>
<td>future</td>
</tr>
<tr>
<td>3.</td>
<td>present</td>
</tr>
<tr>
<td>4.</td>
<td>future</td>
</tr>
<tr>
<td>5.</td>
<td>present</td>
</tr>
<tr>
<td>6.</td>
<td>present</td>
</tr>
<tr>
<td>7.</td>
<td>future</td>
</tr>
<tr>
<td>8.</td>
<td>future</td>
</tr>
</tbody>
</table>

### Exercise 11, p. 308.

<table>
<thead>
<tr>
<th>Number</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>b</td>
</tr>
<tr>
<td>2.</td>
<td>c</td>
</tr>
<tr>
<td>3.</td>
<td>b</td>
</tr>
<tr>
<td>4.</td>
<td>a</td>
</tr>
<tr>
<td>5.</td>
<td>a</td>
</tr>
<tr>
<td>6.</td>
<td>b</td>
</tr>
<tr>
<td>7.</td>
<td>b</td>
</tr>
<tr>
<td>8.</td>
<td>c</td>
</tr>
<tr>
<td>9.</td>
<td>a</td>
</tr>
</tbody>
</table>

### Exercise 13, p. 309.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>last week</td>
</tr>
<tr>
<td>2.</td>
<td>in a few minutes</td>
</tr>
<tr>
<td>3.</td>
<td>last night</td>
</tr>
</tbody>
</table>

### Exercise 14, p. 310.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>next</td>
</tr>
<tr>
<td>4.</td>
<td>last</td>
</tr>
<tr>
<td>5.</td>
<td>yesterday</td>
</tr>
<tr>
<td>6.</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>7.</td>
<td>last</td>
</tr>
<tr>
<td>8.</td>
<td>next</td>
</tr>
<tr>
<td>9.</td>
<td>next</td>
</tr>
<tr>
<td>10.</td>
<td>Last</td>
</tr>
<tr>
<td>11.</td>
<td>next</td>
</tr>
<tr>
<td>12.</td>
<td>Last</td>
</tr>
<tr>
<td>13.</td>
<td>tomorrow</td>
</tr>
<tr>
<td>14.</td>
<td>Last</td>
</tr>
<tr>
<td>15.</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>16.</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

### Exercise 16, p. 311.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>an hour ago</td>
</tr>
<tr>
<td>4.</td>
<td>in an hour</td>
</tr>
<tr>
<td>5.</td>
<td>in two months</td>
</tr>
<tr>
<td>6.</td>
<td>two months ago</td>
</tr>
<tr>
<td>7.</td>
<td>a minute ago</td>
</tr>
<tr>
<td>8.</td>
<td>in half an hour</td>
</tr>
<tr>
<td>9.</td>
<td>in one week</td>
</tr>
<tr>
<td>10.</td>
<td>a year ago</td>
</tr>
</tbody>
</table>

### Exercise 17, p. 312.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>He is going to start a new job... in five days.</td>
</tr>
<tr>
<td>3.</td>
<td>He graduated... three months ago.</td>
</tr>
<tr>
<td>4.</td>
<td>He is going to be in a cooking competition in two weeks / in fourteen days.</td>
</tr>
<tr>
<td>5.</td>
<td>Tom began taking cooking classes (five years ago, etc.). <em>(Answers may vary.</em>)</td>
</tr>
<tr>
<td>6.</td>
<td>He moved to Paris in 2010.</td>
</tr>
<tr>
<td>7.</td>
<td>Tom is going to cook for a TV show in three weeks / in twenty-one days.</td>
</tr>
<tr>
<td>8.</td>
<td>Tom is going to get married in three months.</td>
</tr>
</tbody>
</table>

### Exercise 18, p. 312.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>b</td>
</tr>
<tr>
<td>2.</td>
<td>a</td>
</tr>
<tr>
<td>3.</td>
<td>a</td>
</tr>
<tr>
<td>4.</td>
<td>b</td>
</tr>
<tr>
<td>5.</td>
<td>a</td>
</tr>
<tr>
<td>6.</td>
<td>a</td>
</tr>
<tr>
<td>7.</td>
<td>b</td>
</tr>
<tr>
<td>8.</td>
<td>b</td>
</tr>
<tr>
<td>9.</td>
<td>a</td>
</tr>
</tbody>
</table>

### Exercise 20, p. 313.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>ago</td>
</tr>
<tr>
<td>3.</td>
<td>next</td>
</tr>
<tr>
<td>4.</td>
<td>in</td>
</tr>
<tr>
<td>5.</td>
<td>yesterday</td>
</tr>
<tr>
<td>6.</td>
<td>tomorrow</td>
</tr>
<tr>
<td>7.</td>
<td>last</td>
</tr>
<tr>
<td>8.</td>
<td>tomorrow</td>
</tr>
<tr>
<td>9.</td>
<td>ago</td>
</tr>
<tr>
<td>10.</td>
<td>in</td>
</tr>
<tr>
<td>11.</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>12.</td>
<td>Last</td>
</tr>
<tr>
<td>13.</td>
<td>Yesterday</td>
</tr>
<tr>
<td>14.</td>
<td>last</td>
</tr>
<tr>
<td>15.</td>
<td>in</td>
</tr>
<tr>
<td>16.</td>
<td>Next</td>
</tr>
</tbody>
</table>

### Exercise 21, p. 314.

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>two</td>
</tr>
<tr>
<td>2.</td>
<td>four</td>
</tr>
</tbody>
</table>

### Exercise 22, p. 315.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>T</td>
</tr>
<tr>
<td>3.</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
</tr>
</tbody>
</table>
Exercise 25, p. 316.
1. same
2. same
3. different
4. same
5. different

Exercise 26, p. 316.
Time phrase in each sentence: this morning
Checked sentence: 1

Exercise 28, p. 317.
1. a, b, c, d, e
2. a, b, c, d, e
3. a, b, c, d, e

Exercise 31, p. 319.
1. future
2. past
3. future
4. past
5. present
6. future
7. present
8. past
9. future
10. past

Exercise 32, p. 319.
Checked sentences: 1, 4

Exercise 35, p. 320.
Part II.
1. 'll
2. 'll
3. will
4. 'll
5. will
6. will

Exercise 37, p. 321.
4. A: Will the plane be on time?
   B: it will.
5. A: Will dinner be ready in a few minutes?
   B: it will.
6. When will dinner be ready?
7. When will you graduate?
8. Where will Elyse go to school next year?
9. A: Will Jenna and Scott be at the party?
   B: they won't.
10. A: Will Martin arrive in Chicago next week?
    B: he will.
11. Where will Martin be next week?
12. A: Will you be home early tonight?
    B: I won't.
13. When will Dr. Fernandez be back?
14. A: Will you be ready to leave at 8:15?
    B: we will.

Exercise 40, p. 324.
2. No, she won't.
3. No, she won't.
4. No, she won't.
5. No, she won't.
6. Yes, she will.
7. No, she won't.
8. Yes, she will.

Exercise 41, p. 324.
2. won't
3. won't
4. want
5. want

Exercise 42, p. 325.
2. is not doing / isn't doing . . . is chatting
3. chats
4. doesn't chat
5. don't expect
6. sent . . . started
7. rang
8. didn't finish . . . talked . . . went
9. is going to call / will call
10. isn't going to chat / won't chat
11. Do you chat
12. Did you chat
13. Are you going to chat / Will you chat

Exercise 43, p. 326.
1. doesn't like
2. doesn't eat . . . didn't eat
3. doesn't eat
4. doesn't enjoy
5. are going to try
6. opened . . . say
7. will . . . have
8. won't have . . . 'll . . . ask
9. Are they going to enjoy
10. Will they go

Exercise 44, p. 327.
1. am . . . was not/wasn't . . . was . . . Were you . . .
   Was Carmen
2. were . . . were not/weren't
3. will be / are going to be . . . will be / am going to be . . .
   . . . Will you be / Are you going to be . . . Will Akira
   be / Is Akira going to be
4. is not/isn't . . . is . . . are not/aren't . . . are

Exercise 45, p. 328.
3. Do
4. Do
5. Are
6. Do
Exercise 46, p. 328.
1. Were
2. Did
3. Did
4. Were
5. Were

Exercise 47, p. 328.
2. A: Did you walk
   B: didn’t . . . rode
3. A: Will you be / Are you going to be
   B: will/am . . . won’t be / am not going to be
4. A: do you usually study
   A: Do you go
   B: don’t like
5. A: Did Abby call
   B: did . . . talked
   A: Did she tell
   B: didn’t . . . she didn’t say
   A: was
   A: ran . . . didn’t see . . . hit
   B: Is he
   A: isn’t . . . is

Exercise 48, p. 329.
2. Is Kiril going to go to work tomorrow? OR
   Will Kiril go to work tomorrow?
3. Will Gary meet us for dinner tomorrow?
4. We went to a movie last night/yesterday evening.
5. What time are you going to come tomorrow?
6. My sister is going to meet me at the airport. My brother won’t be there.
7. Mr. Pang will sell his business and retire next year.
8. Will you be in Venezuela next year?
9. I saw Jim three days ago.
10. I’m going to graduate with a degree in chemistry.

Chapter 11: Expressing Future Time, Part 2

Exercise 1, p. 334.
Same meaning: Sentences 1, 3

Exercise 6, p. 337.
3. verb
4. adverb
5. verb
6. verb

Exercise 7, p. 338.
3. may be
4. may be
5. Maybe
6. may be . . . Maybe

Exercise 9, p. 339.
2. a. Maybe the teacher will give a test.
   b. The teacher may give a test.
3. a. Natalie may be home early.
   b. Natalie might be home early.
4. a. Maybe she will be late.
   b. She may be late.
5. a. Maybe it will rain tomorrow.
   b. It might rain tomorrow.

Exercise 10, p. 339.
1. may + verb
2. may + verb
3. Maybe
4. maybe
5. may be . . . Maybe
6. maybe . . . maybe . . . may . . . may

Exercise 11, p. 340.
3. Maybe
4. may
5. Maybe
6. Maybe . . . maybe . . . may . . . may

Exercise 13, p. 341.
1. b
2. a
3. a

Exercise 15, p. 342.
1. TIME WORD: Before
   TENSE: present
   MEANING: future
2. TIME WORD: When
   TENSE: present
   MEANING: future

Exercise 16, p. 342.
2. Mr. Kim will finish his report before he leaves the office today.
3. I’ll get some fresh fruit when I go to the grocery store tomorrow.
4. Before I go to bed tonight, I’m going to read a story to my little brother.
5. I’m going to look for a job at a computer company after I graduate next year.

Exercise 17, p. 342.
2. am going to buy . . . go
3. finish . . . am going to text
4. see . . . am going to ask
5. buy . . . am going to check
Exercise 18, p. 343.

2. **Order of actions: 2, 1**
   - After I turn off my cell phone, I’m going to go to sleep.
   - I’m going to sleep after I turn off my cell phone.
   - Before I go to sleep, I’m going to turn off my cell phone.
   - I’m going to turn off my cell phone before I go to sleep.

3. **Order of actions: 1, 2**
   - After I spell-check the words, I’m going to turn in my essay.
   - I’m going to turn in my essay after I spell-check the words.
   - Before I turn in my essay, I’m going to spell-check the words.
   - I’m going to spell check the words before I turn in my essay.

4. **Order of actions: 2, 1**
   - Before the passengers get on the airplane, they are going to go through security.
   - The passengers are going to go through security before they get on the airplane.
   - After the passengers go through security, they are going to get on the airplane.
   - The passengers are going to get on the airplane after they go through security.

Exercise 22, p. 345.

Correct verbs: have . . . will help

Exercise 23, p. 346.

1. gets
2. moves
3. rents
4. needs
5. loan

Exercise 25, p. 347.

2. is . . . am going to go / will go
3. am not going to stay / won’t stay . . . is
4. don’t feel . . . am not going to go / won’t go
5. is going to stay / will stay . . . doesn’t feel
6. are going to stay / will stay . . . go
7. are . . . am going to go / will go

Exercise 28, p. 348.

1. every day
2. tomorrow

Exercise 29, p. 349.

2. future activity
3. present habit
4. present habit
5. future activity
6. present habit

Exercise 30, p. 349.

1. go . . . usually stay
2. go . . . are going to stay
3. am going to have . . . go
4. usually have . . . go
5. am . . . usually stay . . . go
6. am . . . am going to stay and go
7. get . . . usually sit . . . look at
8. get . . . am going to sit . . . look at
9. walks . . . is
10. often yawn . . . stretch . . . wake
11. closes . . . turns
12. go . . . am going to stay . . . leave . . . am going to go
13. goes . . . is . . . likes . . . takes . . . is

Exercise 31, p. 351.

2. d
3. a
4. f
5. b
6. c
7. e
8. f

Exercise 32, p. 351.

1. b
2. a
3. b
4. a
5. b
6. b
7. b
8. b

Exercise 34, p. 352.

Conversation 3

Exercise 36, p. 353.

2. What do you do? *(also possible: What do we do?)*
3. What do you do? *(also possible: What do I do?)*
4. What do they do?
5. What does he do?
6. What does she do?
7. What do I do?

Exercise 38, p. 354.

2. did you do . . . came
3. are you going to do . . . am going to come
4. did you do . . . chatted
5. do you do . . . chat
6. are you going to do . . . am going to chat
7. are you doing right now . . . am doing
8. does Marina do . . . goes
9. are the students doing . . . are working
10. are they going to do ... are going to take
11. did Bakari do ... went
12. does the teacher do ... puts ... looks ... says

Exercise 39, p. 355.
1. A: Are we going to be?  
   B: starts
2. are we going to have  
   I'll ... make
3. A: Are you going to be  
   B: won't get ... begins  
   A: I'll see
4. A: are we going to do  
   B: I'll take

Exercise 40, p. 356.
2. b 5. a 8. c
3. c 6. b 9. a
4. b 7. c 10. d

Exercise 41, p. 357.
1. am going to skip (Use be going to because it's a plan.)
2. took ... flew
3. usually walk ... take
4. A: isn't ... left  
   B: is
5. B: lost  
   B: forgot  
   B: gave ... lost  
   B: stole  
   B: didn't have
6. A: Are you going to stay / Will you stay  
   B: am going to take ... am going to visit  
   (Use be going to because it's a plan.)  
   A: are you going to be ... will
7. B: isn't ... left  
   A: Is she going to be / Will she be  
   A: did she go  
   B: went

Exercise 42, p. 358.
2. We may be late for the concert tonight.
3. What time are you going to come tomorrow?
4. Amira will call us tonight when her plane lands.
5. Ellen may be at the party. or Ellen will be at the party.
6. When I see you tomorrow, I'll return your book to you.
7. I may not be in class tomorrow.
8. Amin put his books on his desk when he walked into his apartment. or Amin puts his books on his desk when he walks into his apartment.

Exercise 9, p. 365.
3. A: Can Gabrielle fix her printer?  
   B: No, she can't.
4. A: Can you whistle?  
   B: Yes, I can.
5. A: Can Carmen ride a bike?  
   B: No, she can't.
6. A: Can elephants swim?  
   B: Yes, they can.
7. A: Can the doctor see me tomorrow?  
   B: Yes, he/she can.
8. A: Can we have pets in the dorm?  
   B: No, we can't.

Exercise 11, p. 366.
1. B: Can I  
   A: He can't come ... Can I ... He can
2. A: Can you help  
   B: I can try  
   A: we can do
3. A: I can't hear ... Can you  
   B: I can't  
   A: Can you do

Exercise 12, p. 367.
1. can't
2. can
3. are

Exercise 19, p. 370.
Possible answers:
2. couldn't call you
3. couldn't watch TV
4. couldn't light the candles
5. couldn't come to class
6. couldn't hear us
7. couldn't wash his clothes
8. couldn't go swimming
9. couldn't get into my car
10. couldn't go to the movie

Exercise 22, p. 372.
2. If your brother goes to the graduation party, he can meet my sister.
3. I couldn't open the door because I didn't have a key.
4. Tyler knows how to use sign language. He learned it when he was a child.
5. Please turn up the radio. I can't hear it.
6. Where can we meet for our study group?
7. You cannot change your class schedule. The deadline was last week.
8. Do you know how to fix a leaky faucet?
9. When Ernesto arrived at the airport last Tuesday, he couldn't find a parking space.

Exercise 23, p. 373.
1. c 4. e
2. a 5. d
3. b

Exercise 24, p. 373.
3. Kalil is bilingual. He is able to speak two languages.
4. Nola will be able to get her own apartment next year.
5. Are you able to touch your toes without bending your knees?
6. Alec wasn't able to describe the thief.
7. I wasn't able to sleep last night because my apartment was too hot.
8. My roommate is able to speak four languages. He's multilingual.
9. I'm sorry that I wasn't able to call you last night.
10. I'm sorry, but I won't be able to come to your party next week.
11. We're going to drive to San Francisco for our vacation. Will we be able to do it in one day?

Exercise 25, p. 374.
Maya's English Experience

Five years ago, Maya moved to Canada with her young children. They couldn't speak English. Her children started school and learned English very quickly. Maya didn't study English and could just say basic, common sentences. She only understood people who spoke very slowly and used simple language.

Maya felt very frustrated. She heard about an evening English program at a local community center. She enrolled and began to study. At first, she couldn't understand or say very much. But slowly she got better. She was excited when she went shopping and could have short conversations with the cashier. Her kids were also excited. They could talk to her in English.

Today Maya's English is pretty good. She can talk to friends and neighbors. She watches TV and can understand a lot of it. Maya and her kids speak to each other in both English and their native language. She can switch back and forth very easily. Maya encourages friends to take classes. She says, “Don't worry. Try it for a few months. You can do it!”

Exercise 26, p. 375.
1. They weren't able to speak English.
2. . . . was able to (just) say basic common sentences.
3. At first, she wasn't able to understand or say very much.
4. She was excited when she went shopping and was able to have . . .
5. They were able to talk to her in English.
6. She is able to talk to friends and neighbors.
7. She watches TV and is able to understand a lot of it.
8. She is able to switch back and forth very easily.
9. You will be able to do it!

Exercise 27, p. 375.
Correct response: b

Exercise 28, p. 376.
1. The shoes are too tight. Marika can't wear them.
   The shoes are very tight, but Mai can wear them.
2. The coat is very small, but Bruno can wear it. The coat is too small. Emily can’t wear it.
3. The soup is too hot. Salman can’t eat it. The soup is very hot, but Ricardo can eat it.
4. The problem is too hard. Alan can’t do it. The problem is very hard, but Talal can do it.

Exercise 29, p. 378.
1. eat it.
2. buy it.
3. go camping.
4. take a break.
5. do his homework.
6. reach the cookie jar.
7. sleep.
8. lift it.

Exercise 30, p. 378.
1. too heavy
2. too young
3. too uncomfortable
4. too windy
5. too tired
6. too expensive
7. too small
8. too tall

Exercise 31, p. 379.
3. too
4. very
5. too
6. very
7. very
8. too
9. too
10. very
11. very
12. too
13. very
14. too
15. too

Exercise 32, p. 380.
Part II.
Answers will vary.
1. can remember a lot of information.
2. 248 numbers in five minutes, or a complete deck of cards in 63 seconds.
3. memorize the first and last names with the correct spelling in 15 minutes.
4. remember all this information naturally.
5. can develop a great memory.

Part III.
1. can
2. is able to
3. was able to
4. can’t
5. are able to
6. can

Exercise 33, p. 381.
2. Can you memorize a deck of cards?
3. I saw a beautiful diamond necklace at a store yesterday, but I couldn’t buy it.
4. The shirt is too small. I can’t wear it.
5. Sam Garder knows how to count to 1,000 in English.

Exercise 2, p. 384.
Possible answers:
1. You should take a nap.
2. You should find an ATM.
3. You should see a dentist.
4. You should study harder.
5. You should call the manager.
6. You should call the credit card company.
7. You should sell it.
8. You should sew it.
9. You should put a bandaid.
10. You should drink tea with honey.

Exercise 4, p. 386.
3. shouldn’t
4. should
5. shouldn’t
6. should
7. shouldn’t
8. should
9. shouldn’t
10. shouldn’t

Exercise 6, p. 387.
1. should
2. should
3. shouldn’t
4. should
5. shouldn’t
6. should
7. shouldn’t

Exercise 7, p. 387.
Same meaning: Sentences 2, 3

Exercise 8, p. 388.
2. Ellen has to get a haircut.
3. The kids have to eat lunch.
4. The kids had to eat lunch.
5. Jason has to leave now.
6. Does Petra have to leave right now?
7. Why did you have to sell your car?
8. Malia doesn’t have to work late.
9. The employees didn’t have to work late.
10. The restaurant had to close early.

Exercise 11, p. 389.
2. A: do you have to go
   B: I have to find
3. A: does she have to leave  
   B: She has to be  
4. A: I had to buy 
   B: did you have to buy  
5. A: I have to go 
   B: I have to get  
6. she had to study  
7. do you have to be  
8. Does Ted have to find  
9. A: Miki doesn’t have to take  
   B: Do you have to take  
10. He had to stay . . . He had to finish  

Exercise 12, p. 391.  
1. have to  
   6. have to  
2. have to  
   7. has to  
3. have to  
   8. has to  
4. has to  
   9. have to  
5. have to  
   10. has to  

Exercise 13, p. 391.  
1. b  
   2. a  
   3. b  

Exercise 15, p. 393.  
2. must apply in person  
3. must have a passport  
4. must have a medical license  
5. put on a jacket  
6. must take one tablet every six hours  
7. must pay the first and last month’s rent  
8. must pay income tax  

Exercise 16, p. 394.  
1. a  
   5. c  
   8. c  
2. b  
   6. a  
   9. a  
3. b  
   7. b  
   10. c  
4. a  

Exercise 18, p. 395.  
(Answers will vary.)  

Exercise 19, p. 395.  
More polite: Questions 1, 3  

Exercise 22, p. 397.  
The sentences have the same meaning.  

Exercise 27, p. 400.  
1. Hurry up!  
   4. Wait for me!  
2. March!  
   5. Don’t let go!  
3. Relax.  

Exercise 28, p. 401.  
2. Wait . . . Don’t forget  

Exercise 29, p. 401.  
Sample answers:  
1. Watch out!  
2. Open, please.  
3. Don’t eat that!  

Exercise 32, p. 403.  
1. has, is able, is going  
2. can, may  

Exercise 33, p. 403.  
3. 0  
   7. to  
   11. 0  
4. to  
   8. 0  
   12. 0  
5. 0  
   9. 0  
   13. to  
6. 0  
   10. 0  
   14. 0  

Exercise 35, p. 405.  
1. a  
   4. c  
   7. a  
2. b  
   5. a  
   8. b  
3. b  
   6. c  
   9. b  

1. b  
   4. c  
   6. b  
2. a  
   5. b  
   7. c  
3. b  

Exercise 37, p. 407.  
Part II.  
1. b  
   3. b  
   5. b  
   7. b  
2. a  
   4. a  
   6. a  
   8. a  

Exercise 39, p. 409.  
(Answers may vary.)  
2. Let’s go to Florida.  
3. Let’s go to a seafood restaurant.  
4. Let’s go swimming.  
5. Let’s go to a movie.  
6. Let’s walk.  
7. Let’s eat.  
8. Let’s go dancing.  
9. Let’s get a cup of coffee.  

Exercise 41, p. 410.  
2. I will go to the meeting tomorrow.  
   OR  
   I can go . . . .  
3. My brother wasn’t able to call me last night.  
4. Tariq should call us.  
5. I had to go to the store yesterday.  
6. Susie! You must not hit your brother!
7. Could/Would you please hand me that book?
8. Alessandra couldn’t answer my question.
9. Shelley can’t go to the concert tomorrow.
10. Let’s go to a movie tonight.
11. Don’t interrupt. It’s not polite.
12. Can you stand on your head?
13. I saw a beautiful dress at a store yesterday, but I couldn’t buy it.
14. Close the door, please. Thank you.
15. May I please borrow your dictionary? Thank you.

Chapter 14: Nouns and Modifiers

Exercise 1, p. 413.
1. Picture C, noun
2. Picture A, adjective
3. Picture B, noun

Exercise 2, p. 414.
2. My grandmother is a smart woman.
3. English is not my native language.
4. The busy waitress poured coffee into an empty cup.
5. A young man carried the heavy suitcase for his pregnant wife.
6. I slept in an uncomfortable bed at an old hotel.

Exercise 3, p. 414.
2. Have you paid the phone bill yet?
3. We met Steve at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

Exercise 4, p. 414.
1. ADJ 6. NOUN
2. NOUN 7. ADJ
3. NOUN 8. ADJ
4. ADJ 9. NOUN
5. ADJ 10. NOUN

Exercise 5, p. 415.
2. store 8. trip
3. class 9. room
4. race 10. tickets
5. official 11. keys
6. soup 12. number
7. program

Exercise 6, p. 416.
3. newspaper article 7. airplane seats
4. hotel rooms 8. park bench
5. office worker 9. bean soup
6. price tag 10. brick house

Exercise 7, p. 417.
2. a good TV show
3. dangerous mountain road
4. bad car accident
5. interesting magazine article
6. delicious vegetable soup
7. funny birthday card
8. narrow airplane seats

Exercise 8, p. 418.
1. Yes.
2. Yes.
3. a diamond . . . a large expensive diamond

Exercise 10, p. 421.
2. Asian 6. brick
3. designer 7. important
4. unhappy 8. glass
5. soft 9. Canadian

Exercise 11, p. 421.
2. delicious Thai 6. brick
3. small red 7. important
4. big old brown 8. glass
5. narrow dirt 9. glass
6. serious young 9. Canadian
7. beautiful long black 10. wonderful old Native American

Exercise 13, p. 423.
1. b 3. a 5. b 7. a
2. a 4. b 6. b 8. a

Exercise 15, p. 424.
1. b 3. a, b 5. b
2. c 4. a 6. b, c
Exercise 20, p. 426.
Sample answers:
2. easy 8. sleepy
3. good 9. delicious
4. interesting 10. terrible
5. easy 11. great
6. good 12. awful
7. terrible

Exercise 22, p. 427.
1. fluently
2. quickly

Exercise 23, p. 428.
1. quiet
2. quietly
3. carefully
4. careful
5. clear
6. clearly
7. careless
8. carelessly
9. easy
10. easily
11. good
12. well

Exercise 24, p. 429.
Part I.
1. fast
2. late
3. well
4. easily
5. beautifully
6. fluently
7. hard
8. early

Part II.
1. well
2. fast
3. hard
4. late
5. fluent
6. easily
7. fluently
8. beautiful

Exercise 25, p. 429.
2. correct
3. correctly
4. fast
5. quickly
6. fast
7. neat
8. neatly
9. hard
10. hard
11. honestly
12. slowly
13. quickly
14. careless
15. early
16. early
17. loudly
18. slowly... clearly

Exercise 26, p. 430.
Adjectives: special, popular, country, bad, huge
Adverbs: excitedly, wildly, loudly

Exercise 27, p. 431.
Sentence 3

Exercise 28, p. 432.
2. All of
3. Most of
4. Some of
5. Almost all of
6. Almost all of
7. Most of
8. All of
9. Some of
10-13. (free response)

Exercise 29, p. 433.
1. NOUN: money
   QUANTITIY WORD: All
   VERB AGREES WITH: money
2. NOUN: coins
   QUANTITIY WORD: All
   VERB AGREES WITH: coins

Exercise 30, p. 433.
2. are
3. was
4. were
5. are
6. is
7. are... are
8. is
9. are

Exercise 31, p. 434.
1. 100%
2. 30%
3. 90%
4. 70%
5. 85%

Exercise 33, p. 435.
1. c
2. a
3. c
4. a
5. b
6. c

Exercise 34, p. 435.
The verbs are all singular.

Exercise 35, p. 436.
2. book... is
3. students... are
4. student... is
5. teacher... gives
6. teachers... give
7. child... likes
8. children... know
9. people... are
10. wants
11. Do... students
12. Does... person
13. Do... people
14. city... has
15. Does

Exercise 36, p. 437.
Because it was night, Victor saw the person’s reflection in the kitchen window.
Exercise 37, p. 438.
2. b
3. a, b
4. a
5. b
6. a
7. a
8. a, b

Exercise 38, p. 439.
2. anything/something
3. anything
4. anything/something
5. anything
6. anything/something
7. someone/somebody
8. anyone/anybody
9. anyone/anybody
10. someone/somebody
11. anyone/anybody/someone/somebody
12. something
13. anything
14. anything/something
15. someone/somebody
16. anyone/anybody/something
17. anything/anyone/anything
18. anyone/anybody
19. Someone/Somebody
20. anything
21. anyone/anybody/someone/somebody . . . something

Exercise 40, p. 441.
1. yes
2. no
3. yes
4. yes
5. yes
6. yes

Exercise 41, p. 441.
1. a
2. b
3. d
4. c
5. a
6. c

Exercise 42, p. 442.

<table>
<thead>
<tr>
<th>Engaged</th>
<th>Jack</th>
<th>Jim</th>
<th>Jake</th>
<th>John</th>
<th>Jill</th>
<th>Julie</th>
<th>Joan</th>
<th>Jan</th>
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<tbody>
<tr>
<td>yes</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>(x)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

2. It can’t be Joan. She’s already married.

3. Clues 3 and 4 work together. It can’t be Jill or Jack because they met at Jill’s sister’s wedding one year ago. The facts (above) say that the engaged couple met just five months ago.

4. See Clue 3. So far, the answers are “no” for Julie, Joan, Jill, and Jack. Since there is only one woman left, Jan is the engaged woman.

5. Clues 5 and 7 work together. Jan’s boyfriend is a medical student, so that rules out Jim (who is a computer-science student).

6. (unnecessary clue)
7. See Clue 5.
8. (unnecessary clue)
9. It can’t be John, since Jan doesn’t love him. The only man left is Jake. Jan and Jake are the engaged couple.

Exercise 43, p. 442.
2. I didn’t see anyone/anybody at the mall.
3. At the library, you need to do your work quietly.
4. I walk in the park every day.
5. Mr. Spencer teaches English very well.
6. The answer looks clear. Thank you for explaining it.
7. Every grammar test has a lot of difficult questions.
8. I work hard every day.
9. We saw a pretty flower garden in the park.
10. Galina drives a small blue car.
11. Every student in the class has a grammar book.
12. The work will take a long time. We can’t finish everything today.
13. Everybody in the world wants peace.

Chapter 15: Making Comparisons

Exercise 1, p. 445.
Checked sentences: 2, 3

Exercise 2, p. 446.
2. smaller than
3. bigger than
4. more important than
5. easier than
6. more difficult than
7. longer than
8. heavier than
9. more expensive than
10. sweeter than
11. hotter than
12. better than
13. worse than
14. farther/further than

Exercise 3, p. 446.
2. deeper than
3. more important than
4. lazier than
5. taller than
6. heavier than
7. more difficult than
8. hotter . . . than
9. thinner than
10. warmer . . . than
11. better than
12. longer than
13. more intelligent than
14. shorter than
15. worse than
16. farther/further . . . than
17. stronger than
18. curlier than
19. more nervous . .. than
20. happier than
21. more uncomfortable than

**Exercise 6, p. 448.**
1. cold
2. colder
3. colder
4. happier
5. happy
6. happy
7. safer
8. safe
9. safer
10. fresh
11. funny
12. funnier

**Exercise 7, p. 449.**
Possible answers:
2. sweeter than
3. warmer/colder/hotter than
4. more comfortable than
5. cheaper
6. faster than
7. more intelligent than
8. higher than
9. brighter than
10. more expensive than
11. easier than
12. more important than

**Exercise 12, p. 452.**
COMPARATIVE
2. smaller than
3. heavier than
4. more comfortable than
5. harder than
6. more difficult than
7. easier than
8. better than
9. hotter than
10. cheaper than
11. more interesting than
12. prettier than
13. farther than/further than
14. stronger than
15. worse than

**Exercise 13, p. 453.**
2. the longest
3. the most interesting
4. the highest
5. the tallest

**Exercise 14, p. 454.**
1. no
2. yes
3. yes
4. yes
5. yes
6. no
7. yes
8. yes
9. yes
10. yes

**Exercise 15, p. 455.**
4. older than
5. older than
6. younger than
7. the oldest
8. Alice
9. Sachi

Sample completions:
11. Brad is the weakest.
12. Lars is stronger than Keith.
13. Keith is stronger than Brad.
14. Lars is the strongest.
15. A car is more expensive than a bike.
16. A bike is less expensive than a motorcycle.
17. A motorcycle is less expensive than a car.
18. A car is the most expensive.
19. Carol’s test/grade is the best/the highest.
20. Mary’s test/grade is the worst/the lowest.
21. Steve’s test/grade is higher than Mary’s.
22. Carol’s test/grade is higher than Steve’s.
23. *Love in the Spring* is more interesting than *Introduction to Psychology* (to me).
24. *Murder at Night* is more boring than *Love in the Spring* (to me).
25. *Introduction to Psychology* is the least interesting (to me).
26. *Love in the Spring* is the most interesting (to me).

**Exercise 16, p. 458.**
1. longer than
2. the longest
3. larger than
4. the largest
5. the highest
6. higher than
7. bigger than
8. smaller than
9. the largest
10. bigger than
11. larger than
12. better ... than
13. the best
14. more comfortable ... the most comfortable
15. easier than
16. A: worse
   B: worse than

Exercise 17, p. 459.
2. prettier
3. short
4. the nicest
5. small
6. bigger
7. the biggest
8. shorter than
9. long
10. the cheapest

Exercise 22, p. 462.
Part I.
1. c
2. a
3. a
4. b
Part II.
5. c
6. a
Part III.
7. c
8. b
Part IV.
9. (1) Asia
   (2) Africa
   (3) North America
   (4) Antarctica
   (5) South America
   (6) Europe
   (7) Australia
Part V.
10. c
11. b
12. b
Part VI.
14. a
15. a
16. d
17. a
18. a
19. a

Exercise 23, p. 466.
Comparisons: easier than, cheaper than, cheaper, more convenient (and) modern, one of the best

Exercise 25, p. 467.
2. more quickly than
3. more beautifully than
4. the most beautifully
5. harder
6. the hardest
7. more carefully
8. earlier
9. the earliest
10. better than
11. the best
12. more clearly
13. more fluently
14. the most fluently

Exercise 26, p. 468.
2. more beautiful than
3. neater than
4. the neatest
5. more neatly
6. the most neatly
7. more clearly than
8. better than
9. better than
10. the best
11. later than
12. the most clearly
13. sharper than
14. more artistic than
15. more slowly than
16. the longest

Exercise 27, p. 468.
2. the fastest
3. harder than
4. the hardest
5. more dangerous than
6. more loudly than
7. more slowly than
8. heavier than
9. clearer than
10. more clearly

Exercise 29, p. 470.
1. yes
2. no
3. yes
4. yes
5. no
6. yes

Exercise 30, p. 470.
3. C is different from D.
4. B is the same as D.
5. B and D are the same
6. C and D are different.
7. A and F are the same.
8. F and G are similar.
9. F is similar to G.
10. G is similar to A and F but different from C.

Exercise 31, p. 471.
1. yes  
2. yes  
3. no  
4. yes  
5. yes  
6. yes  
7. no

Exercise 32, p. 471.
1. Figures 1, 4, 8, and 10 are the same.
2. Figure 6 is different from all the rest.
3. (Seven.)
5. Eleven.

Exercise 36, p. 474.
2. like ... alike  
3. alike  
4. like  
5. like

Exercise 37, p. 474.
1. c, e  
2. a, e  
3. d  
4. b, e

Exercise 39, p. 475.
2. cold  
3. dirty  
4. light  
5. dark  
6. comfortable  
7. wide  
8. hard/difficult

Exercise 40, p. 476.
(Answers may vary.)
1. short  
2. big/large  
3. quiet  
4. pretty/beautiful  
5. slow  
6. strong  
7. inexpensive/cheap  
8. lazy

Exercise 42, p. 477.
2. is  
3. aren’t  
4. was  
5. weren’t  
6. do  
7. can’t  
8. won’t  
9. isn’t  
10. are  
11. docs  
12. didn’t  
13. doesn’t

Exercise 43, p. 478.
1. doesn’t  
2. can’t  
3. did  
4. were  
5. do

Exercise 47, p. 480.
1. d  
2. b  
3. c  
4. b  
5. a  
6. d  
7. b

Exercise 48, p. 481.
2. A monkey is more intelligent than a cow.
3. My grade on the test was worse than yours. You got a better grade.
4. Soccer is one of the most popular sports in the world.
5. Felix speaks English more fluently than Ernesto.
6. Girls and boys are different. Girls are different from boys.
7. A rectangle and a square are similar.
8. Nola’s coat is similar to mine.
9. Victor’s coat is the same as mine.
10. Nicolas and Malena aren’t the same height. Nicolas is taller than Malena.
11. Professor Wilson teaches full-time, but her husband doesn’t.
12. Your pen and my pen are alike. OR Your pen is like my pen.
13. My cousin is the same age as my brother.
14. What is the prettiest place in the world?
15. For me, chemistry is more difficult than biology.
### Index

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<th>The numbers following the words listed in the index refer to page numbers in the text.</th>
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<tr>
<td>Capital letters, 159fn. (Look at the footnote on page 159.)</td>
<td>The letters fn. mean “footnote.” Footnotes are at the bottom of a chart or the bottom of a page.</td>
</tr>
</tbody>
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Basic English Grammar is a classic developmental skills text for beginning students of English as a second or foreign language. It uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skills.

While keeping the same basic approach and material as in earlier editions, the fourth edition continues to build on the foundation of understanding form and meaning by engaging students in meaningful communication about real actions, real things, and their own lives in classroom context.

Several of the new features are:
- Information in the grammar charts highlighting important differences between spoken and written English
- Step-by-step writing activities with models for students to follow
- Innovative warm-up exercises that precede the grammar charts and introduce points to be taught
- Newly created exercises to give students more incremental grammar practice
- Structure-based listening exercises that introduce students to relaxed, reduced speech

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Workbook, an independent study text, with all answers included

