مرجع زبان ايرانيان

# FUNDAMENTALS OF BIOGRAPHICA STRATEGISTICS BIOLOGISTICS FOURTH EDITION

with ANSWER KEY



Betty S. Azar Stacy A. Hagen www.irLanguage.com





Commo	n Irregular Verl	os: An Alphabe	tical Refer	a <mark>nce Lis</mark> t	
Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
awake	awoke	awoken	fall	fell	fallen
be	was, were	been	feed	fed	fed
beat	beat	beaten	feel	felt	felt
become	became	become	fight	fought	fought
begin	began	begun	find	found	found
bend	bent	bent	fit	fit	fit
bite	bit	bitten	fly	flew	flown
blow	blew	blown	forget	forgot	forgotten
break	broke	broken	forgive	forgave	forgiven
bring	brought	brought	freeze	froze	frozen
broadcast	broadcast	broadcast	get	got	got/gotten
build	built	built	give	gave	given
burn	burned/burnt	burned/burnt	go	went	gone
buy	bought	bought	grow	grew	grown
catch	caught	caught	hang	hung	hung
choose	chose	chosen	have	had	had
come	came	come	hear	heard	heard
cost	cost	cost	hide	hid	hidden
cut	cut	cut	hit	hit	hit
dig	dug	dug	hold	held	held
dive	dived/dove	dived	hurt	hurt	hurt
do	did	done	keep	kept	kept
draw	drew	drawn	know	knew	known
dream	dreamed/dreamt	dreamed/dreamt	lay	laid	laid
drink	drank	drunk	lead	led	led
drive	drove	driven	leave	left	left
eat	ate	eaten	lend	lent	lent

(continued on the inside back cover)

# FUNDAMENTALS OF English Grammar FOURTH EDITION

with ANSWER KEY



این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر برخط و حامل به ثبت رسیده است. کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

> Betty S. Azar Stacy A. Hagen



### To my sister, Jo B.S.A.

### For D. P. and H. B. with appreciation S.H.

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## Preface to the Fourth Edition

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

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

#### • WARM-UP EXERCISES FOR THE 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.

#### • LISTENING PRACTICE

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

#### READINGS

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

#### WRITING TASKS

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

#### EXPANDED SPEAKING ACTIVITIES

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

#### CORPUS-INFORMED CONTENT

Based on our corpus research, grammar content has been added, deleted, or modified to reflect the discourse patterns of spoken and written English.

#### TIPS FOR USING THE NEW FEATURES IN THIS TEXT

#### • WARM-UPS

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

#### LISTENING

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

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

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

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

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

#### READINGS

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

#### • WRITING TASKS

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

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

For classes that have not had much experience with writing, the teacher may want to assign students to small groups. Each group composes a paragraph together. The teacher collects the paragraph and adds comments, and then makes a copy for each group member. Students correct the paragraph *individually*.

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

• LET'S TALK

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

#### • CHECK YOUR KNOWLEDGE

Toward the end of the chapter, students can practice sentence-level editing skills by correcting errors common to this level. The sentences can be done as homework or in small groups.

This task can easily be set up as a game. The teacher calls out an item number at random. Students work in teams to correct the sentence, and the first team to edit it correctly wins a point.

See the Fundamentals of English Grammar Teacher's Guide for detailed information about teaching from this book, including expansion activities and step-by-step instructions.

#### Fundamentals of English Grammar is accompanied by

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

The Azar-Hagen Grammar Series consists of

- Understanding and Using English Grammar (blue cover), for upper-level students.
- Fundamentals of English Grammar (black), for mid-level students.
- Basic English Grammar (red), for lower or beginning levels.

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Betty S. Azar Stacy A. Hagen



#### **Exercise 1. Listening and reading.**

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

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

\*resident assistant = a student who lives in a dormitory and helps other students with everyday life in the dorm; also called an "R.A."

**Part II.** Read the conversation in Part I. Use the information in the conversation to complete Sam's introduction of Lisa to the class.

SAM: I would like to introduce Lisa Paterson. Lisa is from <u>Boston</u>. She has been here

\_\_\_\_\_. In her free time, she \_\_\_\_\_\_

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

#### □ Exercise 2. Let's talk: interview.

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

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

#### □ Exercise 3. Let's write.

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

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

#### Suggestions for your writing:

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

#### Exercise 4. Warm-up. (Charts 1-1 and 1-2)

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

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

	1-1 Simple Prese	nt	and Present Progress	ive
	Simple Present		Ann <i>takes</i> a shower <i>every day</i> . I <i>usually read</i> the newspaper in the morning.	The SIMPLE PRESENT expresses <i>daily habits</i> or <i>usual activities</i> , as in (a) and (b).
	past futun	(c)	Babies cry. Birds fly.	The simple present expresses general statements of fact, as in (c).
		(d)	NEGATIVE: It <i>doesn't snow</i> in Bangkok.	In general, the simple present is used for events or situations that exist
		(e)	QUESTION: Does the teacher speak slowly?	always, usually, or habitually in the past, present, and future.
	Present Progressive	(f)	Ann can't come to the phone <i>right now</i> because she <i>is taking</i> a shower.	The PRESENT PROGRESSIVE expresses an activity that is in progress (is occurring, is happening) right now.
	start start now		I am reading my grammar book right now.	The event is in progress at the time the speaker is saying the sentence. The
			Jimmy and Susie are babies. They <i>are crying</i> . I can hear them <i>right now</i> . Maybe they are	event began in the past, is in progress now, and will probably continue into the future.
			hungry.	FORM: <b>ат, is, are</b> + <b>-ing</b>
			NEGATIVE: It isn't snowing right now.	
		(j)	QUESTION: Is the teacher speaking right now?	

4

	Si	mple Pi	esent				Pr	esent	Prog	essive
STATEMENT	L	work.					I.	am	work	ing.
	You	work.					You	are	work	ing.
	He, She, It	works.				He, S	She, It	is	work	ing.
	We	work.					We	are	work	ing.
	They	work.					They	are	work	ing.
NEGATIVE	I I	do	not	work.			I	am	not	working.
	You	do	not	work.			You	are	not	working.
	He, She, It	does	not	work.		He, S	She, It	is	not	working.
	We	do	not	work.			We	are	not	working.
	They	do	not	work.		_	They	are	not	working.
QUESTION	Do	1		work?		Am	1		work	ing?
	Do	you		work?		Are	you		work	ing?
	Does	he, she	it	work?		Is	he, sł	ne, it	work	ing?
	Do	we		work?		Are	we		work	ing?
	Do	they		work?		Are	they		work	ing?
Contractions	6			4	5	-		8	E.	
pronoun + be	1			I + an	=	<i>I'm</i> work	ting.			
		you,	we, the	/ + are	=	You're,	We're,	They'r	e workir	lg.
		h	e, she, i	t + is	=	He's, SI	ne's, It'	s worki	ng.	-
do + not			does	s + no	=	doesn't	She	doesr	i't work	
10 C			de	o + no	=	don't	l do	n't wo	rk.	
be + not			is	s + no	=	isn't	He	isn't w	orking.	
			are	e + no	=	aren't	The	y aren	't worki	ng.
			lan	1 + no	_	am not*	Lan	notw	orking.)	

\*NOTE: am and not are not contracted.

#### Exercise 5. Listening and grammar. (Charts 1-1 and 1-2)

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



#### Lunch at the Fire Station

It's 12:30, and the firefighters are waiting for their next call. They are taking their lunch 1
2
break. Ben, Rita, and Jada are sitting at a table in the fire station. Their co-worker Bruno 3
is making lunch for them. He is an excellent cook. He often makes lunch. He is fixing spicy 4
chicken and rice. Their captain isn't eating. He is doing paperwork. He skips lunch on busy 7
8
9
days. He works in his office and finishes his paperwork.

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

CD I

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

Track 4 *Example:* You will hear: Irene works for a video game company.

You will choose: (usual activity) happening right now

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

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

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

- Shhh. The baby (sleep) <u>is sleeping</u>. The baby (sleep) <u>sleeps</u> for ten hours every night.
- Right now I'm in class. I (sit) \_\_\_\_\_ at my desk. I usually (sit) \_\_\_\_\_ at my desk. I usually (sit) \_\_\_\_\_ sit \_\_\_\_\_ at the same desk in class every day.
- 3. Ali (*speak*) \_\_\_\_\_\_ Speaks \_\_\_\_\_ Arabic. Arabic is his native language, but right now he (*speak*) \_\_\_\_\_\_ is speaking \_\_\_\_\_ English.
- 4. A: (*it*, *rain*) \_\_\_\_\_ Does it rain \_\_\_\_\_ a lot in southern Spain?
  - B: No. The weather (be) \_\_\_\_\_\_ is \_\_\_\_\_ usually warm and sunny.
- 5. A: Look out the window. (*it, rain*) \_\_\_\_\_ is it raining ?
  B: It (*start*) \_\_\_\_\_ is starting \_\_\_\_\_ to sprinkle.

6.	A:	Look.	It's Yumiko.

- B: Where?
- A: Over there. She (*walk*) \_\_\_\_\_\_ is walking \_\_\_\_\_\_ out of the café.
- 7. A: Oscar usually (*walk*) \_\_\_\_\_\_ to work.
  - (you, walk) \_\_\_\_\_ Do you walk \_\_\_\_\_ to work every day too?
  - B: Yes.
  - A: (Oscar, walk) \_\_\_\_\_ Does oscar walk \_\_\_\_\_ with you?
  - B: Sometimes.

#### Exercise 8. Let's talk. (Charts 1-1 and 1-2)

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

Example: stand next to your desk

To STUDENT A: Would you please stand next to your desk? (*Student A stands up.*) To STUDENT B: Who is standing next to his/her desk? OR What is (Student A) doing? STUDENT B: (Student A) is standing next to his/her desk.

- 1. stand up7. erase the board
- 2. smile 8. hold your pen in your left hand
- 3. whistle 9. knock on the door
- 4. open or close the door 10. scratch your head
- 5. read your grammar book 11. count aloud the number of people in the classroom
- 6. shake your head "no" 12. look at the ceiling
- Exercise 9. Listening. (Charts 1-1 and 1-2)

Listen to the questions. Write the words you hear.

#### A problem with the printer

Example: You will hear: Is the printer working?

You will write: \_\_ls\_\_ the printer working?

- 1. Does it need more paper?
- 2. \_\_\_\_\_ have enough ink?
- 3. <u>Are you</u> fixing it yourself?
- 4. \_\_\_\_\_ know how to fix it?
- 5. \_\_\_\_\_ bave another printer in the office?
- 6. Hmmm. Is it my imagination or \_\_\_\_\_is it \_\_\_\_\_ making a strange noise?

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Track 5

#### Exercise 10. Game: trivia. (Charts 1-1 and 1-2)

Work in small groups. Complete each sentence with the correct form of the verb in parentheses. Then circle "T" for true or "F" for false. The group with the most correct answers wins.\*

- TE 1. In one soccer game, a player (*run*) \_\_\_\_\_\_ seven miles on average. F 2. In one soccer game, players (*run*) \_\_\_\_\_\_ seven miles on average. тБ 3. Right-handed people (*live*) \_\_\_\_\_ 10 years longer than left-handed people. T/F 4. Mountains (*cover*) \_\_\_\_\_\_ 3% of Africa and 25% of Europe. T F 5. The Eiffel Tower (*have*) \_\_\_\_\_\_ has \_\_\_\_\_ 3,000 steps. TF 6. Honey (spoil) spoils after one year. 7. The letter "e" (*be*) \_\_\_\_\_\_ is \_\_\_\_\_ the most common letter in English. ΤĘ 8. It (*take*) <u>takes</u> about seven seconds for food to get from TF our mouths to our stomachs.
- 9. A man's heart (*beat*) \_\_\_\_\_\_ faster than a woman's heart. T
- 10. About 145,000 people in the world (*die*) <u>die</u> every 24 hours.  $\checkmark$  F

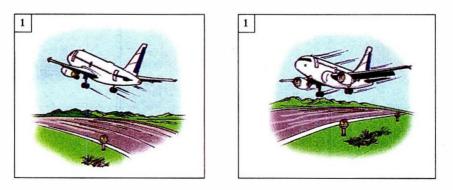
#### Exercise 11. Let's talk. (Charts 1-1 and 1-2)

Work with a partner. Take turns describing your pictures to each other and finding the differences. Use the present progressive. Partner A: Cover Partner B's pictures in your book. Partner B: Cover Partner A's pictures in your book.

Example:





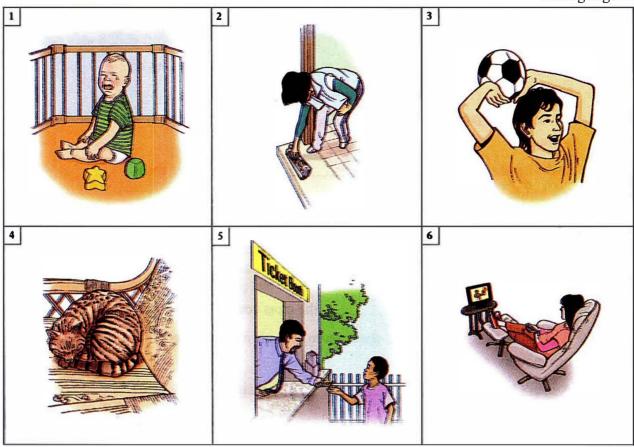


PARTNER A: In my picture, the airplane is taking off. PARTNER B: In my picture, the airplane is landing.

\*See Trivia Answers, p. 421.

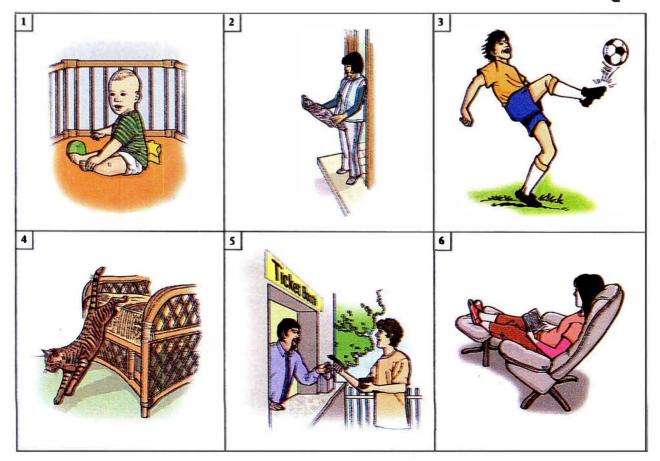


Partner A



Partner B

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#### Exercise 12. Let's read and write. (Charts 1-1 and 1-2)

Part I. Read the paragraph and answer the questions.

#### **Hair Facts**

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

#### Questions:

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

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

*Topic sentence:* Here are some interesting facts about our \_\_\_\_\_.

#### Exercise 13. Warm-up. (Chart 1-3)

How often do you do each activity? Give the percentage  $(0\% \rightarrow 100\%)$ . Your teacher will ask which ones you always do, sometimes do, or never do.

- 1. <u>usually</u> I take the bus to school.
- 2. <u>often</u> I go to bed late.
- 3. \_\_\_\_\_ I skip breakfast.
- 4. <u>rarely</u> I eat vegetables at lunch time.
- 5. <u>almost never</u> I cook my own dinner.
- 6. <u>sometimes</u> I am an early riser.\*\*

<sup>\*</sup>strands of hair = pieces of hair

<sup>\*\*</sup>early riser = a person who gets up early in the morning

1-3 Frequency Adverbs	www.irLanguage.com
100% A always almost always usually often frequently generally sometimes occasionally seldom	Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below. The adverbs in <b>boldfac</b> e may also occur at the beginning or the end of a sentence. <i>I sometimes get up at 6:30.</i> <i>Sometimes I get up at 6:30.</i> <i>I get up at 6:30 sometimes.</i>
vy rarely vy c vy c 0% c almost never not ever, never	The other adverbs in the list (not in boldface) rarely occur at the beginning or the end of a sentence. Their usual position is in the middle of a sentence.
s + FREQ ADV + V (a) Karen <i>always tells</i> the truth.	Frequency adverbs usually come between the subject and the simple present verb except main verb be. INCORRECT: Always Karen tells the truth.
s + <i>BE</i> + FREQ ADV (b) Karen <i>is always</i> on time.	Frequency adverbs follow <i>be</i> in the simple present ( <i>am, is, are</i> ) and simple past ( <i>was, were</i> ).
(c) Do you always eat breakfast?	In a question, frequency adverbs come directly after the subject.
(d) Ann usually doesn't eat breakfast.	In a negative sentence, most frequency adverbs come in front of a negative verb (except <i>always</i> and <i>ever</i> ).
(e) Sue doesn't always eat breakfast.	<b>Always</b> follows a negative helping verb, as in (e), or a negative form of <i>be.</i>
(f) CORRECT: Anna never eats meat. INCORRECT: Anna doesn't never eat meat.	Negative adverbs ( <i>seldom, rarely, hardly ever, never</i> ) are NOT used with a negative verb.
(g) — Do you ever take the bus to work? — Yes, I do. I often take the bus.	<i>Ever</i> is used in questions about frequency, as in (g). It means "at any time."
(h) I don't ever walk to work. INCORRECT: I ever walk to work.	<b>Ever</b> is also used with <b>not</b> , as in (h). <b>Ever</b> is NOT used in statements.

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

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

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

Example:

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

#### Exercise 15. Let's talk. (Chart 1-3)

Answer the questions. Discuss the meaning of the frequency adverbs.

What is something that ....

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

#### Exercise 16. Looking at arammar. (Chart 1-3)

Add the given adverbs to each sentence. Put the adverbs in their usual midsentence position. Make any necessary changes to the sentence.

*Example:* Emily doesn't get to work on time.

- a. usually  $\rightarrow$  Emily *usually* doesn't get to work on time.
- b. often  $\rightarrow$  Emily often doesn't get to work on time.
- 1. Kazu doesn't shave in the morning.
  - a. frequently+do d. always+v g. hardly ever +v
  - b. occasionally +do e. ever do+ h. rarely +v c. sometimes+do f. never+v i. seldom +v

#### 2. I don't eat breakfast.

a. usually +do	c. seldom +v
b. always do+	d. ever do+

- 3. My roommate isn't home in the evening.
  - a. generally +be c. always be+
  - b. sometimes +be d. hardly ever be+

#### Exercise 17. Looking at grammar. (Chart 1-3)

Complete the sentences using the information in the chart. Use a frequency adverb in each sentence to describe Mia's weekly activities.

Mia's Week	S	M	Tu	w	Th	F	S
1. wake up early				x			
2. make breakfast		x	x		x		
3. go to the gym	х	x		x		x	x
4. be late for the bus		x	x	x	x		
5. cook dinner	х	х	x	x	x	x	x
6. read a book	x	x	x	x		x	x
7. do homework			x			x	
8. go to bed early							
1. Mia <u>seldom / ra</u>	rely wal	kes		uŗ	early.		
2. She sometimes makes				br	eakfast.		

3. She \_\_\_\_\_\_ to the gym.

A Sha is frequently / often late for the buy

4. She \_\_\_\_\_\_ late for the bus.

5. She <u>always cooks</u> dinner.

6. She \_\_\_\_\_\_almost always reads \_\_\_\_\_\_a book.

- 7. She \_\_\_\_\_\_ her homework.
- 8. She \_\_\_\_\_\_ to bed early.

#### **Exercise 18. Let's talk: pairwork.** (Charts $1 \rightarrow 1 \rightarrow 3$ )

Work with a partner. Use frequency adverbs to talk about yourself and to ask your partner questions.

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

I seldom walk to school. I usually take the bus.

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

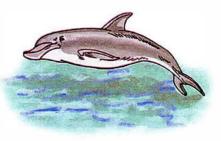
#### Change roles.

- 6. wear a hat to class
- 7. believe the things I hear in the news
- 8. get up before nine o'clock in the morning
- 9. call my family or a friend if I feel homesick or lonely
- 10. have chocolate ice cream for dessert

#### Exercise 19. Warm-up. (Chart 1-4)

Combine the given words into sentences. Add -s where necessary. Do not add any other words.

- 1. A dolphin \ swim
- 2. Dolphin \ swim



1.	4 Sir	ıgula	r/Plural	مرجع زبان ایرانیان		
(a) (b)			d s, three birds, many birds, all birds, etc.	SINGULAR = one, not two or more PLURAL = two, three, or more		
(c) (d)	Bird <i>s</i> sin A bird sin	•		A plural noun ends in <i>-s</i> , as in (c). A singular verb ends in <i>-s</i> , as in (d).		
(e)	A bird It Ann She Tom He	sing <b>s</b> sing <b>s</b> sing <b>s</b> sing <b>s</b> sing <b>s</b> sing <b>s</b>	outside my window. loudly. beautifully. songs to her children. very well. professionally.	A singular verb follows a singular subject. Add <i>-s</i> to the simple present verb if the subject is (1) a singular noun (e.g., <i>a bird, Ann, Tom</i> ) or (2) <i>he, she,</i> or <i>it.</i> *		

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

#### Exercise 20. Looking at grammar. (Chart 1-4)

Look at each word that ends in -s. Is it a noun or verb? Is it singular or plural?

Sentence	Noun ≃	Verb	Sing.	Plural
1. Plants grow quickly in warm weather.	x			x
2. Ali lives in an apartment.		x	x	
3. Bettina listens to the radio every morning.				
4. The students at this school work hard.				
5. An ambulance takes sick people to the hospital.				
6. Ambulances take sick people to the hospital.				
7. Cell phones offer text-messaging.				
8. The earth revolves around the sun.				



#### Exercise 21. Listening. (Chart 1-4)

Listen to the statements. Add -s where necessary. Write  $\emptyset$  if no -s is needed.

#### <sup>1</sup> Natural disasters: a flood

- 1. The weather  $\underline{\emptyset}$  cause  $\underline{\vartheta}$  some natural disaster  $\underline{\vartheta}$ .
- 2. Heavy rains sometimes create \_\_\_\_\_ flood \_\_\_\_\_.
- 3. A big flood \_\_\_\_\_ cause \_\_\_\_\_ a lot of damage.
- 4. In town \_\_\_\_\_, flood \_\_\_\_\_ can damage building \_\_\_\_\_, home \_\_\_\_\_, and road \_\_\_\_\_.
- 5. After a flood \_\_\_\_\_\_, a town \_\_\_\_\_ need \_\_\_\_\_ a lot of financial help for repair \_\_\_\_\_.

#### Exercise 22. Warm-up. (Chart 1-5)

Write the third person form for each verb under the correct heading. Can you figure out the rules for when to add **-s**, **-es**, and **-ies**?

mix	speak	stay	study	take	try	wish
Add -s only.		Add <i>-es</i> .		Add <i>-ies</i> .		

1-	5 Sp	elli	ing of Final	-s/-es
(a)	visit speak		visits speaks	Final - <i>s</i> , not - <i>es</i> , is added to most verbs. INCORRECT: visites, speakes
(b)	ride write		rides writes	Many verbs end in -e. Final -s is simply added.
(c)	catch wash miss fix buzz	$\uparrow \uparrow \uparrow \uparrow \uparrow \uparrow \uparrow$	misses fixes	Final <b>-es</b> is added to words that end in <b>-ch</b> , <b>-sh</b> , <b>-s</b> , <b>-x</b> , and <b>-z</b> . PRONUNCIATION NOTE: Final <b>-es</b> is pronounced /əz/ and adds a syllable.*
	fly	$\rightarrow$	flies	If a word ends in a consonant + -y, change the -y to -i and add -es, as in (d). INCORRECT: flys
(e)	pay	$\rightarrow$	pays	If a word ends in a vowel + <b>-y</b> , simply add <b>-s</b> ,** as in (e). INCORRECT: paies or payes
(f)	go do have	$\begin{array}{c} \rightarrow \\ \rightarrow \\ \rightarrow \end{array}$	goes does has	The singular forms of the verbs <i>go</i> , <i>do</i> , and <i>have</i> are irregular.

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

\*\*Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.

#### Exercise 23. Looking at grammar. (Charts 1-4 and 1-5)

<u>Underline</u> the verb(s) in each sentence. Add final -s/-es if necessary. Do not change any other words.

- 1. A frog jump.
- 2. Frogs jump.  $\rightarrow$  (no change)

5

- 3. A boat float on water.
- 4. Rivers flow toward the sea.
- 5. My mother worry about me.
- 6. A student buy a lot of books at the beginning of each term.
- 7. Airplanes fly all around the world.
- 8. The teacher ask us a lot of questions in class every day.
- 9. Mr. Cook watch game shows on TV every evening.
- 10. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
- 11. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the crosswalk.

#### Exercise 24. Grammar and listening. (Chart 1-5)

Add -s/-es/-ies to the verbs. Check your answers with a partner. Listen to the pronunciation of the verbs.

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

#### Exercise 25. Let's talk: pairwork. (Chart 1-5)

Work with a partner. Look at the pictures and make conversations. Take turns being Partner A and Partner B. Follow this model. Use *he, she,* or *they* as appropriate.

PARTNER A: What is he doing? PARTNER B: He \_\_\_\_\_. PARTNER A: Does he \_\_\_\_\_ often? PARTNER B: No, he doesn't. He rarely \_\_\_\_\_.



#### Exercise 26. Game. (Charts 1-4 and 1-5)

Your teacher will assign each student an item number. (If there are fewer than 24 students, some students will have two numbers. If there are more than 24 students, some students will have the same number.) Find your number in the list and write the words that appear beside it on a slip of paper. Then close your book.

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

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

Example: 1. A star

2. shine in the sky at night

 $\rightarrow$  A star shines in the sky at night.

- 1. A car
- 2. causes air pollution.
- 3. stretch when you pull on it.
- 4. A hotel
- 5. support a huge variety of marine life.
- 6. A bee
- 7. Does exercise
- 8. cause great destruction when it reaches land.
- 9. A river
- 10. improves your health?

- 11. An elephant
- 12. A hurricane
- 13. produce one-fourth of the world's coffee.
- 14. Oceans
- 15. use its long trunk like a hand to pick things up.
- 16. Brazil
- 17. supply its guests with clean towels.
- 18. A rubber band
- 19. collects nectar\* from flowers.
- 20. flows downhill.

#### Exercise 27. Warm-up. (Chart 1-6)

Circle the correct completions.

CHARLIE: Shhh! I \_\_\_\_\_ something on our roof. a. hear b. am hearing

> I \_\_\_\_\_ there is a person up there. a. think b. am thinking

#### DAD: I \_\_\_\_\_.

- a. don't know b. am not knowing
- It \_\_\_\_\_ more like a small animal, maybe a cat or squirrel. a. sounds b. is sounding

<sup>\*</sup>nectar = a sugary liquid inside flowers

1-	6 Non-A	Action Verb	S			ن ایرانیان	مرجع زبار
<ul> <li>(a) I know Ms. Chen.</li> <li>INCORRECT: I am knowing Ms. Chen.</li> <li>(b) I'm hungry. I want a sandwich.</li> </ul>				re called "non-a	action verbs."*	ressive tenses. They express ress.	
. ,	• •	m wanting a sand	lwich.				
(c) This book <i>belongs</i> to Mikhail. INORRECT: This book is belonging to Mikhail.							
Nor	n-action Verbs						
	hear	believe	be	own	need	like	forget
	see	think	exist	have	want	love	remember
	sound	understand		possess	prefer	hate	
		know mean	seem look like	belong			agree disagree
CON	IPARE:			Think and have can be used in the progressive.			
(d)	l think that gra	ımmar is easy.		In (d): When <i>think</i> means "believe," it is non-progressive.			
(e) I am thinking about grammar right now.			In (e): When <b>t</b> i through a pers		•		
(f) Tom <i>has</i> a car.			In (f): When <i>have</i> means "own" or expresses possession, it is not used in the progressive.				
(g) l' <b>m</b> having a good time.			(e.g., have a g have a problem		a bad time, h have a snack,		

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

#### Exercise 28. Looking at grammar. (Chart 1-6)

Choose the correct responses.

- 1. A: What do you like better: coffee or tea?
  - B: I \_\_\_\_\_ tea.
    - a. am preferring (b.) prefer
- 2. A: Can you help me set the table for dinner?
  - B: In a minute. I \_\_\_\_\_ my report.
    - a. am finishing b. finish
- 3. A: Are you busy?
  - B: I \_\_\_\_\_ a few minutes. a. have b. am having
- 4. A: \_\_\_\_\_ a good time?
  a. Are you having b. Do you have
  B: Yes, I \_\_\_\_\_ myself.
  a. am enjoying b. I enjoy

5.	A: There's goes Salma on her new racing bike.
	B: Yeah, she really bikes.
	a. is loving b. loves
	A: That's for sure! She several.
	a. is owning b. owns
	ercise 29. Looking at grammar. (Chart 1-6) nplete the sentences with the simple present or present progressive form of <i>think</i> and <i>e</i> .
1.	<ul> <li>A: How is your new job going?</li> <li>B: Pretty good. I (<i>think</i>) <u>think</u> I am doing okay.</li> </ul>
2.	<ul> <li>A: You look upset. What's on your mind?</li> <li>B: I'm worried about my daughter. I (<i>think</i>) she's in trouble.</li> </ul>
3.	<ul> <li>A: You look far away.* What's on your mind?</li> <li>B: I (<i>think</i>) about my vacation next week. I can't wait!</li> </ul>
4.	<ul><li>A: Hey, there! How's the party going?</li><li>B: Great! We (<i>have</i>) a lot of fun.</li></ul>
5.	<ul> <li>A: Could I borrow some money?</li> <li>B: Sorry, I only (<i>have</i>) a little change** on me.</li> </ul>
Cor	ercise 30. Looking at grammar. (Chart 1-6) nplete the sentences. Use the simple present or present progressive form of the verbs in entheses.
1.	Right now I (look) <u>am looking</u> out the window. I (see) <u>see</u> a window
	washer on a ladder.
2.	A: (you, need) some help, Mrs. Bernini?
	(you, want) me to carry that box for you?
	B: Yes, thank you. That's very nice of you.
3.	A: Who is that man? I ( <i>think</i> ) that I ( <i>know</i> ) him, but I ( <i>forget</i> )
	his name.
	B: That's Mr. Martinez.
	A: That's right! I (remember) him now.

<sup>\*</sup>look far away = look like you are thinking about other things; daydream

<sup>\*\*</sup>change = coins

- 4. A: (you, believe) \_\_\_\_\_\_ in ghosts?
  B: No. In my opinion, ghosts (exist) \_\_\_\_\_\_ only in people's imaginations.
- 5. Right now the children (be) \_\_\_\_\_\_ at the beach. They (have)

a good time. They (have)

shovels, and they (build) \_\_\_\_\_\_ a sandcastle. They (like)

\_\_\_\_\_\_ to build big sandcastles. Their parents (*lie*)

\_\_\_\_\_ on the beach and (*listen*) \_\_\_\_\_\_

to music. They (listen, not) \_\_\_\_\_\_ to their children's

conversations, but they (hear) \_\_\_\_\_\_ them anyway.



#### Exercise 31. Warm-up. (Chart 1-7)

Choose the correct response for each question.

1.	Does Janet eat fish? a. Yes, she does.	b. Yes, she is.	c. Yes, she eats.
2.	Do you eat fish? a. No, I don't.	b. No, I am not.	c. No, I don't eat.
3.	Are you vegetarian? a. Yes, I do.	b. Yes, I am.	c. Yes, I like.

1-7 Present Ver	bs: Short Ans	wers to Yes/No	Questions
	Question	Short Answer	Long Answer
QUESTIONS WITH DO/DOES	Does Bob like tea?	Yes, he does.	Yes, he likes tea.
		No, he <b>doesn't</b> .	No, he doesn't like tea.
	Do you <i>like</i> tea?	Yes, I do.	Yes, I like tea.
		No, † <b>don't</b> .	No, I don't like tea.
QUESTIONS WITH BE	Are you studying?	Yes,   am.*	Yes, I am (I'm) studying.
		No, l' <b>m not</b> .	No, I'm not studying.
	Is Yoko a student?	Yes, she <b>is</b> .*	Yes, she is (she's) a student.
		No, she 's not. OR	No, she's not a student. OR
		No, she <i>isn't</i>	No, she isn't a student.
	Are they studying?	Yes, they are.*	Yes, they are (they're) studying.
		No, they 're not. OR	No, they're not studying. OR
		No, they aren't.	No, they aren't studying.

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

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

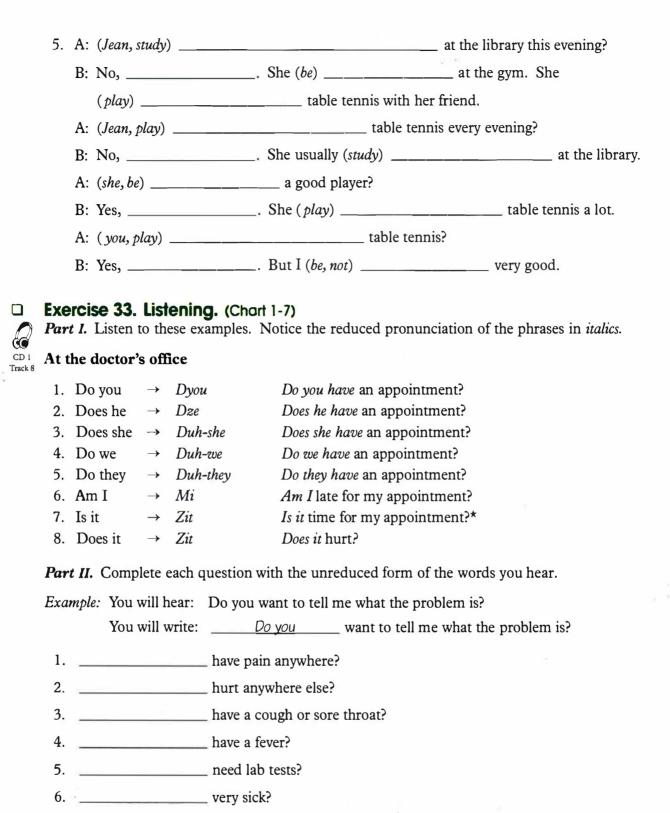
#### Exercise 32. Looking at grammar. (Chart 1-7)

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

A: (Tanya, have) <u>Does Tanya</u> have a bike?
 B: Yes, <u>she does</u>. She (have) <u>has</u> a racing bike.
 A: (it, rain) <u>right now?</u>
 B: No, <u>right now</u>. At least, I (think, not) <u>so</u>.
 A: (your friends, write) <u>a lot of emails?</u>
 B: Yes, <u>I (get)</u> <u>lots of emails all the time</u>.
 A: (the weather, affect\*) <u>your mood?</u>
 B: Yes, <u>I (get)</u> <u>grumpy when it's rainy</u>.

\*The word affect is a verb: The weather affects my mood.

The word effect is a noun: Warm, sunny weather has a good effect on my mood.



- 7. \_\_\_\_\_\_ serious?
- 8. \_\_\_\_\_ need to make another appointment?
- 9. \_\_\_\_\_ want to wait in the waiting room?
- 10. \_\_\_\_\_ pay now or later?

\*See Chapter 5 for more examples of questions with be in spoken English.

#### Exercise 34. Let's talk: interview. (Chart 1-7)

Make questions with the given words. Then walk around the room and ask and answer questions. Your answers should have both a short and a long response.

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

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

#### Exercise 35. Listening. (Chart 1-7)

Choose the correct responses.

C Tra		<i>mple:</i> You will hear: You will choose:	(a.)	look hot and tired. Are you thirsty? Yes, I am. Yes, I do.
	1.	a. Yes, I want. b. Yes, I do.	4.	<ul><li>a. Yes, we do.</li><li>b. Yes, we need.</li></ul>
	2.	a. Yes, I am. b. Yes, I do.	5.	<ul><li>a. Yes, he does.</li><li>b. Yes, he is.</li></ul>
	3.	a. Yes, it is. b. Yes, it does.	6.	<ul><li>a. Yes, they are.</li><li>b. Yes, they do.</li></ul>

#### Exercise 36. Looking at grammar. (Chapter 1)

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

- 1. A: My sister (have) <u>has</u> a new car. She bought it last month.
  - B: (you, have) <u>Do you have</u> a car?
  - A: No, I <u>don't</u>. Do you?
  - B: No, but I have a motorcycle.

2.	A:	What are the children doing? (they, watch) TV?
		No, they They ( <i>play</i> ) outside.
3.	A:	Jacob, (you, listen) to me?
	B:	Of course I am, Mom. You (want) me to take out the
		garbage. Right?
	A:	Yes, and I mean now!
4.	A:	Hey, Becky, where (be) you?
	B:	I (be) in the bedroom.
	A:	What ( you, do)?
	B:	I ( <i>try</i> ) to sleep!
5.	A:	What (you, think) about at night before you fall asleep?
	B:	I (think) about my day. But I (think, not)
		about anything negative. What (think) about?
	A:	I (think, not) about anything. I (count)
		sheep.*
6.	A:	A penny for your thoughts.
	B:	Huh?
	A:	That means: What (you, think) about right now?
	B:	I (think) about my homework. I (think, not)
		about anything else right now.
	A:	I (believe, not) you. You (think)
		about your wedding plans!
7.	A:	(you, know) any tongue-twisters?
	B:	Yes, I Here's one: She sells seashells down by the seashore.
	A:	That (be) hard to say! Can you say this: Sharon wears Sue's shoes to
		zoos to look at cheap sheep?
	B:	That (make, not) any sense.
		I (know), but it's fun to say.

\*count sheep = fall asleep naturally by closing your eyes and counting imaginary sheep

#### Exercise 37. Reading, grammar, and listening. (Chapter 1)

Part 1. Read the passage and choose the correct completions.

#### **Aerobic Exercise**

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

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

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

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

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

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

CD 1 Track 10

#### **Aerobic Exercise**

Jeremy and Nancy	_ exercise is important	. They	to
an exercise class three times a week. They _	3		
Aerobic exercise a spec	cial type of exercise. It	5	a
person's heart rate. Fast walking, running, a	nd dancing6	examples of	aerobic
exercise. During aerobic exercise, a person's	heart7	fast. This	
more oxygen to the mu	uscles. Muscles	longer w	when they
more oxygen.			
Right now Jeremy and Nancy	11	to some lively mu	isic. They
special dance step	ps. They	13	different
parts of their body.			

How about you? \_\_\_\_\_ you \_\_\_\_\_ to exercise? \_\_\_\_\_ your muscles \_\_\_\_\_ exercise every week? \_\_\_\_\_ you \_\_\_\_\_ some type of aerobic exercise?

#### 

# Exercise 38. Check your knowledge. (Chapter 1)

Edit the passage to correct errors in verb tense usage.

#### **Omar's Visit**

owns

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



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

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

\*brand new = completely new



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

Check  $(\checkmark)$  the statements that are true for you. Share your answers with a partner.

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

Z-I Expre	essing Past I im	e: The Simple Past		
(a) Mary walked of (b) I slept for eight	owntown yesterday. hours last night.The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 2010).			
	me yesterday morning. <b>Ied</b> on time last night.	Most simple past verbs are formed by adding <i>-ed</i> to a verb, as in (a), (c), and (d).		
<ul><li>(e) I ate breakfast</li><li>(f) Sue took a tax</li></ul>	this morning. i to the airport yesterday.	Some verbs have irregular past forms, as in (b), (e), and (f). See Chart 2-4.		
(g) I was busy yesterday.The simple past forms of be are was and were.(h) They were at home last night.				
Forms of the S	Simple Past: Regular	r Verbs		
STATEMENT	IENT I, You, She, He, It, We, They worked yesterday.			
NEGATIVE	I, You, She, He, It, We, They did not (didn't) work yesterday.			
QUESTION	Did I, you, she, he, it, we, they work yesterday?			
SHORT ANSWER	Yes, I, you, she, he, it, v	ve, they <b>did.</b> OR No, I, you, she, he, it, we, they <b>didn't</b> .		
Forms of the S	Simple Past: Be			
STATEMENT	I, She, He, It was in class yesterday. We, You, They were in class yesterday.			
NEGATIVE	I, She, He, It was not (wasn't) in class yesterday. We, You, They were not (weren't) in class yesterday.			
QUESTION	JESTION Was I, she, he, it in class yesterday? Were we, you, they in class yesterday?			
SHORT ANSWER	Yes, I, she, he, it was. No, I, she, he, it wasn	Yes, we, you, they were. t. No, we, you, they weren't.		

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# □ Exercise 2. Looking at grammar. (Chart 2-1)

Create your own chart by writing the negative and question forms of the words in *italics*. Omit the rest of each sentence.

		Negative	Question
1.	He needed water.	He didn't need	Did he need
2.	She drank tea.		
3.	They played baseball.		
4.	I left early.		
5.	They wore boots.		
6.	We had time.		
7.	It was fun.		
8.	You were late.		

# Exercise 3. Let's talk. (Chart 2-1)

All of the sentences contain inaccurate information. Make true statements by

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

#### Exercise 4. Listening. (Chapter 1 and Chart 2-1)

Listen to each sentence. Choose the correct completion(s). More than one completion may be possible.

CD 1
Track 1

11	Exar	nple: You will hear: It You will choose: (in	snows the winter. ev	very day. now.
	1.	French.	together.	last week.
	2.	right now.	yesterday.	last summer.
	3.	in the evening.	last night.	behind the mountains.
	4.	at this moment.	our class.	yesterday.
	5.	two weeks ago.	right now.	at this moment.



# Exercise 5. Listening. (Chart 2-1)

The differences between was/wasn't and were/weren't can be hard to hear in spoken English. The "t" in the negative contraction is often dropped, and you may only hear an /n/ Track 12 sound.

Part I. Listen to these examples.

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

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

#### At a wedding

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

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

Do you know the spelling rules for these verbs?

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

die	give	hit	try	
Drop final <i>-e.</i> Add <i>-ing</i> .	Double final con Add <i>-ing</i> .	nsonant.	Change <b>-ie</b> to <b>-y</b> . Add <b>-ing</b> .	Just add <i>-ing</i> .

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

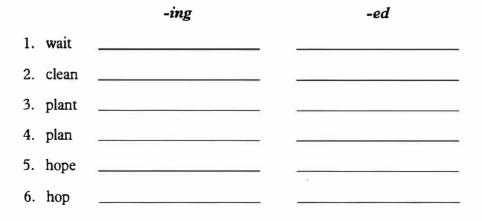
enjoy	tie	stop	study
Double final consonant. Add <b>-ed</b> .	Change <b>-y</b> to <b>-i</b> . Add <b>-ed</b> .	Just add <i>-ed</i> .	Just add <b>-d</b> .

2-2 Sp	2-2 Spelling of <i>-ing</i> and <i>-ed</i> Forms				
End of Verb	Double the Consonant?	Simple Form	-ing	-ed	
-е	NO	(a) smile hope	smiling hoping	smiled ho <mark>p</mark> ed	- <i>ing</i> form: Drop the <i>-e,</i> add - <i>ing.</i> - <i>ed</i> form: Just add - <i>d</i> .
Two Consonants	NO	(b) hel <b>p</b> learn	helping learning	helped learned	If the verb ends in two consonants, just add <i>-ing</i> or <i>-ed</i> .
Two Vowels + One Consonant	NO	(c) rain heat	raining heating	rained heated	If the verb ends in two vowels + a consonant, just add - <i>ing</i> or - <i>ed</i> .
One Vowel + One Consonant	YES	ONE (d) stop plan	-SYLLABLE VE sto <mark>pp</mark> ing planning	RBS stopped planned	If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the <b>-ing</b> or <b>-ed</b> form.*
	NO	TWO-SYLLABLE VERBS		RBS	If the first syllable of a two-syllable verb is
		(e) visit offer	visiting offering	visited offered	stressed, do not double the consonant.
	YES	(f) prefer admit	preferring admitting	preferred admitted	If the second syllable of a two-syllable verb is stressed, double the consonant.
-y	NO	(g) play enjoy	pl <b>ay</b> ing enj <mark>oy</mark> ing	pl <b>ay</b> ed enjoyed	If the verb ends in a vowel + -y, keep the -y. Do not change the -y to -i.
		(h) worry stud <mark>y</mark>	worry <mark>ing</mark> studying	worried studied	If the verb ends in a consonant + <b>-y</b> , keep the <b>-y</b> for the <b>-ing</b> form, but change the <b>-y</b> to <b>-i</b> to make the <b>-ed</b> form.
-ie		(i) die tie	dying tying	died tied	- <i>ing</i> form: Change the - <i>ie</i> to -y and add - <i>ing.</i> - <i>ed</i> form: Just add -d.

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

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

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



7.	play		
8.	study		
9.	try	. <u></u>	
10.	die		
11.	sleep	÷	<u>slept (no -ed)</u>
12.	run		<u>ran (no -ed)</u>

#### Exercise 8. Listening. (Chart 2-2)

E

CD I

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

- 1. Shhh. The movie is \_\_\_\_\_. Track 13
  - 2. Oh, no. The elevator door is stuck. It isn't \_\_\_\_\_.
  - 3. Here's a letter for you. I \_\_\_\_\_\_\_ it accidentally.
  - 4. I'm \_\_\_\_\_\_ to the phone message that you already \_\_\_\_\_\_ to.
  - 5. Are you \_\_\_\_\_\_ to me or telling me the truth?
  - 6. We \_\_\_\_\_\_ the party.
  - 7. I'm \_\_\_\_\_\_ the nice weather today.
  - 8. You look upset. What \_\_\_\_\_?

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

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

	Simple Form	Simple Past	Past Participle	Present Participle
1.	help .	helped	helped	helping
2.	stay			
3.	take	took	taken	ta <u>king</u>
4.	give _			
5.	be			

2-3 The Princip	al Parts of a	Verb			
Regular Verbs					
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE		
finish	finished	finished	finishing		
stop	stopped	stopped	stopping		
hope	hoped	hoped	hoping		
wait	waited	waited	waiting		
play	played	played	playing		
try	tried	tried	trying		
Irregular Verbs	12		and the second second		
see	saw	seen	seeing		
make	made	made	making		
sing	sang	sung	singing		
eat	ate	eaten	eating		
put	put	put	putting		
go	went	gone	going		
Principal Parts of a Ver	b	1.			
(1) THE SIMPLE FORM	form that is fou	English verbs have four principal forms, or "parts." <b>The simple form</b> is the form that is found in a dictionary. It is the base form with no endings on it (no final <b>-s</b> , <b>-ed</b> , or <b>-ing</b> ).			
(2) THE SIMPLE PAST	many commor	The simple past ends in <i>-ed</i> for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2-4.			
(3) THE PAST PARTICIPLE		The past participle also ends in <i>-ed</i> for regular verbs. Some verbs are irregular. It is used in perfect tenses (Chapter 4) and the passive (Chapter 10).			
(4) THE PRESENT PARTICIPLE			both regular and irregular verbs). I present progressive and the past		

SIMPLE	SIMPLE	PAST	SIMPLE	SIMPLE	PAST
FORM	PAST	PARTICIPLE	FORM	PAST	PARTICIPLE
be	was, were	been	lend	lent	lent
beat	beat	beaten	let	let	let
pecome	became	become	lie	lay	lain
begin	began	begun	light	lit/lighted	lit/lighted
bend	bent	bent	lose	lost	lost
pite	bit	bitten	make	made	made
volo	blew	blown	mean	meant	meant
oreak	broke	broken	meet	met	met
oring	brought	brought	pay	paid	paid
bliuc	built	built	put	put	put
ourn	burned/burnt	burned/burnt	quit	quit	quit
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
dream	dreamed/dreamt	dreamed/dreamt	set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
fit	fit	fit	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got/gotten	stick	stuck	stuck
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tear	tore	torn
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	upset	upset	upset
hurt	hurt	hurt	wake	woke/waked	woken/waked
	kept	and the second se			worn
keep know	knew	kept known	wear win	wore won	worn
leave	left	left	write	wrote	written

# Exercise 10. Looking at grammar. (Chart 2-4)

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

- 1. Alima walked to the office today. Rebecca <u>drove</u> her car. Olga

   \_\_\_\_\_\_\_\_ her bike. Yoko \_\_\_\_\_\_\_ the bus.
- 2. It got so cold last night that the water in the pond \_\_\_\_\_.
- Katya had a choice between a blue raincoat and a brown one. She finally
   \_\_\_\_\_\_\_\_ the blue one.
- My husband gave me a painting for my birthday. I \_\_\_\_\_\_ it on a wall in my office.
- Last night around midnight, when I was sound asleep, the telephone \_\_\_\_\_\_.
   It \_\_\_\_\_\_ me up.
- 6. The sun \_\_\_\_\_\_ at 6:04 this morning and \_\_\_\_\_\_ at 6:59 last night.
- 7. I \_\_\_\_\_\_ an email to my cousin after I finished studying last night.
- 8. Ms. Morita \_\_\_\_\_\_ chemistry at the local high school last year.
- 9. Oh, my gosh! Call the police! Someone \_\_\_\_\_ my car!
- 10. The police \_\_\_\_\_\_ the car thieves quickly and \_\_\_\_\_\_ them to jail.
- 11. The earthquake was strong, and the ground \_\_\_\_\_\_ for two minutes.
- 12. A bird \_\_\_\_\_\_ into the grocery store through an open door.
- 13. My dog \_\_\_\_\_\_ a hole in the yard and buried his bone.
- 14. I don't have any money in my wallet. I \_\_\_\_\_\_ it all vesterday. I'm flat broke.\*
- Ann does funny things. She \_\_\_\_\_\_ a tuxedo to her brother's wedding last week.



\*flat broke = completely out of money

### □ Exercise 11. Looking at grammar. (Charts $2-1 \rightarrow 2-4$ )

Create your own chart by writing the simple past, negative, and question forms of the words in *italics*. Omit the rest of each sentence.

		Simple Past	Negative	Question
1.	He skips lunch.	<u>He skipped</u>	<u>He didn't skip</u>	Did he skip
2.	They leave early.			
3.	She does a lot.	·		
4.	He is sick.			
5.	We drive to work.		. <u></u>	
6.	You are right.			
7.	I plan my day.			

### □ Exercise 12. Let's talk: pairwork. (Charts $2-1 \rightarrow 2-4$ )

Work with a partner. Answer the questions with Yes and a complete sentence.

#### A broken arm

Imagine that you came to class today with a big cast on your arm. You slipped on some ice yesterday and fell down.

- 1. Did you have a bad day yesterday?  $\rightarrow$  Yes, I had a bad day yesterday.
- 2. Did you fall down?
- 3. Did you hurt yourself when you fell down?
- 4. Did you break your arm?
- 5. Did you go to the emergency room?

#### Change roles.

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

#### **Exercise 13. Looking at grammar.** (Charts $2-1 \rightarrow 2-4$ )

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

- 1. A: (you, sleep) <u>Did you sleep</u> well last night?
  - B: Yes, <u>I did</u>. I (sleep) <u>slept</u> very well.
- 2. A: (Ella's plane, arrive) \_\_\_\_\_\_ on time yesterday?

B: Yes, \_\_\_\_\_\_ in at exactly 6:05.

3. A: (you, go) \_\_\_\_\_\_\_ away last weekend?
B: No, \_\_\_\_\_\_ I (stay) \_\_\_\_\_\_ home because I (feel, not) \_\_\_\_\_\_ good.
4. A: (you, eat) \_\_\_\_\_\_ breakfast this morning?
B: No, \_\_\_\_\_\_ I (have, not) \_\_\_\_\_\_ enough time. I was late for class because my alarm clock (ring, not) \_\_\_\_\_\_.
5. A: (Da Vinci, paint) \_\_\_\_\_\_\_ the Mona Lisa?
B: Yes, \_\_\_\_\_\_. He also (paint) \_\_\_\_\_\_\_ other famous pictures.

#### □ Exercise 14. Looking at grammar. (Charts $2 - 1 \rightarrow 2 - 4$ )

Read the facts about each person. Complete the sentences with the correct form of the given verbs.

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

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

Yesterday, Wendy ...

- 1. woke \_\_\_\_\_ up at 4:00 A.M.
- 2. <u>didn't clean</u> her car.
- 3. \_\_\_\_\_ her bike ten miles.
- 4. \_\_\_\_\_ vegetables from her garden.
- 5. \_\_\_\_\_ a comedy show on TV.
- 6. \_\_\_\_\_ soup for dinner.
- 7. \_\_\_\_\_ her elderly mother a meal.
- 8. \_\_\_\_\_\_ a book.
- 9. \_\_\_\_\_ herself a snack.

SITUATION 2: Sluggish Sam is lazy and slow. He doesn't get much done in a day. Here is his typical day.

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#### Activities:

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

#### Yesterday, Sam ...

- 1. <u>slept</u> for 12 hours.
- 2. <u>didn't wake</u> up at 5:00 A.M.
- 3. \_\_\_\_\_ two hours to eat breakfast.
- 4. \_\_\_\_\_ hiking.
- 5. \_\_\_\_\_\_asleep on his boat.
- 6. \_\_\_\_\_ home.
- 7. \_\_\_\_\_\_\_ on his bed.
- 8. \_\_\_\_\_ about his busy life.
- 9. \_\_\_\_\_ dinner at 5:00.
- 10. \_\_\_\_\_ dinner at 11:00.

# **Exercise 15. Let's talk: pairwork.** (Charts $2 - 1 \rightarrow 2 - 4$ )

Work with a partner. Partner A tells Partner B to perform an action. After Partner B does this, A will ask B a question in the past tense.

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

- 1. Shut your book.
- 2. Stand up.
- 3. Hide your pen.
- 4. Turn to page 10 in your book.
- 5. Put your book in your lap.
- 6. Nod your head "yes."
- 7. Tear a piece of paper.
- 8. Spell the past tense of "speak."

Change roles.

- 9. Write your name on the board.
- 10. Draw a triangle under your name.
- 11. Shake your head "no."
- 12. Invite our teacher to have lunch with us.
- 13. Read a sentence from your grammar book.
- 14. Wave "good-bye."
- 15. Ask me for a pencil.
- 16. Repeat this question: "Which came first: the chicken or the egg?"

# **Exercise 16. Listening.** (Charts $2 \cdot 1 \rightarrow 2 \cdot 4$ )

Track 14

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

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

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

- 1. Yes, he <u>did</u>. He <u>cut</u> it with a knife.
- 2. Yes, she \_\_\_\_\_\_ it all yesterday.
- 3. Yes, I \_\_\_\_\_\_ them yesterday.
- 4. Yes, they \_\_\_\_\_\_ it.
- 5. Yes, you \_\_\_\_\_\_ it.
- 6. Yes, she \_\_\_\_\_\_ them.
- 7. Yes, he \_\_\_\_\_\_. He \_\_\_\_\_\_ it to him.
- 8. Yes, I \_\_\_\_\_\_ I \_\_\_\_\_ them yesterday.
- 9. Yes, he \_\_\_\_\_\_ it.
- 10. Yes, you \_\_\_\_\_\_. You \_\_\_\_\_\_ her.

#### □ Exercise 17. Listening. (Charts $2 - 1 \rightarrow 2 - 4$ )

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

#### <sup>CD 1</sup> Track 15 Luka wasn't home last night.

- 1. Yes, he <u>went</u> to a party last night.
- 2. Yes, he \_\_\_\_\_\_ a good time.
- 3. Yes, he \_\_\_\_\_\_ a lot of food.
- 4. Yes, he \_\_\_\_\_\_ a lot of soda.
- 5. Yes, he \_\_\_\_\_\_ some new people.
- 6. Yes, he \_\_\_\_\_\_ hands with them when he met them.
- 7. Yes, he \_\_\_\_\_\_ with friends.
- 8. Yes, he \_\_\_\_\_\_ with his friends and \_\_\_\_\_\_.

#### □ Exercise 18. Looking at grammar. (Charts $2-1 \rightarrow 2-4$ )

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

#### The Daily News

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

### □ Exercise 19. Listening. (Charts $2-1 \rightarrow 2-4$ )

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

CD 1 Track 16

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



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

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

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

#### A Deadly Flu

\*ebook = electronic book

\*\* the flu = the influenza virus; symptoms usually include fever, aches, tiredness, cough, and runny nose.

# □ Exercise 20. Warm-up: listening. (Chart 2-5)

CD 1 Track 17

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

Exar	nple:	You will hear:	plays		played	
		You will choose:	same	(	differer	nt
1.	same	different		3.	same	different
2.	same	different		4.	same	different

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

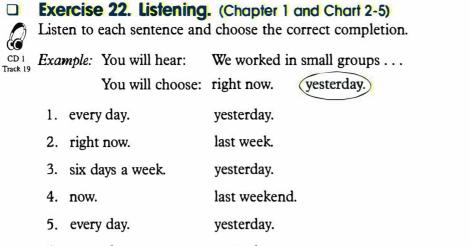
Example:	You will hear:		Jack played a game of tennis.				
	You wi	ll choose:	/t/	(/d/)	/əd/		
1. /t/	/d/	/əd/			3. /t/	/d/	/əd/
2. /t/	/d/	/əd/			4. /t/	/d/	/əd/

2-5 Regular Verbs: Pronunciation of <i>-ed</i> Endings									
(a)	talked stopped hissed watched washed		talk/t/ stop/t/ hiss/t/ watch/t/ wash/t/	Final <i>-ed</i> is pronounced /t/ after voiceless sounds. You make a voiceless sound by pushing air through your mouth. No sound comes from your throat. Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.					
(b)	called rained lived robbed stayed		call/d/ rain/d/ live/d/ rob/d/ stay/d/	Final <i>-ed</i> is pronounced /d/ after voiced sounds. You make a voiced sound from your throat. Your voice box vibrates. Examples of voiced sounds: /l/, /n/, /v/, /b/, and all vowel sounds.					
(c)	waited needed	=	wait/əd/ need/əd/	Final <i>-ed</i> is pronounced /əd/ after "t" and "d" sounds. Adding /əd/ adds a syllable to a word.					

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

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

CD 1 Exa	mple: You wi	ill hear: I	needed more help.				
	You wi	ill choose: no	eed needs need	ded	)		
1.	agree	agrees	agreed	5.	end	ends	ended
2.	agree	agrees	agreed	6.	stop	stops	stopped
3.	arrive	arrives	arrived	7.	touch	touches	touched
4.	explain	explains	explained				



6. every day. yesterday.

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CD 1 Track 20

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Track 21

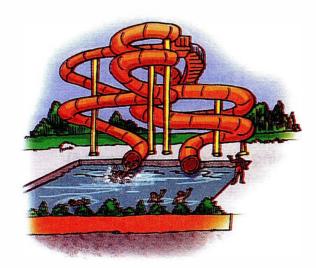
### Exercise 23. Listening and pronunciation. (Chart 2-5)

Listen to the past tense pronunciation of each word. Write the -ed ending you hear: /t/, /d/, or /ad/. Practice pronouncing the verbs.

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

#### Exercise 24. Let's listen and talk. (Charts $2-1 \rightarrow 2-5$ )

Part I. Listen to the conversation between two friends about their weekends and answer the questions. CD I



- 1. One person had a good weekend. Why?
- 2. His friend didn't have a good weekend. Why not?



**Part II.** Complete the conversation with your partner. Use past tense verbs. Practice saying it until you can do it without looking at your book. Then change roles and create a new conversation. Perform one of the conversations for the class.

- A: Did you have a good weekend?
- B: Yeah, I \_\_\_\_\_\_
- A: Really? That sounds like fun!
- B: It \_\_\_\_\_ great! I \_\_\_\_\_.

How about you? How was your weekend?

- A: I \_\_\_\_\_
- B: Did you have a good time?
- A: Yes. / No. / Not really.

#### Exercise 25. Warm-up. (Chart 2-6)

Match the sentences in Column A with the descriptions in Column B.



#### Column A

- I looked at the limousine. The movie star was waving out the window.
- I looked at the limousine. The movie star waved at me.

### Column B

- a. First I looked at the limousine. Then the movie star waved.
- b. First the movie star began waving. Then I looked at the limousine.

2-6 Simp	le Past and	Past Progr	essive			
Simple Past		<ul> <li>(a) Mary <i>walked</i> downtown yesterday.</li> <li>(b) I <i>slept</i> for eight hours last night.</li> </ul>		The SIMPLE PAST is used to talk about an activity or situation that began and ended at a particular time in the past (e.g., yesterday, last night, two days ago, in 2007), as in (a) and (b).		
Past Progressive	6: m li ca (d) li ra	<ul> <li>(c) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M.</li> <li>I was eating dinner when Tom came.</li> <li>(d) I went to bed at 10:00. The phone rang at 11:00.</li> <li>I was sleeping when the phone rang.</li> </ul>		The PAST PROGRESSIVE expresses an activity that was in progress (was occurring, was happening) at a point of time in the past (e.g., at 6:10) or at the time of another action (e.g., when Tom came). In (c): eating was in progress at 6:10; eating was in progress when Tom came. FORM: was/were + -ing		
	one rang, I was sleep ng while I was sleep		<b>while</b> = during	<i>when</i> = at that time <i>while</i> = during that time Examples (e) and (f) have the same meaning.		
Forms of the l	ast Progressive					
STATEMENT	l, She, He, You, We, T		-			
NEGATIVE	E I, She, He, It was not (wasn't) working. You, We, They were not (weren't) working.					
QUESTION	Was I, she, he, i Were you, we, th					
SHORT ANSWER	Yes, I, she, he, No, I, she, he,					

# Exercise 26. Looking at grammar. (Chart 2-6)

Complete each sentence with the simple past or past progressive form of the verb(s) in parentheses.



- At 6:00 P.M. Robert sat down at the table and began to eat. At 6:05, Robert (eat)
   <u>was eating</u> dinner.
- 2. While Robert (*eat*) \_\_\_\_\_\_ dinner, Ann (*come*) \_\_\_\_\_\_ through the door.
- 3. In other words, when Ann (come) \_\_\_\_\_\_ through the door, Robert (eat) \_\_\_\_\_\_ dinner.
- 4. Robert went to bed at 10:30. At 11:00, Robert (sleep) \_\_\_\_\_\_.
- 5. While Robert (sleep) \_\_\_\_\_, his cell phone (ring) \_\_\_\_\_.
- 6. In other words, when his cell phone (ring) \_\_\_\_\_, Robert (sleep)
- 7. Robert left his house at 8:00 A.M. and (begin) \_\_\_\_\_\_ to walk to class.
- 8. While he (*walk*) \_\_\_\_\_\_ to class, he (*see*) \_\_\_\_\_\_ Mr. Ito.
- 9. When Robert (see) \_\_\_\_\_ Mr. Ito, he (stand) \_\_\_\_\_ in his driveway. He (hold) \_\_\_\_\_ a broom.
- 10. Mr. Ito (wave) \_\_\_\_\_\_ to Robert when he (see) \_\_\_\_\_ him.

# Exercise 27. Looking at grammar. (Chart 2-6)

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

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

- 1. While Beth <u>was sitting</u> in a café, she <u>ordered</u> a salad.
- 2. David <u>paid</u> a few bills while he <u>was sitting</u> in a café.
- 3. Lily \_\_\_\_\_\_ coffee on her lap while she \_\_\_\_\_\_ in a café.
- 4. While Beth \_\_\_\_\_\_ in an elevator, she \_\_\_\_\_\_ a text message on her cell phone.
- 5. David \_\_\_\_\_\_ an old friend while he \_\_\_\_\_\_ in an elevator.
- 6. Lily \_\_\_\_\_\_ her glasses while she \_\_\_\_\_\_ in an elevator.
- 7. Beth \_\_\_\_\_\_ a shark while she \_\_\_\_\_\_ in the ocean.
- 8. While David \_\_\_\_\_\_ in the ocean, he \_\_\_\_\_\_ a dolphin.
- 9. While Lily \_\_\_\_\_\_ in the ocean, she \_\_\_\_\_\_ a shipwreck.



# Exercise 28. Let's talk. (Chart 2-6)

Your teacher will tell two students to perform a task. After they do, two other students will describe it. Only the teacher's book is open.

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

	What are you doing?	the board. (Student A writes on the board.)
	I'm writing on the board. Good. Keep writing.	
STUDENT B:	Open the door. (Student H I opened the door. Please stop writing.	3 opens the door.) What did you just do?
TO STUDENT C:       Describe the two actions that just occurred, using when.         STUDENT C:       When ( ) opened the door, ( ) was writing on the board.		
	Now describe the actions, While ( ) was writing	using <i>while</i> . g on the board, ( ) opened the door.
1. To A: Write	e a note to ().	To B: Knock on the door.
2. To A: Read	your book.	To B: Take ()'s grammar book.
3. To A: Look	at me.	To B: Leave the room.
4. To A: Put y	our head on your desk.	To B: Drop your pencil.
5. To A: Look	under your desk.	To B: Begin doing your homework.

# Exercise 29. Looking at grammar. (Chart 2-6)

Read each pair of sentences and answer the question.

- a. Julia was eating breakfast. She heard the breaking news\* report.
   b. Sara heard the breaking news report. She ate breakfast.
   QUESTION: Who heard the news report during breakfast?
- 2. a. Carlo was fishing at the lake. A fish was jumping out of the water.b. James was fishing at the lake. A fish jumped out of the water.QUESTION: Who saw a fish jump just one time?
- 3. a. When the sun came out, Paul walked home.
  - b. When the sun came out, Vicky was walking home.

QUESTION: Who walked home after the sun came out?

<sup>\*</sup>breaking news = a special news report on the TV or radio

# □ Exercise 30. Reading. (Chart 2-6)

Read the passage and then read the statements. Circle "T" for true and "F" for false.

#### The First Cell Phone

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

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

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

# □ Exercise 31. Listening. (Chart 2-6)

Listen to each conversation. Then listen again and complete the sentences with the words you hear. CD 1 Track 22 At a checkout stand in a grocery store 1. A: Hi. \_\_\_\_\_\_ what you needed? B: Almost everything. I \_\_\_\_\_ for sticky rice, but I \_\_\_\_\_ it. A: \_\_\_\_\_\_ on aisle 10, in the Asian food section. 2. A: This is the express lane. Ten items only. It \_\_\_\_\_ like you have more than ten. \_\_\_\_\_ count them? B: I \_\_\_\_\_\_ I \_\_\_\_\_ ten. Oh, I \_\_\_\_\_\_ I have more. Sorry. A: The checkout stand next to me is open. 3. A: \_\_\_\_\_\_ any coupons you wanted to use? B: I \_\_\_\_\_\_ a couple in my purse, but I can't find them now. A: What \_\_\_\_\_\_ they for? I might have some extras here. B: One \_\_\_\_\_\_ for eggs, and the other \_\_\_\_\_\_ for ice cream. A: I think I have those.

<sup>\*</sup>take place = occur, happen

<sup>\*\*</sup> cordless phones = phones without cords to the receiver

# Exercise 32. Looking at grammar. (Charts 1-1 and 2-6)

<u>Underline</u> the present progressive and past progressive verbs in the following conversations. Discuss the way they are used. What are the similarities between the two tenses?

- 1. A: Where are Jan and Mark? Are they on vacation?
  - B: Yes, they're traveling in Kenya for a few weeks.
- 2. A: I invited Jan and Mark to my birthday party, but they didn't come.
  - B: Why not?
  - A: They were on vacation. They were traveling in Kenya.
- 3. A: What was I talking about when the phone interrupted me? I forget!
  - B: You were describing the Web site you found on the Internet yesterday.
- 4. A: I missed the beginning of the news report. What's the announcer talking about?B: She's describing damage from the earthquake in Pakistan.

# **Exercise 33. Looking at grammar.** (Chapter 1 and Charts $2 \cdot 1 \rightarrow 2 \cdot 6$ )

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

Part I.

Right now Toshi and Oscar ( <i>sit</i> ) <u>are sitting</u> in the library. Toshi ( <i>do</i> )	
his homework, but Oscar ( <i>study</i> , <i>not</i> ) He	
(stare) out the window. Toshi (want) to kn	ıow
what Oscar ( <i>look</i> ) at.	
TOSHI: Oscar, what ( <i>you</i> , <i>look</i> ) at?	$\bigcirc$
OSCAR: I (watch) the skateboarder. Look at that	( Sel
guy in the orange shirt. He ( <i>turn</i> ) around	
in circles on his back wheels. He's amazing!	12
TOSHI: It ( <i>be</i> ) easier than it ( <i>look</i> )	/
I can teach you some skateboarding basics if you'd like. OSCAR: Great! Thanks!	8),
Part II.	10-3
Yesterday Toshi and Oscar ( <i>sit</i> ) <u>were sitting</u> in the library. Toshi ( <i>do</i> )	
his homework, but Oscar ( <i>study</i> , <i>not</i> ) He	
(stare) out the window. Toshi (want) to kr	now
what Oscar ( <i>look</i> ) at. Oscar ( <i>point</i> ) to the	
skateboarder. He (say) that he was amazing. Toshi (offer)	
to teach him some skateboarding basics.	

# Exercise 34. Warm-up. (Chart 2-7)

Check  $(\checkmark)$  the sentences that have this meaning:

First action: We gathered our bags.

Second action: The train arrived at the station.

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

2-7 Expressing Past Time: Using Time Clauses		
(a) <i>After I finished my work</i> , <i>I went to bed</i> .	After I finished my work = a time clause* I went to bed = a main clause	
(b) <i>Went to bed</i> <b><i>after I finished my work</i></b> .	<ul> <li>Examples (a) and (b) have the same meaning.</li> <li>A time clause can <ul> <li>(1) come in front of a main clause, as in (a).</li> <li>(2) follow a main clause, as in (b).</li> </ul> </li> </ul>	
<ul> <li>(c) I went to bed after I finished my work.</li> <li>(d) Before I went to bed, I finished my work.</li> <li>(e) I stayed up until I finished my work.</li> <li>(f) As soon as I finished my work, I went to bed.</li> <li>(g) The phone rang while I was watching TV.</li> </ul>	These words introduce time clauses: <i>after</i> <i>before</i> <i>until</i> <i>as soon as</i> <i>while</i> <i>when</i> + <i>subject and verb</i> = a time clause	
(h) When the phone rang, I was watching TV.	In (e): <i>until</i> = to that time and then no longer** In (f): <i>as soon as</i> = immediately after PUNCTUATION: Put a comma at the end of a time clause	
	when the time clause comes first in a sentence (comes in front of the main clause): <i>time clause + comma + main clause</i> <i>main clause + no comma + time clause</i>	
(i) When the phone <i>rang</i> , I <i>answered</i> it.	In a sentence with a time clause introduced by <i>when</i> , both the time clause verb and the main verb can be simple past. In this case, the action in the <i>when</i> -clause happened first. In (i): First: <i>The phone rang</i> .	
(j) While I <i>was doing</i> my homework, my roommate <i>was watching</i> TV.	Then: <i>I answered it.</i> In (j): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.	

\*A *clause* is a structure that has a subject and a verb.

\*\* Until can also be used to say that something does NOT happen before a particular time: I didn't go to bed until I finished my work.

# Exercise 35. Looking at grammar. (Chart 2-7)

Check  $(\checkmark)$  all the clauses. Remember: a clause must have a subject and a complete verb.

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

# Exercise 36. Looking at grammar. (Chart 2-7)

Underline the clauses. Then decide what happened first (1) and what happened second (2).

2

- 1. a. After the taxi dropped me off, I remembered my coat in the backseat.
  - b. I remembered my coat in the backseat after the taxi dropped me off.
- 2. a. Before I got out of the taxi, I double-checked the address.
  - b. Before I double-checked the address, I got out of the taxi.
- 3. a. As soon as I tipped the driver, he helped me with my luggage.
  - b. As soon as the driver helped me with my luggage, I tipped him.

### Exercise 37. Looking at grammar. (Chart 2-7)

Combine each set of sentences into one sentence by using a time clause. Discuss correct punctuation.

1. First: I got home.

Then: I ate dinner.

After \_\_\_\_\_\_ l ate dinner.

<u>l ate dinner</u> after <u>l got home</u>.

2. First: I unplugged the coffee pot.

Then: I left my apartment this morning.

Before \_\_\_\_\_\_ before \_\_\_\_\_\_ 3. First: I lived on a farm. Then: I was seven years old. Until \_\_\_\_\_\_\_ until \_\_\_\_\_\_

4.	First: I heard the doorbell.
	Then: I opened the door.
	As soon as
	as soon as
5	
э.	First: It began to rain.
	Then: I stood under my umbrella.
	When
	when
6.	At the same time: I was lying in bed with the flu.
	My friends were swimming at the beach.
	While
	while
_	
Con	<b>Prcise 38. Looking at grammar.</b> (Charts $2-1 \rightarrow 2-7$ ) nplete the sentences. Use the simple past or the past progressive form of the verbs in entheses. Use brackets to identify the time clauses.
-	My mom called me around 5:00. My husband came home a little after that. [When he
	(get) <u>got</u> home, I (talk) <u>was talking</u> to my mom on the phone.
2.	I (buy) a small gift before I (go) to the hospital
	yesterday to visit my friend.
3.	Yesterday afternoon I (go) to visit the Lopez family. When I (get)
	there, Mrs. Lopez (be) in the yard. She (plant)
	flowers. Mr. Lopez (be) in the garage.
	He (change) the oil on his car. The kids (play)
	in the front yard. In other words, while Mr. Lopez (change)
	the oil in the car, the kids ( <i>throw</i> )
	a ball in the yard.
4.	I ( <i>hit</i> ) my thumb while I ( <i>use</i> ) the hammer.
	Ouch! That ( <i>hurt</i> )
5.	As soon as we (hear) about the hurricane, we (begin)
	to get ready for the storm.
6.	It was a long walk home. Mr. Chu (get) tired and (stop)
	after an hour. He (rest) until he (feel)
	strong enough to continue.

#### **Exercise 39. Listening.** (Chapter 1 and Charts $2 \cdot 1 \rightarrow 2 \cdot 7$ )

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

CD 1 Track 23

#### Jennifer's Problem

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

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

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

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

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

- 1. I used to remain quiet when someone asked me a question.
- 2. I used to check my dictionary frequently.
- 3. I used to ask people to speak very, very slowly.
- 4. I used to translate sentences into my language a lot.

<b>2-8</b> Expressing Past Habit: Used To			
(a) I <i>used to live</i> with my parents. Now I live in my own apartment.	<b>Used to</b> expresses a past situation or habit that no longer exists at present.		
(b) Ann <i>used to be</i> afraid of dogs, but now she likes dogs.	FORM: <b>used to</b> + the simple form of a verb		
(c) Al used to smoke, but he doesn't anymore.			
(d) <b>Did</b> you <b>used to</b> livein Paris? (OR <b>Did</b> you <b>use to</b> livein Paris?)	QUESTION FORM: <b>did</b> + subject + <b>used to</b> (OR <b>did</b> + subject + <b>use to</b> )*		
(e) I <i>didn't used to drink</i> coffee at breakfast, but now I always have coffee in the morning. (OR I <i>didn't use to drink</i> coffee.)	NEGATIVE FORM: <i>didn't used to</i> (OR <i>didn't use to</i> )* <i>Didn't use(d) to</i> occurs infrequently. More commonly,		
(f) I never <b>used</b> todrink coffee at breakfast, but now I always have coffee in the morning.	people use <i>never</i> to express a negative idea with <i>used to</i> , as in (f).		

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

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

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

1. When I was a child, I was shy. Now I'm not shy.

I <u>used to be</u> shy, but now I'm not.

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

I \_\_\_\_\_\_ that people over 40 were old.

- Now you live in this city. Where did you live before you came here?
   Where \_\_\_\_\_?
- 4. Did you work for the phone company at some time in the past?

\_\_\_\_\_ for the phone company?

- 5. When I was younger, I slept through the night. I never woke up in the middle of the night.
  - I \_\_\_\_\_\_ in the middle of the night, but now I do.
  - I \_\_\_\_\_\_ through the night, but now I don't.
- 6. When I was a child, I watched cartoons on TV. I don't watch cartoons anymore. Now I watch news programs.
  - I \_\_\_\_\_ cartoons on TV, but I don't anymore.
  - I \_\_\_\_\_\_ news programs, but now I do.
- 7. How about you?
  What \_\_\_\_\_\_ on TV when you were little?

# □ Exercise 42. Interview: find someone who .... (Chart 2-8)

Walk around the classroom. Make a question with **used to** for each item. When you find a person who says "yes," write down his/her name and go on to the next question. Share a few of your answers with the class.

Find someone who used to . . .

- 1. play in the mud.  $\rightarrow$  Did you use to play in the mud?
- 2. play with dolls or toy soldiers.
- 3. roller skate.

CD 1 Track 24

- 4. swing on a rope swing.
- 5. catch frogs or snakes.
- 6. get into trouble at school.
- 7. dress up in your mother's or father's clothes.



#### **Exercise 43. Listening.** (Chart 2-8)

*Used to* is often pronounced "usta." Listen to the examples. Then complete the sentences with the non-reduced words you hear.

Examples: I used to (usta) ride my bike to work, but now I take the bus.

I didn't used to (usta) be late when I rode my bike to work.

Did you use to (usta) ride your bike to work?

- 1. I <u>used to stay</u> up past midnight, but now I often go to bed at 10:00 because I have an 8:00 class.
- 2. What time \_\_\_\_\_\_ to bed when you were a child?
- 3. Tom \_\_\_\_\_\_ tennis after work every day, but now he doesn't.
- 4. I \_\_\_\_\_\_ breakfast, but now I always have something to eat in the

morning because I read that students who eat breakfast do better in school.

5. I \_\_\_\_\_\_ grammar, but now I do.

### Exercise 44. Check your knowledge. (Chart 2-8)

Edit the sentences. Correct the errors in verb tense usage.

- live
- 1. Alex used to living in Cairo.
- 2. Junko used to worked for an investment company.
- 3. Margo was used to teach English, but now she works at a publishing company.
- 4. Where you used to live?
- 5. I didn't was used to get up early, but now I do.
- 6. Were you used to live in Singapore?
- 7. My family used to going to the beach every weekend, but now we don't.

#### Exercise 45. Let's read and write. (Chapter 2)

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

#### J. K. Rowling

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

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

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

1.	Rowling finished the first Harry Potter book in 1993.	Т	F
2.	Rowling did a lot of writing in a café.	Т	F
3.	At first, publishers loved her work.	Т	F
4.	Soon after her book came out, many people bought it.	Т	F
5.	Rowling still works as a teacher.	Т	F

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

ショントー ちょうりょう しんかくび

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



# Exercise 1. Warm-up. (Chart 3-1)

Which sentences express future meaning? Do the future sentences have the same meaning or a different meaning?

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

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

NOTE: The use of shall (with I or we) to express future time is possible but is infrequent and quite formal; for example: I shall leave at nine tomorrow morning. We shall leave at ten tomorrow morning.

#### Exercise 2. Listening. (Chart 3-1)

Listen to each sentence. If it expresses future time, circle yes. If it does not, circle no.

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

#### At the airport

CD 1 Track 25

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

#### Exercise 3. Warm-up. (Chart 3-2)

Complete these future sentences (be going to) with the correct form of be (+ not). Make true statements.

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

3-2 Forms with Be Going To	
<ul> <li>(a) We are going to belate.</li> <li>(b) She 's going to cometomorrow. INCORRECT: She's going to comes tomorrow.</li> </ul>	<i>Be going to</i> is followed by the simple form of the verb, as in (a) and (b).
(c) Am I Is he, she, it Are they, we, you	QUESTION FORM: <b>be</b> + subject + going to
(d) I am not He, She, It is not They, We, You are not	NEGATIVE FORM: <b>be</b> + <b>not</b> + <b>going to</b>
(e) "Hurry up! We're <i>gonna</i> be late!"	<b>Be going to</b> is more common in speaking and informal writing than in formal writing. In informal speaking, it is sometimes pronounced "gonna" /gənə/. "Gonna" is not usually a written form.

<sup>\*</sup>sleep in = sleep late; not wake up early in the morning

### Exercise 4. Looking at grammar. (Charts 3-1 and 3-2)

Complete the sentences with a form of *be going to* and the words in parentheses.

- 1. A: What (you, do) <u>are you going to do</u> next?
  - B: I (*pick*) \_\_\_\_\_\_ up a prescription at the pharmacy.
- 2. A: Where (*Alex, go*) \_\_\_\_\_\_ after work?
  - B: He (*stop*) \_\_\_\_\_\_ at the post office and run some other errands.\*
- 3. A: (you, finish) \_\_\_\_\_\_ the project soon?
  - B: Yes, (finish) \_\_\_\_\_ it by noon today.
- 4. A: What (*Dr. Ahmad, talk*) \_\_\_\_\_\_ about in her lecture tonight?
  - B: She (discuss) \_\_\_\_\_\_ how to reduce health-care costs.
- 5. A: When (you, call) \_\_\_\_\_ your sister?
- B: I (call, not) \_\_\_\_\_ her. I (text) \_\_\_\_\_

\_\_\_\_\_ her.

### Exercise 5. Let's talk: pairwork. (Charts 3-1 and 3-2)

10

Work with a partner. Take turns asking and answering questions with be going to.

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

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

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

<sup>\*</sup>run errands = go somewhere to pick up or deliver something

<sup>\*\*</sup> get a bite to eat = get something to eat

Exercise 6. Listening. (Charts 3-1 and 3-2)

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

# CD 1 Looking for an apartment

(d

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

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

- A: Where <u>are you going to</u> move to?  $\frac{1}{1}$
- B: We \_\_\_\_\_\_ look for something outside the city. We

\_\_\_\_\_\_\_ spend the weekend apartment-hunting.\*

- A: What fees \_\_\_\_\_\_ need to pay?
- B: I think we \_\_\_\_\_\_ need to pay the first and last month's rent.
- A: \_\_\_\_\_\_ there \_\_\_\_\_\_ be other fees?
- B: There \_\_\_\_\_\_ probably \_\_\_\_\_\_ be an application fee and a cleaning fee. Also, the landlord \_\_\_\_\_\_ probably \_\_\_\_\_\_ run a credit check,\*\* so we \_\_\_\_\_\_ need to pay for that.
- Exercise 7. Let's talk: interview. (Chapters 1 and 2; Charts 3-1 and 3-2)
   Walk around the room. Ask and answer questions using what + do + the given time expression. Share some of your classmates' answers with the class.

#### Example: this evening

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

1. yesterday

6. the day before yesterday

2. tomorrow

7. the day after tomorrow

- 3. right now
- 8. last week
- 4. every day

- 9. every week
- 5. a week from now
- 10. this weekend

\*apartment-hanning = looking for an apartment

<sup>\*\*</sup>run a crudit check = get information about a person's financial history including the employer's name, one's income, the amount of money in the bank, and a history of late or unpaid bills

# Exercise 8. Let's talk: pairwork. (Chapters 1 and 2; Charts 3-1 and 3-2)

Work with a partner. Complete the conversation with your own words. Be creative! The conversation reviews the forms (statement, negative, question, short answer) of the simple present, simple past, and **be going to**.

#### Example:

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



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

# Exercise 9. Warm-up. (Chart 3-3)

Complete the sentences with will or won't.

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

3-3 Forn	ns with <i>Will</i>		
STATEMENT	I, You, She, He, It, We, They <i>will come</i> tomorrow.		
NEGATIVE	I, You, She, He, It, We, They will not (won't) come tomorrow.		
QUESTION	Will I, you, she, he, it, we, they come tomorrow?		
SHORT ANSWER		vill.* von't.	
CONTRACTIONS	l' <b>//</b> she' <b>//</b> we' <b>//</b> you' <b>//</b> he' <b>//</b> they' <b>//</b> it' <b>//</b>	<b>Will</b> is usually contracted with pronouns in both speech and informal writing.	
	Bob + <b>will</b> = "Bob' <b>ll</b> " the teacher + <b>will</b> = "the teacher' <b>ll</b> "	<i>Will</i> is often contracted with nouns in speech, but usually not in writing.	

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

CORRECT: Yes, I will.

INCORRECT: Yes, I'll.

CDI

Track 27

# Exercise 10. Listening. (Chart 3-3)

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

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

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

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



# Exercise 11. Listening. (Chart 3-3)

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



#### CD 1 Track 28 At the doctor's office

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

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

#### At the pharmacy

- 1. Your prescription <u>will be</u> ready in ten minutes.
- 2. The medicine \_\_\_\_\_\_ you feel a little tired.
- 3. The pharmacist \_\_\_\_\_ your doctor's office.
- 4. This cough syrup \_\_\_\_\_ your cough.
- 5. Two aspirin \_\_\_\_\_\_ enough.
- 6. The generic\*\* drug \_\_\_\_\_ less.
- 7. This information \_\_\_\_\_\_ all the side effects\*\*\* for this medicine.

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

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

What is going to happen to gasoline prices?

- 1. \_\_\_\_\_ Gas prices may rise.
- 2. \_\_\_\_\_ Maybe gas prices will rise.
- 3. \_\_\_\_\_ Gas prices will rise.
- 4. \_\_\_\_\_ Gas prices will probably rise.
- 5. \_\_\_\_\_ Gas prices are going to rise.
- 6. \_\_\_\_\_ Gas prices won't rise.

<sup>\*</sup>set up = schedule

<sup>\*\*</sup>generic = medicine with no brand name

<sup>\*\*\*</sup>side effects = reactions, often negative, that a patient can have from a medicine

3-4 C	ertainty About the Future	www.irLanguage.com
100% sure	<ul> <li>(a) I will be in class tomorrow.</li> <li>OR</li> <li>I am going to be in class tomorrow.</li> </ul>	In (a): The speaker uses <i>will</i> or <i>be going to</i> because he feels sure about his future activity. He is stating a fact about the future.
90% sure	<ul> <li>(b) Po <i>will probably be</i> in class tomorrow.</li> <li>OR</li> <li>Po <i>is probably going to be</i> in class tomorrow.</li> </ul>	In (b): The speaker uses <i>probably</i> to say that he expects Po to be in class tomorrow, but he is not 100% sure. He's almost sure, but not completely sure.
	<ul> <li>(c) Anna <i>probably won't be</i> in class tomorrow.</li> <li>OR</li> <li>Anna <i>probably isn't going to be</i> in class tomorrow.</li> </ul>	<ul> <li>Word order with <i>probably</i>:*</li> <li>(1) in a statement, as in (b): helping verb + probably</li> <li>(2) with a negative verb, as in (c): probably + helping verb</li> </ul>
50% sure	<ul> <li>(d) Ali <i>may come</i> to class tomorrow.</li> <li>OR</li> <li>Ali <i>may not come</i> to class tomorrow.</li> <li>I don't know what he's going to do.</li> </ul>	May expresses a future possibility: maybe something will happen, and maybe it won't happen.** In (d): The speaker is saying that maybe Ali will come to class, or maybe he won't come to class. The speaker is guessing.
	<ul> <li>(e) Maybe Ali will come to class, and maybe he won't.</li> <li>OR</li> <li>Maybe Ali is going to come to class, and maybe he isn't.</li> </ul>	<ul> <li>Maybe + will/be going to gives the same meaning as may.</li> <li>Examples (d) and (e) have the same meaning.</li> <li>Maybe comes at the beginning of a sentence.</li> </ul>

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

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

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

CD 1 Example: You will hear: The bank will be open tomorrow.

You will write: <u>100%</u>

#### My day tomorrow

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

# Exercise 14. Looking at grammar. (Chart 3-4)

For each situation, predict what probably will happen and what probably won't happen. Use either *will* or *be going to*. Include *probably* in your prediction.

- Antonio is late to class almost every day. (be on time tomorrow? be late again?)
   → Antonio probably won't be on time tomorrow. He'll probably be late again.
- 2. Rosa has a terrible cold. She feels miserable. (go to work tomorrow? stay home and rest?)
- Sami didn't sleep at all last night. (go to bed early tonight? stay up all night again tonight?)
- 4. Gina loves to run, but right now she has sore knees and a sore ankle. (run in the marathon race this week? skip the race?)

# Exercise 15. Looking at grammar. (Chart 3-4)

Rewrite the sentences using the words in parentheses.

1. I may be late. (maybe)

Maybe I will be late.

- 2. Lisa may not get here. (maybe)
- 3. Maybe you will win the contest. (may)
- 4. The plane may land early. (maybe)
- 5. Maybe Sergio won't pass the class. (may)

# Exercise 16. Let's talk: interview. (Chart 3-4)

Walk around the room. Ask and answer questions. Ask two classmates each question. Answer the questions using *will, be going to, or may*. Include *probably* or *maybe* as appropriate. Share some of your classmates' answers with the class.

Example: What will you do after class tomorrow?

 $\rightarrow$  I'll probably go back to my apartment. OR I'm not sure. I may go to the bookstore.

- 1. What will the weather be like tomorrow?
- 2. Where will you be tomorrow afternoon?
- 3. What are you going to do on your next vacation?
- 4. Who will be the most famous celebrity next year?
- 5. What will a phone look like ten years from now?
- 6. Think about forms of communication (like email, social websites, phone, texting, etc.). What do you think will be the most common form ten years from now?
- 7. When do you think scientists will discover a cure for cancer?

# Exercise 17. Listening. (Chart 3-4)

Think about life 100 years from now. What will it be like? Listen to each sentence. Do you agree or disagree? Circle yes or no. Discuss your answers.

# Track 30 Predictions about the future

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

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



An Old Apartment

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

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

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

#### Our next apartment

- 1. It <u>won't</u> have leaky faucets.
- 2. The toilet \_\_\_\_\_\_ flush properly.

- 3. It \_\_\_\_\_ have windows that close tightly.
- 4. There \_\_\_\_\_ be air-conditioning for hot days.
- 5. It \_\_\_\_\_\_ be in a dangerous part of town.
- 6. It \_\_\_\_\_\_ be near a bus stop.
- 7. There \_\_\_\_\_\_ be laundry facilities in the building.
- 8. We \_\_\_\_\_\_ need to walk to a laundromat.
- 9. A play area \_\_\_\_\_ be nearby.

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

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

In which conversation does Speaker B have a prior plan (a plan made before the moment of speaking)?

- 1. A: Oh, are you leaving?
  - B: Yes. I'm going to pick up my children at school. They have dentist appointments.
- 2. A: Excuse me, Mrs. Jones. The nurse from your son's school is on the phone. He's got a fever and needs to go home.
  - B: Okay. Please let them know I'll be there in 20 minutes.

3-5 Be Going To vs. Will	
(a) She <i>is going to succeed</i> because she works hard.	<i>Be going to</i> and <i>will</i> mean the same when they are used to make predictions about the future.
(b) She will succeed because she works hard.	Examples (a) and (b) have the same meaning.
<ul> <li>(c) I bought some wood because I am going to build a bookcase for my apartment.</li> </ul>	<b>Be going to</b> (but not <i>will</i> ) is used to express a prior plan (i.e., a plan made before the moment of speaking).
	In (c): The speaker plans to build a bookcase.
(d) This chair is too heavy for you to carry alone. I ' <i>II help</i> you.	<i>Will</i> (but not <i>be going to</i> ) is used to express a decision the speaker makes at the moment of speaking.
	In (d): The speaker decides or volunteers to help at the immediate present moment; he did not have a prior plan or intention to help.

# **Exercise 20.** Looking at grammar. (Charts $3 - 1 \rightarrow 3 - 5$ )

Discuss the *italicized* verb(s). Is the speaker expressing plans made before the moment of speaking (prior plans)? If so, circle yes. If not, circle no.

			PRIOR PI	AN?
1.		Did you return Carmen's phone call? No, I forgot. Thanks for reminding me. I'll call her right away.	yes	no
2.		I'm going to call Martha later this evening. Do you want to talk to her too? No, I don't think so.	yes	no
3.		Jakob is in town for a few days. Really? Great! I'll give him a call. Is he staying at his Aunt Lara's?	yes	no
4.		Alex is in town for a few days. I know. He called me yesterday. We're going to get together for dinner after I get off work tonight.	yes	no
5.		I need some fresh air. I'm going for a short walk. I'll come with you.	yes	no
6.		I' <i>m going to take</i> Hamid to the airport tomorrow morning. Do you want to come along? Sure.	yes	no
7.	A:	We're going to go to Uncle Scott's over the break. Are you interested in coming with us?	yes	no
	B:	Gee, I don't know. I'll think about it. When do you need to know?	yes	no

#### **Exercise 21.** Looking at grammar. (Charts $3 - 1 \rightarrow 3 - 5$ )

Restate the sentences orally or in writing. Use be going to.

#### My trip to Thailand

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

# **Exercise 22.** Looking at grammar. (Charts $3 - 1 \rightarrow 3 - 5$ )

Complete the sentences with be going to or will. Use be going to to express a prior plan.

- 1. A: Are you going by the post office today? I need to mail this letter.
  - B: Yeah, I <u>'ll</u> mail it for you.
  - A: Thanks.

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

#### **Exercise 23. Listening.** (Chart $3 \cdot 1 \rightarrow 3 \cdot 5$ )

Listen to each question and circle the expected response (a. or b.).

CD 1 1. a. Sure, I'll do it.

CD I

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

#### Exercise 24. Warm-up. (Chart 3-6)

Complete the sentences with your own words. What do you notice about the verb tenses and the words in **boldface**?

- 1. After I leave school today, I'm going to \_\_\_\_\_
- 2. Before I come to school tomorrow, I will \_\_\_\_\_
- 3. If I have time this weekend, I will \_\_\_\_\_\_

3	-6 Expressing the Future in Tim	me Clauses and If-Clauses
(a) (b)	time clause <b>Before I go</b> to class tomorrow, I'm going to eat breakfast. I'm going to eat breakfast <b>before I go</b> to class tomorrow.	In (a) and (b): before I go to class tomorrow is a future time clause. before after when as soon as until while
(c) (d) (e) (f) (g) (h)	Before I go home tonight, I'm going to stop at the market. I'm going to eat dinner at 6:00 tonight. After I eat dinner, I'm going to study in my room. I'll give Rita your message when I see her It's raining right now. As soon as the rain stops, I'm going to walk downtown. I'll stay home until the rain stops While you're at school tomorrow, I'll be at work.	<ul> <li>The simple present is used in a future time clause.</li> <li><i>Will</i> and <i>be going to</i> are NOT used in a future time clause.</li> <li><i>INCORRECT:</i> Before I will go to class, I'm going to eat breakfast.</li> <li><i>INCORRECT:</i> Before I am going to go to class tomorrow, I'm going to eat breakfast.</li> <li>All of the example sentences (c) through (h) contain future time clauses.</li> </ul>
(i)	Maybe it will rain tomorrow. <i>If it <b>rains</b> tomorrow,</i> I'm going to stay home.	In (i): <i>If it rains tomorrow</i> is an <i>if</i> -clause. <i>if</i> + <i>subject and verb</i> = an <i>if</i> -clause When the meaning is future, the simple present (not <i>will</i> or <i>be going to</i> ) is used in an <i>if</i> -clause.

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

Choose the correct verbs.

- 1. Before *I'm going to return*, *(return)* to my country next year, I'm going to finish my graduate degree in computer science.
- 2. The boss will review your work after she will return, returns from vacation next week.
- 3. I'll give you a call on my cell phone as soon as my plane *will land, lands.*
- 4. I don't especially like my current job, but I'm going to stay with this company until I *find, will find* something better.
- 5. When you *will be, are* in Australia next month, are you going to go snorkeling at the Great Barrier Reef?
- 6. I need to know what time the meeting starts. Please be sure to call me as soon as you *find out, will find out* anything about it.
- 7. If it *won't be, isn't* cold tomorrow, we'll go to the beach. If it *is, will be* cold tomorrow, we'll go to a movie.



1.	take, read	
	I <u>'m going to read</u> the textbook <b>before</b> I <u>take</u> the final exam next month.	
2.	return, call	
	Mr. Lee his wife as soon as he	
	to the hotel tonight.	
3.	make, go	
	Before I to my job interview tomorrow, I	
	a list of questions I want to ask about the company.	
4.	visit, take	
4.	<pre>visit, take We Sabrina to our favorite seafood restaurant when</pre>	she
4.		she
	We Sabrina to our favorite seafood restaurant when us this weekend. keep, call	she
	We Sabrina to our favorite seafood restaurant when us this weekend.	she
5.	We Sabrina to our favorite seafood restaurant when us this weekend. keep, call	she
5.	We Sabrina to our favorite seafood restaurant when us this weekend. <pre>keep, call I my cell* on until Lena**</pre>	
5. 6.	We Sabrina to our favorite seafood restaurant when us this weekend. <pre>keep, call I my cell* on until Lena** miss, understand not</pre>	

Work with a partner. Read each sentence and make a follow-up sentence using *if*. Pay special attention to the verb in the *if*-clause. Share some of your partner's answers with the class.

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

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

<sup>\*</sup>cell = cell phone

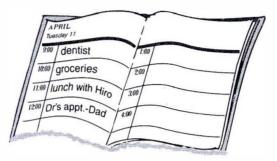
<sup>\*\*</sup>Time clauses beginning with *until* usually <u>follow</u> the main clause. Usual: I'm going to keep my cell on *until Lena calls*. Possible but less usual: *Until Lena calls*, I'm going to keep my cell on.

#### Change roles.

- 5. Maybe you'll be tired tonight.
- 6. Maybe you won't be tired tonight.
- 7. Maybe it'll be nice tomorrow.
- 8. Maybe we won't have class on Monday.

#### □ Exercise 28. Looking at grammar. (Chart 3-6)

Look at Sue's day planner. She has a busy morning. Make sentences using the word in parentheses and the given information. Use *be going to* for the future.



1. (after) go to the dentist \ pick up groceries

 $\rightarrow$  After Sue goes to the dentist, she is going to pick up groceries.

- 2. (before) go to the dentist \ pick up groceries
- 3. (before) have lunch with Hiro \ pick up groceries
- 4. (after) have lunch with Hiro \ pick up groceries
- 5. (before) have lunch with Hiro \ take her father to his doctor's appointment

#### Exercise 29. Reading, grammar, and writing. (Chart 3-6)

Part I. Read the passage.

#### The Home of the Future

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

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

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

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

Which ideas do you like? Which ones do you think you may see in your lifetime?

*Part II.* Complete the sentences with information from the passage. More than one answer may be possible.

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

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

Con		<b>mar.</b> (Chapters 1, 2 and Charts $3-1 \rightarrow 3-6$ ) of the words in parentheses. Read carefully for time
1.	Before Tim (go)	to bed, he always (brush) <u>brushes</u> his teeth.
2.	Before Tim ( <i>go</i> ) his girlfriend.	to bed later tonight, he (email)
3.	Before Tim (go)	to bed last night, he (take) a shower.
4.	While Tim (take)	a shower last night, the phone (ring)
5.	As soon as the phone ( <i>ring</i> ) out of the shower to answer it.	last night, Tim (jump)
6.	As soon as Tim (get) his teeth.	up tomorrow morning, he (brush)
7.	Tim always (brush)	his teeth as soon as he (get) up.
	ercise 31. Warm-up. (Chart ich sentences express future time?	
1.	I'm catching a train tonight.	

- 2. I'm going to take the express train.
- 3. The trip will only take an hour.

<b>3-7</b> Using the Present Progressi	ve to Express Future Time
<ul> <li>(a) Tim <i>is going to come</i> to the party tomorrow.</li> <li>(b) Tim <i>is coming</i> to to the party tomorrow.</li> <li>(c) We <i>'re going to go</i> to a movie tonight.</li> <li>(d) We <i>'re going</i> to stay</li> <li>(e) I <i>'m going to stay</i> home this evening.</li> <li>(f) I <i>'m staying</i> to Chicago next week.</li> <li>(g) Ann <i>is going to fly</i> to Chicago next week.</li> <li>(h) Ann <i>is flying</i></li> </ul>	The present progressive can be used to express future time. Each pair of example sentences has the same meaning. The present progressive describes <i>definite plans for</i> <i>the future, plans that were made before the moment of</i> <i>speaking.</i> A future meaning for the present progressive is indicated either by future time words (e.g., <i>tomorrow</i> ) or by the situation.*
<ul> <li>(i) You 're going to laugh when you hear this joke.</li> <li>(j) INCORRECT: You're laughing when you hear this joke.</li> </ul>	The present progressive is NOT used for predictions about the future. In (i): The speaker is predicting a future event. In (j): The present progressive is not possible; laughing is a prediction, not a planned future event.

\*COMPARE: Present situation: Look! Mary's coming. Do you see her?

Future situation: Are you planning to come to the party? Mary's coming. So is Alex.

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

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

- 1. A: What (you, do) <u>are you doing</u> tomorrow afternoon?
  - B: I (go) <u>am going</u> to the mall. How about you? What (you, do)

\_\_\_\_\_ tomorrow afternoon?

- A: I (go) \_\_\_\_\_\_ to a movie with Dan. After the movie, we (go)
- \_\_\_\_\_\_ out to dinner. Would you like to meet us for dinner?

B: No, thanks. I can't. I (meet) \_\_\_\_\_ my son for dinner.

- 2. A: What (you, major) \_\_\_\_\_ in?
  - B: I (major) \_\_\_\_\_ in engineering.
  - A: What courses (you, take) \_\_\_\_\_\_\_ next semester?
  - B: I (take) \_\_\_\_\_ English, math, and physics.
- 3. A: Stop! Paula! What (you, do) \_\_\_\_\_?
  - B: I (cut) \_\_\_\_\_ my hair, Mom.
  - A: Oh dear!

	Exercise 33. Listening. (Chart 3-7) Listen to the conversation and write the words you hear.
CD 1 Track 32	Going on vacation
ITACK JZ	A: I on vacation tomorrow.
	B: Where you?
	A: To San Francisco.
	B: How are you getting there? you or
	your car?
	A: I I have to be at the airport by seven tomorrow morning.
	B: Do you need a ride to the airport?
	A: No, thanks. I a taxi.
	What about you? Are you planning to go somewhere over vacation?
	B: No. I here.
	<b>Exercise 34. Let's talk: pairwork. (Chart 3-7)</b> Work with a partner. Tell each other your plans. Use the present progressive.
	<ul><li>Example: What are your plans for this evening?</li><li>SPEAKER A: I'm staying home. How about you?</li><li>SPEAKER B: I'm going to a coffee shop to work on my paper for a while. Then I'm meeting some friends for a movie.</li></ul>
	What are your plans
	<ol> <li>for the rest of today?</li> <li>for tomorrow?</li> <li>for next month?</li> </ol>
	<b>Exercise 35. Let's write. (Chort 3-7)</b> Imagine you have a week's vacation. You can go anywhere you want. Think of a place you would like to visit. Write a paragraph in which you describe your trip. Use the present progressive where appropriate.
	<i>Example:</i> My friend Sara and I are taking a trip to Nashville, Tennessee. Nashville is the home of country music, and Sara loves country music. She wants to go to lots of shows. I don't know anything about country music, but I'm looking forward to going to Nashville. We're leaving Friday afternoon as soon as Sara gets off work. (Etc.)
	Possible questions to answer in your paragraph:
	<ol> <li>Where are you going?</li> <li>When are you leaving?</li> </ol>
	<ol> <li>When are you reaving:</li> <li>Who are you going with, or are you traveling alone?</li> </ol>
	4. How are you getting there?
	5. Where are you staying?
	6. Are you visiting anyone? Who?

- 7. How long are you staying there?
- 8. When are you getting back?

# Exercise 36. Warm-up. (Chart 3-8)

Circle all the possible completions.

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

c. today

c. yesterday

c. next weekend

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# 3-8 Using the Simple Present to Express Future Time

	My plane <b>arrives</b> at 7:35 <i>tomorrow evening.</i> Tim's new job <b>starts</b> next week.	The simple present can express future time when events are on a definite schedule or timetable.
(c) (d)	The semester <b>ends</b> in two more weeks. There <b>is</b> a meeting at ten <i>tomorrow morning</i> .	Only a few verbs are used in the simple present to express future time. The most common are <i>arrive</i> , <i>leave</i> , <i>start</i> , <i>begin</i> , <i>end</i> , <i>finish</i> , <i>open</i> , <i>close</i> , <i>be</i> .
(e)	INCORRECT: I wear my new suit to the wedding next	Most verbs CANNOT be used in the simple present to

#### Exercise 37. Looking at grammar. (Charts 3-7 and 3-8)

Circle all the possible completions.

1.	The concert a a. begins	at eight tonight. b. is beginning	c. is going to begin
2.		ta for dinner tonight. b. am making	c. am going to make
3.		morrow morning. I nee b. am walking	
4.		<ul><li>15 tomorrow morning.</li><li>b. is leaving</li></ul>	c. is going to leave
5.		onship game on TV at Jo b. am watching	

6. The game \_\_\_\_\_ at 1:00 tomorrow afternoon.

a. starts b. is starting c. is going to start

- 7. Alexa's plane \_\_\_\_\_ at 10:14 tomorrow morning.
  a. arrives b. is arriving c. is going to arrive
- 8. I can't pick her up tomorrow, so she \_\_\_\_\_ the airport bus into the city.
  a. takes b. is taking c. is going to take
- 9. Jonas \_\_\_\_\_ to several companies. He hopes to get a full-time job soon.
  a. applies b. is applying c. is going to apply
- School \_\_\_\_\_ next Wednesday. I'm excited for vacation to begin.
   a. ends
   b. is ending
   c. is going to end

# Exercise 38. Warm-up. (Chart 3-9)

Choose the picture that best describes this sentence: Joanne is about to leave for work.



Picture A

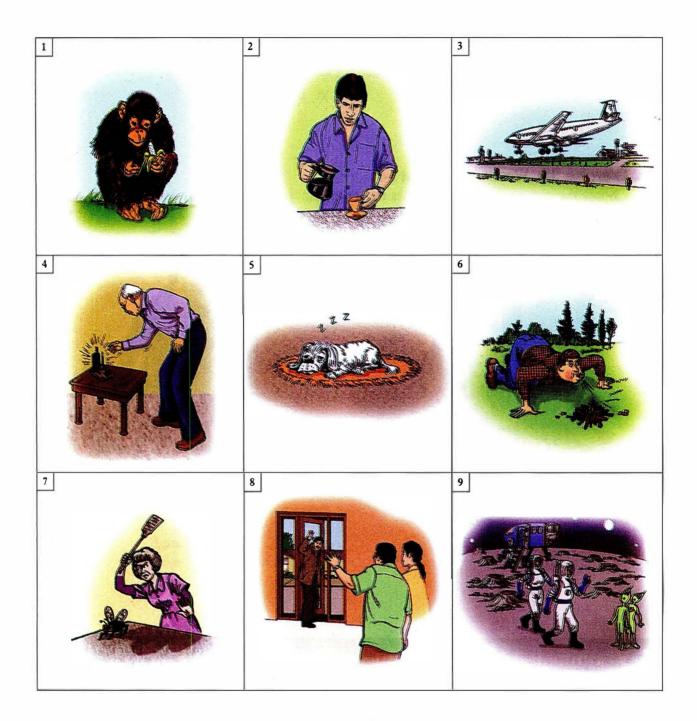


Picture B

# 3-9 Immediate Future: Using Be About To (a) Ann's bags are packed, and she is wearing her coat. She *is about to leave* for the airport. (b) Shhh. The movie *is about to begin*. In (a): Ann is going to leave sometime in the next few minutes. In (b): The movie is going to start in the next few minutes.

# Exercise 39. Let's talk. (Chart 3-9)

Describe the action that is about to happen in each picture. Use **be about to**. Work in pairs, in small groups, or as a class.



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# Exercise 40. Game. (Chart 3-9)

Think of an action to perform. Don't tell what it is. Get ready to do it, but just before you perform the action, ask the class to describe what you are about to do. Perform with a partner if you wish. Use your own ideas or suggestions from the list.

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

Suggestions:	

00			
stand up	sneeze	pick up a pen	erase a word
open the door	fall down	close your book	look up a word
close the window	Cry	write on the board	get out your wallet

#### Exercise 41. Warm-up. (Chart 3-10)

Circle all the possible completions for each sentence.

- 1. Fifteen years from now, my wife and I will retire and \_\_\_\_\_ all over the world.
  - a. will travel d. going to travel
  - b. travel e. are traveling
  - c. traveling f. traveled
- 2. I opened the door and \_\_\_\_ my friend to come in.
  - a. will invite d. am going to invite
  - b. invite
- e. am inviting
- c. inviting
- f. invited

3-10 Parallel Verbs	
<ul> <li>V and V</li> <li>(a) Jim makes his bed and cleans up his room every morning.</li> <li>(b) Anita called and told me about her new job.</li> </ul>	Often a subject has two verbs that are connected by and. We say that the two verbs are parallel: V + and + V makes and cleans = parallel verbs
<ul> <li>(c) Ann <i>is cooking</i> dinner <i>and</i> (<i>is</i>) <i>talking</i> on the phone at the same time.</li> <li>(d) I <i>will stay</i> home <i>and</i> (<i>will</i>) <i>study</i> tonight.</li> <li>(e) I <i>am going to stay</i> home <i>and</i> (<i>am going to</i>) <i>study</i> tonight.</li> </ul>	It is not necessary to repeat a helping verb (an auxiliary verb) when two verbs are the same tense and are connected by <b>and</b> .

# Exercise 42. Looking at grammar. (Chart 3-10)

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

1. When I (walk) \_\_\_\_\_\_ into the living room yesterday, Grandpa (read)

\_\_\_\_\_ a newspaper and (*listen*) \_\_\_\_\_\_ to music.

2. Helen will graduate soon. She (move) \_\_\_\_\_ to New York and (look)

\_\_\_\_\_ for a job after she (graduate) \_\_\_\_\_\_

3.	Every day my neighbor (call)	me on the phone and ( <i>complain</i> )
	about the weather.	

- 4. Look at Erin. She (*cry*) \_\_\_\_\_\_ and (*laugh*) \_\_\_\_\_\_ at the same time! I wonder if she is happy or sad?
- 5. I'm beat.\* I can't wait to get home. After I (get) \_\_\_\_\_ home, I (take) \_\_\_\_\_ a hot bath and (go) \_\_\_\_\_ to bed.
- 6. While Paul (carry) \_\_\_\_\_ brushes and paint and (climb) \_\_\_\_\_ a ladder, a bee (land) \_\_\_\_\_\_ on his arm and (sting) \_\_\_\_\_\_ him. Paul (drop) \_\_\_\_\_ the paint and (spill) \_\_\_\_\_\_ it all over the ground.

# **Exercise 43. Looking at grammar.** (Chapters $1 \rightarrow 3$ )

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

1. I usually (*ride*) <u>ride</u> my bike to work in the morning, but it (*rain*)

\_\_\_\_\_ when I left my house early this morning, so I (*take*)

the bus. After I (get)	) to work, I ( <i>find</i> )	
------------------------	------------------------------	--

out\*\* that I had left my briefcase on the bus.

- 2. A: Are you going to take the kids to the amusement park tomorrow morning?
  - B: Yes. It (*open*) \_\_\_\_\_\_ at 10:00. If we (*leave*) \_\_\_\_\_\_ here at 9:30, we'll get there at 9:55. The kids can be the first ones in the park.
- 3. A: Ouch! I (*cut*) \_\_\_\_\_ my finger. It (*bleed*) \_\_\_\_\_!
  - B: Put pressure on it. I (get) \_\_\_\_\_\_ some antibiotics and a bandage.
  - A: Thanks.
- 4. A: Your phone (*ring*) \_\_\_\_\_.
  - B: I (know) \_\_\_\_\_.
  - A: (you, want) \_\_\_\_\_ me to get it?
  - B: No.
  - A: Why don't you want to answer your phone?
  - B: I (answer, not) \_\_\_\_\_ during dinner.

<sup>\*</sup>be beat = be very, very tired; be exhausted

<sup>\*\*</sup>*find out* = discover; learn

	5.	A:	Look! There (be) a poli	ce car behind us. Its lights ( <i>flash</i> )	
		B:	· I (know) I (know)	I (see)	it.
		A:	What (go) on? (yo	u, speed)	?
		B:	No, I'm not. I (drive)	the speed limit.	
		A:	Oh, look. The police car (pass)	us.	
		B:	Whew!		
	Part	t I.	se 44. Listening. (Chapters $1 \rightarrow 3$ ) Complete the sentences with the words yo hinese restaurant	ou hear.	
Track 33			Dkay, let's all open our fortune cookies.		
				2	
			What yours		
	A		Mine says, "You	an unexpected gift." Great! Are yo	u
		I	blanning to give me a gift soon?		
	E	3: 1	Not that I know of. Mine says, "Your life.	long and	happy."
		(	Good. I a long life.		
	(	C: 1	Mine says, "A smile	all communication problems."	Well,
		t	hat's good! After this, when I	someone,	
			just at the	em.	
	Γ	D: 1	My fortune is this: "If you	_ hard, you su	ccessful."
	A	A: \	Well, it like all of us	good luck in th	he future!
	Par	t II.	Work in small groups. Together, write a	fortune for each person in your grou	up.

# **Exercise 45. Check your knowledge.** (Chapters $1 \rightarrow 3$ )

Edit the paragraph. Correct errors in verb tense usage.

#### **My Cousin Pablo**

is

I want to tell you about Pablo. He  $_{\wedge}$  my cousin. He comes here four years ago. Before he came here, he study statistics in Chile. He leaves Chile and move here. He went to New York and stay there for three years. He graduated from New York University. Now he study at this school. After he finish his master's degree, he return to Chile.

#### Exercise 46. Let's write. (Chapter 3)

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

Example:

#### My Son's Future

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





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

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

	Simple Form	Simple Past	Past Participle
1.	stay	stayed	stayed
2.	work	worked	worked
3.	help	helped	
4.	visit	visited	
5.	go	went	gone
6.	begin	began	begun
7.	write	wrote	
8.	see	saw	

4-1 Past Participle							
	Simple Form	Simple Past	Past Participle	The <b>past participle</b> is one of the principal parts of a verb. (See Chart 2-3, p. 31.)			
REGULAR VERBS	finish stop wait	finished stopped waited	stopped tense and the r	The past participle is used in the PRESENT PERFECT tense and the PAST PERFECT tense.* The past participle of regular verbs is the same as			
IRREGULAR VERBS	see make put	saw made put	seen made put	the simple past form: both end in <i>-ed</i> . See Chart 2-4, p. 32, or the inside front and back covers for a list of irregular verbs.			

\*The past participle is also used in the passive. See Chapter 10.

# Exercise 2. Listening. (Charts 2-3, 2-4, and 4-1)

Write the words you hear.

CD 1 Example: You will hear: go went gone

.

You will write: go went <u>gone</u>

	-	Simple Past	Past Participle		Simple Form	Simple Past	Past Participle
1.	call	called		б.	come	came	
2.	speak	spoke		7.	eat	ate	
3.	do	did		8.	cut	cut	
4.	know	knew		9.	read	read	
5.	meet	met		10.	be	was/were	

Exercise 3. Looking at grammar. (Charts 2-3, 2-4, and 4-1)

Make your own chart. Write the past participles.

	Simple Form	Simple Past	Past Participle		Simple Form	Simple Past	Past Participle
1.	finish	finished	finished	6.	hear	heard	
2.	have	had		7.	study	studied	
3.	think	thought		8.	die	died	
4.	teach	taught	·	9.	buy	bought	
5.	live	lived		10.	start	started	

# Exercise 4. Warm-up. (Chart 4-2)

Decide which sentence (a. or b.) is correct for each situation.

- 1. It's 10:00 A.M. Layla has been at the bus stop since 9:50.
  - a. She is still there.
  - b. The bus picked her up.
- 2. Toshi has lived in the same apartment for 30 years.
  - a. After 30 years, he moved somewhere else.
  - b. He still lives there.

4-2 Present Perfect with	Since and For
E     this mornin       V     (b) We have in       00     We met him	The present perfect tense is used in sentences with <i>since</i> and <i>for</i> to express situations that began in the past and continue to the present. In (a): Class started at ten. I am still in class now, at the moment of speaking.
(c) I have You have She, He, It has We have They have	FORM: <b>have/has</b> + past participle CONTRACTED FORMS: I've, You've, He's, She's, It's, <b>W</b> e've, They've.
Since	and a state of the second s
(d) I <i>have been</i> here since eight o'clock. since Tuesday. since 2009 since yesterday. since last month.	Since is followed by the mention of a specific point in time: an hour, a day, a month, a year, etc. Since expresses the idea that something began at a specific time in the past and continues to the present.
<ul> <li>(e) CORRECT: I have lived here since May.* CORRECT: I have been here since May.</li> <li>(f) INCORRECT: I am living here since May.</li> <li>(g) INCORRECT: I live here since May.</li> <li>(h) INCORRECT: I lived here since May.</li> <li>(i) INCORRECT: I was here since May.</li> </ul>	Notice the incorrect sentences: In (f): The present progressive is NOT used. In (g): The simple present is NOT used. In (h) and (i): The simple past is NOT used.
MAIN CLAUSESINCE-CLAUS(present perfect)(simple pas(j)I have lived heresince I was a district for the came(k)AI has met many peoplesince he came	(i.e., a subject and verb may follow <i>since</i> ). child. Notice in the examples: The present
For	- state to a state of the second state of the
<ul> <li>(1)   have been here</li> <li>for two hours.</li> <li>for five days.</li> <li>for about three weet for almost six month for many years.</li> <li>for a long time.</li> </ul>	

\*Also correct: I have been living here since May. See Chart 4-6 for a discussion of the present perfect progressive.

# □ Exercise 5. Looking at grammar. (Chart 4-2)

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

Amy has been here ....

1.	for	_ two months.	11	school began.
2.	since	September.	12	last year.
3.		_ yesterday.	13	2008.
4.		the term started.	14	about a year.
5.		_ a couple of hours.	15	September.
6.		_ fifteen minutes.	16	a long time.
The .	Smiths have been	n married	I've known about Son	ia's engagement
7.		two years.	17	almost four months.
8.		_ last May.	18	the beginning of the year.
9.		_ five days.	19	the first of January.
10.		_ a long time.	20	yesterday.

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

# **Exercise 6. Looking at grammar.** (Chart 4-2)

Complete the sentences with information about yourself.

1.	I've been in this building	$\begin{cases} since \\ for \end{cases}$	nine o'clock this morning 27 minutes
2.	We've been in class	{ since { for	
3.	I've been in this city	{ since for	
4.	I've had an ID* card	{ since { for	
5.	I've had this book	{ since for	

<sup>\*</sup>ID = identification

# □ Exercise 7. Looking at grammar. (Chart 4-2)

Complete each sentence with the present perfect form of the given verb.

Since 1995, Theresa, a talk-show host, ...

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

# Exercise 8. Let's talk. (Chart 4-2)

Your teacher will ask a question. Two students will answer. Speaker A will answer with *since*. Speaker B will use Speaker A's information and answer with *for*. Only the teacher's book is open.

Example:

To	SPEAKER A:	How long have you been in this room?	
	Speaker A:	I've been in this room <b>since</b> (10:00).	
T	0 D	TT 1 1 (0, 1, A)1 ' .1'	

- To SPEAKER B: How long has (*Student A*) been in this room? SPEAKER B: She/He has been in this room **for** (15 minutes).
  - 1. How long have you known me?
  - 2. How long have you been up\* today?
  - 3. Where do you live? How long have you lived there?
  - 4. Who has a cell phone? How long have you had your phone?
  - 5. Who has a bike? How long have you had it?
  - 6. How long have you been in this building today?
  - 7. Who is wearing something new? What is new? How long have you had it/them?
  - 8. Who is married? How long have you been married?

\**be up* = be awake and out of bed

# Exercise 9. Looking at grammar. (Chart 4-2)

Complete the sentences with the correct form of the words in parentheses. Put brackets around the *since*-clauses.

- 1. I (know) <u>have known</u> Mark Miller [ever since\* we (be) <u>were</u> in college.]
- 2. Pedro (*change*) \_\_\_\_\_\_ his major three times since he (*start*) \_\_\_\_\_\_ school.
- 3. Ever since I (be) \_\_\_\_\_\_ a child, I (be) \_\_\_\_\_\_ afraid of snakes.
- 4. I can't wait to get home to my own bed. I (*sleep, not*) \_\_\_\_\_\_ well since
  I (*leave*) \_\_\_\_\_\_ home three days ago.
- 5. Ever since Pete (*meet*) \_\_\_\_\_\_ Nicole, he (*think*, *not*) \_\_\_\_\_\_ about anything or anyone else. He's in love.
- 6. Otto (*have*) \_\_\_\_\_\_ a lot of problems with his car ever since he (*buy*) \_\_\_\_\_\_ it. It's a lemon.\*\*
- 7. A: What (you, eat) \_\_\_\_\_\_ since you (get) \_\_\_\_\_\_ up this morning?
  - B: So far, I (eat) \_\_\_\_\_\_ a banana and some yogurt.\*\*\*

# Exercise 10. Warm-up: pairwork. (Chart 4-3)

Work with a partner. Partner A makes a true statement with a phrase from the list and then changes it to a question. Partner B gives a true answer.

climbed a treeheard bedtime storiesridden a tricycleflown a kiteplayed in the dirtslept with a stuffed animal

PARTNER A: Since my childhood, I haven't \_\_\_\_\_\_.
Since your childhood, have you \_\_\_\_\_?

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

<sup>\*</sup>Ever since has the same meaning as since.

<sup>\*\*</sup>  $a \ lemon = a \ car \ with \ a \ lot \ of \ problems$ 

<sup>\*\*\*</sup>So far + present perfect expresses situations that began in the past and continue to the present.

Negative					
<ul> <li>(a) I <i>have not</i> (<i>haven't</i>) <i>seen</i> Tom since lunch.</li> <li>(b) Ann <i>has not</i> (<i>hasn't</i>) <i>eaten</i> for several hours.</li> </ul>	NEGATIVE: <b>have/has</b> + <b>not</b> + past participle NEGATIVE CONTRACTIONS: <b>have</b> + <b>not</b> = <b>haven't</b> <b>has</b> + <b>not</b> = <b>hasn't</b>				
Question         (c) Have you seen Tom?         (d) Has Ann eaten?         (e) How long have you lived here?	QUESTION: <i>have/has</i> + <i>subject</i> + <i>past participle</i>				
<ul> <li>(f) — Have you <i>ever</i> met a famous person?</li> <li>— No, I've <i>never</i> met a famous person.</li> </ul>	<ul> <li>In (f): <i>ever</i> = in your lifetime; from the time you were born to the present moment. Questions with <i>ever</i> frequently use the present perfect.</li> <li>When answering questions with <i>ever</i>, speakers often use <i>never</i>. <i>Never</i> is frequently used with the present perfect.</li> </ul>				
	In the answer to (f), the speaker is saying: "No, I haven't met a famous person from the time I was born to the present moment."				
Short Answer	and a second				
<ul> <li>(g) — Have you seen Tom?</li> <li>— Yes, I have. OR No, I haven't.</li> <li>(h) — Has Ann eaten lunch?</li> <li>— Yes, she has. OR No, she hasn't.</li> </ul>	SHORT ANSWER: <i>have/haven't</i> or <i>has/hasn't</i> NOTE: The helping verb in the short answer is not contracted with the pronoun. <i>INCORRECT: Yes, I've.</i> OR <i>Yes, he's.</i>				

# 

**Exercise 11. Looking at grammar. (Chart 4-3)** Complete the conversations. Use the present perfect form of the verbs in parentheses.

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

2.	A:	( you, stay, ever)		in a room on the top
		floor of a hotel?		
	B:	Yes, I	I (stay)	in a room on the
		top floor of a hotel a few	times.	
3.	A:	( you, meet, ever)		a movie star?
	B:	No, I	I (meet, never)	a movie star.
4.	A:	(Ted, travel, ever)		overseas?
	B:	Yes, he	He (travel)	to several
		countries on business.		

 5. A: (Lara, be, ever) \_\_\_\_\_\_\_ in Mexico?

 B: No, she \_\_\_\_\_\_. She (be, never) \_\_\_\_\_\_\_ in any

Spanish-speaking countries.

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

Listen to each sentence and then the beginning of a question. Complete the question with the past participle of the verb you heard in the first sentence. Have you ever done these things? Track 35 Circle *yes* or *no*.

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

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

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

- 1. you  $\ ever \ cut \ your \ own \ hair$
- 2. you  $\ ever \ catch \ a big fish$
- 3. you \ ever \ take care of \ an injured animal
- 4. you \ ever \ lose \ something very important
- 5. you  $\operatorname{ver} \operatorname{sit} \operatorname{on} a$  bee
- 6. you  $\operatorname{ver} \operatorname{ly} \operatorname{in} a$  private plane
- 7. you \ ever \ break \ your arm or your leg
- 8. you \ ever \ find \ something very valuable
- 9. you  $\vee ever \vee swim \vee near a shark$
- 10. you  $\ ever \ brow \ a \ ball \ and \ break \ a \ window$

#### Exercise 14. Let's talk and write: interview. (Charts 2-3, 2-4, 4-2, and 4-3)

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

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

- 1. live in (this area)
- 2. study English
- 3. be in this class / at this school
- 4. have long hair / short hair
- 5. have a beard / a mustache

- 6. wear glasses / contact lenses
- 7. have a roommate / a pet
- 8. be interested in (a particular subject)
- 9. be married

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

#### Example:

Ellie

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

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

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

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

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

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

- 1. Tyler has rented a house \_\_\_\_\_.
  - a. last week. b. already.
- I have seen it \_\_\_\_\_.
   a. recently.
   b. two days ago.
- His parents haven't seen it \_\_\_\_\_.
   a. yesterday.
   b. yet.

4. I have been there \_\_\_\_\_.

a. two times. b. yesterday.

4-4 Present Perfect with Unspecified Time							
Toshi has already eaten lunch.Eva hasn't eaten lunch yet.							
before now	<ul> <li>(a) Toshi <i>has just eaten</i> lunch.</li> <li>(b) Jim <i>has recently changed</i> jobs.</li> </ul>	The PRESENT PERFECT expresses an activity or situation that occurred (or did not occur) before now, at some unspecified or unknown time in the past. Common time words that express this idea are just, recently, already, yet, ever, never. In (a): Toshi's lunch occurred before the present time. The <i>exact</i> time is not mentioned; it is unimportant or unknown.					
before now → ★ ★ ★	<ul> <li>(c) Pete has eaten at that restaurant many times.</li> <li>(d) I have eaten there twice.</li> </ul>	An activity may be repeated two, several, or more times <i>before now</i> , at <i>unspecified times in</i> <i>the past</i> , as in (c) and (d).					
3	<ul> <li>(e) Pete has already left. OR Pete has left already.</li> <li>(f) Min hasn't left yet</li> </ul>	<ul> <li>In (e): <i>Already</i> is used in affirmative statements. It can come after the helping verb or at the end of the sentence.</li> <li>Idea of <i>already</i>: Something happened before now, before this time.</li> <li>In (f): <i>Yet</i> is used in negative statements and comes at the end of the sentence.</li> <li>Idea of <i>yet</i>: Something did not happen before now (up to this time), but it may happen in the future.</li> </ul>					
	(g) Have you <b>already</b> left? Have you left <b>already</b> ? Have you left <b>yet</b> ?	In (g): Both <i>yet</i> and <i>already</i> can be used in questions.					

# Exercise 16. Looking at grammar. (Chart 4-4)

Circle all the possible answers for each question. Work in small groups and then discuss your answers as a class.

SITUATION 1:

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

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

#### SITUATION 2:

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

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

#### SITUATION 3:

6

CD 1 Track 36 Rob is at work. His boss, Rosa, needs a report. She sees Rob working on it at his desk. She's in a hurry, and she's asking Rob questions. What questions is she going to ask him?

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

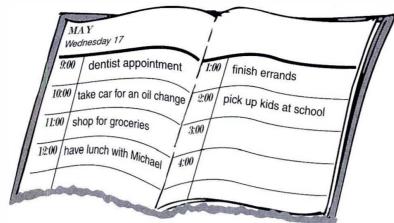
#### Exercise 17. Listening. (Charts 2-4 and 4-4)

Richard and Lori are new parents. Their baby was born a week ago. Listen to each sentence and complete the question with the past participle of the verb you hear.

- 1. Has Richard <u>held</u> the baby a lot yet?
- 2. Has Lori \_\_\_\_\_\_ the baby a bath yet?
- 3. Has Richard \_\_\_\_\_\_ a diaper yet?
- 4. Has Lori \_\_\_\_\_\_ some pictures of the baby yet?
- 5. Has Richard \_\_\_\_\_ up when the baby cries yet?
- 6. Has Lori \_\_\_\_\_\_ some of the household chores yet?
- 7. Has Richard \_\_\_\_\_\_ tired during the day yet?

#### Exercise 18. Looking at grammar. (Chart 4-4)

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



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

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

<u>appointment already.</u>
-----------------------------

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

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

4. Has Andy finished his errands yet? \_\_\_\_\_

5. Has Andy shopped for groceries already?

6. Has Andy had lunch with Michael yet? \_\_\_\_\_

#### **Exercise 19. Listening.** (Charts $4 - 2 \rightarrow 4 - 4$ )

Both is and has can be contracted to 's. Listen to each sentence. Decide if the contracted verb is *is* or *has*. Before you begin, you may want to check your understanding of these CDI Track 37 words: order, waiter.

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

#### At a restaurant

1.	is	has	3.	is	has	5.	is	has
2.	is	has	4.	is	has	6.	is	has

ČĆ

#### **Exercise 20. Listening.** (Charts $4-2 \rightarrow 4-4$ )

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

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

#### A job interview

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

INTERVIEWER:	It looks like a lot of things since you became a					
	nurse.					
MIKA:	Yes, for a medical clinic					
	in a prison in several area hospitals. And					
	volunteer work at a community health center for					
	low-income patients.					
	Very good. Dut let me och upper utber					
INTERVIEWER:	Very good. But, let me ask you, why6					
	jobs so often?					
Mika:	: Well, I like having new challenges and different experiences.					
INTERVIEWER:	: Why for this job?					
	·					
Mika:	Well, I'm looking for something more fast-paced,* and8					
	interested in working in an E.R.** for a long time.					
	9					
	that this hospital provides great training for its staff, and it offers excellent					
	patient care.					
INTERVIEWER:	Thank you for coming in. I'll call you next week with our decision.					

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

\*more fast-paced = at a faster speed

\*\*E.R. = emergency room

# □ Exercise 21. Warm-up. (Chart 4-5)

Read the short conversation. Who is more likely to say the last sentence, Pamela or Jenna?

PAMELA: I've traveled around the world several times.

JENNA: I traveled around the world once.

\_\_\_\_: I'm looking forward to my next trip.

4-5 Simple Past vs. Present Perfect www.irLanguage.com						
SIMPLE PAST (a)   <i>finished</i> my work <i>two hours ago</i> . PRESENT PERFECT (b)   <i>have</i> already <i>finished</i> my work.	<ul><li>In (a): I finished my work at a specific time in the past (<i>two hours ago</i>).</li><li>In (b): I finished my work at an unspecified time in the past (<i>sometime before now</i>).</li></ul>					
<ul> <li>SIMPLE PAST</li> <li>(c)   was in Europe last year / three years ago / in 2006 / in 2008 and 2010 / when I was ten years old.</li> <li>PRESENT PERFECT</li> <li>(d)   have been in Europe many times / several times / a couple of times / once / (no mention of time).</li> </ul>	The SIMPLE PAST expresses an activity that occurred at a specific time (or times) in the past, as in (a) and (c). The PRESENT PERFECT expresses an activity that occurred at an unspecified time (or times) in the past, as in (b) and (d).					
<ul> <li>SIMPLE PAST</li> <li>(e) Ann was in Miami for two weeks.</li> <li>PRESENT PERFECT</li> <li>(f) Bob has been in Miami for two weeks / since May 1st.</li> </ul>	<ul> <li>In (e): In sentences where <i>for</i> is used in a time expression, the simple past expresses an activity that began and ended in the past.</li> <li>In (f): In sentences with <i>for</i> or <i>since</i>, the present perfect expresses an activity that began in the past and continues to the present.</li> </ul>					

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

Answer each question and discuss the meanings of the verb tenses in *italics*.

- 1. All of these verbs talk about past time, but the verb in (a) is different from the other three verbs. What is the difference?
  - (a) I have had several bicycles in my lifetime.
  - (b) I had a red bicycle when I was in elementary school.
  - (c) I had a blue bicycle when I was a teenager.
  - (d) I had a green bicycle when I lived and worked in Hong Kong.
- 2. What are the differences in the ideas the verb tenses express?
  - (e) I had a wonderful bicycle last year.
  - (f) I've had many wonderful bicycles.
- 3. What are the differences in the ideas the verb tenses express?
  - (g) Ann had a red bike for two years.
  - (h) Sue has had a red bike for two years.
- 4. Who is still alive, and who is dead?
  - (i) In his lifetime, Uncle Alex had several red bicycles.
  - (j) In his lifetime, Grandpa has had several red bicycles.

# □ Exercise 23. Looking at grammar. (Chart 4-5)

Look at each verb in *italics*. Is it simple past or present perfect? Check ( $\checkmark$ ) the box that describes whether the verb expresses something that happened at a specified or unspecified time in the past.

		SPECIFIED TIME IN THE PAST	UNSPECIFIED TIME IN THE PAST
1.	Ms. Parker has been in Tokyo many times. → present perfect		
2.	Ms. Parker was in Tokyo last week. $\rightarrow$ simple past		
3.	I've met Kaye's husband. He's a nice guy.		
4.	I met Kaye's husband at a party last week.		
5.	Mr. White was in the hospital three times last month.		
6.	Mr. White has been in the hospital many times.		
7.	I like to travel. I've been to more than 30 foreign countries.		
8.	I was in Morocco in 2008.		
9.	Venita has never been to Morocco.		
10.	Venita wasn't in Morocco when I was there in 2008.		

# Exercise 24. Looking at grammar. (Chart 4-5)

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

- 1. A: Have you ever been to Singapore?
  - B: Yes, I (be) <u>have</u>. I (be) <u>have been</u> to Singapore several times. In fact, I (be) <u>was</u> in Singapore last year.
- 2. A: Are you going to finish your work before you go to bed?
  - B: I (*finish*, *already\**) <u>have already finished</u> it. I (*finish*) <u>finished</u> my work two hours ago.
- 3. A: Have you ever eaten at the Sunset Beach Café?
  - B: Yes, I \_\_\_\_\_\_. I (eat) \_\_\_\_\_\_ there many times. In fact, my wife and I (eat) \_\_\_\_\_\_ lunch there yesterday.

<sup>\*</sup>In informal spoken English, the simple past is sometimes used with *already*. Practice using the present perfect with *already* in this exercise.

4.	A:	Do you and Erica want to go to the movie at the Galaxy Theater with us tonight?
	B:	No thanks. We (see, already) it. We (see)
		it last week.
5.	A:	When are you going to write your report for Mr. Berg?
	B:	I (write, already) it. I (write)
		it two days ago and gave it to him.
6.	A:	(Antonio, have, ever)a job?
	B:	Yes, he lots of part-time
		jobs. Last summer he ( <i>have</i> ) a a job at his uncle's auto shop.
7.	A:	This is a good book. Would you like to read it when I'm finished?
	B:	Thanks, but I (read, already) it. I (read)
		it a couple of months ago.
8.	A:	What African countries (you, visit)?
	B:	I (visit) Kenya and Ethiopia. I (visit)
		Kenya in 2002. I ( <i>be</i> ) in
		Ethiopia last year.

### Exercise 25. Let's talk: pairwork. (Chart 4-5)

Work with a partner. Take turns asking and answering the questions. Use the present perfect and the simple past. Share a few of your partner's answers with the class.

#### Example:

PARTNER A: What countries have you been to?

PARTNER B: I've been to Norway and Finland.

PARTNER A: When were you in Norway?

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

- What countries have you been to? When were you in . . . ?
- 2. Where are some interesting places you have lived? When did you live in ...?
- 3. What are some interesting / unusual / scary things you have done in your lifetime? When did you ...?
- 4. What are some helpful things (for a friend / your family / your community) you have done in your lifetime?When did you ...?



#### Exercise 26. Listening. (Charts 2-4 and 4-5)

For each item, you will hear two complete sentences and then the beginning of a third sentence. Complete the third sentence with the past participle of the verb you heard in the CD 1 Track 39 first two sentences.

*Example:* You will hear: I eat vegetables every day. I ate vegetables for dinner last night. I have . . . You will write: I have <u>eaten</u> vegetables every day for a long time.

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

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

#### Work in groups.

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

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

Example:

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

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

Complete the sentences with time information.

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

4-6 Present Perfe	ct Progressive		www.irLanguage.com		
÷					
Al and Ann are in their car r driving home. It is now four (a) They <b>have been driving</b> sin	o'clock. nce two o'clock.	<i>long</i> an activ NOTE: Time e	PERFECT PROGRESSIVE talks about <i>how</i> rity has been in progress before now. expressions with <i>since</i> , as in (a), and <i>for</i> ,		
(b) They have been driving for They will be home soon.	r two nours.	as in (b), are frequently used with this tense. STATEMENT: have/has + been + -ing			
(c) How long have they been o	driving?	QUESTION: have/has + subject + been + -ing			
Present Progressive vs. F	Present Perfect Prog	ressive			
Present Progressive	(d) Po <i>is sitting</i> in clas	ss right now.	The PRESENT PROGRESSIVE describes an activity that is in progress right now, as in (d). It does not discuss duration (length of time). INCORRECT: Po has been sitting in class right now.		
Present Perfect Progressive	<ul> <li>Po is sitting at his desk sat down at nine o'clock nine-thirty.</li> <li>(e) Po has been sittin since nine o'clock.</li> <li>(f) Po has been sittin for thirty minutes.</li> </ul>	k. It is now I <b>g</b> in class	The PRESENT PERFECT PROGRESSIVE expresses the <b>duration</b> (length of time) of an activity that began in the past and is in progress right now. <i>INCORRECT: Po is sitting in class since</i> <i>nine o'clock.</i>		
<ul> <li>(g) CORRECT: I know Yoko.</li> <li>(h) INCORRECT: I am knowing Y</li> <li>(i) CORRECT: I have known</li> <li>(j) INCORRECT: I have been kn</li> </ul>	Yoko <i>for</i> two years.	are genera In (i): With used with s	action verbs (e.g., <i>know, like, own, belong</i> Ily not used in the progressive tenses.* non-action verbs, the present perfect is <b>since</b> or <b>for</b> to express the duration of a at began in the past and continues to the		

<sup>\*</sup>See Chart 1-6, Non-Action Verbs, p. 17.

## Exercise 29. Looking at grammar. (Chart 4-6)

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

- 1. I (*sit*) <u>am sitting</u> in the cafeteria right now. I (*sit*) <u>have been sitting</u> here since twelve o'clock.
- Kate is standing at the corner. She (*wait*) \_\_\_\_\_\_ for the bus. She (*wait*) \_\_\_\_\_\_ for the bus for twenty minutes.
- 3. Scott and Rebecca (*talk*) \_\_\_\_\_\_\_ on the phone right now. They
  - \_\_\_\_\_ (*talk*) on the phone for over an hour.
- 4. Right now we're in class. We (do) \_\_\_\_\_\_ an exercise. We (do) \_\_\_\_\_\_ this exercise for a couple of minutes.
- 5. A: You look busy right now. What (you, do) \_\_\_\_\_?
  - B: I (work) \_\_\_\_\_\_ on my physics experiment. It's a difficult

experiment.

- A: How long (you, work) \_\_\_\_\_\_ on it?
- B: I started planning it last January. I (*work*) \_\_\_\_\_\_ on it since then.

### Exercise 30. Let's talk. (Chart 4-6)

Answer the questions your teacher asks. Your book is closed.

#### Example:

TEACHER: Where are you living?STUDENT A: I'm living in an apartment on Fourth Avenue.TEACHER: How long have you been living there?STUDENT A: I've been living there since last September.

- 1. Right now you are sitting in class. How long have you been sitting here?
- 2. When did you first begin to study English? How long have you been studying English?
- 3. I began to teach English in (year). How long have I been teaching English?
- 4. I began to work at this school in (month or year). How long have I been working here?
- 5. What are we doing right now? How long have we been doing it?
- 6. (Student's name), I see that you wear glasses. How long have you been wearing glasses?
- 7. Who drives? When did you first drive a car? How long have you been driving?
- 8. Who drinks coffee? How old were you when you started to drink coffee? How long have you been drinking coffee?

# □ Exercise 31. Listening. (Charts $4-2 \rightarrow 4-6$ )

**Part 1.** When speakers use the present perfect in everyday speech, they often contract **have** and **has** with nouns. Listen to the sentences and notice the contractions.

- 1. Jane has been out of town for two days.
- 2. My parents have been active in politics for 40 years.
- 3. My friends have moved into a new apartment.
- 4. I'm sorry. Your credit card has expired.
- 5. Bob has been traveling in Montreal since last Tuesday.
- 6. You're the first one here. No one else\* has come yet.

Part II. Listen to the sentences. Complete them with the words you hear: noun + have/has.

- 1. The <u>weather has</u> been warm since the beginning of April.
- 2. This \_\_\_\_\_ been unusually warm.
- 3. My \_\_\_\_\_ been living in the same house for 25 years.
- 4. My \_\_\_\_\_ lived in the same town all their lives.
- 5. You slept late. Your \_\_\_\_\_\_\_ already gotten up and made breakfast.
- My \_\_\_\_\_ planned a going-away party for me. I'm moving back to my hometown.
- 7. I'm afraid your \_\_\_\_\_\_ been getting a little sloppy.\*\*
- 8. My \_\_\_\_\_\_ traveled a lot. She's visited many different countries.

#### 

Track 40

#### Exercise 32. Warm-up. (Chart 4-7)

Read the situations and answer the questions.

#### SITUATION 1:

Roger is having trouble with math. I am helping him with his homework tonight. I have been helping him since 6:00.

SITUATION 2:

Roger is moving to a new apartment. I have helped him move furniture several times this week.

#### SITUATION 3:

I sure was busy last week. I **helped** Roger with his homework, and I **helped** him move to a new apartment.

- a. In which situation does the speaker emphasize the duration or the time that something continues?
- b. In which situation(s) is the speaker finished with the activity?
- c. Do you think the activity in situation 1 or 2 is more recent? Why?

\*else is an adverb and is frequently contracted with have and has in phrases such as no one else, someone else, anyone else, etc.

\*\*sloppy = careless or messy

# 4-7 Present Perfect Progressive vs. Present Perfect



#### **Present Perfect Progressive**

(a) Gina and Tarik are talking on the phone.	The PRESENT PERFECT PROGRESSIVE expresses the
They have been talking on the phone for	duration of present activities, using action verbs,
20 minutes.	as in (a). The activity began in the past and is still in
	progress.

The PRESENT PERFECT expresses

(1) repeated activities that occur at unspecified

(2) the duration of present situations, as in (d),

times in the past, as in (b), OR

using non-action verbs.

#### **Present Perfect**

(b) Gina has talked to Tarik on the phone many times
(before now).

- (c) INCORRECT: Gina has been talking to Tarik on the phone many times.
- (d) Gina has known Tarik for two years.
- (e) INCORRECT: Gina has been knowing Tarik for two years.

#### **Present Perfect Progressive and Present Perfect**

<ul> <li>(f) I have been living here for six months. OR</li> <li>(g) I have lived here for six months.</li> </ul>	For some (not all) verbs, duration can be expressed by either the present perfect or the present perfect
(h) Ed has been wearing glasses since he was ten. OR	progressive.
Ed has worn glasses since he was ten.	Examples (f) and (g) have essentially the same
(i) I've been going to school ever since I was five	meaning, and both are correct.
years old. OR	Often either tense can be used with verbs that
I've gone to school ever since I was five years old.	express the duration of usual or habitual
	activities/situations (things that happen daily or
	regularly), e.g., live, work, teach, smoke, wear
	glasses, play chess, go to school, read the same
	newspaper every morning, etc.

# Exercise 33. Looking at grammar. (Chart 4-7)

Complete the sentences. Use the present perfect or the present perfect progressive form of the verbs in parentheses. In some sentences, either form is possible.

1.		I'm tired. We ( <i>hike</i> ) <u>have been hiking</u> for more than an hour. Well, let's stop and rest for a while.
2.		Is the hike to Glacier Lake difficult? No, not at all. I ( <i>hike</i> ) <u>have hiked</u> it many times with my kids.
3.		Do you like it here? I ( <i>live</i> ) <u>have been living / have lived</u> here for only a short while. I don't know yet.
4.		My eyes are getting tired. I ( <i>read</i> ) for two hours. I think I'll take a break. Good idea.
5.		I ( <i>read</i> ) this same page in my chemistry book three times, and I still don't understand it. Maybe I can help.
6.	A:	Do you like the Edgewater Inn?
	B:	Very much. I ( <i>stay</i> ) there at least a dozen times. It's my favorite hotel.
7.		The baby's crying. Shouldn't we do something? He ( <i>cry</i> ) for several minutes. I'll go check.
8.	B:	Who's your daughter's teacher for next year? I think her name is Mrs. Jackson. She's one of the best teachers at the elementary school. She ( <i>teach</i> )
		kindergarten for twenty years.
9.	A:	Ed ( <i>play</i> ) tennis for ten years, but he still doesn't have a good serve.
	B:	Neither do I, and I ( <i>play</i> ) tennis for twenty years.
10.	B: A: B:	Where does Mrs. Alvarez work? At the power company. She (work) there for fifteen years. She likes her job. What about her husband? He's currently unemployed, but he'll find a new job soon. What kind of experience does he have?
	B:	He ( <i>work</i> ) for two different accounting firms and at one of the bigger software companies. With his work experience, he won't have any trouble finding another job.

## □ Exercise 34. Listening. (Chart 4-7)

Listen to the weather report. Then listen again and complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: *hail*, Track 41 *weather system, rough*.

#### **Today's Weather**

 The weather
 1
 2 today. Boy,

 what a day!
 1
 2 2 

 what a day!
 3 4 rain, wind, hail, and sun. So, what's

 in store\* for tonight? As you
 4 6 

 5 6 6 

 7 We have a weather system moving in that is going to

 7 8 

 bring colder temperatures and high winds.
 8 

 8 9 

 9 9 

 10 10 

onto your hats! We may have a rough night ahead of us.

### Exercise 35. Looking at grammar. (Chapters 1, 2, and 4)

Look at each pair of sentences. Compare the meanings of the verb tenses in *italics*. Check ( $\checkmark$ ) the sentences that express duration.

- 1. a. \_\_\_\_ Rachel is taking English classes.
  - b. \_\_\_\_ Nadia has been taking English classes for two months.
- 2. a. \_\_\_\_ Ayako has been living in Jerusalem for two years. She likes it there.
  - b. \_\_\_\_\_ Beatriz *has lived* in Jerusalem. She's also lived in Paris. She's lived in New York and Tokyo. She's lived in lots of cities.
- 3. a. \_\_\_\_\_ Jack *has visited* his aunt and uncle many times.
  - b. \_\_\_\_ Matt *has been visiting* his aunt and uncle for the last three days.
- 4. a. \_\_\_\_ Cyril *is talking* on the phone.
  - b. \_\_\_\_ Cyril *talks* on the phone a lot.
  - c. \_\_\_\_ Cyril has been talking to his boss on the phone for half an hour.
  - d. \_\_\_\_ Cyril has talked to his boss on the phone lots of times.
- 5. a. \_\_\_\_\_ Mr. Woods *walks* his dog in Forest Park every day.
  - b. \_\_\_\_\_ Mr. Woods has walked his dog in Forest Park many times.
  - c. \_\_\_\_ Mr. Woods walked his dog in Forest Park five times last week.
  - d. \_\_\_\_\_ Mr. Woods is walking his dog in Forest Park right now.
  - e. \_\_\_\_\_ Mr. Woods has been walking his dog in Forest Park since two o'clock.

<sup>\*</sup>what's in store = what to expect or what is coming in the future



Listen to each conversation and choose the sentence (a. or b.) that best describes it.

 $\overset{\text{CD 1}}{\text{Track 42}}$  *Example:* You will hear: A:

Č

A: This movie is silly. B: I agree. It's really dumb.

You will choose: (a) The couple has been watching a movie.

b. The couple finished watching a movie.

- 1. a. The speakers listened to the radio already.
  - b. The speakers have been listening to the radio.
- 2. a. The man lived in Dubai a year ago.
  - b. The man still lives in Dubai.
- 3. a. The man has called the children several times.
  - b. The man called the children once.
- 4. a. The speakers went to a party and are still there.
  - b. The speakers went to a party and have already left.

# **Exercise 37. Listening and speaking.** (Chapters $1 \rightarrow 4$ )

Part I. Listen to the phone conversation between a mother and her daughter, Lara.

#### CD I Track 43 A common illness

ČĆ

- LARA: Hi, Mom. I was just calling to tell you that I can't come to your birthday party this weekend. I'm afraid I'm sick.
- MOM: Oh, I'm sorry to hear that.
- LARA: Yeah, I got sick Wednesday night, and it's just been getting worse.
- MOM: Are you going to see a doctor?
- LARA: I don't know. I don't want to go to a doctor if it's not serious.
- MOM: Well, what symptoms have you been having?
- LARA: I've had a cough, and now I have a fever.
- MOM: Have you been taking any medicine?
- LARA: Just over-the-counter\* stuff.
- MOM: If your fever doesn't go away, I think you need to call a doctor.
- LARA: Yeah, I probably will.
- MOM: Well, call me tomorrow and let me know how you're doing.
- LARA: Okay. I'll call you in the morning.

<sup>\*</sup>over-the-counter = medicine you can buy without a prescription from a doctor

*Part II.* Work with a partner. Take turns being the parent and the sick person. Complete the conversation. Practice the new conversation with your partner.

Possible symptoms:

a fever	chills	a sore throat
a runny nose	achiness	a stomachache
a cough	a headache	sneezing
nausea		

- A: Hi, Mom/Dad. I was just calling to tell you that I can't come to \_\_\_\_\_. I'm afraid I'm sick.
- B: Oh, I'm sorry to hear that.
- A: Yeah, I got sick Wednesday night, and it's just been getting worse.
- B: Are you going to see a doctor?
- A: I don't know. I don't want to go to a doctor if it's not serious.
- B: Well, what symptoms have you been having?
- A: I've had \_\_\_\_\_, and now I have \_\_\_\_\_.
- B: Have you been taking any medicine?
- A: Just over-the-counter stuff.
- B: If your \_\_\_\_\_ doesn't go away, I think you need to call a doctor.
- A: Yeah, I probably will.
- B: Well, call me tomorrow and let me know how you're doing.
- A: Okay. I'll call you in the morning.

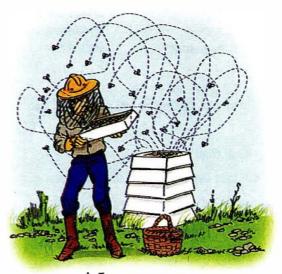
#### **Exercise 38. Looking at grammar.** (Chapter 1 and Charts $4-1 \rightarrow 4-7$ )

Choose the correct verb. In some sentences, more than one answer may be possible. Discuss your answers.

- 1. I \_\_\_\_\_ the windows twice, and they still don't look clean.
  - a. am washing b. have washed c. have been washing
- Please tell Mira to get off the phone. She \_\_\_\_\_ for over an hour.
   a. is talking b. has talked c. has been talking
- 3. Where are you? I \_\_\_\_\_ at the mall for you to pick me up.a. wait b. am waiting c. have been waiting
- 4. We \_\_\_\_\_ at the Lakes Resort once. We want to go back again.
  - a. stay b. have stayed c. have been staying
- 5. Where have you been? The baby \_\_\_\_\_, and I can't comfort her.a. criesb. is cryingc. has been crying

#### □ **Exercise 39. Reading.** (Charts $4 - 1 \rightarrow 4 - 7$ )

Answer the questions. Then read the passage and the statements that follow. Circle "T" for true and "F" for false.



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Have you heard about the problem of disappearing honeybees? Why are honeybees important to fruit and many other crops?

#### Where Have the Honeybees Gone?

Honeybees have been disappearing around the world for several years now. In the United States, billions of bees have already died. Europe, Australia, and Brazil have also reported losses of honeybees. This is a serious problem because bees pollinate\* crops. Without pollination, apple, orange, and other fruit trees cannot produce fruit. Other crops like nuts also need pollination. In the United States, one-third of the food supply depends on honeybees.

Scientists have a name for this problem: colony collapse disorder (CCD). Bees live in colonies or hives, and thousands of beekeepers have been finding their hives empty. A hive that once held 50,000 bees may just have a few dead or dying ones left.

There have been many theories about why this has happened; for example, disease, pests,\*\* unnatural growing conditions, and damaged DNA.\*\*\* Scientists now think that the cause may be a combination of a virus and a fungus, but they need to do more research to find a solution to this very serious problem.

1. Honeybees have stopped disappearing.	Т	F
2. Scientists expect that more bees will die.	Т	F
3. Apples and other fruits depend on honeybees.	Т	F
4. Bee hives have been disappearing.	Т	F
5. There are only four reasons why honeybees have died.	Т	F

\*pollinate (verb) = fertilize; pollination (noun) = the process that causes a plant to make a new plant

\*\* pest = an insect or animal that damages crops

\*\*\*DNA = deoxyribonucleic acid, a carrier of genetic information

<b>Exercise 40. Grammar and writing. (Chapters 1, 2, and 4)</b> <i>Part 1.</i> Complete the sentences with the correct form of the words in parentheses.
My name (be) <u>is</u> Surasuk Jutukanyaprateep. I (be) <u>2</u> from
Thailand. Right now I (study) English at this school. I (be)
at this school since the beginning of January. I (arrive)
here January 2nd, and my classes ( <i>begin</i> )6
January 6th.
Since I ( <i>come</i> ) here, I ( <i>do</i> ) many
things, and I ( <i>meet</i> ) many people. Last week, I ( <i>go</i> )
to a party at my friend's house. I ( <i>meet</i> ) some of the some of t
other students from Thailand at the party. Of course, we (speak) Thai, so
I (practice, not) my English that night. There (be)
only people from Thailand at the party.
However, since I ( <i>come</i> ) here, I ( <i>meet</i> )
a lot of other people too, including people from Latin America,
Africa, the Middle East, and Asia. I enjoy meeting people from other countries. Now I (know
people from all these places, and they ( <i>become</i> )

**Part II.** Write three paragraphs about yourself. Use the passage in Part I as a model. Answer these questions:

PARAGRAPH I.

- 1. What is your name?
- 2. Where are you from?
- 3. How long have you been here?

PARAGRAPH II.

- 4. What have you done since you came here? OR
- 5. What have you learned since you began studying English?

PARAGRAPH III.

- 6. Who have you met in this class? OR
- 7. Who have you met recently?
- 8. Give a little information about these people.



# **Exercise 41. Warm-up.** (Chart 4-8)

Read Karen's statement. Which sequence of events (a. or b.) is correct?

KAREN: Jane met me for lunch. She was so happy. She had passed her driver's test.

- a. Jane talked to Karen. Then she passed her test.
- b. Jane passed her test. Then she talked to Karen.

4-8 Past Perfect	
Situation: Jack left his apartment at 2:00. Sue arrived at his apartment at 2:15 and knocked on the door. (a) When Sue arrived, Jack wasn't there. He <b>had left</b> .	The PAST PERFECT is used when the speaker is talking about two different events at two different times in the past; one event ends before the second event happens. In (a): There are two events, and both happened in the past: Jack left his apartment. Sue arrived at his apartment.
	To show the time relationship between the two events, we use the past perfect ( <i>had left</i> ) to say that the first event (Jack leaving his apartment) was completed before the second event (Sue arriving at his apartment) occurred.
(b) Jack had left his apartment when Sue arrived.	FORM: <b>had</b> = past participle
(c) He'd left. I'd left. They'd left. Etc.	CONTRACTION: 1 / you / she / he / it / we / they + 'd
<ul> <li>(d) Jack <i>had left before</i> Sue arrived.</li> <li>(e) Jack <i>left before</i> Sue arrived.</li> <li>(f) Sue <i>arrived after</i> Jack had left.</li> <li>(g) Sue <i>arrived after</i> Jack left.</li> </ul>	When <b>before</b> and <b>after</b> are used in a sentence, the time relationship is already clear so the past perfect is often not necessary. The simple past may be used, as in (e) and (g). Examples (d) and (e) have the same meaning. Examples (f) and (g) have the same meaning.
(h) Stella was alone in a strange city. She walked down the avenue slowly, looking in shop windows. Suddenly, she turned her head and looked behind her. Someone <i>had called</i> her name.	The past perfect is more common in formal writing such as fiction, as in (h).

## Exercise 42. Looking at grammar. (Chart 4-8)

Identify which action in the past took place first (1st) and which action took place second (2nd).

- 1. The tennis player **jumped** in the air for joy. She **had won** the match.
  - a. <u>15t</u> The tennis player won the match.
  - b. <u>2nd</u> The tennis player jumped in the air.
- 2. Before I went to bed, I checked the front door. My roommate had already locked it.
  - a. <u>2nd</u> I checked the door.
  - b. <u>lst</u> My roommate locked the door.
- 3. I looked for Diego, but he had left the building.
  - a. \_\_\_\_\_ Diego left the building.
  - b. \_\_\_\_\_ I looked for Diego.
- 4. I laughed when I saw my son. He had poured a bowl of noodles on top of his head.
  - a. \_\_\_\_\_ I laughed.
  - b. \_\_\_\_\_ My son poured a bowl of noodles on his head.
- 5. Oliver **arrived** at the theater on time, but he couldn't get in. He **had left** his ticket at home.
  - a. \_\_\_\_\_ Oliver left his ticket at home.
  - b. \_\_\_\_\_ Oliver arrived at the theater.
- 6. I handed Betsy the newspaper, but she didn't want it. She had read it during her lunch hour.
  - a. \_\_\_\_\_ I handed Betsy the newspaper.
  - b. \_\_\_\_\_ Betsy read the newspaper.
- After Carl arrived in New York, he called his mother. He had promised to call her as soon as he got in.
  - a. \_\_\_\_\_ Carl made a promise to his mother.
  - b. \_\_\_\_\_ Carl called his mother.



Č	Liste			UIIVCISa	cions a		se me		Ical.	
CD 1 Track 44	Exar	nples:	You will h	ear:					or Newton at th ready met him.	e meeting tonight.
			You will c	hoose:	has	have	h	ad		
			You will h	ear:		0			rofessor Newto ad already met l	
			You will c	hoose:	has	have	h	ad		
	1.	has	have	had		3.	has	have	had	
	2.	has	have	had		4.	has	have	had	

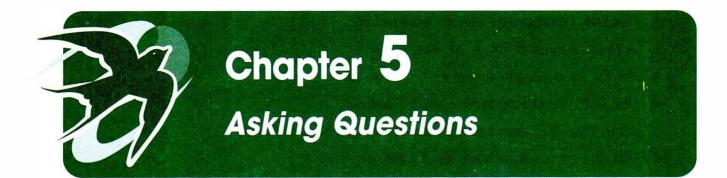
# □ Exercise 44. Check your knowledge. (Chapter 4)

Edit the sentences. Correct the errors in verb tense usage.

### My experience with English

studying

- 1. I have been studied English for eight years, but I still have a lot to learn.
- 2. I started English classes at this school four weeks ago, and I am learning a lot of English since then.
- 3. I want to learn English since I am a child.
- I have been thinking about how to improve my English skills quickly since I came here, but I hadn't found a good way.
- 5. Our teacher likes to give tests. We has have six tests since the beginning of the term.
- 6. I like learning English. When I was young, my father found an Australian girl to teach my brothers and me English, but when I move to another city, my father didn't find anyone to teach us.
- I meet many friends in this class. I meet Abdul in the cafeteria on the first day. He was friendly and kind. We are friends since that day.
- 8. Abdul have been study English for three months. His English is better than mine.



# Exercise 1. Warm-up. (Chart 5-1)

Choose the correct completion.

- A: \_\_\_\_\_ you need help?
  - a. Are c. Have b. Do d. Were
- b. Do d. We B: Yes, \_\_\_\_.
  - a. I needc. I haveb. I'md. I do



5-1 Yes/No Questions and Short Answers							
Yes/No Question	Short Answer (+ Long Answer)						
(a) <i>Do you like</i> tea?	Yes, / <b>do</b> . (I like tea.) No, / <b>don't</b> . (I don't like tea.)	A <b>yes/no question</b> is a question that can be answered by <i>yes</i> or <i>no</i> .					
(b) Did Sue call?	<i>Yes, she <b>did</b>.</i> (Sue called.) <i>No, she <b>didn't</b>.</i> (Sue didn't call.)	In an affirmative short answer ( <i>yes</i> ), a helping verb is NOT contracted with the subject.					
(c) Have you met Al?	Yes, I have. (I have met Al.) No, I haven't. (I haven't met Al.)	In (c): INCORRECT: Yes, I've. In (d): INCORRECT: Yes, it's. In (e): INCORRECT: Yes, he'll.					
(d) Is it raining?	Yes, it <b>is</b> . (It's raining.) No, it <b>isn't</b> . (It isn't raining.)	The spoken emphasis in a short answer is on the verb.					
(e) <i>Will Rob be</i> here?	Yes, he will. (Rob will be here.) No, he won't. (Rob won't be here.)						

# Exercise 2. Looking at grammar. (Chart 5-1)

Choose the correct verbs.

### A new cell phone

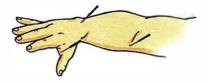
- 1. Is, Does that your new cell phone? Yes, it is, does.
- 2. Are, Do you like it? Yes, I am, do.
- 3. Were, Did you buy it online? Yes, I was, did.

- 4. Was, Did it expensive? No, it wasn't, didn't.
- 5. Is, Does it ringing? Yes, it is, does.
- 6. Are, Do you going to answer it? Yes, I am, do.
- 7. Was, Did the call important? Yes, it was, did.
- 8. Have, Were you turned your phone off? No, I haven't, wasn't.
- 9. Will, Are you call me later? Yes, I will, are.

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

Use the information in parentheses to make yes/no questions. Complete each conversation with an appropriate short answer. Do not use a negative verb in the question.

1.	A:	Do you know my brothe	r?
			(I don't know your brother.)
2.	A:		
	<b>B:</b> 2	No,	(Snakes don't have legs.)
3.	A:		
	B:	Yes,	(Mexico is in North America.)
4.	A:		
			(I won't be at home tonight.)
5.	A:		
		Yes,	
6.	A:		
		 Yes,	
7.	A:		
		Yes,	
8.	A:		
			(Acupuncture relieves pain.)



\*In American English, a form of **do** is usually used when **have** is the main verb: Do you have a car? In British English, a form of **do** with the main verb **have** is not necessary: Have you a car?

# Exercise 4. Listening. (Chart 5-1)

Listen to each question and choose the correct response.

CD 1<br/>Track 45Example:You will hear:Are you almost ready?You will choose:a. Yes, I was.b. Yes, I do.(c.) Yes, I am.

### Leaving for the airport

1. a.	Yes, I am.	b.	Yes, I do.	c.	Yes, it does.
2. a.	Yes, I did.	b.	Yes, I was.	c.	Yes, I am.
3. a.	Yes, I will.	b.	Yes, it will.	C.	Yes, it did.
4. a.	Yes, they are.	b.	Yes, it did.	C.	Yes, it is.
5. a.	Yes, I am.	b.	Yes, I will.	c.	Yes, I do.

# □ Exercise 5. Let's talk: interview. (Chart 5-1)

Interview seven students in your class. Make questions with the given words. Ask each student a different question.

- 1. you \ like \ animals?
- 2. you \ ever \ had \ a pet snake?
- 3. it  $\ be \ cold \ in this room?$
- 4. it  $\operatorname{rain} \operatorname{right} \operatorname{now}$ ?

- 5. you \ sleep \ well last night?
- 6. you \ be \ tired right now?
- 7. you \ be \ here next year?

## Exercise 6. Listening. (Chart 5-1)



In spoken English, it may be hard to hear the beginning of a yes/no question because the words are often reduced.\*

Part I. Listen to these common reductions.

Is he absent? → Ih-ze absent? OR Ze absent?
 Is she absent? → Ih-she absent?
 Does it work? → Zit work?
 Did it break? → Dih-dit break? OR Dit break?
 Has he been sick? → Ze been sick? OR A-ze been sick?
 Is there enough? → Zere enough?
 Is that okay? → Zat okay?

Part II. Complete the sentences with the words you hear. Write the non-reduced forms.

### At the grocery store

- 1. I need to see the manager. \_\_\_\_\_\_ available?
- 2. I need to see the manager. \_\_\_\_\_\_ in the store today?
- 3. Here is one bag of apples. \_\_\_\_\_\_ enough?
- 4. I need a drink of water. \_\_\_\_\_\_ a drinking fountain?
- 5. My credit card isn't working. Hmmm. \_\_\_\_\_ expire?

\*See also Chapter 1, Exercise 33, p. 21, and Chapter 2, Exercise 20, p. 39.

- 6. Where's Simon? \_\_\_\_\_\_ left?
- 7. The price seems high. \_\_\_\_\_\_ include the tax?

# Exercise 7. Warm-up. (Chart 5-2)

Circle the correct answers. There may be more than one correct answer for each question.

1.	Where did you go? a. To the hospital.	b. Yes, I did.	c. Outside.	d. Yesterday.
2.	When is James leaving? a. I'm not sure.	b. Yes, he is.	c. Yes, he does.	d. Around noon.
3.	Who did you meet? a. Tariq did.	b. Sasha.	c. Well, I met Sam and Mia.	d. Yes, I did.

5-2 Yes	/No an	d Inform	nation Qu	iestions	www.irLanguage.com		
A yes/no question = a question that can be answered by "yes" or "no" A: Does Ann live in Montreal? B: Yes, she does. or No, she doesn't.							
Ar	An information question = a question that asks for information by using a question word: where, when, why, who, whom, what, which, whose, how A: Where does Ann live? B: In Montreal.						
(Question Word)	Helping Verb	Subject	Main Verb	(Rest of Sentence)			
(a) (b) Where	Does does	Ann Ann	live live?	in Montreal?	The same subject-verb word order is used in both yes/no and information		
(c) (d) Where	ls is	Sara Sara	studying studying?	at the library?	questions: Helping Verb + Subject + Main Verb		
(e) (f) When	Will will	you you	graduate graduate?	next year?	Example (a) is a yes/no question. Example (b) is an information question.		
(g) (h) Who(m)*	Did did	they they	see?	Jack?	In (i) and (j): Main verb <b>be</b> in simple		
(i) (j) Where	ls is	Heidi Heidi?		at home?	present and simple past ( <i>am</i> , <i>is</i> , <i>are</i> , <i>was</i> , <i>were</i> ) precedes the subject. It has the same position as a helping verb.		
(k) (1)		Who What	came happened	to dinner? yesterday?	When the question word (e.g., <i>who</i> or <i>what</i> ) is the subject of the question, usual question word order is not used. Notice in (k) and (I) that no form of <i>do</i> is used.		

\*See Chart 5-4 for a discussion of who(m).

# **Exercise 8. Looking at grammar.** (Chart 5-2)

Read the information about Irina and Paul. Then make complete questions with the given words and choose the correct short answers.



#### The Simple Life

Irina and Paul live a simple life. They have a one-room cabin on a lake in the mountains. They fish for some of their food. They also raise chickens. They pick fruit from trees and berries from bushes. They don't have electricity or **TV**, but they enjoy their life. They don't need a lot to be happy.

1.	QUESTION: where \ Irina and Paul \ live?	<i>re?</i>
	ANSWER: a. Yes, they do.	(b.) On a lake.
2.	QUESTION: they \ live \ a simple life?	a na se sensi di siista.
	ANSWER: a. Yes, they live.	b. Yes, they do.
3.	QUESTION: what \ they \ pick \ from the	ne trees?
	Answer: a. Fruit.	b. Yes, they pick.
4.	QUESTION: they \ have \ electricity?	
	ANSWER: a. No, they don't.	b. No, they don't have.
5.	QUESTION: they \ enjoy \ their life?	
	ANSWER: a. Yes, they do.	b. Yes, they enjoy.
6.	QUESTION: they \ be \ happy?	
	ANSWER: a. Yes, they do.	b. Yes, they are.

# **Exercise 9. Listening.** (Chart 5-2)

Track 47

Listen to the conversation. Then listen again and complete the sentences with the words you hear.

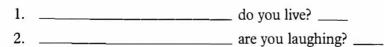
Where are Roberto and Isabel? A: \_\_\_\_\_ Roberto and Isabel? B: Yes, \_\_\_\_\_\_. They live around the corner from me. \_\_\_\_\_ them lately? A: \_\_\_\_\_ 4. They're out of town. B: No, \_\_\_\_\_ A: \_\_\_\_\_ \_\_\_\_\_\_ to their parents? I heard Roberto's parents are ill. 5 B: Yes, \_\_\_\_\_. They went to help them. 7 them soon? A: \_\_\_\_\_ B: Yes, \_\_\_\_\_ \_\_\_\_\_. In fact, I'm going to pick them up at the airport. 8 A: \_\_\_\_\_9 \_\_\_\_\_ back this weekend? I'm having a party, and I'd like to invite them. B: No, \_\_\_\_\_ \_\_\_\_\_. They won't be back until Monday. 10

### Exercise 10. Warm-up. (Chart 5-3)

Complete the sentences with the most appropriate question word from the list. One sentence has two possible answers. Match the answers to the questions.

Why	What time	Where	When	

QUESTIONS



3. \_\_\_\_\_\_ will you get here? \_\_\_\_\_

ANSWERS

- a. At noon.
- b. On Fifth Street.
- c. Because the joke was funny.

5-3 Where, Why, When, What Time, How Come, What For					
Question	Answer				
(a) Where did he go?	Home.	Where asks about <i>place</i> .			
(b) When did he leave?	Last night. Two days ago. Monday morning. Seven-thirty.	A question with <i>when</i> can be answered by any time expression, as in the sample answers in (b).			
(c) What time did he leave?	Seven-thirty. Around five o'clock. A quarter past ten.	A question with <i>what time</i> asks about time on a clock.			
(d) Why did he leave?	Because he didn't feel well.*	Why asks about <i>reason</i> .			
<ul> <li>(e) What did he leave for ?</li> <li>(f) How come he left?</li> </ul>	<ul> <li>Why can also be expressed with the phrases What for and How come, in (e) and (f).</li> <li>Notice that with How come, usual question order is not used. The subject precedes the verb and no form of do is used.</li> </ul>				

\*See Chart 8-6, p. 221, for the use of because. Because I didn't feel well is an adverb clause. It is not a complete sentence. In this example, it is the short answer to a question.

# 

**Exercise 11. Looking at grammar. (Chart 5-3)** Complete each conversation. Make questions using the information from Speaker A.

1.	A: I'm going downtown in a few minutes.		
	B: I didn't catch that. When <u>are you going downtown</u>	_?	OR
	B: I didn't catch that. Where <u>are you going in a few minutes</u>	_?	
2.	A: My kids are transferring to Lakeview Elementary School because it's a better sch	iool.	
	B: What was that? Where	_?	OR
	B: What was that? Why	_?	
3.	A: I will meet Taka at 10:00 at the mall.		
	B: I couldn't hear you. Tell me again. What time	_?	OR
	B: I couldn't hear you. Tell me again. Where	_?	
4.	A: Class begins at 8:15.		
	B: Are you sure? When	_?	OR
	B: Are you sure? What time	_?	
5.	A: I stayed home from work because I wanted to watch the World Cup final on TV.		
	B: Huh?! Why	_?	OR
	B: Huh?! Whatf	or?	

## Exercise 12. Looking at grammar. (Chart 5-3)

Restate the sentences. Use How come and What for.

- 1. Why are you going? 3. Why does he need more money?
- 2. Why did they come? 4. Why are they going to leave?

### □ Exercise 13. Reading and grammar. (Charts 5-2 and 5-3)

Read the passage about Nina's birthday. Make questions with the given words. Answer the questions in small groups or as a class.

#### The Birthday Present

Tom got home late last night, around midnight. His wife, Nina, was sitting on the couch waiting for him. She was quite worried because Tom is never late.

Tomorrow is Nina's birthday. Unfortunately, Tom doesn't think she will be happy with her birthday present. Yesterday, Tom bought her a bike and he decided to ride it home from the bike shop. While he was riding down a hill, a driver came too close to him, and he landed in a ditch. Tom was okay, but the bike was ruined. Tom found a bus stop nearby and finally got home.

Tom told Nina the story, but Nina didn't care about the bike. She said she had a better present: her husband.

- 4. Why be Tom late
- 2. Where  $\ be \ his wife$
- 5. What present \ Nina \ get
- 3. What \Tom \ buy

CD 1 Track 48

### Exercise 14. Listening. (Charts 5-2 and 5-3)

Listen to each question and choose the best answer.

Exa	mple: You will hear:	When are you leaving?	
	You will choose:	a. Yes, I am. (b.) Tomorrow.	c. In the city.
1.	a. I am too.	b. Yesterday.	c. Sure.
2.	a. For dinner.	b. At 6:00.	c. At the restaurant.
3.	a. Outside the mall.	b. After lunch.	c. Because I need a ride.
4.	a. At work.	b. Because traffic was heavy.	c. A few hours ago.
5.	a. A pair of jeans.	b. At the store.	c. Tomorrow.

### Exercise 15. Warm-up. (Chart 5-4)

Match each question in Column A with the correct answer in Column B.

#### Column A

#### Column B

- 1. Who flew to Rome? \_\_\_\_\_
- 2. Who did you fly to Rome? \_\_\_\_\_
- 3. What did you fly to Rome?
- 4. What flew to Rome? \_\_\_\_\_
- a. A small plane flew to Rome.
- b. Pablo flew to Rome.
- c. I flew a small plane to Rome.
- d. I flew Pablo to Rome.

5-4 Questions W	5-4 Questions With Who, Who(m), and What					
Question	Answer					
(a) <i>Who</i> came? O (b) <i>Who(m</i> ) did <i>you</i> see?	S Someone came. S O I saw someone.	<ul> <li>In (a): <i>Who</i> is used as the subject (S) of a question.</li> <li>In (b): <i>Who(m)</i> is used as the object (O) in a question.</li> <li><i>Whom</i> is used in very formal English. In everyday spoken English, <i>who</i> is usually used instead of <i>whom</i>:</li> <li>UNCOMMON: Whom did you see?</li> <li>COMMON: Who did you see?</li> </ul>				
S (c) <b>What</b> happened?	S <b>Something</b> happened.	<i>What</i> can be used as either the subject or the object in a question.				
O (d) <i>What</i> did <i>you</i> see?	s O I saw <b>something</b> .	Notice in (a) and (c): When <i>who</i> or <i>what</i> is used as the subject of a question, usual question word order is not used; no form of <i>do</i> is used: CORRECT: Who came? INCORRECT: Who did come?				

# Exercise 16. Looking at grammar. (Chart 5-4)

Make questions with **who**, **who**(**m**), and **what**. Write "S" if the question word is the subject. Write "O" if the question word is the object.

	Question	Answer
1.	S <u>Who knows?</u> O	S Someone knows.
2.	Who(m) did you ask?	I asked <b>someone</b> .
3.		Someone knocked on the door.
4.		Talya met <b>someone</b> .
5.		Mike learned <b>something</b> .
б.		Something changed Gina's mind.
7.		Gina is talking about <b>someone</b> .*
8.		Gina is talking about <b>something</b> .

\*A preposition may come at the beginning of a question in very formal English:

About whom (NOT who) is Tina talking?

In everyday English, a preposition usually does not come at the beginning of a question.



#### Exercise 17. Looking at grammar. (Chart 5-4)

Complete the sentences with **who** or **what**.

- 1. A: \_\_\_\_\_ just called?
- B: That was Antonia.
- B: A pair of scissors. I'm cutting my hair.
- 3. A: \_\_\_\_\_\_ is Jae? B: My stepmom.

- 4. A: \_\_\_\_\_\_\_ is going on?
  - B: Ben's having a party.
- 2. A: \_\_\_\_\_\_ do you need? 5. A: \_\_\_\_\_\_ did you call? B: Tracy.
  - 6. A: \_\_\_\_\_\_ do you need?
    - B: Dr. Smith or her nurse.

#### Exercise 18. Let's talk: interview. (Chart 5-4)

Walk around the room and ask your classmates questions with who or what.

*Example:* \_\_\_\_\_ are you currently reading? SPEAKER A: What are you currently reading? SPEAKER B: A book about a cowboy.

- 1. \_\_\_\_\_ do you like to do in your free time?
- 2. \_\_\_\_\_ is your idea of the perfect vacation?
- 3. \_\_\_\_\_ is your best friend?
- 4. \_\_\_\_\_ was the most memorable event of your childhood?
- 5. \_\_\_\_\_ stresses you out?
- 6. do you need that you don't have?
- 7. \_\_\_\_ would you most like to invite to dinner? Why? (The person can be living or dead.)

#### Exercise 19. Listening. (Chart 5-4)

Listen to the conversation. Listen again and complete the sentences with the words you hear.

#### CDI A secret Track 49

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A: John told me something.

B: \_\_\_\_\_\_\_tell you?

- A: It's confidential. I can't tell you.
- B: \_\_\_\_\_ \_\_\_\_\_ anyone else? 2
- A: He told a few other people.
- B: \_\_\_\_ \_\_\_\_\_\_ tell? 3
- A: Some friends.
- B: Then it's not a secret. \_\_\_\_\_ \_ say? 4
- A: I can't tell you.
- \_\_\_\_\_ can't \_\_\_\_\_ B: \_\_\_\_ \_\_\_\_\_ me? 6 5

A: Because it's about you. But don't worry. It's nothing bad.

B: Gee. Thanks a lot. That sure makes me feel better.

# □ Exercise 20. Let's read and talk. (Chart 5-4)

Work in small groups. Ask your classmates for the meaning of the *italicized* words in the passage. Refer to a dictionary as necessary.

Example: type STUDENT A: What does type mean? STUDENT B: Type means kind or category.

#### **Types of Books**

There are several different *types* of books. You may be familiar with the categories of *fiction* and *nonfiction*. These are the two main types. *Fiction* includes *mysteries, romance, thrillers, science fiction*, and *horror. Nonfiction* includes *biographies, autobiographies, history,* and *travel.* There are other types, but these are some of the more common ones. Which type do you like best?

## Exercise 21. Warm-up. (Chart 5-5)

Answer the questions with information about yourself.

- 1. What do you do on weekends? I ...
- 2. What did you do last weekend? I ...
- 3. What are you going to do this weekend? I'm going to ...
- 4. What will you do the following weekend? I will ...

5-5 Using <i>What</i> + a Form	مرجع زبان ایرانیان	
Question	Answer	
<ul> <li>(b) What did you do yesterday?</li> <li>(c) What is Anna doing (right now)?</li> <li>(d) What are you going to do tomorrow?</li> </ul>	He goes to class. I went downtown. She's studying. I'm going to go to the beach. I want to go to a movie. I would like to visit Jim.	What + a form of do is used to ask questions about activities. Examples of forms of do: am doing will do, are going to do, did, etc.

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

Make questions beginning with What + a form of do.

- 1. A: <u>What are you doing</u> right now?
  - B: I'm working on my monthly report.
- 2. A: \_\_\_\_\_\_ last night?

B: I worked on my monthly report.

- 3. A: \_\_\_\_\_\_ tomorrow?
  - B: I'm going to visit my relatives.

4.	A:		tomorrow?
	B:	I want to go to the beach.	
5.	A:	/*.	this evening?
	B:	I would like to go to a movie.	
6.	A:	· · · · · · · · · · · · · · · · · · ·	tomorrow?
	B:	I'm staying home and relaxing most of the	day.
7.	A:		in your history class every day?
	B:	We listen to the teacher talk.	
8.	A:		(for a living)?*
	B:	I'm a teacher.	
	A:		your wife?
	B:	She designs websites. She works for an In	ternet company.

## □ Exercise 23. Let's talk: interview. (Chart 5-5)

Interview your classmates. Make questions with the given words and what + a form of do. More than one verb tense may be possible. Share a few of your classmates' answers with the class.

Example: tomorrow

SPEAKER A: What are you going to do tomorrow? / What do you want to do tomorrow? / What would you like to do tomorrow? / Etc.

SPEAKER B: I'm going to buy a new video game. / I want to buy a new video game. / I'd like to buy a new video game. / Etc.

- 1. last night 6. last weekend
- 2. right now 7. after class yesterday
- 3. next Saturday 8. every morning
- 4. this afternoon 9. since you arrived in this city
- 5. tonight 10. on weekends

# Exercise 24. Warm-up. (Chart 5-6)

Answer the questions about ice-cream flavors.

blackberry	chocolate	coffee	lemon	strawberry
caramel	coconut	green tea	mint	vanilla

- 1. Which ice-cream flavors are popular in your country?
- 2. What kind of ice cream do you like?

<sup>\*</sup>What do you do? has a special meaning. It means: What is your occupation, your job? Another way of asking the same question: What do you do for a living?

# 5-6 Using Which and What Kind Of

# Which

Which .	and the second	
ANN: Sure. I have two pens. This pen has black ink. That pen has red ink. <b>Which pen</b> do you want? OR		In (a): Ann uses <i>which</i> (not <i>what</i> ) because she wants Tom to choose. <i>Which</i> is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: <i>this one or that one; these or those</i> .
(b) SUE: I like these earrings, and I BOB: Which (earrings /ones) ar SUE: I think I'll get these.	ike those too.	<i>Which</i> can be used with either singular or plural nouns.
(c) JIM: Here's a photo of my daugl кім: Very nice. <i>Which one</i> is y		<i>Which</i> can be used to ask about people as well as things.
<ul> <li>(d) SUE: My aunt gave me some mo I'm going to take it with me вов: What are you going to buy sue: I haven't decided yet.</li> </ul>	to the mall.	In (d): The question doesn't involve choosing from a particular group of items, so Bob uses <i>what</i> , not <i>which</i> .
What kind of		And the first state of the
QUESTION (e) What kind of shoes did you buy	ANSWER Boots. Sandals. Tennis shoes. Loafers. Running shoes. High heels. Etc.	What kind of asks for information about a specific type (a specific kind) in a general category.         In (e): general category = shoes         specific kinds       = boots         sandals         tennis shoes         etc.
(f) What kind of fruit do you like be	Apples. Bananas. Oranges. Grapefruit. Strawberries. Etc.	In (f): general category = fruit specific kinds = apples bananas oranges etc.

# **Exercise 25. Looking at grammar.** (Chart 5-6)

Make questions beginning with Which or What.

- 1. A: I have two books. <u>Which book / Which one / Which do you want?</u>
  - B: That one. (I want that book.)
- 2: A: <u>What did you buy when you went shopping?</u>
  - B: A book. (I bought a book when I went shopping.)

- 3. A: Could I borrow your pen for a minute?
  - B: Sure. I have two.
  - A: That one. (I would like that one.)

4. A: \_\_\_\_\_

- B: A pen. (Hassan borrowed a pen from me.)
- 5. A: \_\_\_\_\_
  - B: Two pieces of hard candy. (I have two pieces of hard candy in my hand.) Would you like one?
  - A: Yes. Thanks.
  - B: \_\_\_\_\_
  - A: The yellow one. (I'd like the yellow one.)
- 6. A: Tony and I went shopping. I got some new shoes.
  - B: \_\_\_\_\_
    - A: A tie. (Tony got a tie.)
- 7. A: Did you enjoy your trip to South America?
  - B: Yes, I did. Very much.
  - A: \_\_\_\_

B: Peru, Brazil, and Venezuela. (I visited Peru, Brazil, and Venezuela.)\*

- A: \_\_\_\_\_
- B: Peru. (I enjoyed Peru the most. I have family there.)

# □ Exercise 26. Let's talk: interview. (Chart 5-6)

Make questions. Ask one of your classmates each question and write the answer. Share some of their answers with the class.

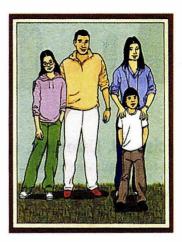
- 1. A: What kind of <u>shoes</u> are you wearing?
  - B: Boots. Classmate's answer: \_\_\_\_\_
- 2. A: What kind of <u>meat</u> do you eat most often?
  - B: Beef. Classmate's answer: \_\_\_\_\_
- 3. A: What kind of \_\_\_\_\_\_ do you like best?
  - B: Rock 'n roll. Classmate's answer:
- 4. A: What kind of \_\_\_\_\_\_ do you like to watch?
  - B: Comedy. Classmate's answer:
- 5. A: What kind of \_\_\_\_\_\_ do you like best?
  - B: Classmate's answer:

<sup>\*</sup> The difference between what country and which country is often very small.

# Exercise 27. Warm-up. (Chart 5-7)

Answer the questions.

- This is Ted's daughter. Whose daughter is that?
   a. That's Terry.
   b. That's Terry's.
- This is Ted. Who's next to him?
   a. That's Terry.
   b. That's Terry's.



بع زبان ایرانیان 5-7 Using Whose				
Question	Answer			
<ul> <li>(a) Whose (book) is this?</li> <li>(b) Whose (books) are those?</li> <li>(c) Whose car did you borrow?</li> </ul>	It's John's (book). They're mine (OR my books). I borrowed Karen's (car).	Whose asks about possession.* Notice in (a): The speaker of the question may omit the noun ( <b>book</b> ) if the meaning is clear to the listener.		
COMPARE: (d) <i>Who's</i> that? (e) <i>Whose</i> is that?	Mary Smith. Mary's.	<i>Who's</i> and <i>whose</i> have the same pronunciation. <i>Who's</i> is a contraction of <i>who is.</i> <i>Whose</i> asks about possession.		

\*See Charts 6-11, p. 166, and 6-12, p. 168, for ways of expressing possession.

# Exercise 28. Let's talk: pairwork. (Chart 5-7)

Work with a partner. Partner B looks at the picture below and tries to remember what the women are wearing. Then Partner B closes his/her book. Partner A asks questions by pointing to an item on page 126 and using *whose*. Partners should change roles after four items.

Example: PARTNER A: Whose purse is that? PARTNER B: It's Rita's.



Nina Rita



#### Exercise 29. Listening. (Chart 5-7)

Listen to the questions and circle the correct completions.

CD 1 Track 50	1.	Who's	Whose	3. Who's	Whose	5. Who's	Whose
			Whose	4. Who's	Whose	6. Who's	Whose

#### Exercise 30. Listening. (Chart 5-7)

Listen to the questions. Decide if the speaker is saying whose or who's. CD I Track 51



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#### An old vacation photo

1. whose	who's	3. whose	who's	5. whose	who's
2. whose	who's	4. whose	who's	6. whose	who's

#### Exercise 31. Warm-up. (Chart 5-8)

Match each question in Column A with the correct answer in Column B.

#### Column A

- 1. How tall is your sister? \_\_\_\_\_
- 2. How old is your brother? \_\_\_\_\_
- 3. How did you get here? \_\_\_\_\_
- 4. How soon do we need to go? \_\_\_\_\_
- 5. How well do you know Kazu? \_\_\_\_\_

#### Column B

- a. By bus.
- b. In five minutes.
- c. I don't. I only know his sister.
- d. Fifteen.
- e. Five feet (1.52 meters).

5-8 Using How					
Question	Answer				
(a) <b>How</b> did you get here?	I drove. / By car. I took a taxi. / By taxi. I took a bus. / By bus. I flew. / By plane. I took a train. / By train. I walked. / On foot.	<i>How</i> has many uses. One use of <i>how</i> is to ask about means (ways) of transportation.			
(b) How old are you?	Twenty-one.	How is often used with adjectives			
(c) <i>How tall</i> is he?	About six feet.	(e.g., old, big) and adverbs (e.g., well,			
(d) How big is your apartment?	It has three rooms.	quickly).			
(e) How sleepy are you?	Very sleepy.				
(f) How hungry are you?	I'm starving.				
(g) How soon will you be ready?	In five minutes.	24			
(h) How well does he speak English?	Very well.				
(i) How quickly can you get here?	I can get there in 30 minutes.				

# □ Exercise 32. Reading and grammar. (Chart 5-8)

Read the passage about John and then answer the questions.

## Long John

John is 14 years old. He is very tall for his age. He is 6 foot, 6 inches (2 meters). His friends call him "Long John." People are surprised to find out that he is still a teenager. Both his parents are average height, so John's height seems unusual.

It causes problems for him, especially when he travels. Beds in hotels are too short, and there is never enough leg room on airplanes. He is very uncomfortable. When he can, he prefers to take a train because he can walk around and stretch his legs.

1.	How tall is John?
2.	How old is John?
3.	How well do you think he sleeps in hotels?
4.	How comfortable is he on airplanes?
5	How does he like to travel?

#### Exercise 33. Looking at grammar. (Chart 5-8) Make questions with How.

1. A: \_\_How old is your daughter?\_\_ B: Ten. (My daughter is ten years old.) 2. A: B: Very important. (Education is very important.) 3. A: B: By bus. (I get to school by bus.) 4. A: B: Very, very deep. (The ocean is very, very deep.) 5. A: \_\_\_\_ B: By plane. (I'm going to get to Buenos Aires by plane.) 6. A: \_\_\_\_ B: Not very. (The test wasn't very difficult.) 7. A: \_\_\_\_\_ B: It's 29,029 feet high. (Mt. Everest is 29,029 feet high.)\* 8. A: \_\_\_\_\_ B: I ran. (I ran here.)

### Exercise 34. Listening. (Chart 5-8)

Complete the conversations with the words you hear.

CD 1 1. A: \_\_\_\_\_ are these eggs?

B: I just bought them at the Farmers' Market, so they should be fine.

- 2. A: \_\_\_\_\_\_ were the tickets?
  - B: They were 50% off.
- 3. A: \_\_\_\_\_\_ was the driver's test?
  B: Well, I didn't pass, so that gives you an idea.
- 4. A: \_\_\_\_\_\_\_\_ is the car?
  - B: There's dirt on the floor. We need to vacuum it inside.
- 5. A: \_\_\_\_\_\_\_\_ is the frying pan?
- B: Don't touch it! You'll burn yourself.
- 6. A: \_\_\_\_\_ is the street you live on?
  - B: There is a lot of traffic, so we keep the windows closed a lot.
- 7. A: \_\_\_\_\_\_ are you about interviewing for the job?
  - B: Very. I already scheduled an interview with the company.

\*29,029 feet = 8,848 meters

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# Exercise 35. Warm-up: trivia. (Chart 5-9)

Match each question in Column A with the best answer in Column B.\*

## Column A

- 1. How often does the earth go completely around the sun?
- How often do the summer Olympics occur? \_\_\_\_\_
- 3. How often do earthquakes occur? \_\_\_\_\_
- 4. How many times a year can a healthy person safely donate blood? \_\_\_\_\_
- 5. How many times a day do the hands on a clock overlap? \_\_\_\_\_

# Column B

- a. About six times a year.
- b. Several hundred times a day.
- c. Once a year.
- d. Every four years.
- e. Exactly 22 times a day.



5-9 Using How Often				
Question	Answer			
(a) <i>How often</i> do you go shopping?	Every day. Once a week. About twice a week. Every other day or so.* Three times a month.		<i>How often</i> asks about frequency.	
(b) How many times a day do you eat?	u eat? Three or four.		Other ways of askir	ng how often:
<b>How many times a week</b> do you go shopping?	Two.		a day a week	
<i>How many times a month</i> do you go to the post office?	Once.		how many times	a month a year
<i>How many times a year</i> do you take a vacation?	Once or twice			<b>`</b>
Frequency Expressions			2	
a lot	every	1		
occasionally	every other			
once in a while	P day / we		ek / month / year	
not very often				
hardly ever	three times a			
almost never	ten times a	J		
never				

\**Every other day* means "Monday yes, Tuesday no, Wednesday yes, Thursday no," etc. Or so means "approximately."

\*See Trivia Answers, p. 421.

## Exercise 36. Let's talk: pairwork. (Chart 5-9)

Work with a partner. Take turns asking and answering questions with *How often* or *How* many times a day/week/month/year.

*Example:* eat lunch at the cafeteria SPEAKER A: How often do you eat lunch at the cafeteria? SPEAKER B: About twice a week. How about you? How often do you eat at the cafeteria? SPEAKER A: I don't. I bring my own lunch.

- 1. check email
- 2. listen to podcasts
- 3. go out to eat
- 4. cook your own dinner
- 5. buy a toothbrush
- 6. go swimming

CD 1

Track 53

- 7. attend weddings
- 8. download music from the Internet

# **Exercise 37. Reading and listening.** (Charts 5-8 and 5-9)

Read the short paragraph about Ben. Then complete the questions with the words you hear.

### **Ben's Sleeping Problem**

Ben has a problem with insomnia. He's unable to fall asleep at night very easily. He also wakes up often in the middle of the night and has trouble getting back to sleep. Right now he's talking to a nurse at a sleep disorders clinic. The nurse is asking him some general questions.

1.		you?
2.		you?
3.		you weigh?
4.	In general,	you sleep at night?
5.		you fall asleep?
6.		you wake up during the night?
7.		. you in the mornings?
8.		you exercise?
9.		you feeling right now?
10.		you come in for an overnight appointment?

#### Exercise 38. Warm-up. (Chart 5-10)

Look at the map and answer the questions about flying distances to these cities.



- 1. How far is it from London to Madrid?
- 2. How many miles is it from London to Paris?
- 3. How many kilometers is it from Paris to Madrid?

5-10 U	ising l	How Far	
<ul> <li>(a) <i>It is</i> 489 (b)</li> <li>(b) <i>It is</i> 3,605</li> </ul>		n Oslo to Helsinki by air.* from Moscow to Beijing. from Beijing to Moscow. to Beijing from Moscow. to Moscow from Beijing.	The most common way of expressing distance: <i>It is</i> + <i>distance</i> + <i>from/to</i> + <i>to/from</i> In (b): All four expressions with <i>from</i> and <i>to</i> have the same meaning.
<ul> <li>(c) — How far is it from Mumbai to Delhi?</li> <li>— 725 miles.</li> </ul>			How far is used to ask questions about distance.
<ul> <li>(d) — <i>How far do you</i> live from school?</li> <li>— Four blocks.</li> </ul>			
<ul> <li>(e) How many miles is it from London to Paris?</li> <li>(f) How many kilometers is it to Montreal from here?</li> <li>(g) How many blocks is it to the post office?</li> </ul>			Other ways to ask <i>how far</i> : • how many miles • how many kilometers • how many blocks

\*1 mile = 1.60 kilometers; 1 kilometer = 00.614 mile

# □ Exercise 39. Looking at grammar. (Chart 5-10) Make questions with *How far*.

lake questions with now jur.

- 1. A: <u>How far is it from Prague to Budapest?</u>
  - B: 276 miles. (It's 276 miles to Prague from Budapest.)

- 2. A: \_ B: 257 kilometers. (It's 257 kilometers from Montreal to Quebec.)
- 3. A: B: Six blocks. (It's six blocks from here to the post office.)
- 4. A:

B: A few miles. (I live a few miles from work.)

#### Exercise 40. Looking at grammar. (Chart 5-10)

Write four questions with How far and words from the list. Use this model: How far is it from ( \_\_\_\_ ) to ( \_\_\_\_ )? Look up the correct distances. Ask other students your questions.

the sun Venus

the moon Jupiter

the earth Mars Neptune

#### Exercise 41. Warm-up. (Chart 5-11)

Complete the sentences. Then ask three different classmates about their nighttime routine. Begin with How long does it take you to ...? Share some of their answers with the class.

- 1. It takes me \_\_\_\_\_ minutes to get ready for bed.
- 2. It takes me \_\_\_\_\_ minutes to brush my teeth.
- 3. It usually takes me \_\_\_\_\_ minutes/hour(s) to fall asleep.

Saturn

5				Time: It - + length of time	+ Take and Ho + INFINITIVE	It + take is often	used with time words
(a) (b)	lt It	takes took	AI	20 minutes two hours	<i>to cook</i> rice. <i>to drive</i> to work.	time, as in (a) an	+ the simple form of a
(c) (d) (e) (f)	<ul> <li>(d) <i>How long</i> did it take Al to drive to work today? Two hours.</li> <li>(e) <i>How long</i> did you study last night? Four hours.</li> </ul>				How long asks a	about <i>length of time</i> .	
(g)					Other ways of as	king <i>how long</i> : minutes hours days weeks months years	

\*See Chart 13-3, p. 346.

## Exercise 42. Let's talk: pairwork. (Chart 5-11)

Work with a partner. Take turns asking and answering questions using it + take. Share a few of your answers with the class.

- 1. How long does it take you to . . .
  - a. eat breakfast?  $\rightarrow$  It takes me ten minutes to eat breakfast.
  - b. get to class?

.....

- c. write a short paragraph in English?
- d. read a 300-page book?
- 2. Generally speaking, how long does it take to ...
  - a. fly from (a city) to (a city)?
  - b. get from here to your hometown?
  - c. get used to living in a foreign country?
  - d. commute from (a local place) to (a local place) during rush hour?

## Exercise 43. Looking at grammar. (Chart 5-11)

Make questions with How long.

1. A: <u>How long did it take you to drive to Istanbul?</u>

B: Five days. (It took me five days to drive to Istanbul.)

- 2. A: \_\_\_\_\_
  - B: A week. (Mr. McNally will be in the hospital for a week.)

- 6. A: \_\_\_\_\_\_\_\_\_B: A couple of years. (I've known Mr. Pham for a couple of years.)
- 7. A: \_\_\_\_\_\_\_\_B: Since 2005. (He's been living in Canada since 2005.)

## 

6 CD 1 Track 54 **Exercise 44. Warm-up: listening. (Chart 5-12)** Listen to the questions. The verbs in *italics* are contracted with the question word. Choose the correct verb from the list for each question.

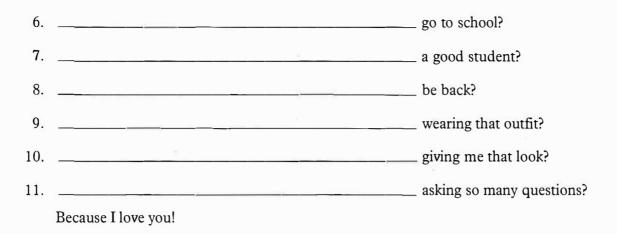
54						
	does	did	is	are	will	
A b	irthday					
1.	When's your birt	hday?				
2.	When'll your par	rty be?				
3.	Where'd you dec	ide to have it?				
4.	Who're you invit	ing?	- <u></u>			

ar <b>e</b> does	<ul> <li>"Why's she late?"</li> <li>(b) "What're these?"</li> <li>"Who're they talking to?"</li> <li>(c) "When's the movie start?"</li> </ul>	contracted with question words in speaking.
did	" <i>Where's</i> he live?" (d) " <i>Who'd</i> you see?" " <i>What'd</i> you do?"	
ha <b>s</b>	(e) " <i>What's</i> she done?" " <i>Where's</i> he gone?"	÷
hav <b>e</b>	(f) " <i>How've</i> you been?" " <i>What've</i> I done?"	
will	(g) " <i>Where'll</i> you be?" " <i>When'll</i> they be here?"	
	<ul> <li>(h) What do you → Whaddaya think?</li> <li>(i) What are you → Whaddaya thinking</li> </ul>	<i>What do you</i> and <i>What are you</i> both can be reduced to "Whaddaya" in spoken English.
10	Written	www.irLanguage.com
is	(j) Where's Ed? What's that? Who's he?	Only contractions with <i>where, what</i> , or <i>who</i> + <i>is</i> are commonly used in writing, such as in letters to friends or emails. They are generally not appropriate in more formal writing, such as in magazine articles or reference material.

## G CD 1 1. Where is my key? 8. Why is the teacher absent? Track 55 9. Who is that? 2. Where are my keys? 3. Who are those people? 10. Why did you say that? 4. What is in that box? 11. Who did you talk to at the party? 5. What are you doing? 12. How are we going to get to work? 6. Where did Bob go last night? 13. What did you say? 7. Who will be at the party? 14. How will you do that? Exercise 46. Listening. (Chart 5-12) Complete the sentences with the words you hear. Write the non-contracted forms. R CD 1 On an airplane Track 56 Example: You will hear: When's the plane land? You will write: <u>When does</u> the plane land? 1. \_\_\_\_\_ you going to sit with? 2. \_\_\_\_\_ you going to get your suitcase under the seat? 3. \_\_\_\_\_ the flight attendant just say? 4. \_\_\_\_\_ we need to put our seat belts back on? 5. \_\_\_\_\_\_ the plane descending? 6. \_\_\_\_\_\_ we going down? 7. \_\_\_\_\_ the pilot tell us what's going on? 8. \_\_\_\_\_ meet you when you land? 9. \_\_\_\_\_ our connecting flight? 10. \_\_\_\_\_\_ we get from the airport to our hotel? Exercise 47. Listening. (Chart 5-12) Complete the questions with the words you hear. Write the non-contracted forms. Ć CD 1 A mother talking to her teenage daughter Track 57 1. \_\_\_\_\_ going? 2. \_\_\_\_\_ going with? 3. \_\_\_\_\_ that? 4. \_\_\_\_\_\_ known him? 5. \_\_\_\_\_ meet him?

Exercise 45. Listening. (Chart 5-12)

Listen to the contractions in these questions.



Exercise 48. Listening. (Chart 5-12)

6 CD 1 Listen to the questions and circle the correct non-reduced forms of the words you hear.

Example: You will hear: Whaddya want? Track 58 You will choose: What are you (What do you)

- 1. What are you What do you
- 2. What are you What do you
- What do you 3. What are you
- 4. What are you What do you
- 5. What are you What do you
- 6. What are you What do you
- 7. What are you What do you
- 8. What are you What do you

#### Exercise 49. Warm-up. (Chart 5-13)

Part I. Both sentences in each pair are grammatically correct. Which question in each pair do you think is more common in spoken English?

- 1. a. How do you spell "Hawaii?" b. What is the spelling for "Hawaii?"
- 2. a. How do you pronounce G-A-R-A-G-E? b. What is the pronunciation for G-A-R-A-G-E?

Part II. Which two questions have the same meaning?

- 1. How are you doing?
- 2. How's it going?
- 3. How do you do?

Question	Answer	
<ul> <li>(a) How do you spell "comi</li> <li>(b) How do you say "yes" ir</li> <li>(c) How do you say /prono</li> </ul>	Japanese? Hai.	To answer (a): Spell the word. To answer (b): Say the word. To answer (c): Pronounce the word.
<ul> <li>(d) How are you getting all</li> <li>(e) How are you doing?</li> <li>(f) How's it going?</li> </ul>	ong? (Great. Fine. Okay. So-so.	In (d), (e), and (f): How is your life? Is your life okay? Do you have any problems? NOTE: Example (f) is also used in greetings: <i>Hi</i> , <i>Bob. How's it going</i> ?
(g) How do you feel? How are you feeling?	Terrific! Wonderful! Great! Fine. Okay. So-so. A bit under the weather. Not so good. Terrible! / Lousy. / Awful!	The questions in (g) ask about health or about general emotional state.
(h) How do you do?	How do you do?	How do you do? is used by two speakers when they meet each other for the first time in a somewhat formal situation, as in (h).*

\*A: Dr. Erickson, I'd like to introduce you to a friend of mine, Rick Brown. Rick, this is my biology professor, Dr. Erickson.

B: How do you do, Mr. Brown?

C: How do you do, Dr. Erickson? I'm pleased to meet you.

## Exercise 50. Game. (Chart 5-13)

Divide into two teams. Take turns spelling the words your teacher gives you. The team with the most correct answers wins. Your book is closed.

*Example:* country TEACHER: How do you spell "country"? TEAM A: C-O-U-N-T-R-Y. TEACHER: Good. (If the answer is incorrect, the other team gets a try.)

- 1. together 7. beginning
- 2. people 8. intelligent
- 3. daughter 9. Mississippi
- 4. beautiful 10. purple
- 5. foreign 11. rained
- 6. neighbor 12. different

## Exercise 51. Let's talk. (Chart 5-13)

Walk around the room and ask your classmates how to say each item in another language (Japanese, Arabic, German, French, Korean, etc). If someone doesn't know, ask another person. Use this question: *How do you say*  $(\_)$  *in*  $(\_)$ ?

5. Good-bye.

#### Example:

SPEAKER A: How do you say "yes" in French? SPEAKER B: "Yes" in French is "oui."

- 1. No.
- 2. Thank you. 4. How are you? 6. Excuse me.

3. Okay.

### Exercise 52. Warm-up. (Chart 5-14)

In the conversation, the speakers are making suggestions. <u>Underline</u> their suggestions.

- A: Let's invite the Thompsons over for dinner.
- B: Good idea! How about next Sunday?
- A: Let's do it sooner. What about this Saturday?

5-	-14 Using How About and What	t About
(a)	<ul> <li>A: We need one more player.</li> <li>B: <i>How about/What about Jack?</i> Let's ask him if he wants to play.</li> </ul>	<i>How about</i> and <i>what about</i> have the same meaning and usage. They are used to make suggestions or offers.
(b)	<ul><li>A: What time should we meet?</li><li>B: <i>How about/What about three o'clock?</i></li></ul>	<i>How about</i> and <i>what about</i> are followed by a noun (or pronoun) or the <i>-ing</i> form of a verb (gerund).
(C)	<ul><li>A: What should we do this afternoon?</li><li>B: <i>How about going</i> to the zoo?</li></ul>	NOTE: <i>How about</i> and <i>what about</i> are frequently used in informal spoken English, but are usually not used in unities.
(d)	<ul><li>A: What about asking Sally over for dinner next Sunday?</li><li>B: Okay. Good idea.</li></ul>	writing.
(e)	A: I'm tired. <i>How about you?</i> B: Yes, I'm tired too.	How about you? and What about you? are used to ask a question that refers to the information or
(f)	<ul> <li>A: Are you hungry?</li> <li>B: No. <i>What about you?</i></li> <li>A: I'm a little hungry.</li> </ul>	<pre>question that immediately preceded it. In (e): How about you? = Are you tired? In (f): What about you? = Are you hungry?</pre>

## □ Exercise 53. Grammar and listening. (Chart 5-14)

Choose the best response. Then listen to each conversation and check your answer.

# CD 1 Example:

6

SPEAKER A: What are you going to do over vacation? SPEAKER B: I'm staying here. What about you?

SPEAKER A: a. Yes, I will. I have a vacation too.

(b.) I'm going to Jordan to visit my sister.

c. I did too.

- 1. A: Did you like the movie?
  - B: It was okay, I guess. How about you?
  - A: a. I thought it was pretty good.
    - b. I'm sure.
    - c. I saw it last night.
- 2. A: Are you going to the company party?
  - B: I haven't decided yet. What about you?
    - A: a. I didn't know that.
      - b. Why aren't you going?
      - c. I think I will.
- 3. A: Do you like living in this city?
  - B: Sort of. How about you?
  - A: a. I'm living in the city.
    - b. I'm not sure. It's pretty noisy.
    - c. Yes, I have been.
- 4. A: What are you going to have?
  - B: Well, I'm not really hungry. I think I might order just a salad. How about you?
  - A: a. I'll have one too.
    - b. I'm eating at a restaurant.
    - c. No, I'm not.

#### Exercise 54. Let's talk: pairwork. (Chart 5-14)

Work with a partner. The given questions are common ways to begin casual conversations or make "small talk." Partner A asks the question and Partner B answers. Both speakers look at each other, not the book, when speaking.

*Example:* What kind of books do you like to read? PARTNER A: What kind of books do you like to read? PARTNER B: I like biographies. How about you? PARTNER A: Thrillers are my favorite.

- 1. How long have you been living in (this city or country)?
- 2. What are you going to do after class today?
- 3. What kind of movies do you like to watch?

#### Change roles.

- 4. Do you come from a large family?
- 5. What kind of sports do you enjoy?
- 6. Do you speak a lot of English outside of class?

#### Exercise 55. Warm-up. (Chart 5-15)

What is the expected response? Circle yes or no.

1.	You're studying English, aren't you?	yes	no

2. You're not a native speaker of English, are you? yes no

5-15 Tag Questions				
<ul> <li>(a) Jill is sick, <i>isn't she</i>?</li> <li>(b) You didn't know, <i>did you</i>?</li> <li>(c) There's enough time, <i>isn't there</i>?</li> <li>(d) I'm not late, <i>am I</i>?</li> <li>(e) I'm late, <i>aren't I</i>?</li> </ul>	A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question. Notice that <i>I am</i> becomes <i>aren't I</i> in a negative tag, as in (e). ( <i>Am I</i> <i>not</i> is also possible, but it is very formal and rare.			
Affirmative (+)Negative(d) You know Bill, (e) Marie is from Paris,don't isn't s		Affirmative Expected Answer Yes. Yes.	When the main verb is affirmative, the tag question is negative, and the expected answer agrees with the main verb.	
Negative (-)Affirm(f) You don't know Tom, (g) Marie isn't from Athens,do you is she		Negative Expected Answer No. No.	When the main verb is negative, the tag question is affirmative, and the expected answer agrees with the main verb.	
THE SPEAKER'S QUESTION	THE SPEAK	THE SPEAKER'S IDEA		
<ul> <li>(h) It will be nice tomorrow, won't it?</li> <li>(i) It will be nice tomorrow, won't it?</li> </ul>	intonation of A speaker of (h): the speaker of is correct. Falling into	Tag questions have two types of intonation: rising and falling. The intonation determines the meaning of the tag. A speaker uses rising intonation to make sure information is correct. In (h): the speaker has an idea; the speaker is checking to see if the idea is correct. Falling intonation is used when the speaker is seeking agreement. In (i):		
	listener will	the speaker thinks it will be nice tomorrow and is almost certain the listener will agree.		
YES/NO QUESTIONS (j) — Will it be nice tomorrow? — Yes, it will. OR No, it won't.	information		ne speaker is simply looking for	

## □ Exercise 56. Listening and grammar. (Chart 5-15)

Listen to each pair of sentences and answer the question.

- 1. a. You're Mrs. Rose, aren't you?
  - b. Are you Mrs. Rose?

QUESTION: In which sentence is the speaker checking to see if her information is correct?

- 2. a. Do you take cream with your coffee?
  - b. You take cream with your coffee, don't you?

QUESTION: In which sentence does the speaker have no idea?

3. a. You don't want to leave, do you?b. Do you want to leave?

QUESTION: In which sentence is the speaker looking for agreement?

CD 1

Track 60



## Exercise 57. Grammar and listening. (Chart 5-15)

Complete the tag questions with the correct verbs. Then listen to the questions and check your answers.

Track 61

### 1. Simple Present

- a. You like strong coffee, <u>don't</u> you?
- b. David goes to Ames High School, \_\_\_\_\_ he?
- c. Leila and Sara *live* on Tree Road, \_\_\_\_\_\_ they?
- d. Jane *has* the keys to the storeroom, \_\_\_\_\_ \_\_\_\_\_\_ she?
- e. Jane's in her office, \_\_\_\_\_\_\_ she?
- f. You're a member of this class, \_\_\_\_\_ you?
- g. Oleg doesn't have a car, \_\_\_\_\_\_ he?
- h. Lisa isn't from around here, \_\_\_\_\_\_ she?
- i. I'm in trouble, \_\_\_\_\_ I?

## 2. Simple Past

- a. Paul went to Indonesia, \_\_\_\_\_ he?
- b. You *didn't talk* to the boss, \_\_\_\_\_ you?
- c. Ted's parents weren't at home, \_\_\_\_\_\_ they?
- d. That was Pat's idea, \_\_\_\_\_\_ it?

## 3. Present Progressive, Be Going To, and Past Progressive

- a. You're studying hard, \_\_\_\_\_ you?
- b. Greg isn't working at the bank, \_\_\_\_\_\_ he?
- c. It isn't going to rain today, \_\_\_\_\_\_ it?
- d. Michelle and Yoko were helping, \_\_\_\_\_ they?
- e. He wasn't listening, he?

## 4. Present Perfect

- a. It has been warmer than usual, \_\_\_\_\_\_ it?
- b. You've had a lot of homework, \_\_\_\_\_ you?
- c. We haven't spent much time together, \_\_\_\_\_ we?
- d. Fatima has started her new job, \_\_\_\_\_\_ she?
- e. Bruno hasn't finished his sales report yet, \_\_\_\_\_ he?
- f. Steve's had to leave early, \_\_\_\_\_ he?

## Exercise 58. Let's talk: pairwork. (Chart 5-15)

Work with a partner. Make true statements for your partner to agree with. Remember, if your partner makes an affirmative statement before the tag, the expected answer is "yes." If your partner makes a negative statement before the tag, the expected answer is "no."

1. The weather is \_\_\_\_\_\_ today, isn't it?

- 2. This books costs \_\_\_\_\_, doesn't it?
- 3. I'm \_\_\_\_\_, aren't I?
- 4. The classroom isn't \_\_\_\_\_, is it?
- 5. Our grammar homework wasn't \_\_\_\_\_,was it?
- 6. Tomorrow will be \_\_\_\_\_, won't it?

## Exercise 59. Listening. (Chart 5-15)

Listen to the tag questions and choose the expected responses.

#### <sup>CD 1</sup> Track 62 **Checking in at a hotel**

Č

Example:	You will hear:	Our roo	om's ready, isn't it?
	You will choos	e: yes	no
1. yes	no	6. yes	no
2. yes	no	7. yes	no
3. yes	no	8. yes	no
4. yes	no	9. yes	no
5. yes	no	10. yes	no

## Exercise 60. Check your knowledge. (Chapter 5)

Edit the sentences. Correct the errors in question formation.

- 1. Who you saw?  $\rightarrow$  Who did you see?
- 2. Where I buy subway tickets?
- 3. Whose is that backpack?
- 4. What kind of tea you like best?
- 5. It's freezing out and you're not wearing gloves, aren't you?
- 6. Who you studied with at school?
- 7. She is going to work this weekend, doesn't she?
- 8. How long take to get to the airport from here?
- 9. How much height your father have?
- 10. It's midnight. Why you so late? Why you forget to call?

142 CHAPTER 5

#### Exercise 61. Listening. (Chapter 5)

Part I. Listen to the questions and choose the correct answers.

CD 1 Track 63

Example:	You will hear: You will choose:		
1. a. I	love it.	4.	a. Two miles.

- b. Jazz and rock. b. Three blocks. c. The radio. c. Ten minutes.
- 2. a. I was really tired. b. At 7:30. c. A package.
- 5. a. Amy is.
  - b. Amy's.
    - c. That is Amy.

- 3. a. A little sick. b. No, I'm not. c. Howard's fine.
- 6. a. Next week.
  - b. A few days ago.
  - c. On Fifth Street.

Part II. Listen to each conversation and choose the sentence that best completes it.

- 7. a. My wallet.
  - b. At the box office.
  - c. I think so.

- 9. a. Yes, I am.
  - b. My company is moving to another city.
  - c. I loved my job.
- 8. a. It usually comes by noon. b. By truck. c. One time a day.
- 10. a. It's great.
  - b. I'm a construction supervisor.
  - c. We're doing really well.

#### Exercise 62. Let's listen and talk: pairwork. (Chapter 5)

Listen to the conversation. Then work with a partner. Take turns being the cashier and the customer. Complete the sentences with items from the menu and practice the conversation.



burger cheeseburger double cheeseburger fries

chicken strips fish burger veggie burger salad

soft drinks: cola, lemon soda, iced tea milkshakes: vanilla, strawberry, chocolate (small, medium, large)

## Ordering at a fast-food restaurant

CASHIER: So, what'll it be?

CUSTOMER: I'll have a \_\_\_\_\_

Would you like fries or a salad with your burger? CASHIER:

CUSTOMER: I'll have (a) \_\_\_\_\_

CASHIER: What size?

CUSTOMER:

CASHIER: Anything to drink?

CUSTOMER: I'll have a \_\_\_\_\_

CASHIER: Size?

CUSTOMER:	,	
CASHIER:	Okay. So that's	 

CUSTOMER: About how long'll it take?

CASHIER: We're pretty crowded right now. Probably 10 minutes or so. That'll be \$6.50. Your number's on the receipt. I'll call the number when your order's ready.

CUSTOMER: Thanks.

## **Exercise 63.** Let's read and write. (Chapters $1 \rightarrow 5$ )

Part I. Read the fairy tale and answer the questions at the end.

## **The Frog Prince**

Once upon a time, there was a king with three unmarried daughters. One day while the king was thinking about his daughters' futures, he had an idea. He thought, "I'm going to drop three jewels among the young men in the village center. The men who find\* the jewels will become my daughters' husbands." He announced his plan to all of the people of his kingdom.

The next day, the king took an emerald, a ruby, and a diamond into the village. He walked among the young men and dropped the jewels. A handsome man picked up the emerald. Then a wealthy prince found the ruby. But a frog hopped toward the diamond and took it. He said to the king, "I am the Frog Prince. I claim your third daughter as my wife."





When the king told Trina, his third daughter, about the Frog Prince, she refused to marry him. She hid from her friends and grew sadder every day. Meanwhile, her two sisters had grand weddings.

<sup>\*</sup>The simple present is used here because the story is giving the king's exact words in a quotation. Notice that quotation marks ("...") are used. See Chart 14-8, p. 000, for more information about quotations.

Eventually, Trina ran away and went to live in the woods, but she was very lonely and unhappy. One day Trina went swimming in a lake. Trina became tired in the cold water and decided to give up. She didn't want to live anymore. As she was drowning, the frog suddenly appeared and pushed Trina to the shore.

"Why did you save my life, Frog?"

"Because you are very young, and you have a lot to live for."

"No, I don't," said the princess. "I am the most miserable person in the world."

"Let's talk about it," said the frog. Trina and the Frog Prince sat together for hours and hours. Frog listened and understood. He told her about his own unhappiness and loneliness. They shared their deepest feelings with each other.

One day while they were sitting near the lake, Trina felt great affection for the frog. She bent down and kissed him on his forehead. Suddenly the frog turned into a man! He took Trina in his arms and said, "You saved me with your kiss. An evil wizard changed me from a prince into a frog. I needed to find the love of a woman with a truly good heart to set me free.\* You looked inside me and found the real me."

Trina and the prince returned to the castle and got married. Her two sisters, she discovered, were very unhappy because their husbands treated them poorly. But Trina and her Frog Prince lived happily ever after.

#### Questions:

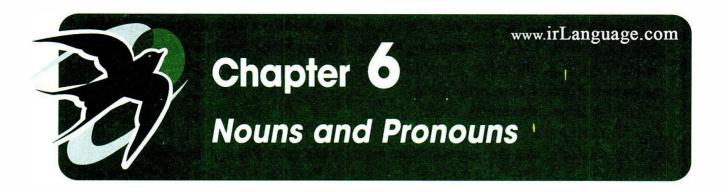
- 1. What did the king want for his daughters?
- 2. Why did a frog claim Trina for his wife?
- 3. What did Trina do to escape the marriage?
- 4. Where did she meet the frog again?
- 5. Why did she kiss the frog?
- 6. What did an evil wizard do to the frog?
- 7. What kind of lives did her sisters have?
- 8. What kind of life did Trina and the Frog Prince have?

Part II. Write a story that begins Once upon a time. Use one of the given topics.

Topics:

- 1. Read the story again and then retell it in your own words. Write one or two paragraphs. Do not look at the story when you write.
- 2. Write a fairy tale that you are familiar with, perhaps one that is well known in your culture.
- 3. Create a story with your classmates. Each student writes one or two sentences at a time. One student begins the story. Then he or she passes the paper on to another student, who then writes a sentence or two and passes the paper on — until everyone in the class has had a chance to write part of the story, or until the story has an ending. This story can then be reproduced for the class to edit together. The class may want to add art and "publish" the final product as a small book.

\*set me free = give me my freedom



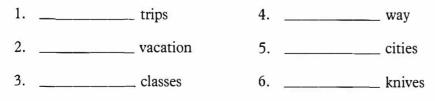
## □ Exercise 1. What do I already know? (Chapter 6)

This exercise previews grammar terms used in this chapter. Identify the *italicized* word in each sentence as a noun, adjective, preposition, or pronoun.

1.	Miki is a <i>student</i> at my school.	noun		
2.	She is from Kyoto, Japan.	pronoun		
3.	Kyoto is south of Tokyo.	preposition		
4.	It is a <i>beautiful</i> city.	adjective		
5.	This summer $I$ am going there with Miki.			
6.	I am looking forward to this trip.			
7.	My parents are <i>happy</i> for me.			
8.	B. I will stay with Miki's family.			
9.	They have a <i>small</i> hotel.			
10.	It is near a popular park.			
11.	The park has lovely gardens.			
12.	Miki has shown me postcards of them.			

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

Write the word one before the singular nouns and the word two before the plural nouns.



6.	6-1 Plural Forms of Nouns				
	Singular	Plural			
(a)	one bird one street one rose	two <b>birds</b> two <b>streets</b> two <b>roses</b>	To make most nouns plural, add -s.		
(b)	one dish one match one class one box	two <b>dishes</b> two <b>matches</b> two <b>classes</b> two <b>boxes</b>	Add - <i>es</i> to nouns ending in - <i>sh</i> , - <i>ch</i> , - <i>ss</i> , and - <i>x</i> .		
(c)	one baby one city	two <b>babies</b> two <b>cities</b>	If a noun ends in a consonant + <b>-y</b> , change the <b>y</b> to <b>i</b> and add <b>-es</b> , as in (c).		
(d)	one toy one key	two <b>toys</b> two <b>keys</b>	If <b>-y</b> is preceded by a vowel, add only <b>-s</b> , as in (d).		
(e)	one knife one shelf	two <b>knives</b> two <b>shelves</b>	If a noun ends in <b>-fe</b> or <b>-f</b> , change the ending to <b>-ves</b> . EXCEPTIONS: <i>beliefs, chiefs, roofs, cuffs, cliffs.</i>		
(f)	one tomato one zoo one zero	two <b>tomatoes</b> two <b>zoos</b> two <b>zeroes/zeros</b>	<ul> <li>The plural form of nouns that end in -o is sometimes -oes and sometimes -os.</li> <li>-oes: tomatoes, potatoes, heroes, echoes</li> <li>-os: zoos, radios, studios, pianos, solos, sopranos, photos, autos, videos</li> <li>-oes or -os: zeroes/zeros, volcanoes/volcanos, tornadoes/tornados, mosquitoes/mosquitos</li> </ul>		
(g)	one child one foot one goose one man one mouse one tooth one woman	two <i>children</i> two <i>feet</i> two <i>geese</i> two <i>men</i> two <i>mice</i> two <i>teeth</i> two <i>vomen</i> two <i>people</i>	Some nouns have irregular plural forms. NOTE: The singular form of <i>people</i> can be <i>person, woman, man, child.</i> For example, one <i>man</i> and one <i>child</i> = two <i>people.</i> (Two <i>persons</i> is also possible.)		
(h <b>)</b>	one deer one fish one sheep	two <b>deer</b> two <b>fish</b> two <b>sheep</b>	The plural form of some nouns is the same as the singular form.		
(i)	one bacterium one crisis	two <b>bacteria</b> two <b>crises</b>	Some nouns that English has borrowed from other languages have foreign plurals.		

## 

**Exercise 3. Looking at grammar. (Chart 6-1)** Write the correct singular or plural form of the given words.

- 1. one chair two \_\_\_
- 2. a \_\_\_\_\_ a lot of windows
- 3. one wish several \_\_\_\_\_



4.	a	two dishes
5.	a tax	a lot of
6.	one boy	two
7.	a hobby	several
8.	one leaf	two
9.	a	two halves
10.	a belief	many
11.	one wolf	two
12.	a radio	several
13.	one	a lot of sheep
14.	one	two feet

## Exercise 4. Looking at grammar. (Chart 6-1)

Write the plural form of each noun under the correct heading. The number of words for each column is given in parentheses. NOTE: *fish* and *thief* can go in two places.

✓ butterfly	child	hero	mouse	thief
baby	city	library	✓ museum	tomato
boy	fish	√man	potato	woman
√bean	girl	mosquito	sandwich	Z00

People (8)	Food (5)	Things people catch (5)	Places people visit (4)
men	beans	butterflies	museums
	÷.		

## 

**Exercise 5. Check your knowledge. (Chart 6-1)** Edit the newspaper ad by making the appropriate nouns plural. There are eight errors.

ON S	SALE (M	/hile supply la	ist)					
shirt	jean	pant	dress	ALC: NO				
Outfit and shoe for babys 50% off								

#### Exercise 6. Warm-up: listening. (Chart 6-2) 6

CD 2 Track 1

Listen to the nouns. Circle yes if you hear a plural ending. If not, circle no.

Example:	You will hear: You will choose	books : (yes)	no			
	You will hear: You will choose	class : yes	no			
1. yes	no	3. yes	no	5.	yes	no
2. yes	no	4. yes	no	6.	yes	no

6-	2 Pro	onu	nciatio	n of Final -s/-es
Fina	al <i>-s/-es</i> ha	s thre	ee different p	ronunciations: /s/, /z/, and /əz/.
(a)	seats maps lakes	=	seat/s/ map/s/ lake/s/	Final <b>-s</b> is pronounced /s/ after voiceless sounds. In (a): /s/ is the sound of "s" in "bus." Examples of voiceless* sounds: /t/, /p/, /k/.
(b)	seeds stars holes laws		seed/z/ star/z/ hole/z/ law/z/	Final <b>-s</b> is pronounced /z/ after voiced sounds. In (b): /z/ is the sound of "z" in "buzz." Examples of voiced* sounds: /d/, /r/, /l/, /m/, /b/, and all vowel sounds.
(c)	dishes matches classes sizes pages judges			Final <b>-s/-es</b> is pronounced /əz/ after -sh, -ch, -s, -z, -ge/-dge sounds. In (c): /əz/ adds a syllable to a word.

\*See Chart 2-5, p. 39, for more information about voiceless and voiced sounds.

## □ Exercise 7. Listening. (Chart 6-2)

Listen to the words. Circle the sound you hear at the end of each word: /s/, /z/, or /əz/.

0					•			-	-
CD 2 Track 2	1.	pants	/s/	/z/	/əz/	4. pens	/s/	/z/	/əz/
	2.	cars	/s/	/z/	/əz/	5. wishes	/s/	/z/	/əz/
	3.	boxes	/s/	/z/	/əz/	6. lakes	/s/	/z/	/əz/

#### Exercise 8. Listening. (Chart 6-2)

Listen to each pair of words. Decide if the endings have the same sound or a different sound.

CD 2 Track 3

Exan	nple:	You will hear: You will choose:	maps same	streets differen	t
		You will hear: You will choose:	knives same	forks	t
1.	same	different	5.	same	different
2.	same	different	6.	same	different
3.	same	different	7.	same	different
4.	same	different	8.	same	different

CD 2

Track 4

6

## Exercise 9. Listening and pronunciation. (Chart 6-2)

Listen to the words. Write the pronunciation of each ending you hear: /s/, /z/, or /z/. Practice pronouncing the words.

1. names = name/ $z$ /	4. boats = boat/ $/$	7. $lips = lip/ /$
2. $clocks = clock/s/$	5. eyelashes = eyelash/ $/$	8. bridges = bridge/ /
3. eyes = eye/ $/$	6. ways = way/ $/$	9. cars = car/ $/$

## Exercise 10. Listening. (Chart 6-2)

Listen to the sentences and circle the words you hear.

CD 2 Track 5	1.	size	sizes	3.	fax	faxes	5.	glass	glasses
	2.	fax	faxes	4.	price	prices	6.	prize	prizes

## □ Exercise 11. Warm-up (Chart 6-3)

Part I. Work in small groups. Make lists.

- 1. Name things people need to take with them when they travel.
- 2. Name things you do when you have free time.
- 3. Name important people in your life.

*Part II.* Read your lists. Make sentences using the following information. Share some of your sentences with the class.

- 1. People need to take \_\_\_\_\_ with them when they travel.
- 2. I \_\_\_\_\_ when I have free time.
- 3. \_\_\_\_ have been important in my life.

Part III. Answer these questions about your answers in Part II.

- 1. In which sentence did you write verbs?
- 2. In which two sentences did you write nouns?
- 3. In which sentence did you write subjects?
- 4. In which sentence did you write objects?

(a)	The	S <b>sun</b> (noun)	v <b>shin</b> (verb		An English sentence has a SUBJECT (s) and a VERB (V). The SUBJECT is a <b>noun</b> . In (a): <b>sun</b> is a noun; it is the subject of the verb <b>shines</b> .
(b)	S <b>Plants</b> (noun)	v <b>grow</b> . (verb)			
(c)	S <b>Plants</b> (noun)	V <b>need</b> (verb)	O <b>wate</b> (nou		Sometimes a VERB is followed by an OBJECT (O). The OBJECT of a verb is a <b>noun</b> . In (c): <i>water</i> is the object of the verb <b>need</b> .
• •	S <b>Bob</b> (noun)	v <b>is read</b> (verb		O <b>a book</b> . (noun)	

## □ Exercise 12. Looking at grammar. (Chart 6-3)

Complete each diagram with the correct subject, verb, and object.

1. The carpenter built a table.

The carpenter	built	a table	I
subject	verb	object of verb	

2. Birds fly.

Bir	ds	fly	(none)	
sub	ject	verb	object of verb	

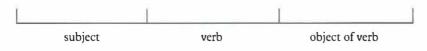
3. Cows eat grass.

1		[.	1
subject	verb	object of verb	

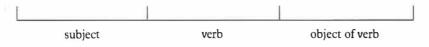
4. The actor sang.

subject verb object of verb

5. The actor sang a song.



6. Accidents happen frequently.



7. The accident injured a woman.

Ĩ.		1		1	
. —	subject		verb	object of verb	

## Exercise 13. Looking at grammar. (Charts 6-2 and 6-3)

If the word in *italics* is used as a noun, circle "N." If the word in *italics* is used as a verb, circle "V."

1.	People <i>smile</i> when they're happy.	Ν	V
2.	Maryam has a nice <i>smile</i> when she's happy.	$(\mathbb{N})$	V
3.	Please don't sign your name in pencil.	Ν	V
4.	People often name their children after relatives.	Ν	V
5.	Airplanes land on runways at the airport.	Ν	V
6.	The land across the street from our house is vacant.	Ν	V
7.	People usually store milk in the refrigerator.	Ν	V
8.	We went to the store to buy some milk.	Ν	V
9.	I took the express train from New York to Washington, D.C., last week.	Ν	V
10.	Lindsey trains horses as a hobby.	Ν	V

## Exercise 14. Warm-up: pairwork. (Chart 6-4)

Work with a partner. Make true sentences about yourself using *like* or *don't like*. Share a few of your partner's answers with the class.

I like/don't like to do my homework . . .

- 1. at the library.6. in the evening.
- 2. at the kitchen table. 7. on weekends.
- 3. in my bedroom. 8. after dinner.
- 4. on my bed. 9. before class.
- 5. with a friend. 10. during class.

SV ( a) Ann put her bo		PREP	, ,	lish sentences have p the desk is a prepos		
S V PRE b) A leaf fell <b>to</b>	P O OF PREP	desk. (noun)In (a): on the desk is a prepositional phrase.A prepositional phrase consists of a PREPOSITION (PREP) an an OBJECT OF A PREPOSITION (O of PREP). The object of a preposition is a NOUN.				
Reference List of	Prepositions		-			
about	before	desp	oite	of		to
above	behind	dowr	n	off		toward(s)
across	below	durir	ng	on		under
after	beneath	for	-	out		until
against	beside	from		over		up
along	besides	in		since		upon
among	between	into		through		with
around	beyond	like		throughout		within
at	by	near		till		without

## Exercise 15. Looking at grammar. (Chart 6-4)

Check ( $\checkmark$ ) the prepositional phrases, and <u>underline</u> the noun in each phrase that is the object of the preposition.

1. $\checkmark$ across the street	5 next to the phone
2 in a minute	6 doing work
3 daily	7 in a few hours

4. \_\_\_\_ down the hill 8. \_\_\_\_ from my parents

## Exercise 16. Looking at grammar. (Charts 6-3 and 6-4)

Check ( $\checkmark$ ) the sentences that have objects of prepositions. Identify the preposition (P) and the object of the preposition (Obj. of P).

1. a. \_\_\_\_ Emily waited quietly.

P Obj. of P

b. \_\_\_\_ Emily waited quietly for her mother.

P Obj. of P

c. \_\_\_\_ Emily's mother was talking to a friend.

- 2. a. \_\_\_\_\_ Kimiko saw a picture on the wall.
  - b. \_\_\_\_\_ Kimiko recognized the people.
  - c. \_\_\_\_\_ Kimiko looked at the picture closely.

- 3. a. \_\_\_\_\_ Annika lost her ring yesterday.
  - b. \_\_\_\_\_ Annika lost her ring in the sand.
  - c. \_\_\_\_\_ Annika lost her ring in the sand at the beach.
- 4. a. \_\_\_\_\_ A talkative woman sat with her husband.
  - b. \_\_\_\_\_ We were at a meeting.
  - c. \_\_\_\_\_ She talked to her husband the entire time.

## Exercise 17. Let's talk. (Chart 6-4)

Review prepositions of place by using the given phrases in complete sentences. Demonstrate the meaning of the preposition with an action while you say the sentence. Work in pairs, in small groups, or as a class.

*Example:* across the room

 $\rightarrow$  I'm walking across the room. OR I'm looking across the room.

1. above the door 9. below the window 2. against the wall 10. beside my book 3. toward(s) the door 11. near the door 4. between two pages of my book 12. far from the door 5. in the room 13. off my desk 6. into the room 14. out the window 7. on my desk 15. behind me 8. at my desk 16. through the door

## Exercise 18. Game: trivia. (Chart 6-4)

Work in small groups. Answer the questions without looking at a map. After you have finished, look at a map to check your answers.\* The team with the most correct answers wins.

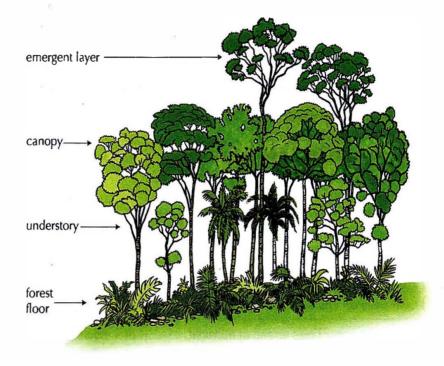
- 1. Name a country directly under Russia.
- 2. Name the country directly above Germany.
- 3. What river flows through London?
- 4. What is a country near Haiti?
- 5. Name a country next to Vietnam.
- 6. Name a city far from Sydney, Australia.
- 7. What is the country between Austria and Switzerland?
- 8. Name the city within Rome, Italy.
- 9. Name two countries that have a river between them.
- 10. Name a country that is across from Saudi Arabia.

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<sup>\*</sup>See Trivia Answers, p. 421.

### Exercise 19. Reading. (Chart 6-4)

Read the passage and then answer the questions.



#### The Habitats of a Rainforest

Rainforests have different areas where animals live. These areas are called *habitats*. Scientists have given names to the four main habitats or layers of a rainforest.

Some animals live in the tops of giant trees. The tops of these trees are much higher than the other trees, so this layer is called the *emergent* layer. Many birds and insects live there.

Under the emergent layer is the *canopy*. The canopy is the upper part of the trees. It is thick with leaves and vines, and it forms an umbrella over the rainforest. Most of the animals in the rainforest live in the canopy.

The next layer is the *understory*. The understory is above the ground and under the leaves. In the understory, it is very dark and cool. It gets only 2–5% of the sunlight that the canopy gets. The understory has the most insects of the four layers, and a lot of snakes and frogs also live there.

Finally, there is the *forest floor*. On the surface of this floor are fallen leaves, branches, and other debris.\*\* In general, the largest animals in the rainforest live in this layer. Common animals in this habitat are tigers and gorillas.

- 1. Name two types of animals that live in the tops of giant trees.
- 2. Where is the understory?
- 3. Where do you think most mosquitoes live?
- 4. What are some differences between the emergent layer and the forest floor?

\*\* debris = loose, natural material, like dirt

<sup>\*</sup>emergent = in botany, a plant that is taller than other plants around it, like a tall tree in a forest

## □ Exercise 20. Warm-up. (Chart 6-5)

Complete the sentences with information about yourself.

I was born ...

1.	in	(month).	3.	on	(weekday).
2.	on	(date).	4.	at	(time).

6-	<b>5</b> Prepositions of Time	
in	<ul> <li>(a) Please be on time <i>in the future</i>.</li> <li>(b) I usually watch TV <i>in the evening</i>.</li> <li>(c) I was born <i>in October</i>.</li> <li>(d) I was born <i>in 1995</i>.</li> <li>(e) I was born <i>in the 20th century</i>.</li> <li>(f) The weather is hot <i>in</i> (<i>the</i>) <i>summer</i>.</li> </ul>	$in + the past, the present, the future*$ $in + the morning, the afternoon, the evening$ $in + \begin{cases} a month \\ a year \\ a century \\ a season \end{cases}$
on	<ul> <li>(g) I was born on October 31st, 1995.</li> <li>(h) I went to a movie on Thursday.</li> <li>(i) I have class on Thursday morning(s).</li> </ul>	<ul> <li>on + a date</li> <li>on + a weekday</li> <li>on + (a) weekday morning(s), afternoon(s), evening(s)</li> </ul>
at	<ul> <li>(j) We sleep at night. I was asleep at midnight.</li> <li>(k) I fell asleep at 9:30 (nine-thirty).</li> <li>(1) He's busy at the moment. Can I take a message?</li> </ul>	<ul> <li>at + noon, night, midnight</li> <li>at + "clock time"</li> <li>at + the moment, the present time, present</li> </ul>

\*Possible in British English: in future (e.g., Please be on time in future.).

## Exercise 21. Looking at grammar. (Chart 6-5)

Complete the sentences with *in*, *at*, or *on*. All the sentences contain time expressions.

Studious Stan has college classes ...

1.	the morning.	6 Saturdays.
2.	the afternoon.	7 Saturday mornings.
3.	the evening.	8 noon.
4.	night.	9 midnight.
5.	weekdays.	

Unlucky Lisa has a birthday every four years. She was born ...

10.	February 29th.	13 2000.	
11.	February 29th, 2000.	14 February 2000	•
12.	February.	15 the winter.	

Cool Carlos is a fashion designer. He's thinking about clothing designs ...

- 16. \_\_\_\_\_ the moment.
- 17. \_\_\_\_\_ the present time.
- 18. \_\_\_\_\_ the past.

## □ Exercise 22. Let's talk: interview. (Chart 6-5)

Complete each question with an appropriate preposition. Interview seven classmates. Ask each person one question.

- 1. What do you like to do \_\_\_\_\_ the evening?
- 2. What do you usually do \_\_\_\_\_ night before bed?
- 3. What do you like to do \_\_\_\_\_ Saturday mornings?
- 4. What did you do \_\_\_\_\_ January 1st of this year?
- 5. What were you doing \_\_\_\_\_ January 1st, 2000 (the beginning of the new millennium)?
- 6. How do you spend your free time \_\_\_\_\_ January?
- 7. What will you do with your English skills \_\_\_\_\_ the future?

## Exercise 23. Warm-up. (Chart 6-6)

Check  $(\checkmark)$  all the grammatically correct sentences.

- 1. a. \_\_\_\_ I left Athens in 2005. 2. a. \_\_\_\_ Lee sold his car yesterday.
  - b. \_\_\_\_ I left in 2005 Athens. b. \_\_\_\_ Yesterday Lee sold his car.
  - c. \_\_\_\_ In 2005, I left Athens. c. \_\_\_\_ Lee sold yesterday his car.

6.	6-6 Word Order: Place and Time						
(a)	S V Ann moved We went	PLACE to Paris to a movie	TIME in 2008. vesterday	In a typical English sentence, "place" comes before "time," as in (a). INCORRECT: Ann moved in 2008 to Paris.			
(b)	s v	0	P T Niami in 2005.	S-V-O-P-T = Subject-Verb-Object-Place-Time (basic English sentence structure)			
(c)	TIME <i>In 2008,</i>		PLACE to Paris.	Expressions of time can also come at the beginning of a sentence, as in (c) and (d).			
(d)	Yesterday	we went	to a movie.	A time phrase at the beginning of a sentence is often followed by a comma, as in (c).			

## Exercise 24. Looking at grammar. (Chart 6-6)

Put the given phrases in correct sentence order.

1. to Paris \ next month

Monique's company is going to transfer her \_\_\_\_\_

2. last week \ through Turkey

William began a bike trip \_\_\_\_\_

- 3. at his uncle's bakery \ Alexi \ on Saturday mornings \ works
- 4. arrived  $\$  in the early morning  $\$  at the airport  $\$  my plane

## Exercise 25. Warm-up. (Chart 6-7)

Add -s where appropriate. If no final -s is necessary, write Ø.

- 1. Lions roar \_\_\_\_\_.
- 4. A tiger in the jungle roar \_\_\_\_\_.
- 2. A lion roar \_\_\_\_\_.
- 5. Tigers in the jungle roar \_\_\_\_\_.
- 3. Lions and tigers roar \_\_\_\_\_.
- 6. Tigers in jungles roar \_\_\_\_\_.

6-7 Subject-Verb Agreement	
SINGULAR SINGULAR (a) The <i>sun</i> shine <i>s</i> . PLURAL PLURAL (b) <i>Bird<b>s</b> sing</i> .	A singular subject takes a singular verb, as in (a). A plural subject takes a plural verb, as in (b). Notice: $verb + -s =$ singular ( <i>shines</i> ) noun + -s = plural ( <i>birds</i> )
SINGULAR SINGULAR (c) <i>My brother lives</i> in Jakarta. PLURAL PLURAL (d) <i>My brother <b>and</b> sister live</i> in Jakarta.	Two subjects connected by <i>and</i> take a plural verb, as in (d).
<ul> <li>(e) The <i>glasses</i> over there under the window by the sink <i>are</i> clean.</li> <li>(f) The <i>information</i> in those magazines about Vietnamese culture and customs <i>is</i> very interesting.</li> </ul>	Sometimes phrases come between a subject and a verb. These phrases do not affect the agreement of the subject and verb.
V S (g) <i>There <b>is</b> a <b>book</b> on the desk. V S (h) <i>There <b>are</b> some <b>books</b> on the desk.</i></i>	<b>There</b> + $be$ + subject expresses that something exists in a particular place. The verb agrees with the noun that follows <i>be</i> .
<ul> <li>(i) <i>Every student is</i> sitting down.</li> <li>(j) <i>Everybody/Everyone hopes</i> for peace.</li> </ul>	<b>Every</b> is a singular word. It is used with a singular, not plural, noun. INCORRECT: Every students Subjects with <b>every</b> take singular verbs, as in (i) and (j).
(k) <b>People</b> in my country <b>are</b> friendly.	People is a plural noun and takes a plural verb.

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**Exercise 26. Looking at grammar. (Chart 6-7)** Work in small groups. Complete the sentences with the correct form of the verb from the list. Discuss the words you use to describe different animal sounds in your native language.

	bark chirp hiss	meow	roar			
	What sounds do these animals make?					
	1. A dog	6.	A bird			
	2. Dogs	7.	Cats			
	3. Lions in the wild	8.	Sea lions on a beach			
	4. Lions, tigers, and leopards	9.	A lizard			
	5. Every snake	10.	Baby chickens			
	Exercise 27. Looking at gramma Underline and identify the subject (S) and S V 1. The students in this class speaks Eng	d the verb (V).	Correct errors in agreement.			
	2. My aunt and uncle speak Spanish	→ OK (no error)				
	3. Every students in my class speak Eng	lish well.				
4. There are five student from Korea in Mr. Ahmad's class.						
	5. There's a vacant apartment in my bu	ilding.				
	6. Does people in your neighborhood k	now each other	;			
	7. The neighbors in the apartment next					
	<b>Exercise 28. Listening.</b> (Charts 6-2) Listen to the passage. Listen a second tin you may want to check your understanding	ne and add <b>-s</b>				
5	How Some	Animals Stay	Cool			
	How do animal stay cool in hot	weather? Mar	ny animal don't sweat like			
	human $\underline{}_3$ , so they have other way $\underline{}_4$		_			
	$\operatorname{Dog}_{\frac{1}{5}}$ , for example, have a lot of					
	cool mainly by panting. By the way, if you					
	panting.					

Cat \_\_\_\_\_ lick \_\_\_\_ their paw \_\_\_\_\_ and chest \_\_\_\_\_. When their fur \_\_\_\_\_ is wet, they become cooler.

Elephant \_\_\_\_\_ have very large ear \_\_\_\_\_. When they are hot, they can flap their huge ear \_\_\_\_\_. The flapping ear \_\_\_\_\_ act \_\_\_\_\_ like a fan and it cool \_\_\_\_\_ them. Elephant \_\_\_\_\_ also like to roll in the mud \_\_\_\_\_ to stay cool.

### □ Exercise 29. Warm-up. (Chart 6-8)

Think about the very first teacher you had. Choose words from below to describe him/her.

young middle-aged elderly	friendly unfriendly	serious patient impatient	
elderly	fun	impatient	

6-8 Using Adjectives to Describe Nouns					
ADJECTIVE NOUN (a) Bob is reading a <i>good</i> book.	Words that describe nouns are called ADJECTIVES. In (a): <i>good</i> is an adjective; it describes the book.				
<ul> <li>(b) The <i>tall woman</i> wore a <i>new</i> dress.</li> <li>(c) The <i>short woman</i> wore an <i>old</i> dress.</li> <li>(d) The <i>young</i> woman wore a <i>short</i> dress.</li> </ul>	We say that adjectives "modify" nouns. <i>Modify</i> means "change a little." An adjective changes the meaning of a noun by giving more information about it.				
(e) Roses are <b>beautiful</b> flowers. INCORRECT: Roses are beautifuls flowers.	Adjectives are neither singular nor plural. They do NOT have a plural form.				
(f) He wore a <i>white</i> shirt. INCORRECT: He wore a shirt white.	Adjectives usually come immediately before nouns, as in (f). Adjectives can also follow main verb <b>be</b> , as in (g) and (h).				
(g) Roses <i>are <b>beautiful</b>.</i> (h) His shirt <i>was <b>white.</b></i>					

### Exercise 30. Looking at grammar. (Chart 6-8)

Check  $(\checkmark)$  the phrases that have adjectives. <u>Underline</u> the adjectives.

- 1.  $\checkmark$  a scary story 4. \_\_\_\_ a small, dark, smelly room
- 2. \_\_\_\_ on Tuesday 5. \_\_\_\_ quickly and then slowly
- 3. \_\_\_\_ going to a famous place 6. \_\_\_\_ long or short hair

### Exercise 31. Looking at grammar. (Chart 6-8)

Add the given adjectives to the sentences. Choose *two* of the three adjectives in each item to add to the sentence.

*Example:* hard, heavy, strong A man lifted the box.  $\rightarrow$  A strong man lifted the heavy box.

1. beautiful, safe, red Roses are flowers.

- 2. empty, wet, hot The waiter poured coffee into my cup.
- 3. fresh, clear, hungry Mrs. Fields gave the kids a snack.
- After our dinner, Frank helped me with the dishes. 4. dirty, modern, delicious

#### Exercise 32. Looking at grammar. (Chart 6-8)

Work in small groups.

Part I. Add your own nouns, adjectives, and prepositions to the list. Don't look at Part II.

1.	an adjectiveold	6.	an adjective
2.	a person's name	7.	an adjective
3.	a plural noun	8.	a preposition of place
4.	a plural noun	9.	an adjective
5.	a singular noun	10.	a plural noun

Part II. Complete the sentences with the same words you added in Part I. Some of your completions might sound a little odd or funny. Read your completed passage aloud to another group or to the rest of the class.

One day a/an \_\_\_\_\_\_ girl was walking in the city. Her name was

\_\_\_\_\_. She was carrying a package for her grandmother. It contained some

\_\_\_\_\_, some \_\_\_\_\_\_, and a/an \_\_\_\_\_, among other

things.

As she was walking down the street, a/an \_\_\_\_\_\_ thief stole her package. The \_\_\_\_\_\_ girl pulled out her cell phone and called the police, who caught the thief \_\_\_\_\_\_ a nearby building and returned her package to her. She took it immediately to her \_\_\_\_\_\_ grandmother, who was glad to get the package because she really needed some new \_\_\_\_\_ 10

#### Exercise 33. Warm-up. (Chart 6-9)

Combine the word *chicken* with the words in the list.

	√fresh	hot	√legs	recipe	soup	
1.	<u>chicken lege</u>	5		_ 4		
2.	fresh chicke	en		_ 5		
3.				_		

6-9 Using Nouns as Adjectives							
<ul><li>(a) I have a <i>flower</i> garden.</li><li>(b) The <i>shoe</i> store also sells socks.</li></ul>	Sometimes words that are usually used as nouns are used as adjectives. For example, <i>flower</i> is usually a noun, but in (a), it's used as an adjective to modify <i>garden</i> .						
(c) INCORRECT: a flowers garden (d) INCORRECT: the shoes store	When a noun is used as an adjective, it is singular in form, NOT plural.						

#### Exercise 34. Looking at grammar. (Chart 6-9)

Underline and identify the nouns (N). Use one of the nouns in the first sentence as an adjective in the second sentence.

	N N
1.	This book is about grammar. It's a <u>grammar book</u> .
2.	My garden has vegetables. It's a
3.	The soup has beans. It's
4.	I read a lot of articles in magazines. I read a lot of
5.	The factory makes toys. It's a
6.	The villages are in the mountains. They are
7.	The lesson was about art. It was an
8.	Flags fly from poles. Many government buildings have

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**Exercise 35. Looking at grammar. (Chart 6-9)** Add *-s* to the *italicized* nouns if necessary. Then agree or disagree with each statement. Circle yes or no.

1.	One day, computer programs will make it possible for computers to think.	yes	no
2.	Computer make life more stressful.	yes	no
3.	Airplane trips are enjoyable nowadays.	yes	no
4.	Airplane don't have enough legroom.	yes	no
5.	Bicycle are better than cars for getting around in a crowded city.	yes	no
6.	It's fun to watch bicycle races like the Tour de France on TV.	yes	no
7.	Vegetable soups are delicious.	yes	no
8.	Fresh vegetable are my favorite food.	yes	no

\*When one noun modifies another noun, the spoken stress is usually on the first noun: a grammar book.

#### Exercise 36. Listening and speaking. (Charts 6-1-+ 6-9)

Part I. Listen to two friends talking about finding an apartment.

CD 2 Part 11. Complete your own conversation. Perform it for the class. You can use words from Track 7 the list. NOTE: This conversation is slightly different from Part I.

	air-conditioning a balcony close to my job	an elevator an exercise room a laundry room	near a bus stop near a freeway parking	a studio a two-bedroom a walk-up			
A:	I'm looking for a new place to live.						
B:	How come?						
A:	I need						
B:	I just helped a friend find one. I can help you. What else do you want?						
A:	I want Also, I						

- I don't want
- B: Anything else?

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- \_\_\_\_\_ would be nice. A:
- B: That's expensive.
- A: I guess I'm dreaming.

#### Exercise 37. Warm-up. (Chart 6-10)

Read the conversation. Look at the personal pronouns in green. Decide if they are subject or object pronouns.

- A: Did you hear? Ivan quit his job.
- B: I know. I don't understand him. Between you and me, I think it's a bad decision.  $\frac{1}{2}$
- subject object 1. you 2. I
- subject object
- 3. him subject object
- subject 4. you object
- 5. me subject object

# 6-10 Personal Pronouns: Subjects and Objects

Personal Pronouns					
SUBJECT PRONOUNS:IweOBJECT PRONOUNS:meus	you he, she, it they you him, her, it them				
S (a) Kate is married. She has two children. ∩ (b) Kate is my friend. 1 know her well. ↑	A pronoun refers to a noun. In (a): <b>she</b> is a pronoun; it refers to <b>Kate</b> . In (b): <b>her</b> is a pronoun; it refers to <b>Kate</b> . In (a): <b>She</b> is a SUBJECT PRONOUN. In (b): <b>her</b> is an OBJECT PRONOUN.				
<ul><li>(c) Mike has <i>a new blue bike</i>.</li><li>He bought <i>it</i> yesterday.</li></ul>	A pronoun can refer to a single noun (e.g., <i>Kate</i> ) or to a noun phrase. In (c): <i>it</i> refers to the whole noun phrase <i>a new blue bike</i> .				
<ul> <li>S</li> <li>(d) <i>Eric and I</i> are good friends.</li> <li>(e) Ann met <i>Eric and me</i> at the museum.</li> <li>(f) Ann walked between <i>Eric and me</i>.</li> </ul>	Guidelines for using pronouns following <i>and</i> : If the pronoun is used as part of the subject, use a subject pronoun, as in (d). If the pronoun is part of the object, use an object pronoun, as in (e) and (f). INCORRECT: Eric and me are good friends. INCORRECT: Ann met Eric and I at the museum.				
SINGULAR PRONOUNS: I me PLURAL PRONOUNS: we us	you he, she, it him, her you they them				
<ul> <li>(g) <i>Mike</i> is in class. <i>He</i> is taking a test.</li> <li>(h) The <i>students</i> are in class. <i>They</i> are taking a test.</li> <li>(i) <i>Kate and Tom</i> are married. <i>They</i> have two children.</li> </ul>	Singular = one. Plural = more than one. Singular pronouns refer to singular nouns; plural pronouns refer to plural nouns, as in the examples.				

## Exercise 38. Looking at grammar. (Chart 6-10)

Write the nouns that the pronouns in **boldface** refer to.

- 1. The apples were rotten, so the children didn't eat **them** even though **they** were really hungry.
  - a. them = \_\_\_\_\_
  - b. they = \_\_\_\_\_
- 2. Do bees sleep at night? Or do **they** work in the hive all night long? You never see **them** after dark. What do **they** do after night falls?
  - a. they = \_\_\_\_\_
  - b. them = \_\_\_\_\_
  - c. they = \_\_\_\_\_

- 3. Table tennis began in England in the late 1800s. Today it is an international sport. My brother and I played it a lot when we were teenagers. I beat **him** sometimes, but **he** was a better player and usually won.
  - a. it = \_\_\_\_\_
  - b. it = \_\_\_\_\_
  - c. him = \_\_\_\_\_
  - d. he = \_\_\_\_



## Exercise 39. Looking at grammar. (Chart 6-10)

Circle the correct words in *italics*.

- 1. Toshi ate dinner with *I*, *me*.
- 2. Toshi ate dinner with Mariko and I, me.
- 3. I, me had dinner with Toshi last night.
- 4. Jay drove Eva and I, me to the store. He waited for we, us in the car.
- 5. A: I want to get tickets for the soccer game.
  - B: You'd better get it, them right away. It, They is, are selling fast.

## Exercise 40. Looking at grammar. (Chart 6-10)

Complete the sentences with she, he, it, her, him, they, or them.

- 1. I have a grammar book. <u>*It*</u> is black.
- 2. Brian borrowed my books. \_\_\_\_\_ returned \_\_\_\_\_ yesterday.
- 3. Sonya is wearing some new earrings. \_\_\_\_\_ look good on \_\_\_\_\_,
- Don't look directly at the sun. Don't look at \_\_\_\_\_\_ directly even if you are wearing sunglasses. The intensity of its light can injure your eyes.
- Recently, I read about "micromachines." \_\_\_\_\_\_ are machines that are smaller than a grain of sand. One scientist called \_\_\_\_\_\_ "the greatest scientific invention of our time."

## Exercise 41. Warm-up. (Chart 6-11)

Match the phrases to the pictures that describe them.



Picture A

- 1. \_\_\_\_\_ the teacher's office
- 2. \_\_\_\_\_ the teachers' office



Picture B

6-	11	Possess	ive	Nouns	www.irLanguage.com
			e sti	idents' names.	An apostrophe (') and an <i>-s</i> are used with nouns to show possession.
SINGULAR		the student my baby a man James	$\stackrel{\wedge}{\rightarrow} \stackrel{\rightarrow}{\rightarrow} \stackrel{\rightarrow}{\rightarrow}$	the student's name my <b>baby's</b> name a <b>man's</b> name James'/James's name	SINGULAR POSSESSIVE NOUN:         noun + apostrophe (') + -s         A singular noun that ends in -s has two possible         possessive forms: James' OR James's.
PLURAL	(f) (g)	the students my babies men the children	$\rightarrow$ $\rightarrow$	the <i>students'</i> names my <i>babies'</i> names <i>men's</i> names the <i>children's</i> names	PLURAL POSSESSIVE NOUN: noun + -s + apostrophe (') IRREGULAR PLURAL POSSESSIVE NOUN: noun + apostrophe (') + -s (An irregular plural noun is a plural noun that does not end in -s: children, men, people, women. See Chart 6-1.)
Compare: (h) <i>Tom's</i> here. (i) <i>Tom's</i> brother is here.			In (h): <i>Tom's</i> is not a possessive noun. It is a contraction of <i>Tom is</i> , used in informal writing. In (i): <i>Tom's</i> is a possessive noun.		

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**Exercise 42. Looking at grammar. (Chart 6-11)** Decide if the meaning of the *italicized* word is "one" or "more than one."

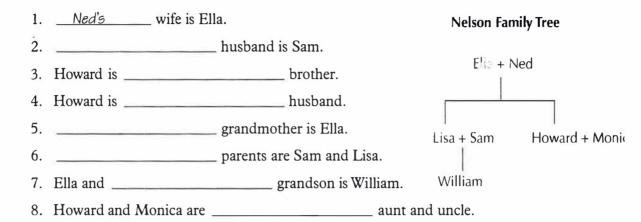
1.	The teacher answered the student's questions.	one	more than one
2.	The teacher answered the students' questions.	one	more than one
3.	Our daughters' bedroom is next to our room.	one	more than one

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4.	Our son's room is downstairs.	one	more than one
5.	Men's clothing is on sale at the department store.	one	more than one
6.	This looks like a woman's shirt.	one	more than one

## Exercise 43. Looking at grammar. (Chart 6-11)

Look at the Nelson's family tree. Complete the sentences using the correct possessive form.



## Exercise 44. Game: trivia. (Chart 6-11)

Work in small groups. Use the correct possessive form of the given nouns to complete the sentences. Decide if the information is true or false. The group with the most correct answers wins.<sup> $\star$ </sup>

1. earth	The surface is about 70% water.	Т	F
2. elephant	An skin is pink and wrinkled.	Т	F
3. man	Pat is a name.	Т	F
4. woman	Pat is a name.	Т	F
5. women	The area for language is larger in brains.	Т	F
6. Men	brains are bigger than women's brains.	Т	F
7. person	A eyes blink more if he/she is nervous.	Т	F
8. People	voices always get lower as they age.	Т	F

## Exercise 45. Warm-up. (Chart 6-12)

Check ( $\checkmark$ ) all the grammatically correct responses.

Whose camera is this?

- 1. \_\_\_\_ It's my camera. 5. \_\_\_\_ It's your camera.
- 2. \_\_\_\_ It's mine. 6. \_\_\_\_ It's your's.
- 3. \_\_\_\_ It's my. 7. \_\_\_\_ It's theirs.
- 4. \_\_\_\_ It's yours. 8. \_\_\_\_ It's their camera.

<sup>\*</sup>See Trivia Answers, p. 421.

This pen belongs to me.		Examples (a) and (b) have the same meaning; they	
<ul><li>(a) It's <i>mine</i>.</li><li>(b) It is <i>my</i> pen.</li></ul>		both show possession. <i>Mine</i> is a <i>possessive pronoun; my</i> is a <i>possessive adjective.</i>	
POSSESSIVE PRONOUNS (c) I have <i>mine</i> (d) You have <i>yours</i> (e) She has <i>hers</i> (f) He has <i>his</i> (g) We have <i>ours</i> (h) You have <i>yours</i> (i) They have <i>theirs</i> (j)	POSSESSIVE ADJECTIVES I have <b>my</b> pen. You have <b>your</b> pen. She has <b>her</b> pen. He has <b>his</b> pen. We have <b>our</b> pens. You have <b>your</b> pen. They have <b>their</b> pens. I have a book. <b>Its</b> cover is black.	A POSSESSIVE PRONOUN is used alone, without a noun following it. A POSSESSIVE ADJECTIVE is used only with a noun following it. INCORRECT: I have mine pen. INCORRECT: I have my.	
COMPARE <i>its</i> vs. <i>it's</i> : (k) Sue gave me a book. (I) Sue gave me a book.	don't remember <i>its</i> title. I <b>t's</b> a novel.	In (k): <i>its</i> (NO apostrophe) is a possessive adjective modifying the noun <i>title</i> . In (I): <i>It's</i> (with an apostrophe) is a contraction of $it + is$	
COMPARE <i>their</i> vs. <i>there</i> vs. (m) The students have <i>the</i> (n) My books are over <i>the</i> (o) Where are the students	ir books. re	Their, there, and they're have the same pronunciation, but not the same meaning. their = possessive adjective, as in (m) there = an expression of place, as in (n) they're = they are, as in (o)	

# □ Exercise 46. Looking at grammar. (Chart 6-12)

Circle the correct completions.

- 1. Alice called (her,)hers friend.
- 2. Hasan wrote a letter to his, he's mother.
- 3. It's, Its normal for a dog to chase it's, its tail.
- 4. The bird cleaned its, it's feathers with its, it's beak.
- 5. Paula had to drive my car to work. Hers, Her had a flat tire.
- 6. Junko fell off her bike and broke hers, her arm.
- 7. Anastasia is a good friend of me, mine.\*
- 8. I met a friend of you, yours yesterday.
- 9. A: Excuse me. Is this my, mine pen or your, yours?
  - B: This one is my, mine. Your, Yours is on your, yours desk.

<sup>\*</sup>A friend of + possessive pronoun (e.g., a friend of mine) is a common expression.

- 10. a. Adam and Amanda are married. They, Them live in an apartment building.
  - b. Their, There, They're apartment is on the fifth floor.
  - c. We live in the same building. *Our, Ours* apartment has one bedroom, but *their, theirs* has two.
  - d. Their, There, They're sitting their, there, they're now because their, there, they're waiting for a visit from their, there, they're son.

# Exercise 47. Warm-up. (Chart 6-13)

Work in small groups. Use a mirror to demonstrate the following sentences. Take turns saying the sentences while students perform the actions.

- 1. I am looking at myself.
- 5. They are looking at themselves.
- 2. You are looking at yourself.
- 3. You are looking at yourselves.
- 4. He is looking at himself.
- 6. She is looking at herself.
- 7. We are looking at ourselves.

6-13 I	Reflexive	Pronouns	מرجع زبان ایرانیان			
nyself	(a) I saw mys	self in the mirror.	Reflexive pronouns end in -self/-selves. They are used			
yourself (b) You (one person) saw yourself.		person) saw <b>yourself</b> .	when the subject (e.g., 1) and the object (e.g., myself) are			
herself (c) She saw herself.		herself.	the same person.			
nimself	(d) He saw h	imself.	INCORRECT: I saw me in the mirror.			
tself	(e) It (e.g., th	e kitten) saw <b>itself</b> .	· · · · · · · · · · · · · · · · · · ·			
ourselves	(f) We saw o	ourselves.				
ourselves	(g) You (plura	al) saw <b>yourselves</b> .				
hemselves	(h) They saw	themselves.				
(i) <i>Greg</i> live	es by himself.		By + a reflexive pronoun = alone			
	es <b>by himself</b> . <b>myself</b> on the	park bench.	By + a reflexive pronoun = alone         In (i): Greg lives alone, without family or roommates.			
(j) /sat <b>by</b>						
(j) /sat <b>by</b> (k) /enjoye	myself on the ed myself at the		In (i): Greg lives alone, without family or roommates.Enjoy and a few other verbs are commonly followed by a			
(j) / sat by (k) / enjoye Common Ex believe in	myself on the ped myself at the pressions with yourself	e fair. • <b>Reflexive Pronouns</b> help yourself	In (i): Greg lives alone, without family or roommates.         Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below.         pinch yourself         tell yourself			
<ul> <li>(j) / sat by</li> <li>(k) / enjoye</li> <li>Common Explanation</li> <li>believe in blame you</li> </ul>	myself on the ed myself at the pressions with yourself urself	e fair. Reflexive Pronouns help yourself hurt yourself	In (i): Greg lives alone, without family or roommates.         Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below.         pinch yourself       tell yourself         be proud of yourself       work for yourself			
(j) / sat by (k) / enjoye Common Ex believe in	myself on the pressions with yourself	e fair. • <b>Reflexive Pronouns</b> help yourself	In (i): Greg lives alone, without family or roommates.         Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below.         pinch yourself       tell yourself         be proud of yourself       work for yourself			

	1.	Are you okay, Heidi? Did you hurt _	yourself?						
	2.	Leo taught	to play the piano. He never had a teacher.						
	3.	Do you ever talk to							
		sometimes							
	4.	A newborn baby can't take care of							
	5.	It is important for all of us to have co	nfidence in our own abilities. We need to believe in						
	б.	Isabel always wishes	good luck before a big test.						
	7.	Kazu, there's plenty of food on the table. Please help							
	8.		d to pinch to make sure I						
		wasn't dreaming.							
	List	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther	n with reflexive pronouns.						
CD 2	List	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther	n with reflexive pronouns. s my fault. I caused it. I was responsible. In other						
CD 2	List	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther <i>mple:</i> You will hear: The accident wa	n with reflexive pronouns. s my fault. I caused it. I was responsible. In other						
CD 2	List	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther <i>mple:</i> You will hear: The accident wa words, I blamed You will write: <u>myself</u>	n with reflexive pronouns. s my fault. I caused it. I was responsible. In other						
CD 2	List Exa	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther <i>mple:</i> You will hear: The accident wa words, I blamed You will write: <u>myself</u>	n with reflexive pronouns. s my fault. I caused it. I was responsible. In other 						
CD 2 Track 8	List Exa	ercise 49. Listening. (Chart 6-13) en to the sentences and complete ther mple: You will hear: The accident wa words, I blamed You will write: <u>myself</u>	n with reflexive pronouns. s my fault. I caused it. I was responsible. In other  4						

- 1. In this town, what is a good way to enjoy yourself?
- 2. How do people introduce themselves in your country? What do they say?
- 3. Have you ever wished yourself good luck? When or why?
- 4. Have you ever felt sorry for yourself? Or, have you ever felt proud of yourself? If so, why?
- 5. When athletes talk to themselves before an important event, what do you imagine they say?
- 6. In your country, at what age does a person usually begin living by himself or herself?

# Exercise 51. Warm-up. (Chart 6-14)

Choose the picture that matches the description.

One flower is red. Another is yellow. The other is pink.





Picture A

Picture B

6-14 Singular Forms of Other: Another vs. The Other				
Another One apple	and a			
<ul> <li>(a) There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat <i>another apple</i>. There are many apples to choose from.</li> <li>Another means "one more out of a group of similar items, one in addition to the one(s) already mentioned."</li> <li>Another is a combination of an + other, written as one word.</li> </ul>				
The Other				
<ul> <li>(b) There are two apples on the table. Paul is going to eat one of them. Sara is going to eat <i>the other apple</i>.</li> <li>The other means "the last one in a specific group; the only one that remains from a given number of similar items."</li> </ul>				
(c) Paul ate one apple. Then he ate <i>another apple.</i> <i>another one.</i> <i>another.</i>	<b>Another</b> and <b>the other</b> can be used as adjectives in front of a noun (e.g., <i>apple</i> ) or in front of the word <i>one.</i> <b>Another</b> and <b>the other</b> can also be used alone as			
(d) Paul ate one apple. Sara ate the other apple. <i>the other one. the other</i> .	pronouns.			

# □ **Exercise 52. Looking at grammar.** (Chart 6-14) Complete the sentences with *another* or *the other*.

1. There are two birds in Picture A. One is an eagle. <u>The other</u> is a chicken.



- 2. There are three birds in Picture B. One is an eagle.
  - a. \_\_\_\_\_\_ one is a chicken.
  - b. \_\_\_\_\_ bird is a crow.
- 3. There are many kinds of birds in the world. One kind is an eagle.
  - a. \_\_\_\_\_ kind is a chicken.
  - b. \_\_\_\_\_ kind is a crow.
  - c. \_\_\_\_\_ kind is a sea gull.
  - d. What is the name of \_\_\_\_\_\_ kind of bird in the world?
- It rained yesterday, and from the look of those dark clouds, we're going to have \_\_\_\_\_\_ rainstorm today.
- Nicole and Michelle are identical twins. The best way to tell them apart is by looking at their ears. One of them has pierced ears, and \_\_\_\_\_\_ doesn't.
- 6. France borders several countries. One is Spain. \_\_\_\_\_\_ is Italy.

# Exercise 53. Warm-up. (Chart 6-15)

Match the sentences to the correct pictures.





- 1. \_\_\_\_ Some are red. Others are yellow.
- 2. \_\_\_\_ Some are red. The others are yellow.

# 6-15 Plural Forms of Other: Other(s) vs. The Other(s)

Other(s)	
one , apple other , apple	other others etc.
<ul> <li>There are many apples in Paul's kitchen. Paul is holding one apple.</li> <li>(a) There are other apples in a bowl. (adjective) + (noun)</li> <li>(b) There are other ones on a plate. (adjective) + ones</li> <li>(c) There are others on a chair. (pronoun)</li> </ul>	<ul> <li>Other(s) (without the) means "several more out of a group of similar items, several in addition to the one(s) already mentioned."</li> <li>The adjective other (without an -s) can be used with a plural noun (e.g., apples) or with the word ones.</li> <li>Others (with an -s) is a plural pronoun; it is not used with a noun.</li> <li>In (c): others = other apples</li> </ul>
The Other(s)	the other apples
There are four apples on the table. Paul is going to take one of them.	<b>The other</b> ( <b>s</b> ) means "the last ones in a specific group, the remains from a given number of similar items."
(d) Sara is going to take <i>the other apples.</i> (adjective) + (noun)	<i>The other</i> (without an <i>-s</i> ) can be used as an adjective in front of a noun or the word <i>ones</i> , as in (d) and (e).
<ul> <li>(e) Sara is going to take the other ones. (adjective) + ones</li> <li>(f) Sara is going to take the others. (pronoun)</li> </ul>	<i>The others</i> (with an <i>-s</i> ) is a plural pronoun; it is not used with a noun. In (f): <i>the others = the other apples</i>

# Exercise 54. Looking at grammar. (Charts 6-14 and 6-15)

Perform these actions.

1. Hold two pens. Use a form of other to describe the second pen.  $\rightarrow$  *I'm holding two pens. One is mine, and the other belongs to Ahmed.* 

- 2. Hold three pens. Use a form of other to describe the second and third pens.
- 3. Hold up your two hands. One of them is your right hand. Tell us about your left hand, using a form of *other*.
- 4. Hold up your right hand. One of the five fingers is your thumb. Using forms of *other*, tell us about your index finger, then your middle finger, then your ring finger, and then your little finger, the last of the five fingers on your right hand.

# Exercise 55. Looking at grammar. (Chart 6-15)

Complete the sentences with other(s) or the other(s).

- There are many kinds of animals in the world. The elephant is one kind. Some
   <u>others</u> are tigers, horses, and bears.
- There are many kinds of animals in the world. The elephant is one kind. Some \_\_\_\_\_\_ kinds are tigers, horses, and bears.
- 3. There are three colors in the Italian flag. One of the colors is red.

\_\_\_\_\_ are green and white.

4. There are three colors in the Italian flag. One of the colors is red.

\_\_\_\_\_ colors are green and white.

- 5. Many people like to get up very early in the morning. \_\_\_\_\_\_ like to sleep until noon.



- Of the four geometric figures in the drawing, only the circle has curved lines.
   \_\_\_\_\_\_ have straight lines.

#### **Exercise 56.** Let's read and write. (Charts $6-13 \rightarrow 6-15$ )

Part I. Read the passage and answer the questions.

#### **Calming Yourself**

When was the last time you felt nervous or anxious? Were you able to calm yourself? There are a variety of techniques that people use to calm themselves. Here are three that many people have found helpful.

One way that people relax is by imagining a peaceful place, such as a tropical beach. Thinking about the warm water, cool breezes, and steady sounds of the ocean waves helps people calm themselves. Another popular method is deep breathing. Inhaling deeply and then slowly exhaling is an easy way for people to slow their heart rate and relax their body. Still other people find exercise helpful. Some people benefit from a slow activity like a 20-minute walk. Others prefer activities that make them tired, like running or swimming.

How about you? How do you calm yourself when you feel nervous? Do any of these methods help you, or do you do other things to relax?

- 1. What are three ways people relax when they are nervous? (Use *one* and *another* in your answer.)
- 2. Why do some people choose activities like running and swimming as a way to relax?
- 3. Imagine you are trying to relax by thinking of a peaceful place. What place would you think of?
- 4. How do you relax when you are nervous?

Part II. Read this paragraph by one student who tells how he relaxes when he's nervous.

#### How I Calm Down

Sometimes I feel nervous, especially when I have to give a speech. My body begins to shake, and I realize that I have to calm myself down. This is the technique I use: I imagine myself in a peaceful place. My favorite place in the world is the sea. I imagine myself on the water. I am floating. I feel the warm water around me. The sounds around me are very relaxing. I only hear the waves and maybe a few birds. I don't think about the past or the future. I can feel my heart rate decrease a little, and my body slowly starts to calm down.

**Part III.** Write a paragraph about how you relax when you are nervous. Follow the model. Give specific details about how you relax and what the results are.

Sometimes I feel nervous, especially when I have to \_\_\_\_\_. My \_\_\_\_\_ and I realize that I have to calm myself down. This is the technique I use: \_\_\_\_\_\_.

6-16 Summary of Forms of Other				
	Adjective	Pronoun		
SINGULAR PLURAL	another apple other apples	another other <b>s</b>	Notice that the word <b>others</b> ( <b>other</b> + final <b>-s</b> ) is used only as a plural pronoun.	
SINGULAR PLURAL	the other apple the other apples	the other		

#### Exercise 57. Looking at grammar. (Charts 6-15 and 6-16) Complete the sentences with correct forms of other: another, other, others, the other, the others.

1. Juan has only two suits, a blue one and a gray one. His wife wants him to buy

<u>another</u> one.

- 2. Juan has two suits. One is blue, and \_\_\_\_\_\_ is gray.
- 3. Some suits are blue. \_\_\_\_\_\_ are gray.
- 4. Some jackets have zippers. \_\_\_\_\_\_ jackets have buttons.
- 5. Some people keep dogs as pets. \_\_\_\_\_ have cats. Still

\_\_\_\_\_ people have fish or birds as pets.

- My boyfriend gave me a ring. I tried to put it on my ring finger, but it didn't fit. So I had to put it on \_\_\_\_\_\_ finger.
- People have two thumbs. One is on the right hand. \_\_\_\_\_\_\_ is on the left hand.
- Sometimes when I'm thirsty, I'll have a glass of water, but often one glass isn't enough, so
  I'll have \_\_\_\_\_\_ one.
- 10. Smith is a common last name in English. \_\_\_\_\_\_ common names are Johnson, Jones, Miller, Anderson, Moore, and Brown.

# Exercise 58. Listening. (Charts 6-15 and 6-16)

Listen to each conversation and circle the correct statement (a. or b.).

- a. The speaker was looking at two jackets.
   b. The speaker was looking at several jackets.
- 2. a. The speakers have only two favorite colors.b. The speakers have more than two favorite colors.

CD 2

Track 9

- 3. a. There are several roads the speakers can take.b. There are two roads the speakers can take.
- 4. a. There are only two ways to get downtown.b. There are more than two ways to get downtown.
- 5. a. The speaker had more than four pets.
  - b. The speaker had only four pets.

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CD 2

#### Exercise 59. Listening. (Charts 6-15 and 6-16)

Listen to the conversation about dealing with loneliness. Complete the sentences with the words you hear.

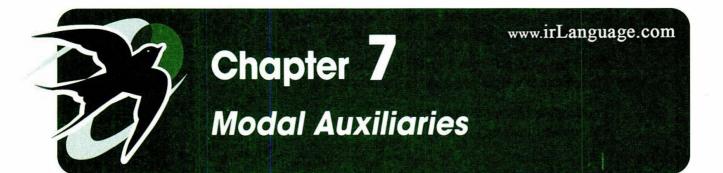
- A: What do you do when you're feeling lonely?
- B: I go someplace where I can be around \_\_\_\_\_\_ people. Even if they are strangers, I feel better when there are \_\_\_\_\_\_ around me. How about you?
- A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all \_\_\_\_\_\_ people who are there with their friends and family, and I start to feel even lonelier. So I try to find \_\_\_\_\_\_ things to do to keep myself busy. When I'm busy, I don't feel lonely.

#### □ Exercise 60. Check your knowledge. (Chapter 6)

Edit the sentences. Correct errors in nouns, pronouns, adjectives, and subject-verb agreement.

wishes

- 1. Jimmy had three wish for his birthday.
- 2. I had some black beans soup for lunch.
- 3. The windows in our classroom is dirty.
- 4. People in Brazil speaks Portuguese.
- 5. Are around 8,600 types of birds in the world.
- 6. My mother and father work in Milan. Their teacher's.
- 7. Today many womens are carpenter, pilot, and doctor.
- 8. Is a new student in our class. Have you met her?
- 9. There are two pool at the park. The smaller one is for childs. The another is for adults.
- 10. The highways in my country are excellents.
- 11. I don't like my apartment. Its in a bad neighborhood. Is a lot of crime. I'm going to move to other neighborhood.



# Exercise 1. Warm-up. (Chart 7-1)

Check ( $\checkmark$ ) the sentences that are grammatically correct.

- 1. \_\_\_\_ I can speak English well.
- 2. \_\_\_\_ He cans speaks English well.
- 3. \_\_\_\_ She can to speak English well.
- 4. \_\_\_\_ Our neighbors can speak some English.
- 5. \_\_\_\_ My parents can't speaking English at all.

# 7-1 The Form of Modal Auxiliaries

The verbs listed below are called "modal auxiliaries." They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Most of the modals have more than one meaning.

#### Auxiliary + the Simple Form of a Verb

can could may might should had better must will	<ul> <li>(a) Olga can speak English.</li> <li>(b) He couldn't come to class.</li> <li>(c) It may rain tomorrow.</li> <li>(d) It might rain tomorrow.</li> <li>(e) Mary should study harder.</li> <li>(f) I had better study tonight.</li> <li>(g) Billy! You must listen to me!</li> <li>(h) I will be in class tomorrow.</li> </ul>	<ul> <li>Can, could, may, might, should, had better, must, will, and would are immediately followed by the simple form of a verb.</li> <li>They are not followed by to. INCORRECT: Olga can to speak English.</li> <li>The main verb does not have a final -s. INCORRECT: Olga can speaks English.</li> <li>The main verb is not in a past form. INCORRECT: Olga can spoke English.</li> </ul>		
would	(i) Would you please close the door?	• The main verb is not in its - <i>ing</i> form. INCORRECT: Olga can speaking English.		
Auxiliary	+ to + the Simple Form of a Verb			
have to have got to be able to ought to	<ul> <li>(j) I have to study tonight.</li> <li>(k) I have got to study tonight.</li> <li>(l) Kate is able to study harder.</li> <li>(m) Kate ought to study harder.</li> </ul>	<b>To</b> + the simple form is used with these auxiliaries: have to, have got to, be able to, and ought to.		

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

Make sentences with the given verbs + *come*. Add *to* where necessary. Use this model: *Leo* \_\_\_\_\_ *tonight*.

Example: can  $\rightarrow$  Leo can come tonight.

- 1. may 6. might
- 2. should 7. had better
- 3. ought 8. has
- 4. will not 9. has got
- 5. could not 10. is not able

#### Exercise 3. Listening. (Chart 7-1)

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CD 2 Track 11

Listen to the sentences. Add to where necessary. If to isn't necessary, write Ø. Notice that to may sound like "ta."

- 1. I have <u>to</u> go downtown tomorrow.
- 2. You must  $\underline{\emptyset}$  fasten your seat belt.
- 3. Could you please \_\_\_\_\_ open the window?
- 4. May I \_\_\_\_\_ borrow your eraser?

5. I'm not able \_\_\_\_\_ sign the contract today.

- 6. Today is the deadline. You must \_\_\_\_\_ sign it!
- 7. I have got \_\_\_\_\_ go to the post office this afternoon.
- 8. Shouldn't you \_\_\_\_\_ save some of your money for emergencies?
- 9. I feel bad for Elena. She has \_\_\_\_\_ have more surgery.
- 10. Alexa! Stop! You must not \_\_\_\_\_ run into the street!

#### **Exercise 4. Warm-up.** (Chart 7-2)

Circle the best completion for each sentence. Discuss your answers.

- 1. A newborn baby can / can't roll over.
- 2. A baby of four months can / can't smile.
- 3. A newborn baby *is able to / isn't able to* see black and white shapes.
- 4. A baby of six months is able to / isn't able to see colors.
- 5. When I was nine months old, I could / couldn't crawl.
- 6. When I was nine months old, I could / couldn't walk.

7-2 Expressing Ability: Can an	d Could		
<ul> <li>(a) Bob <i>can play</i> the piano.</li> <li>(b) You <i>can buy</i> a screwdriver at a hardware store.</li> <li>(c)   <i>can meet</i> you at Ted's tomorrow afternoon.</li> </ul>	Can expresses ability in the present or future.		
(d) I $\left\{ \begin{array}{c} can't \\ cannot \\ can not \end{array} \right\}$ understand that sentence.	The negative form of <i>can</i> may be written <i>can't</i> , <i>cannot</i> , or <i>can not</i> .		
(e)   can gó. (f)   cán't go.	In spoken English, <i>can</i> is usually unstressed and pronounced /kən/ = "kun." <i>Can't</i> is stressed and pronounced /kæn?/, with the final sound being a glottal stop.* The glottal stop replaces the /t/ in spoken English. Occasionally native speakers have trouble hearing the difference between <i>can</i> and <i>can't</i> and have to ask for clarification.		
(g) Our son <i>could walk</i> when he was one year old.	The past form of <i>can</i> is <i>could</i> .		
(h) He <i>couldn't walk</i> when he was six months old.	The negative of <i>could</i> is <i>couldn't</i> or <i>could not</i> .		
<ul> <li>(i) He can read.</li> <li>(j) He is able to read.</li> <li>(k) She could read.</li> <li>(l) She was able to read.</li> </ul>	Ability can also be expressed with a form of <b>be able to</b> . Examples (i) and (j) have the same meaning. Examples (k) and (l) have the same meaning.		

\*A glottal stop is the sound you hear in the negative "unh-uh." The air is stopped by the closing of your glottis in the back of your throat. The phonetic symbol for the glottal stop is /?/.

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# Exercise 5. Looking at grammar. (Chart 7-2)

Part I. Complete the sentences with can or can't.

1. A dog \_\_\_\_\_\_ swim, but it \_\_\_\_\_ fly.

2. A frog \_\_\_\_\_\_ live both on land and in water, but a cat \_\_\_\_\_\_

- 3. A bilingual person \_\_\_\_\_\_ speak three languages, but a trilingual person
- 4. People with a Ph.D. degree \_\_\_\_\_\_ use "Dr." in front of their name, but people with a master's degree \_\_\_\_\_.

Part II. Restate the sentences in Part I. Use be able to.

#### □ Exercise 6. Let's talk: interview. (Chart 7-2)

Interview your classmates. Ask each student a different question. If the answer is "yes," ask the follow-up question in parentheses. Share some of your answers with the class.

Can you . . .

- 1. speak more than two languages? (Which ones?)
- 2. play chess? (How long have you played?)
- 3. fold a piece of paper in half more than six times? (Can you show me?)
- 4. draw well for example, draw a picture of me? (Can you do it now?)

Are you able to . . .

- 5. write clearly with both your right and left hands? (Can you show me?)
- pat the top of your head with one hand and rub your stomach in a circle with the other hand at the same time? (Can you show me?)
- 7. drive a stick-shift car? (When did you learn?)
- 8. play a musical instrument? (Which one?)



# Exercise 7. Listening. (Chart 7-2)

Listen to the conversation. You will hear reductions for *can* and *can't*. Write the words you hear.

# CD 2 Track 12

# In the classroom

- A: I \_\_\_\_\_\_ this math assignment.
- B: I \_\_\_\_\_\_ you with that.
- A: Really? \_\_\_\_\_\_ this problem to me?
- B: Well, we \_\_\_\_\_\_ out the answer unless we do this part first.
- A: Okay! But it's so hard.
- B: Yeah, but I know you \_\_\_\_\_\_ it. Just go slowly.
- A: Class is almost over. \_\_\_\_\_ me after school today to finish this?
- B: Well, I \_\_\_\_\_\_ you right after school, but how about at 5:00?
- A: Great!

#### Exercise 8. Let's talk. (Chart 7-2)

Complete the sentences with could/couldn't/be able to/not be able to and your own words.

Example: A year ago I \_\_\_\_\_, but now I can.  $\rightarrow$  A year ago I couldn't speak English, but now I can.

- 1. When I was a child, I \_\_\_\_, but now I can.
- 2. When I was six, I \_\_\_\_, but I wasn't able to do that when I was three.
- 3. Five years ago, I \_\_\_\_, but now I can't.
- 4. In the past, I \_\_\_\_\_, but now I am.

# Exercise 9. Warm-up. (Chart 7-3)

Check ( $\checkmark$ ) the sentences in each group that have the same meaning.

GROUP A

- 1. \_\_\_\_ Maybe it will be hot tomorrow.
- 2. \_\_\_\_ It might be hot tomorrow.
- 3. \_\_\_\_ It may be hot tomorrow.

#### GROUP B

- 4. \_\_\_\_ You can have dessert, now.
- 5. \_\_\_\_ You may have dessert, now.

#### GROUP C

- 6. \_\_\_\_\_ She can't stay up late.
- 7. \_\_\_\_\_ She might not stay up late.

# 7-3 Expressing Possibility: May, Might, and Maybe; Expressing Permission: May and Can

<ul> <li>(a) It <i>may rain</i> tomorrow.</li> <li>(b) It <i>might rain</i> tomorrow.</li> <li>(c) — Why isn't John in class?</li> <li>— I don't know. He { <i>may might</i> } be sick today.</li> </ul>	<i>May</i> and <i>might</i> express <i>possibility</i> in the present or future. They have the same meaning. There is no difference in meaning between (a) and (b).	
<ul> <li>(d) It <i>may not rain</i> tomorrow.</li> <li>(e) It <i>might not rain</i> tomorrow.</li> </ul>	Negative: <i>may not</i> and <i>might not</i> (Do not contract <i>may</i> and <i>might</i> with <i>not</i> .)	
<ul> <li>(f) <i>Maybe</i> it will rain tomorrow.</li> <li>COMPARE:</li> <li>(g) <i>Maybe</i> John is sick. (<i>adverb</i>)</li> <li>(h) John <i>may be</i> sick. (<i>verb</i>)</li> </ul>	<ul> <li>In (f) and (g): <i>maybe</i> (spelled as one word) is an adverb. It means "possibly." It comes at the beginning of a sentence.</li> <li><i>INCORRECT:</i> It will maybe rain tomorrow.</li> <li>In (h): <i>may be</i> (two words) is a verb form: the auxiliary <i>may</i> + the main verb <i>be</i>.</li> <li>Examples (g) and (h) have the same meaning.</li> <li><i>INCORRECT:</i> John maybe sick.</li> </ul>	
<ul> <li>(i) Yes, children, you <i>may have</i> a cookie after dinner.</li> <li>(j) Okay, kids, you <i>can have</i> a cookie after dinner.</li> </ul>	<i>May</i> is also used to give <i>permission</i> , as in (i). <i>Can</i> is often used to give <i>permission</i> , too, as in (j). NOTE: Examples (i) and (j) have the same meaning, but <i>may</i> is more formal than <i>can</i> .	
(k) You <i>may not have</i> a cookie. You <i>can't have</i> a cookie.	<i>May not</i> and <i>cannot</i> ( <i>can't</i> ) are used to deny permission (i.e., to say "no").	

# **Exercise 10. Looking at grammar.** (Chart 7-3)

Complete the sentences with *can*, *may*, or *might*. Identify the meaning expressed by the modals: possibility or permission.

# In a courtroom for a speeding ticket

1.	No one speaks without the judge's permission. You <u>may / can</u> not speak until the
	judge asks you a question. Meaning:permission
2.	The judge reduce your fine for your speeding ticket, or she
	not. It depends. Meaning:
3.	You not argue with the judge. If you argue, you will get a fine.
	Meaning:
4.	You have a strong case, but I'm not sure if you will convince the judge. You
	win or you lose. Meaning:
Rew	rcise 11. Looking at grammar. (Chart 7-3) rrite the sentences with the words in parentheses. It may snow tonight. (might)
2.	You might need to wear your boots.
	(may)
	(Maybe)
3.	Maybe there will be a blizzard.
	(may)
	(might)



# Exercise 12. Let's talk. (Chart 7-3)

Answer each question with *may*, *might*, and *maybe*. Include at least three possibilities in each answer. Work in pairs, in small groups, or as a class.

Example: What are you going to do tomorrow?

→ I don't know. I may go downtown. OR I might go to the laundromat. Maybe I'll study all day. Who knows?

- 1. What are you going to do tomorrow night?
- 2. What's the weather going to be like tomorrow?
- 3. What is our teacher going to do tonight?
- 4. (\_\_\_\_\_) isn't in class today. Where is he/she?
- 5. What is your occupation going to be ten years from now?

#### Exercise 13. Listening. (Charts 7-2 and 7-3)

CD 2 Track 13

You will hear sentences with *can, may*, or *might*. Decide if the speakers are expressing ability, possibility, or permission.

Example:You will hear:A: Where's Victor?B:I don't know. He may be sick.You will choose:ability possibility permission

1.	ability	possibility	permission	4.	ability	possibility	permission
2.	ability	possibility	permission	5.	ability	possibility	permission
3.	ability	possibility	permission				

# Exercise 14. Warm-up. (Chart 7-4)

In which sentence is the speaker expressing a past ability? a present possibility? a future possibility?

#### A soccer game

- 1. There is five minutes left and the score is 3-3. Our team could win.
- 2. The goalie is on the ground. He could be hurt.
- 3. Our team didn't win. We couldn't score another goal.

7-4 Using Could to Express Possibility				
<ul> <li>(a) — How was the movie? <i>Could</i> you <i>understand</i> the English?</li> <li>— Not very well. I <i>could</i> only <i>understand</i> it with the help of subtitles.</li> </ul>	One meaning of <i>could</i> is <i>past ability</i> , as in (a).* Another meaning of <i>could</i> is <i>possibility</i> . In (b): <i>He could be sick</i> has the same meaning as <i>He may/might be sick</i> , i.e., <i>It is possible that he is sick</i> .			
<ul> <li>(b) — Why isn't Greg in class?</li> <li>— I don't know. He <i>could be</i> sick.</li> <li>(c) Look at those dark clouds. It <i>could start</i> raining</li> </ul>	In (b): <i>could</i> expresses a <i>present</i> possibility.			
any minute.	In (c): <i>could</i> expresses a <i>future</i> possibility.			

\*See also Chart 7-2.

# Exercise 15. Looking at grammar. (Charts 7-2 and 7-4)

Does could express past, present, or future time? What is the meaning: ability or possibility?

	Sentence	Past	Present	Future	Ability	Possibility
1.	I <i>could be</i> home late tonight. Don't wait for me for dinner.			×		×
2.	Thirty years ago, when he was a small child, David <i>could speak</i> Swahili fluently. Now he's forgotten a lot of it.					
3.	<ul><li>A: Where's Alicia?</li><li>B: I don't know. She <i>could be</i> at the mall.</li></ul>					
4.	When I was a child, I <i>could climb</i> trees, but now I'm too old.					
5.	Let's leave for the airport now. Yuki's plane <i>could arrive</i> early, and we want to be there when she arrives.					
6.	<ul><li>A: What's that on the carpet?</li><li>B: I don't know. It looks like a bug. Or it <i>could be</i> a piece of fuzz.</li></ul>					

#### Exercise 16. Let's talk. (Chart 7-4)

Suggest possible solutions for each situation. Use *could*. Work in pairs, in small groups, or as a class.

*Example:* Tim has to go to work early tomorrow. His car is completely out of gas.

His bicycle is broken.

- $\rightarrow$  He could take the bus to work.
- $\rightarrow$  He could get a friend to take him to a gas station to get gas.
- $\rightarrow$  He could try to fix his bike.
- $\rightarrow$  He could get up very early and walk to work. Etc.
- 1. Lisa walked to school today. Now she wants to go home. It's raining hard. She doesn't have an umbrella, and she's wearing sandals.
- 2. Joe and Joan want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow.
- 3. Roberto just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can't read Japanese. He doesn't know how to operate the camera.
- 4. Albert likes to travel around the world. He is 22 years old. Today he is alone in Paris. He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.



Listen to the conversation between a husband and wife. Listen again and complete the sentences with the words you hear.

#### In a home office

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CD 2 Track 14

- A: Look at this cord. Do you know what it's for?
- B: I don't know. We have so many cords around here with all our electronic equipment. It

\_\_\_\_\_ for the printer, I guess.

- A: No, I checked. The printer isn't missing a cord.
- B: It \_\_\_\_\_\_ for one of the kid's toys.
- A: Yeah, I \_\_\_\_\_\_. But they don't have many electronic toys.
- B: I have an idea. It \_\_\_\_\_\_ for the cell phone. You know the one I had before this one.
- A: I bet that's it. We \_\_\_\_\_\_ probably throw this out.
- B: Well, let's be sure before we do that.

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# Exercise 18. Warm-up. (Chart 7-5)

Check  $(\checkmark)$  all the sentences that have the same meaning.

- 1. \_\_\_\_ May I use your cell phone?
- 2. \_\_\_\_ Can I use your cell phone?
- 3. \_\_\_\_ Could I use your cell phone?

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7-5 Polite Questions: May I, Could I, Can I					
Polite Question	Possible Answers	1. C			
<ul> <li>(a) May I please borrow your pen?</li> <li>(b) Could I please borrow your pen?</li> <li>(c) Can I please borrow your pen?</li> </ul>	Yes. Yes. Of course. Yes. Certainly. Of course. Certainly. Sure. ( <i>informal</i> ) Okay. ( <i>informal</i> ) Uh-huh ( <i>meaning "yes"</i> ) I'm sorry, but I need to use it	People use <i>may I</i> , <i>could I</i> ,* and <i>can I</i> to ask polite questions. The questions ask for someone's permission or agreement. Examples (a), (b), and (c) have basically the same meaning. NOTE: <i>can I</i> is less formal than <i>may I</i> and <i>could I</i> .			
<ul> <li>(d) <i>Can I</i> borrow your pen, <i>please</i>?</li> <li>(e) <i>Can I</i> borrow your pen?</li> </ul>	I'm sorry, but I need to use it myself.	<i>Please</i> can come at the end of the question, as in (d). <i>Please</i> can be omitted from the			

\*In a polite question, could is NOT the past form of can.

# Exercise 19. Looking at grammar. (Chart 7-5)

Complete the phone conversations. Use may I, could I, or can I + a verb from the list. NOTE: The caller is always Speaker B.

ask	help	leave	speak/talk	take	
uon	ncip	Icave	speak taik	take	

- 1. A: Hello?
  - B: Hello. Is Ahmed there?
  - A: Yes, he is.
  - B: \_\_\_\_\_\_ to him?
  - A: Just a minute. I'll get him.
- 2. A: Hello. Mr. Black's office.
  - B: \_\_\_\_\_\_ to Mr. Black?
  - A: \_\_\_\_\_\_ who is calling?
  - B: Susan Abbott.
  - A: Just a moment, Ms. Abbott. I'll transfer you.
- 3. A: Hello?
  - B: Hi. This is Bob. \_\_\_\_\_ to Pedro?
  - A: Sure. Hold on.

4.	Good afternoon. Dr. Wu's office you?
	Yes. I have an appointment that I need to change.
	Just a minute, please. I'll transfer you to our appointment desk.
5.	Hello?
	Hello to Emily?
	She's not at home right now a message?
	No, thanks. I'll call later.
6.	Hello?
	Hello to Maria?
	She's not here right now.
	Oh a message?
	Sure. Just let me get a pen.
Spea Spea	<ul> <li>(A), you want to see (B)'s grammar book for a minute.</li> <li>(A: May/Could/Can I (please) see your grammar book for a minute?</li> <li>(B: Of course. / Sure. / Etc.</li> <li>(A: Thank you. / Thanks. I forgot to bring mine to class today.</li> </ul>
1.	, you want to see (B)'s dictionary for a minute.
	, you are at a restaurant. (B) is your server. You have finished your meal. You want the eck.
3.	, you run into (A) on the street. (A) is carrying some heavy packages. What are you ng to say to him/her?
4.	, you are speaking to $(B)$ , who is one of your teachers. You want to leave class early today.
5.	, you are in a store with your good friend (A). The groceries cost more than you bected. You don't have enough money. What are you going to say to your friend?
Che	se 21. Warm-up. (Chart 7-6) he questions that are grammatically correct. Which two questions do you think are olite than the others?
In t	sitchen
1.	Will you help me with the dishes?
2.	Would you load the dishwasher?
3.	May you load the dishwasher?
4.	Can you unload the dishwasher?

5. \_\_\_\_ Could you unload the dishwasher?

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# 7-6 Polite Questions: Would You, Could You, Will You, Can You

	Polite Question	Possible Answers	
(a) (b) (c) (d)	Would you please open the door? Could you please open the door? Will you please open the door? Can you please open the door?	Yes. Yes. Of course. Certainly. I'd be happy to. Of course. I'd be glad to. Sure. (informal) Okay. (informal) Uh-huh. (meaning "yes") I'm sorry. I'd like to help, but my hands are full.	People use <i>would you</i> , <i>could you</i> , <i>will you</i> , and <i>can you</i> to ask polite questions. The questions ask for someone's help or cooperation. Examples (a), (b), (c), and (d) have basically the same meaning. <i>Would</i> and <i>could</i> are generally considered more polite than <i>will</i> and <i>can</i> .
			NOTE: <b>May</b> is NOT used when <b>you</b> is the subject of a polite question. INCORRECT: May you please open the door?

# Exercise 22. Looking at grammar. (Chart 7-6)

Make two different questions for each situation. Use you.

1. You're in a room and it's getting very hot.

Formal:	Would you please open the window?
Informal:	Can you turn on the air-conditioner?

2. You're trying to listen to the news on TV, but your friends are talking too loud, and you

can't hear it.

Formal:

Informal: \_\_\_\_\_

3. You're in a restaurant. You are about to pay and notice the bill is more than it should be. The server has made a mistake.

Formal:

ronnai.

# Exercise 23. Let's talk: pairwork. (Charts 7-5 and 7-6)

Work with a partner. Make a conversation for one (or more) of the given situations. Perform your conversation for the rest of the class.

Informal:

*Example:* You're in a restaurant. You want the server to refill your coffee cup. You catch the server's eye and raise your hand slightly. He approaches your table and says: "Yes? What can I do for you?"

PARTNER A: Yes? What can I do for you?

PARTNER B: Could I please have some more coffee?

PARTNER A: Of course. Right away. Could I get you anything else?

PARTNER B: No thanks. Oh, on second thought, yes. Would you bring some cream too? PARTNER A: Certainly.

PARTNER B: Thanks.

- 1. You've been waiting in a long line at a busy bakery. Finally, it's your turn. The clerk turns toward you and says: "Next!"
- 2. You are at work. You feel sick and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk. You say: "Mr. Jenkins, could I speak with you for a minute?"
- 3. The person next to you on the plane has finished reading his newspaper. You would like to read it. He also has a bag on the floor that is in your space. You would like him to move it. You say: "Excuse me."

# Exercise 24. Warm-up. (Chart 7-7)

Your friend Paula has a terrible headache. What advice would you give her? Check ( $\checkmark$ ) the sentences you agree with.

- 1. \_\_\_\_ You should lie down.
- 2. \_\_\_\_ You should take some medicine.
- 3. \_\_\_\_ You ought to call the doctor.
- 4. \_\_\_\_ You should go to the emergency room.
- 5. \_\_\_\_ You ought to put an ice-pack on your forehead.

7-7 Expressing Advice: Should and	7-7 Expressing Advice: Should and Ought To				
(a) My clothes are dirty. $\left\{\begin{array}{c} should \\ ought to \end{array}\right\}$ wash them.	<i>Should</i> and <i>ought to</i> have the same meaning: "This is a good idea. This is good advice."				
(b) INCORRECT: I should to wash them. (c) INCORRECT: I ought washing them.	FORMS: <b>should</b> + simple form of a verb (no <b>to</b> ) <b>ought</b> + <b>to</b> + simple form of a verb				
<ul> <li>(d) You need your sleep. You should not (shouldn't) stay up late.</li> </ul>	NEGATIVE: <b>should</b> + <b>not</b> = <b>shouldn't</b> ( <i>Ought to</i> is usually not used in the negative.)				
<ul><li>(e) A: I'm going to be late for the bus. What should I do?</li><li>B: Run!</li></ul>	QUESTION: <b>should</b> + subject + main verb (Ought to is usually not used in questions.)				
<ul><li>(f) A: I'm tired today.</li><li>B: You <i>should/ought to</i> go home and take a nap.</li></ul>	The use of <i>maybe</i> with <i>should</i> and <i>ought to</i> "softens" advice.				
(g) A: I'm tired today. B: <i>Maybe</i> you <i>should/ought to</i> go home and take a nap.	COMPARE: In (f): Speaker B is giving definite advice. He is stating clearly that he believes going home for a nap is a good idea and is the solution to Speaker A's problem. In (g): Speaker B is making a suggestion: going				
	home for a nap is one possible way to solve Speaker A's problem.				

# Exercise 25. Let's talk: pairwork. (Chart 7-7)

Work with a partner. Partner A states the problem. Partner B gives advice using *should* or *ought to*. Include *maybe* to soften the advice if you wish.

Example: I'm sleepy. PARTNER A: I'm sleepy. PARTNER B: (Maybe) You should/ought to drink a cup of tea.

- 1. I can't fall asleep at night.
- 2. I have a sore throat.
- 3. I have the hiccups.
- 4. I sat on my friend's sunglasses. Now the frames are bent.

Change roles.

- 5. I'm starving.\*
- 6. I dropped my sister's camera, and now it doesn't work.
- 7. Someone stole my lunch from the refrigerator in the staff lounge at work.
- 8. I bought some shoes that don't fit. Now my feet hurt.

# Exercise 26. Warm-up. (Chart 7-8)

Marco has lost his passport. Here are some suggestions. Check ( $\checkmark$ ) the sentences you agree with. Which sentences seem more serious or urgent?

- 1. \_\_\_\_\_ He had better go to the embassy.
- 2. \_\_\_\_\_ He should wait and see if someone returns it.
- 3. \_\_\_\_\_ He had better report it to the police.
- 4. \_\_\_\_\_ He should ask a friend to help him look for it.

7-8 Expressing Advice: Had Better				
(a) My clothes are dirty. I $\begin{cases} should \\ ought to \\ had better \end{cases}$ wash them.	<i>Had better</i> has the same basic meaning as <i>should</i> and <i>ought to:</i> "This is a good idea. This is good advice."			
(b) You're driving too fast! You' <b>d better</b> slow down.	<i>Had better</i> has more of a sense of urgency than <i>should</i> or <i>ought to.</i> It often implies a warning about possible bad consequences. In (b): If you don't slow down, there could be a bad result. You could get a speeding ticket or have an accident.			
(c) You'd better not eat that meat. It looks spoiled.	NEGATIVE: had better not			
(d) I'd better send my boss an email right away.	In conversation, <i>had</i> is usually contracted: 'd.			

\*starving (informal English) = very, very hungry

# □ Exercise 27. Looking at grammar. (Chart 7-8)

Give advice using *had better*. What are some possible bad consequences if your advice is not followed? Work in pairs, in small groups, or as a class.

- 1. I haven't paid my electric bill.
  - $\rightarrow$  You'd better pay it by tomorrow. If you don't pay it, the electric company will turn off the power.
- 2. Joe oversleeps a lot. This week he has been late to work three times. His boss is very unhappy about that.
- 3. I don't feel good right now. I think I'm coming down with something.\*
- 4. I can't remember if I locked the front door when I left for work.
- 5. My ankle really hurts. I think I've sprained it.
- 6. I can't find my credit card, and I've looked everywhere.

# Exercise 28. Check your knowledge. (Chapter 7)

Edit the sentences. Correct the verb form errors.

had

- 1. You will better not be late.
- 2. Anna shouldn't wears shorts to work.
- 3. I should to go to the post office today.
- 4. I ought paying my bills today.
- 5. You'd had better to call the doctor today.
- 6. You don't should stay up too late tonight.
- 7. You better not leaving your key in the door.
- 8. Mr. Lim is having a surprise party for his wife. He ought told people soon.

#### Exercise 29. Let's talk. (Charts 7-7 and 7-8)

Work in small groups. Give advice using *should*, *ought to*, and *had better*. The leader states the problem, and others in the group offer suggestions. Select a different leader for each item.

Example:

- LEADER: I study, but I don't understand my physics class. It's the middle of the term, and I'm failing the course. I need a science course in order to graduate. What should I do?\*\*
- SPEAKER A: You'd better get a tutor right away.
- SPEAKER B: You should make an appointment with your teacher and see if you can get some extra help.
- SPEAKER C: Maybe you **ought to** drop your physics course and take a different science course next term.

\*The idiom come down with something = get a sickness, like a cold or the flu

<sup>\*\*</sup> Should (NOT ought to or had better) is usually used in a question that asks for advice. The answer, however, can contain should, ought to, or had better. For example:

A: My houseplants always die. What should I do?

B: You'd better get a book on plants. You should try to find out why they die. Maybe you ought to look on the Internet and see if you can find some information.

- 1. I forgot my dad's birthday yesterday. I feel terrible about it. What should I do?
- 2. I just discovered that I made dinner plans for tonight with two different people. I'm supposed to meet my parents at one restaurant at 7:00, and I'm supposed to meet my boss at a different restaurant across town at 8:00. What should I do?
- 3. Samira accidentally left the grocery store with an item she didn't pay for. Her young daughter put it in Samira's shopping bag, but she didn't see it. What should Samira do?
- 4. I borrowed Karen's favorite book of poetry. It was special to her. A note on the inside cover said "To Karen." The author's signature was under it. Now I can't find the book. I think I lost it. What should I do?

#### Exercise 30. Warm-up. (Chart 7-9)

Which of these statements about writing a résumé are true in your country? Check ( $\checkmark$ ) them and then decide which sentence is more common in writing and which sentences are more common in speaking.

#### Writing a résumé

- 1. \_\_\_\_ You must list all your previous employers.
- 2. \_\_\_\_ You have to provide references.
- 3. \_\_\_\_ You have got to include personal information, for example, whether you are married or not.

(a)	I have a very important test tomorrow. I { have to have got to must } study tonight.	<i>Have to, have got to,</i> and <i>must</i> have basically the same meaning. They express the idea that something is necessary.
(c) (d)	I'd like to go with you to the movie this evening, but I can't. I <i>have to go</i> to a meeting. Bye now! I ' <i>ve got to go</i> . My wife's waiting for me. I'll call you later. All passengers <i>must present</i> their passports at customs upon arrival. Tommy, you <i>must hold</i> onto the railing when you go down the stairs.	<ul> <li><i>Have to</i> is used much more frequently in everyday speech and writing than <i>must</i>.</li> <li><i>Have got to</i> is typically used in informal conversation, as in (c).</li> <li><i>Must</i> is typically found in written instructions or rules, as in (d). Adults also use it when talking to younger children, as in (e). It sounds very strong.</li> </ul>
(f) (g)	<b>Do</b> we <b>have to bring</b> pencils to the test? Why <b>did</b> he <b>have to leave</b> so early?	QUESTIONS: <i>Have to</i> is usually used in questions, not <i>must</i> or <i>have got to</i> . Forms of <i>do</i> are used with <i>have to</i> in questions.
(h <b>)</b>	I <i>had to study</i> last night.	The PAST form of <i>have to, have got to,</i> and <i>must</i> (meaning necessity) is <i>had to</i> .
(i) (j) (k)	I <i>have to</i> ("hafta") <i>go</i> downtown today. Rita <i>has to</i> ("hasta") <i>go</i> to the bank. I've <i>got to</i> ("gotta") <i>study</i> tonight.	Notice that <i>have to, has to,</i> and <i>have got to</i> are commonly reduced, as in (i) through (k).

# Exercise 31. Let's talk. (Charts 7-7 and 7-9)

Answer the questions. Work in pairs, in small groups, or as a class.

- 1. What are some things you have to do today? tomorrow? every day?
- 2. What is something you had to do yesterday?
- 3. What is something you've got to do soon?
- 4. What is something you've got to do after class today or later tonight?
- 5. What is something a driver must do, according to the law?
- 6. What is something a driver should always do to be a safe driver?
- 7. What are some things a person should do to stay healthy?
- 8. What are some things a person must do to stay alive?

# Exercise 32. Listening. (Chart 7-9)

Complete the sentences with the words you hear. Before you begin, you may want to check your understanding of these words: *apply, applicable, legal, nickname, previous, employer.*  $\frac{CD}{Track 15}$ 

Applications are considered ge, marital or veteran status			
Donna		Frost	
First Name	Middle Initial	Last Name	May 4, 2011 Date
1 100 1 101 100			
	Ridge Heights		555-545-54
			555-545-54 Phone #
	Ridge Heights	05055	

#### Filling out a job application

- 1. The application \_\_\_\_\_\_ be complete. You shouldn't skip any parts. If a section doesn't fit your situation, you can write N/A (not applicable).
- 2. \_\_\_\_\_ type it, but your writing \_\_\_\_\_\_ be easy to read.
- 3. \_\_\_\_\_\_ use your full legal name, not your nickname.
- 4. \_\_\_\_\_ list the names and places of your previous employers.
- 5. \_\_\_\_\_ list your education, beginning with either high school or college.
- 6. \_\_\_\_\_\_ always \_\_\_\_\_\_ apply in person. Sometimes you can do it online.
- 7. \_\_\_\_\_\_ write some things, like the same telephone number, twice. You can write "same as above."
- 8. All spelling \_\_\_\_\_\_ be correct.

#### **Exercise 33. Let's read and talk.** (Charts $7-7 \rightarrow 7-9$ )

Read the passage and then give advice.

#### **A Family Problem**

Mr. and Mrs. Hill don't know what to do about their 15-year-old son, Mark. He's very intelligent but has no interest in learning. His grades are getting worse, and he won't do any homework. Sometimes he skips school and spends the day at the mall.

His older sister Kathy is a good student, and she never causes any problems at home. Kathy hasn't missed a day of school all year. Mark's parents keep asking him why he can't be more like Kathy. Mark is jealous of Kathy and picks fights\* with her.

All Mark does when he's home is stay in his room and listen to loud music. He often refuses to eat meals with his family. He argues with his parents, his room is a mess, and he won't\*\* help around the house.

This family needs advice. Tell them what changes they should make. What should they do? What shouldn't they do?

Use each of these words at least once in the advice you give:

should	ought to
shouldn't	have to/has to
have got to/has got to	must
had better	

#### Exercise 34. Warm-up. (Chart 7-10)

Which sentence (a. or b.) completes the idea of the given sentence?

We have lots of time.

- a. You must not drive so fast!
- b. You don't have to drive so fast.

# 7-10 Expressing Lack of Necessity: Do Not Have To; Expressing Prohibition: Must Not

<ul> <li>(a) I finished all of my homework this afternoon.</li> <li>I <i>don't have to study</i> tonight.</li> <li>(b) Tomorrow is a holiday. Mary <i>doesn't have to go</i> to class.</li> </ul>	<i>Don't/doesn't have to</i> expresses the idea that something is <i>not necessary</i> .
<ul><li>(c) Bus passengers <i>must not talk</i> to the driver.</li><li>(d) Children, you <i>must not play</i> with matches!</li></ul>	Must not expresses prohibition (DO NOT DO THIS!).
(e) You <i>mustn't play</i> with matches.	Must + not = mustn't (NOTE: The first "t" is not pronounced.)

<sup>\*</sup>pick a fight = start a fight

\*\* won't is used here to express refusal: He refuses to help around the house.

# Exercise 35. Looking at grammar. (Chart 7-10)

Complete the sentences with don't have to, doesn't have to, or must not.

- 1. You <u>must not</u> drive when you are tired. It's dangerous.
- 2. I live only a few blocks from my office. I <u>don't have to</u> drive to work.
- Liz finally got a car, so now she drives to work. She \_\_\_\_\_\_ take the bus.
- 4. Mr. Murphy is very wealthy. He \_\_\_\_\_\_ work for a living.
- 5. You \_\_\_\_\_\_\_ tell Daddy about the birthday party. We want it to be a surprise.
- 6. A: Did Professor Acosta give an assignment?
  - B: Yes, she assigned Chapters 4 and 6, but we \_\_\_\_\_ read Chapter 5.
- 7. A: Listen carefully, Kristen. If a stranger offers you a ride, you \_\_\_\_\_

get in the car. Never get in a car with a stranger. Do you understand?

B: Yes, Mom.

# Exercise 36. Warm-up. (Chart 7-11)

Read the situation and the conclusions that follow. Which conclusion(s) seems logical to you? Explain your answers, if necessary.

SITUATION: Mr. Ellis is a high school gym teacher. He usually wears gym clothes to work. Today he is wearing a suit and tie.

- 1. He must have an important meeting.
- 2. He must be rich.
- 3. He must need new clothes.
- 4. He must want to make a good impression on someone.
- 5. His gym clothes must not be clean.





7-11 Making Logical Conclusions: Must			
(a)	A: Nancy is yawning. B: She <i>must be</i> sleepy.	In (a): Speaker B is making a logical guess. He bases his guess on the information that Nancy is yawning. His logical conclusion, his "best guess," is that Nancy is sleepy. He uses <i>must</i> to express his logical conclusion.	
(b) (c)	LOGICAL CONCLUSION: Amy plays tennis every day. She <i>must like</i> to play tennis. NECESSITY: If you want to get into the movie theater, you <i>must buy</i> a ticket.	COMPARE: <i>Must</i> can express <ul> <li>a logical conclusion, as in (b).</li> <li>necessity, as in (c).</li> </ul>	
	NEGATIVE LOGICAL CONCLUSION: Eric ate everything on his plate except the pickle. He <i>must not like</i> pickles. PROHIBITION: There are sharks in the ocean near our hotel. We <i>must not go</i> swimming there.	COMPARE: <i>Must not</i> can express <ul> <li>a negative logical conclusion, as in (d).</li> <li>prohibition, as in (e).</li> </ul>	

# Exercise 37. Looking at grammar. (Chart 7-11)

Complete the conversations with *must* or *must not*.

- 1. A: Did you offer our guests something to eat?
  - B: Yes, but they didn't want anything. They <u>must not</u> be hungry yet.
- A: You haven't eaten since breakfast? That was hours ago. You <u>must</u> be hungry.

B: I am.

3. A: Gregory has already had four glasses of water, and now he's having another.

B: He \_\_\_\_\_ be really thirsty.

- 4. A: I offered Holly something to drink, but she doesn't want anything.
  - B: She \_\_\_\_\_ be thirsty.
- 5. A: The dog won't eat.
  - B: He \_\_\_\_\_\_ feel well.
- 6. A: Brian has watery eyes and has been coughing and sneezing.
  - B: Poor guy. He \_\_\_\_\_ have a cold.
- 7. A: Erica's really smart. She always gets above 95 percent on her math tests.B: I'm sure she's pretty bright, but she \_\_\_\_\_\_ also study a lot.
- 8. A: Listen. Someone is jumping on the floor above us.
  - B: It \_\_\_\_\_\_ be Sam. Sometimes he does exercises in his apartment.

# □ Exercise 38. Looking at grammar. (Chart 7-11)

Make a logical conclusion for each situation. Use must.

- 1. Alima is crying.  $\rightarrow$  She must be unhappy.
- 2. Mrs. Chu has a big smile on her face.
- 3. Samantha is shivering.
- 4. Olga watches ten movies a week.
- 5. James is sweating.
- 6. Toshi can lift one end of a compact car by himself.

#### Exercise 39. Let's talk. (Chart 7-11)

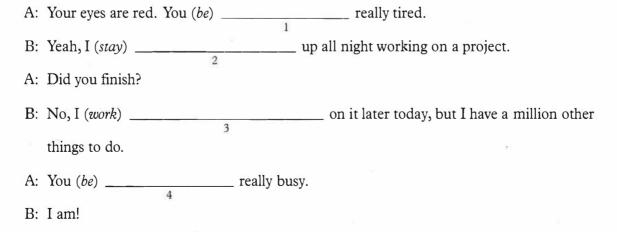
Make logical conclusions with *must* or *must not*. Use the suggested completions and/or your own words.

- I am at Cyril's apartment door. I've knocked on the door and have rung the doorbell several times. Nobody has answered the door. be at home? be out somewhere?
   → Cyril must not be at home. He must be out somewhere.
- 2. Jennifer reads all the time. She sits in a quiet corner and reads even when people come to visit her. *love books? like books better than people? like to talk to people?*
- 3. Lara has a full academic schedule, plays on the volleyball team, has the lead in the school play, is a volunteer at the hospital, takes piano lessons, and has a part-time job at an ice-cream store. *be busy all the time? have a lot of spare time? be a hard worker?*
- 4. Simon gets on the Internet every day as soon as he gets home from work. He stays at his computer until he goes to bed. *be a computer addict? have a happy home life? have a lot of friends?*

#### Exercise 40. Looking at grammar. (Charts 7-9 and 7-11)

Complete the sentences with *must*, *have to*, or *had to* and the correct form of the verbs in parentheses.

#### At work



#### Exercise 41. Warm-up. (Chart 7-12)

Complete the questions with the correct words from the list. Two words don't fit any questions.

	can't couldn't	do	does	will	wouldn't	
1.	You can work this weekend, _		you?			
2.	He won't be late,	he?				
3.	We'd like you to stay,		we?			
4.	They don't have to leave,		_ they?			

<ul> <li>a) You can come, can't you?</li> <li>b) She won't tell, will she?</li> <li>c) He should help, shouldn't he?</li> <li>d) They couldn't do it, could they?</li> <li>e) We would like to help, wouldn't we?</li> </ul>	Tag questions are common with these modal auxiliaries: <i>can, will, should, could,</i> and <i>would</i> .*
<ul> <li>f) They have to leave, don't they?</li> <li>g) They don't have to leave, do they?</li> <li>h) He has to leave, doesn't he?</li> <li>i) He doesn't have to leave, does he?</li> <li>j) You had to leave, didn't you?</li> </ul>	Tag questions are also common with <i>have to</i> , <i>has to</i> , and <i>had to</i> . Notice that forms of <i>do</i> are used for the tag in (f) through (k).

\*See Chart 5-15, p. 140, for information on how to use tag questions.

#### Exercise 42. Looking at grammar. (Chart 7-12)

Complete the tag questions.

1. You can answer these questions, you?	
2. Melinda won't tell anyone our secret, she?	
3. Alice would like to come with us, she?	
4. I don't have to do more chores, I?	
5. Steven shouldn't come to the meeting, he?	
6. Flies can fly upside down, they?	
7. You would rather have your own apartment, you?	
8. Jill has to renew her driver's license, she?	
9. If you want to catch your bus, you should leave now, you	ג?

- 10. Ms. Baxter will be here tomorrow, \_\_\_\_\_ she?
- 11. You couldn't hear me, \_\_\_\_\_ you?
- 12. We have to be at the doctor's early tomorrow, \_\_\_\_\_\_ we?

# Exercise 43. Warm-up. (Chart 7-13)

Read each group of sentences. Decide who the speaker is and a possible situation for each group.

#### GROUP A

- 1. Show me your driver's license.
- 2. Take it out of your wallet, please.
- 3. Step out of the car.

#### GROUP B

- 1. Open your mouth.
- 2. Stick out your tongue.
- 3. Say "ahhh."
- 4. Let me take a closer look.
- 5. Don't bite me!

7-13 Giving Instructions: Imper	ative Sentences
COMMAND: (a) Captain: <b>Open</b> the door! Soldier: Yes, sir! REQUEST:	Imperative sentences are used to give commands, make polite requests, and give directions. The difference between a command and a request lies in the speaker's tone of voice and the use of <i>please</i> .
<ul> <li>(b) Teacher: Open the door, please. Student: Sure.</li> <li>DIRECTIONS:</li> <li>(c) Barbara: Could you tell me how to get to the post office?</li> <li>Stranger: Certainly. Walk two blocks down this street. Turn left and walk three more blocks. It's on the right-hand side of the street.</li> </ul>	<i>Please</i> can come at the beginning or end of a request: Open the door, please. Please open the door.
<ul> <li>(d) <i>Close</i> the window.</li> <li>(e) Please <i>sit</i> down.</li> <li>(f) <i>Be</i> quiet!</li> <li>(g) <i>Don't walk</i> on the grass.</li> <li>(h) Please <i>don't wait</i> for me.</li> <li>(i) <i>Don't be</i> late.</li> </ul>	The simple form of a verb is used in imperative sentences. In (d): The understood subject of the sentence is <i>you</i> (meaning the person the speaker is talking to): <i>Close the window = You close the window</i> . NEGATIVE FORM: <i>Don't</i> + the simple form of a verb

# Exercise 44. Let's talk. (Chart 7-13)

**Part I.** Read the steps for cooking rice. Put them in a logical order (1-9). Work with a partner or in small groups.

1.	Measure the rice.	
2.	Cook for 20 minutes.	
3.	Pour water into a pan.	
4.	Bring the water to a boil.	
5.	Put the rice in the pan.	
6.	Don't burn yourself.	
7.	Set the timer.	3
8.	Turn off the heat.	
9.	Take the pan off the stove.	

Part II. Write instructions for cooking something simple. Share your recipe with the class.

# Exercise 45. Listening. (Chart 7-13)

Part I. Listen to the steps in this number puzzle and write the verbs you hear. Before you begin, you may want to check your understanding of these words: add, subtract, Track 16 multiply, double.

Puzzle steps:

1. \_\_\_\_\_ down the number of the month you were born. For example,

\_\_\_\_\_\_ the number 2 if you were born in February.

- \_\_\_\_\_\_ 3 if you were born in March, etc.
- 2. \_\_\_\_\_ the number.
- 3. \_\_\_\_\_ 5 to it.
- 4. \_\_\_\_\_\_\_\_ it by 50.
- 5. \_\_\_\_\_ your age.
- 6. \_\_\_\_\_ 250.

**Part II.** Now follow the steps in Part I to complete the puzzle. In the final number, the last two digits on the right will be your age, and the one or two digits on the left will be the month you were born.

# Exercise 46. Reading and writing. (Chart 7-13)

**Part I.** Read the passage. Cross out suggestions that don't work for a job interview in your country. Then add more suggestions until there are ten.



#### How to Make a Good Impression in a Job Interview

Do you want to know how to make a good impression when you interview for a job? Here are some suggestions for you to consider.

- 1. Dress appropriately for the company. Flip-flops and shorts, for example, are usually not appropriate.
- 2. Be sure to arrive early. Employers like punctual workers.
- 3. Bring extra copies of your résumé and references. There may be more than one interviewer.
- 4. Make eye contact with the interviewer. It shows confidence.
- 5. Don't chew gum during the interview.
- 6. Research the company before you go. That way you can show your knowledge and interest in the company.

If you follow these suggestions, you will have a better chance of making a good impression when you go for a job interview.

**Part II.** Write three paragraphs. Use the topic in Part I, or give general advice to people who want to . . .

5. get a good night's sleep.

- 1. improve their health.
- 4. find a job.
- 2. get good grades.
- get good grades.
   improve their English.
- 6. protect the environment by recycling.

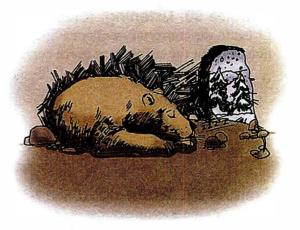
#### Use this model.

- I. Introductory paragraph: Do you want to ...? Here are some suggestions for you to consider.
- II. Middle paragraph: (List the suggestions and add details.)
- III. Final paragraph: If you follow these suggestions, you will ....

# Exercise 47. Warm-up. (Chart 7-14)

Check ( $\checkmark$ ) the items that are suggestions.

- 1. \_\_\_\_\_Why do bears hibernate?
- 2. \_\_\_\_ I have a day off. Why don't we take the kids to the zoo?
- 3. \_\_\_\_ Let's go see the bears at the zoo.



7-14 Making Suggestions: Let's and Why Don't			
<ul> <li>(a) — It's hot today. Let's go to the beach. — Okay. Good idea.</li> <li>(b) — It's hot today. Why don't we go to the beach? — Okay. Good idea.</li> </ul>	Let's and Why don't we are used to make suggestions about activities for you and another person to do. Examples (a) and (b) have the same meaning. Let's = let us		
<ul> <li>(c) — I'm tired.</li> <li>— Why don't you take a nap?</li> <li>— That's a good idea. I think I will.</li> </ul>	In (c): <i>Why don't you</i> is used to make a friendly suggestion or to give friendly advice.		

# Exercise 48. Let's talk. (Chart 7-14)

Make suggestions beginning with Let's and Why don't we.

- 1. Where should we go for dinner tonight?
- 2. Who should we ask to join us for dinner tonight?
- 3. What time should we meet at the restaurant?
- 4. Where should we go afterwards?

#### Exercise 49. Let's talk. (Chart 7-14)

Work in small groups. The leader states the problem, and then others in the group offer suggestions beginning with *Why don't you*.

- 1. I'm freezing.
- 2. I'm feeling dizzy.
- 3. I feel like doing something interesting and fun this weekend. Any ideas?
- 4. I need to get more exercise, but I get bored with indoor activities. Any suggestions?
- 5. I haven't done my assignment for Professor Lopez. It will take me a couple of hours, and class starts in an hour. What am I going to do?
- 6. I've lost the key to my apartment, so I can't get in. My roommate is at the library. What am I going to do?
- 7. My friend and I had an argument, and now we aren't talking to each other. I've had some time to think about it, and I'm sorry for what I said. I miss her friendship. What should I do?

#### Exercise 50. Listening. (Chart 7-14)

Listen to the conversation about a couple making suggestions for the evening. Listen a second time and put the suggestions in the correct order (1-3).

Track 17 Suggestions:

- 1. go to a restaurant
- 2. go dancing
- 3. go to a movie \_\_\_\_\_

# Exercise 51. Warm-up. (Chart 7-15)

Check ( $\checkmark$ ) the statements that are true for you.

- 1. \_\_\_\_ I prefer fruit to vegetables.
- 2. \_\_\_\_ I like raw vegetables better than cooked.
- 3. \_\_\_\_ I would rather eat vegetables than meat.

7-15 Stating Preferences: Prefer,	Like Better, Would Rather
<ul> <li>(a) I <i>prefer</i> apples <i>to</i> oranges.</li> <li>(b) I <i>prefer</i> watching TV <i>to</i> studying.</li> </ul>	<pre>prefer + noun + to + noun prefer + -ing verb + to + -ing verb</pre>
<ul> <li>(c) I <i>like</i> apples <i>better than</i> oranges.</li> <li>(d) <i>Iike</i> watching TV <i>better than</i> studying.</li> </ul>	like + noun + better than + noun like + -ing verb + better than + -ing verb
<ul> <li>(e) Ann would rather have an apple than an orange.</li> <li>(f) INCORRECT: Ann would rather has an apple.</li> <li>(g) I'd rather visit a big city than live there.</li> <li>(h) INCORRECT: I'd rather visit a big city than to live there. INCORRECT: I'd rather visit a big city than living there.</li> </ul>	<i>Would rather</i> is followed immediately by the simple form of a verb (e.g., <i>have, visit, live</i> ), as in (e). Verbs following <i>than</i> are also in the simple form, as in (g).
(i) <i>I'd / You'd / She'd / He'd / We'd / They'd</i> rather have an apple.	Contraction of <i>would</i> = 'd
(j) Would you rather have an apple or an orange?	In (j): In a polite question, <i>would rather</i> can be followed by <i>or</i> to offer someone a choice.

# Exercise 52. Looking at grammar. (Chart 7-15)

Complete the sentences with *than* or *to*.

- 1. When I'm hot and thirsty, I prefer cold drinks <u>to</u> hot drinks.
- 2. When I'm hot and thirsty, I like cold drinks better <u>than</u> hot drinks.
- 3. When I'm hot and thirsty, I'd rather have a cold drink <u>than</u> a hot drink.
- 4. I prefer tea \_\_\_\_\_ coffee.
- 5. I like tea better \_\_\_\_\_ coffee.

- 6. I'd rather drink tea \_\_\_\_\_ coffee.
- 7. When I choose a book, I **prefer** nonfiction \_\_\_\_\_\_ fiction.
- 8. I like folk music music better \_\_\_\_\_ rock and roll.
- 9. My parents would rather work \_\_\_\_\_\_ retire. They enjoy their jobs.
- 10. Do you like spring better \_\_\_\_\_ fall?
- 11. I prefer visiting my friends in the evening \_\_\_\_\_\_ watching TV by myself.
- 12. I would rather read a book in the evening \_\_\_\_\_\_ visit with friends.

#### Exercise 53. Let's talk: pairwork. (Chart 7-15)

Work with a partner. Take turns asking and answering questions. Be sure to answer in complete sentences.

Examples: Which do you prefer: apples or oranges?\*

 $\rightarrow$  I prefer oranges to apples.

Which do you like better: bananas or strawberries?

 $\rightarrow$  I like bananas better than strawberries.

Which would you rather have right now: an apple or a banana?  $\rightarrow$  *I'd rather have a banana*.

- 1. Which do you like better: rice or potatoes?
- 2. Which do you prefer: peas or corn?
- 3. Which would you rather have for dinner tonight: fish or chicken?
- 4. Name two sports. Which do you like better?
- 5. Name two movies. Which one would you rather see?
- 6. What kind of music would you rather listen to: rock or classical?
- 7. Name two vegetables. Which do you prefer?
- 8. Name two TV programs. Which do you like better?

#### □ Exercise 54. Let's talk: interview. (Chart 7-15)

Interview your classmates. Use would rather ... than in your answers.

Would you rather ...

- 1. live in an apartment or in a house?\*\* Why?
- 2. be an author or an artist? Why?
- 3. drive a fast car or fly a small plane? Why?
- 4. be rich and unlucky in love or poor and lucky in love? Why?
- 5. surf the Internet or watch TV? Why?
- 6. have a big family or a small family? Why?
- 7. be a bird or a fish? Why?
- 8. spend your free time with other people or be by yourself? Why?

<sup>\*</sup>Use a rising intonation on the first choice and a falling intonation on the second choice: Which do you prefer, apples or oranges?

<sup>\*\*</sup>It is possible but not necessary to repeat a preposition after than. CORRECT: I'd rather live in an apartment than in a house. CORRECT: I'd rather live in an apartment than a house.

#### Example: A: My cat won't eat. B: You \_\_\_\_\_ call the vet. (b.) had better a. will c. may 1. A: Does this pen belong to you? B: No. It \_\_\_\_\_ be Susan's. She was sitting at that desk. a. had better b. will c. must 2. A: Let's go to a movie this evening. B: That sounds like fun, but I can't. I \_\_\_\_\_ finish a report before I go to bed tonight. b. would rather a. have got to c. ought to 3. A: Hey, Pietro. What's up\* with Ken? Is he upset about something? B: He's angry because you recommended Ann instead of him for the promotion. You \_\_\_\_\_ sit down with him and explain your reasons. At least that's what I think. a. should b. will c. can 4. A: Does Omar want to go with us to the film festival tonight? B: No. He \_\_\_\_\_ go to a wrestling match than the film festival. a. could b. would rather c. prefers 5. A: I did it! I did it! I got my driver's license! B: Congratulations, Michelle. I'm really proud of you. A: Thanks, Dad. Now \_\_\_\_ I have the car tonight? Please, please? B: No. You're not ready for that quite yet. a. will b. should c. may 6. A: I just tripped on your carpet and almost fell. It's loose right by the door. You \_\_\_\_\_ fix it before someone gets hurt. B: Yes, Uncle Ben. I should. I will. I'm sorry. Are you all right? a. can b. ought to c. may 7. A: Are you going to the conference in Atlanta next month? B: I \_\_\_\_\_. It's sort of iffy\*\* right now. I've applied for travel money, but who knows what my supervisor will do. a. will b. have to c. might 8. A: What shall we do after the meeting this evening? B: \_\_\_\_ pick Jan up and all go out to dinner together. c. Should a. Why don't b. Let's 9. A: What shall we do after that? B: \_\_\_\_\_ we go back to my place for dessert. a. Why don't b. Let's c. Should

Exercise 55. Looking at grammar. (Chapter 7)

Choose the best completion for each sentence.

<sup>\*</sup>What's up? = What's going on?

<sup>\*\*</sup>*iffy* = uncertain; doubtful

10.	Have you seen my denim j Look in the hall closet.	acket? I find it.	
	a. may not	b. won't	c. can't
11.	Bye, Mom. I'm going to g Wait a minute, young man a. had better not		
12.	Do you think that Scott w I don't know. He I a. must	He's very angry. We'll ju	st have to wait and see. c. will
13.	The hotel provides towels. This is my bathrobe, not a a. don't have to	-	ack a towel in your suitcase. c. couldn't
14.	Did you climb to the top o No, I didn't. My knee was a. might not		when you were in New York? limb all those stairs. c. must not
15.	Rick, work for me the Sure. I was going to ask y a. should you		
16.	What are you children doi Why not? a. must not	ng? Stop! You pla b. couldn't	y with sharp knives. c. don't have to
17.	Don't wait for me. I Okay. a. maybe	_late. b. can be	c. may be
18.	The Bensons are giving th They give her a helm	-	board for her birthday. dangerous things on a skatebo

B: They \_\_\_\_\_ give her a helmet, too. She does some dangerous things on a skateboard. a. had better b. can't c. would rather

# Chapter 8 Connecting Ideas

# □ Exercise 1. Warm-up. (Chart 8-1)

Check ( $\checkmark$ ) the sentences that have the correct punctuation.

- 1. \_\_\_\_ I ate an apple, and an orange.
- 2. \_\_\_\_ I ate an apple and an orange.
- 3. \_\_\_\_ I ate an apple, an orange, and a banana.
- 4. \_\_\_\_ I ate an apple, Nina ate a peach.
- 5. \_\_\_\_ I ate an apple, and Nina ate a peach.

8-1 Connecting Ideas with And			
Connecting Items within a Sentence			
<ul> <li>(a) NO COMMA: I saw a cat <i>and</i> a mouse.</li> <li>(b) COMMAS: I saw a cat, a mouse, <i>and</i> a dog.</li> </ul>	When <i>and</i> connects only TWO WORDS (or phrases) within a sentence, NO COMMA is used, as in (a). When <i>and</i> connects THREE OR MORE items within a sentence, COMMAS are used, as in (b).*		
Connecting Two Sentences			
(c) COMMA: I saw a cat, <i>and</i> you saw a mouse.	When <i>and</i> connects TWO COMPLETE SENTENCES (also called "independent" clauses), a COMMA is usually used, as in (c).		
(d) PERIOD: I saw a cat. You saw a mouse. (e) INCORRECT: I saw a cat, you saw a mouse.	Without <i>and</i> , two complete sentences are separated by a period, as in (d), <i>not</i> a comma.** A complete sentence begins with a capital letter; note that <i>You</i> is capitalized in (d).		

\*In a series of three or more items, the comma before and is optional.

ALSO CORRECT: I saw a cat, a mouse and a dog.

\*\*A "period" (the dot used at the end of a sentence) is called a "full stop" in British English.

#### Exercise 2. Looking at grammar. (Chart 8-1)

<u>Underline</u> and label the words (noun, verb, adjective) connected by **and**. Add commas as necessary.

noun + noun

1. My mom puts <u>milk</u> and <u>sugar</u> in her tea.  $\rightarrow$  (no commas needed)

noun + noun + noun

- 2. My mom puts milk, sugar, and lemon in her tea.  $\rightarrow$  (commas needed)
- 3. The river is wide and deep.
- 4. The river is wide deep and dangerous.
- 5. The teenage girls at the slumber\* party played music ate pizza and told ghost stories.
- 6. The teenage girls played music and ate pizza.
- My mom dad sister and grandfather came to the party to see my son and daughter celebrate their fourth birthday.
- When he wanted to entertain the children, my husband mooed like a cow roared like a lion and barked like a dog.

#### Exercise 3. Let's talk and write: interview. (Chart 8-1)

Interview another student in your class. Take notes and then write complete sentences using *and*. Share some of the answers with the class.

What are ...

- 1. your three favorite sports?
- 2. three adjectives that describe the weather today?
- 3. four cities that you would like to visit?
- 4. two characteristics that describe this city or town?
- 5. five things you did this morning?
- 6. three things you are afraid of?
- 7. two or more things that make you happy?
- 8. three or more adjectives that describe the people in your country?
- 9. the five most important qualities of a good parent?

<sup>\*</sup>slumber = sleep; at a slumber party, friends sleep overnight together.

# □ Exercise 4. Looking at grammar. (Chart 8-1)

Add commas and periods where appropriate. Capitalize as necessary.

- 1. The rain fell. the wind blew.
- 2. The rain fell, and the wind blew.\*
- 3. I talked he listened.
- 4. I talked to Ryan about his school grades and he listened to me carefully.
- 5. The five most common words in English are the and of to and a.
- 6. The man asked a question the woman answered it.
- 7. The man asked a question and the woman answered it.
- 8. Rome is an Italian city it has a mild climate and many interesting attractions.
- 9. You should visit Rome its climate is mild and there are many interesting attractions.

#### Exercise 5. Warm-up. (Chart 8-2)

Complete the sentences with your own ideas. Make true statements.

1. When I'm not sure of the meaning of a word in English, I \_\_\_\_\_

\_\_\_ or \_\_\_\_\_

2. Sometimes I don't understand native speakers of English, but I \_\_\_\_\_

8-2 Connecting Ideas with But and Or			
<ul> <li>(a) I <i>went</i> to bed <i>but couldn't sleep</i>.</li> <li>(b) Is a lemon <i>sweet or sour</i>?</li> <li>(c) Did you order <i>coffee</i>, <i>tea</i>, <i>or milk</i>?</li> </ul>	<b>And</b> , <b>but</b> , and <b>or</b> are called "coordinating conjunctions." Like <b>and</b> , <b>but</b> and <b>or</b> can connect items within a sentence.		
	Commas are used with a series of three or more items, as in (c).		
<ul> <li>It didn't break. = a sentence</li> <li>(d) I dropped the vase, but it didn't break.</li> <li>(e) Do we have class on Monday, or is Monday a holiday?</li> </ul>	A comma is usually used when <b>but</b> or <b>or</b> combines two complete (independent) sentences into one sentence, as in (d) and (e).		
	A conjunction can also come at the beginning of a sentence, except in formal writing. ALSO CORRECT: I dropped the vase. But it didn't break. I saw a cat. And you saw a mouse.		

In longer sentences, the comma is helpful and usual.

<sup>\*</sup>Sometimes the comma is omitted when *and* connects two very short independent clauses.

ALSO CORRECT: The rain fell and the wind blew. (NO COMMA)

#### Exercise 6. Looking at grammar. (Charts 8-1 and 8-2)

Complete the sentences with and, but, or or. Add commas as necessary.

- 1. I washed my shirt, <u>but</u> it didn't get clean.
- 2. Would you like some water <u>or</u> some fruit juice?
- 3. I bought some paper, a birthday card, <u>and</u> some envelopes.
- 4. The flight attendants served dinner \_\_\_\_\_ I didn't eat it.
- 5. I was hungry \_\_\_\_\_\_ didn't eat on the plane. The food didn't look appetizing.
- 6. I washed my face, brushed my teeth \_\_\_\_\_ combed my hair.
- 7. Golf \_\_\_\_\_\_ tennis are popular sports.
- 8. Sara is a good tennis player \_\_\_\_\_\_ she's never played golf.
- 9. Which would you prefer? Would you like to play tennis \_\_\_\_\_\_ golf Saturday?
- 10. Who made the call? Did Bob call you \_\_\_\_\_ did you call Bob?

#### Exercise 7. Looking at grammar. (Charts 8-1 and 8-2)

Add commas, periods, and capital letters as necessary.

#### Electronic devices\* on airplanes

#### С

- 1. Laptops are electronic devices. ¢ell phones are electronic devices.
- 2. Laptops and portable DVD players are electronic devices but flashlights aren't.
- 3. Passengers can't use these electronic devices during takeoffs and landings they can use them the rest of the flight.
- 4. During takeoffs and landings, airlines don't allow passengers to use laptops DVD players electronic readers or PDAs.\*\*
- 5. The devices may cause problems with the navigation system and they may cause problems with the communication system.

Column B

# Exercise 8. Warm-up. (Chart 8-3)

Match the sentences in Column A with a logical idea from Column B.

#### Column A

1. I was tired, so I \_\_\_\_\_. a. didn't sleep

2. I was tired, but I \_\_\_\_\_. b. slept

\**device* = a thing, often electric or electronic, that has a specific purpose

\*\*PDA = personal digital assistant; a small device that has some computer functions

8-3 Connecting Ideas with So	
(a) The room was dark, <i>so</i> I turned on a light.	<b>So</b> can be used as a conjunction, as in (a). It is preceded by a comma. It connects the ideas in two independent clauses. <b>So</b> expresses <b>results</b> :
	cause: The room was dark. result: I turned on a light.
(b) COMPARE: The room was dark, <b>but</b> I didn't turn on a light.	But often expresses an unexpected result, as in (b).

# Exercise 9. Looking at grammar. (Charts 8-2 and 8-3)

Complete the sentences with **so** or **but**.

- 1. It began to rain, <u>50</u> I opened my umbrella.
- 2. It began to rain, <u>but</u> I didn't open my umbrella.
- 3. I didn't have an umbrella, \_\_\_\_\_ I got wet.
- 4. I didn't have an umbrella, \_\_\_\_\_ I didn't get wet because I was wearing my raincoat.
- 5. The water was cold, \_\_\_\_\_ I went swimming anyway.
- 6. The water was cold, \_\_\_\_\_ I didn't go swimming.
- 7. Scott's directions to his apartment weren't clear, \_\_\_\_\_ Sonia got lost.
- 8. The directions weren't clear, \_\_\_\_\_ I found Scott's apartment anyway.
- 9. My friend lied to me, \_\_\_\_\_ I still like and trust her.
- 10. My friend lied to me, \_\_\_\_\_ I don't trust her anymore.

#### **Exercise 10. Looking at grammar.** (Charts $8-1 \rightarrow 8-3$ )

Add commas, periods, and capital letters as necessary.

#### Surprising animal facts:

1. Some tarantulas\* can go two and a half years without food. when they eat, they like grasshoppers beetles small spiders and sometimes small lizards.

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2. A female elephant is pregnant for approximately twenty months and almost always has only one baby a young elephant stays close to its mother for the first ten years of its life.

<sup>\*</sup>tarantula = a big, hairy spider

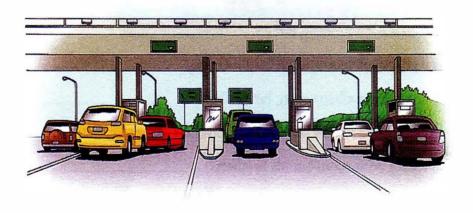
3. Dolphins sleep with one eye open they need to be conscious or awake in order to breathe if they fall asleep when they are breathing, they will drown so they sleep with half their brain awake and one eye open.

# **Exercise 11. Listening and grammar.** (Charts $8-1 \rightarrow 8-3$ )

Listen to the passage. Then add commas, periods, and capital letters as necessary. Listen again as you check your answers. Before you begin, you may want to check your understanding of these words: *blinker, do a good deed, motioned, wave someone on.* 

### Paying It Forward\*

- (1)  $\oint_W$  few days ago, a friend and I were driving from Benton Harbor to Chicago.
- (2)  $\oint$  didn't have any delays for the first hour but we ran into some highway construction
- (3) near Chicago the traffic wasn't moving my friend and I sat and waited we talked about
- (4) our jobs our families and the terrible traffic slowly it started to move
- (5) we noticed a black sports car on the shoulder its blinker was on the driver
- (6) obviously wanted to get back into traffic car after car passed without letting him in I
- (7) decided to do a good deed so I motioned for him to get in line ahead of me he waved
- (8) thanks and I waved back at him
- (9) all the cars had to stop at a toll booth a short way down the road I held out my
- (10) money to pay my toll but the toll-taker just smiled and waved me on she told me that the
- (11) man in the black sports car had already paid my toll wasn't that a nice way of saying
- (12) thank you?



\*paying *u* forward = doing something nice for someone after someone does something nice for you. For example, imagine you are at a coffee stand waiting to buy a cup of coffee. The person in front of you is chatting with you and pays for your cup of coffee. You then buy a cup of coffee for the next person in line. You are paying it forward.

Paying it forward means the opposite of paying it back (repaying a debt or an obligation).

#### □ Exercise 12. Warm-up. (Chart 8-4)

Complete the sentences. Make true statements.

- 1. I like <u>fish</u>, but <u>my sister</u> doesn't.
- 2. I don't like \_\_\_\_\_\_ does.
- 3. I've seen \_\_\_\_\_\_, but \_\_\_\_\_ hasn't.
- 4. I'm not \_\_\_\_\_\_, but \_\_\_\_\_\_ is.

# 8-4 Using Auxiliary Verbs after But

(a)	don't like	coffee,	but my	husband	does.
-----	------------	---------	--------	---------	-------

- (b) I like tea, but my husband doesn't.
- (c) I won't be here tomorrow, but Sue will.
- (d) I've seen that movie, but Joe hasn't.
- (e) He isn't here, but she is.\*

After **but**, often only an auxiliary verb is used. It has the same tense or modal as the main verb. In (a): **does** = likes coffee Notice in the examples: negative + **but** + affirmative affirmative + **but** + negative

\*A verb is not contracted with a pronoun at the end of a sentence after *but* and *and*: CORRECT: ... but she is. INCORRECT: ... but she's.

# Exercise 13. Looking at grammar. (Chart 8-4)

Part I. Complete each sentence with the correct negative auxiliary verb.

- 1. Alan reads a lot of books, but his brother <u>doesn't</u>.
- 2. Alan reads a lot of books, but his brothers <u>don't</u>.
- 3. Alan is reading a book, but his brother \_\_\_\_\_.
- 4. Alan is reading a book, but his brothers \_\_\_\_\_\_.
- 5. Alan read a book last week, but his brother(s) \_\_\_\_\_\_.
- 6. Alan has read a book recently, but his brother \_\_\_\_\_.
- 7. Alan has read a book recently, but his brothers \_\_\_\_\_.
- 8. Alan is going to read a book soon, but his brother \_\_\_\_\_,
- 9. Alan is going to read a book soon, but his brothers \_\_\_\_\_.
- 10. Alan will read a book soon, but his brother(s) \_\_\_\_\_\_.

Part II. Complete each sentence with the correct affirmative auxiliary verb.

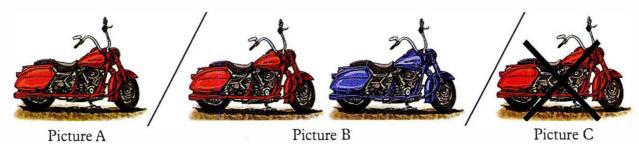
- 1. Nicole doesn't eat red meat, but her sister <u>does</u>.
- 2. Nicole doesn't eat red meat, but her sisters <u>do</u>.

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	3.	Nicole isn't eating red meat, but her sister
	4.	Nicole isn't eating red meat, but her sisters
	5.	Nicole didn't eat red meat last night, but her sister(s)
	6.	Nicole hasn't eaten red meat recently, but her sister
	7.	Nicole hasn't eaten red meat recently, but her sisters
	8.	Nicole isn't going to eat red meat soon, but her sister
	9.	Nicole isn't going to eat red meat soon, but her sisters
	10.	Nicole won't eat red meat soon, but her sister(s)
	Cor	prcise 14. Let's talk. (Chart 8-4) nplete the sentences with true statements about your classmates. You may need to rview them to get more information. Use appropriate auxiliary verbs.
	1.	Kira has long hair, butYuki doesn't
	2.	isn't hungry right now, but
	3.	lives nearby, but
	4.	, but,
	5.	plays a musical instrument, but
	6.	wasn't here last year, but
	7.	will be at home tonight, but
	8.	doesn't wear a ring, but
	9.	didn't study here last year, but
	10.	has lived here for a long time, but
CD 2 Track 19	Cor A s	ercise 15. Listening. (Chart 8-4) nplete the sentences with appropriate auxiliary verbs. trong storm mple: You will hear: My husband saw a tree fall, but I
		You will write: <u>didn't</u> .
	1.	5
	2.	6
	3.	. 7
	4	8

# Exercise 16. Warm-up. (Chart 8-5)

Match each sentence with the correct picture. NOTE: One picture doesn't match any of the sentences.



- 1. \_\_\_\_\_ Alice has a motorcycle, and her husband does too.
- 2. \_\_\_\_\_ Alice has a motorcycle, and so does her husband.
- 3. \_\_\_\_\_ Alice doesn't have a motorcycle, and her husband doesn't either.
- 4. \_\_\_\_\_ Alice doesn't have a motorcycle, and neither does her husband.

8-5 Using And + Too, So, Either, Neither			
S + AUX + <i>TOO</i> (a) Sue works, <i>and</i> <b>Tom does too</b> .	In affirmative statements, an auxiliary verb + <i>too</i> or <i>so</i> can be used after <i>and</i> .		
SO + AUX + S (b) Sue works, and so does Tom.	Examples (a) and (b) have the same meaning. Word order: subject + auxiliary + too so + auxiliary + subject		
S + AUX + EITHER (c) Ann doesn't work, and Joe doesn't either. <i>NEITHER</i> + AUX + S (d) Ann doesn't work, and neither does Joe.	An auxiliary verb + <i>either</i> or <i>neither</i> are used with negative statements. Examples (c) and (d) have the same meaning. Word order: <i>subject</i> + <i>auxiliary</i> + <i>either</i> <i>neither</i> + <i>auxiliary</i> + <i>subject</i> NOTE: An affirmative auxiliary is used with <i>neither</i> .		
<ul> <li>(e) — I'm hungry.</li> <li>— <i>I am too. / So am I.</i></li> <li>(f) — I don't eat meat.</li> <li>— <i>I don't either. / Neither do I.</i></li> </ul>	<b>And</b> is not usually used when there are two speakers.		
<ul> <li>(g) — I'm hungry. — <i>Me too.</i> (<i>informal</i>)</li> <li>(h) — I don't eat meat. — <i>Me</i> (<i>n</i>)<i>either</i>. (<i>informal</i>)</li> </ul>	<i>Me too, me either</i> , and <i>me neither</i> are often used in informal spoken English.		

# □ Exercise 17. Looking at grammar. (Chart 8-5)

Complete the sentences with the given words. Pay special attention to word order.



1.	a. too	Marco has a mustache, and <u>James does too</u> .
	b. so	Marco has a mustache, and
2.	a. either b. neither	Omar doesn't have a mustache, and Omar doesn't have a mustache, and
3.	a. too b. so	Marco is wearing a hat, and Marco is wearing a hat, and
4.		Ivan isn't wearing a hat, and Ivan isn't wearing a hat, and

# Exercise 18. Looking at grammar. (Chart 8-5)

Part I. Complete each sentence with the correct affirmative auxiliary verb.

- 1. Andy walks to work, and his roommate <u>does</u> too.
- 2. Andy walks to work, and his roommates \_\_\_\_\_\_ too.
- 3. Andy is walking to work, and his roommate \_\_\_\_\_\_ too.
- 4. Andy is walking to work, and his roommates \_\_\_\_\_\_ too.
- 5. Andy walked to work last week, and his roommate(s) \_\_\_\_\_\_ too.
- 6. Andy has walked to work recently, and so \_\_\_\_\_\_ his roommate.
- 7. Andy has walked to work recently, and so \_\_\_\_\_\_ his roommates.
- 8. Andy is going to walk to work tomorrow, and so \_\_\_\_\_\_ his roommate.
- 9. Andy is going to walk to work tomorrow, and so \_\_\_\_\_\_ his roommates.
- 10. Andy will walk to work tomorrow, and so \_\_\_\_\_\_ his roommate(s).

Part II. Complete each sentence with the correct negative auxiliary verb.

1. Karen doesn't watch TV, and her sister <u>doesn't</u> either.

2. Karen doesn't watch TV, and her sisters \_\_\_\_\_\_ either.

3. Karen isn't watching TV, and her sister \_\_\_\_\_\_ either.

4. Karen isn't watching TV, and her sisters \_\_\_\_\_\_ either

5. Karen didn't watch TV last night, and her sister(s) \_\_\_\_\_\_ either.

6. Karen hasn't watched TV recently, and neither \_\_\_\_\_\_ her sister.

7. Karen hasn't watched TV recently, and neither \_\_\_\_\_\_ her sisters.

8. Karen isn't going to watch TV tomorrow, neither \_\_\_\_\_ her sister.

9. Karen isn't going to watch TV tomorrow, and neither \_\_\_\_\_\_ her sisters.

10. Karen won't watch TV tomorrow, and neither \_\_\_\_\_ her sister(s).

### Exercise 19. Let's talk and write. (Chart 8-5)

Work in small groups. Complete the sentences with *too*, *so*, *either*, or *neither*. Make true statements. You may need to research your answers.

1.	Haiti is a small country, and <u>Cuba is too</u> .
2.	Japan produces rice, and
3.	Turkey has had many strong earthquakes, and
4.	Iceland doesn't grow coffee, and
5.	Most Canadian children will learn more than one language, and
6.	Norway joined the United Nations in 1945, and
7.	Argentina doesn't lie on the equator, and
8.	Somalia lies on the Indian Ocean, and
9.	Monaco has never* hosted the Olympic Games, and
10.	South Korea had a Nobel Prize winner in 2000, and

\*Never makes a sentence negative: The teacher is never late, and neither am I. OR I'm not either.

# Exercise 20. Let's talk: pairwork. (Chart 8-5)

Work with a partner. Speaker A says the given sentence. Speaker B agrees with Speaker A's statement by using *so* or *neither*.

*Example:* I'm confused. SPEAKER A (*book open*): I'm confused. SPEAKER B (*book closed*): So am I.

- 1. I studied last night.
- 2. I study grammar every day.
- 3. I'd like a cup of coffee.
- 4. I'm not hungry.
- 5. I've never seen a vampire.
- 6. Running is an aerobic activity.
- 7. Snakes don't have legs.
- 8. Coffee contains caffeine.

#### Change roles.

- 9. I overslept this morning.
- 10. I don't like mushrooms.
- 11. Swimming is an Olympic sport.
- 12. Denmark doesn't have any volcanoes.
- 13. I've never touched a crocodile.
- 14. Chickens lay eggs.
- 15. Elephants can swim.
- 16. I'd rather go to (name of a place) than (name of a place).

# Exercise 21. Let's listen and talk. (Chart 8-5)

There are responses you can use if you don't agree with someone else's statement.

CD 2 Track 20

**Part I.** Listen to the examples. As you listen, pay special attention to the sentence stress in items 4-6 when Speaker B is disagreeing.

#### To get more information:

1. A: I'm going to drop this class.

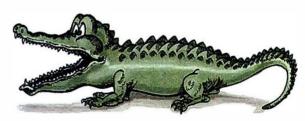
#### B: You are? Why? What's the matter?

- 2. A: My laptop doesn't have enough memory for this application.
  - B: Really? Are you sure?
- 3. A: I can read Braille.

#### B: You can? How did you learn to do that?

#### To disagree:

- 4. A: I love this weather.
  - B: I don't.
- 5. A: I didn't like the movie.B: I did!
- 6. A: I'm excited about graduation.B: I'm not.



*Part II.* Work with a partner. Partner A will make a statement, and Partner B will ask for more information. Take turns saying the sentences.

- 1. I'm feeling tired.
- 2. I don't like grammar.
- 3. I've seen a ghost.
- 4. I didn't eat breakfast this morning.
- 5. I haven't slept well all week.
- 6. I'm going to leave class early.

Part III. Now take turns disagreeing with the given statements.

- 7. I believe in ghosts.
- 8. I didn't study hard for the last test.
- 9. I'm going to exercise for an hour today.
- 10. I like strawberries.
- 11. I haven't worked very hard this week.
- 12. I don't enjoy birthdays.

#### Exercise 22. Let's talk. (Charts 8-4 and 8-5)

Make true statements about your classmates using *and* and *but*. You may need to interview them to get more information. Use the appropriate auxiliary verbs.

1.	<u>Kunio</u>	lives in an apartment, and <u>Boris does too</u>	š
2.	Ellen	is wearing jeans, but <u>Ricardisn't</u>	
3.		is absent today, but	
4.		didn't live here last year, and	either.
5.		can cook, and	too.
6.		has a baseball cap, and	too.
7.		doesn't have a motorcycle, and	either.
8.		doesn't have a pet, but	
9.		will get up early tomorrow, but	,
10.		has studied English for more than a year, and	too.

#### Exercise 23. Warm-up. (Chart 8-6)

Circle all the logical completions.

Because Roger felt tired, \_\_\_\_\_.

- a. he took a nap. c. he went to bed early.
- b. he didn't take a nap. d. he didn't go to bed early.

8-6 Connecting Ideas with B	
(a) He drank water <i>because</i> he was thirsty.	<b>Because</b> expresses a cause; it gives a reason. Why did he drink water? <i>Reason:</i> He was thirsty.
(b) MAIN CLAUSE: He drank water.	A main clause is a complete sentence: <i>He drank water</i> = a complete sentence
(C) ADVERB CLAUSE: because he was thirsty	An adverb clause is NOT a complete sentence: because he was thirsty = NOT a complete sentence Because introduces an adverb clause: because + subject + verb = an adverb clause
<ul> <li>MAIN CLAUSE ADVERB CLAUSE</li> <li>(d) He drank water because he was thirsty. (no comma)</li> <li>ADVERB CLAUSE MAIN CLAUSE</li> <li>(e) Because he was thirsty, he drank water. (comma)</li> </ul>	An adverb clause is connected to a main clause, as in (d) and (e). In (d): <i>main clause + no comma + adverb clause</i> In (e): <i>adverb clause + comma + main clause</i> Examples (d) and (e) have exactly the same meaning.
(f) INCORRECT IN WRITING: He drank water. Because he was thirsty.	Example (f) is incorrect in written English: <b>Because he</b> <b>was thirsty</b> cannot stand alone as a sentence that starts with a capital letter and ends with a period. It has to be connected to a main clause, as in (d) and (e).
<ul> <li>(g) CORRECT IN SPEAKING:</li> <li>— Why did he drink some water?</li> <li>— Because he was thirsty.</li> </ul>	In spoken English, an adverb clause can be used as the short answer to a question, as in (g).

# □ Exercise 24. Looking at grammar. (Chart 8-6)

Combine each pair of sentences in two different orders. Use because. Punctuate carefully.

- 1. We didn't have class. \ The teacher was absent.
  - → We didn't have class because the teacher was absent.
  - $\rightarrow$  Because the teacher was absent, we didn't have class.
- 2. The children were hungry.  $\$  There was no food in the house.
- 3. The bridge is closed.  $\setminus$  We can't get across the river.
- 4. My car didn't start. \ The battery was dead.
- 5. Talya and Patti laughed hard. \ The joke was very funny.

# □ Exercise 25. Looking at grammar. (Chart 8-6)

Add periods, commas, and capital letters as necessary.  $\mathcal{B}$ 

- 1. Jimmy is very young. Decause he is afraid of the dark, he likes to have a light on in his bedroom at night.
- 2. Mr. El-Sayed had a bad cold because he was not feeling well he stayed home from the office.

- 3. Judy went to bed early because she was tired she likes to get at least eight hours of sleep a night.
- 4. Frank put his head in his hands he was angry and upset because he had lost a lot of work on his computer.

# Exercise 26. Looking at grammar. (Charts 8-3 and 8-6)

Make sentences with the same meaning as the given sentence. Use commas where appropriate.

Part I. Restate the sentences. Use so.

- 1. Wendy lost her job because she never showed up for work on time.
  - $\rightarrow$  Wendy never showed up for work on time, so she lost her job.
- 2. I opened the window because the room was hot.
- 3. Because it was raining, I stayed indoors.

#### Part II. Restate the sentences. Use because.

- 4. Jason was hungry, so he ate.
  - $\rightarrow$  Because Jason was hungry, he ate. OR Jason ate because he was hungry.
- 5. The water in the river is polluted, so we shouldn't go swimming there.
- 6. My alarm clock didn't go off,\* so I was late for my job interview.

# □ Exercise 27. Looking at grammar. (Charts $8-1 \rightarrow 8-6$ )

Add commas, periods, and capital letters where appropriate. Don't change any of the words or the order of the words.

- Н
- 1. Jim was hot. Ke sat in the shade.
- 2. Jim was hot and tired so he sat in the shade.
- 3. Jim was hot tired and thirsty.
- 4. Because he was hot Jim sat in the shade.
- 5. Because they were hot and thirsty Jim and Susan sat in the shade and drank iced-tea.
- 6. Jim and Susan sat in the shade and drank iced-tea because they were hot and thirsty.
- 7. Jim sat in the shade drank iced-tea and fanned himself with his cap because he was hot tired and thirsty.
- 8. Because Jim was hot he stayed under the shade of the tree but Susan went back to work.

<sup>\*</sup>go off = ring

#### **Exercise 28. Listening.** (Charts $8-1 \rightarrow 8-6$ )

CD 2 Track 21

Listen to the passage. Then add commas, periods, and capital letters where appropriate. Listen again as you check your answers.

#### Understanding the Scientific Term Matter

M

The word *matter* is a chemical term. phatter is anything that has weight this book your

finger water a rock air and the moon are all examples of matter heat and radio waves are not matter

because they do not have weight happiness dreams and fears have no weight and are not matter.

#### Exercise 29. Warm-up. (Chart 8-7)

In which sentences is the result (in green) the opposite of what you expect?

- 1. Even though I didn't eat dinner last night, I wasn't hungry this morning.
- 2. Because I didn't eat dinner last night, I was hungry this morning.
- 3. Although I didn't eat dinner last night, I wasn't hungry this morning.

8-7 Connecting Ideas with Even Though/Although		
(a) <b>Even though</b> I was hungry, I did not eat. I did not eat <b>even though</b> I was hungry.	<i>Even though</i> and <i>although</i> introduce an adverb clause.	
<ul> <li>(b) Although I was hungry, I did not eat.</li> <li>I did not eat although I was hungry.</li> </ul>	Examples (a) and (b) have the same meaning: I was hungry, but I did not eat.	
COMPARE:	Because expresses an expected result, as in (c).	
<ul> <li>(c) <i>Because</i> I was hungry, <i>I ate</i>.</li> <li>(d) <i>Even though</i> I was hungry, <i>I did not eat</i>.</li> </ul>	<i>Even though/aithough</i> expresses an unexpected or opposite result, as in (d).	

#### Exercise 30. Looking at grammar. (Chart 8-7)

Complete the sentences with the given words.

- 1. is, isn't
  - a. Because Dan is sick, he \_\_\_\_\_ going to work.
  - b. Although Dan is sick, he \_\_\_\_\_ going to work.
  - c. Even though Dan is sick, he \_\_\_\_\_ going to work.
- 2. went, didn't go
  - a. Even though it was late, we \_\_\_\_\_ home.
  - b. Although it was late, we \_\_\_\_\_ home.
  - c. Because it was late, we \_\_\_\_\_ home.

# □ Exercise 31. Looking at grammar. (Chart 8-7)

Complete the sentences with even though or because.

- 1. <u>Even though</u> the weather is cold, Rick isn't wearing a coat.
- 2. <u>Because</u> the weather is cold, Ben is wearing a coat.
- 3. \_\_\_\_\_ Jane was sad, she smiled.
- 4. \_\_\_\_\_ Jane was sad, she cried.
- 5. \_\_\_\_\_\_ it was cold outside, we went swimming in the lake.
- 6. \_\_\_\_\_ our friends live on an island, it isn't easy to get there by car.
- 7. People ask Kelly to sing at weddings \_\_\_\_\_\_ she has a good voice.
- I'm training for the Olympics, I biked up the mountain
   it was starting to snow.
- 9. George sings loudly \_\_\_\_\_\_ he can't carry a tune.



# Exercise 32. Looking at grammar. (Charts 8-6 and 8-7)

Choose the best completion for each sentence.

- 1. Even though the test was fairly easy, most of the class \_\_\_\_\_.
  - (a.) failed
  - b. passed
  - c. did pretty well
- 2. Jack hadn't heard or read about the bank robbery even though \_\_\_\_\_.
  - a. he was the robber
  - b. it was on the front page of every newspaper
  - c. he was out of town when it occurred
- 3. Although \_\_\_\_\_, she finished the race in first place.
  - a. Miki was full of energy and strength
  - b. Miki was leading all the way
  - c. Miki was far behind in the beginning

- 4. We can see the light from an airplane at night before we can hear the plane because \_\_\_\_\_.a. light travels faster than sound
  - b. airplanes travel at high speeds
  - c. our eyes work better than our ears at night
- 5. My partner and I worked all day and late into the evening. Even though \_\_\_\_\_, we stopped at our favorite restaurant before we went home.
  - a. we were very hungry
  - b. we had finished our report
  - c. we were very tired
- 6. In the mountains, melting snow in the spring runs downhill into rivers. The water carries soil and rocks. In the spring, mountain rivers become muddy rather than clear because
  - a. mountain tops are covered with snow
  - b. the water from melting snow brings soil and rocks to the river
  - c. ice is frozen water

# Exercise 33. Listening. (Charts 8-6 and 8-7) Choose the best completion for each sentence.

CD 2 Track 22

- *Example:* You will hear: Because there was a sale at the mall, . . .
  - You will choose: a. it wasn't busy.
    - (b.) there were a lot of shoppers.
    - c. prices were very high.
  - 1. a. they were under some mail.
    - b. my roommate helped me look for them.
    - c. I never found them.
  - 2. a. the rain had stopped.
    - b. a storm was coming.
    - c. the weather was nice.
  - 3. a. he was sick.
    - b. he had graduated already.
    - c. he was happy for me.
  - 4. a. I mailed it.
    - b. I decided not to mail it.
    - c. I sent it to a friend.
  - 5. a. the coaches celebrated afterwards.
    - b. the fans cheered loudly.
    - c. the players didn't seem very excited.

# □ Exercise 34. Let's talk. (Charts 8-6 and 8-7)

Answer the questions in complete sentences, using either *because* or *even though*. Work in pairs, in small groups, or as a class.

Example: Last night you were tired. Did you go to bed early?

- $\rightarrow$  Yes, I went to bed early because I was tired. OR
- → Yes, because I was tired, I went to bed before nine. OR
- $\rightarrow$  No, I didn't go to bed early even though I was really sleepy. OR
- $\rightarrow$  No, even though I was really tired, I didn't go to bed until after midnight.
- 1. Last night you were tired. Did you stay up late?
- 2. Vegetables are good for you. Do you eat a lot of them?
- 3. Space exploration is exciting. Would you like to be an astronaut?
- 4. What are the winters like here? Do you like living here in the winter?
- 5. (A recent movie) has had good reviews. Do you want to see it?
- 6. Are you a good artist? Will you draw a picture of me on the board?
- 7. Where does your family live? Are you going to visit them over the next holiday?

#### □ Exercise 35. Reading and grammar. (Chapter 8)

Part I. Read the passage.

#### The Importance of Water

What is the most common substance on earth? It isn't wood, iron, or sand. The most common substance on earth is water. Every living thing contains water. For example, a person's body is about 67 percent water, a bird's is about 75 percent water, and most fruit contains about 90 percent water.

In addition, 70 percent of the earth's surface is water. Besides being in lakes, rivers, and oceans, water is in the ground and in the air. However, most of the water in the world is saltwater. Only 3 percent of the earth's water is fresh, and just one percent of that is available for human use. The rest is saltwater, and people can't drink it or grow food with it.

Water is essential to life, but human beings often poison it with chemicals from industry and farming. When people pollute water, the quality of all life — plant life, animal life, and human life — suffers. Life cannot exist without fresh water, so it is essential that people take care of this important natural resource.

#### Part II. Complete the sentences with because/although/even though/so.

1. \_\_\_\_\_ 70 percent of the earth's surface is water and water is in every

living thing, it is the most common substance on earth.

- 2. \_\_\_\_\_ 70 percent of the earth's surface is water, only 3 percent is fresh.
- 3. \_\_\_\_\_\_ water is everywhere, not much is available for human use.
- 4. Chemicals pollute water, \_\_\_\_\_\_ it is important to keep them out of the water supply.
- 5. \_\_\_\_\_ water is essential to human life, people need to take care of it.
- 6. Water is essential to human life, \_\_\_\_\_ people need to take care of it.

#### Exercise 36. Check your knowledge. (Chapter 8)

- Edit the sentences. Correct the errors in sentence structure. Pay special attention to punctuation.
  - 1. Even though I was sick, but I went to work.
  - 2. Gold silver and copper. They are metals.
  - 3. The children crowded around the teacher. Because he was doing a magic trick.
  - 4. I had a cup of coffee, and so does my friend.
  - 5. My roommate didn't go. Neither I went either.
  - 6. Even I was exhausted, I didn't stop working until after midnight.
  - 7. Although I like chocolate, but I can't eat it because I'm allergic to it.
  - 8. I like to eat raw eggs for breakfast and everybody else in my family too.
  - 9. A hardware store sells tools and nails and plumbing supplies and paint.
  - 10. Most insects have wings, spiders do not.

#### Exercise 37. Let's write. (Chapter 8)

Write about an animal that interests you. Follow these steps:

1. Choose an animal you want to know more about.

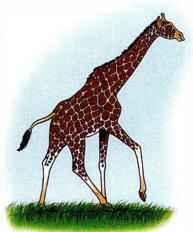
*Hint:* If you are doing your research on the Internet, type in "interesting facts about \_\_\_\_\_."

2. Take notes on the information you find. For example, here is some information about giraffes from an Internet site.

Sample notes:

Giraffes

- $\rightarrow$  have long necks (6 feet or 1.8 meters)
- $\rightarrow$  can reach tops of trees
- $\rightarrow$  need very little sleep (20 minutes to two hours out of 24 hours)
- $\rightarrow$  eat about 140 pounds of food a day
- $\rightarrow$  can go for weeks without drinking water
- $\rightarrow$  get a lot of water from the plants they eat
- $\rightarrow$  can grab and hold onto objects with their tongues
- $\rightarrow$  don't have vocal cords
- → can communicate with one another (but humans can't hear them)



3. Write sentences based on your facts. Combine some of the ideas using *and*, *but*, *or*, *so*, *because*, *although*, *even though*.

#### Sample sentences:

Giraffes

- $\rightarrow$  Giraffes have long necks, so they can reach the tops of trees.
- $\rightarrow$  Although they eat about 140 pounds of food a day, they can go for weeks without drinking water.
- $\rightarrow$  Even though giraffes don't have vocal cords, they can communicate with one another.
- $\rightarrow$  Giraffes can communicate, but people can't hear their communication.
- 4. Put your sentences into a paragraph.

Sample paragraph:

#### **Interesting Facts About Giraffes**

Giraffes are interesting animals. They have long necks, so they can reach the tops of trees. They eat flowers, fruit, climbing plants, and the twigs and leaves from trees. Although they eat about 140 pounds of food a day, they can go for weeks without drinking water. They get a lot of water from the plants they eat too. They have very long tongues and these tongues are useful. Because they are so long, they can grab objects with them. Even though giraffes don't have vocal cords, they can communicate, but people can't hear their communication.

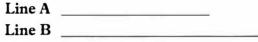




# Exercise 1. Warm-up. (Chart 9-1)

Compare the lengths of the lines.

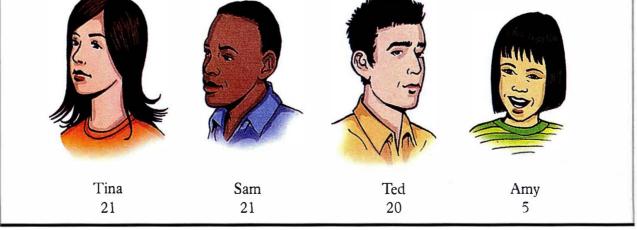
- 1. Line D is as long as Line \_\_\_\_\_.
- 2. Line A isn't as long as Line \_\_\_\_\_.
- 3. Line E is almost as long as Line \_\_\_\_\_.



Line C

Line D \_\_\_\_\_ Line E \_\_\_\_\_

a) Tina is 21 years old. Sam is also 21. Tina is <b>as old as</b> Sam (is).	As as is used to say that the two parts of a comparison are equal or the same in some way. In (a): $as + adjective + as$
(b) Mike came <i>as quickly as</i> he could.	In (b): <i>as</i> + <i>adverb</i> + <i>as</i>
<ul> <li>(c) Ted is 20. Tina is 21. Ted is <i>not as old as</i> Tina.</li> <li>(d) Ted is <i>not quite as old as</i> Tina.</li> <li>(e) Amy is 5. She is <i>not nearly as old as</i> Tina.</li> </ul>	Negative form: <i>not as as</i> .* <i>Quite</i> and <i>nearly</i> are often used with the negative. In (d): <i>not quite as as</i> = a small difference. In (e): <i>not nearly as as</i> = a big difference.
<ul> <li>(f) Sam is <i>just as old as</i> Tina.</li> <li>(g) Ted is <i>nearly/almost as old as</i> Tina.</li> </ul>	Common modifiers of <i>as as</i> are <i>just</i> (meaning "exactly") and <i>nearly/almost.</i>

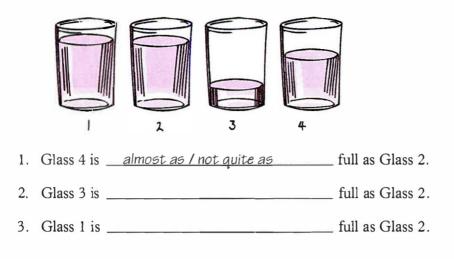


\*Also possible: not so ... as: Ted is not so old as Tina.

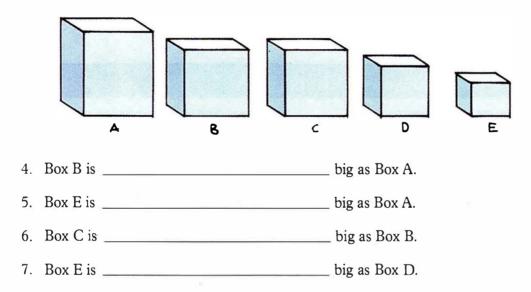
# Exercise 2. Looking at grammar. (Chart 9-1)

Complete the sentences, with just as, almost as/not quite as, or not nearly as.

Part I. Compare the fullness of the glasses.



Part II. Compare the size of the boxes.



#### Exercise 3. Looking at grammar. (Chart 9-1)

Complete the sentences with  $as \ldots as$  and words from the list. Give your own opinion. Use negative verbs where appropriate.

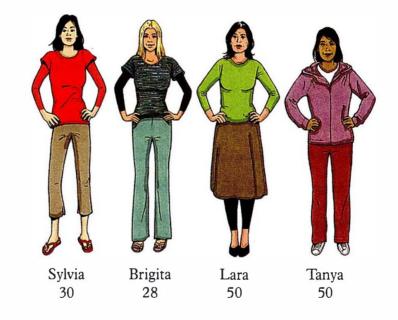
a housefly / an ant a lake / an ocean a lemon / a watermelon a lion / a tiger a shower / a bath good health / money honey / sugar monkeys /people reading a book / listening to music the sun / the moon

1.	An ant isn't as	big as <u>a housefly</u> .
2.	A lion is as	dangerous and wild as <u>a tiger</u> .
3.		large as
4.		sweet as
5.		important as
б.	2	_ quiet as
7.		hot as
8.		good at climbing trees as
9.		_ relaxing as

# Exercise 4. Listening. (Chart 9-1)

Complete the sentences with the words you hear.





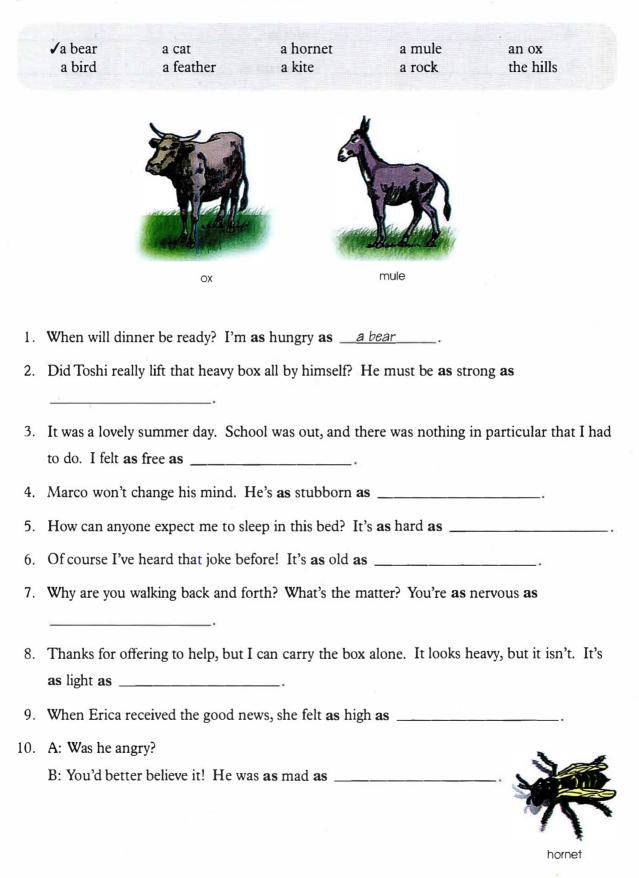
Example: You will hear: Brigita isn't as old as Lara.

You will write: \_\_\_\_\_\_isn't as old as \_\_\_\_\_

1. Lara	Tanya.
2. Sylvia	Lara.
3. Sylvia and Brigita	Tanya.
4. Brigita	Sylvia.
5. Brigita	Sylvia.

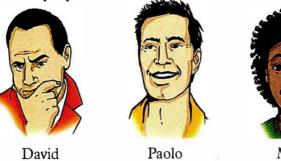
# Exercise 5. Game. (Chart 9-1)

**As**... **as** is used in many traditional phrases. These phrases are generally spoken rather than written. See how many of them you're familiar with by completing the sentences with the given words. Work in teams. The team with the most correct answers wins.



# Exercise 6. Warm-up. (Chart 9-2)

Compare the people.



- Matt
- 1. Paolo looks younger than \_\_\_\_\_
- 2. Matt looks younger than \_\_\_\_\_
- 3. \_\_\_\_\_ looks the youngest of all.

#### مرجع زبان ايرانيان **9-2** Comparative and Superlative (a) "A" is older than "B." The comparative compares this to that or these to those. Form: -er or more (See Chart 9-3.) (b) "A" and "B" are older than "C" and "D." Notice: A comparative is followed by than. (c) Ed is more generous than his brother. (d) "A," "B," "C," and "D" are sisters. "A" is the The superlative compares one part of a whole group to oldest of all four sisters. all the rest of the group. Form: -est or most (See Chart 9-3 for forms.) (e) A woman in Turkey claims to be the oldest person in the world. Notice: A superlative begins with the.

(f) Ed is *the most generous person* in his family.

# Exercise 7. Game. (Chart 9-2)

Work in teams. Decide if the sentences are true (T) or false (F). The team with the most correct answers wins.

1.	Canada is larger than France.	Т	F
2.	Russia and Canada are the largest countries in the world.	Т	F
3.	The South Pole is generally colder than the North Pole.	Т	F
4.	The Pacific Ocean is the coldest ocean in the world.	Т	F
5.	The Mediterranean Sea is the biggest sea of all.	Т	F
6.	In general, Libya is hotter than Mexico.	Т	F
7.	Africa is larger than Asia.	Т	F
8.	Argentina has the highest and lowest points in South America.	Т	F
9.	The nearest continent to Antarctica is Australia.	Т	F
10.	The longest country in the world is Chile.	Т	F

# □ Exercise 8. Listening. (Charts 9-1 and 9-2)

CD 2 Track 24

Listen to the statements. Do you agree or disagree? Circle yes or no. Before you begin, you may want to check your understanding of these words: *talkative, cooked, tasty, raw.* 

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

8. yes no

# Exercise 9. Warm-up. (Chart 9-3)

Compare the three handwriting samples.

A: \_ the putter spice. a linde! B: The meeting Suils of eight !\_\_\_\_\_ C: The monting starts at eight !\_\_\_\_\_

- 1. <u>C</u> is neater than <u>A (or B)</u>.
- 2. \_\_\_\_\_ is messier than \_\_\_\_\_\_.
- 3. \_\_\_\_ is more readable than \_\_\_\_\_.
- 4. \_\_\_\_\_ is better than \_\_\_\_\_\_.
- 5. \_\_\_\_\_ is the best.
- 6. \_\_\_\_\_ is the worst.
- 7. \_\_\_\_\_ wrote more carefully than \_\_\_\_\_\_.

# **9-3** Comparative and Superlative Forms of Adjectives and Adverbs

		Comparative	Superlative	
ONE-SYLLABLE ADJECTIVES	old wise	older wiser	the oldest the wisest	For most one-syllable adjectives, -er and -est are added.
TWO-SYLLABLE ADJECTIVES	famous pleasant	more famous more pleasant	the most famous the most pleasant	For most two-syllable adjectives, <i>more</i> and <i>most</i> are used.
	clever gentle friendly	cleverer more clever gentler more gentle friendlier more friendly	the cleverest the most clever the gentlest the most gentle the friendliest the most friendly	Some two-syllable adjectives use either <b>-er/-est</b> or <b>more/most</b> : able angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour
	busy pretty	busier prettier	the busiest the prettiest	-Er and -est are used with two- syllable adjectives that end in -y. The -y is changed to -i.
ADJECTIVES WITH THREE OR MORE SYLLABLES	important fascinating	more important more fascinating	the most important the most fascinating	<i>More</i> and <i>most</i> are used with long adjectives.
IRREGULAR ADJECTIVES	good bad	better worse	the best the worst	<i>Good</i> and <i>bad</i> have irregular comparative and superlative forms.
-LY ADVERBS	carefully slowly	more carefully more slowly	the most carefully the most slowly	<i>More</i> and <i>most</i> are used with adverbs that end in <i>-ly</i> .*
ONE-SYLLABLE ADVERBS	fast hard	faster harder	the fastest the hardest	The <i>-er</i> and <i>-est</i> forms are used with one-syllable adverbs.
IRREGULAR ADVERBS	well badly far	better worse farther/further	the best the worst the farthest/furthest	Both <i>farther</i> and <i>further</i> are used to compare physical distances: <i>I</i> walked farther than my friend did. OR <i>I</i> walked further than my friend did. <i>Further</i> also means "additional": <i>I need further</i> information. NOTE: <i>Farther</i> cannot be used when the meaning is "additional."

\*Exception: early is both an adjective and an adverb. Forms: earlier, earliest.



# **Exercise 10. Looking at grammar.** (Charts 9-2 and 9-3)

Write the comparative and superlative forms of the following adjectives and adverbs.

1.	high	higher, the highest	8.	dangerous	
2.	good		9.	slowly	
3.	lazy		10.	common	
4.	hot*		11.	friendly	
5.	neat*		12.	careful	
6.	late*		13.	bad	
7.	happy		14.	far	

# Exercise 11. Looking at grammar. (Charts 9-2 and 9-3)

Complete the sentences with the correct comparative form (*more/-er*) of the adjectives in the list.

clean	dangerous	funny	✓ sweet
confusing	dark	pretty	wet

- 1. Oranges are <u>sweeter</u> than lemons.
- I heard some polite laughter when I told my jokes, but everyone laughed loudly when Janet told hers. Her jokes are always much \_\_\_\_\_\_ than mine.
- 3. Many more people die in car accidents than in plane accidents. Statistics show that driving your own car is \_\_\_\_\_\_ than flying in an airplane.
- Professor Sato speaks clearly, but I have trouble understanding Professor Larson's lectures. Her lectures are much \_\_\_\_\_\_ than Professor Sato's.
- 5. Is there a storm coming? The sky looks \_\_\_\_\_\_ than it did an hour ago.
- 6. That tablecloth has some stains on it. Take this one. It's \_\_\_\_\_\_.
- We're having another beautiful sunrise. It looks like an orange fireball. The sky is even than yesterday.
- 8. If a cat and a duck are out in the rain, the cat will get much \_\_\_\_\_\_\_ than the duck. The water will just roll off the duck's feathers, but it will soak into the cat's hair.

<sup>\*</sup>Spelling notes:

<sup>•</sup> When a one-syllable adjective ends in one vowel + a consonant, double the consonant and add -er/-est: sad, sadder, saddest.

<sup>•</sup> When an adjective ends in two vowels + a consonant, do NOT double the consonant: cool, cooler, coolest.

<sup>•</sup> When an adjective ends in -e, do NOT double the consonant: wide, wider, widest.

#### Exercise 12. Listening. (Chart 9-3)

Listen to the sentences and choose the words that you hear.

*Example:* You will hear: I am the shortest person in our family.

You will choose: short

shorter (shortest)

#### My family

CD 2 Track 25

1.	young	younger	youngest
2.	tall	taller	tallest
3.	happy	happier	happiest
4.	happy	happier	happiest
5.	old	older	oldest
6.	funny	funnier	funniest
7.	hard	harder	hardest
8.	hard	harder	hardest

# **Exercise 13. Looking at grammar.** (Chart 9-3)

Choose the correct completion(s) for each sentence.

- Ron and his friend went jogging. Ron ran two miles, but his friend got tired after one mile. Ron ran \_\_\_\_\_ than his friend did.

   (a) farther
   (b) further
- If you have any \_\_\_\_\_ questions, don't hesitate to ask.
   a. farther
   b. further
- I gave my old computer to my younger sister because I had no \_\_\_\_\_ use for it.
   a. farther
   b. further
- 4. Paris is \_\_\_\_\_ north than Tokyo.a. fartherb. further
- 5. I like my new apartment, but it is \_\_\_\_\_ away from school than my old apartment was.a. fartherb. further
- 6. Thank you for your help, but I'll be fine now. I don't want to cause you any \_\_\_\_\_ trouble.a. fartherb. further
- 7. Which is \_\_\_\_\_ from here: the subway or the train station?a. fartherb. further

#### Exercise 14. Let's talk: pairwork. (Charts 9-2 and 9-3)

Work with a partner. Make comparison sentences with *more/-er* and adjectives in the list. Share some of your answers with the class.

beautiful	enjoyable	light	soft
cheap	expensive	relaxing	stressful
deep	fast	shallow	thick
easy	heavy	short	thin

- 1. traveling by air \ traveling by train
  - $\rightarrow$  Traveling by air is faster than traveling by train.
  - $\rightarrow$  Traveling by air is more stressful than traveling by train. Etc.
- 2. a pool \ a lake
- 3. an elephant's neck \ a giraffe's neck
- 4. taking a trip \ staying home
- 5. iron \ wood
- 6. going to the doctor \ going to the dentist
- 7. gold \ silver

0

CD 2 Track 26

- 8. rubber \ wood
- 9. an emerald \ a diamond
- 10. a feather \ a blade of grass

#### **Exercise 15. Listening.** (Charts $9 - 1 \rightarrow 9 - 3$ )

Listen to each sentence and choose the statement (a. or b.) that has a similar meaning.

*Example:* You will hear: I need help! Please come as soon as possible.

You will choose: (a.) Please come quickly.

b. Please come when you have time.

- 1. a. Business is better this year.
  - b. Business is worse this year.
- 2. a. Steven is a very friendly person.b. Steven is an unfriendly person.
- 3. a. The test was difficult for Sam.b. The test wasn't so difficult for Sam.
- 4. a. We can go farther.b. We can't go farther.
- 5. a. Jon made a very good decision.b. Jon made a very bad decision.

- 6. a. I'm going to drive faster.
  - b. I'm not going to drive faster.
- 7. a. Your work was careful.
  - b. Your work was not careful.
- 8. a. I am full.
  - b. I would like more to eat.
- 9. a. My drive and my flight take the same amount of time.
  - b. My drive takes more time.

# Exercise 16. Warm-up. (Chart 9-4)

Complete the sentences with the names of people you know. Make true statements.

- 1. I'm older than \_\_\_\_\_\_ is.
- 2. I live nearer to/farther from school than \_\_\_\_\_ does.
- 3. I got to class earlier/later than \_\_\_\_\_ did.
- 4. \_\_\_\_\_''s hair is longer/shorter than mine.

9-4 Completing a Comparative			
<ul> <li>(a) I'm older than my brother (is).</li> <li>(b) I'm older than he is.</li> <li>(c) I'm older than him. (informal)</li> </ul>	In formal English, a subject pronoun (e.g., <i>he</i> ) follows <i>than</i> , as in (b). In everyday, informal spoken English, an object pronoun (e.g., <i>him</i> ) often follows <i>than</i> , as in (c).		
<ul><li>(d) He works harder than I do.</li><li>(e) I arrived earlier than they did.</li></ul>	Frequently an auxiliary verb follows the subject after <i>than</i> . In (d): <i>than I do = than I work</i>		
<ul><li>(f) Ann's hair is longer than Kate's.</li><li>(g) Jack's apartment is smaller than mine.</li></ul>	A possessive noun (e.g., <i>Kate's</i> ) or pronoun (e.g., <i>mine</i> ) may follow <i>than</i> .		

# Exercise 17. Looking at grammar. (Chart 9-4)

Complete the sentences. Use pronouns in the completions.

- 1. My sister is only six. She's much younger than <u>lam OR (informally) me</u>.
- Peggy is thirteen, and she feels sad. She thinks most of the other girls in school are far more popular than \_\_\_\_\_\_.
- 3. The kids can't lift that heavy box, but Mr. El-Sayid can. He's stronger than
- 4. Jared isn't a very good speller. I can spell much better than \_\_\_\_\_\_.
- 5. I was on time. Carlo was late. I got there earlier than \_\_\_\_\_.
- 6. Mariko is out of shape. I can run a lot faster and farther than \_\_\_\_\_.
- Isabel's classes are difficult, but my classes are easy. Isabel's classes are more difficult than
   \_\_\_\_\_\_\_. My classes are easier than \_\_\_\_\_\_.
- 8. Our neighbor's house is very large. Our house is much smaller than

\_\_\_\_\_. Their house is larger than \_\_\_\_\_.

## Exercise 18. Warm-up. (Chart 9-5)

Do you agree or disagree with these statements? Circle yes or no.

1.	I enjoy very cold weather.	yes	no
2.	It's cooler today than yesterday.	yes	no
3.	It's much warmer today than yesterday.	yes	no
4.	It's a little hotter today than yesterday.	yes	no

9-5 Modifying Comparatives					
<ul><li>(a) Tom is <i>very old</i>.</li><li>(b) Ann drives <i>very carefully</i>.</li></ul>	<i>Very</i> often modifies adjectives, as in (a), and adverbs, as in (b).				
(c) INCORRECT: Tom is very older than I am. INCORRECT: Ann drives very more carefully than she used to.	Very is NOT used to modify comparative adjectives and adverbs.				
<ul> <li>(d) Tom is <i>much / a lot / far older</i> than I am.</li> <li>(e) Ann drives <i>much / a lot / far more carefully</i> than she used to.</li> </ul>	Instead, <i>much, a lot</i> , or <i>far</i> are used to modify comparative adjectives and adverbs, as in (d) and (e).				
(f) Ben is <b>a little</b> ( <b>bit</b> ) older than I am OR (informally) me.	Another common modifier is <i>a little/a little bit</i> , as in (f).				

## Exercise 19. Looking at grammar. (Chart 9-5)

Add very, much, a lot, or far to the sentences.

- 1. It's hot today.  $\rightarrow$  It's very hot today.
- 2. It's hotter today than yesterday.  $\rightarrow$  It's much/a lot/far hotter today than yesterday.
- 3. An airplane is fast.
- 4. Taking an airplane is faster than driving.
- 5. Learning a second language is difficult for many people.
- 6. Learning a second language is more difficult than learning chemistry formulas.
- 7. You can live more inexpensively in student housing than in a rented apartment.
- 8. You can live inexpensively in student housing.

#### Exercise 20. Warm-up. (Chart 9-6)

Complete the sentences with your own words.

1. Compare the cost of two cars:

(A|An) \_\_\_\_\_ is more expensive than (alan) \_\_\_\_\_.

2. Compare the cost of two kinds of fruit:

\_\_\_\_\_ are less expensive than \_\_\_\_\_\_

3. Compare the cost of two kinds of shoes (boots, sandals, tennis shoes, flip-flops, etc.):

\_\_\_\_\_ are not as expensive as \_\_\_\_\_\_.

4. Compare the cost of two kinds of heat: (gas, electric, solar, wood, coal, etc.):

heat is not as cheap as \_\_\_\_\_ heat.

9-6 Comparisons with Less Than and Not As As				
MORE THAN ONE SYLLABLE: (a) A pen is <i>less expensive than</i> a book. (b) A pen is <i>not as expensive as</i> a book.	The opposite of <i>-er/more</i> is expressed by <i>less</i> or <i>not as as</i> . Examples (a) and (b) have the same meaning. <i>Less</i> and <i>not as as</i> are used with adjectives and adverbs of more than one syllable.			
<ul> <li>ONE SYLLABLE:</li> <li>(c) A pen is not as large as a book.</li> <li>INCORRECT: A pen is less large than a book.</li> </ul>	Only <b>not as as</b> (NOT <b>less</b> ) is used with <b>one-syllable</b> adjectives or adverbs, as in (c).			

# Exercise 21. Looking at grammar. (Chart 9-6)

Circle the correct completion(s) for each sentence.

- My nephew is \_\_\_\_\_ old \_\_\_\_ my niece.
   a. less . . . than b. not as . . . as
- My nephew is \_\_\_\_\_ hard-working \_\_\_\_ my niece.
   a. less . . . than b. not as . . . as
- A bee is \_\_\_\_\_ big \_\_\_\_\_ a bird.
   a. less . . . than b. not as . . . as
- 4. My brother is \_\_\_\_\_ interested in computers \_\_\_\_\_ I am.
  a. less . . . than b. not as . . . as
- 5. Some students are \_\_\_\_\_ serious about their schoolwork \_\_\_\_\_ others.
  a. less . . . than b. not as . . . as
- 6. I am \_\_\_\_\_ good at repairing things \_\_\_\_\_ Diane is.
  a. less . . . than b. not as . . . as

## □ **Exercise 22. Game.** (Charts $9 - 1 \rightarrow 9 - 6$ )

Work in teams. Compare the given words using (*not*) as ... as, less, and more/-er. How many comparison sentences can you think of? The team with the most correct sentences wins.

Example: trees and flowers (big, colorful, useful, etc.)

- $\rightarrow$  Trees are bigger than flowers.
- $\rightarrow$  Flowers are usually more colorful than trees.
- $\rightarrow$  Flowers are less useful than trees.
- $\rightarrow$  Flowers aren't as tall as trees.
- 1. the sun and the moon
- 3. two restaurants in this area
- 2. teenagers and adults 4. two famous people in the world

# **Exercise 23. Listening.** (Charts $9 - 1 \rightarrow 9 - 6$ )

Listen to each sentence and the statements that follow it. Choose "T" for true or "F" for false.

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$\mathbb{A}$	Listen to	each sentence and	the statements that		wit. Ci	lioose	1 101
2 k 27	Example:	France \ Brazil You will hear: You will choose:	a. France isn't a	as larg	e as Bra	azil.	
		You will hear: You will choose:	b. France is big T F	ger th	an Braz	il.	
	a. 7	dewalk∖a road T F T F		4.	toes \ f a. T b. T c. T	F F	
	a. 7	ill \ a mountain T F T F		5.	basic r a. T b. T	F	lgebra
	a. '	iountain path \ a moi T F T F F	untain peak		c. T d. T		

Exercise 24. Warm-up: trivia. (Chart 9-7)

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Compare Manila, Seattle, and Singapore. Which two cities have more rain in December?\*

\_\_\_\_\_ and \_\_\_\_\_ have more rain

than \_\_\_\_\_\_ in December.

9-7 Using More with Nouns					
<ul><li>(a) Would you like some <i>more coffee</i>?</li><li>(b) Not everyone is here. I expect <i>more people</i> to come later.</li></ul>	In (a): <i>Coffee</i> is a noun. When <i>more</i> is used with nouns, it often has the meaning of "additional." It is not necessary to use <i>than</i> .				
(c) There are <i>more people</i> in China <i>than</i> there are in the United States.	<i>More</i> is also used with nouns to make complete comparisons by adding <i>than</i> .				
(d) Do you have enough coffee, or would you like some <i>more</i> ?	When the meaning is clear, the noun may be omitted and <i>more</i> can be used by itself.				

\*See Trivia Answers, p. 421.

# Exercise 25. Game: trivia. (Chart 9-7)

Work in teams. Write true sentences using the given information. The team with the most correct sentences wins.\*

- 1. more kinds of mammals: South Africa  $\$  Kenya  $\rightarrow$  Kenya has more kinds of mammals than South Africa.
- 2. more volcanoes: Indonesia \ Japan
- 3. more moons: Saturn \Venus
- 4. more people: Saõ Paulo, Brazil \ New York City
- 5. more islands: Greece \ Finland
- 6. more mountains: Switzerland \ Nepal
- 7. more sugar (per 100 grams): an apple \ a banana
- 8. more fat (per 100 grams): the dark meat of a chicken \ the white meat of a chicken

## Exercise 26. Looking at grammar. (Charts 9-2, 9-3, and 9-7)

First, <u>underline</u> the words in the list that are nouns. Second, use *-er/more* and the words in the list to complete the sentences.

doctors	information	responsible	
happily	mistakes	responsibly	
happiness	responsibilities	✓ traffic	
happy			

- 1. A city has <u>more traffic</u> than a small town.
- 2. There is \_\_\_\_\_\_ available on the Internet today than there was one year ago.
- 3. I used to be sad, but now I'm a lot \_\_\_\_\_\_ about my life than I used to be.
- 4. Unhappy roommates can live together \_\_\_\_\_\_ if they learn to respect each other's differences.
- 5. Maggie's had a miserable year. I hope she finds \_\_\_\_\_\_ in the future.
- 6. I made \_\_\_\_\_\_ on the last test than I did on the first one, so I got a worse grade.
- 8. A twelve-year-old has \_\_\_\_\_\_ at home and in school than an eight-year-old.
- 9. My son is \_\_\_\_\_\_ about doing his homework than his older sister is.
- 10. Health care in rural areas is poor. We need \_\_\_\_\_\_ to treat people in rural areas.

\*See Trivia Answers, p. 421.

## Exercise 27. Warm-up. (Chart 9-8)

Do you agree or disagree with these statements? Circle yes or no.

1.	The grammar in this book is getting harder and harder.	yes	no
2.	The assignments in this class are getting longer and longer.	yes	no
3.	My English is getting better and better.	yes	no

9-8 Repeating a Comparative	
(a) Because he was afraid, he walked <i>faster and faster.</i>	Repeating a comparative gives the idea that something becomes progressively greater, i.e., it
(b) Life in the modern world is getting <i>more and more complicated</i>	increases in intensity, quality, or quantity.

## Exercise 28. Looking at grammar. (Chart 9-8)

Complete the sentences by repeating a comparative. Use the words in the list.

big	√fast	hard	loud	warm
discouraged	good	long	tired	wet

1. When I get excited, my heart beats <u>faster and faster</u>.

- 2. When you blow up a balloon, it gets \_\_\_\_\_.
- Brian's health is improving. It's getting \_\_\_\_\_\_
   every day.
- 4. As the ambulance came closer to us, the siren became \_\_\_\_\_
- 5. The line of people waiting to get into the theater got \_\_\_\_\_\_

\_\_\_\_\_ until it went around the building.

- 7. I've been looking for a job for a month and still haven't been able to find one. I'm getting
- 8. The rain started as soon as I left my office. As I walked to the bus stop, it rained \_\_\_\_\_\_, and I got \_\_\_\_\_\_.
- 9. I started to row the boat across the lake, but my arms got \_\_\_\_\_\_\_\_, so I turned back.

## Exercise 29. Warm-up. (Chart 9-9)

Do you agree or disagree with the following idea? Why?

If you pay more money for something, you will get better quality. In other words, the more expensive something is, the better the quality will be.

9-9 Using Double Comparatives					
<ul> <li>(a) <i>The harder</i> you study, <i>the more</i> you will learn.</li> <li>(b) <i>The more</i> she studied, <i>the more</i> she learned.</li> <li>(c) <i>The warmer</i> the weather (is), <i>the better</i> I like it.</li> </ul>	A double comparative has two parts; both parts begin with <i>the</i> , as in the examples. The second part of the comparison is the <b>result</b> of the first part. In (a): If you study harder, the result will be that you will learn more.				
<ul> <li>(d) — Should we ask Jenny and Jim to the party too? — Why not? <i>The more, the merrier.</i></li> <li>(e) — When should we leave? — <i>The sooner, the better.</i></li> </ul>	The more, the merrier and the sooner, the better are two common expressions. In (d): It is good to have more people at the party. In (e): It is good if we leave as soon as we can.				

## Exercise 30. Looking at grammar. (Chart 9-9)

**Part I.** Complete the sentences with double comparatives (*the more/-er*... *the more/-er*) and the words in *italics*.

1. If the fruit is *fresh*, it tastes good.

<u>The fresher</u> the fruit (is), <u>the better</u> it tastes.

2. We got *close* to the fire. We felt warm.

\_\_\_\_\_\_ we got to the fire, \_\_\_\_\_\_ we felt.

3. If a knife is *sharp*, it is *easy* to cut something with.

\_\_\_\_\_\_ a knife (is), \_\_\_\_\_\_ it is to cut something.

4. The party got noisy next door. I got angry.

\_\_\_\_\_\_ it got, \_\_\_\_\_\_ I got.

5. If a flamingo eats a lot of shrimp, it becomes very pink.

The \_\_\_\_\_\_ a flamingo eats,

the \_\_\_\_\_\_ it gets.



## □ Exercise 29. Warm-up. (Chart 9-9)

Do you agree or disagree with the following idea? Why?

If you pay more money for something, you will get better quality. In other words, the more expensive something is, the better the quality will be.

9-9 Using Double Comparatives						
<ul> <li>(a) <i>The harder</i> you study, <i>the more</i> you will learn.</li> <li>(b) <i>The more</i> she studied, <i>the more</i> she learned.</li> <li>(c) <i>The warmer</i> the weather (is), <i>the better</i> I like it.</li> </ul>	A double comparative has two parts; both parts begin with <i>the</i> , as in the examples. The second part of the comparison is the <b>result</b> of the first part. In (a): If you study harder, the result will be that you will learn more.					
(d) — Should we ask Jenny and Jim to the party too? — Why not? <i>The more, the merrier.</i>	The more, the merrier and the sooner, the better are two common expressions.					
<ul> <li>(e) — When should we leave?</li> <li>— The sooner, the better.</li> </ul>	In (d): It is good to have more people at the party. In (e): It is good if we leave as soon as we can.					

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2. We got *close* to the fire. We felt warm.

\_\_\_\_\_ we got to the fire, \_\_\_\_\_ we felt.

3. If a knife is *sharp*, it is *easy* to cut something with.

\_\_\_\_\_\_ a knife (is), \_\_\_\_\_\_ it is to cut something.

4. The party got *noisy* next door. I got *angry*.

\_\_\_\_\_ it got, \_\_\_\_\_ I got.

5. If a flamingo eats a lot of *shrimp*, it becomes very *pink*.

The \_\_\_\_\_\_ a flamingo eats,

the \_\_\_\_\_\_ it gets.



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2.	Mike and Julie were nervous, but Amanda was <u>the most nervous of</u>	all.
3.	Costa Rica is <i>beautiful</i> . It is one of	
	countries the world.	
4.	Scott got a <i>bad</i> score on the test. It was one of	scores
	the class.	
5.	Neptune is far from the sun. Is it	_ planet from the
	sun our solar system?	
6.	There are a lot of <i>good</i> cooks in my family, but my mom is	cook
	all.	
7.	My grandfather is very old. He is person	the town
	where he lives.	
8.	That chair in the corner is <i>comfortable</i> . It is	
	chair the room.	
9.	Everyone who ran in the race was <i>exhausted</i> , but I was	all.
•	two great natural dangerspopular forms of entertainment'deep oceanthree common street nameshigh mountains on earth	
1.	The Pacific is <u>the deepest ocean</u> in the world.	
2.	are in the H	Iimalayan Range
	in Asia.	
3.	Most birds are small, but not the flightless North African ostrich. It is	5
	in the world	d.
4.		e fog and icebergs.
5.	One of through the second seco	-
	is movies.	agnout the work
6.	in the Unit	ed States are Park.
	Washington, and Maple.	
7.	is the Amaz	<b>7</b> 0 <b>n</b>
		2

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#### Exercise 34. Looking at grammar. (Chart 9-10)

Complete the sentences with the superlative form of the words in *italics*.

1. I have had many good experiences. Of those, my vacation to Honduras was one of

	I have ever had.
2.	Ayako has had many nice times, but her birthday party was one of
	she has ever had.
3.	I've taken many <i>difficult courses</i> , but statistics is one of
	I've ever taken.
4.	I've made some bad mistakes in my life, but lending money to my cousin was one of
	I've ever made.
5.	We've seen many beautiful buildings in the world, but the Taj Mahal is one of
	I've ever seen.
6.	The final exam I took was pretty easy. In fact, it was one of
	I've ever taken.

#### Exercise 35. Let's talk: pairwork. (Chart 9-10)

Work with a partner. Take turns asking and answering questions. Use superlatives in your answers. Pay special attention to the use of plural nouns after *one of*.

#### Example:

SPEAKER A: You have known many interesting people. Who is one of them?

# SPEAKER B: One of the most interesting people I've ever known is (\_\_\_\_\_). OR

- (\_\_\_\_) is one of the most interesting people I've ever known.
- 1. There are many beautiful countries in the world. What is one of them?
- 2. There are many famous people in the world. Who is one of them?
- 3. You've probably seen many good movies. What is one of them?
- 4. You've probably done many interesting things in your life. What is one of them?
- 5. Think of some happy days in your life. What was one of them?
- 6. There are a lot of interesting animals in the world. What is one of them?
- 7. You have probably had many good experiences. What is one of them?
- 8. You probably know several funny people. Who is one of them?

#### Exercise 36. Grammar and listening. (Chart 9-10)

Part I. Circle the sentence (a. or b.) that is closest in meaning to the given sentence.

- 1. I've never been on a bumpier plane ride.
  - a. The flight was bumpy. b. The flight wasn't bumpy.
- 2. I've never tasted hot chili peppers.

a. The peppers are hot.

b. I haven't eaten hot chili peppers.

- 3. The house has never looked cleaner.
  - a. The house looks clean. b. The house doesn't look clean.
- 4. We've never visited a more beautiful city.a. The city was beautiful.b. The city wasn't beautiful.

Part II. Listen to the sentences. Circle the sentence (a. or b.) that is closest in meaning to the one you hear.

- 5. a. His jokes are funny.
- 6. a. It tastes great.

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- 7. a. The mattress is hard.
- 8. a. The movie was scary.

- b. His jokes aren't funny.
- b. It doesn't taste very good.
- b. I haven't slept on hard mattresses.
- b. I haven't watched scary movies.

## Exercise 37. Let's talk: interview. (Chart 9-10)

Make questions with the given words and the superlative form, and then interview your classmates. Share some of their answers with the class.

- 1. what \ bad movie \ you have ever seen
  - → What is the worst movie you have ever seen?
- 2. what  $\ interesting \ sport \ to \ watch \ on \ TV$
- 3. what \ crowded city \ you have ever visited
- 5. what \ fun place to visit \ in this area
- 6. who \ kind person \ you know
- 7. what \ important thing \ in life
- 8. what \ serious problem \ in the world
- 9. who \ most interesting person \ in the news right now

#### □ Exercise 38. Game. (Charts $9 - 1 \rightarrow 9 - 10$ )

Work in teams. Compare each list of items using the words in *italics*. Write sentences using *as*... *as*, the comparative (*-er/more*), and the superlative (*-est/most*). The group with the most correct sentences wins.

Example: streets in this city: wide / narrow / busy / dangerous

- → First Avenue is wider than Market Street.
- → Second Avenue is nearly as wide as First Avenue.
- $\rightarrow$  First Avenue is **narrower** than Interstate Highway 70.
- → The busiest street is Main Street.
- → Main Street is **busier** than Market Street.
- → The most dangerous street in the city is Olive Boulevard.
- 1. a lemon, a grapefruit, and an orange: sweet / sour / large / small
- 2. a kitten, a cheetah, and a lion: weak / powerful / wild / gentle / fast
- 3. boxing, soccer, and golf: dangerous / safe / exciting / boring
- 4. the food at (three places in this city where you have eaten): delicious / appetizing / inexpensive / good / bad

## **Exercise 39. Looking at grammar.** (Charts $9 - 1 \rightarrow 9 - 10$ )

Complete the sentences with any appropriate form of the words in parentheses. Add any other necessary words. In some cases, more than one completion may be possible.

- Lead is a very heavy metal. It is (*heavy*) <u>heavier than</u> gold or silver. It is one of (*heavy*) <u>the heaviest</u> metals <u>of</u> all.
- 2. Mrs. Cook didn't ask the children to clean up the kitchen. It was (easy)

\_\_\_\_\_ for her to do it herself \_\_\_\_\_\_ to nag them to do it.

- 3. A car has two (wheels) \_\_\_\_\_\_ a bicycle.
- 4. Crocodiles and alligators are different. The snout of a crocodile is (*long*) \_\_\_\_\_\_\_\_\_ and (*narrow*) \_\_\_\_\_\_\_ than an alligator's snout. An alligator has a (*wide*) \_\_\_\_\_\_\_ upper jaw than a crocodile.
- 5. Although both jobs are important, being a teacher requires (*education*) \_\_\_\_\_\_ being a bus driver.
- The Great Wall of China is (*long*) \_\_\_\_\_\_ structure that has ever been built.
- 7. Hannah Anderson is one of (*friendly*) \_\_\_\_\_\_ and (*delightful*) \_\_\_\_\_\_ and (*delightful*)
- 8. One of (*famous*) \_\_\_\_\_\_ volcanoes \_\_\_\_\_ the world is Mount Etna in Sicily.



9. It's possible that the volcanic explosion of Krakatoa near Java in 1883 was (*loud*)
 \_\_\_\_\_\_ noise \_\_\_\_\_ recorded history. People heard it 2,760 miles/4,441 kilometers away.

10	. (hard) I tried, (impo	ossible)
	the math problem seemed.	
11	. World Cup Soccer is (big)	sporting event the world.
	It is viewed on TV by ( people)	
12	. When the temperature stays below freezing for	a long period of time, the Eiffel Tower
	becomes six inches or fifteen centimeters (short	
13	. Young people have ( <i>high</i> )	rate of automobile accidents
	all drivers.	
14	. You'd better buy the tickets for the show soon.	(long)
	you wait, ( <i>difficult</i> )	
	good seats.	
15	. No animals can travel (fast)	birds. Birds are ( fast)
	animals of all.	
16	. (great) variety	of birds a single area can be
Ex	. (great) variety found in the rainforests of Southeast Asia and 2 <b>cercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the se	India.
Ex So Pr	found in the rainforests of Southeast Asia and 2 <b>tercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: 2 + 2 =	India.
Ex So Pr Pr	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$	India.
Ex So Pr Pr Pr	found in the rainforests of Southeast Asia and 2 <b>tercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: 2 + 2 =	India.
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EX So Pr Pr Pr Pr	found in the rainforests of Southeast Asia and 2 <b>Exercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$ OBLEM E: $127 \times 3 =$	India. entences.
Ex So Pr Pr Pr Pr Pr 1	found in the rainforests of Southeast Asia and 2 <b>tercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$	India. entences. e answers.
Ex So Pr Pr Pr Pr 1 2	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the set OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$ OBLEM E: $127 \times 3 =$ . Problem and Problem have the same	India. entences. e answers. unswers
Ex So Pr Pr Pr Pr 1 2	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the set OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ COBLEM C: $3 \times 127 =$ COBLEM D: $2 + 3 =$ COBLEM E: $127 \times 3 =$ Problem and Problem have the same Problem and Problem have different	India. entences. e answers. unswers t answers.
Ex So Pr Pr Pr Pr 1 2 3	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the set OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ COBLEM C: $3 \times 127 =$ COBLEM D: $2 + 3 =$ COBLEM E: $127 \times 3 =$ Problem and Problem have the same Problem and Problem have different Problem and Problem have different The answer to Problem is the same as the	India. entences. e answers. inswers t answers. e answer to Problem
Ex So Pr Pr Pr Pr 1 2 3 4 5	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$ OBLEM E: $127 \times 3 =$ Problem and Problem have the same Problem and Problem have different Problem and Problem have different The answer to Problem is the same as the	India. entences. e answers. answers t answers. e answer to Problem are similar.
Ex So PR PR PR PR 11 2 3 4 5 6	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the second OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$ OBLEM E: $127 \times 3 =$ Problem and Problem have the same Problem and Problem have different Problem and Problem have different The answer to Problem is the same as the The answers to Problem and Problem	India. entences. e answers. unswers t answers. e answer to Problem are similar. re different.
Ex So Pr Pr Pr Pr 1 2 3 4 5 6 6 7	found in the rainforests of Southeast Asia and 2 <b>Rercise 40. Warm-up. (Chart 9-11)</b> live the math problems* and then complete the set OBLEM A: $2 + 2 =$ OBLEM B: $\sqrt{900} + 20 =$ OBLEM C: $3 \times 127 =$ OBLEM D: $2 + 3 =$ OBLEM E: $127 \times 3 =$ Problem and Problem have the same Problem and Problem have different Problem and Problem have different The answer to Problem is the same as the The answers to Problem and Problem and Problem and Problem and Problem and The answers to Problem and Problem and The answers to Problem and Problem and Problem and Problem and Problem and Problem	India. entences. e answers. unswers t answers. e answer to Problem are similar. re different.

Comparisons 251

9-11 Using The Same, Similar, Different, Like, Alike				
<ul> <li>(a) John and Mary have the same books.</li> <li>(b) John and Mary have similar books.</li> <li>(c) John and Mary have different books.</li> <li>(d) Their books are the same.</li> <li>(e) Their books are similar.</li> <li>(f) Their books are different.</li> </ul>	<i>The same, similar</i> , and <i>different</i> are used as adjectives. Notice: <i>the</i> always precedes <i>same</i> .			
<ul> <li>(g) This book is <i>the same as</i> that one.</li> <li>(h) This book is <i>similar to</i> that one.</li> <li>(i) This book is <i>different from</i> that one.</li> </ul>	Notice: <i>the same</i> is followed by <i>as</i> ; <i>similar</i> is followed by <i>to</i> ; <i>different</i> is followed by <i>from</i> .*			
<ul> <li>(j) She is <i>the same age as</i> my mother.</li> <li>My shoes are <i>the same size as</i> yours.</li> </ul>	A noun may come between <i>the same</i> and <i>as</i> , as in (j).			
<ul> <li>(k) My pen <i>is like</i> your pen.</li> <li>(1) My pen <i>and</i> your pen <i>are alike</i>.</li> </ul>	Notice in (k) and (l): noun + be like + noun noun and noun + be alike			
<ul> <li>(m) She <i>looks like</i> her sister. It <i>looks like</i> rain. It <i>sounds like</i> thunder. This material <i>feels like</i> silk. That <i>smells like</i> gas. This chemical <i>tastes like</i> salt. Stop <i>acting like</i> a fool. He <i>seems like</i> a nice guy.</li> </ul>	In addition to following <i>be, like</i> also follows certain verbs, primarily those dealing with the senses. Notice the examples in (m).			
<ul> <li>(n) The twins <i>look alike</i>.</li> <li>We <i>think alike</i>.</li> <li>Most four-year-olds <i>act alike</i>.</li> <li>My sister and   <i>talk alike</i>.</li> <li>The little boys are <i>dressed alike</i>.</li> </ul>	<i>Alike</i> may follow a few verbs other than <i>be</i> . Notice the examples in (n).			

\*In informal speech, native speakers might use *than* instead of *from* after *different*. *From* is considered correct in formal English, unless the comparison is completed by a clause: I have a different attitude now than I used to have.

# Exercise 41. Looking at grammar. (Chart 9-11)

Complete the sentences with as, to, from, or Ø.

- 1. Geese are similar <u>to</u> ducks. They are both large water birds.
- But geese are not the same \_\_\_\_\_\_ ducks. Geese are usually larger and have longer necks.
- 3. Geese are different \_\_\_\_\_ ducks.
- 4. Geese are like \_\_\_\_\_\_ ducks in some ways, but geese and ducks are not exactly alike \_\_\_\_\_.
- 5. An orange is similar \_\_\_\_\_\_ a peach. They are both round, sweet, and juicy.



6. However, an orange is not the same a	peach.
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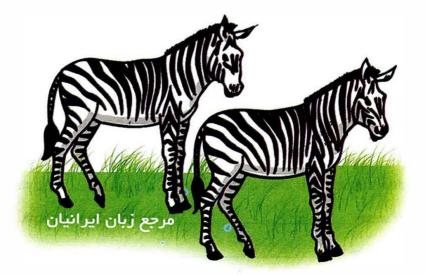
7. An orange is different \_\_\_\_\_\_ a peach.

8. An orange is like \_\_\_\_\_\_ a peach in some ways, but they are not exactly alike

	Exercise 42. Listening. (Charts 9-3 c	and 9-11)	
	Listen to each passage. Complete the sent	tences with the words you hear.	
CD 2 Track 29	Gold	vs. Silver	
	Gold is similar silver	. They are both valuable metals t	hat people use for
	jewelry, but they aren't san	me. Gold is not $\3$	same color
	silver. Gold is also differe	nt silver in cost:	gold is
	expensive	silver.	

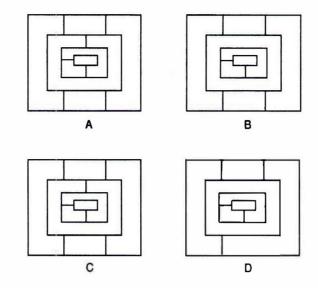
#### **Two Zebras**

Look at the two zebras in the picture. Their names are Zee and Bee. Zee looks  $\underline{\qquad}_{8} Bee. Is Zee exactly \underline{\qquad}_{9} same \underline{\qquad}_{10} Bee? The pattern of
the stripes on each zebra in the world is unique. No two zebras are exactly \underline{\qquad}_{11}$ Even though Zee and Bee are similar <u>\_\_\_\_\_\_</u> each other, they are different  $\underline{\qquad}_{12}$   $\underline{\qquad}_{13}$ 



# Exercise 43. Looking at grammar. (Chart 9-11)

Compare the figures. Complete the sentences with the same (as), similar (to), different (from), like, or alike. www.irLanguage.com



- 1. All of the figures are <u>similar to</u> each other.
- 2. Figure A is \_\_\_\_\_ Figure B.
- 3. Figure A and Figure B are \_\_\_\_\_.
- 4. A and C are \_\_\_\_\_.
- 5. A and C are \_\_\_\_\_ D.
- 6. C is \_\_\_\_\_\_ A.
- 7. B isn't \_\_\_\_\_ D.

## Exercise 44. Looking at grammar. (Chart 9-11)

Complete the sentences with *the same* (*as*), *similar* (*to*), *different* (*from*), *like*, or *alike*. In some cases, more than one completion may be possible.

1. Jennifer and Jack both come from Rapid City. In other words, they come from

<u>the same</u> town.

- 2. This city is <u>the same as / similar to / like</u> my hometown. Both are quiet and conservative.
- 3. You and I don't agree. Your ideas are \_\_\_\_\_ mine.
- 4. Sergio never wears \_\_\_\_\_\_ clothes two days in a row.
- 5. A male mosquito is not \_\_\_\_\_\_\_ size \_\_\_\_\_\_ a female mosquito. The female is larger.

- 6. I'm used to stronger coffee. I think the coffee at this cafe tastes \_\_\_\_\_\_ dishwater!
- 7. *Meet* and *meat* are homonyms; in other words, they have \_\_\_\_\_\_ pronunciation.
- 8. Flower has \_\_\_\_\_\_ pronunciation \_\_\_\_\_\_ flour.
- 9. My twin sisters act \_\_\_\_\_\_, but they don't look \_\_\_\_\_\_.
- Trying to get through school without studying is \_\_\_\_\_\_ trying to go swimming without getting wet.

#### Exercise 45. Reading. (Chapter 9)

**Part I.** Read the passage and the statements that follow it. NOTE: *He* and *she* are used interchangeably.

#### **Birth Order**

In your family, are you the oldest, youngest, middle, or only child? Some psychologists believe your place in the family, or your birth order, has a strong influence on your personality. Let's look at some of the personality characteristics of each child.

The oldest child has all the parents' attention when she is born. As she grows up, she may want to be the center of attention. Because she is around adults, she might act more like an adult around other children and be somewhat controlling. As the oldest, she might have to take care of the younger children, so she may be more responsible. She may want to be the leader when she is in groups.

The middle child (or children) may feel a little lost. Middle children have to share their parents' attention. They may try to be different from the oldest child. If the oldest child is "good," the second child may be "bad." However, since they need to get along with both the older and younger sibling(s), they may be the peacekeepers of the family.

The youngest child is the "baby" of the family. Other family members may see him as weaker, smaller, or more helpless. If the parents know this is their last child, they may not want the child to grow up as quickly as the other children. As a way to get attention, the youngest child may be the funniest child in the family. He may also have more freedom and turn out to be more artistic and creative.

An only child (no brothers or sisters) often grows up in an adult world. Such children may use adult language and prefer adult company. Only children may be more intelligent and serious than other children their age. They might also be more self-centered because of all the attention they get, and they might have trouble sharing with others.

Of course, these are general statements. A lot depends on how the parents raise the child, how many years are between each child, and the culture the child grows up in. How about you? Do you see any similarities to your family?

**Part II.** Read the statements. Circle "T" for true and "F" for false according to the information in the passage.

1.	The two most similar children are the oldest and only child.	Т	F
2.	The middle child often wants to be like the oldest child.	Т	F
3.	The youngest child likes to control others.	Т	F
4.	Only children may want to spend time with adults.	Т	F
5.	All cultures share the same birth order characteristics.	Т	F

## Exercise 46. Writing. (Chapter 9)

Part I. The word list contains personality characteristics. Do you know all these words?

artistic	funny	rebellious
competitive	hard-working	relaxed
controlling	immature	secretive
cooperative	loud	sensitive
creative	mature	serious
flexible	outgoing	shy

**Part II.** Compare yourself to other members of your family. Write sentences using the structures below:

Structures:

- 1. not as . . . as
- 2. more . . . than
- 3. -er . . . than
- 4. the most . . .

*Part III.* Write a paragraph comparing your personality to that of another member of your family. Follow these steps:

- 1. Write an introductory sentence: I am different from / similar to my ...
- 2. Choose at least four characteristics from the list. For each one, make some type of comparison.
- 3. Write a few details that explain each comparison.
- 4. Write one or two concluding sentences.

Sample paragraph:

#### My Father and I

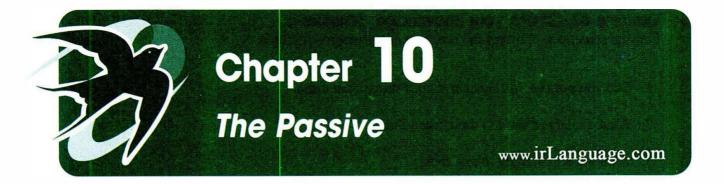
I am different from my father in several ways. He is more hard-working than I am. He is a construction worker and has to get up at 6:00 A.M. He often doesn't get home until late in the evening. I'm a student, and I don't work as hard. Another difference is that I am funnier than he is. I like to tell jokes and make people laugh. He is serious, but he laughs at my jokes. My father was an athlete when he was my age, and he is very competitive. I don't like playing competitive sports, but we watch them together on TV. My father and I are different, but we like to spend time with each other. Our differences make our time together interesting.

# Exercise 47. Check your knowledge. (Chapter 9)

Edit the sentences. Correct the errors in comparison structures.

the

- 1. Did you notice? My shoes and your shoes are a same.
- 2. Alaska is largest state in the United States.
- 3. A pillow is soft, more than a rock.
- 4. Who is most generous person in your family?
- 5. The harder you work, you will be more successful.
- 6. One of a biggest disappointment in my life was when my soccer team lost the championship.
- 7. My sister is very taller than me.
- 8. A firm mattress is so comfortable for many people than a soft mattress.
- 9. One of the most talkative student in the class is Frederick.
- 10. Professor Bennett's lectures were the confusing I have ever heard.



## Exercise 1. Warm-up. (Charts 10-1 and 10-2)

Choose the sentence in each item that describes the picture above it. More than one answer may be correct.



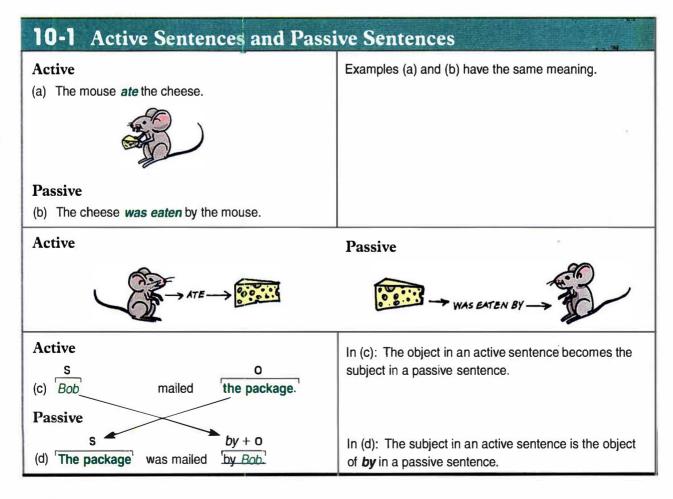
- 1. a. The worm is watching the bird.
  - b. The bird is watching the worm.



- 2. a. The bird caught the worm.
  - b. The worm was caught by the bird.



3. a. The bird ate the worm.b. The worm was eaten.



10-2 Form of the Passive					
be+past participle(a) Cornisgrownby farmers.(b) Sarawassurprisedby the news.(c) The reportwill bewrittenby Mary.		Form of all passive verbs: <b>be</b> + past participle <b>Be</b> can be in any of its forms: <i>am, is, are, was, were,</i> has been, have been, will be, etc.			
	Active	Passive			
SIMPLE PRESENT	Farmers grow corn.	← → Corn <i>is grown</i> by farmers.			
SIMPLE PAST	The news <b>surprised</b> Sara	→ Sara <i>was surprised</i> by the news.			
PRESENT PROGRESSIVE	Diana <i>is copying</i> the letters.	. → The letters <b>are being copied</b> by Diana.			
PAST PROGRESSIVE	Diana was copying the lette	rs. — The letters <b>were being copied</b> by Diana.			
PRESENT PERFECT	Jack has mailed the letter	→ The letter <i>has been mailed</i> by Jack.			
FUTURE		g. $\longrightarrow$ The meeting <i>will be planned</i> by Mr. Lee. port. $\longrightarrow$ The report <i>is going to be written</i> by Sue.			

# Exercise 2. Looking at grammar. (Charts 10-1 and 10-2)

Change the active verbs to passive by adding the correct form of **be**. Include the subject of the passive sentence.

1. SIMPLE PRESENT 1 \_\_\_\_\_ helped by the teacher. a. The teacher *helps* me. Eva\_\_\_\_ b. The teacher *helps* Eva. \_\_\_\_\_ helped by the teacher. c. The teacher *helps* us. \_\_\_\_\_ helped by the teacher. 2. SIMPLE PAST a. The teacher *helped* him. \_\_\_\_\_ helped by the teacher. b. The teacher *helped* them. \_\_\_\_\_ helped by the teacher. 3. PRESENT PROGRESSIVE a. The teacher is helping us. \_\_\_\_ helped by the teacher. b. The teacher *is helping* her. \_\_\_\_\_ helped by the teacher. 4. PAST PROGRESSIVE a. The teacher was helping me. \_\_\_\_\_ helped by the teacher. b. The teacher was helping him. \_\_\_\_\_ helped by the teacher. 5. PRESENT PERFECT a. The teacher has helped Yoko. \_\_\_\_\_ helped by the teacher. b. The teacher *has helped* **Joe**. \_\_\_\_\_ helped by the teacher. 6. FUTURE

ČÓ

CD 2 Track 30

a. The teacher will help me.	 helped by the teacher.
b. The teacher is going to help us.	 <b>helped</b> by the teacher.

# Exercise 3. Listening. (Charts 10-1 and 10-2)

Listen to the sentences and write the words and endings you hear. Listen to the sentences again as you check your answers.

#### An office building at night

1. The janitors *clean* the building at night.

The building <u>is</u> clean <u>ed</u> by the janitors at night.

2. Window washers wash the windows.

The windows \_\_\_\_\_ wash \_\_\_\_ by window washers.

3. A window washer is washing a window right now.

A window \_\_\_\_\_\_ wash \_\_\_\_ by a window washer right now.

4. The security guard has checked the offices.

The offices \_\_\_\_\_\_ check \_\_\_\_ by the security guard.

5. The security guard *discovered* an open window.

An open window \_\_\_\_\_ discover \_\_\_\_ by the security guard.



- The security guard *found* an unlocked door.
   An unlocked door \_\_\_\_\_\_ found by the security guard.
- 7. The owner *will visit* the building tomorrow.

The building \_\_\_\_\_\_ visit \_\_\_\_ by the owner tomorrow.

The owner *is going to announce* new parking fees.
 New parking fees \_\_\_\_\_\_ announce \_\_\_\_ by the owner.

# Exercise 4. Looking at grammar. (Charts 10-1 and 10-2)

Check  $(\checkmark)$  the sentences that are passive.

#### At the dentist

- 1. \_\_\_\_ The dental assistant cleaned your teeth.
- 2. \_\_\_\_ Your teeth were cleaned by the dental assistant.
- 3. \_\_\_\_ The dentist is checking your teeth.
- 4. \_\_\_\_ Your teeth are being checked by the dentist.
- 5. \_\_\_\_ You have a cavity.
- 6. \_\_\_\_ You are going to need a filling.
- 7. \_\_\_\_ The filling will be done by the dentist.
- 8. \_\_\_\_ You will need to schedule another appointment.

## Exercise 5. Looking at grammar. (Charts 10-1 and 10-2)

Change the verbs from active to passive. Do not change the tenses.

			be	┾	past participle	
1.	Leo <i>mailed</i> the package.	The package	<u>was</u>	-	mailed	by Leo.
2.	That company <i>employs</i> many people.	Many people		-		_ by that company.
3.	That company has hired Ellen.	Ellen				by that company.
4.	The secretary is going to fax the letter.	The letters				_ by the secretary.
5.	A college student <i>bought</i> my old car.	My old car				by a college student.
6.	Mrs. Adams <i>will do</i> the work.	The work		_		by Mrs. Adams.
7.	The doctor <i>was</i> examining the patient.	The patient		_		by the doctor.

# Exercise 6. Looking at grammar. (Charts 10-1 and 10-2)

Change the sentences from active to passive.

	Active	Passive	
1.	a. The news surprised Carlo.	Carlo was surprised	by the news.
	b. Did the news surprise you?	Were you surprised	by the news?
2.	a. The news surprises Erin.		by the news.
	b. Does the news surprise you?	· · · · · · · · · · · · · · · · · · ·	by the news?
3.	a. The news will shock Greta.	, <del>.</del>	by the news.
	b. Will the news shock Pat?		by the news?
4.	a. Liz is signing the birthday card.		by Li <b>z</b> .
	b. Is Ricardo signing it?		by Ricardo?
5.	a. Jill signed the card.		by Jill.
	b. Did Ryan sign it?		by Ryan?
6.	a. Sami was signing it.		by Sami.
	b. WasVicki signing it?		by Vicki?
7.	a. Rob has signed it.	đ	by Rob.
	b. Has Kazu signed it yet?		by Kazu yet?
8.	a. Luis is going to sign it.		by Luis.
	b. Is Carole going to sign it?		by Carole?

# Exercise 7. Looking at grammar. (Charts 10-1 and 10-2)

Change these hotel questions from active to passive.

- 1. Has the maid cleaned our room yet?  $\rightarrow$  Has our room been cleaned by the maid yet?
- 2. Does the hotel provide hair dryers?
- 3. Did housekeeping bring extra towels?
- 4. Has room service brought our meal?
- 5. Is the bellhop\* bringing our luggage to our room?
- 6. Is maintenance going to fix the air-conditioning?
- 7. Will the front desk upgrade\*\* our room?

<sup>\*</sup>bellhop = a person who carries luggage for hotel guests

<sup>\*\*</sup>upgrade = make better; in this case, provide a better room than the original one. Upgrade is a regular verb.

# Exercise 8. Warm-up. (Chart 10-3)

Check ( $\checkmark$ ) the sentences that have objects. <u>Underline</u> the objects.

- 1. \_\_\_\_ The tree fell over.
- 2. \_\_\_\_ The tree hit the truck.
- 3. \_\_\_\_ The tree fell on the truck.
- 4. \_\_\_\_\_ Fortunately, the driver didn't die.
- 5. \_\_\_\_ The tree didn't kill the driver.



10-3 Transitive and Intransitive Verbs							
TransitiveSVO(a)Bobmailedthe letter.(b)Mr. Leesignedthe check.(c)A catkilledthe bird.					A TRANSITIVE verb is object. An object is		•
(d) 8 (e) H	r <b>ansitive</b> S Something Kate The bird	V happened. came died.	to our house		An INTRANSITIVE verb object.	is a verb t	hat is NOT followed by an
Com	Common Intransitive Verbs*						
ag	gree	die		happen	rise		stand
ap	ppear	exist		laugh	seem		stay
ar	rrive	fall		live	sit		talk
be	ecome	flow		occur	sleep		wait
cc	ome	go		rain	sneeze		walk
Transitive Verbs         (g) ACTIVE: Bob mailed the letter.         (h) PASSIVE: The letter was mailed by Bob.         Intransitive Verbs         (i) ACTIVE: Something happened.         (j) PASSIVE: (not possible)			Only transitive verbs can be used in the passive. An intransitive verb is NOT used in the passive.				
	INCORRECT:	Something wa	as happened.				

\*To find out if a verb is transitive or intransitive, look in your dictionary. The usual abbreviations are v.t. (transitive) and v.i. (intransitive). Some verbs have both transitive and intransitive uses. For example:

transitive: Students study books. intransitive: Students study.

#### Exercise 9. Looking at grammar. (Chart 10-3)

Underline the verbs and identify them as transitive (v.t.) or intransitive (v.i.). If possible, change the sentences to the passive.

v.i.

1. Omar walked to school yesterday. (no change)

v.t.

- 2. Alexa broke the window.  $\rightarrow$  The window was broken by Alexa.
- 3. The leaves fell to the ground.
- 4. I slept at my friend's house last night.
- 5. Many people felt an earthquake yesterday.
- 6. Dinosaurs existed millions of years ago.
- 7. I usually agree with my sister.
- 8. Many people die during a war.
- 9. Scientists will discover a cure for cancer someday.
- 10. Did the Italians invent spaghetti?

#### **Exercise 10. Game: trivia.** (Charts $10-1 \rightarrow 10-3$ )

Work in teams. Make true statements by matching the information in Column A with the information in Column B. Some sentences are active and some are passive. Add was/were as necessary. The team with the most answers wins.\* A sentence is correct when both the facts and the grammar are correct.

*Example:* 1. Alexander Eiffel **designed** the Eiffel Tower.

2. Anwar Sadat was shot in 1981.

#### Column A

- 1. Alexander Eiffel h
- 2. Anwar Sadat \_\_\_\_
- 3. Princess Diana
- 4. Marie and Pierre Curie \_\_\_\_
- 5. Oil \_\_\_\_\_
- 6. Mahatma Gandhi and Martin Luther King Jr.
- 7. Michael Jackson \_\_\_\_\_
- 8. Leonardo da Vinci \_\_\_\_\_
- 9. John F. Kennedy \_\_\_\_\_
- 10. Nelson Mandela

Column B

- a. killed in a car crash in 1997.
- b. died in 2009.
- √c. shot in 1981.
- d. painted the Mona Lisa.
- e. elected president of the United States in 1960.
- f. discovered in Saudi Arabia in 1938.
- g. arrested\*\* several times for peaceful protests.
- ✓h. designed the Eiffel Tower.
  - i. released from prison in 1990.
  - i. discovered radium.

\*See Trivia Answers, p. 421.

\*\* arrested = taken to jail

# Exercise 11. Warm-up. (Chart 10-4)

Complete the sentences with information from the front of this book.

- 1. This book, Fundamentals of English Grammar, was published by \_\_\_\_\_.
- 2. It was written by \_\_\_\_\_\_ and \_\_\_\_\_.
- 3. The illustrations were drawn by \_\_\_\_\_\_ and \_\_\_\_\_.

<b>10-4</b> Using the by-Phrase	
(a) This sweater was made by my aunt.	The <i>by</i> -phrase is used in passive sentences when it is important to know who performs an action. In (a): <i>by my aunt</i> is important information.
<ul> <li>(b) My sweater <i>was made</i> in Korea.</li> <li>(c) Spanish <i>is spoken</i> in Colombia.</li> <li>(d) That house <i>was built</i> in 1940.</li> <li>(e) Rice <i>is grown</i> in many countries.</li> </ul>	Usually there is no <i>by</i> -phrase in a passive sentence. The passive is used when it is <b>not known or not</b> <b>important to know exactly who performs an action</b> . In (b): The exact person (or people) who made the sweater is not known and is not important to know, so there is no <i>by</i> -phrase in the passive sentence.
<ul> <li>(f) My aunt is very skillful. She made this sweater.</li> <li>(g) A: I like your sweaters.</li> <li>B: Thanks. This sweater was made by my aunt. That sweater was made by my mother.</li> </ul>	Usually the active is used when the speaker knows who performed the action, as in (f), where the focus of attention is on <i>my aunt</i> . In (g): Speaker B uses the passive wITH a <i>by</i> -phrase because he wants to focus attention on the subjects of the sentences. The focus of attention is on the two sweaters. The <i>by</i> -phrases add important information.

# Exercise 12. Looking at grammar. (Chart 10-4)

Change the sentences from active to passive. Include the by-phrase only as necessary.

- 1. Bob Smith built that house.
  - → That house was built by Bob Smith.
- 2. Someone built this house in 1904.
- 3. People grow rice in India.
- 4. Do people speak Spanish in Peru?
- 5. Alexander Graham Bell invented the telephone.
- 6. When did someone invent the first computer?
- 7. People sell hammers at a hardware store.

- 8. Has anyone ever hypnotized you?
- 9. Someone published The Origin of Species in 1859.
- 10. Charles Darwin wrote The Origin of Species.



## □ Exercise 13. Looking at grammar. (Chart 10-4)

Underline the passive verbs in each pair of sentences and then answer the questions.

- 1. a. The mail is usually <u>delivered</u> to Hamid's apartment around ten o'clock.
  - b. The mail carrier usually delivers the mail to Hamid's apartment around ten o'clock.

QUESTIONS: Is it important to know who delivers the mail?  $\rightarrow$  No. Which sentence do you think is more common?  $\rightarrow$  Sentence a.

- 2. a. Construction workers built our school in the 1980s.
  - b. Our school was built in the 1980s.

QUESTIONS: Is it important to know who built the school? Which sentence do you think is more common?

- 3. a. That office building was designed in 1990.
  - b. That office building was designed by an architect in 1990.
  - c. That office building was designed by my husband in 1990.

QUESTIONS: What additional information do the *by*-phrases provide? Which sentence has important information in the *by*-phrase?

- 4. a. Thailand means "land of the free."
  - b. The country of Thailand has never been ruled by a foreign power.
    - QUESTION: What happens to the meaning of the second sentence if there is no *by*-phrase?

#### □ Exercise 14. Looking at grammar. (Charts $10-1 \rightarrow 10-4$ )

Make sentences with the given words, either orally or in writing. Some sentences are active and some are passive. Use the past tense. Do not change the order of the words.

#### A traffic stop

- The police \ stop \ a speeding car
   → The police stopped a speeding car.
- 2. The driver  $\$  tell  $\$  to get out of the car  $\$  by the police
- 3. The driver \ take out \ his license
- 4. The driver  $\$  bis license  $\$  to the police officer
- 5. The license  $\$  check
- 6. The driver  $\$  give  $\$  a ticket
- 7. The driver \ tell \ to drive more carefully

## 

**Exercise 15. Listening.** (Charts  $10-1 \rightarrow 10-4$ ) Complete the sentences with the words you hear. Before you begin, you may want to check CD 2 your understanding of these words: treated, bruises, reckless.

#### A bike accident

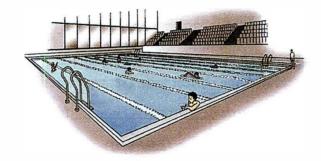
Track 31

A:	: Did you hear about the accider	nt outside the dorm entrance?
B:	: No. What	?
	A guy on a bike2	
	$\frac{2}{3}$ he	
11.		an ambulance. He to to
	City Hospital and	in the emergency room for cuts and
	bruises.	
B:	: What8	_ to the taxi driver?
	: He9	
	<i>.</i>	
B:	: He's lucky that the bicyclist	10
Exe	rcise 16. Looking at gram	<b>mar.</b> (Charts $10-1 \rightarrow 10-4$ )
		rect form (active or passive) of the verb in parentheses.
1.	Yesterday our teacher (arrive)	arrived five minutes late.
2.	Last night my favorite TV progra	am (interrupt)
	by breaking news.	
3.	That's not my coat. It (belong)	to Lara.
4.	Our mail ( <i>deliver</i> )	before noon every day.
5.	The "b" in comb ( pronounce, not)	) It is silent.
6.	What (happen)	to John? Where is he?
7.	When I (arrive)	at the airport yesterday, I (meet)
	by my cou	sin and a couple of her friends.
8.	Yesterday Lee and I (hear)	about Scott's divorce. I (surprise, not)
		by the news, but Lee (shock)
9.	A new house (build)	next to ours next year.
10.	Roberto (write)	that composition last week. This one (write)
	yeste	rday.

11.	At the soccer game yesterday, the winning goal (kick)	by
	Luigi. Over 100,000 people (attend) the soccer game.	
12.	A: I think American football is too violent.	
	B: I (agree) with you. I (prefer) baseball.	
13.	A: When (your bike, steal)?	
	B: Two days ago.	
14.	A: (you, pay) your electric bill yet?	
	B: No, I haven't, but I'd better pay it today. If I don't, my electricity (shut off)	
	by the power company.	

# **Exercise 17. Listening.** (Charts $10-1 \rightarrow 10-4$ )

Listen to the passage with your book closed. Listen again and complete the sentences with the verbs you hear. Before you begin, you may want to check your understanding of these words: Track 32 ancient, athlete, designed, wealthy.



#### **Swimming Pools**

Swimming pools <u>are</u> very popular no	owadays, but can you guess when swimming
pools first?	it 100 years ago? Five hundred
years ago? A thousand years ago? Actually, ancie	ent Romans and Greeks5
the first swimming pools. Male athletes and sold	
Believe it or not, as early as 1 B.C., a heated swir	nming pool for
a wealthy Roman. But swimming pools	popular until the
middle of the 1800s. The city of London	six indoor swimming pools.
Soon after, the modern Olympic games	, and swimming races
included in the events. After this, swimming poo	ls even more popular,
and now they all	over the world.

#### Exercise 18. Warm-up. (Chart 10-5)

Read the paragraph and then the statements. Circle "T" for true and "F" for false.

#### **Getting a Passport**

Jerry is applying for a passport. He needs to bring proof of citizenship, two photographs, and the application to the passport office. He also needs money for the fee. He will receive his passport in the mail about three weeks after he applies for it.

1.	The application process can be completed by mail.	Т	F
2.	Proof of citizenship must be provided.	Т	F
3.	A fee has to be paid.	Т	F
4.	Photographs should be taken before Jerry goes to the passport office.	Т	F
5.	The passport will be sent by mail.	Т	F

Active Modal Auxiliaries		ssive Modal Auxil odal + be + past par		Modal auxiliaries are often used in the passive.
Bob will mail it.	lt	will be mailed	by Bob.	FORM:
Bob <i>can mail</i> it.	lt	can be mailed	by Bob.	modal + be + past participle
Bob should mail it.	lt	should be mailed	by Bob.	(See Chapter 7 for information about the
Bob ought to mail it.	lt	ought to be mailed	by Bob.	meanings and uses of modal auxiliaries.)
Bob must mail it.	It	must be mailed	by Bob.	
Bob has to mail it.	lt	has to be mailed	by Bob.	
Bob <i>may mail</i> it.	lt	may be mailed	by Bob.	
Bob might mail it.	lt	might be mailed	by Bob.	
Bob could mail it.	It	could be mailed	by Bob.	

#### Exercise 19. Looking at grammar. (Chart 10-5)

Complete the sentences by changing the active modals to passive.

- Someone must send this letter immediately. This letter <u>must be sent</u> immediately.
- 2. People should plant tomatoes in the spring.

Tomatoes \_\_\_\_\_\_ in the spring.

- 3. People cannot control the weather. The weather \_\_\_\_\_
- Someone had to fix our car before we left for Chicago.
   Our car \_\_\_\_\_ before we left for Chicago.
- 5. People can reach me on my cell at 555-3815.

I \_\_\_\_\_\_ on my cell at 555-3815.

- Someone ought to wash these dirty dishes soon.
   These dirty dishes \_\_\_\_\_\_ soon.
- People may cook carrots or eat them raw.
   Carrots \_\_\_\_\_\_ or \_\_\_\_\_ raw.
- 8. Be careful! If that email file has a virus, it could destroy your reports.
  Your reports \_\_\_\_\_\_ if that email file has a virus.
- You must keep medicine out of the reach of children.
   Medicine \_\_\_\_\_\_ out of the reach of children.

## □ Exercise 20. Reading. (Charts $10-1 \rightarrow 10-5$ )

Part I. Read the questions and then the passage about jeans.

Are you wearing jeans right now, or do you have a pair at home? If so, who were they made by?

#### The Origin of Jeans

Around the world, a very popular pant for men, women, and children is jeans. Did you know that jeans were created more than 100 years ago? They were invented by Levi Strauss during the California Gold Rush.

In 1853, Levi Strauss, a 24-year-old immigrant from Germany, traveled from New York to San Francisco. His brother was the owner of a store in New York and wanted to open another one in San Francisco. When Strauss arrived, a gold miner\* asked him what he had to sell. Levi said he had strong canvas for tents and wagon covers. The miner told him he really needed strong pants because he couldn't find any that lasted very long.

So Levi Strauss took the canvas and designed a pair of overall pants. The miners liked them except that they were rough on the skin. Strauss exchanged the canvas for a cotton cloth from France called *serge de Nimes*. Later, the fabric was called "denim" and the pants were given the nickname "blue jeans."

Eventually, Levi Strauss & Company was formed. Strauss and tailor David Jacobs began putting rivets<sup>\*\*</sup> in pants to make them stronger. In 1936, a red tab was added to the rear pocket. This was done so "Levis" could be more easily identified. Nowadays the company is very well known, and for many people, all jeans are known as Levis.

Part II. Answer the questions in complete sentences.

- 1. Who was Levi Strauss?
- 2. Why did Strauss go to California?
- 3. Who were jeans first created for?
- 4. What is denim?
- 5. What two changes were later made to jeans?
- 6. Why were rivets put in jeans?
- 7. Why was a red tab added to the rear pocket?
- 8. Many people have a different name for blue jeans. What is it?

<sup>\*</sup>gold miner = a person who digs for gold

<sup>\*\*</sup> rivet = a very strong pin to hold the seams of clothing together

# Exercise 21. Warm-up: trivia. (Chart 10-6)

Do you know this trivia?\* Complete the sentences with words from the list.

	China Mongolia	monkeys Nepal	sand small spaces	spiders whales	
1.	Glass is com	posed mainly of			
2.	Dolphins are	related to			
3.	The Gobi De	esert is located in	two countries:		and

4. People with claustrophobia are frightened by \_\_\_\_\_\_.

10-6	Using	Past Participles	s as Adjectives (I	Non-Progressive Passive)
(a) Paul (b) Paul	be + is is	adjective young. tall.		owed by an adjective, as in (a)–(c). The ribes or gives information about the sentence.
(c) Paul	<b>is</b> be +	hungry. past participle	form), as in (d	owed by a past participle (the passive )-(f). The past participle is often like an past participle describes or gives
<ul><li>(d) Paul</li><li>(e) Paul</li><li>(f) Paul</li></ul>	is is is	married. tired. frightened.	information ab	oout the subject of the sentence. Past used as adjectives in many common,
(h) Paul		<i>o</i> Susan. I <i>about</i> the game. <i>ared for</i> the exam.	followed by pa For example: In (g): <i>mai</i> In (h): <i>exc</i>	rried is followed by <i>to</i> (+ <i>an object</i> ) ited is followed by <i>to</i> (+ <i>an object</i> ) ited is followed by <i>about</i> (+ <i>an object</i> ) pared is followed by <i>for</i> (+ <i>an object</i> )
Some Co	mmon Exp	pressions with Be + Pas	t Participle	
be acc	uainted (w	th) be	excited (about)	be opposed (to)
be bor	ed (with, by	/) be	exhausted (from)	be pleased (with)
be bro	ken		finished ( <i>with</i> )	be prepared ( <i>fo</i> r)
he clo	has	he	frightened (of by about)	he qualified (for)

1	DC DIORCH		be prepared (101)	
	be closed	be frightened (of, by, about)	be qualified (for)	
l	be composed of	be gone (from)	be related (to)	
	be crowded (with)	be hurt	be satisfied (with)	
1	be devoted (to)	be interested (in)	be scared (of, by)	
	be disappointed (in, with)	be involved (in, with)	be shut	
	be divorced (from)	be located in / south of / etc.	be spoiled	
	be done (with)	be lost	be terrified (of, by)	
1	be drunk ( <i>on</i> )	be made of	be tired (of, from)*	
	be engaged (to)	be married ( <i>to</i> )	be worried (about)	

\*I'm tired of the cold weather. = I've had enough cold weather. I want the weather to get warm.

I'm tired from working hard all day. = I'm tired because I worked hard all day.

\*See Trivia Answers, p. 421.

## □ Exercise 22. Looking at grammar. (Chart 10-6)

Choose all the correct completions.

1. Roger is disappointed	with	
a. his job	b. in the morning	c.) his son's grades
2. Are you related to	?	
a. the Browns	b. math and science	c. me
3. Finally! We are done	with	
a. finished	b. our chores	c. our errands
4. My boss was pleased w	vith	
a. my report	b. thank you	c. the new contract
5. The baby birds are go	ne from	
a. away	b. their nest	c. yesterday
6. Taka and JoAnne are b	oored with	
a. their work	b. this movie	c. their marriage
7. Are you tired of	_?	
a. work	b. asleep	c. the news

## Exercise 23. Looking at grammar. (Chart 10-6)

Complete each sentence with an appropriate preposition.

Nervous Nick is ....

- 1. worried \_\_\_\_\_\_ almost everything in life.
- 2. frightened \_\_\_\_\_\_ being around people.
- 3. also scared \_\_\_\_\_\_ snakes, lizards, and dogs.
- 4. terrified \_\_\_\_\_\_ going outside and seeing a dog.
- 5. exhausted \_\_\_\_\_\_ worrying so much.

Steady Steve is ...

- 6. excited \_\_\_\_\_ waking up every morning.
- 7. pleased \_\_\_\_\_\_ his job.
- 8. interested \_\_\_\_\_ having a good time.
- 9. involved \_\_\_\_\_ many community activities.
- 10. satisfied \_\_\_\_\_\_ just about everything in his life.

# 

**Exercise 24. Looking at grammar. (Chart 10-6)** Complete the sentences with the present form of the given verbs. Note the **boldface** prepositions that follow them.

compose interest oppose satisfy finish marry prepare scare
1. Most children <u>are scared</u> of loud noises.
2. Jane in ecology.
3. Don't clear the table yet. I not with my meal.
4. I with my progress in English.
5. Tony to Sonia. They have a happy marriage.
6. Roberta's parents to her marriage. They don't like her fiancé.
7. The test is tomorrow you for it?
8. A digital picture of thousands of tiny dots called pixels.
Exercise 25. Looking at grammar. (Chart 10-6) Complete each sentence with an appropriate preposition.
1. Because of the sale, the mall was crowded shoppers.
2. Do you think you are qualified that job?
3. Mr. Ahmad loves his family very much. He is devoted them.
4. My sister is married a law student.
5. I'll be finished my work in another minute or two.
6. The workers are opposed the new health-care plan.
7. Are you acquainted this writer? I can't put her books down!*
8. Janet doesn't take good care of herself. I'm worried her health.

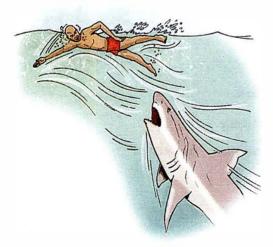
\*can't put a book down = can't stop reading a book because it's so exciting/interesting

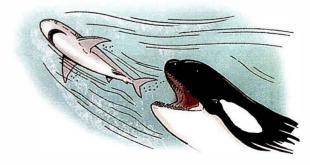
	mple: You will hear:	Linda loves her grandchil	dren. She is devoted to them.
	You will write:	<u>to</u>	
1.		5	
2.		6	
3.		7	
4.		0	
Con	nplete the sentences v	<b>y at grammar. (Chart</b> with expressions in the list.	10-6) Use the present and add prepositions as
nece	essary.		
	be acquainted		
	be composed be crowded	be located be made	be spoiled be worried
	be disappointed	oc made	V de wonned
		cotton. n apartment with six other 	people. Our apartment
4.	Vietnam	Sout	heast Asia.
4. 5.			heast Asia. en a hard day. I
5.	I'm going to go strai	ght to bed tonight. It's be	en a hard day. I I had promised to take them to the
5. 6.	I'm going to go strai The kids beach today, but nov	ght to bed tonight. It's be	en a hard day. I I had promised to take them to the
5. 6. 7.	I'm going to go strai The kids beach today, but now This milk doesn't tak drink it.	ght to bed tonight. It's be	en a hard day. I I had promised to take them to the raining.
5. 6. 7. 8.	I'm going to go strai The kids beach today, but now This milk doesn't tak drink it. Water According to the job	ght to bed tonight. It's be w we can't go because it's r ste right. I think it hy description, an applicant	en a hard day. I I had promised to take them to the raining. I'm not going to drogen and oxygen. must have a master's degree and at least five
5. 6. 7. 8. 9.	I'm going to go strai The kids beach today, but now This milk doesn't tag drink it. Water According to the job years of teaching exp	ght to bed tonight. It's be w we can't go because it's r ste right. I think it hy description, an applicant perience. Unfortunately, I	en a hard day. I I had promised to take them to the raining.

CD 2 Track 34	Exercise 28. Listening. (Chart 10-6) Complete the sentences with the words you hear.		
	Exa	<i>mple:</i> You will hear: My earrings are made of gold. You will write: <u>are made of</u>	
	1.	This fruit I think I'd better throw it out.	
	2.	When we got to the post office, it	
	3.	Oxford University Oxford, England.	
	4.	Haley doesn't like to ride in elevators. She's small spaces.	
	5.	What's the matter? you?	
	6.	Excuse me. Could you please tell me how to get to the bus station from here?	
		Ι,	
	7.	Your name is Tom Hood? you Mary Hood?	
	8.	Where's my wallet? It's! Did someone take it?	
	9.	Oh, no! Look at my sunglasses. I sat on them and now they	
	10.	It's starting to rain all of the windows?	

#### 

**Exercise 29. Warm-up. (Chart 10-7)** Match three of the sentences with the pictures. One sentence does not match either picture.







- 1. The shark is terrifying.
- 2. The shark is terrified.
- 3. The swimmer is terrifying.
- 4. The swimmer is terrified.



<b>10-7</b> Participial Adject: Art interests me.	
<ul> <li>(a) f am <i>interested</i> in art.</li> <li>(b) Art is <i>interesting</i>.</li> <li>(c) Art is <i>interesting</i>.</li> <li>(c) Kate was <i>surprised</i> Kate.</li> <li>(d) The news was <i>surprising</i>.</li> </ul>	<ul> <li>The past participle (-ed)* and the present participle (-ing) can be used as adjectives.</li> <li>In (a): The past participle (interested) describes how a person feels In (b): The present participle (interesting) describes the cause of the feeling. The cause of the interest is art.</li> <li>In (c): surprised describes how Kate felt. The past participle carries a passive meaning: Kate was surprised by the news.</li> <li>In (d): the news was the cause of the surprise.</li> </ul>
<ul><li>(e) Did you hear the <i>surprising news</i>?</li><li>(f) Roberto fixed the <i>broken window</i>.</li></ul>	Like other adjectives, participial adjectives may follow <b>be</b> , as in examples (a) through (d), or they may come in front of nouns, as in (e) and (f).

\*The past participle of regular verbs ends in -ed. For verbs that have irregular forms, see the inside front and back covers.

### □ Exercise 30. Looking at grammar. (Chart 10-7)

Complete the sentences with the correct word: girl, man, or roller coaster.

- 1. The \_\_\_\_\_\_ is frightened.
- 2. The \_\_\_\_\_\_ is frightening.
- 3. The \_\_\_\_\_\_ is excited.
- 4. The \_\_\_\_\_\_ is exciting.
- 5. The \_\_\_\_\_\_ is thrilling.
- 6. The \_\_\_\_\_\_ is delighted.



frightened

#### Exercise 31. Listening. (Chart 10-7)

Listen to the statements and choose the words you hear.

<sup>CD 2</sup><sub>Track 35</sub> *Example:* You will hear: It was a frightening experience.

	You will ch	oose: frighten	frightening	
1.	bore	boring	bored	
2.	shock	shocking	shocked	
3.	confuse	confusing	confused	
4.	embarrass	embarrassing	embarrassed	
5.	surprise	surprising	surprised	
6.	scare	scary*	scared	

<sup>\*</sup>The adjective ending is -y, not -ing.

CO

#### Exercise 32. Looking at grammar. (Chart 10-7)

Complete the sentences with the -ed or -ing form of the verbs in italics.

- 1. Talal's classes interest him.
  - a. Talal's classes are <u>interesting</u>.
  - b. Talal is an <u>interested</u> student.
- 2. Emily is going to Australia. The idea of going on this trip excites her.
  - a. Emily is \_\_\_\_\_\_ about going on this trip.
  - b. She thinks it is going to be an \_\_\_\_\_\_ trip.
- 3. I like to study sea life. The subject of marine biology *fascinates* me.
  - a. Marine biology is a \_\_\_\_\_\_ subject.
  - b. I'm \_\_\_\_\_ by marine biology.

4. Mike heard some bad news. The bad news *depressed* him.

a. Mike is very sad. In fact, he is \_\_\_\_\_.

b. The news made Mike feel very sad. The news was \_\_\_\_\_

- 5. The exploration of space *interests* me.
  - a. I'm \_\_\_\_\_\_ in the exploration of space.
  - b. The exploration of space is \_\_\_\_\_\_ to me.

#### Exercise 33. Listening. (Chart 10-7)

R

Listen to each sentence and circle the word you hear.

<sup>CD 2</sup> Track 36 SITUATION: Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell into the water.



1.	embarrassed	embarrassing	6.	surprised	surprising
2.	embarrassed	embarrassing	7.	upset*	upsetting
3.	shocked	shocking	8.	depressed	depressing
4.	shocked	shocking	9.	interested	interesting
5.	surprised	surprising	10.	interested	interesting

### 

**Exercise 34. Warm-up. (Chart 10-8)** Are any of these statements true for you? Circle yes or no.

Right now . . .

1.	I am getting tired.	yes	no
2.	I am getting hungry.	yes	no
3.	I am getting confused.	yes	no

10-8	<b>10-8</b> Get + Adjective; Get + Past Participle				
<ul> <li>Get + Adjective</li> <li>(a) I am getting hungry. Let's eat.</li> <li>(b) Eric got nervous before the job interview.</li> </ul>		change – to be. In (a): <i>I'r</i>	be followed by an a – the idea of becor <b>n getting hungry</b> . ning to be hungry.	ning, beginning to	be, growing
<ul> <li>Get + Past Participle</li> <li>(c) I'm getting tired. Let's stop working.</li> <li>(d) Steve and Rita got married last month.</li> </ul>			es <b>get</b> is followed t after <b>get</b> is like an ntence.	•	
Get + Adjectiveget angryget dryget quietget baldget fatget richget bigget fullget seriousget busyget hotget sickget closeget hungryget sleepyget coldget interestedget thirstyget darkget nervousget wetget dizzyget oldget old		×	Get + Past Parti get acquainted get arrested get bored get confused get crowded get divorced get done get dressed	ciple get drunk get engaged get excited get finished get frightened get hurt get interested get invited	get involved get killed get lost get married get scared get sunburned get tired get worried

<sup>\*</sup>There is no -ed ending.

### **Exercise 35. Looking at grammar.** (Chart 10-8)

Complete the sentences with the words in the list.

	bald dirty hurt lost rich
	busy I full late nervous serious
1.	This food is delicious, but I can't eat any more. I'm getting <u>full</u> .
2.	This work has to be done before we leave. We'd better get and stop wasting time.
3.	I didn't understand Mariam's directions very well, so on the way to her house last night I got I couldn't find her house.
4.	It's hard to work on a car and stay clean. Paul's clothes always get from all the grease and oil.
5.	Tim doesn't like to fly. As soon as he sits down, his heart starts to beat quickly. He gets really
6.	We'd better go home. It's getting, and you have school tomorrow.
7.	Simon wants to get, but he doesn't want to work. That's not very realistic.
8.	If you plan to go to medical school, you need to get about the time and money involved and start planning now.
 9.	Mr. Andersen is losing some of his hair. He's slowly getting
10.	Was the accident serious? Did anyone get?
	ercise 36. Let's talk: interview. (Chart 10-8) erview your classmates. Share some of their answers with the class.
1. 2. 3. 4. 5.	Have you ever gotten hurt? What happened? Have you ever gotten lost? What happened? When was the last time you got dizzy? How long does it take you to get dressed in the morning? In general, do you get sleepy during the day? When?

- 6. Do you ever get hungry in the middle of the night? What do you do?
- 7. Have you ever gotten involved with a charity? Which one?

# Exercise 37. Listening. (Chart 10-8) Listen to the sentences and complete them with any

Q	Listen to the sentences and complete them with any adjectives that make sense.				
CD 2 Track 37	Example:	You will hear: You will write:	This towel is soaking wet. Please hang it up so it will get <u>dry</u>		
	1		4		
	2		5		
	3		6		

**Exercise 38. Looking at grammar. (Chart 10-8)** Complete the sentences with appropriate forms of *get* and the words in the list.

	angrydressedkillcolddrylostcrowdhungrymarrydarkinvolve√sunburn	tired well worry
1.	1. When I stayed out in the sun too long yesterday, I <u>got sun</u>	burned
2.	2. If you're sick, stay home and take care of yourself. You won't	
	if you don't take care of yourself.	
3.	<ol> <li>Alima and Hasan are engaged. They are going to from now.</li> </ol>	a year
4.	4. Sarah doesn't eat breakfast, so she always	by ten or
	ten-thirty.	
5.	5. In the winter, the sun sets early. It	outside by six or
6.	6. Put these towels back in the dryer. They didn't	the first time.
7.	7. Let's stop working for a while. I'm	I need a break.
8.	8. Anastasia has to move out of her apartment next week, and sh to live. She's	ne hasn't found a new place
9.	<ol> <li>Toshiro was in a terrible car wreck and almost</li> <li>be alive.</li> </ol>	He's lucky to
10.	10. The temperature is dropping. Brrr! I'm	Can I borrow
11.	11. Sorry we're late. We took a wrong turn and	

- 12. Good restaurants \_\_\_\_\_\_ around dinner time. It's hard to find a seat because there are so many people.
- 13. Calm down! Take it easy! You shouldn't

\_\_\_\_\_\_ so \_\_\_\_\_\_. It's not good for your blood pressure.

- 14. I left when Ellen and Joe began to argue. I never in other people's quarrels.
- 15. Sam is wearing one brown sock and one blue sock today.

He \_\_\_\_\_\_ in a hurry this morning and didn't pay attention to the color of his socks.



#### Exercise 39. Reading. (Chart 10-8)

Read the passage and the statements that follow it. Circle "T" for true and "F" for false.

#### A Blended Family

Lisa and Thomas live in a blended family. They are not related to each other, but they are brother and sister. Actually, they are stepbrother and stepsister. This is how they came to be in the same family.

Lisa's mother got divorced when Lisa was a baby. Thomas' father was a widower. His wife had died seven years earlier. Lisa and Thomas' parents met five years ago at a going-away party for a friend. After a year of dating, they got engaged and a year later, they got married. Lisa and Thomas are about the same age and get along well. Theirs is a happy, blended family.

1.	Lisa's mother got married. Then she got divorced. Then she got remarried.	Т	F
2.	Thomas' father got married, and then he got divorced. After he got divorced, he got engaged, and then he got remarried.	Т	F
3.	Lisa and Thomas became stepsister and stepbrother when their parents got remarried.	Т	F

#### Exercise 40. Warm-up. (Chart 10-9)

Circle the words in *italics* that make these sentences true for you.

- 1. I am used to, not used to speaking English with native speakers.
- 2. I am *accustomed to, not accustomed to* speaking English without translating from my language.
- 3. I am getting used to, not getting used to English slang.
- 4. I am getting accustomed to, not getting accustomed to reading English without a dictionary.

0-9	8	To and Get Used/Accustomed To
	used to hot weather. accustomed to hot weather.	Examples (a) and (b) have the same meaning: "Living in a hot climate is usual and normal for me. I'm familiar with what it is like to live in a hot climate. Hot weather isn't strange or different to me."
	used <b>to living</b> in a hot climate. accustomed <b>to living</b> in a hot climate.	Notice in (c) and (d): <i>to</i> (a preposition) is followed by the <i>-ing</i> form of a verb (a gerund).
lived	moved from Florida to Alaska. I have never in a cold climate before, but I <i>am getting</i> <i>d to</i> ( <i>accustomed to</i> ) the cold weather here.	In (e): <i>I'm getting used to/accustomed to</i> = something is beginning to seem usual and normal to me.
	ercise 41. Looking at grammar. (6 I. Complete the sentences with be used	
1.	Juan is from Mexico. He <u>is used to</u> weather.	hot weather. He <u>isn't used to</u> cold
2.	2. Alice was born and raised in Chicago. She living in a big cit	
3.	<ol> <li>My hometown is New York City, but this year I'm going to school in a town with a population of 10,000. I living in a small town. I</li> </ol>	
	living in a big	city.
4.	We do a lot of exercises in class. We	doing exercises.
Part	t II. Complete the sentences with be accu	ustomed to, affirmative or negative.
5.	Spiro recently moved to Hong Kong from	n Greece. He <u>is accustomed to</u> eating
	Greek food. Heisn't accustomed to	eating Chinese food.
6.	I always get up around 6:00 A.M. I	getting up earl
	I	
7		ework. We
-	having a lot of homework every day.	
8		e-choice tests. They
0.		
	taking that king th	nd of test.
	ercise 42. Listening and speaking	
Par	t I. Complete the questions with the word	
Exa	mple: You will hear: What time are you	1

You will write: <u>are you accustomed to</u>

1. What \_\_\_\_

\_\_\_\_\_ doing in the evenings?

2.	What time	going to bed?
3.	What	having for breakfast?
4.	<u>n</u>	living in this area?
5.	Do you live with someone or do you live alone? _	that?
6.		speaking English every day?
7.	What	doing on weekends?
8.	What do you think about the weather here?	it?

Part II. Work with a partner. Take turns asking and answering the questions in Part I.

#### Exercise 43. Let's talk: interview. (Chart 10-9)

Ask your classmates questions with be used to/accustomed to.

*Example:* buy \ frozen food

 $\rightarrow$  Are you used to / accustomed to buying frozen food?

- 1. get up \ early6. drink \ coffee in the morning
- 2. sleep \ late7. have \ dessert at night
- 3. eat \ breakfast 8. live \ in a big city
- 4. skip  $\$  live  $\$  in a small town
- 5. eat \ a late dinner 10. pay \ for all your expenses

#### Exercise 44. Let's talk. (Chart 10-9)

Work in small groups. Discuss one or more of the given topics. Make a list of your answers. Share some of them with the class.

Topics:

- 1. Junko is going to leave her parents' house next week. She is going to move in with two of her cousins who work in the city. Junko will be away from her home for the first time in her life. What is she going to have to get accustomed to?
- 2. Think of a time you traveled in or lived in a foreign country. What weren't you used to? What did you get used to? What didn't you ever get used to?
- 3. Think of the first day of a job you have had. What weren't you used to? What did you get used to?

#### Exercise 45. Warm-up. (Chart 10-10)

Complete the sentences about food preferences. Make statements that are true for you.

1. There are some foods I liked when I was younger, but now I don't eat them. I used to eat

\_\_\_\_\_, but now I don't.

There are some foods I didn't like when I first tried them, but now they're okay. For example, the first time I ate \_\_\_\_\_\_, I didn't like it, but now I'm used to eating them.

10-10 Used To vs. Be Used To		
(a) I used to live in Chicago, but now I live in Tokyo. INCORRECT: I used to living in Chicago. INCORRECT: I am used to live in a big city.	In (a): <i>Used to</i> expresses the habitual past (see Chart 2-8, p. 53). It is followed by the <b>simple form of a verb</b> .	
(b) I am used to living in a big city.	In (b): <i>be used to</i> is followed by the <i>-ing</i> form of a <b>verb</b> (a gerund).*	

\*NOTE: In both used to (habitual past) and be used to, the "d" is not pronounced.

#### Exercise 46. Looking at grammar. (Chart 10-10)

Complete the sentences with an appropriate form of be. If no form of be is necessary, use Ø.

- 1. I have lived in Malaysia for a long time. I <u>am</u> used to warm weather.
- 2. I \_\_\_\_\_ used to live in Portugal, but now I live in Spain.
- 3. I \_\_\_\_\_\_ used to sitting at this desk. I sit here every day.
- 4. I \_\_\_\_\_\_ used to sit in the back of the classroom, but now I prefer to sit in the front row.
- 5. When I was a child, I \_\_\_\_\_\_ used to play games with my friends in a big field near my house after school every day.
- 6. It's hard for my kids to stay inside on a cold, rainy day. They \_\_\_\_\_\_ used to playing outside in the big field near our house. They play there almost every day.
- A teacher \_\_\_\_\_\_ used to answering questions. Students, especially good students, always have a lot of questions.
- 8. People \_\_\_\_\_ used to believe the world was flat.

#### Exercise 47. Looking at grammar. (Chart 10-10)

Complete the sentences with **used to/be used to** and the correct form of the verb in parentheses.

- Nick stays up later now than he did when he was in high school. He (go) <u>used to go</u> to bed at ten, but now he rarely gets to bed before midnight.
- I got used to going to bed late when I was in college, but now I have a job and I need my sleep. These days I (go) <u>am used to going</u> to bed around ten-thirty.
- I am a vegetarian. I (eat) \_\_\_\_\_ meat, but now I eat only meatless meals.

<ol> <li>Oscar has lived in Brazil for ten years. He (<i>eat</i>)</li> <li>Brazilian food. It's his favorite.</li> </ol>	
<ol> <li>Georgio moved to Germany to open his own restaurant. He (<i>have</i>)</li> <li> a small bakery in Italy.</li> </ol>	_
<ul> <li>7. I have taken the bus to work every day for the past five years. I (<i>take</i>)</li> <li> the bus.</li> </ul>	_
8. Juanita travels by train on company business. She (go) by plane, but now it's too expensive.	
Exercise 48. Warm-up. (Chart 10-11) Complete the sentences about airline passengers.	
1. Before getting on the plane, passengers are expected to	
2. After boarding the plane, passengers are supposed to	
3. During landing, passengers are not supposed to	

10-11 Using Be Supposed To	
<ul> <li>(a) Mike <i>is supposed to call</i> me tomorrow.</li> <li>(IDEA: I expect Mike to call me tomorrow.)</li> <li>(b) We <i>are supposed to write</i> a composition.</li> <li>(IDEA: The teacher expects us to write a composition.)</li> </ul>	<b>Be supposed to</b> is used to talk about an activity or event that is expected to occur. In (a): The idea of <b>is supposed to</b> is that Mike is expected (by me) to call me. I asked him to call me. He promised to call me. I expect him to call me.
<ul> <li>(c) Alice <i>was supposed to be</i> home at ten, but she didn't get in until midnight.</li> <li>(IDEA: Someone expected Alice to be home at ten.)</li> </ul>	In the past form, <i>be supposed to</i> often expresses the idea that an expected event did not occur, as in (c).

#### Exercise 49. Looking at grammar. (Chart 10-11)

Make a sentence with a similar meaning to the given sentence. Use be supposed to.

- 1. The teacher expects us to be on time for class.
  - $\rightarrow$  We are supposed to be on time for class.
- 2. People expect the weather to be cold tomorrow.
- 3. People expect the plane to arrive at 6:00.
- 4. My boss expects me to work late tonight.
- 5. I expected the mail to come an hour ago, but it didn't.

#### Exercise 50. Let's talk. (Chart 10-11)

Summarize each conversation with a statement. Use **be supposed to**. Work in pairs, in small groups, or as a class.

- 1. Tom's Boss: Mail this package. TOM: Yes, sir.
  - $\rightarrow$  Tom is supposed to mail a package.
- 2. LENA: Call me at nine. ANN: Okay.
- 3. Ms. MARTINEZ: Please make your bed before you go to school. JOHNNY: Okay, Mom.
- 4. PROF. THOMPSON: Read the test directions carefully and raise your hand if you have any questions.

STUDENTS: (no response)

5. DR. KEMPER: You should take one pill every eight hours. PATIENT: Right. Anything else? DR. KEMPER: Drink plenty of fluids.

#### Exercise 51. Listening. (Chart 10-11)

Listen to the statements with be supposed to. Choose "T" for true and "F" for false. Notice Ć that to in be supposed to sounds like "ta." CD 2

Track 39 *Example:* You will hear: Visitors at a museum are not supposed to touch the art.

		You will choose	: (]	$\tilde{\mathbf{D}}$	F
1.	Т	F	5.	Т	F
2.	Т	F	6.	Т	F
3.	Т	F	7.	Т	F
4.	Т	F	8.	Т	F

#### Exercise 52. Reading, grammar, and listening. (Chapter 10)

Part I. Answer the questions and then read the passage on zoos.

Have you visited a zoo recently? What was your opinion of it? Were the animals well-taken care of? Did they live in natural settings or in cages?

#### Zoos

Zoos are common around the world. The first zoo was established around 3,500 years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese emperor established a huge zoo to show his power and wealth. Later, zoos were established for the purpose of studying animals.

Zoos were supposed to take good care of animals, but some of the early ones were dark holes or dirty cages. At that time, people became disgusted with the poor care the animals were given. Later, these early zoos were replaced by scientific institutions. Animals were studied and kept in better conditions there. These research centers became the first modern zoos.

Because zoos want to treat animals well and encourage breeding, animals today are put in large, natural settings instead of small cages. They are fed a healthy diet and are watched carefully for any signs of disease. Most zoos have specially trained veterinarians and a hospital for their animals. Today, animals in these zoos are treated well, and zoo breeding programs have saved many different types of animals.

Part II. Circle all the grammatically correct statements.

- 1. a. The first zoo was established around 3,500 years ago.
  - b. The first zoo established around 3,500 years ago.
  - c. An Egyptian queen established the first zoo.
- 2. a. Zoos supposed to take good care of animals.
  - b. Zoos were supposed to take good care of animals.
  - c. Zoos were suppose to take good care of animals.
- 3. a. The animals was poorly cared for in some of the early zoos.
  - b. The animals were poorly cared for in some of the early zoos.
  - c. The early zoos didn't take good care of the animals.
- 4. a. Today, animals are kept in more natural settings.
  - b. Today, zoos keep animals in more natural settings.
  - c. Today, more natural settings are provided for animals.
- 5. a. Nowadays, animals are treated better in zoos than before.
  - b. Nowadays, animals are taken better care of in zoos than before.
  - c. Nowadays, animals take care of in zoos than before.



Part III. Listen to the passage. Complete the sentences with the verbs you hear and then answer the questions.

#### Zoos

Zoos are common around the world. The first zoo $\underline{was}_{1}$ established around 3,500
years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese
emperor a huge zoo to show his power and wealth. Later, zoos
for the purpose of studying animals.
Zoos take good care of animals, but some of
the early ones were dark holes or dirty cages. At that time, people5
disgusted with the poor care the animals6
zoos replaced by scientific institutions. Animals
and in better conditions there. These research centers became the first
modern zoos.

Because zoos want to treat animals well and encourage breeding, animals today

in large, natural settings instead of small cages. They 10
10
a healthy diet and \_\_\_\_\_\_ carefully for any signs of 11
disease. Most zoos \_\_\_\_\_\_ specially trained veterinarians and a hospital for their animals. Today, animals in these zoos \_\_\_\_\_\_ well, and zoo breeding programs \_\_\_\_\_\_\_ many different types of animals.

- 1. Why was the first zoo established?
- 2. What were some of the early zoos like?
- 3. What was the purpose of the first modern zoos?
- 4. What are zoos doing to encourage breeding?
- 5. Why do zoos want to encourage breeding?

Exercise 53. Check your knowledge. (Chapter 10) Edit the sentences.

- 1. I am agree with him.
- 2. Something was happened.
- 3. This pen is belong to me.
- 4. I'm interesting in that subject.
- 5. He is marry with my cousin.
- 6. Mary's dog was died last week.
- 7. Were you surprise when you heard the news?
- 8. When I went downtown, I am get lost.
- 9. The bus was arrived ten minutes late.
- 10. We're not suppose to have pets in our apartment.

### Exercise 54. Reading and writing. (Chapter 10)

Part I. Read the passage and <u>underline</u> the passive verbs.

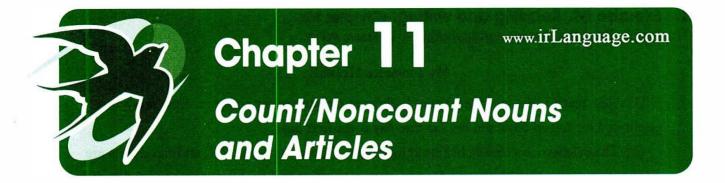
#### My Favorite Holiday

(1) New Year's is the most important holiday of the year in my country. New Year's is celebrated for fifteen days, but my favorite day is the first day.

(2) The celebration actually begins at midnight. Fireworks are set off, and the streets are filled with people. Neighbors and friends greet each other and wish one another good luck for the year. The next morning, gifts are exchanged. Children are given money. It is wrapped in red envelopes because red is the color for good luck. When I was younger, this was always my favorite part of the holiday.

(3) On New Year's Day, everyone wears new clothes. These clothes are bought especially for the holiday. People are very polite to each other. It is considered wrong to yell, lie, or use bad language on the first day of the year. It is a custom for younger generations to visit their elders. They wish them good health and a long life.

**Part II.** Choose a holiday you like. Describe the activities on this day. What do you do in the morning? afternoon? evening? Which activities do you enjoy the most? Make some of your sentences passive.



### Exercise 1. Warm-up. (Chart 11-1)

Check ( $\checkmark$ ) all the items you have with you right now. Do you know why some nouns have a before them and others have an?

- 1. \_\_\_\_ a pen
- 2. \_\_\_\_ **an** eraser
- 3. \_\_\_\_a notebook
- 4. \_\_\_\_ an umbrella
- 5. \_\_\_\_ an interesting book
- 6. \_\_\_\_ a university map

11-1 A vs. An	
(a) I have <i>a p</i> encil. (b) I live in <i>an a</i> partment.	<b>A</b> and <b>an</b> are used in front of a singular noun (e.g., <i>pencil, apartment</i> ). They mean "one."
(c) I have <b>a s</b> mall apartment. (d) I live in <b>an o</b> ld building	If a singular noun is modified by an adjective (e.g., <i>small, old</i> ), <b>a</b> or <b>an</b> comes in front of the adjective, as in (c) and (d).
	<b>A</b> is used in front of words that begin with a consonant ( <i>b</i> , <i>c</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>etc</i> .): <i>a boy</i> , <i>a bad day</i> , <i>a ca</i> t, <i>a cute baby</i> .
	<b>An</b> is used in front of words that begin with the vowels <b>a</b> , <b>e</b> , <b>i</b> , and <b>o</b> : an apartment, an angry man, an elephant, an empty room, etc.
<ul> <li>(e) I have an umbrella.</li> <li>(f) I saw an ugly picture.</li> <li>(g) I attend a university.</li> <li>(h) I had a unique experience.</li> </ul>	<ul> <li>For words that begin with the letter <i>u</i>:</li> <li>(1) <i>An</i> is used if the <i>u</i> is a vowel sound, as in <i>an umbrella, an uncle, an unusual day.</i></li> <li>(2) <i>A</i> is used if the <i>u</i> is a consonant sound, as in <i>a university, a unit, a usual event.</i></li> </ul>
<ul> <li>(i) He will arrive in an hour.</li> <li>(j) New Year's Day is a holiday.</li> </ul>	<ul> <li>For words that begin with the letter <i>h</i>:</li> <li>(1) <i>An</i> is used if the <i>h</i> is silent: <i>an hour, an honor, an honest person.</i></li> <li>(2) <i>A</i> is used if the <i>h</i> is pronounced: <i>a holiday, a hotel, a high grade.</i></li> </ul>

#### Exercise 2. Looking at grammar. (Chart 11-1)

Add *a* or *an* to these words.

1.	<u>a</u> mistake	10.	urgent message
2.	abbreviation	11.	universal problem
3.	dream	12.	unhappy child
4.	interesting dream	13.	hour or two
5.	empty box	14.	hole in the ground
6.	box	15.	hill
7.	uniform	16.	handsome man
8.	email	17.	honest man
9.	untrue story	18.	honor

#### Exercise 3. Listening. (Chart 11-1)

Listen to the sentences. Decide if you hear a, an, or Ø (no article).

CD 2 Track 41	Example:		l hear: I l l choose: (a)		a bad an	toothac Ø	he.
	1. a	an	Ø	6.	а	an	Ø
	2. a	an	Ø	7.	а	an	Ø
	3. a	an	Ø	8.	а	an	Ø
	4. a	an	Ø	9.	а	an	Ø
	5. a	an	Ø	10.	а	an	Ø

#### Exercise 4. Warm-up. (Chart 11-2)

Circle all the correct completions.

- 1. I need one \_\_\_\_. a. chair b. chairs
- 2. There are two \_\_\_\_\_ in the room. a. chairs b. furniture
- 3. I found some \_\_\_\_\_ in the storage room. a. chairs b. furniture
- 4. I found \_\_\_\_\_ in the storage room. a. chairs b. furniture



11-2 (	11-2 Count and Noncount Nouns								
	Singular	Plural							
COUNT NOUN	<b>a</b> chair <b>one</b> chair	Ø chairs two chairs some chairs	<ul> <li>A count noun:</li> <li>(1) can be counted with numbers: <i>one chair, two chairs, ten chairs, etc.</i></li> <li>(2) can be preceded by <i>a/an</i> in the singular: <i>a chair.</i></li> <li>(3) has a plural form ending in <i>-s</i> or <i>-es</i>: <i>chairs.*</i></li> </ul>						
NONCOUNT NOUN	Ø furniture <b>some</b> furniture	Ø Ø	<ul> <li>A noncount noun:</li> <li>(1) cannot be counted with numbers.</li> <li><i>INCORRECT: one furniture</i></li> <li>(2) is NOT immediately preceded by <i>a</i>/<i>an</i>.</li> <li><i>INCORRECT: a furniture</i></li> <li>(3) does NOT have a plural form (no final -s).</li> <li><i>INCORRECT: furnitures</i></li> </ul>						

\*See Chart 1-5, p. 14, and Chart 6-1, p. 147, for the spelling and pronunciation of -s/-es.

#### □ Exercise 5. Looking at grammar. (Chart 11-2)

Check ( $\checkmark$ ) the correct sentences. Correct the sentences with errors. Use *some* with the noncount nouns.

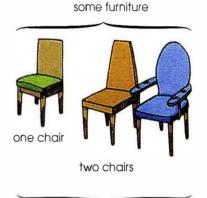
- 1.  $\checkmark$  I bought one chair for my apartment.
- some
   I bought one furniture for my apartment.\*
- 3. \_\_\_\_ I bought four chairs for my apartment.
- 4. \_\_\_\_ I bought four furnitures for my apartment.
- 5. \_\_\_\_ I bought a chair for my apartment.
- 6. \_\_\_\_ I bought a furniture for my apartment.
- 7. \_\_\_\_ I bought some chair for my apartment.
- 8. \_\_\_\_ I bought some furnitures for my apartment.

#### Exercise 6. Warm-up. (Chart 11-3)

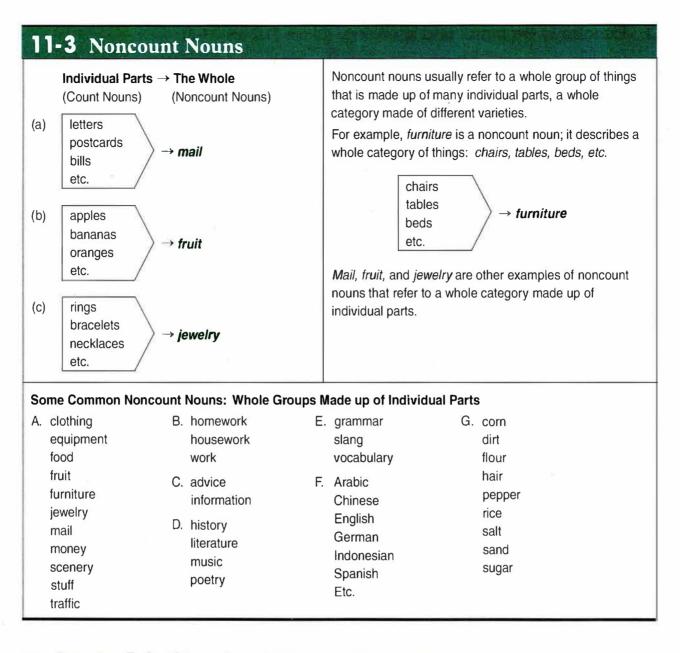
Write the words under the correct categories.

bracelets	ideas	letters	postcards	rings	suggestions	
Advic	ce		Mail		Jewelry	

\*CORRECT: I bought some furniture for my apartment. OR I bought furniture for my apartment. See Chart 11–8 for more information about the use of  $\emptyset$  and some.



some chairs



#### Exercise 7. Looking at grammar. (Charts 11-2 and 11-3)

Complete the sentences with *a*/*an* or *some*. Decide if the **boldface** nouns are count or noncount.

1.	I often have <u>some</u> fruit for dessert.	count	noncount
2.	I had <u>a</u> banana for dessert.	count	noncount
3.	I got letter today.	count	noncount
4.	I got mail today.	count	noncount
5.	Anna wears ring on her left hand.	count	noncount
6.	Maria is wearing jewelry today.	count	noncount
7.	I have homework to finish.	count	noncount
8.	I have assignment to finish.	count	noncount
9.	I needed information.	count	noncount
10.	I asked question.	count	noncount

**Exercise 8. Grammar and speaking.** (Charts 11-2 and 11-3)

Add final -s/-es if possible. Otherwise, write  $\emptyset$ . Then decide if you agree or disagree with the statement. Discuss your answers.

1.	I'm learning a lot of grammar $\underline{\mathscr{O}}_{-}$ this term.	yes	no
2.	Count and noncount <b>noun</b> 5 are easy.	yes	no
3.	A good way to control <b>traffic</b> is to charge people money		
	to drive in the city.	yes	no
4.	Electric car will replace gas car	yes	no
5.	<b>Information</b> from the Internet is usually reliable.	yes	no
6.	Fact are always true.	yes	no
7.	Many word in English are similar to those in my language.	yes	no
8.	The best way to learn new <b>vocabulary</b> is to memorize it.	yes	no
9.	I enjoy singing karaoke <b>song</b>	yes	no
10.	I enjoy listening to classical <b>music</b>	yes	no
11.	I like to read good <b>literature</b>	yes	no
12.	I like to read mystery <b>novel</b>	yes	no
13.	<b>Beach</b> are relaxing places to visit.	yes	no
14.	Walking on <b>sand</b> is good exercise for your legs.	yes	no
15.	Parents usually have helpful <b>suggestion</b> for their kids.	yes	no
16.	Sometimes kids have helpful <b>advice</b> for their parents.	yes	no

### Exercise 9. Warm-up. (Chart 11-4)

Complete the sentences with words from the list. Make sentences that are true for you.

	beauty coffee happiness	health honesty juice	milk money noise	pollution smog tea	traffic violence water	
1.	During the da	ay, I drink		or		
2.	Two things I	don't like about b	ig cities are _		and	
		·				
3.		is m	ore importan	it than		

a)	Liquids			Solids and	d Semi-Solid	S	Gases
	coffee milk oil	soup tea water	bread butter cheese ice	meat beef chicken fish	chalk glass gold iron	paper soap toothpaste wood	air pollution smog smoke
(b <b>)</b>	Things That ( weather rain snow	<b>Dccur in Natu</b> darkness light sunshine	thunder lightning				
(c)	Abstractions beauty courage experience	* fun generosity happiness	health help honesty	ignorance kindness knowledge	luck patience progress	selfishness time violence	

\*An abstraction is an idea. It has no physical form. A person cannot touch it.

#### □ Exercise 10. Looking at grammar. (Charts $11-2 \rightarrow 11-4$ )

Add final -s/-es if possible. Otherwise, write Ø. Choose verbs in parentheses as necessary.

- 1. I made some **mistake** <u>s</u> on my algebra test.
- 2. In winter in Siberia, there ((*is*), *are*) **snow**  $\mathcal{D}$  on the ground.
- 3. Siberia has very cold weather \_\_\_\_\_.
- 4. Be sure to give the new couple my best **wish** \_\_\_\_\_.
- 5. I want to wish them good **luck**\_\_\_\_.
- 6. Silver (*is*, *are*) expensive. Diamond (*is*, *are*) expensive too.
- 7. I admire Professor Yoo for her extensive knowledge \_\_\_\_\_ of organic farming methods.
- 8. Professor Yoo has a lot of good **idea** \_\_\_\_\_ and strong **opinion** \_\_\_\_\_.
- 9. Teaching children to read requires **patience** \_\_\_\_\_.
- 10. Doctors take care of **patient** \_\_\_\_\_.
- 11. Mr. Fernandez's English is improving. He's making progress \_\_\_\_\_.
- 12. Wood stoves are a source of **pollution** \_\_\_\_\_ in many cities.

#### **Exercise 11. Listening.** (Charts $11-2 \rightarrow 11-4$ )

 $\frown$  Listen to the sentences. Add -s if the given nouns have plural endings. Otherwise, write Ø. CD 2 Example: You will hear: Watch out! There's ice on the sidewalk. Track 42 You will write: ice  $\mathcal{Q}$ 1. chalk\_\_\_ 6. storm\_\_\_\_ 2. soap\_\_\_\_ 7. storm 3. suggestion 8. toothpaste 9. stuff 4. suggestion 5. gold\_\_\_\_ 10. equipment\_\_\_\_\_

#### Exercise 12. Let's talk. (Chart 11-4)

Work in small groups. These common sayings use abstract nouns. Choose two sayings to explain to the class.

Example: Ignorance is bliss.

→ Ignorance means you don't know about something. Bliss means happiness. This saying means that you are happier if you don't know about a problem.

- 1. Honesty is the best policy.
- 4. Knowledge is power.

2. Time is money.

- 5. Experience is the best teacher.
- 3. Laughter is the best medicine.

#### Exercise 13. Let's talk. (Chart 11-4)

Complete the sentences. Give two to four answers for each item. Share your answers with a partner. See how many of your answers are the same. *Note:* Abstract nouns are usually noncount. To find out if a noun is count or noncount, check your dictionary or ask your teacher.

- 1. Qualities I admire in a person are ....
- 2. Bad qualities people can have are . . .
- 3. Some of the most important things in life are . . . .
- 4. Certain bad conditions exist in the world. Some of them are ....

#### □ **Exercise 14. Game.** (Charts $11-1 \rightarrow 11-4$ )

Work in small teams. Imagine your team is at one of the given places. Make a list of the things you see. Share your team's list with the class. The team with the most complete and grammatically correct list wins.

*Example:* a teacher's office

- $\rightarrow$  two windows
- $\rightarrow$  a lot of grammar books
- $\rightarrow$  office equipment a computer, a printer, a photocopy machine
- $\rightarrow$  office supplies a stapler, paper clips, pens, pencils, a ruler
- $\rightarrow$  some pictures
  - etc.

Places:	
a restaurant	an island
a museum	a hotel
a popular department store	an airport

#### Exercise 15. Warm-up. (Chart 11-5)

Complete the sentences with *apples* or *fruit*.

- 1. I bought several \_\_\_\_\_\_ yesterday.
- 2. Do you eat a lot of \_\_\_\_\_?
- 3. Do you eat many \_\_\_\_\_?
- 4. Do you eat much \_\_\_\_\_?
- 5. I eat a few \_\_\_\_\_\_ every week.
- 6. I eat a little \_\_\_\_\_ for breakfast.

## 11-5 Using Several, A Lot Of, Many/Much, and A Few/A Little

	Count	Noncount	
(a)	several chairs	Ø	Several is used only with count nouns.
(b <b>)</b>	a lot of chairs	a lot of furniture	A lot of is used with both count and noncount nouns.
(c)	<i>many</i> chairs	<b>much</b> furniture	<i>Many</i> is used with count nouns. <i>Much</i> is used with noncount nouns.
(d)	a few chairs	<i>a little</i> furniture	<i>A few</i> is used with count nouns. <i>A little</i> is used with noncount nouns.

#### Exercise 16. Looking at grammar. (Charts 11-2 and 11-5)

Check ( $\checkmark$ ) the correct sentences. Correct the sentences that have mistakes. One sentence has a spelling error.

#### some /Ø

- 1. \_\_\_\_\_ Jakob learned several new vocabulary.
- 3. \_\_\_\_ Takashi learned a lot of new words.
- 4. \_\_\_\_ Sonia learned a lot of new vocabulary too.
- 5. \_\_\_\_ Lydia doesn't like learning too much new vocabulary in one day.
- 6. \_\_\_\_ She can't remember too much new words.

- 7. Mr. Lee assigned a few vocabulary to his class.
- 8. \_\_\_\_ He assigned a few new words.
- 9. \_\_\_\_ He explained several new vocabulary.
- 10. \_\_\_\_ There is alot of new word at this level.
- 11. There are a lot of new vocabulary at this level.

#### Exercise 17. Looking at grammar: pairwork. (Charts $11-1 \rightarrow 11-5$ )

Work with a partner. Take turns completing the questions with *how many* or *how much*.\* Make nouns plural as necessary.

- 1. How does Mr. Miller have?
  - a. son  $\rightarrow$  many sons
- d. car
- b. child  $\rightarrow$  many children e. stuff
- c. work  $\rightarrow$  much work f. experience
- 2. How \_\_\_\_\_ did you buy?
  - a. fruit d. tomato e. orange
  - b. vegetable
  - c. banana f. food
- 3. How \_\_\_\_\_ did you have?
  - a. fun d. information e. fact b. help c. time f. money

#### Exercise 18. Let's talk: interview. (Chart 11-5)

Interview your classmates. Begin your questions with How much or How many. Share some of your answers with the class.

How much/How many ...

- 1. pages does this book have?
- 2. coffee do you drink every day?
- 3. cups of tea do you drink every day?
- 4. homework do you have to do tonight?
- 5. assignments have you had this week?
- 6. provinces does Canada have?
- 7. countries does Africa have?
- 8. snow does this area get in the winter?

<sup>\*</sup>Much and many are more commonly used in questions than in affirmative statements.

Con		<b>Looking at grammar.</b> (Charts $11-1 \rightarrow 11$ - entences with <i>a few</i> or <i>a little</i> and the given normalized ry.	
1.	music	I feel like listening to <u>a little music</u>	tonight.
2.	song	We sang <u><i>a few songs</i></u> at the party.	
3.	help	Do you need	with that?
4.	pepper	My grandfather doesn't use salt, but he always	puts
		on his eggs	
5.	thing	I need to pick up	at the store on my way
		home from work tonight.	
6.	apple	I bought at	the store.*
7.	fruit	I bought at	the store.
8.	advice	I need	
9.	money	If I accept that job, I'll make	more
10.	friend	came	by last night to visit us.
11.	rain	It looks like we might get	today. I
		think I'll take my umbrella with me.	
12.	French	I can speak	, but I don't know any
		Italian at all.	
13.	hour	Ron's plane will arrive in	_ more

### Exercise 20. Warm-up. (Chart 11-6)

Match the sentences to the pictures.









Picture C

- 1. Do you need one glass or two?
- 2. Your glasses fit nicely.
- 3. A: What happened?
  - B: Some neighborhood kids were playing baseball, and their ball went through the glass.

<sup>\*</sup>I bought a few apples. = I bought a small number of apples.

*I bought a little apple.* = I bought one apple, and it was small, not large.

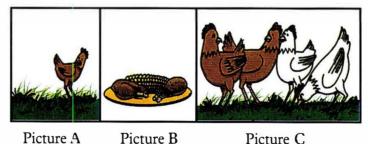
## 11-6 Nouns That Can Be Count or Noncount

Quite a few nouns can be used as either count or noncount nouns. Examples of both count and noncount usages for some common nouns follow.

Noun	Used as a Noncount Noun	Used as a Count Noun
glass	(a) Windows are made of <i>glass</i> .	<ul><li>(b) I drank <i>a glass</i> of water.</li><li>(c) Janet wears <i>glasses</i> when she reads.</li></ul>
hair	(d) Rita has brown <b>hair</b> .	(e) There's <b>a hair</b> on my jacket.
iron	(f) <i>Iron</i> is a metal.	(g) I pressed my shirt with <i>an iron</i> .
light	(h) I opened the curtain to let in some light.	(i) Please turn off <b>the lights</b> (lamps).
paper	(j) I need <b>some paper</b> to write a note.	<ul> <li>(k) I wrote <i>a paper</i> for Professor Lee.</li> <li>(+) I bought <i>a paper</i> (<i>a newspaper</i>).</li> </ul>
time	(m) How <i>much time</i> do you need to finish your work?	(n) How <i>many times</i> have you been to Mexico?
work	(o) I have <i>some work</i> to do tonight.	(p) That painting is <b>a work</b> of art.
coffee	(q) I had some coffee after dinner.	(r) <b>Two coffees</b> , please.
chicken/fish	(s) I ate <b>some chicken/some fish</b> .	(t) She drew a picture of <i>a chicken/a fish</i> .
experience	<ul> <li>(u) I haven't had <i>much experience</i></li> <li>with computers. (I don't have</li> <li>much knowledge or skill in using</li> <li>computers.)</li> </ul>	<ul> <li>(v) I had <i>many</i> interesting <i>experiences</i> on my trip.</li> <li>(Many interesting events happened to me on my trip.)</li> </ul>

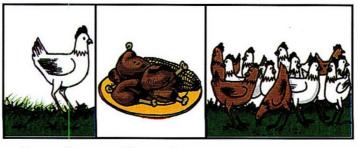
#### Exercise 21. Looking at grammar. (Chart 11-6)

Match the correct picture to each sentence on page 301. Discuss the differences in meaning.



Picture A

Picture C



Picture D Picture E

Picture F

- 1. That was a great meal. I ate a lot of chicken. Now I'm stuffed.\*
- 2. Are you hungry? How about a little chicken for lunch? \_\_\_\_\_
- 3. When I was a child, we raised a lot of chickens.
- 4. I bought a few chickens so I can have fresh eggs.
- 5. There's a little chicken in your yard. \_\_\_\_
- 6. That's a big chicken over there. Who does it belong to?

#### 

### Exercise 22. Looking at grammar. (Chart 11-6)

Complete the sentences with the given words. Make words plural as necessary. Choose words in parentheses as necessary. Discuss the differences in meaning.

1.	time	It took a lot of <u>time</u> to write my composition.
2.	time	I really like that movie. I saw it three <u>times</u> .
3.	paper	Students in Professor Young's literature class have to write a lot of
4.	paper	Students who take careful lecture notes can use a lot of
5.	paper	The New York Times is (a, some) famous
6.	work	Van Gogh's painting Irises is one of my favorite of art.
7.	work	I have a lot of to do tomorrow at my office.
8.	hair	Erin has straight, and Mariam has curly
		·
9.	hair	Brian has a white cat. When I stood up from Brian's sofa, my black slacks
		were covered with short white
10.	glass	I wear for reading.
11.	glass	In some countries, people use for their tea; in other
		countries, they use cups.
12.	glass	Many famous paintings are covered with to protect them.
13.	iron	(is, are) necessary to animal and plant life.
4.	iron	(is, are) used to make clothes look neat.

\*stuffed = very full

15. experience	My grandfather had a lot of interesting in his long career as a diplomat.
16. experience	You should apply for the job at the electronics company because you have a lot of in that field.
17. chicken	Joe, would you like (a, some) more?
18. chicken	My grandmother raises in her yard.
19. light	There (is, are) a lot of on the ceilings of the school
	building.
20. light	A: If you want to take a picture outside now, you'll need a flash. The
	(isn't, aren't) good here.
	B: Or, we could wait an hour. (It, They) will be brighter then.

#### Exercise 23. Warm-up. (Chart 11-7)

Which of the following do you have in your kitchen? Check ( $\checkmark$ ) the items.

- 1. \_\_\_\_\_ a can\* of tuna
- 2. \_\_\_\_ a bag of flour
- 3. \_\_\_\_ a jar of olive oil
- 4. \_\_\_\_\_ a bottle of soda pop
- 5. \_\_\_\_\_ a box of tea bags
- 6. \_\_\_\_ a bowl of sugar

## 11-7 Using Units of Measure with Noncount Nouns

<ul><li>(a) I had some tea.</li><li>(b) I had <i>two cups of tea</i>.</li></ul>	To mention a specific quantity of a noncount noun, speakers use units of measure such as <i>two cups of</i> or <i>one piece of</i> .
<ul><li>(c) I ate some toast.</li><li>(d) I ate one piece of toast.</li></ul>	A unit of measure usually describes <b>the container</b> ( <i>a cup of</i> , <i>a bowl of</i> ), <b>the amount</b> ( <i>a pound of</i> , <i>a quart of</i> ),* or <b>the shape</b> ( <i>a bar of soap, a sheet of paper</i> ).

\*Weight measure: one pound = 0.45 kilograms/kilos.

Liquid measure: one quart = 0.95 litres/liters; four quarts = one gallon = 3.8 litres/liters.

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<sup>\*</sup>a can in American English = a tin in British English

#### 

**Exercise 24. Looking at grammar. (Chart 11-7)** What units of measure are usually used with the given nouns? More than one unit of measure can be used with some of the nouns.

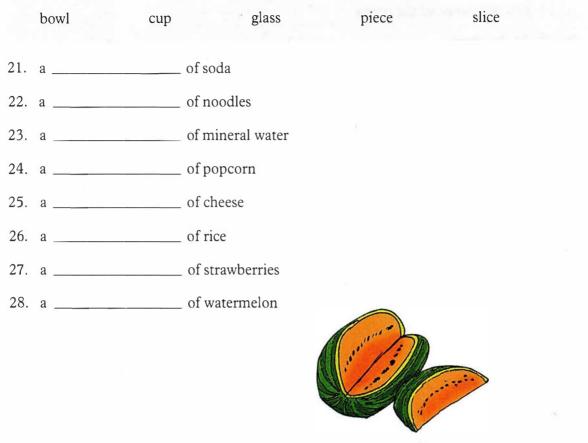
#### Part I. At the store

	bag bo	ttle box	can	jar ·	
1.	a <u>canljar</u>	of olives			
2.	a <u>box</u>	of crackers			
3.	a	of mineral water			
4.	a	of jam or jelly			
5.	a	of tuna			
6.	a	of soup			
7.	a	of sugar			
8.	a	of wine			
9.	a	of soda			
10.	a	of flour			
11.	a	of paint			
12.	a	of breakfast cereal			

#### Part II. In the kitchen

	bowl	cup	glass	p	viece	slice	
13.	a <u>cup/glass</u>		of green tea				
14.	a bowl		of cereal				
15.	a		of candy				
16.	a		of bread				
1 <b>7</b> .	a		of cake				
18.	a		of orange juice				
19.	a		of soup				
20.	a		of pizza				

Part II. (continued)



watermelon

#### Exercise 25. Let's talk. (Chart 11-7)

You and your partner are planning a party for the class. You have already prepared most of the food, but you still need to buy a few things at the store. Decide what you'd like to get using the sentences below as your guide. You can be serious or silly. Perform your conversation for the class. Then your classsmates will tell you if they want to come to your party or not. NOTE: You can look at your conversation before you speak. When you speak, look at your partner.

#### Shopping list

A:	So what	else do	we need	from th	e store?

B:	Let's see.	We need a few jars of	 We should also	get a box	of

\_\_\_\_\_. Oh, and a couple of bags of \_\_\_\_\_\_.

A: Is that it? Anything else?

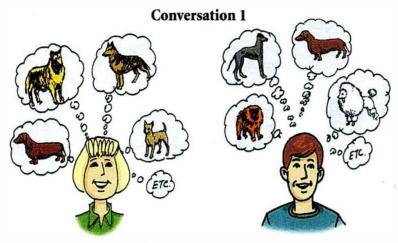
B: I guess a few cans of \_\_\_\_\_\_ would be good.

I almost forgot. What should we do about drinks?

- A: How about some bottles (or cans) of \_\_\_\_\_?
- B: Good idea.
- A: By the way, I thought we could serve slices of \_\_\_\_\_\_. How does that sound?
- B: Sure.

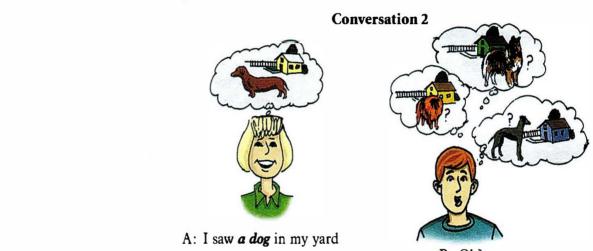
#### Exercise 26. Warm-up. (Chart 11-8)

Read the conversations. Why does Speaker A use *a* or *the*? Discuss what both Speaker A and Speaker B are thinking about.



A: A dog makes a good pet.

B: I agree.





#### **Conversation 3**



A: Did you feed the dog?

B: Yes.

TO MAKE A GENERALIZATION				
Singular Count Nouns: AlAn	Later and Later			
<ul> <li>(a) <i>A dog</i> makes a good pet.</li> <li>(b) <i>An apple</i> is red.</li> <li>(c) <i>A pencil</i> contains lead.</li> </ul>	In (a): The speaker is talking about any dog, all dogs, dogs in general.			
Plural Count Nouns: Ø				
<ul> <li>(d) Ø Dogs make good pets.</li> <li>(e) Ø Apples are red.</li> <li>(f) Ø Pencils contain lead.</li> </ul>	In (d): The speaker is talking about any dog, all dogs, dogs in general. NOTE: Examples (a) and (d) have the same meaning.			
Noncount Nouns: Ø				
<ul> <li>(g) Ø Fruit is good for you.</li> <li>(h) Ø Coffee contains caffeine.</li> <li>(i) I like Ø music.</li> </ul>	In (g): The speaker is talking about any fruit, all fruit, fruit in general.			
TO TALK ABOUT NON-S	PECIFIC PERSON(S) OR THING(S)			
Singular Count Nouns: AlAn				
<ul> <li>(j) I saw <i>a dog</i> in my yard.</li> <li>(k) Mary ate <i>an apple</i>.</li> <li>(I) I need <i>a pencil</i>.</li> </ul>	In (j): The speaker is saying, "I saw one dog (not two dogs, some dogs, many dogs). It wasn't a specific dog (e.g., your dog, the neighbor's dog, that dog). It was only one dog out of the whole group of animals called dogs."			
Plural Count Nouns: Some	Arriva and a second			
<ul> <li>(m) I saw <i>some dogs</i> in my yard.</li> <li>(n) Mary bought <i>some apples</i>.</li> <li>(o) Bob has <i>some pencils</i> in his pocket.</li> </ul>	In (m): The speaker is saying, "I saw more than one dog. They weren't specific dogs (e.g., your dogs, the neighbor's dogs, those dogs). The exact number of dogs isn't important (two dogs, five dogs); I'm simply saying that I saw an indefinite number of dogs."			
	See Chart 11-5 for other words that can be used with plural count nouns, such as <i>several, a few,</i> and <i>a lot of</i> .			
Noncount Nouns: Some				
<ul> <li>(p) I bought some fruit.</li> <li>(q) Bob drank some coffee.</li> <li>(r) Would you like to listen to some music?</li> </ul>	In (p): The speaker is saying, "I bought an indefinite amount of fruit. The exact amount (e.g., two pounds of fruit, four bananas, and two apples) isn't important. And I'm not talking about specific fruit (e.g., that fruit, the fruit in that bowl.)"			
	See Chart 11-5 for other words that can be used with noncount nouns, such as <i>a little</i> and <i>a lot of</i> .			

# 11-8 Guidelines for Article Usage (continued)

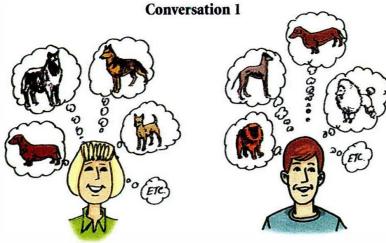
THE SPEAKER AND THE LISTENER ARE THINKING ABOUT THE SAME SPECIFIC PERSON(S) OR THINGS.

#### Singular Count Nouns: The

<ul> <li>(s) Did you feed <i>the dog</i>?</li> <li>(t) Kay is in <i>the kitchen</i>.</li> <li>(u) <i>The sun</i> is shining.</li> <li>(v) Please close <i>the door</i>.</li> <li>(w) <i>The president</i> is speaking on TV tonight.</li> </ul>	In (s): The speaker and the listener are thinking about the same specific dog. The listener knows which dog the speaker is talking about: the dog that they own, the dog that they feed every day. There is only one dog that the speaker could possibly be talking about.		
<ul> <li>(x) I had a banana and an apple. I gave</li> <li>the banana to Mary.</li> </ul>	In (x): A speaker uses <i>the</i> when she/he mentions a noun the second time. First mention: <i>I had a banana</i> Second mention: <i>I gave the banana</i>		
	In the second mention, the listener now knows which banana the speaker is talking about: the banana the speaker had (not the banana John had, not the banana in that bowl).		
Plural Count Nouns: The			
<ul> <li>(y) Did you feed <i>the dogs</i>?</li> <li>(z) <i>The pencils</i> on that desk are Jim's.</li> <li>(aa) Please turn off <i>the lights</i>.</li> </ul>	In (y): The speaker and the listener are thinking about more than one dog, and they are thinking about the same specific dogs.		
(bb) I had some bananas and apples. I gave the bananas to Mary.	In (bb) <i>the</i> is used for second mention.		
Noncount Nouns: The			
<ul> <li>(cc) <i>The fruit</i> in this bowl is ripe.</li> <li>(dd) I can't hear you. <i>The music</i> is too loud.</li> <li>(ee) <i>The air</i> smells fresh today.</li> <li>(ff) I drank some coffee and some milk. <i>The coffee</i> was hot.</li> </ul>	When <i>the</i> is used with noncount nouns, the speaker knows or can assume the listener is familiar with and thinking about the same specific thing. In (ff): <i>the</i> is used for second mention.		
	NOTE: $a$ , $an$ , and $Ø$ are not possible for the situations described in (s) through (ff).		

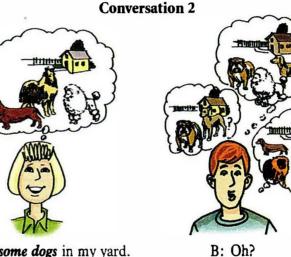
#### Exercise 27. Looking at grammar. (Chart 11-8)

Read the following conversations and answer the questions that follow.

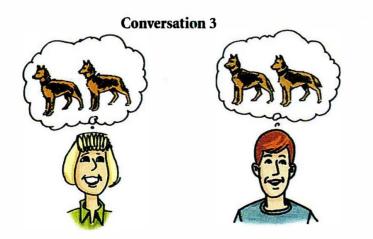


A: Dogs make good pets.

B: I agree.



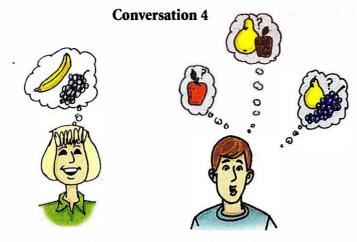
A: I saw some dogs in my yard.



A: Did you feed the dogs?

B: Yes.

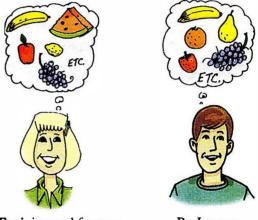
- 1. In which conversation are the speakers thinking about all dogs?
- 2. In which conversation are the speakers talking about the same dogs?
- 3. In which conversation are the speakers talking about an indefinite number of dogs?



B: Oh?

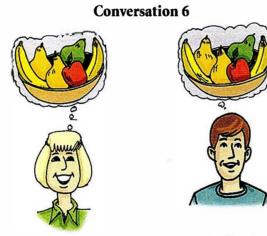
A: I ate some fruit.





A: Fruit is good for you.

B: I agree.



A: *The fruit* in this bowl is ripe.

B: Good.

- 4. In which conversation are the speakers talking about all fruit?
- 5. In which conversation are the speakers talking about an indefinite amount of fruit?
- 6. In which conversation are the speakers thinking about the same fruit?

#### Exercise 28. Looking at grammar. (Chart 11-8)

Read the conversations and decide whether the speakers would probably use the or a/an.

- 1. A: What did you do last night?
  - B: I went to <u>a</u> party.
  - A: Oh? Where was it?
- 2. A: Did you have a good time at <u>the</u> party last night?
  - B: Yes.
  - A: So did I. I'm glad that you decided to go with me.
- 3. A: Do you have \_\_\_\_\_ car?
  - B: No. But I have \_\_\_\_\_ motorcycle.
- 4. A: Do you need \_\_\_\_\_ car today, honey?
  - B: Yes. I have a lot of errands to do. Why don't I drive you to work today?
  - A: Okay. But be sure to fill \_\_\_\_\_ car up with gas sometime today.
- 5. A: Have you seen my keys?
  - B: Yes. They're on \_\_\_\_\_\_ table next to \_\_\_\_\_\_ front door.
- 6. A: Where's \_\_\_\_\_ professor?
  - B: She's absent today.
- 7. A: Is Mr. Jones \_\_\_\_\_ graduate student?
  - B: No. He's \_\_\_\_\_ professor.
- 8. A: Would you like to go to \_\_\_\_\_ zoo this afternoon?
  - B: Sure. Why not?
- 9. A: Does San Diego have \_\_\_\_\_ zoo?
  - B: Yes. It's world famous.

#### 10. A: Where's Dennis?

- B: He's in \_\_\_\_\_ kitchen.
- 11. A: Do you like your new apartment?
  - B: Yes. It has \_\_\_\_\_ big kitchen.
- 12. A: Did you lock \_\_\_\_\_ door?
  - B: Yes.
  - A: Did you check \_\_\_\_\_ stove?
  - B: Yes.
  - A: Did you close all \_\_\_\_\_ windows downstairs?

- B: Yes.
- A: Did you set \_\_\_\_\_ alarm clock?
- B: Yes.
- A: Then let's turn out \_\_\_\_\_ lights.
- B: Goodnight, dear.
- A: Oh, don't forget your appointment with \_\_\_\_\_ doctor tomorrow.
- B: Yes, dear. Goodnight.

#### Exercise 29. Looking at grammar. (Chart 11-8)

Decide if the **boldface** noun is singular, plural, or noncount. Then decide if it has a general or specific meaning.

	Singular	Plural	Noncount	General	Specific
1. Birds have feathers.	_	x		x	r.
2. A <b>bird</b> has feathers.					
3. A bird eats worms.					
4. A worm lives under the ground.					
5. Birds and worms need water.					
6. The <b>bird</b> is drinking water.					
7. The <b>birds</b> are drinking water.					P
8. The water is on the ground.					

### Exercise 30. Looking at grammar. (Chart 11-8)

Complete the sentences with the given nouns. Use *the* for specific statements. Do not use *the* for general statements.

1. flowers	a. <u>The flowers</u> in that vase are	e beautiful.		
	b. <u>Flowers</u> are beautiful.			
2. mountains	a	are beautiful.		
	b	in Switzerland are beautiful.		
3. water	a. I don't want to go swimming today.	I don't want to go swimming today is too		
	cold.			
	b consists of	of hydrogen and oxygen.		
4. information	a	in this magazine article is upsetting.		
	The Internet is a widely used source of			
5. health	a is m	ore important than money.		
	b. Doctors are concerned with	of their patients.		

Count/Noncount Nouns and Articles 311

6.	men	a	generally have stronger muscles than
	women		_*
		b. At the party last night,	sat on one side of the
		room, and	sat on the other.
7.	problems	a. Everyone has	
		<ul> <li>b. Irene told me about yesterday.</li> </ul>	she had with her car
8.	vegetables	a	we had for dinner last night
		were overcooked.	
		b	are good for you.

#### Exercise 31. Reading. (Chart 11-8)

Read the passage. Then cover it with a piece of paper and complete the sentences.

#### Money

In ancient times, people did not use coins for money. Instead, shells, beads, or salt were used. Around 2,600 years ago, the first metal coins were made. Today most money is made from paper. Of course, many people use plastic credit or debit cards to pay for goods. In the future, maybe we'll use only cards, and paper money won't exist.

In ancient times, two forms of money were \_\_\_\_\_\_\_.
 People first made \_\_\_\_\_\_\_ 2,600 years ago.
 Nowadays, paper is used for \_\_\_\_\_\_\_.
 Today people can pay for goods with \_\_\_\_\_\_\_ or \_\_\_\_\_\_.
 In the future, \_\_\_\_\_\_ may replace \_\_\_\_\_\_\_.

#### □ Exercise 32. Looking at grammar. (Chart 11-8)

Complete the sentences with the or  $\emptyset$ . Capitalize the beginning of sentences as necessary.

- 1.  $\underline{\mathcal{O}}$  butter is a dairy product.
- 2. Please pass me \_\_\_\_\_ butter.
- 3. \_\_\_\_\_ air is humid today.

B

- 4. When I was in Memorial Hospital, \_\_\_\_\_ nurses were wonderful.
- 5. I'm studying \_\_\_\_\_ grammar. I'm also studying \_\_\_\_\_ vocabulary.

6. \_\_\_\_\_ trees reduce \_\_\_\_\_ pollution by cleaning the air.

7. \_\_\_\_\_ trees in my yard are 200 years old.

□ Exercise 33. Looking at grammar. (Chart 11-8)

Complete the sentences with *a*/*an*, *the*, or *some*.

- I had <u>a</u> banana and <u>an</u> apple. I gave <u>the</u> banana to Mary. I ate <u>the</u> apple.
- I had \_\_\_\_\_\_ bananas and \_\_\_\_\_\_ apples. I gave \_\_\_\_\_\_
   bananas to Mary. I ate \_\_\_\_\_\_ apples.
- 3. I forgot to bring my things with me to class yesterday, so I borrowed \_\_\_\_\_ pen and \_\_\_\_\_ paper from Joe. I returned \_\_\_\_\_ pen, but I used

and \_\_\_\_\_\_ paper nom joe. I returned \_\_\_\_\_\_ pen, e

\_\_\_\_\_ paper for my homework.

- 4. A: What did you do last weekend?
  - B: I went on \_\_\_\_\_ picnic Saturday and saw \_\_\_\_\_ movie Sunday.
  - A: Did you have fun?
  - B: \_\_\_\_\_ picnic was fun, but \_\_\_\_\_ movie was boring.
- 5. I bought \_\_\_\_\_\_ bag of flour and \_\_\_\_\_\_ sugar to make \_\_\_\_\_\_ flour. When cookies. \_\_\_\_\_\_ sugar was okay, but I had to return \_\_\_\_\_\_ flour. When I opened it, I found \_\_\_\_\_\_ little bugs in it. I took it back to the people at the store and showed them \_\_\_\_\_\_ little bugs. They gave me \_\_\_\_\_\_ new bag of flour. \_\_\_\_\_ new bag didn't have any bugs in it.

# Exercise 34. Listening. (Chart 11-8)

Listen to the passage. Then listen again and write a/an, the, or  $\emptyset$ . Before you begin, you may want to check your understanding of these words: roof (of your mouth), nerves, blood vessels,  $\frac{CD 2}{Track 43}$  avoid.



# **Ice-Cream Headaches**

Have you ever eaten something real	ly cold like ice cream and suddenly gotten
headache? This is known as $\2$	_ "ice-cream headache." About 30 percent of the
population gets this type of3	headache. Here is one theory about why4

ice-cream headaches occur. \_\_\_\_\_\_ roof of your mouth has a lot of nerves. When something cold touches these nerves, they want to warm up \_\_\_\_\_\_ your brain. They make \_\_\_\_\_\_ your blood vessels swell up (get bigger), and this causes \_\_\_\_\_\_ lot of pain. 7 9 ice-cream headaches generally go away after about 30–60 seconds. \_\_\_\_\_\_ best 9 way to avoid these headaches is to keep cold food off \_\_\_\_\_\_ roof of your mouth.

#### Exercise 35. Looking at grammar. (Chapter 11-8)

Write *a*/*an*, *the*, or Ø in the blanks.

- I have <u>a</u> window in my bedroom. I keep it open at night because I like fresh air.
   <u>The</u> window is above my bed.
- 2. Kathy likes to listen to \_\_\_\_\_ music when she studies.
- 3. Would you please turn \_\_\_\_\_ radio down? \_\_\_\_\_ music is too loud.
- 4. Last week I read \_\_\_\_\_ book about \_\_\_\_\_ life of Indira Gandhi, India's only female prime minister, who was assassinated in 1984.
- 5. Let's go swimming in \_\_\_\_\_ lake today.
- 6. \_\_\_\_\_ water is essential to human life, but don't drink \_\_\_\_\_ water in the Flat River. It'll kill you! \_\_\_\_\_ pollution in that river is terrible.
- People can drink \_\_\_\_\_\_ fresh water. They can't drink \_\_\_\_\_\_ seawater because it contains \_\_\_\_\_\_ salt.
- 8. Ted, pass \_\_\_\_\_ salt, please. And \_\_\_\_\_ pepper. Thanks.
- 9. A: How did you get here? Did you walk?B: No, I took \_\_\_\_\_ taxi.
- 10. A: Wow! What a great meal!
  - B: I agree. \_\_\_\_\_ food was excellent especially \_\_\_\_\_ fish. And \_\_\_\_\_ service was exceptionally good. Let's leave \_\_\_\_\_ waitress a good tip.
- 11. A: Kids, get in \_\_\_\_\_ car, please.
  - B: We can't. \_\_\_\_\_ doors are locked.

# Exercise 36. Warm-up. (Chart 11-9)

Complete the questions with *the* or  $\boldsymbol{\emptyset}$ .

Would you like to see . . .

- 1. <u>the</u> Amazon River? 6. \_\_\_\_
- 2. \_Ø\_\_\_ Korea?
- 3. \_\_\_\_\_ Mexico City?
- 4. \_\_\_\_\_ Indian Ocean?
- 5. \_\_\_\_\_ Ural Mountains?

- 6. \_\_\_\_\_ Australia?
- 7. \_\_\_\_\_ Mississippi River?
- 8. \_\_\_\_\_ Red Sea?
- 9. \_\_\_\_\_ Lake Michigan?
- 10. \_\_\_\_\_ Mount Fuji?

11	11-9 Using The or Ø with Names				
(a)	We met Ø <i>Mr. Wang.</i> I know Ø <i>Doctor Smith.</i> Ø <i>President Rice</i> has been in the news.	<b>The</b> is NOT used with titled names. INCORRECT: We met the Mr. Wang.			
(b)	He lives in Ø <i>Europe</i> . Ø <i>Asia</i> is the largest continent. Have you ever been to Ø <i>Africa</i> ?	<b>The</b> is NOT used with the names of continents. INCORRECT: He lives in the Europe.			
(c)	He lives in Ø <i>France.</i> Ø <i>Brazil</i> is a large country. Have you ever been to Ø <i>Thailand</i> ?	<b>The</b> is NOT used with the names of most countries. INCORRECT: He lives in the France. <b>The</b> is used in the names of only a few countries, as			
(d)	He lives in <i>the United States.</i> <i>The Netherlands</i> is in Europe. Have you ever been to <i>the Philippines?</i>	in (d). Others: the Czech Republic, the United Arab Emirates, the Dominican Republic.			
(e)	He lives in Ø <i>Paris.</i> Ø <i>New York</i> is the largest city in the United States. Have you ever been to Ø <i>Istanbul?</i>	<b>The</b> is NOT used with the names of cities. INCORRECT: He lives in the Paris.			
(f)	<i>The Nile River</i> is long. They crossed <i>the Pacific Ocean.</i> <i>The Yellow Sea</i> is in Asia.	<i>The</i> is used with the names of rivers, oceans, and seas. <i>The</i> is NOT used with the names of lakes.			
(g)	Chicago is on Ø Lake Michigan. Ø Lake Titicaca lies on the border between Peru and Bolivia.				
(h)	We hiked in <i>the Alps.</i> <i>The Andes</i> are in South America.	<b>The</b> is used with the names of mountain ranges. <b>The</b> is NOT used with the names of individual			
(i)	He climbed Ø <i>Mount Everest.</i> Ø <i>Mount Fuji</i> is in Japan.	mountains.			

# Exercise 37. Game: trivia. (Chart 11-9)

Work in teams. Complete the sentences with *the* or  $\emptyset$ . Then decide if the statements are true or false. Circle "T" for true and "F" for false. The team with the most correct answers wins.\*

1.	Moscow is the biggest city Russia.	Т	F
2.	Rhine River flows through Germany.	Т	F
3.	Vienna is in Australia.	Т	F
4.	Yangtze is the longest river in Asia.	Т	F
5.	Atlantic Ocean is bigger than Pacific.	Т	F
6.	Rocky Mountains are located in Canada		
	and United States.	Т	F
7.	Dr. Sigmund Freud is famous for his studies of astronomy.	Т	F
8.	Lake Victoria is located in Tanzania.	Т	F
9.	Another name for Holland is Netherlands.	Т	F
10.	Swiss Alps are the tallest mountains in the world.	Т	F

# Exercise 38. Game. (Chart 11-9)

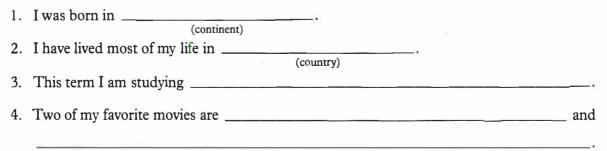
Work in groups. Choose a place in the world. It can be a continent, country, city, sea, river, mountain, etc. Your classmates will try to guess where it is by asking *yes/no* questions. Limit the number of questions to ten for each place.

Example:

SPEAKER A: (thinking of the Mediterranean Sea) SPEAKER B: Is it a continent? SPEAKER A: No. SPEAKER A: No. SPEAKER A: No. SPEAKER D: Is it big? SPEAKER A: Yes. Etc.

# Exercise 39. Warm-up. (Chart 11-10)

Complete the sentences with information about yourself.



<sup>\*</sup>See Trivia Answers, p. 421.

11-10 Capitalization		
Capitalize 1. The first word of a sentence	We saw a movie last night. It was very good.	<i>Capitalize</i> = use a big letter, not a small letter
2. The names of people	I met George Adams yesterday.	
3. Titles used with the names of people	I saw Doctor (Dr.) Smith. There's Professor (Prof.) Lee.	I saw a doctor. BUT I saw Doctor Wilson.
4. Months, days, holidays	l was born in April. Bob arrived last Monday. It snowed on New Year's Day.	NOTE: Seasons are not capitalized: spring, summer, fall/autumn, winter
5. The names of places: city state/province country continent	He lives in Chicago. She was born in California. They are from Mexico. Tibet is in <mark>A</mark> sia.	She lives in a city. вот She lives in New York City.
ocean lake river desert mountain	They crossed the Atlantic Ocean. Chicago is on Lake Michigan. The Nile River flows north. The Sahara Desert is in Africa. We visited the Rocky Mountains.	They crossed a river. They crossed the Yellow River.
school business	I go to the University of Florida. I work for the Boeing Company.	I go to a university. вот I go to the University of Texas.
street building park, zoo	He lives on Grand Avenue. We have class in Ritter Hall. I went jogging in Forest Park.	We went to a park. BUT We went to Central Park.
6. The names of courses	I'm taking Chemistry 101.	Here's your history book. BUT I'm taking History 101.
7. The titles of books, articles, movies	Gone with the Wind The Sound of the Mountain	Capitalize the first word of a title. Capitalize all other words except articles ( <i>the, a/an</i> ), coordinating conjunctions ( <i>and, but, or</i> ), and short prepositions ( <i>with, in, at, etc.</i> ).
8. The names of languages and nationalities	She speaks <b>S</b> panish. We discussed Japanese customs.	Words that refer to the names of languages and nationalities are always capitalized.
9. The names of religions	Buddhism, Christianity, Hinduism, Islam, and Judaism are major religions in the world. Talal is a Muslem.	Words that refer to the names of religions are always capitalized.

### Exercise 40. Looking at grammar. (Chart 11-10)

Add capital letters where necessary. Some sentences need no changes.

- 1. We're going to have a test next fuesday.
- 2. Do you know richard smith? he is a professor at this university.
- 3. I know that professor smith teaches at the university of arizona.
- 4. Where was your mother born?
- 5. John is a catholic. ali is a muslem.
- 6. Anita speaks french. she studied in france for two years.
- 7. I'm taking a history course this semester.
- 8. I'm taking modern european history 101 this semester.
- 9. We went to vancouver, british columbia, for our vacation last summer.
- 10. Venezuela is a spanish-speaking country.
- 11. Canada is in north america.\*
- 12. Canada is north of the united states.
- 13. The sun rises in the east.
- 14. The mississippi river flows south.
- 15. The amazon is a river in south america.
- 16. We went to a zoo. We went to brookfield zoo in chicago.
- 17. The title of this book is fundamentals of english grammar.
- 18. I enjoy studying english grammar.
- 19. On valentine's day (february 14th), sweethearts give each other presents.
- 20. I read a book called the cat and the mouse in my aunt's house.

<sup>\*</sup>When north, south, east, and west refer to the direction on a compass, they are not capitalized: Japan is east of China. When they are part of a geographical name, they are capitalized: Japan is in the Far East.

Exercise 41. Grammar, reading, and writing. (Chapter 11) irLanguage.com Part I. Read the passage. Add capital letters as necessary.



#### Jane Goodall

(1) Do you recognize the name jane goodall? Perhaps you know her for her studies of chimpanzees. She became very famous from her work in tanzania.

(2) Jane goodall was born in england, and as a child, was fascinated by animals. Her favorite books were *the jungle book*, by rudyard kipling, and books about tarzan, a fictional character who was raised by apes.

(3) Her childhood dream was to go to africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and english literature. She saved every penny until she had enough money for a trip to africa.

(4) In the spring of 1957, she sailed through the red sea and southward down the african coast to mombasa in kenya. Her uncle had arranged a job for her in nairobi with a british company. When she was there, she met dr. louis leakey, a famous anthropologist. Under his guidance, she began her lifelong study of chimpanzees on the eastern shore of lake tanganyika.

(5) Jane goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to watch them closely. Her observations changed forever how we view chimpanzees — and all other animals we share the world with.

**Part II.** Read the passage again and then read these statements. Circle "T" for true and "F" for false.

1. Jane Goodall was interested in animals from an early age.	Т	F
2. Her parents paid for her trip to Africa.	Т	F
3. She studied animals in zoos as well as chimpanzees in the wild.	Т	F
4. Dr. Leakey was helpful to Jane Goodall.	Т	F
5. Jane studied chimpanzees with many other people.	Т	F
6. Goodall's work changed how chimpanzees look at the world.	Т	F

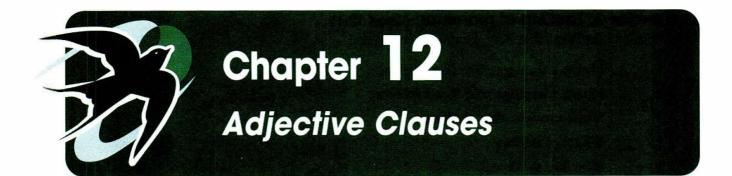
**Part III.** Read the sample paragraph about the organization called Roots and Shoots. Then write your own paragraph about an organization that is doing something to help people or animals. Focus on correct article usage and capitalization. Note the articles in green in the passage. Follow these steps:

- (1) Choose an organization you are interested in.
- (2) Research the organization. Find the organization's website if possible. Take notes on the information you find. Include information about its history, why it was formed, the person or people who formed it, and its goals.
- (3) Review Chart 11-10 and check your paragraph for proper capitalization.
- (4) Edit your paragraph for article use. You may also want to ask another student to read it.

#### Example:

#### **Roots and Shoots**

Jane Goodall went to Africa to study animals. She spent 40 years observing and studying chimpanzees in Tanzania. As a result of Dr. Goodall's work, an organization called Roots and Shoots was formed. This organization focuses on work children and teenagers can do to help the local and global community. The idea began in 1991. A group of 16 teenagers met with Dr. Goodall at her home in Dar Es Salaam, Tanzania. They wanted to discuss how to help with a variety of problems, such as pollution, deforestation, the treatment of animals, and the future of wildlife, like Dr. Goodall's chimpanzees. Dr. Goodall was involved in the meetings, but the teenagers chose the service projects and did the work themselves. The first Roots and Shoots community project was a local one. The group educated villagers about better treatment of chickens at home and in the marketplace. Today, there are tens of thousands of members in almost 100 countries. They work to make their environment and the work a better place through community-service projects.



#### Exercise 1. Warm-up. (Chart 12-1)

Check ( $\checkmark$ ) the completions that are true for you.

I have a friend who . . .

- 3. \_\_\_\_ likes to do exciting things. 1. \_\_\_\_ lives near me.
- 2. \_\_\_\_\_ is interested in soccer. 4. \_\_\_\_\_ is studying to be an astronaut.

# 12-1 Adjective Clauses: Introduction

Adjectives	Adjective Clauses
An <b>adjective</b> modifies a noun. <i>Modify</i> means to change a little. An adjective describes or gives information about the noun. (See Chart 6-8, p. 160.)	An <b>adjective clause</b> * modifies a noun. It describes or gives information about a noun.
An adjective usually comes in front of a noun.	An adjective clause follows a noun.
adjective + noun (a) I met a <b>[<i>kind</i>] [man</b> ].	(c) I met a man who is kind to everybody.
adjective + noun (b) I met a f <b>íamous</b> fman.	(d) I met a man who is a famous poet.
	noun + adjective clause (e) I met a man who lives in Chicago.

*GRAMMAR TERMINOLOGY	*GRAMMAR TERMINOLOGY		
<ol> <li><i>I met a man</i> = an independent clause; it is a complete sentence.</li> <li><i>He lives in Chicago</i> = an independent clause; it is a complete sentence.</li> <li><i>who lives in Chicago</i> = a dependent clause; it is NOT a complete sentence.</li> <li><i>I met a man who lives in Chicago</i> = an independent clause; a complete sentence.</li> </ol>	<ul> <li>A clause is a structure that has a subject and a verb. There are two kinds of clauses: independent and dependent.</li> <li>An independent clause is a main clause and can stand alone as a sentence, as in (1) and (2).</li> <li>A dependent clause, as in (3), cannot stand alone as a sentence. It must be connected to an independent clause, as in (4).</li> </ul>		

# Exercise 2. Looking at grammar. (Chart 12-1)

Check  $(\checkmark)$  the items that have complete sentences.

- 1. \_\_\_\_ I know a teenager. She flies airplanes.
- 2. \_\_\_\_ I know a teenager who flies airplanes.
- 3. \_\_\_\_\_ A teenager who flies airplanes.
- 4. \_\_\_\_ Who flies airplanes.
- 5. \_\_\_\_ Who flies airplanes?
- 6. \_\_\_\_ I know a teenager flies airplanes.

# Exercise 3. Warm-up. (Chart 12-2)



Complete the sentences with the correct words from the list. <u>Underline</u> the word that follows *doctor* in each sentence.

A dermatologist	An orthopedist	A pediatrician	A surgeon
1	is a doo	ctor who performs oper	rations.
2	is a doo	ctor that treats skin pro	blems.
3	is a doo	ctor who treats bone in	juries.
4	is a doo	ctor that treats children	l.

	<i>h</i> o and <i>That</i> in Ac ibe People	ljective Clauses www.irLanguage.com
<ul><li>(a) The man is friendly.</li><li>(b) The man <i>who lives r</i></li></ul>	S V <i>He</i> lives next to me. ↓ <i>who</i> ↓ S V <i>who</i> lives next to me <i>mext to me</i> is friendly.	In adjective clauses, <i>who</i> and <i>that</i> are used as subject pronouns to describe people. In (a): <i>He</i> is a subject pronoun. <i>He</i> refers to "the man." To make an adjective clause, change <i>he</i> to <i>who</i> . <i>Who</i> is a subject pronoun. <i>Who</i> refers to "the man."
<ul> <li>(b) The man <i>who lives next to me</i> is friendly.</li> <li>(c) The woman is talkative.</li> <li>S v She lives next to me. ↓ that ↓ S v that lives next to me</li> </ul>		That is also a subject pronoun and can replace who, asin (d).The subject pronouns who and that cannot be omittedfrom an adjective clause.INCORRECT: The woman lives next to me is talkative.As subject pronouns, both who and that are common inconversation, but who is more common in writing.
(d) The woman <i>that lives next to me</i> is talkative.		In (b) and (d): The adjective clause immediately follows the noun it modifies. INCORRECT: The woman is talkative that lives next to me.

### □ Exercise 4. Looking at grammar. (Chart 12-2)

Circle the two sentences that express the ideas in the given sentence.

- 1. The librarian who helped me with my research lives near my parents.
  - a. The librarian lives near my parents.
  - b. I live near my parents.
  - c. The librarian helped my parents.
  - d. The librarian helped me.
- 2. The veterinarian that took care of my daughter's goat was very gentle.
  - a. The veterinarian took care of my goat.
  - b. The goat was gentle.
  - c. The veterinarian treated my daughter's goat.
  - d. The veterinarian was gentle.

#### Exercise 5. Looking at grammar. (Charts 12-1 and 12-2)

Underline each adjective clause. Draw an arrow to the noun it modifies.

- 1. The hotel clerk who gave us our room keys speaks several languages.
- 2. The manager that hired me has less experience than I do.
- 3. I like the manager that works in the office next to mine.
- 4. My mother is a person who wakes up every morning with a positive attitude.
- 5. A person who wakes up with a positive attitude every day is lucky.

#### **Exercise 6. Looking at grammar.** (Charts 12-1 and 12-2)

Change the b. sentences to adjective clauses. Combine each pair of sentences with who or that.

- *Example:* a. Do you know the people? b. They live in the house on the corner.  $\rightarrow$  Do you know the people who (or that) live in the white house?
  - 1. a. The police officer was friendly. b. She gave me directions.
- 2. a. The waiter was slow. b. He served us dinner.
- 3. a. I talked to the women. b. They walked into my office.
- 4. a. The man talked a lot. b. He sat next to me on the plane.
- 5. a. The people have three cars. b. They live next to me.
- Exercise 7. Looking at grammar. (Charts 12-1 and 12-2) Add who or that as necessary.
  - 1. I liked the people  $\Lambda$  sat next to us at the soccer game.
  - 2. The man answered the phone was polite.

who

- 3. People paint houses for a living are called house painters.
- 4. I'm uncomfortable around married couples argue all the time.
- 5. While I was waiting at the bus stop, I stood next to an elderly man started a conversation

with me about my school.

#### Exercise 8. Let's talk. (Charts 12-1 and 12-2)

Work in pairs or small groups. Complete the sentences. Make true statements. Share some of your sentences with the class.

- 1. I know a man/woman who .... 4. Workers who ... are brave.
- 2. I have a friend who ....
- 5. People who . . . make me laugh.
- 3. I like athletes who . . .
- 6. Doctors who . . . are admirable.

#### Exercise 9. Warm-up. (Chart 12-3)

Complete the sentences with your own words.

- 1. The teacher that I had for first grade was \_\_\_\_\_
- 2. The first English teacher I had was \_\_\_\_\_
- 3. The first English teacher who I had wasn't \_\_\_\_\_\_.

# 12-3 Using Object Pronouns in Adjective Clauses to Describe People

(a) The man was friendly. S ∨ 0 I met <i>him.</i> ↓ <i>that</i>	In adjective clauses, pronouns are used as the object of a verb to describe people. In (a): <i>him</i> is an object pronoun. <i>Him</i> refers to "the man." One way to make an adjective clause is to change <i>him</i> to
O S V (b) The man <b>that</b> I met was friendly. (c) The man Ø I met was friendly.	<ul> <li>that. That is the object pronoun. That refers to "the man."</li> <li>That comes at the beginning of an adjective clause.</li> <li>An object pronoun can be omitted from an adjective clause, as in (c).</li> </ul>
SV (d) The man was friendly. I met ↓ who whom OSV	<ul> <li><i>Him</i> can also be changed to <i>who</i> or <i>whom</i>, as in</li> <li>(e) and (f).</li> <li>As an object pronoun, <i>that</i> is more common than <i>who</i> in speaking. Ø is the most common choice for both speaking and writing.</li> <li><i>Whom</i> is generally used only in very formal writing.</li> </ul>
<ul> <li>(e) The man <i>who I met</i> was friendly.</li> <li>(f) The man <i>whom I met</i> was friendly.</li> </ul>	

## Exercise 10. Looking at grammar. (Charts 12-2 and 12-3)

Check ( $\checkmark$ ) the sentences that have object pronouns.

- 1.  $\checkmark$  The children who we invited to the party are from the neighborhood.
- 2. \_\_\_\_ The children that we invited to the party were excited to come.
- 3. \_\_\_\_ The children whom we invited to the party had a good time.
- 4. \_\_\_\_\_ The children who live next door are a lot of fun.
- 5. \_\_\_\_ Marie and Luis Escobar still keep in touch with many of the students that they met in their English class five years ago.
- 6. \_\_\_\_\_ People who listen to loud music on earphones can suffer gradual hearing loss.
- 7. \_\_\_\_ I know a couple who sailed around the world.
- 8. \_\_\_\_ The couple whom we had over for dinner sailed around the world.

# Exercise 11. Looking at grammar. (Charts 12-2 and 12-3)

Circle all the correct completions.

- 1. The woman \_\_\_\_\_ was interesting.
  - a. that I met last night c. who I met last night
  - b. I met last night d. whom I met last night
- 2. The man \_\_\_\_\_ was fast.
  - a. that painted our house
  - b. painted our house d. whom painted

#### 3. The people \_\_\_\_\_ live on Elm Street.

- a. that Nadia is visiting c. who Nadia is visiting
- b. Nadia is visiting d. whom Nadia is visiting
- The students \_\_\_\_\_ missed the quiz.
   a. that came to class late

b. came to class late

c. who came to class late

c. who painted our house

d. whom came to class late

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

Combine each pair of sentences with *that*, *who*, or *whom*. <u>Underline</u> the object pronouns in the b. sentences and change the sentences to adjective clauses.

*Example:* a. A woman asked me for my phone number b. I didn't know her.  $\rightarrow$  A woman that/whom I didn't know asked me for my phone number.

a. The couple was two hours late.
 a. The man snored the entire flight.
 b. I sat next to him on the plane.
 a. The man tried to shoplift some groceries.
 b. The police arrested him.
 a. The chef is very experienced.
 b. The company hired her.

#### Exercise 13. Let's talk: pairwork. (Charts 12-2 and 12-3)

Work with a partner. Take turns making adjective clauses by combining the given sentences with the main sentence.

Main sentence: The man was helpful.

- 1. He gave me directions.  $\rightarrow$  The man who/that gave me directions was helpful.
- 2. He answered my question.
- 3. I called him.
- 4. You recommended him.
- 5. He is the owner.
- 6. You invited him to the party.
- 7. He was walking with his kids.
- 8. I saw him in the waiting room.
- 9. He sold us our museum tickets.
- 10. He gave us a discount.

### Exercise 14. Looking at grammar. (Charts 12-2 and 12-3)

Complete the sentences with *that*, Ø, *who*, or *whom*. Write all the possible completions.

- 1. The man \_\_\_\_\_\_ married my mother is now my stepfather.
- 2. The man \_\_\_\_\_ my mother married is now my stepfather.
- 3. Do you know the boy \_\_\_\_\_\_ is talking to Anita?
- 5. A woman \_\_\_\_\_\_ I saw in the park was holding several balloons.
- 6. The woman \_\_\_\_\_\_ was holding several balloons was entertaining some children.

#### Exercise 15. Warm-up. (Chart 12-4)

Read the paragraph about James and then check ( $\checkmark$ ) the sentences that you agree with. What do you notice about the adjective clauses in green?

James is looking for a pet. He is single and a little lonely. He isn't sure what kind of pet would be best for him. He lives on a large piece of property in the country. He is gone during the day from 8:00 A.M. to 5:00 P.M. but is home on weekends. He travels about two months a year but has neighbors that can take care of a pet, as long as it isn't too big. What kind of pet should he get?

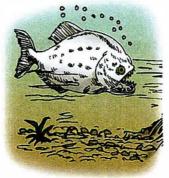
- 1. \_\_\_\_\_ He should get a pet that likes to run and be outside, like a dog.
- 2. \_\_\_\_ He needs to get a pet which is easy to take care of, like a fish or turtle.
- 3. \_\_\_\_\_ He should get an animal that he can leave alone for a few days, like a horse.
- 4. \_\_\_\_\_ He needs to get an animal his neighbors will like.

<b>12-4</b> Using Pronouns in Adjective Clauses to Describe Things				
(a) The river is polluted. $\begin{bmatrix} \mathbf{s} & \mathbf{v} \\ \mathbf{it} \\ \downarrow \end{bmatrix}$ flows through the town.	<i>Who</i> and <i>whom</i> refer to people. <i>Which</i> refers to things. <i>That</i> can refer to either people or things.			
that which S V	In (a): To make an adjective clause, change <i>it</i> to <i>that</i> or <i>which</i> . <i>It, that</i> , and <i>which</i> all refer to a thing (the river).			
<ul><li>(b) The river <i>that flows through the town</i> is polluted.</li><li>(c) The river <i>which flows through the town</i> is polluted.</li></ul>	(b) and (c) have the same meaning, but (b) is more common than (c) in speaking and writing.			
	When <i>that</i> and <i>which</i> are used as the subject of an adjective clause, they CANNOT be omitted. INCORRECT: The river flows through the town is polluted.			
S ∨ O (d) The books were expensive. I bought them. ↓ that which	<b>That</b> or <b>which</b> can be used as an object in an adjective clause, as in (e) and (f). An object pronoun can be omitted from an adjective clause, as in (g).			
O       S       V         (e) The books that       I bought were expensive.         (f) The books       which       I bought were expensive.         (g) The books       Ø       I bought were expensive.	(e), (f), and (g) have the same meaning. In speaking, <i>that</i> and Ø are more common than <i>which</i> . In writing, <i>that</i> is the most common, and Ø is rare.			

# 

**Exercise 16. Looking at grammar. (Chart 12-4)** <u>Underline</u> each adjective clause. Draw an arrow to the noun it modifies.

- 1. I lost the scarf that I borrowed from my roommate.
- 2. The food we ate at the sidewalk café was delicious.
- 3. The bus that I take to school every morning is usually very crowded.
- 4. Pizza which is sold by the slice is a popular lunch in many cities throughout the world.
- 5. Piranhas are dangerous fish that can tear the flesh off an animal as large as a horse in a few minutes.



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### Exercise 17. Looking at grammar. (Chart 12-4)

Combine each pair of sentences into one sentence. Give all possible forms.

<ol> <li>a. The pill made me sleepy.</li> <li>→ The pill that I took made me sleepy.</li> <li>→ The pill Ø I took made me sleepy.</li> <li>→ The pill which I took made me sleepy.</li> </ol>	b. I took it.
2. a. The soup was too salty.	b. I had it for lunch.
3. a. I have a class.	b. It begins at 8:00 A.M.
4. a. The information helped me a lot.	b. I found it on the Internet.
5. a. My daughter asked me a question.	b. I couldn't answer it.
6. a. Where can I catch the bus?	b. It goes downtown.

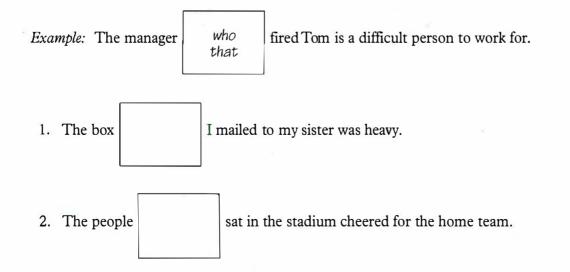
# □ IExercise 18. Looking at grammar. (Charts 12-3 and 12-4)

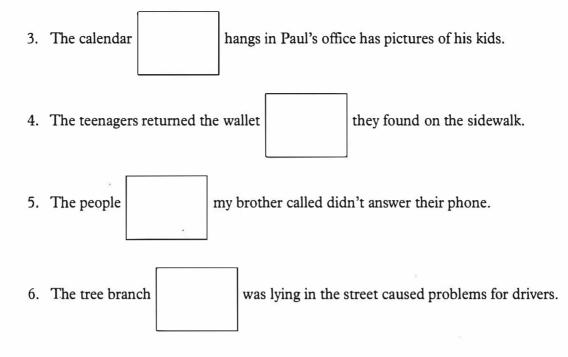
Cross out the incorrect pronouns in the adjective clauses.

- 1. The books I bought them at the bookstore were expensive.
- 2. I like the shirt you wore it to class yesterday.
- 3. Amanda Jones is a person I would like you to meet her.
- 4. The apartment we wanted to rent it had two bedrooms.
- 5. My wife and I are really enjoying the TV set that we bought it for our anniversary.
- 6. The woman you met her at Aunt Barbara's house is an Olympic athlete.
- 7. Ayako has a cat that it likes to catch mice.
- 8. The mice that Ayako's cat catches them live in the basement.

#### □ Exercise 19. Looking at grammar. (Charts $12-2 \rightarrow 12-4$ )

Write all the pronouns that can be used to connect the adjective clauses to the main clauses: *that*, *who*, *which*, or *whom*. If the pronoun can be omitted, use Ø.





# □ Exercise 20. Listening. (Charts $12-2 \rightarrow 12-4$ )

Listen to the sentences. They all have adjective clauses. Circle the words you hear. If there is no subject or object pronoun, choose  $\emptyset$ . NOTE: In spoken English, *that* often sounds like "thut."

#### My mother's hospital stay

K

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> *Example:* You will hear: The doctor who treated my mother was very knowledgeable. You will choose: who that which whom Ø

1.	who	that	which	whom	Ø
2.	who	that	which	whom	Ø
3.	who	that	which	whom	Ø
4.	who	that	which	whom	Ø
5.	who	that	which	whom	Ø
6.	who	that	which	whom	Ø
7.	who	that	which	whom	Ø
8.	who	that	which	whom	Ø

# □ Exercise 21. Let's talk. (Charts $12-1 \rightarrow 12-4$ )

Answer the questions in complete sentences. Use any appropriate pattern of adjective clause. Use *the* with the noun that is modified by the adjective clause.

- 1. One phone wasn't ringing.
  - The other phone was ringing. QUESTIONS: Which phone did Hasan answer? Which phone didn't he answer?
    - → Hasan answered the phone that was ringing.
    - → He didn't answer **the** phone that wasn't ringing.
- 2. One student raised her hand in class.
  - Another student sat quietly in his seat. QUESTIONS: Which student asked the teacher a question? Which one didn't?

- 3. One girl won the bike race.
  - The other girl lost the bike race. QUESTIONS: Which girl is happy? Which girl isn't happy?
- 4. We ate some food from our garden.
  - We ate some food at a restaurant. QUESTIONS: Which food was expensive? Which food wasn't expensive?
- 5. One man was sleeping.
  - Another man was listening to the radio.
     QUESTIONS: Which man heard the special report about the earthquake in China? Which one didn't?
- 6. One person bought a small car.
  Another person bought a large car. QUESTIONS: Which person probably spent more money than the other?

# Exercise 22. Game. (Charts 12-3 and 12-4)

Work in teams. Complete each phrase in Column A with the correct phrase in Column B by using *that* or *who*. Check your dictionary if necessary. The team that finishes first and has the most grammatically correct sentences wins.

#### Column A

- 1. A hammer is a tool . . . . that is used to pound nails.
- 2. A comedian is someone . . .
- 3. An obstetrician is a doctor . . . .
- 4. Plastic is a chemical material ....
- 5. An architect is someone . . . .
- 6. A puzzle is a problem ....
- 7. A carnivore is an animal . . . .
- 8. Steam is a gas . . . .
- 9. A turtle is an animal . . . .
- 10. A hermit is a person . . . .
- 11. A pyramid is a structure . . . .

#### Column B

- a. She/He leaves society and lives completely alone.
- b. He/She tells jokes.
- c. It forms when water boils.
- d. It is square at the bottom and has four sides that come together in a point at the top.
- e. She/He designs buildings.
- f. He/She delivers babies.
- $\checkmark$ g. It is used to pound nails.
- h. It can be shaped and hardened to form many useful things.
- i. It can be difficult to solve.
  - j. It eats meat.
  - k. It has a hard shell and can live in water or on land.

# Exercise 23. Warm-up. (Chart 12-5)

Read the sentences. What do you notice about the verbs in green and the nouns that precede them?

- 1. I have a friend who is vegetarian. He doesn't eat any meat.
- 2. I have friends who are vegetarian. They don't eat any meat.

# 12-5 Singular and Plural Verbs in Adjective Clauses

(a) I know the man who is sitting over there.	In (a): The verb in the adjective clause ( <i>is</i> ) is singular because <i>who</i> refers to a singular noun, <i>man</i> .
(b) I know the <b>people</b> who are sitting over there.	In (b): The verb in the adjective clause ( <i>are</i> ) is plural because <i>who</i> refers to a plural noun, <i>people</i> .

# Exercise 24. Looking at grammar. (Chart 12-5)

Circle the correct word in parentheses. <u>Underline</u> the noun that determines whether the verb should be singular or plural.

- 1. A saw is a tool that (is) are used to cut wood.
- 2. Shovels are tools that (is, are) used to dig holes.
- 3. I recently met a woman that (live, lives) in Montreal.
- 4. Most people that (live, lives) in Montreal speak French as their first language.
- 5. I have a cousin who (works, work) as a coal miner.
- 6. Some coal miners that (works, work) underground suffer from lung disease.
- 7. A professional athlete who (*play, plays*) tennis is called a tennis pro.
- 8. Professional athletes who (play, plays) tennis for a living can make a lot of money.
- 9. Biographies are books which (tells, tell) the stories of people's lives.
- 10. A book that (tells, tell) the story of a person's life is called a biography.
- 11. I talked to the men who (was, were) sitting near me.
- 12. The woman that (was, were) sitting next to me at the movie was texting on her cell phone.



# Exercise 25. Warm-up. (Chart 12-6)

Complete the sentences with your own words.

- 1. A person that I recently spoke to was \_\_\_\_\_\_.
- 2. A person whom I recently spoke to wasn't \_\_\_\_\_\_.
- 3. The room which we are sitting in is \_\_\_\_\_\_.
- 4. The room we are sitting in has \_\_\_\_\_\_.
- 5. The room in which we are sitting doesn't have \_\_\_\_\_.

# 12-6 Using Prepositions in Adjective Clauses

PREP OBJ (a) The man was nice. I talked to hin		<i>That, whom,</i> and <i>which</i> can be used as the object (OBJ) of a preposition (PREP) in an adjective clause.
(b) The manOBJPREP(c) The manI talked to(d) The manØ(e) The manPREP OBJto whom I talked	was nice. was nice. was nice. was nice.	REMINDER: An object pronoun can be omitted from an adjective clause, as in (c) and (h). In very formal English, a preposition comes at the beginning of an adjective clause, followed by either <i>whom</i> or <i>which</i> , as in (e) and (j). This is not common in spoken English. NOTE: In (e) and (j), <i>that</i> or <i>who</i> cannot be used, and the generative clause be created.
(f) The chair is hard. I am sitting in OBJ PREP	OBJ it,	the pronoun CANNOT be omitted. (b), (c), (d), and (e) have the same meaning. (g), (h), (i), and (j) have the same meaning.
(g) The chairthatI am sittingin(h) The chairØI am sittingin(i) The chairWhich I am sittingin(j) The chairPREPOBJinwhich I am sitting	is hard. is hard. is hard. is hard.	

# Exercise 26. Looking at grammar. (Chart 12-6)

Change the b. sentences to adjective clauses. Combine each pair of sentences. Give all the possible forms of these clauses and <u>underline</u> them.

- 1. a. The movie was funny. b. We went to it.
  - $\rightarrow$  The movie that we went to was funny.
  - $\rightarrow$  The movie **\underline{O}** we went to was funny.
  - $\rightarrow$  The movie which we went to was funny.
  - → The movie to which we went was funny.
- 2. a. The man is over there.

b. I told you **about** him.

- 3. a. The woman pays me a fair salary. b. I work for her.
- 4. a. Alicia likes the family. b. She is living with them.
- 5. a. The picture is beautiful. b. Tom is looking at it.
- 6. a. I enjoyed the music. b. We listened to it after dinner.

#### Exercise 27. Looking at grammar. (Chart 12-6)

Complete the sentences with appropriate prepositions.\* Draw brackets around the adjective clauses.

- 1. I spoke <u>to</u> a person. The person [I spoke <u>to</u>] was friendly.
- 2. We went \_\_\_\_\_ a movie. The movie we went \_\_\_\_\_ was very good.
- We stayed \_\_\_\_\_\_ a motel. The motel we stayed \_\_\_\_\_\_ was clean and comfortable.
- 4. We listened \_\_\_\_\_\_ a new CD. I enjoyed the new CD we listened \_\_\_\_\_.
- Sally was waiting \_\_\_\_\_\_ a person. The person Sally was waiting \_\_\_\_\_\_ never came.
- 6. I talked \_\_\_\_\_\_ a man. The man \_\_\_\_\_\_ whom I talked was helpful.

7. I never found the book that I was looking \_\_\_\_\_.

- 8. The interviewer wanted to know the name of the college I had graduated \_\_\_\_\_.
- 9. Oscar likes the Canadian family \_\_\_\_\_\_ whom he is staying.
- 10. The man who is staring \_\_\_\_\_\_ us looks unfriendly.
- My sister and I have the same ideas about almost everything. She is the one person whom I almost always agree.
- What's the name of the person you introduced me \_\_\_\_\_\_ at the restaurant last night? I've already forgotten.
- My father is someone I've always been able to depend \_\_\_\_\_\_ when I need advice or help.
- 14. The person you waved \_\_\_\_\_ is waving back at you.
- 15. Your building supervisor is the person \_\_\_\_\_ whom you should complain if you have any problems with your apartment.

<sup>\*</sup>See Appendix 2 for a list of preposition combinations.

### □ **Exercise 28. Listening.** (Charts $12 - 1 \rightarrow 12 - 6$ )

Listen to the sentences and choose all the true statements.

*Example:* You will hear: The university I want to attend is in New York.

You will choose: (a.) I want to go to a university.

b. I live in New York.

(c.) The university is in New York.

- 1. a. The plane is leaving Denver.
  - b. I'm taking a plane.
  - c. The plane leaves at 7:00 A.M.
- 2. a. Stores are expensive.
  - b. Good vegetables are always expensive.
  - c. The best vegetables are at an expensive store.
- 3. a. My husband made eggs.
  - b. My husband made breakfast.
  - c. The eggs were cold.
- 4. a. I sent an email.
  - b. Someone wanted my bank account number.
  - c. An email had my bank account number.
- 5. a. The hotel clerk called my wife.
  - b. The speaker spoke with the hotel clerk.
  - c. The hotel room is going to have a view.

# □ Exercise 29. Reading and grammar. (Charts $12-1 \rightarrow 12-6$ )

**Part I.** Answer the questions and then read the passage. Write the nouns that the pronouns refer to.

Have you ever visited or lived in another country? What differences did you notice? What customs did you like? What customs seemed strange to you?

# An Exchange Student in Ecuador

Hiroki is from Japan. When he was sixteen, he spent four months in South America. He

stayed with a family who lived near Quito, Ecuador. Their way of life was very different from

his. At first, many things that they did and said seemed strange to Hiroki: their eating customs,  $\frac{2}{2}$ 

political views, ways of showing feelings, work habits, sense of humor, and more. He felt

homesick for people who were more similar to him in their customs and habits.  $\frac{3}{3}$ 

As time went on, Hiroki began to appreciate\* the way of life that his host family had.

Many activities which he did with them began to feel natural, and he developed a strong

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<sup>\*</sup>appreciate = to understand a situation more completely

friendship with them. At the beginning of his stay in Ecuador, he had noticed only the customs and habits that were different between his host family and himself. At the end, he appreciated the many things which they also had in common.

- 1. who

   2. that
- 3. who \_\_\_\_\_
- 4. that \_\_\_\_\_\_
- 5. which \_\_\_\_\_

6. that

7. which

Part II. Complete the sentences with information from the passage.

1. One thing that Hiroki found strange \_\_\_\_\_

2. At first, he wanted to be with people \_\_\_\_\_\_

3. After a while, he began to better understand \_\_\_\_\_

4. At the end of his stay, he saw many things \_\_\_\_\_

# Exercise 30. Warm-up. (Chart 12-7)

Check  $(\checkmark)$  all the sentences that are true about the given statement.

We spoke with someone whose house burned down.

- 1. \_\_\_\_ Our house burned down.
- 2. \_\_\_\_ Another person's house burned down.
- 3. \_\_\_\_ Someone told us our house burned down.
- 4. \_\_\_\_\_ Someone told us their house burned down.
- 5. \_\_\_\_ Someone burned down their house.

12-7 Using Whose in	n Adjective Clau	ises
	was stolen. was stolen. hose car	Whose* shows possession. In (a): His car can be changed to whose car to make an adjective clause. In (b): whose car was stolen = an adjective clause.
<ul> <li>(c) I know a girl.</li> <li>Her brother</li> <li>↓</li> <li>whose brother</li> <li>(d) I know a girl whose brother is a</li> </ul>		In (c): <i>Her brother</i> can be changed to <i>whose brother</i> to make an adjective clause.
(e) The people were friendly. We bought ↓ whose house		In (e): <i>Their house</i> can be changed to <i>whose house</i> to make an adjective clause.
(f) The people whose house we b	oought were friendly.	

\*Whose and who's have the same pronunciation but NOT the same meaning. Who's = who is: Who's (Who is) your teacher?

#### Exercise 31. Looking at grammar. (Chart 12-7)

Combine each pair of sentences. Follow these steps:

- (1) Underline the possessive adjective in sentence b.
- (2) Draw an arrow to the noun it refers to in sentence a.
- (3) Replace the possessive adjective with whose.
- (4) Place *whose* + the noun (that follows) after the noun you drew an arrow to (in Step 2).
- (5) Complete the *whose* phrase by using the rest of the words from sentence b., and make one sentence.

		whose	
Examples:	a.	The woman is taking some time off from work. b. Her baby is sick.	
		$\rightarrow$ The woman whose baby is sick is taking some time off from work.	
		whose	
	a.	The man said there isn't a lot of damage. b. You hit his car.	

 $\rightarrow$  The man whose car you hit said there isn't a lot of damage.

- 1. a. The C.E.O.\* is resigning.
- b. His company lost money.
- 2. a. Let me introduce you to the woman.
- 3. a. I talked to the couple.
- 4. a. The child is fine.
- 5. a. The man is on the phone.

- b. Her company is hiring right now.
- b. Their house was burglarized.
- b. You stepped on her foot.
- b. You found his cell phone.

#### \*C.E.O. = chief executive officer or head of a company

### Exercise 32. Let's talk: pairwork. (Chart 12-7)

Work with a partner. Take turns changing the b. sentences to adjective clauses by combining each pair of sentences with *whose*.

SITUATION: You and your friend are at a party. You are telling your friend about the people at the party.



b. His daughter is in my English class.

b. I'm taking her course.

b. His daughter is a newscaster.

1. a. There is the man. b. His car was stolen.  $\rightarrow$  There is the man whose car was stolen.

- 2. a. There is the woman. b. Her husband writes movie scripts.
- 3. a. Over there is the man.
- 4. a. Over there is the woman. b. You met her sister yesterday.
- 5. a. There is the professor.
- 6. a. That is the man.

(î

- 7. a. That is the girl. b. I taught her brother.
- 8. a. There is the boy. b. His mother is a famous musician.

#### Exercise 33. Listening. (Chart 12-7)

Listen to the sentences and choose the words you hear: who's or whose.

<sup>CD 2</sup> Track 46 Example: You will hear: The neighbor who's selling her house is moving overseas. You will choose: who's whose

1.	who's	whose	4.	who's	whose
2.	who's	whose	5.	who's	whose
3.	who's	whose	6.	who's	whose

#### Exercise 34. Looking at grammar. (Chapter 12)

Work in small groups. Change a. through f. to adjective clauses. Take turns completing each sentence.

- 1. The man is an undercover police officer.
  - a. His car was stolen.
    - → The man whose car was stolen is an undercover police officer.
       He invited us to his party.
       Init control of the out of the ou
  - b. He invited us to his party.

c. His son broke our car window.

- 2. The nurse \_\_\_\_\_\_ is leaving for a trip across the Sahara Desert. d. She works for Dr. Lang.
  - a. Her picture was in the paper.
  - b. Her father climbed Mount Everest.
    c. She beloed me when I cut myself.
    e. I found her purse.
    f. I worked with her father.

- 3. The book is very valuable.
  - a. Its pages are torn.
  - b. It's on the table.
  - c. Sam lost it.

- d. Its cover is missing.
- e. I gave it to you.
- f. I found.

#### Exercise 35. Looking at grammar. (Chapter 12)

Complete the sentences with all the correct answers. Use who, that, Ø, which, whose, or whom.

- 1. The people <u>who / that</u> moved into town are Italian.
- 2. The lamp <u>that  $/ \emptyset / which$ </u> I bought downtown is beautiful but quite expensive.
- 3. Everyone \_\_\_\_\_\_ came to the audition got a part in the play.
- 4. Ms. Rice is the teacher \_\_\_\_\_ class I enjoy most.
- 5. The man \_\_\_\_\_\_ I found in the doorway had collapsed from heat exhaustion.
- 6. I like the people with \_\_\_\_\_ I work.
- 7. I have a friend father is a famous artist.
- 8. The camera \_\_\_\_\_ I bought takes very sharp pictures.
- 9. Students \_\_\_\_\_ have part-time jobs have to budget their time very carefully.
- 10. Flying squirrels \_\_\_\_\_\_ live in tropical rain forests stay in the trees their entire lives without ever touching the ground.
- 11. The people \_\_\_\_\_\_ car I dented were a little upset.
- 12. The person to \_\_\_\_\_ you should send your application is the Director of Admissions.
- 13. Monkeys will eat almost anything \_\_\_\_\_\_ they can find.



# □ Exercise 36. Listening. (Chapter 12)

 $\frown$  Listen to the conversation. Complete the sentences with *that*, *which*, *whose*, or Ø.

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#### Friendly advice

- A: A magazine \_\_\_\_\_\_ I saw at the doctor's office had an article \_\_\_\_\_\_\_ you ought to read. It's about the importance of exercise in dealing with stress.
- B: Why do you think I should read an article \_\_\_\_\_\_ deals with exercise \_\_\_\_\_\_ deals with exercise \_\_\_\_\_\_\_
- A: If you stop and think for a minute, you can answer that question yourself. You're under a lot of stress, and you don't get any exercise.
- B: The stress \_\_\_\_\_\_ I have at work doesn't bother me. It's just a normal part of my job. And I don't have time to exercise.
- A: Well, you should make time. Anyone \_\_\_\_\_\_ job is as stressful as

# yours should make physical exercise part of their daily routine.

# Exercise 37. Looking at grammar. (Chapter 12)

Complete the sentences by making adjective clauses from the statements in the list. Omit the object pronoun from the adjective clauses if possible.

Their specialty is heart surgery.
James chose the color of paint for his bedroom walls.
Its mouth was big enough to swallow a whole cow in one gulp.
It erupted in Indonesia.
His son was in an accident.
They lived in the jungles of Southeast Asia.
I slept on it in a hotel last night.

- 1. The color of paint <u>James chose for his bedroom walls</u> was an upusual shade of blue.
- 2. The man \_\_\_\_\_

called an ambulance.

- 4. A volcano \_\_\_\_\_\_ killed six people and damaged large areas of crops.

6. Originally, chickens were wild birds \_\_\_\_\_

At some point in time, humans learned how to raise them for food.

7. In prehistoric times, there was a dinosaur \_\_\_\_\_

#### Exercise 38. Let's talk: interview. (Chapter 12)

Interview your classmates. Ask two classmates each question. Share their responses with the class and see which answers are the most popular.

- 1. What is a dessert that you like?  $\rightarrow A$  dessert that I like is ice cream.
- 2. What are some of the cities in the world you would like to visit?
- 3. What is one of the programs which you like to watch on TV?
- 4. What is one subject that you would like to know more about?
- 5. What are some sports you enjoy playing? watching on TV?
- 6. What is one of the best movies that you've ever seen?
- 7. What is one of the hardest classes you've ever taken?
- 8. Who is one of the people that you admire most in the world?

#### Exercise 39. Game. (Chapter 12)

Work in teams. Answer each question with sentences that have adjective clauses. The team that has the most grammatically correct answers wins.

Example: What are the qualities of a good friend?

- $\rightarrow$  A good friend is someone who you can depend on in times of trouble.
- $\rightarrow$  A good friend is a person who accepts you as you are.
- $\rightarrow$  A good friend is someone you can trust with secrets.  $\rightarrow$  Etc.
- 1. What is your idea of the ideal roommate?
- 2. What are the qualities of a good neighbor?
- 3. What kind of people make good parents?
- 4. What are the qualities of a good boss and a bad boss?
- 5. What is your idea of the ideal school?

# Exercise 40. Check your knowledge. (Chapter 12)

Edit the sentences. Correct the mistakes in adjective clauses.

- 1. The book that I bought it at the bookstore was very expensive.
- 2. The woman was nice that I met yesterday.
- 3. I met a woman who her husband is a famous lawyer.
- 4. Do you know the people who lives in that house?

- 5. The professor teaches Chemistry 101 is very good.
- 6. The people who I painted their house want me to do other work for them.
- 7. The people who I met them at the party last night were interesting.
- 8. I enjoyed the music that we listened to it.
- 9. The apple tree is producing fruit that we planted it last year.
- 10. Before I came here, I didn't have the opportunity to speak to people who their native language is English.
- 11. One thing I need to get a new alarm clock.
- 12. The people who was waiting to buy tickets for the game they were happy because their team had made it to the championship.

# □ Exercise 41. Reading and writing. (Chapter 12)

Part I. Read the passage and <u>underline</u> the adjective clauses.

#### My Friend's Vegan Diet

I have a friend <u>who is a vegan</u>. As you may know, a vegan is a person who eats no animal products. When I first met him, I didn't understand the vegan diet. I thought *vegan* was another name for *vegetarian*, except that vegans didn't eat eggs. I soon found out I was wrong. The first time I cooked dinner for him, I made a vegetable dish which had a lot of cheese. Since cheese comes from cows, it's not vegan, so he had to scrape it off. I also served him bread that had milk in it and a dessert that was made with ice cream. Unfortunately, there wasn't much that he could eat that night. In the beginning, I had trouble thinking of meals which we could both enjoy. But he is a wonderful cook and showed me how to create delicious vegan meals. I don't know if I'll ever become a complete vegan, but I've learned a lot about the vegan diet and the delicious possibilities it has.

**Part II.** Write a paragraph about someone you know and something interesting or unusual about his/her life. Try to use a few adjective clauses in your paragraph.

#### Sample beginnings:

I have a friend who . . . . I know a person who . . . . I've heard of a movie star who . . . .



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

Check  $(\checkmark)$  all the completions that are true for you.

- I enjoy . . .
  - 1. \_\_\_\_\_ traveling.
  - 2. \_\_\_\_\_ shopping for clothes.
  - 3. \_\_\_\_ playing sports.
- 4. \_\_\_\_\_ watching TV commercials.
- 5. \_\_\_\_ surfing the Internet.
- 6. \_\_\_\_ learning about ancient history.

13-1	Verb + Gerund	
	GERUND walking in the park.	A gerund is the <i>-ing</i> form of a verb. It is used as a noun. In (a): <i>walking</i> is a gerund. It is used as the object of the verb <i>enjoy</i> .
Common Ve enjoy finish quit mind postpone put off keep (on) consider think about discuss talk about	<ul> <li>(b) I enjoy working in my garden.</li> <li>(c) Ann finished studying at midnight.</li> <li>(d) David quit smoking.</li> <li>(e) Would you mind opening the window?</li> <li>(f) I postponed doing my homework.</li> <li>(g) I put off doing my homework.</li> <li>(h) Keep (on) working. Don't stop.</li> <li>(i) I'm considering going to Hawaii.</li> <li>(j) I'm thinking about going to Hawaii.</li> <li>(k) They discussed getting a new car.</li> <li>(!) They talked about getting a new car.</li> </ul>	The verbs in the list are followed by gerunds. The list also contains phrasal verbs (e.g., <i>put off</i> ) that are followed by gerunds. The verbs in the list are NOT followed by <i>to</i> + the simple form of a verb (an infinitive). <i>INCORRECT: 1 enjoy to walk in the park.</i> <i>INCORRECT: Bob finished to study.</i> <i>INCORRECT: 1'm thinking to go to Hawaii.</i> See Chart 2-2, p. 29, for the spelling of <i>-ing</i> verb forms.
(m) I <i>consid</i>	lered not going to class.	Negative form: <i>not</i> + <i>gerund</i>

# □ Exercise 2. Looking at grammar. (Chart 13-1)

Complete each sentence with the correct form of a verb from the list.

clean	hand in	sleep	
close	hire	smoke	
eat	pay	work	

1.	The Boyds own a bakery.	They work seve	en days a week	and they	are very tired.	They are
	thinking about					

- a. \_\_\_\_\_ fewer hours a day.
- b. \_\_\_\_\_ their shop for a few weeks and going on vacation.
- c. \_\_\_\_\_ more workers for their shop.
- 2. Joseph wants to live a healthier life. He made several New Year's resolutions. For example, he has ouit ...
  - a. \_\_\_\_\_ cigars
  - b. \_\_\_\_\_high-fat foods.
  - c. until noon on weekends.
- 3. Martina is a procrastinator.\* She puts off...
  - a. \_\_\_\_\_ her bills.
  - b. \_\_\_\_\_ her assignments to her teacher.
    - c. \_\_\_\_\_ her apartment.

#### Exercise 3. Looking at grammar. (Chart 13-1)

Complete each sentence with a gerund.

- 1. We discussed <u>going / driving</u> to the ocean for our vacation.
- 2. The Porters' car is too small for their growing family. They're considering

\_\_\_\_\_a bigger one.

- 3. When Martha finished \_\_\_\_\_\_ the floor, she dusted the furniture.
- 4. Beth doesn't like her job. She's talking about \_\_\_\_\_\_ a different job.
- 5. A: Are you listening to me? \_\_\_\_\_. I'm listening. B: Yes. Keep \_\_\_\_\_
- 6. A: Do you want to take a break? B: No. I'm not tired yet. Let's keep on \_\_\_\_\_ for another hour or so.
- 7. A: Would you mind \_\_\_\_\_\_ the window? B: No problem. I'm too hot too.

#### Exercise 4. Listening. (Chart 13-1)

Complete each conversation with the words you hear. NOTE: There is a gerund in each completion. CD 2

Example: You will hear: A: I enjoy watching sports on TV, especially soccer.

B: Me too.

You will write: \_\_\_\_enjoy watching\_\_\_\_

- 1. A: When you \_\_\_\_\_\_ your homework, could you help me in the kitchen?
  - B: Sure.

Č

Track 48

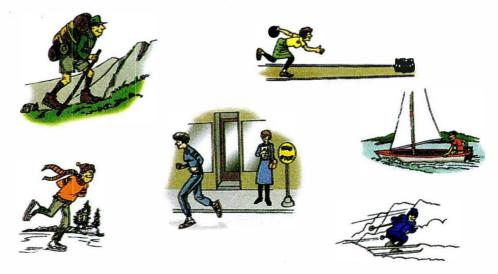
\*procrastinator = someone who postpones or delays doing things

- 2. A: Do you have any plans for this weekend?
  - B: Henry and I \_\_\_\_\_\_ the dinosaur exhibit at the museum.
- 3. A: I didn't understand the answer. \_\_\_\_\_\_\_\_ it?B: I'd be happy to.
- 4. A: I'm \_\_\_\_\_\_ the meeting tomorrow.
  - B: Really? Why? I hope you go. We need your input.
- 5. A: I've been working on this math problem for the last half hour, and I still don't understand it.
  - B: Well, don't give up. \_\_\_\_\_.

# Exercise 5. Warm-up. (Chart 13-2)

Complete the sentence using the activities in the pictures. Share your answers with a classmate. Your classmate will report a few of your answers to the class.

When I'm on vacation, I like/don't like to go \_\_\_\_\_ ing.



13-2 Go	+ -ing				
(b) I went swim	<b>hopping</b> yesterda ming last week. Jone fishing in ye		22	expressions about ac	between <i>go</i> and the gerund.
Common Expres go boating go bowling go camping	ssions with go + go dancing go fishing qo hiking	- <i>ing</i> go jogging go running go sailing	go	) (window) shopping ) sightseeing ) (ice) skating	go (water) skiing go skydiving go swimming

#### □ Exercise 6. Let's talk: pairwork. (Chart 13-2)

Work with a partner. Take turns asking and answering questions. Use the expressions with go + -ing listed in Chart 13-2.

- Patricia often goes to the beach. She spends hours in the water. What does she like to do?
   → She likes to go swimming.
- 2. Nancy and Frank like to spend the whole day on a lake with poles in their hands. What do they like to do?
- 3. Last summer Adam went to a national park. He slept in a tent and cooked his food over a fire. What did Adam do last summer?
- 4. Tim likes to go to stores and buy things. What does he like to do?
- 5. Laura takes good care of her health. She runs a couple of miles every day. What does Laura do every day? (*There are two possible responses.*)
- 6. On weekends in the winter, Fred and Jean sometimes drive to a resort in the mountains. They like to race down the side of a mountain in the snow. What do they like to do?
- 7. Ivan likes to take long walks in the woods. What does Ivan like to do?
- 8. Sonia prefers indoor sports. She goes to a place where she rolls a 13-pound ball at some wooden pins. What does Sonia often do?
- 9. Liz and Greg know all the latest dances. What do they probably do a lot?
- 10. The Taylors are going to go to a little lake near their house tomorrow. The lake is completely frozen now that it's winter. The ice is smooth. What are the Taylors going to do tomorrow?
- 11. Mariko and Taka live near the ocean. When there's a strong wind, they like to spend the whole day in their sailboat. What do they like to do?
- 12. Tourists often get on tour buses that take them to see interesting places in an area. What do tourists do on these buses?
- 13. Colette and Ben like to jump out of airplanes. They don't open their parachutes until the last minute. What do they like to do?
- 14. What do you like to do for exercise and fun?

#### □ Exercise 7. Let's talk: interview. (Chart 13-2)

Interview your classmates. Try to find someone who has done each activity. Make a question for each item before you begin the interview. Share some of your answers with the class.

Find someone who . . .

- 1. has gone skydiving before.  $\rightarrow$  Have you gone skydiving before?
- 2. likes to go waterskiing. -- Do you like to go waterskiing?
- 3. likes to go bowling.
- 4. goes dancing on weekends.
- 5. goes jogging for exercise.
- 6. goes fishing in the winter.
- 7. goes camping in the summer.
- 8. likes to go snow skiing.

# Exercise 8. Warm-up. (Chart 13-3)

Check ( $\checkmark$ ) the sentences that are true for you.

- 1. \_\_\_\_\_ I hope to move to another town soon.
- 2. \_\_\_\_ I would like to get married in a few years.
- 3. \_\_\_\_\_ I intend to visit another country next year.
- 4. \_\_\_\_ I'm planning to become an English teacher.

<ul><li>(a) Tom <i>offered to lend</i> me some money.</li><li>(b) I've <i>decided to buy</i> a new car.</li></ul>				Some verbs are followed by an infinitive. Infinitive = $to + the simple$ form of a verb			
(c) I've <i>decided not to keep</i> my old car.				Negative	Negative form: <i>not</i> + <i>infinitive</i>		
Common Verbs F	ollowed by Inf	initives					
want	hope	decide s		seem	learn (how)		
need	expect	promise		appear	try		
would like	plan	offer		pretend			
would love	intend	agree			(can't) afford		
	mean	refuse			(can't) wait		

# Exercise 9. Looking at grammar. (Chart 13-3)

Complete each sentence with the correct form of a word from the list.

	buy	fly to get to go to		lend see tell		
1.	I'm planning		go to	Chicago next wee	k.	
2.	Hasan promi	sed not		late for the	e wedding.	
3.	My husband	and I would lov	e	]	Fiji.	
4.	. What time do you expect Chicago?					
5.	You seem		in a	i good mood toda	у.	
6.	Nadia appear pretending.	red		asleep, but she	wasn't. She was only	
7.	Nadia preten	ded		asleep. She p	retended not	
		m	e when I sp	oke to her.		
8.	The Millers of	can't afford		a hous	e.	

9. My friend offered \_\_\_\_\_\_ me some money.
10. Tommy doesn't like broccoli. He refuses \_\_\_\_\_\_\_ it.
11. My wife and I wanted to do different things this weekend. Finally, I agreed \_\_\_\_\_\_\_ a movie with her Saturday, and she agreed \_\_\_\_\_\_\_ the football game with me on Sunday.
12. I try \_\_\_\_\_\_ class on time every day.
13. I can't wait \_\_\_\_\_\_ my family again! It's been a long time.
14. I'm sorry. I didn't mean \_\_\_\_\_\_ you.
15. I learned how \_\_\_\_\_\_ time when I was six.

# Exercise 10. Warm-up. (Chart 13-4)

Check  $(\checkmark)$  the completions that are grammatically correct.

Many children love ...

- 1. \_\_\_\_\_ to eat ice cream.
- 2. \_\_\_\_\_ eating ice cream.
- 3. \_\_\_\_\_ eat ice cream.

13-4 Verb + Gerund or Infinitive						
(a) It began <b>raining</b> . (b) It began <b>to rain</b> .			Some verbs are followed by either a gerund, as in (a) or an infinitive, as in (b). Usually there is no difference in meaning. Examples (a) and (b) have the same meaning.			
Common Verbs Followed by Either a Gerund or an Infinitive						
begin	like*	hate				
start continue	love*	can't stand				

\*COMPARE: Like and love can be followed by either a gerund or an infinitive: I like going / to go to movies. I love playing / to play chess.

Would like and would love are followed by infinitives:

I would like to go to a movie tonight. I'd love to play a game of chess right now.

# Exercise 11. Looking at grammar. (Chart 13-4)

Choose the correct verbs.

1. It started \_\_\_\_\_\_ around midnight.

a. snow (b.) snowing

2. I continued \_\_\_\_\_\_ even though everyone else stopped.

a. work b. work

b. working c. to work

(c.) to snow

しかがうしょく かんさいがいめい スカレビ かがく

3.	I like	email	s from my friends.
	a. get	b. getting	c. to get
4.		b. getting	an email from my son who's away at college. c. to get
5.	I love	to ba	seball games.
	a. go	b. going	c. to go
6.	I would love		to the baseball game tomorrow.
	a. go	b. going	c. to go
7.	I hate	to pi	ishy salespeople.
	a. talk	b. talking	c. to talk
8.	I can't stand _		_ in long lines.
	a. wait	b. waiting	c. to wait

## □ Exercise 12. Let's talk: pairwork. (Charts $13-1 \rightarrow 13-4$ )

Work with a partner. Take turns combining the words in the list with the given ideas to make sentences about what you like and don't like to do.

I like	I enjoy	I hate	I don't mind
I love	I don't like	I can't stand	

1. cook

- → I like to cook. / I like cooking. / I hate to cook. / I hate cooking. / I don't mind cooking. / I don't enjoy cooking. / Etc.
- 2. live in this city
- 3. wash dishes
- 4. wait in airports
- 5. fly
- 6. eat food slowly
- 7. speak in front of a large group
- 8. drive in the city during rush hour
- 9. go to parties where I don't know anyone
- 10. listen to music while I'm trying to fall asleep
- 11. get in between two friends who are having an argument
- 12. travel to unusual places

## □ Exercise 13. Grammar and speaking. (Charts $13-1 \rightarrow 13-4$ )

Complete each sentence with the infinitive or gerund form of the verb in parentheses. Then agree or disagree with the statement. Discuss your answers.

What do you do when you can't understand a native English speaker?

1.	I pretend (understand)	·*	yes	no
2.	I keep on (listen)	_ politely.	yes	no

3. I think, "I can't wait (get) \_\_\_\_\_\_ out of here!" OR yes no "I can't wait for this person (stop) \_\_\_\_\_\_ talking." yes no
4. I say, "Would you mind (repeat) \_\_\_\_\_\_ that?" yes no
5. I begin (nod) \_\_\_\_\_\_ my head so I look like I understand. yes no
6. I start (look) \_\_\_\_\_\_ at my watch, so it appears I'm in a hurry. yes no
7. As soon as the person finishes (speak) \_\_\_\_\_\_, yes no
I say I have to leave.

## □ Exercise 14. Looking at grammar. (Charts $13 \cdot 1 \rightarrow 13 \cdot 4$ )

Complete the sentences with the infinitive or gerund form of the verbs in parentheses.

- 1. We finished (eat) \_\_\_\_\_\_ around seven.
- 2. My roommate offered (*help*) \_\_\_\_\_ me with my English.
- 3. I'm considering (move) \_\_\_\_\_\_ to a new apartment.
- 4. Some children hate (go) \_\_\_\_\_\_ to school.
- 5. What seems (be) \_\_\_\_\_ the problem?
- 6. I don't mind (*live*) \_\_\_\_\_\_ with four roommates.
- 7. My boss refused (give) \_\_\_\_\_ me a raise, so I quit.
- 8. That's not what I meant! I meant (say) \_\_\_\_\_ just the opposite.
- 9. Julia can't stand (*sleep*) \_\_\_\_\_\_ in a room with all of the windows closed.
- 10. Max seemed (*want*) \_\_\_\_\_\_ (*leave*) \_\_\_\_\_\_ the party, but he kept (*talk*) \_\_\_\_\_\_ anyway.
- Sam's tomato crop always failed. Finally he quit (*try*) \_\_\_\_\_\_ to grow tomatoes in his garden.



## □ Exercise 15. Let's talk: pairwork. (Charts $13-1 \rightarrow 13-4$ )

Work with a partner. Take turns completing the sentences with to go/going + a place.

*Example:* I would like . . . . PARTNER A: I would like to go to the Beach Café for dinner tonight. PARTNER B: I would like to go to the movies later today.

1.	I like	11.	I can't afford
2.	I love	12.	Would you mind ?
3.	I'd love	13.	My friend and I agreed
4.	I refuse	14.	I hate
5.	I expect	15.	I don't enjoy
6.	I promised	16.	My friend and I discussed
7.	I can't stand	17.	I've decided
8.	I waited	18.	I don't mind
9.	I am thinking about	19.	Sometimes I put off
10.	Are you considering ?	20.	I can't wait

**Exercise 16.** Looking at grammar. (Charts  $13-1 \rightarrow 13-4$ )

Complete the sentences with the infinitive or gerund form of the verbs in parentheses.

1.	1. I want ( <i>relax</i> ) tonight.	
2.	2. I want ( <i>stay</i> ) home and ( <i>relax</i> )* tonight.	
3.	3. I want (stay) home, (relax)         (go) to bed early tonight.	, and
4.	4. I enjoy (get) up early in the morning a	and (watch)
5.	5. I enjoy (get) up early in the morning, the sunrise, and ( <i>listen</i> )	
6.	6. Mr. and Mrs. Bashir are thinking about ( <i>sell</i> ) and ( <i>buy</i> ) a new one.	their old house
7.	7. Kathy plans (move) to New York City, a job, and (start)	

\*When infinitives are connected by **and**, it is not necessary to repeat **to**. Example: I need to stay home and (to) study tonight.

8.	Do you like (go)	out to eat and ( <i>let</i> )	
	someone else do the cooking?		

9. Kevin is thinking about (*quit*) \_\_\_\_\_\_ his job and (*go*) \_\_\_\_\_\_ back to school.

Before you leave the office tonight, would you mind (*unplug*) \_\_\_\_\_\_
 the coffee pot, (*turn off*) \_\_\_\_\_\_ all the lights, and (*lock*)

\_\_\_\_\_ the door?

## **Exercise 17. Game.** (Charts $13 - 1 \rightarrow 13 - 4$ )

Work in teams. Your teacher will call out an item number. Make a sentence using the given words and any verb tense. Begin with *I*. The first team to come up with a grammatically correct sentence wins a point. The team with the most points wins the game.

Example: want \ go

> I want to go to New York City next week.

- plan \ go
   consider \ go
   offer \ help
- 4. like \ visit

5. enjoy \ read

6. intend \ get

7. can't afford \ buy

8. seem \ be

9. put off \ write

10. would like  $\ go \ swim$ 

- 11. postpone \ go
- 12. finish \ study
- 13. would mind \ help
- 14. begin \ study
- 15. think about \ go
- 16. quit \ try
- 17. continue \ walk
- 18. learn \ speak
- 19. talk about \ go
- 20. keep \ try

## Exercise 18. Warm-up. (Chart 13-5)

Agree or disagree with the statements. Notice the use of the prepositions and gerunds in green that follow the verbs.

I know someone who ...

1.	never apologizes for being late.	yes	no
2.	is <i>interested</i> in coming to this country.	yes	no
3.	is worried about losing his/her job.	yes	no
4.	is excited about becoming a parent.	yes	no

<ul> <li>a) Kate <i>insisted</i> on coming with us.</li> <li>b) We're <i>excited</i> about going to Tahiti.</li> <li>c) I apologized for being late.</li> </ul>		1	n is followed by a gerund, not an infinitive reposition ( <i>on</i> ) is followed by a gerund
Common Expressions with Preposition	s Followed I	by Gerunds	
be afraid of (doing something) apologize for believe in dream about/of be excited about feel like forgive (someone) for	be intere look	t <b>on</b> ad <b>of</b> ested <b>in</b> forward <b>to</b> ous <b>about</b>	be responsible <b>for</b> stop (someone) <b>from</b> thank (someone) <b>for</b> be tired <b>of</b> worry <b>about</b> /be worried <b>about</b>

Exercise 19. Looking at grammar. (Charts 13-5 and C-2)

Complete the sentences with a *preposition* + *gerund* and the given words.

1.	I'm looking forward	+	go away for the weekend
	$\rightarrow$ I'm looking forward to	going	away for the weekend.
2.	Thank you	+	hold the door open
3.	I'm worried	+	be late for my appointment
4.	Are you interested	+	go to the beach with us
5.	I apologized	+	be late
6.	Are you afraid	+	fly in small planes
7.	Are you nervous	+	take your driver's test
8.	We're excited	+	see the soccer game
9.	Tariq insisted	+	pay the restaurant bill
10.	Eva dreams	+	become a veterinarian someday
11.	I don't feel	+	eat right now
12.	Please forgive me	+	not write sooner
13.	I'm tired	+	live with five roommates
14.	I believe	+	be honest at all times
15.	Let's plan	+	meet at the restaurant at six
16.	Who's responsible	+	clean the classroom
17.	The police stopped us	+	enter the building
18.	Jake's not very good	+	cut his own hair
	14		

## Exercise 20. Let's talk: pairwork. (Charts 13-5 and C-2)

Work with a partner. Take turns asking and answering questions using the following pattern: What + the given words + preposition + doing.

*Example:* be looking forward

PARTNER A: What are you looking forward to doing?

PARTNER B: I'm looking forward to going to a movie tonight.

]	1.	be interested	6.	be nervous		
2	2.	be worried	7.	be excited		
	3.	thank your friend	8.	feel		
4	4.	apologize	9.	plan		
4	5.	be afraid	10.	be tired		
С	on	prcise 21. Looking at g nplete each sentence with the entheses.				of the verb in
1	1.	Carlos is nervous <u>about</u>		_ (meet) <u>meeting</u>	his girlfrien	d's parents for
		the first time.				
	2.	I believe (tell)			the truth no mat	ter what.
	3.	I don't go swimming in dee	ep wa	ter because I'm afrai	d ( <i>dro</i>	own)
2	4.	Every summer, I look forw with my family.	ard _	(take)		a vacation
	5.	Do you feel (tel	!)		me why you'n	re so sad?
	6.	My father-in-law always ins when we go out for dinner.	sists	(pay)		for everything
	7.	I want you to know that I'r (cause)			0	/e me
8	8.	I'm not very good	_ (re	emember)	p	eople's names.
9	9.	How do you stop someone know is wrong?		(do)		something you
10	0.	The kids are responsible _		(take)	1.0.4	out the garbage.
1	1.	Monique lost her job. Tha		-		
1:	2.	Sheila is pregnant. She's lo another child.	okin	g forward	. (have)	
1:	3.	A: I'm not happy in my we my job.	ork. I	I often dream	(quit)	
		B: Instead (qui	t)		your job, why	v don't you see if you

can transfer to another department?

#### □ Exercise 22. Listening. (Charts $13 - 1 \rightarrow 13 - 5$ )

Listen to the conversation. Then listen again and complete the sentences with the words you Č hear. CD 2 Track 49 A: Have you made any vacation plans? B: Well, I \_\_\_\_\_ home because I don't like \_\_\_\_\_ 2 I hate \_\_\_\_\_\_ and \_\_\_\_\_ suitcases. But my wife loves \_\_\_\_\_\_ and \_\_\_\_\_ a boat trip somewhere. A: So, what are you going to do? B: Well, we couldn't agree, so we \_\_\_\_\_7 \_\_\_\_\_ home and \_\_\_\_\_ tourists in our own town. 8 A: Interesting. What are you planning \_\_\_\_\_? B: Well, we haven't seen the new Museum of Space yet. There's also a new art exhibit downtown. And my wife \_\_\_\_\_ \_\_\_\_\_ a boat trip in 10 the harbor. Actually, when we \_\_\_\_\_ about it, we 11 discovered there were lots of things to do. A: Sounds like a great solution! B: Yeah, we're both really \_\_\_\_\_ \_\_\_\_\_ more of our 12 own town. Exercise 23. Warm-up. (Chart 13-6) Circle the completions that are true for you. 1. I sometimes pay for things \_\_\_\_\_. a. by credit card b. by check c. in cash 2. I usually come to school \_\_\_\_\_. a. by bus b. by car c. on foot 3. My favorite way to travel long distances is \_\_\_\_\_. a. by plane b. by boat c. by train

4. I like to communicate with my family \_\_\_\_\_.a. by emailb. by phonec. in person

# 13-6 Using By and With to Express How Something Is Done

b) c)	, , , , , , , , , , , , , , , , , , , ,		<i>By</i> or <i>with</i> followed by a noun is how something is done.	s also used to express
BY	IS USED FOR MEANS OF	TRANSPORTATION AND COMMUNIC	ATION	
	by (air)plane	by subway*	by mail/email	by air
	by boat	by taxi	by (tele)phone	by land
	by bus	by train	by fax	by sea
	by car	by foot (or: on foot)	(but: in person)	
οτι	IER USES OF BY			
	by chance	by mistake	by check (but: in cash)	
	by choice	by hand**	by credit card	

\* by subway = American English; by underground, by tube = British English.

\*\* The expression by hand is usually used to mean that something was made by a person, not by a machine: This rug was made by hand. (A person, not a machine, made this rug.)

COMPARE: I touched his shoulder with my hand.

## Exercise 24. Looking at grammar. (Chart 13-6)

Complete the sentences by using by + a gerund. Use the words in the list or your own words.

eat	smile	wag	wave
drink	stay	wash	<b>√</b> write
guess	take	watch	

- 1. Students practice written English <u>by writing</u> compositions.
- 2. We clean our clothes \_\_\_\_\_\_ them in soap and water.
- 3. Khalid improved his English \_\_\_\_\_\_ a lot of TV.
- 4. We show other people we are happy \_\_\_\_\_\_.
- 5. We satisfy our hunger \_\_\_\_\_\_ something.
- 6. We quench our thirst \_\_\_\_\_\_ something.
- 7. I figured out what *quench* means \_\_\_\_\_\_.
- 8. Alex caught my attention \_\_\_\_\_\_ his arms in the air.

9.	My dog shows me she is happy	her tail.
	· · · · · · · · · · · · · · · · · · ·	

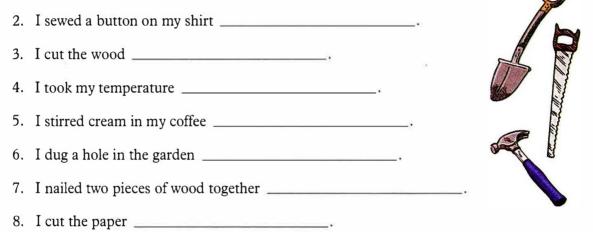
10. Carmen recovered from her cold \_\_\_\_\_\_ in bed and

\_\_\_\_\_ care of herself.

## Exercise 25. Looking at grammar. (Chart 13-6)

Complete the sentences. Use with and words in the list.

√a broom	a pair of scissors	a spoon	
a hammer	a saw	a thermometer	
a needle and thread	a shovel		



Exercise 26. Looking at grammar. (Chart 13-6)

Complete the sentences with by or with.

- 1. I opened the door <u>with</u> a key.
- 2. I went downtown <u>by</u> bus.
- 3. I dried the dishes \_\_\_\_\_\_ a dishtowel.
- 4. I went from Frankfurt to Vienna \_\_\_\_\_ train.
- 5. Ted drew a straight line \_\_\_\_\_\_ a ruler.
- 6. Rebecca tightened the screw in the corner of her eyeglasses \_\_\_\_\_ her fingernail.
- 7. I called Bill "Paul" \_\_\_\_\_ mistake.
- 8. I sent a copy of the contract \_\_\_\_\_ fax.
- 9. Talya protected her eyes from the sun \_\_\_\_\_ her hand.
- 10. My grandmother makes tablecloths \_\_\_\_\_ hand.

#### Exercise 27. Warm-up. (Chart 13-7)

Read the passage and then agree or disagree with the statements.

#### **A White Lie**

Jane gave her friend Lisa a book for her birthday. When Lisa opened it, she tried to look excited, but her husband had already given her the same book. Lisa had just finished reading it, but she thanked Jane and said she was looking forward to reading it. Lisa told a "white lie." White lies are minor or unimportant lies that a person often tells to avoid hurting someone else's feelings.

1.	Telling white lies is common.	yes	no
2.	It is sometimes acceptable to tell a white lie.	yes	no
3.	I sometimes tell white lies.	yes	no

13-7 Using Gerunds as Subjects; Using It + Infinitive		
<ul> <li>(a) <i>Riding horses</i> is fun.</li> <li>(b) <i>It</i> is fun <i>to ride</i> horses.</li> <li>(c) <i>Coming to class on time</i> is important.</li> <li>(d) <i>It</i> is important <i>to come to class on time</i>.</li> </ul>	<ul> <li>Examples (a) and (b) have the same meaning.</li> <li>In (a): A gerund (<i>riding</i>) is the subject of the sentence.</li> <li>Notice: The verb (<i>is</i>) is singular because a gerund is singular.*</li> <li>In (b): <i>It</i> is used as the subject of the sentence. <i>It</i> has the same meaning as the infinitive phrase at the end of the sentence: <i>it</i> means <i>to ride horses</i>.</li> </ul>	

\*It is also correct (but less common) to use an infinitive as the subject of a sentence: To ride horses is fun.

## □ Exercise 28. Grammar and speaking: pairwork. (Chart 13-7)

Make sentences with the same meaning as the given sentences, and then decide if you agree with them. Circle yes or no. Share your answers with a partner.

#### Living in this town

Part I. Use a gerund as the subject.

1.	It's hard to meet people here. $\rightarrow$ Meeting people here is hard.	yes	no
2.	It takes time to make friends here.	yes	no
3.	It is easy to get around the town.	yes	no
4. Is it expensive to live here? yes			
Par	t II. Use it + an infinitive.		
5.	Finding things to do on weekends is hard.		
	$\rightarrow$ It's hard to find things to do on weekends.	yes	no
6.	Walking alone at night is dangerous.	yes	no
7.	Exploring this town is fun.	yes	no
8.	Is finding affordable housing difficult?	yes	no

## □ Exercise 29. Let's talk: interview. (Chart 13-7)

Interview your classmates. Ask a question and then agree or disagree with your classmate's answer. Practice using both gerunds and infinitives in your answers.

#### Example:

SPEAKER A (book open): Which is easier: to make money or to spend money?
SPEAKER B (book closed): It's easier to spend money than (it is) to make money.
SPEAKER A (book open): I agree. Spending money is easier than making money. OR I don't agree. I think that making money is easier than spending money.

- 1. Which is more fun: to visit a big city or to spend time in the countryside?
- 2. Which is more difficult: to write English or to read English?
- 3. Which is easier: to understand spoken English or to speak it?
- 4. Which is more expensive: to go to a movie or to go to a concert?
- 5. Which is more comfortable: to wear shoes or to go barefoot?
- 6. Which is more satisfying: to give gifts or to receive them?
- 7. Which is more dangerous: to ride in a car or to ride in an airplane?
- 8. Which is more important: to come to class on time or to get an extra hour of sleep in the morning?

## Exercise 30. Warm-up. (Chart 13-8)

Agree or disagree with these statements.

In my culture ...

1.	it is common for people to shake hands when they meet.	yes	no
2.	it is important for people to look one another in the eye when they are introduced.		
	they are introduced.	yes	no
3.	it is strange for people to kiss one another on the cheek when they meet.	yes	no

<b>13-8</b> It + Infinitive: Using For (Someone)			
<ul><li>(a) You should study hard.</li><li>(b) It is important for you to study hard.</li></ul>	Examples (a) and (b) have a similar meaning. Notice the pattern in (b):		
<ul><li>(c) <i>Mary</i> should study hard.</li><li>(d) It is important <i>for Mary</i> to study hard.</li></ul>	It is + adjective + for (someone) + infinitive phrase		
<ul><li>(e) We don't have to go to the meeting.</li><li>(f) It isn't necessary for us to go to the meeting.</li></ul>			
<ul><li>(g) A dog can't talk.</li><li>(h) It is impossible for a dog to talk.</li></ul>			

## Exercise 31. Looking at grammar. (Chart 13-8)

Complete the sentences with the given information. Use *for* (*someone*) and an infinitive phrase in each completion.

1. Students should do their homework.

It's really important \_\_\_\_\_\_for students to do their homework\_\_\_\_\_\_. 2. Teachers should speak clearly. It's very important \_\_\_\_\_ 3. We don't have to hurry. There's plenty of time. It isn't necessary \_\_\_\_\_\_. 4. A fish can't live out of water for more than a few minutes. It's impossible \_\_\_\_\_ 5. Working parents have to budget their time carefully. It's necessary \_\_\_\_\_ 6. A young child usually can't sit still for a long time. It's difficult \_\_\_\_\_\_ 7. My family spends birthdays together. It's traditional 8. My brother would love to travel to Mars someday. Will it be possible \_\_\_\_\_\_ to Mars someday? 9. I usually can't understand Mr. Alvarez. He talks too fast. How about you? Is it easy ?

#### Exercise 32. Let's talk. (Charts 13-7 and 13-8)

Work in small groups. Make sentences by combining the given ideas with the words in the list. Use gerunds as subjects or it + an infinitive. Share some of your sentences for other groups to agree or disagree with.

boring	embarrassing	hard	impossible	scary
dangerous	exciting	illegal	interesting	waste of time
educational	fun	important	relaxing	

*Example:* ride a bicycle

 $\rightarrow$  Riding a bicycle is fun. OR It's fun to ride a bicycle.

- 1. ride a roller coaster
- 2. read newspapers
- 3. study economics
- 4. drive five miles over the speed limit
- 5. walk in a cemetery at night

- 6. know the meaning of every word in a dictionary
- 7. never tell a lie
- 8. visit museums

Exercise 33. Reading and grammar. (Charts 13-7 and 13-8)

Part I. Read the passage.



#### **Body Language**

Different cultures use different body language. In some countries, when people meet one another, they offer a strong handshake and look the other person straight in the eye. In other countries, however, it is impolite to shake hands firmly, and it is equally rude to look a person in the eye.

How close do people stand to another person when they are speaking to each other? This varies from country to country. In the United States and Canada, people prefer standing just a little less than an arm's length from someone. But many people in the Middle East and Latin America like moving in closer during a conversation.

Smiling at another person is a universal, cross-cultural gesture. Although people may smile more frequently in some countries than in others, people around the world understand the meaning of a smile.

Part II. Complete the sentences with information about body language.

- 1. In some countries, it is important \_\_\_\_\_\_\_.

   2. In some countries, \_\_\_\_\_\_\_\_ is impolite.

   3. In my country, \_\_\_\_\_\_\_ is important.
- 4. In my country, it is impolite \_\_\_\_\_\_

## Exercise 34. Warm-up. (Chart 13-9)

Check ( $\checkmark$ ) all the sentences that are grammatically correct.

- 1. \_\_\_\_ I went to the store because I wanted to buy groceries.
- 2. \_\_\_\_ I went to the store in order to buy groceries.
- 3. \_\_\_\_ I went to the store to buy groceries.
- 4. \_\_\_\_ I went to the store for groceries.
- 5. \_\_\_\_ I went to the store for to buy groceries.

13-9 Expressing Purpose with In Order To and For		
<ul><li>—Why did you go to the post office?</li><li>(a) I went to the post office because I wanted to mail a letter.</li></ul>	<i>In order to</i> expresses purpose. It answers the question "Why?"	
<ul><li>(b) I went to the post office <i>in order to mail a letter</i>.</li><li>(c) I went to the post office <i>to mail a letter</i>.</li></ul>	In (c): <i>in order</i> is frequently omitted. Examples (a), (b), and (c) have the same meaning.	
<ul> <li>(d) I went to the post office <i>for some stamps</i>.</li> <li>(e) I went to the post office <i>to buy some stamps</i>.</li> </ul>	<i>For</i> is also used to express purpose, but it is a preposition and is followed by a noun phrase, as in (d).	
INCORRECT: I went to the post office for to buy some stamps. INCORRECT: I went to the post office for buying some stamps.		

#### Exercise 35. Looking at grammar. (Chart 13-9)

Make sentences by combining the phrases in Column A with those in Column B. Connect the ideas with (in order) to.

## *Example:* I called the hotel desk . . .

 $\rightarrow$  I called the hotel desk (in order) to ask for an extra pillow.

## Column A

- 1. I called the hotel desk <u>e</u>.
- 2. I turned on the radio \_\_\_\_\_.
- 3. Andy went to Egypt \_\_\_\_\_.
- 4. People wear boots \_\_\_\_\_.
- 5. I looked on the Internet \_\_\_\_\_.
- 6. Ms. Lane stood on her tiptoes \_\_\_\_\_.
- 7. The dentist moved the light closer to my face . g, help her pay the rent
- 8. I clapped my hands and yelled \_\_\_\_\_.
- 9. Maria took a walk in the park \_\_\_\_\_.
- 10. I offered my cousin some money \_\_\_\_\_.

## Column B

- a. keep their feet warm and dry
- b. reach the top shelf
- c. listen to a ball game
- d. find the population of Malaysia
- $\checkmark$  e. ask for an extra pillow
  - f. chase a mean dog away

  - h. get some fresh air and exercise
- i. see the ancient pyramids
- j. look into my mouth

#### Exercise 36. Looking at grammar. (Chart 13-9)

Add in order to the sentences whenever possible.

- 1. I went to the bank to cash a check.  $\rightarrow$  I went to the bank in order to cash a check.
- 2. I'd like to see that movie.  $\rightarrow$  (No change. The infinitive does not express purpose.)
- 3. Steve went to the hospital to visit a friend.
- 4. I need to go to the bank today.
- 5. I need to go to the bank today to deposit my paycheck.
- 6. On my way home, I stopped at the store to buy some shampoo.
- 7. Masako went to the cafeteria to eat lunch.
- 8. Jack and Katya have decided to get married.
- 9. Pedro watches TV to improve his English.
- 10. I didn't forget to pay my rent.
- 11. Donna expects to graduate next spring.
- 12. Jerry needs to go to the bookstore to buy school supplies.

#### □ Exercise 37. Looking at grammar. (Chart 13-9)

Complete the sentences with to or for.

- 1. I went to Chicago <u>for</u> a visit.
- 2. I went to Chicago <u>to</u> visit my aunt and uncle.
- 3. I take long walks \_\_\_\_\_ relax.
- 4. I take long walks \_\_\_\_\_ relaxation.
- 5. I'm going to school \_\_\_\_\_\_ a good education.
- 6. I'm going to school \_\_\_\_\_ get a good education.
- 7. I sent a card to Carol \_\_\_\_\_\_ wish her a happy birthday.
- 8. Two police officers came to my apartment \_\_\_\_\_\_ ask me about a neighbor.
- 9. I looked on the Internet \_\_\_\_\_\_ information about Ecuador.
- 10. My three brothers, two sisters, and parents all came to town \_\_\_\_\_ my graduation.

#### □ Exercise 38. Reading and grammar. (Charts $13 - 1 \rightarrow 13 - 9$ )

Part I. Read the passage.

#### **Car Sharing**

In hundreds of cities around the world, people can use a car without actually owning one. It's known as car sharing.

Car sharing works like this: people pay a fee to join a car-share organization. These organizations have cars available in different parts of a city 24 hours a day. Members make reservations for a car, and then go to one of several parking lots in the city to pick up the car. They pay an hourly or daily rate for driving it. They may also pay a charge for every mile/kilometer they drive. When they are finished, they return the car to a parking area for someone else to use.

Car sharing works well for several reasons. Some people only need to drive occasionally. Oftentimes, people only need a car for special occasions like moving items or taking long trips. Many people don't want the costs or responsibilities of owning a car. The car-share organization pays for gas, insurance, cleaning, and maintenance costs. Members also don't have to wait in line or fill out forms in order to get a car. They know a variety of cars will be available when they need one.

Car sharing also benefits the environment. People drive only when they need to, and fewer cars on the road means less traffic and air pollution. As more and more cities become interested in reducing traffic, car-share programs are becoming an effective alternative.

Part II. Complete the sentences with information from Part I. Use gerunds or infinitives.

- 1. \_\_\_\_\_\_ is helpful to people who don't own a car.
- 2. People pay a fee in order \_\_\_\_\_\_ a car-sharing organization.
- 3. Car-sharing members pay an hourly or daily rate for \_\_\_\_\_\_ a car.
- 4. Sometimes people need a car \_\_\_\_\_\_ furniture or to \_\_\_\_\_\_ a trip.
- 5. Many people don't want the costs of \_\_\_\_\_\_ a car.

Part III. Answer the questions.

- 1. What are three reasons that people car share?
- 2. What are two benefits of car sharing?
- 3. Does the city you live in have a form of car sharing? If yes, has it been successful? If not, why do you think there is no car-sharing program?

#### Exercise 39. Warm-up: pairwork. (Chart 13-10)

Work with a partner. Read the conversation aloud and complete the sentences with the correct words in the list.





PARTNER A: Can you pick up a piano?

PARTNER B: No. It's too \_\_\_\_\_\_ for me to pick up. How about you? Can you pick up a piano?

PARTNER A: No, I'm not \_\_\_\_\_\_\_ enough to pick one up. What about the class? Can we pick up a piano together?

PARTNER B: Maybe. We might have enough \_\_\_\_\_\_\_ to do that as a class.

13-10 Using Infinitives with Too and Enough				
too + adjective + (for someone) + infinitive(a) That box istoo heavyto lift.(b) A piano istoo heavyfor meto lift.(c) That box istoo heavyfor Bobto lift.	Infinitives often follow expressions with <i>too</i> . <i>Too</i> comes in front of an adjective. In the speaker's mind, the use of <i>too</i> implies a negative result.			
enough + noun + infinitive(d) I don't haveenough moneyto buy that car.(e) Did you haveenough timeto finish the test?	COMPARE: The box is too heavy. I can't lift it. The box is very heavy, but I can lift it.			
adjective + enough + infinitive(f) Jimmy isn'told enoughto go to school.(g) Are youhungry enoughto eat three sandwing	Infinitives often follow expressions with enough. ches? Enough comes in front of a noun.* Enough follows an adjective.			

\**Enough* can also follow a noun: *I don't have money enough to buy that car.* In everyday English, however, *enough* usually comes in front of a noun.

# Exercise 40. Looking at grammar. (Chart 13-10)

Complete the sentences with the given words. Use too or enough + an infinitive.

1.	strong/lift	I'm not <u>strong enough to lift</u>	a refrigerator.
2.	weak/lift	Most people are <u>too weak to lift</u>	a refrigerator without help.
3.	busy/answer	I was	the phone. I let the call go
		to voice mail.	
4.	early/get	I got to the concert	good seats.
5.	full/hold	My suitcase is	-
		any more clothes.	181
6.	large/hold	My suitcase isn't	
		all the clothes I want to take on my trip.	
7.	big/get	Rex is	
		into the doghouse.	THE SHA
8.	big/hold	Julie's purse is	
		her dog Pepper.	
			a 

#### Exercise 41. Looking at grammar. (Chart 13-10)

Combine each pair of sentences.

#### Part I. Use too.

- 1. We can't go swimming today. It's very cold.  $\rightarrow$  It's too cold (for us) to go swimming today.
- 2. I couldn't finish my homework last night. I was very sleepy.
- 3. Mike couldn't go to his aunt's housewarming party. He was very busy.
- 4. This jacket is very small. I can't wear it.
- 5. I live far from school. I can't walk there.

#### Part II. Use enough.

- 6. I can't reach the top shelf. I'm not that tall.
  - $\rightarrow$  I'm not tall enough to reach the top shelf.
- 7. I can't move this furniture. I'm not that strong.
- 8. It's not warm today. You can't go outside without a coat.
- 9. I didn't stay home and miss work. I wasn't really sick, but I didn't feel good all day.

#### Exercise 42. Let's talk: pairwork. (Chart 13-10)

Work with a partner. Take turns completing the sentences with infinitives.

- 1. I'm too short . . .
- 2. I'm not tall enough . . . .
- 3. I'm not strong enough . . .
- 4. Last night I was too tired . . . .
- 5. Yesterday I was too busy ....
- 6. A Mercedes-Benz is too expensive ....
- 7. I don't have enough money . . . .
- 8. Yesterday I didn't have enough time ....
- 9. A teenager is old enough . . . but too young . . . .
- 10. I know enough English . . . but not enough . . . .

#### Exercise 43. Looking at grammar. (Chapter 13)

Complete each sentence with the gerund or infinitive form of the word in parentheses.

- 1. It's difficult for me (remember) <u>to remember</u> phone numbers.
- 2. My cat is good at (*catch*) <u>catching</u> mice.
- 3. I called my friend (*invite*) \_\_\_\_\_\_ her for dinner.
- 4. Fatima talked about (go) \_\_\_\_\_\_ to graduate school.
- 5. Sarosh found out what was happening by (*listen*) \_\_\_\_\_\_ carefully to everything that was said.

- 6. Michelle works 16 hours a day in order (*earn*) \_\_\_\_\_\_ enough money
  - (take) \_\_\_\_\_\_ care of her elderly parents and her three children.
- No matter how wonderful a trip is, it's always good (get) \_\_\_\_\_ back home and (sleep) \_\_\_\_\_ in your own bed.
- 8. I keep (*forget*) \_\_\_\_\_\_ to call my friend Jae. I'd better write myself a note.

#### Exercise 44. Listening. (Chapter 13)

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Listen to each item. Then listen again and complete the sentences with the words you hear.

1. My professor goes through the lecture material too quickly. It is difficult for us

\_\_\_\_\_ him. He needs \_\_\_\_\_\_ down and

\_\_\_\_\_ us time to understand the key points.

\_\_\_\_\_\_ others about themselves and their lives is one of the secrets of \_\_\_\_\_\_ along with other people. If you want to make and \_\_\_\_\_\_ friends, it is important \_\_\_\_\_\_ sincerely

interested in other people's lives.

3. Large bee colonies have 80,000 workers. These worker bees must visit 50 million flowers

\_\_\_\_\_ one kilogram, or 2.2 pounds, of honey. It's easy

\_\_\_\_\_ why "busy as a bee" is a common expression.

#### Exercise 45. Reading and grammar. (Chapter 13)

Part I. Read the passage.

#### **Uncle Ernesto**

Have you ever had an embarrassing experience? My Uncle Ernesto did a few years ago while on a business trip in Norway.

Uncle Ernesto is a businessman from Buenos Aires, Argentina. He manufactures equipment for ships and needs to travel around the world to sell his products. Last year, he went to Norway to meet with a shipping company. While he was there, he found himself in an uncomfortable situation.

Uncle Ernesto was staying at a small hotel in Oslo. One morning, as he was getting ready to take a shower, he heard a knock at the door. He opened it, but no one was there. He stepped into the hallway. He still didn't see anyone, so he turned to go back to his room. Unfortunately, the door was locked. This was a big problem because he didn't have his key and he was wearing only a towel.

Instead of standing in the hallway like this, he decided to get help at the front desk and started walking toward the elevator. He hoped it would be empty, but it wasn't. He took a deep breath and got in. The other people in the elevator were surprised when they saw a man who was wrapped in a towel.

Uncle Ernesto thought about trying to explain his problem, but unfortunately he didn't know Norwegian. He knew a little English, so he said, "Door. Locked. No key." A businessman in the elevator nodded, but he wasn't smiling. Another man looked at Uncle Ernesto and smiled broadly.

The elevator seemed to move very slowly for Uncle Ernesto, but it finally reached the ground floor. He walked straight to the front desk and looked at the hotel manager helplessly. The hotel manager didn't have to understand any language to figure out the problem. He grabbed a key and led my uncle to the nearest elevator.

My uncle is still embarrassed about this incident. But he laughs a lot when he tells the story.

Part II. Check  $(\checkmark)$  all the sentences that are grammatically correct.

- 1. a. \_\_\_\_ Uncle Ernesto went to Norway for a business meeting.
  - b. \_\_\_\_\_ Uncle Ernesto went to Norway to have a business meeting.
  - c. \_\_\_\_ Uncle Ernesto went to Norway for having a business meeting.
- 2. a. \_\_\_\_\_ Is necessary for him to travel in order to sell his products.
  - b. \_\_\_\_ To sell his products, he needs to travel.
  - c. \_\_\_\_ In order to sell his products, he needs to travel.
- 3. a. \_\_\_\_ Instead staying in the hall, he decided to get help.
  - b. \_\_\_\_\_ Instead of staying in the hall, he decided to get help.
  - c. \_\_\_\_\_ Instead to stay in the hall, he decided to get help.
- 4. a. \_\_\_\_\_ Uncle Ernesto thought about trying to explain his problem.
  - b. \_\_\_\_ Uncle Ernesto considered about trying to explain his problem.
  - c. \_\_\_\_\_ Uncle Ernesto decided not to explain his problem.
- 5. a. \_\_\_\_\_ It wasn't difficult for the hotel manager figuring out the problem.
  - b. \_\_\_\_\_ It wasn't difficult for the hotel manager figure out the problem.
  - c. \_\_\_\_ It wasn't difficult for the hotel manager to figure out the problem.

## Exercise 46. Let's write. (Chapter 13)

Read the sample paragraph. Then write a paragraph about one of the most embarrassing experiences you have had in your life. Include some gerunds and infinitives in your writing.

Example:

#### My Most Embarrassing Experience

My most embarrassing experience happened at work. One morning, I was in a hurry to get to my office, so I quickly said good-bye to my wife. She knew I was planning to give an important presentation at my firm, so she wished me good luck and kissed me on the cheek. Because traffic was heavy, I got to work a few minutes after the meeting had begun. I quietly walked in and sat down. A few people looked at me strangely, but I thought it was because I was late. During my presentation, I got more stares. I began to think my presentation wasn't very good, but I continued speaking. As soon as my talk was over, I went to the restroom. When I looked in the mirror, it wasn't hard to see the problem. There was smudge of red lipstick on my cheek. I felt pretty embarrassed, but later in the day I started laughing about it and tried not to take myself so seriously.

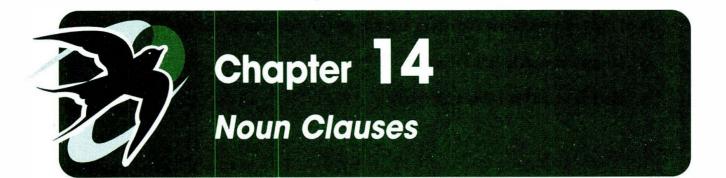
## Exercise 47. Check your knowledge. (Chapter 13)

Edit the sentences. Correct the errors in the use of infinitives, gerunds, prepositions, and word order.

#### to get

- 1. It is important getting an education.
- 2. I went to the bank for cashing a check.
- 3. Did you go to shopping yesterday?
- 4. I cut the rope by a knife.
- 5. I thanked my friend for drive me to the airport.
- 6. Is difficult to learn another language.
- 7. Timmy isn't enough old to get married.
- 8. Is easy this exercise to do.
- 9. Last night too tired no do my homework.
- 10. I've never gone to sailing, but I would like to.
- 11. Reading it is one of my hobbies.
- 12. The teenagers began to built a campfire to keep themselves warm.
- 13. Instead of settle down in one place, I'd like to travel around the world.

- 14. I enjoy to travel because you learn so much about other countries and cultures.
- 15. My grandmother likes to fishing.
- 16. Martina would like to has a big family.



## Exercise 1. Warm-up. (Chart 14-1)

Check ( $\checkmark$ ) all the sentences that are grammatically correct.

- 1. \_\_\_\_ How much does this book cost?
- 2. \_\_\_\_ I don't know.
- 3. \_\_\_\_ How much this books costs?
- 4. \_\_\_\_ I don't know how much this book costs.

14-1 Noun Clauses: Intr	oduction
S V O (a) I know <i>his address</i> . (noun phrase) S V O (b) I know <i>where he lives</i> . (noun clause)	<ul> <li>Verbs are often followed by objects. The object is usually a noun phrase.*</li> <li>In (a): <i>his address</i> is a noun phrase; <i>his address</i> is the object of the verb <i>know</i>.</li> <li>Some verbs can be followed by noun clauses.*</li> <li>In (b): <i>where he lives</i> is a noun clause; <i>where he lives</i> is the object of the verb <i>know</i>.</li> </ul>
O S V S V (c) I know <i>where <b>he lives</b>.</i>	A noun clause has its own subject and verb. In (c): <i>he</i> is the subject of the noun clause; <i>lives</i> is the verb of the noun clause.
(d) ! know <b>where my book is</b> . (noun clause)	A noun clause can begin with a question word. (See Chart 14-2.)
(e) I don't know <i>if Ed is married.</i> (noun clause)	A noun clause can begin with <i>if</i> or <i>whether</i> . (See Chart 14-3.)
(f) I know <i>that the world is round</i> . (noun clause)	A noun clause can begin with <i>that.</i> (See Chart 14-4.)

\*A phrase is a group of related words. It does NOT contain a subject and a verb.

A clause is a group of related words. It contains a subject and a verb.

## Exercise 2. Looking at grammar. (Chart 14-1)

<u>Underline</u> the noun clauses. Some sentences have no noun clauses.

- 1. Where are the Smiths living?
- 4. We know that they moved a month ago.
- 2. I don't know where the Smiths are living.
- 5. Are they coming back?6. I don't know if they are coming back.
- 3. We don't know what city they moved to.

## Exercise 3. Warm-up: pairwork. (Chart 14-2)

Work with a partner. Ask and answer the questions. Make true statements.

- 1. PARTNER A: Where do I live? PARTNER B: I know / don't know where you live.
- 2. PARTNER B: Where does our teacher live? PARTNER A: I know / don't know where our teacher lives.
- 3. PARTNER B: In your last sentence, why is "does" missing? PARTNER A: I know / don't know why "does" is missing.
- 4. PARTNER A: In the same sentence, why does "lives" have an "s"? PARTNER B: I know / don't know why "lives" has an "s."

# 14-2 Noun Clauses That Begin with a Question Word

These question words can be used to introduce a noun clause: *when, where, why, how, who, (whom), what, which, whose*.

Information Question	Noun Clause	Notice in the examples: Usual question word order is NOT used
Where <i>does he live</i> ? When <i>did they leave</i> ?	S V (a) I don't know <i>where <b>he lives</b>.</i> S V (b) Do you know <i>when <b>they left</b>?*</i>	in a noun clause. INCORRECT: I know where does he live. CORRECT: I know where he lives.
What <b>did she say</b> ? Why <b>is Tom</b> absent?	S V (c) Please tell me <i>what <b>she said</b>.</i> S V (d) I wonder <i>why <b>Tom is</b> absent.</i>	
Who <b>is that boy</b> ? Whose pen <b>is this</b> ?	(e) Tell me <i>who<sup>f</sup>that boy</i> <b>is</b> . (f) Do you know <i>whose pen</i> <b>this is</b> ?	A noun or pronoun that follows main verb <i>be</i> in a question comes in front of <i>be</i> in a noun clause, as in (e) and (f).
S V Who' is in the office? S V Whose keys are on the counter?	(g) I don't know $\sqrt[S]{who}$ $\sqrt[is]{is}$ in the office. (h) I wonder $\sqrt[whose keys]$ $\sqrt[are]{are}$ on the counter.	A prepositional phrase (e.g., <i>in the office</i> ) does not come in front of <b>be</b> in a noun clause, as in (g) and (h).
<i>Who came</i> to class? <i>What</i> happened?	S V (i) I don't know <b>who came t</b> o class. S V (j) Tell me <b>what happened</b> .	In (i) and (j): Question word order and noun clause word order are the same when the question word is used as a subject.

\*A question mark is used at the end of this sentence because Do you know asks a question.

Example: Do you know when they left?

Do you know asks a question; when they left is a noun clause.

## Exercise 4. Looking at grammar. (Charts 5-2 and 14-2)

Decide if the given words are a noun clause or an information question. If a noun clause, add *I don't know*. If an information question, add a capital letter and a question mark.

		*		NOUN CLAUSE	INFORMATION QUESTION
1.	a.	l don't know	why he left.	×	
	b.		₩ y⁄hy did he leave?		×
2.	a.		where she is living		
	b.		where is she living		
3.	a.		where did Nick go		
	b.	ç	where Nick went		
4.	a.		what time the movie begins		
	b	c	what time does the movie begin		
5.	a.		why is Yoko angry		
	b.		why Yoko is angry		

<u>Underline</u> and identify the subject (S) and verb (V) of Speaker A's question. Complete Speaker B's response with a noun clause.

- 7. A: When was the first wheel invented?
  - B: I don't know. Do you know \_\_



### Exercise 6. Let's talk: pairwork. (Charts 14-1 and 14-2)

Work with a partner. Take turns asking questions. Begin with Can you tell me.

#### Questions to a teacher

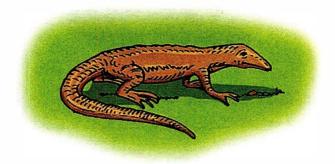
- 1. How do I pronounce this word?  $\rightarrow$  Can you tell me how I pronounce this word?
- 2. What does this mean?
- 3. When will I get my grades?
- 4. What is our next assignment?
- 5. How soon is the next assignment due?
- 6. Why is this incorrect?
- 7. When is a good time to meet?
- 8. What day does the term end?
- 9. Why did I fail?
- 10. Who will teach this class next time?

?

## □ Exercise 7. Looking at grammar. (Chart 14-2)

Complete the responses with noun clauses.

- 1. A: Who is that woman?
  - B: I don't know <u>who that woman is</u>
- 2. A: Who is on the phone?
  B: I don't know who is on the phone \_\_\_\_\_\_.
- 3. A: What is a lizard?
  - B: I don't know \_\_\_\_\_



- 4. A: What is in that bag?
  - B: I don't know \_\_\_\_
- 5. A: Whose car is that?
  - B: I don't know \_\_\_\_\_
- 6. A: Whose car is in the driveway?B: I don't know \_\_\_\_\_\_
- 7. A: Who is Bob's doctor?B: I'm not sure \_\_\_\_\_
- 8. A: Whose ladder is this?
  - B: I don't know \_\_\_\_\_\_. Hey, Hank, do you know
  - C: It's Hiro's.
- 9. A: What's at the end of a rainbow?
  - B: What did you say, Susie?
  - A: I want to know \_\_\_\_\_

## Exercise 8. Let's talk: pairwork. (Charts 14-1 and 14-2)

Work with a partner. Take turns asking questions. Begin with Do you know.

#### Questions at home

- 1. Where is the phone?
- 2. Why is the front door open?
- 3. Who just called?
- 4. Whose socks are on the floor?

- 5. Why are all the lights on?
- 6. There's water all over the floor. What happened?
- 7. What did the plumber say about the broken pipe?
- 8. What is the repair going to cost?

1.	A:	Where (Sophia, eat) <u>did. Sophia eat</u> lunch yesterday?	
	B:	I don't know where (she, eat) <u>she ate</u> lunch yesterday.	
2.	A:	Do you know where (Jason, work)?	
	B:	Who?	
	A:	Jason. Where ( <i>he</i> , <i>work</i> )?	
	B:	I don't know.	
3.	A:	Where (you, see) the ad for the computer sale	
		last week?	
	B:	I don't remember where ( <i>I</i> , see) it. In one of the local papers,	
		I think.	
4.	A:	How can I help you?	
	B:	How much (that camera, cost)	
	A:	You want to know how much (this camera, cost), is that rig	ght
		No, not that one. The one next to it.	
5.	B:		
5.	B: A:	No, not that one. The one next to it.	
5.	B: A:	No, not that one. The one next to it. How far ( <i>you, can run</i> ) without stopping?	
	B: A: B:	No, not that one. The one next to it. How far ( <i>you, can run</i> ) without stopping? I have no idea. I don't know how far ( <i>I, can run</i> )	n?
	B: A: B: A:	No, not that one. The one next to it. How far ( <i>you, can run</i> ) without stopping? I have no idea. I don't know how far ( <i>I, can run</i> ) without stopping. I've never tried.	n?
	B: A: B: A: B:	No, not that one. The one next to it.         How far (you, can run)	n?
6.	<ul> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> </ul>	No, not that one. The one next to it.         How far (you, can run)	n?
6.	<ul> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>A:</li> <li>A:</li> </ul>	No, not that one. The one next to it.         How far (you, can run)	
6.	<ul> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>B:</li> </ul>	No, not that one. The one next to it.         How far (you, can run)	
6. 7.	<ul> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>A:</li> <li>C:</li> </ul>	No, not that one. The one next to it.         How far (you, can run)	
6. 7.	<ul> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>B:</li> <li>A:</li> <li>A:</li> <li>C:</li> </ul>	No, not that one. The one next to it. How far ( <i>you, can run</i> ) without stopping? I have no idea. I don't know how far ( <i>I, can run</i> ) without stopping. I've never tried. Ann was out late last night, wasn't she? When ( <i>she, get</i> ) in Why do you want to know when ( <i>she, get</i> ) home? Just curious. What time ( <i>it, is</i> )? I don't know. I'll ask Sara. Sara, do you know what time ( <i>it, is</i> ) Almost four-thirty.	

## Exercise 10. Warm-up. (Chart 14-3)

Check  $(\checkmark)$  all the sentences that are grammatically correct.

#### Is Sam at work?

- 1. \_\_\_\_ I don't know if Sam is at work.
- 2. \_\_\_\_ I don't know Sam is at work.
- 3. \_\_\_\_ I don't know if Sam is at work or not.
- 4. \_\_\_\_ I don't know whether Sam is at work.

Yes/No Question	Noun Clause(a) I don't know if Eric is at home.(b) Do you know if the bus stops here?(c) I wonder if Alice went to Chicago.		When a yes/no question is changed to a	
ls Eric at home? Does the bus stop here? Did Alice go to Chicago?			noun clause, <i>if</i> is usually used to introduce the clause.*	
(d) I don't know <i>if Eric is at home or not</i>			s a noun clause, the expression <b>or not</b> s at the end of the clause, as in (d).	
(e) I don't know whether	Eric is at home (or not).	In (e): whether ha	as the same meaning as <i>if</i> .	

\*See Chart 14-10 for the use of *if* with *ask* in reported speech.

## **Exercise 11. Looking at grammar.** (Chart 14-3)

Change the yes/no questions to noun clauses.

1.	YES/NO QUESTION: Is Carl here today?		
	NOUN CLAUSE:	Can you tell meif / whether Carl is here today	?
2.	Yes/No Question:	Will Mr. Piper be at the meeting?	
	NOUN CLAUSE:	Do you know	?
3.	Yes/No Question:	Did Niko go to work yesterday?	
	NOUN CLAUSE:	I wonder	
4.	Yes/No Question:	Is there going to be a windstorm tonight?	
	NOUN CLAUSE:	I'm not sure	- 22
5.	Yes/No Question:	Do you have Yung Soo's email address?	
	NOUN CLAUSE:	I don't know	

## Exercise 12. Looking at grammar. (Chart 14-3)

Complete the noun clause in each conversation. Use *if* to introduce the noun clause.

- 1. A: Are you tired?
  - B: Why do you want to know \_\_\_\_\_\_ tired?
  - A: You look tired. I'm worried about you.
- 2. A: Are you going to be in your office later today?
  - B: What? Sorry. I didn't hear you.
  - A: I need to know \_\_\_\_\_\_ in your office later today.
- 3. A: Did Tim borrow my cell phone?
  - B: Who?
  - A: Tim. I want to know \_\_\_\_\_ my cell phone.
- 4. A: Can Pete watch the kids tonight?
  - B: Sorry. I wasn't listening. I was thinking about something else.
  - A: Have you talked to your brother Pete? We need to know \_\_\_\_\_

\_\_\_\_\_ the kids tonight.



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- 5. A: Are my car keys in here?
  - B: Why are you asking me? How am I supposed to know \_\_\_\_

\_\_\_\_\_ in here?

- A: You're sure in a bad mood, aren't you?
- 6. A: Does your car have a CD player?
  - B: What was that?
  - A: I want to know \_\_\_\_

### Exercise 13. Let's talk: interview. (Charts 14-2 and 14-3)

Interview your classmates. Begin your questions with **Do you know**. Try to find people who can answer your questions.

- 1. What does it cost to fly from London to Paris?
- 2. When was this building built?
- 3. How far is it from Vancouver, Canada, to Riyadh, Saudi Arabia?
- 4. Is Australia the smallest continent?
- 5. How many eyes does a bat have?
- 6. What is one of the longest words in English?
- 7. Does a chimpanzee have a good memory?
- 8. How old is the Great Wall of China?
- 9. Do all birds fly?
- 10. Did birds come from dinosaurs?

## Exercise 14. Let's talk. (Charts 14-2 and 14-3)

Work in small groups. Choose a famous movie star or celebrity. Make complete statements using noun clauses and the given words. Share some of your sentences with the class. See if anyone knows the information.

- 1. What do you wonder about him/her?
  - a. where  $\rightarrow$  I wonder where she lives.
  - b. what
  - c. if
  - d. who
  - e. how
  - f. why
- 2. What do you want to ask him/her?
  - a. who  $\rightarrow$  I want to ask him who his friends are.
  - b. when
  - c. what
  - d. whether
  - e. why
  - f. where

#### Exercise 15. Warm-up. (Chart 14-4)

Check ( $\checkmark$ ) the sentences that are grammatically correct. Which checked sentences do you agree with?

- 1. \_\_\_\_\_ I think that noun clauses are hard.
- 2. \_\_\_\_ I suppose that this chapter is useful.
- 3. \_\_\_\_ I think that some of the exercises are easy.
- 4. \_\_\_\_ Is interesting this chapter I think.

-				
S V	0	A noun clause	can be introduced by the word that.	
(a) I think that Mr.	lones is a good teacher.	In (a): that Mr.	Jones is a good teacher is a noun clause.	
(b) I hope <i>that</i> you can come to the game.			It is the object of the verb think.	
(c) Mary realizes that	she should study harder.	That-clauses a	are frequently used as the objects of verbs	
(d) I dreamed that I w	as on the top of a mountain			
(e) I think that Mr. Jor	ies is a good teacher.	The word that	is often omitted, especially in speaking.	
(f) I think Ø Mr. Jones is a good teacher.		Examples (e) a	and (f) have the same meaning.	
Common Verbs Follo	wed by That-clauses*	•		
agree that	agree that dream that kr		realize that	
assume that	assume that feel that le		remember that	
believe that	believe that forget that no		say that	
decide that	ů		suppose that	
discover that	hear that	prove that	think that	
doubt that	hope that	read that	understand that	

\*See Appendix Chart A-4 for more verbs that can be followed by *that*-clauses.

## Exercise 16. Looking at grammar. (Chart 14-4)

Add the word *that* to mark the beginning of a noun clause.

that

- 1. I think  $\wedge$  most people have kind hearts.
- 2. Last night I dreamed a monster was chasing me.
- 3. I believe we need to protect the rain forests.
- 4. Did you notice Yusef wasn't in class yesterday? I hope he's okay.
- 5. I trust Linda. I believe what she said. I believe she told the truth.

## Exercise 17. Let's talk: pairwork. (Chart 14-4)

Work with a partner. Take turns asking and answering questions. Use *that*-clauses. Share some of your partner's answers with the class.

- 1. What have you noticed about English grammar?
- 2. What have you heard in the news recently?
- 3. What did you dream recently?
- 4. What do you believe about people?
- 5. What can scientists prove?
- 6. What can't scientists prove?

## Exercise 18. Warm-up. (Chart 14-5)

Check ( $\checkmark$ ) the sentences that you agree with.

- 1. \_\_\_\_ I'm sure that vitamins give people more energy.
- 2. \_\_\_\_ It's true that vitamins help people live longer.
- 3. \_\_\_\_\_ It's a fact that vitamins help people look younger.

(c) I'm sorry that I mis	us stops here. feeling better today. sed class yesterday. <b>d that</b> you couldn't come.	<ul> <li><i>That</i>-clauses can follow certain expressions with</li> <li><i>be</i> + adjective or <i>be</i> + past participle.</li> <li>The word <i>that</i> can be omitted with no change in meaning:</li> <li><i>I'm sure</i> Ø <i>the bus stops here.</i></li> </ul>	
<ul> <li>(e) <i>It is true that</i> the world is round.</li> <li>(f) <i>It is a fact that</i> the world is round.</li> </ul>		Two common expre It is true (that) It is a fact (that)	
Common Expressions	Followed by That-clause	es*	
be afraid that be disappointed that		be sad that	be upset that
be angry that be glad that		be shocked that	be worried that
be aware that be happy that		be sorry that	
be certain that	be lucky that	be sure that	It is a fact that
be convinced that	be pleased that	be surprised that	It is true that

\*See Appendix Chart A-5 for more expressions that can be followed by that-clauses.

# □ Exercise 19. Looking at grammar. (Charts 14-4 and 14-5)

Add *that* wherever possible.

that

1. A: Welcome. We're glad  $\wedge$  you could come.

B: Thank you. I'm happy to be here.

- 2. A: Thank you so much for your gift.
  - B: I'm pleased you like it.
- 3. A: I wonder why Paulo was promoted to general manager instead of Andrea.
  - B: So do I. I'm surprised Andrea didn't get the job. I think she is more qualified.
- 4. A: Are you aware you have to pass the English test to get into the university?
  - B: Yes, but I'm certain I'll do well on it.

- 5. Are you surprised dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years?
- 6. Is it true human beings have lived on earth for only four million (4,000,000) years?

## Exercise 20. Let's talk. (Charts 14-4 and 14-5)

*Part I.* Work in small groups. Look at the health treatments below. Which ones do you know about? Which ones do you think are helpful? You may need to check your dictionary.

acupuncture	massage	naturopathy
hypnosis	meditation	yoga

*Part II.* Complete the sentences with words from the list. Use noun clauses. Discuss your sentences with other students.

- 1. I believe/think \_\_\_\_\_\_ is useful for \_\_\_\_\_\_.
- 2. I am certain \_\_\_\_\_\_
- 3. I am not convinced \_\_\_\_\_

	Exercise 21. Listening and grammar. (Charts 14-4 and 14-5)				
	Listen to each conversation and then complete the sentences.		on and then complete the sentences.		
CD 2 Track 51	Exa	mple:	You will hear:	MAN: I heard Jack is in jail. I can't believe it! WOMAN: Neither can I! The police said he robbed a house. They must have the wrong person.	
			You will say:	<ul><li>a. The man is shocked that <u>Jack is in jail.</u></li><li>b. The woman is sure that <u>the police have the wrong person.</u></li></ul>	
	1.		The woman thin The man is glad		
	<ul><li>2. a. The mother is worried that</li><li>b. Her son is sure that</li></ul>				
	<ul><li>3. a. The man is surprised that</li><li>b. The woman is disappointed that</li></ul>				
	4.		The man is happ The woman is pl		
	5.		The woman is af The man is sure		

\*Sometimes be afraid expresses fear:

I don't want to go near that dog. I'm afraid that it will bite me.

Sometimes be afraid expresses polite regret:

I'm afraid you have the wrong number. = I'm sorry, but I think you have the wrong number. I'm afraid I can't come to your party. = I'm sorry, but I can't come to your party.

## □ Exercise 22. Warm-up. (Chart 14-6)

Circle all the statements that are true for each conversation.

- 1. A: Did Taka remember to get food for dinner tonight?
  - B: I think so.
    - a. Speaker B thinks Taka got food for dinner.
    - b. Speaker B is sure that Taka got food for dinner.
    - c. Speaker B doesn't know for sure if Taka got food for dinner.
- 2. A: Is Ben marrying Tara?
  - B: I hope not.
    - a. Speaker B says Ben is not going to marry Tara.
    - b. Speaker B doesn't know if Ben is going to marry Tara.
    - c. Speaker B doesn't want Ben to marry Tara.

14-6 Substituting So for a That-Clause in Conversational Responses					
<ul> <li>(a) A: Is Ana from Peru?</li> <li>B: I think so. (so = that Ana is from Peru)</li> <li>(b) A: Does Judy live in Dallas?</li> <li>B: I believe so. (so = that Judy lives in Dallas)</li> <li>(c) A: Did you pass the test?</li> <li>B: I hope so. (so = that I passed the test)</li> </ul>	<ul> <li>Think, believe, and hope are frequently followed by so in conversational English in response to a yes/no question.</li> <li>They are alternatives to yes, no, or I don't know.</li> <li>So replaces a that-clause.</li> <li>INCORRECT: I think so that Ana is from Peru.</li> </ul>				
<ul> <li>(d) A: Is Jack married?</li> <li>B: I don't think so. / I don't believe so.</li> </ul>	Negative usage of <i>think so</i> and <i>believe so:</i> do not think so / do not believe so				
(e) A: Did you fail the test? B: I hope <i>not</i> .	Negative usage of <i>hope</i> in conversational responses: <i>hope not.</i> In (e): <i>I hope not</i> = I hope I didn't fail the test. <i>INCORRECT: I don't hope so.</i>				
(f) A: Do you want to come with us? B: Oh, I don't know. <b>I guess <i>so</i></b> .	Other common conversational responses: <i>I guess so. I guess not.</i> <i>I suppose so. I suppose not.</i> NOTE: In spoken English, <i>suppose</i> often sounds like "spoze."				

## □ Exercise 23. Looking at grammar. (Chart 14-6)

Restate Speaker B's answers by using a *that*-clause.

- 1. A: Is Karen going to be home tonight?
  - B: I think so.
    - $\rightarrow$  I think that Karen is going to be home tonight.

- 2. A: Are we going to have a grammar test tomorrow?B: I don't believe so.
- 3. A: Will Margo be at the conference in March?B: I hope so.
- 4. A: Can horses swim?B: I believe so.
- 5. A: Do gorillas have tails?
  - B: I don't think so.
- 6. A: Will Janet be at Omar's wedding?B: I suppose so.
- 7. A: Will your flight be canceled because of the storms?B: I hope not.

#### Exercise 24. Let's talk: pairwork. (Chart 14-6)

Work with a partner. Take turns answering the questions. If you are not sure, use *think so*. If you are sure, use *Yes* or *No*.

Example: SPEAKER A (book open): Does this book have more than 500 pages? SPEAKER B (book closed): I think so. / I don't think so. Yes, it does. / No, it doesn't.

- 1. Are we going to have a grammar quiz tomorrow?
- 2. Do spiders have noses?
- 3. Do spiders have eyes?
- 4. Is there a fire extinguisher in this room?
- 5. Does the word *patient* have more than one meaning?
- 6. Does the word *dozen* have more than one meaning?
- 7. Is your left foot bigger than your right foot?
- 8. Is there just one sun in our universe?
- 9. Do any English words begin with the letter "x"?
- 10. Do you know what a noun clause is?

#### Exercise 25. Warm-up. (Chart 14-7)

Circle the quotation marks and underline the punctuation inside each quotation. What are the differences in punctuation?

- 1. "Help!" Marcos yelled.
- 2. "Can someone help me?" he asked.
- 3. "I'm going to drop this box of jars," he said.

# 14-7 Quoted Speech

Sometimes we want to quote a speaker's words — to write a speaker's exact words. Exact quotations are used in many kinds of writing, such as newspaper articles, stories, novels, and academic papers. When we quote a speaker's words, we use quotation marks.

(a)	SPEAKERS' EXACT WORDS Jane: Cats are fun to watch. Mike: Yes, I agree. They're graceful and playful. Do you have a cat?	(b) QUOTING THE SPEAKERS' WORDS Jane said, "Cats are fun to watch." Mike said, "Yes, I agree. They're graceful and playful. Do you have a cat?"	
(c)	HOW TO WRITE QUOTATIONS         1. Add a comma after said.*         2. Add quotation marks.**         3. Capitalize the first word of the quotation.         4. Write the quotation. Add a final period.         5. Add quotation marks after the period.	→ Jane said, "Cats are fun to watch.	
	Mike said, "Yes, I agree. They're graceful and playful. Do you have a cat?" INCORRECT: Mike said, "Yes, I agree." "They're graceful and playful." "Do you have a cat?"	When there are two (or more) sentences in a quotation, put the quotation marks at the beginning and end of the whole quote, as in (d). Do NOT put quotation marks around each sentence. As with a period, put the quotation marks after a question mark at the end of a quote.	
	"Cats are fun to watch," Jane said. "Do you have a cat?" Mike asked.	In (f): Notice that a comma (not a period) is used at the end of the QUOTED SENTENCE because <b>Jane said</b> comes after the quote. In (g): Notice that a question mark (not a comma) is used at the end of the QUOTED QUESTION.	

\*Other common verbs besides say that introduce questions: admit, announce, answer, ask, complain, explain, inquire, report, reply, shout, state, write.

\*\*Quotation marks are called "inverted commas" in British English.

### Exercise 26. Looking at grammar. (Chart 14-7)

Make sentences in which you quote the speaker's exact words. Use *said* or *asked*. Punctuate carefully.

- 1. ANN: My sister is a student.
  - → Ann said, "My sister is a student." OR "My sister is a student," Ann said.
- 2. ANN: Is your brother a student?
- 3. RITA: We're hungry.
- 4. RITA: Are you hungry too?
- 5. RITA: Let's eat. The food is ready.
- 6. JOHN F. KENNEDY: Ask not what your country can do for you. Ask what you can do for your country.

### Exercise 27. Looking at grammar. (Chart 14-7)

A teacher recently had a conversation with Roberto. Practice punctuating their quoted speech.

(TEACHER) You know sign language, don't you I asked Roberto.

(ROBERTO) Yes, I do he replied both my grandparents are deaf.

- (TEACHER) I'm looking for someone who knows sign language. A deaf student is going to visit our class next Monday I said. Could you interpret for her I asked.
- (ROBERTO) I'd be happy to he answered. Is she going to be a new student?
- (TEACHER) Possibly I said. She's interested in seeing what we do in our English classes.

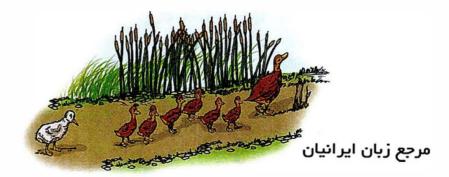
### Exercise 28. Reading and writing. (Chart 14-7)

Part I. Read the story. Underline the quoted speech.

### The Ugly Duckling

Once upon a time, there was a mother duck. She lived on a farm and spent her days sitting on her nest of eggs. One morning, the eggs began to move and out came six little ducklings. But there was one egg that was bigger than the rest, and it didn't hatch. The mother didn't remember this egg. "I thought I had only six," she said. "But maybe I counted incorrectly."

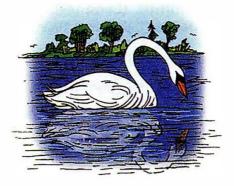
A short time later, the seventh egg hatched. But this duckling had gray feathers, not brown like his brothers, and was quite ugly. His mother thought, "Maybe this duck isn't one of mine." He grew faster than his brothers and ate more food. He was very clumsy, and none of the other animals wanted to play with him. Much of the time he was alone.



He felt unloved by everyone, and he decided to run away from the farm. He asked other animals on the way, "Do you know of any ducklings that look like me?" But they just laughed and said, "You are the ugliest duck we have ever seen." One day, the duckling looked up and saw a group of beautiful birds overhead. They were white, with long slender necks and large wings. The duckling thought, "I want to look just like them."

He wandered alone most of the winter and finally found a comfortable bed of reeds in a pond. He thought to himself, "No one wants me. I'll just hide here for the rest of my life." There was plenty of food there, and although he was lonely, he felt a little happier.

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By springtime, the duck was quite large. One morning, he saw his reflection in the water. He didn't even recognize himself. A group of swans coming back from the south saw him and flew down to the pond. "Where have you been?" they asked. "You're a swan like us." As they began to swim across the pond, a child saw them and said, "Look at the youngest swan. He's the most beautiful of all." The swan beamed with happiness, and he lived happily ever after.

Part II. Work in small groups and answer this question: What lessons does this story teach?

Part III. Write a story that includes quoted speech. Choose one of these topics:

- 1. Write a fable\* from your country in which animals speak.
- 2. Write a story that you learned when you were young.

### Exercise 29. Warm-up. (Chart 14-8)

Circle the correct words in *italics*.



Kathy and Mark said that we / they didn't like our / their new apartment.

<sup>\*</sup>a fable = a traditional story that teaches a lesson about life

14-8 Quoted Speech vs. Reported Speech		
QUOTED SPEECH (a) Ann said, " <i>I'm</i> hungry." (b) Tom said, " <i>I need my</i> per."	QUOTED SPEECH = giving a speaker's exact words. Quotation marks are used.*	
REPORTED SPEECH (c) Ann said (that) <i>she was</i> hungry. (d) Tom said (that) <i>he needed his</i> pen.	REPORTED SPEECH = giving the idea of a speaker's words. Not all of the exact words are used; pronouns and verb forms may change. Quotation marks are NOT used.* <i>That</i> is optional; it is more common in writing than in speaking.	

\*Quoted speech is also called direct speech. Reported speech is also called indirect speech.

### □ Exercise 30. Looking at grammar. (Chart 14-8)

Change the pronouns from quoted speech to reported speech.

- 1. Mr. Smith said, "I need help with my luggage."
  - $\rightarrow$  Mr. Smith said that <u>he</u> needed help with <u>his</u> luggage.
- 2. Mrs. Hart said, "I am going to visit my brother."
  - → Mrs. Hart said that \_\_\_\_\_ was going to visit \_\_\_\_\_ brother.
- 3. Sergey said to me, "I will call you."

→ Sergey said \_\_\_\_\_ would call \_\_\_\_\_.

4. Rick said to us, "I'll meet you at your house after I finish my work at my house."

→ Rick said that \_\_\_\_\_ would meet \_\_\_\_\_ at \_\_\_\_ house

after \_\_\_\_\_ finished \_\_\_\_\_ work at \_\_\_\_\_ house.

### Exercise 31. Warm-up. (Chart 14-9)

Read the conversation and look at the sentences that describe it. All are correct. What difference do you notice?

JENNY: What are you doing tomorrow?

- ELLA: I'm going to take my parents out to dinner.
  - a. Ella said she was going to take her parents out to dinner.
  - b. Ella just said she is going to take her parents out to dinner.
  - c. Last week Ella said she was going to take her parents out to dinner.
  - d. Ella says she is going to take her parents out to dinner.

14-9 Verb Forms in Reported Speech			
<ul> <li>(a) QUOTED: Joe said, "I <i>feel</i> good."</li> <li>(b) REPORTED: Joe said (that) he <i>felt</i> good.</li> <li>(c) QUOTED: Ken said, "I <i>am</i> happy."</li> <li>(d) REPORTED: Ken said (that) he <i>was</i> happy.</li> </ul>		In formal English, if the reporting verb (e.g., <i>said</i> ) is in the past, the verb in the noun clause is often also in a past form, as in (b) and (d).	
<ul> <li>Ann said, "I am hungry."</li> <li>(e) — What did Ann just say? I didn't hear her.</li> <li>— She said (that) she <i>is</i> hungry.</li> <li>(f) — What did Ann say when she got home last night?</li> <li>— She said (that) she <i>was</i> hungry.</li> </ul>		In informal English, often the verb in the noun clause is not changed to a past form, especially when words are reported <i>soon after</i> they are said, as in (e). In <i>later reporting,</i> however, or in formal English, a past verb is commonly used, as in (f).	
(g) Ann <i>says</i> (that) she <i>is</i> hungry.		If the reporting verb is present tense (e.g., <i>says</i> ), no change is made in the noun clause verb.	
QUOTED SPEECH		D SPEECH ter reporting)	REPORTED SPEECH (informal or immediate reporting)
He said, "I <i>work</i> hard." He said, "I <i>am working</i> hard." He said, "I <i>worked</i> hard." He said, "I <i>have worked</i> hard." He said, "I <i>am going to work</i> hard." He said, "I <i>will work</i> hard." He said, "I <i>can work</i> hard."	He said he <i>worked</i> hard. He said he <i>was working</i> hard. He said he <i>had worked</i> hard. He said he <i>had worked</i> hard. He said he <i>was going to work</i> hard. He said he <i>would work</i> hard. He said he <i>could work</i> hard.		He said he <i>works</i> hard. He said he <i>is working</i> hard. He said he <i>worked</i> hard. He said he <i>has worked</i> hard. He said he <i>is going to work</i> hard. He said he <i>will work</i> hard. He said he <i>can work</i> hard.

### □ Exercise 32. Looking at grammar. (Chart 14-9)

Complete the reported speech sentences. Use formal verb forms.

- 1. Sonia said, "I need some help."
  - → Sonia said (that) she <u>needed</u> some help.
- 2. Linda said, "I'm meeting David for dinner."
  - -> Linda said (that) she \_\_\_\_\_ David for dinner.
- 3. Ms. Chavez said, "I have studied in Cairo."
  - $\rightarrow$  Ms. Chavez said (that) she \_\_\_\_\_ in Cairo.
- 4. Kazu said, "I forgot to pay my electric bill."
  - -> Kazu said (that) he \_\_\_\_\_\_ to pay his electric bill.
- 5. Barbara said, "I am going to fly to Hawaii for my vacation."
  - -> Barbara said (that) she \_\_\_\_\_\_ to Hawaii for her vacation.
- 6. I said, "I'll carry the box up the stairs."
  - $\rightarrow$  I said (that) I \_\_\_\_\_ the box up the stairs.
- 7. Tarik said to me, "I can teach you to drive."
  - -> Tarik said (that) he \_\_\_\_\_ me to drive.

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### Exercise 33. Looking at grammar. (Charts 14-8 and 14-9)

Change the quoted speech to reported speech. Change the verb in quoted speech to a past form in reported speech if possible.

- 1. Jim said, "I'm sleepy."
  - $\rightarrow$  Jim said (that) he was sleepy.
- 2. Kristina said, "I don't like chocolate."
- 3. Carla said, "I'm planning to take a trip with my family."
- 4. Ahmed said, "I have already eaten lunch."
- 5. Kate said, "I called my doctor."
- 6. Mr. Rice said, "I'm going to go to Chicago."
- 7. Pedro said, "I will be at your house at ten."
- 8. Emma said, "I can't afford to buy a new car."
- 9. Olivia says, "I can't afford to buy a new car."
- 10. Ms. Acosta said, "I want to see you in my office after your meeting with your supervisor."

### Exercise 34. Warm-up. (Chart 14-10)

Circle all the sentences that are grammatically correct.

- 1. a. David asked Elena if she would marry him.
  - b. David asked Elena would she marry him.
  - c. David wanted to know if Elena would marry him.
- 2. a. Elena said she wasn't sure.
  - b. Elena told she wasn't sure.
  - c. Elena told David she wasn't sure.



# 14-10 Common Reporting Verbs: Tell, Ask, Answer/Reply

()		
(a) (b) (c)	Kay <b>said</b> that* she was hungry. Kay <b>told me</b> that she was hungry. Kay <b>told Tom</b> that she was hungry. INCORRECT: Kay told that she was hungry. INCORRECT: Kay told to me that she was hungry. INCORRECT: Kay said me that she was hungry.	A main verb that introduces reported speech is called a "reporting verb." <b>Say</b> is the most common reporting verb** and is usually followed immediately by a noun clause, as in (a). <b>Tell</b> is also commonly used. Note that <b>told</b> is followed by <b>me</b> in (b) and by <b>Tom</b> in (c). <b>Tell</b> needs to be followed immediately by a (pro)noun object and then by a noun clause.
		object and then by a nodir clause.
(d)	QUOTED: Ken asked me, "Are you tired?" REPORTED: Ken <b>asked</b> (me) <b>if</b> I was tired.	Asked is used to report questions.
(e)	Ken <i>wanted to know if</i> I was tired. Ken <i>wondered if</i> I was tired. Ken <i>inquired whether or not</i> I was tired.	Questions are also reported by using <i>want to know, wonder</i> , and <i>inquire</i> .
(f)	QUOTED: I said (to Kay), "I am not tired." REPORTED: I <b>answered</b> / <b>replied</b> that I wasn't tired.	The verbs <b>answer</b> and <b>reply</b> are often used to report replies.

\*That is optional. See Chapter 14-8.

<sup>\*\*</sup>Other common reporting verbs: Kay announced / commented / complained / explained / remarked / stated that she was hungry.

# Exercise 35. Looking at grammar. (Chart 14-10)

Complete the sentences with said, told, or asked.

- 1. Karen <u>told</u> me that she would be here at one o'clock.
- 2. Jamal <u>said</u> that he was going to get here around two.
- 3. Sophia <u>asked</u> me what time I would arrive.
- 4. William \_\_\_\_\_\_ that I had a message.
- 5. William \_\_\_\_\_ me that someone had called me around ten-thirty.
- 6. I \_\_\_\_\_\_ William if he knew the caller's name.
- 7. I had a short conversation with Alice yesterday. I \_\_\_\_\_ her that I would help

her move into her new apartment next week. She \_\_\_\_\_ that she would welcome

the help. She \_\_\_\_\_ me if I had a truck or knew anyone who had a truck. I

her Dan had a truck. She \_\_\_\_\_\_ she would call him.

My uncle in Toronto called and \_\_\_\_\_\_ that he was organizing a surprise party for my aunt's 60th birthday. He \_\_\_\_\_\_ me if I could come to Toronto for the party.
 I \_\_\_\_\_\_ him that I would be happy to come. I \_\_\_\_\_\_ when it was. He

\_\_\_\_\_ it was the last weekend in August.

### Exercise 36. Let's talk: pairwork. (Charts 5-2, 14-2, 14-3, and 14-10)

Work with a partner. Write down five questions to ask your partner about his/her life or opinions. Interview your partner and write down the answers. Then report to the class some of the information you found out about your partner. Include both the question and the response. Use either formal or informal verb forms.\*

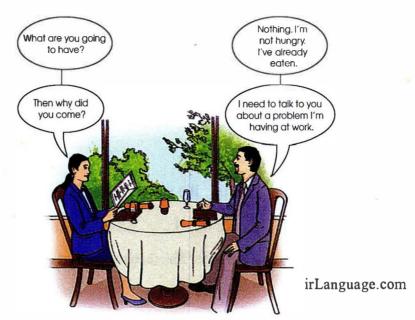
#### Examples:

2	
STUDENT A's question:	Where were you born?
STUDENT B's response:	In Nepal.
STUDENT A's report:	I asked him where he was born. He said he was born in Nepal.
STUDENT B's question:	Who do you admire most in the world?
STUDENT A's response:	I admire my parents.
STUDENT B's report:	I asked him who he admires most in the world. He said he admires his
	parents the most.
	-

<sup>\*</sup>In everyday spoken English, native speakers sometimes change formal/later noun clause verbs to past forms, and sometimes they don't. In an informal reporting situation such as in this exercise, either informal/immediate reporting or reporting tenses are appropriate.

### **Exercise 37. Looking at grammar.** (Charts $14-8 \rightarrow 14-10$ )

Complete the paragraph based on what the people in the picture are saying. Use the formal sequence of tenses.



One day Katya and Pavel were at a restaurant. Katya picked up her menu and looked at it.

Pavel left h	nis menu on the table.	Katya asked Pavel	<u>what he was going to have</u> . He said
	2		_ anything because he
	3	Не	4 already. Katya was
surprised.	She asked him why $\_$	5	He told her
		6	

### **Exercise 38. Looking at grammar.** (Charts $14-8 \rightarrow 14-10$ )

Change the reported speech to quoted speech. Begin a new paragraph each time the speaker changes. Pay special attention to pronouns, verb forms, and word order.

### Example:

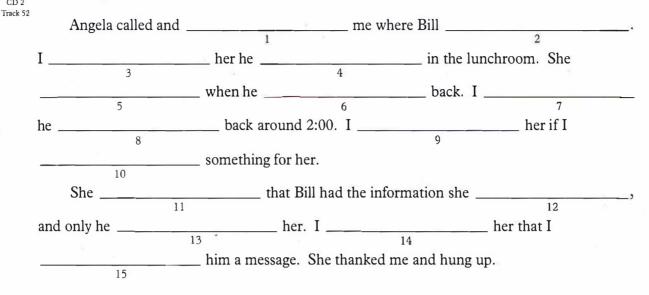
REPORTED SPEECH:	This morning my mother asked me if I had gotten enough sleep last night. I told her that I was fine. I explained that I didn't need a lot of sleep. She told me that I needed to take better care of myself.	
QUOTED SPEECH:	This morning my mother said, "Did you get enough sleep last night?" "I'm fine," I replied. "I don't need a lot of sleep."	

- She said, "You need to take better care of yourself."
- 1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me what I was doing after class. I told her that I would tell her later.
- 2. When I was putting on my coat, Robert asked me where I was going. I told him that I had a date with Anna. He wanted to know what we were going to do. I told him that we were going to a movie.



### **Exercise 39. Listening.** (Charts $14-8 \rightarrow 14-10$ )

Listen to Roger's report of his phone conversation with Angela. Then listen again and write the missing words.



### Exercise 40. Reading. (Chapter 14)

Part I. Read the passage.

#### The Last Lecture

In 2007, a 47-year-old computer science professor from Carnegie Mellon University was invited to give a lecture at his university. His name was Randy Pausch, and the lecture series was called "The Last Lecture." Pausch was asked to think about what wisdom he would give to people if he knew it was his last opportunity to do so. In Pausch's case, it really was his last lecture because he had cancer and wasn't expected to survive. Pausch gave an uplifting lecture called "Really Achieving Your Childhood Dreams." The lecture was recorded and put on the Internet. A reporter for the *Wall Street Journal* was also there and wrote about it. Soon millions of people around the world heard about Pausch's inspiring talk.



Here are some quotes from Randy Pausch:

To the general public:

"Proper apologies have three parts: (1) What I did was wrong. (2) I'm sorry that I hurt you. (3) How do I make it better? It's the third part that people tend to forget."

"If I could only give three words of advice, they would be 'tell the truth.' If I got three more words, I'd add 'all the time'."

"The key question to keep asking is, 'Are you spending your time on the right things?' Because time is all you have."

"We cannot change the cards we are dealt, just how we play the hand."

To his students: "Whether you think you can or can't, you're right."

*To his children:* "Don't try to figure out what I wanted you to become. I want you to become what you want to become."

Sadly, in 2008, Randy Pausch died. Before his death he was able to put down his thoughts in a book, appropriately called *The Last Lecture*.

**Part II.** Work in small groups. Make sure the members of your group understand each quotation in Part I. Then, individually, choose one of the quotes to agree or disagree with. Use some of these phrases and support your statement with reasons.

I agree / disagree that I believe / don't believe that I think / don't think that It's true that

### □ Exercise 41. Check your knowledge. (Chapter 14)

Edit the sentences. Correct the errors in noun clauses.

- 1. My friend knows where  $d\theta$  I live.
- 2. I don't know what is your email address?
- 3. I think so that Mr. Lee is out of town.
- 4. Can you tell me that where Victor is living now?
- 5. I asked my uncle what kind of movies does he like.
- 6. I think, that my English has improved a lot.
- 7. Is true that people are basically the same everywhere in the world.
- 8. A man came to my door last week. I didn't know who is he.
- 9. I want to know does Pedro have a laptop computer.
- 10. Sam and I talked about his classes. He told that he don't like his algebra class.
- 11. A woman came into the room and ask me Where is your brother?
- 12. I felt very relieved when the doctor said, you will be fine. It's nothing serious.
- 13. My mother asked me that: "When you will be home?





# Appendix

Supplementary Grammar Charts

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# **UNIT A**

A-1 The Present	Perfect vs. The Past Per	fect
Present Perfect	(a) I am not hungry now. I <i>have</i> already <i>eaten.</i>	The PRESENT PERFECT expresses an activity that occurred before now, at an unspecified time in the past, as in (a).
Past Perfect 900:1:00 P.W. W. H. OO:1 X	(b) I was not hungry at 1:00 P.M. I <i>had</i> already <i>eaten.</i>	The PAST PERFECT expresses an activity that occurred before another time in the past. In (b): I ate at noon. I was not hungry at 1:00 P.M. because I had already eaten before 1:00 P.M.



He had poured a bowl of noodles on top of his head.

A-2 The Past Progressive vs. The Past Perfect			
Past Progressive began eating Bob came	(a) I <i>was eating</i> when Bob came.	The PAST PROGRESSIVE expresses an activity that was <i>in progress at a particular time in the past</i> . In (a): I began to eat at noon. Bob came at 12:10. My meal was in progress when Bob came.	
Past Perfect       X       Bob came       X	(b) I <i>had eaten</i> when Bob came.	The PAST PERFECT expresses an activity that was <i>completed before a particular</i> <i>time in the past</i> . In (b): I finished eating at noon. Bob came at 1:00 P.M. My meal was completed before Bob came.	

A-3 Still vs. Anymore			
Still			
<ul> <li>(a) It was cold yesterday. It is <i>still</i> cold today. We <i>still</i> need to wear coats.</li> <li>(b) The mail didn't come an hour ago. The mail <i>still</i> hasn't come.</li> </ul>	<b>Still</b> = A situation continues to exist from past to present without change. <b>Still</b> is used in either affirmative or negative sentences. Position: midsentence*		
Anymore			
(c) I lived in Chicago two years ago, but then I moved to another city. I don't live in Chicago anymore.	<b>Anymore</b> = A past situation does not continue to exist at present; a past situation has changed. <b>Anymore</b> has the same meaning as <i>any longer</i> . <b>Anymore</b> is used in negative sentences. Position: end of sentence		

\*See Chart 1-3, p. 10. A midsentence adverb

- (1) precedes a simple present verb: We still need to wear coats.
- (2) follows am, is, are, was, were: It is still cold.
- (3) comes between a helping verb and a main verb: Bob has already arrived.

(4) precedes a negative helping verb: Ann still hasn't come.

(5) follows the subject in a question: Have you already seen that movie?

# A-4 Additional Verbs Followed by That-Clauses\* مرجع زبان ایرانیان

conclude that	guess that	pretend that	show that
demonstrate that	imagine that	recall that	suspect that
fear that	indicate that	recognize that	teach that
figure out that	observe that	regret that	
find out that	presume that	reveal that	

\*See Chart 14-4, p. 379, for more information.



Scientists have concluded that dolphins can communicate with each other.

# A-5 Additional Expressions with Be + That-Clauses\*

- be ashamed that be amazed that be astounded that be delighted that be fortunate that
- be furious that be horrified that be impressed that be lucky that be positive that

be proud that be terrified that be thrilled that

\*See Chart 14-5, p. 380, for more information.

# UNIT B: Phrasal Verbs

**NOTE:** See the *Fundamentals of English Grammar Workbook* appendix for more practice exercises for phrasal verbs.

B-1 Phrasal Verbs	
<ul> <li>(a) We <i>put off</i> our trip. We'll go next month instead of this month. (<i>put off = postpone</i>)</li> <li>(b) Jimmy, <i>put on</i> your coat before you go outdoors. (<i>put on = place clothes on one's body</i>)</li> <li>(c) Someone left the scissors on the table. They didn't belong there. I <i>put</i> them <i>away</i>. (<i>put away = put something in its usual or proper place</i>)</li> <li>(d) After I used the dictionary, I <i>put</i> it <i>back</i> on the shelf. (<i>put back = return something to its original place</i>)</li> </ul>	In (a): <i>put off</i> = a phrasal verb A PHRASAL VERB = a verb and a particle that together have a special meaning. For example, <i>put off</i> means "postpone." A PARTICLE = a "small word" (e.g., <i>off, on, away,</i> <i>back</i> ) that is used in a phrasal verb. Notice that the phrasal verbs with <i>put</i> in (a), (b), (c), and (d) all have different meanings.
Separable         (e) We put off our trip. = (vb + particle + NOUN)         (f) We put our trip off. = (vb + NOUN + particle)         (g) We put it off. = (vb + PRONOUN + particle)	Some phrasal verbs are <b>separable</b> : a NOUN OBJECT can either (1) follow the particle, as in (e), OR (2) come between (separate) the verb and the particle, as in (f). If a phrasal verb is separable, a PRONOUN OBJECT comes between the verb and the particle, as in (g). <i>INCORRECT: We put off it.</i>
Nonseparable (h)   ran into Bob. = (vb + particle + NOUN) (i)   ran into him. = (vb + particle + PRONOUN)	If a phrasal verb is <b>nonseparable</b> , a NOUN or PRONOUN always follows (never precedes) the particle, as in (h) and (i). INCORRECT: I ran Bob into. INCORRECT: I ran him into.
Phrasal Verbs: Intransitive         (j) The machine broke down.         (k) Please come in.         (l) I fell down.	Some phrasal verbs are intransitive; i.e., they are not followed by an object.
Three-Word Phrasal Verbs	Some two-word verbs (e.g., <i>drop in</i> ) can become three-word verbs (e.g., <i>drop in on</i> ).
(m) Last night some friends <i>dropped in</i> .	In (m): <i>drop in</i> is not followed by an object. It is an intransitive phrasal verb (i.e., it is not followed by an object).
(n) Let's <i>drop in on</i> Alice this afternoon.	In (n): <i>drop in on</i> is a three-word phrasal verb. Three-word phrasal verbs are transitive (they are followed by objects).
(o) We dropped in on <b>her</b> last week.	In (o): Three-word phrasal verbs are nonseparable (the noun or pronoun follows the phrasal verb).

# **B-2** Phrasal Verbs: A Reference List

A	<b>ask out</b> = ask (someone) to go on a date
В	<pre>blow out = extinguish (a match, a candle) break down = stop functioning properly break out = happen suddenly break up = separate, end a relationship bring back = return bring up = (1) raise (children)</pre>
С	<pre>call back = return a telephone call call off = cancel call on = ask (someone) to speak in class call up = make a telephone call cheer up = make happier clean up = make neat and clean come along (with) = accompany come from = originate come in = enter a room or building come over (to) = visit the speaker's place cross out = draw a line through cut out (of) = remove with scissors or knife</pre>
D	<pre>dress up = put on nice clothes drop in (on) = visit without calling first or without an invitation drop out (of) = stop attending (school)</pre>
E	eat out = eat outside of one's home
F	<pre>fall down = fall to the ground figure out = find the solution to a problem fill in = complete by writing in a blank space fill out = write information on a form fill up = fill completely with gas, water, coffee, etc. find out (about) = discover information fool around (with) = have fun while wasting time</pre>
G	<pre>get on = enter a bus/an airplane/a train/a</pre>

**get over** = recover from an illness or a shock get together (with) = join, meet get through (with) = finish get up = get out of bed in the morning **give away** = donate, get rid of by giving **give back** = return (something) to (someone) **give up** = quit doing (something) or quit trying go on = continue go back (to) = return to a place go out = not stay home go over (to) = (1) approach (2) visit another's home grow up (in) = become an adult **hand in** = give homework, test papers, etc., to Н a teacher hand out = give (something) to this person, then to that person, then to another person, etc. **hang around/out (with)** = spend time relaxing **hang up** = (1) hang on a hanger or a hook (2) end a telephone conversation have on = wear **help out** = assist (someone) K keep away (from) = not give to keep on = continue lay off = stop employment L **leave on** = (1) not turn off (a light, a machine) (2) not take off (clothing) look into = investigate **look over** = examine carefully look out (for) = be careful **look up** = look for information in a dictionary, a telephone directory, an encyclopedia, etc. **pay back** = return borrowed money to P (someone) pick up = lift **point out** = call attention to

(continued)

# **B-2** Phrasal Verbs: A Reference List (continued)

R	<pre>print out = create a paper copy from a     computer put away = put (something) in its usual or     proper place put back = return (something) to its original     place put down = stop holding or carrying put off = postpone put on = put clothes on one's body put out = extinguish (stop) a fire, a cigarette run into = meet by chance run out (of) = finish the supply of (something)</pre>	Т	<pre>take off = (1) remove clothes from one's body</pre>
S	<pre>set out (for) = begin a trip shut off = stop a machine or a light, turn off sign up (for) = put one's name on a list show up = come, appear sit around (with) = sit and do nothing sit back = put one's back against a chair back sit down = go from standing to sitting speak up = speak louder stand up = go from sitting to standing start over = begin again stay up = not go to bed</pre>	W	<pre>turn back ) onange to the opposite direction turn down = decrease the volume turn off = stop a machine or a light turn on = start a machine or a light turn over = turn the top side to the bottom turn up = increase the volume wake up = stop sleeping watch out (for) = be careful work out = solve write down = write a note on a piece of paper</pre>

EXERCISE 1. Looking at grammar. (Charts B-1 and B-2) Underline the second part of the phrasal verb in each sentence.

- 1. I picked up a book and started to read.
- 2. The teacher called on me in class.
- 3. I get up early every day.
- 4. I feel okay now. I got over my cold last week.
- 5. I woke my roommate up when I got home.
- 6. I turned the radio on to listen to some music.
- 7. When I don't know how to spell a word, I look it up.

**EXERCISE 2. Looking at grammar.** (Charts B-1 and B-2)

Check ( $\checkmark$ ) the correct sentences. In some cases, both are correct.

1. \_\_\_\_\_ I turned the light on.

\_\_\_\_\_ I turned on the light.

- 2. \_\_\_\_ I ran into Mary.
  - \_\_\_\_\_ I ran Mary into.
- 3. \_\_\_\_\_ Joe looked up the definition.
  - \_\_\_\_\_ Joe looked the definition up.
- 4. \_\_\_\_\_ I took off my coat.
  - \_\_\_\_ I took my coat off.
- 5. \_\_\_\_\_ I got in the car and left.
  - \_\_\_\_\_ I got the car in and left.
- 6. \_\_\_\_\_ I figured out the answer.
  - \_\_\_\_\_ I figured the answer out.

### **EXERCISE 3. Looking at grammar.** (Charts B-1 and B-2)

Complete the sentences with particles and the pronouns *it* or *them*. If the phrasal verb is separable, circle SEP. If it is nonseparable, circle NONSEP.

1.	I got over my cold. $\rightarrow$ I got <u>over it</u> .	SEP	NONSEP
2.	I made up the story. $\rightarrow$ I made	SEP	NONSEP
3.	I put off my homework. $\rightarrow$ I put	SEP	NONSEP
4.	I wrote down the numbers. $\rightarrow$ I wrote	SEP	NONSEP
5.	I looked up the answer. $\rightarrow$ I looked	SEP	NONSEP
6.	I got on the bus. $\rightarrow$ I got	SEP	NONSEP
7.	I looked into the problem. $\rightarrow$ I looked	SEP	NONSEP
8.	I shut off the engine. $\rightarrow$ I shut	SEP	NONSEP
9.	I turned off the lights. $\rightarrow$ I turned	SEP	NONSEP
10.	I got off the subway. $\rightarrow$ I got	SEP	NONSEP

**NOTE:** See the *Fundamentals of English Grammar Workbook* appendix for more practice exercises for phrasal verbs.

# **UNIT C:** Prepositions

NOTE: See the Fundamentals of English Grammar Workbook appendix for practice exercises for preposition combinations.

#### **Preposition Combinations: Introduction** www.irLanguage.com **C-1**

ADJ + PREP (a) Ali is absent from class today. V + PREP(b) This book belonas to me.

At, from, of, on, and to are examples of prepositions.

Prepositions are often combined with adjectives, as in (a), and verbs, as in (b).

## **C-2** Preposition Combinations: A Reference List

### A

be absent from be accustomed to add (this) to (that) be acquainted with admire (someone) for (something) be afraid of agree with (someone) about (something)

be angry at / with (someone) about / over (something) apologize to (someone) for (something) apply for (something) approve of argue with (someone) about / over (something) arrive at (a building / a room) arrive in (a city / a country) ask (someone) about (something) ask (someone) for (something)

be aware of

### B

be bad for believe in belong to be bored with / by borrow (something) from (someone)

### С

be clear to combine with compare (this) to / with (that) complain to (someone) about (something) be composed of concentrate on consist of be crazy about be crowded with be curious about

### D

depend on (someone) for (something) be dependent on (someone) for (something) be devoted to die of / from be different from disagree with (someone) about (something) be disappointed in discuss (something) with (someone) divide (this) into (that) be divored from be done with dream about / of dream of

### Ε

be engaged to be equal to escape from (a place) be excited about excuse (someone) for (something) excuse from be exhausted from

### F

be familiar with be famous for feel about feel like fill (something) with be finished with forgive (someone) for (something) be friendly to / with be frightened of / by be full of

### G

get rid of be gone from be good for graduate from

# **C-2** Preposition Combinations: A Reference List (continued)

#### Η

happen to be happy about (something) be happy for (someone) hear about / of (something) from (someone) help (someone) with (something) hide (something) from (someone) hope for be hungry for

#### L

insist on be interested in introduce (someone) to (someone) invite (someone) to (something) be involved in

#### Κ

be kind to know about

#### L

laugh at leave for (*a place*) listen to look at look for look forward to look like

### M

be made of be married to matter to be the matter with multiply (this) by (that)

### Ν

be nervous about be nice to

### 0

be opposed to

#### Ρ

pay for be patient with be pleased with / about play with point at be polite to prefer (*this*) to (*that*) be prepared for protect (*this*) from (*that*) be proud of provide (*someone*) with

#### Q

be qualified for

#### R

read about be ready for be related to rely on be resonsible for

#### S

be sad about be satisfied with be scared of / by search for separate (*this*) from (*that*) be similar to speak to / with (*someone*) about (*something*) stare at subtact (*this*) from (*that*) be sure of / about

### Т

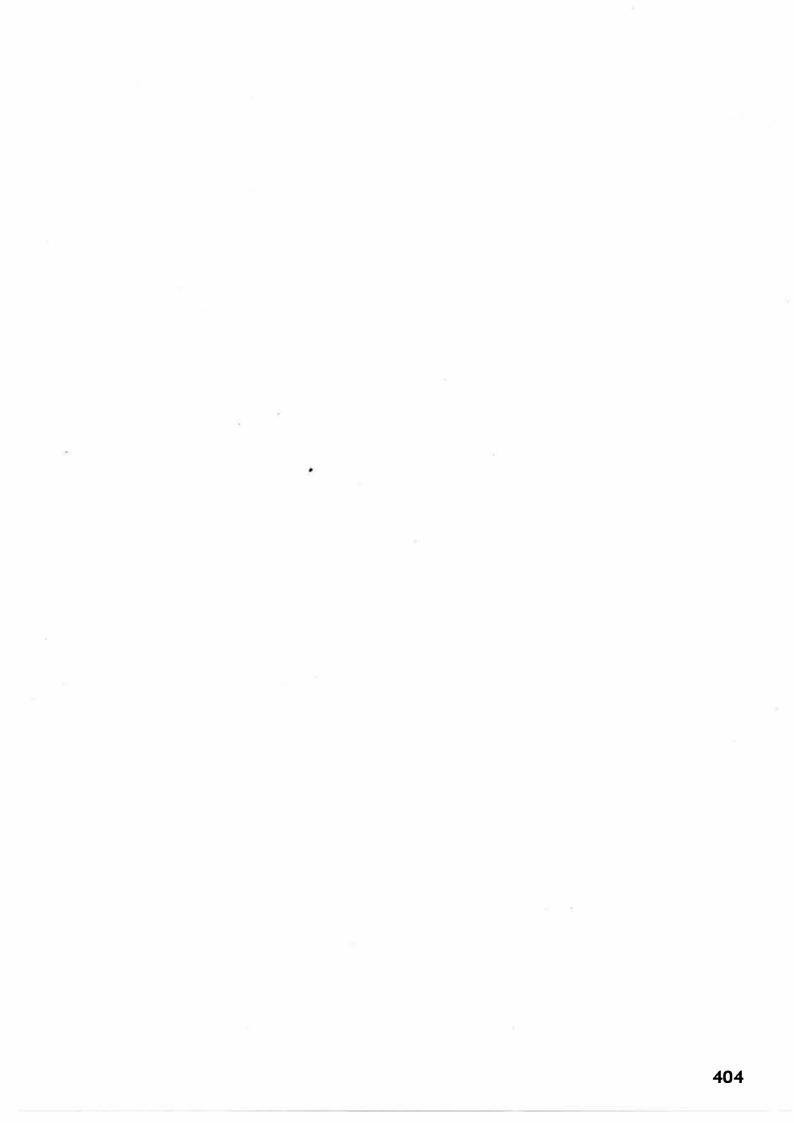
take care of talk about (something) talk to / with (someone) about (something) tell (someone) about (something) be terrified of / by thank (someone) for (something) think about / of be thirsty for be tired from be tired of translate from (one language) to (another)

### U

be used to

#### W

wait for wait on warn about / of wonder about be worried about





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: Present Time

### Exercise 1, p. 1.

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

### Exercise 5, p. 4.

#### Lunch at the Fire Station

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

### Exercise 6, p. 5.

- 1. Irene designs video games.
- 2. She is working on a new project.
- 3. She is sitting in front of her computer.
- 4. She spends her weekends at the office.
- 5. She's finishing plans for a new game.

### Exercise 9, p. 6.

#### A problem with the printer

- 1. Does it need more paper?
- 2. Does it have enough ink?
- 3. Are you fixing it yourself?
- 4. Do you know how to fix it?
- 5. Do we have another printer in the office?
- 6. Hmmm. Is it my imagination or is it making a strange noise?

### Exercise 21, p. 14.

Natural disasters: a flood

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

### Exercise 24, p. 15.

talks	9.	mixes

- 2. fishes 10. bows 3. hopes 11. studies
- 4. teaches 12. buys
- 5. moves 13. enjoys
- 6. kisses 14. tries
- 7. pushes 15. carries
- 8. waits

1.

# Exercise 33, p. 21.

#### Part I.

	At the	doctor's offic	ce
1. Do you	becomes	Dyou	Do you have an appointment?
2. Does he	becomes	Dze	Does he have an appointment?
3. Does she	becomes	Duh-she	Does she have an appointment?
4. Do we	becomes	Duh-we	Do we have an appointment?
5. Do they	becomes	Duh-they	Do they have an appointment?
6. Am I	becomes	Mi	Am I late for my appointment?
7. Is it	becomes	Zit	Is it time for my appointment?
8. Does it	becomes	Zit	Does it hurt?

#### Part II.

- 1. Do you have pain anywhere?
- 2. Does it hurt anywhere else?
- 3. Does she have a cough or sore throat?
- 4. Does he have a fever?
- 5. Does she need lab tests?
- 6. Am I very sick?
- 7. Is it serious?
- 8. Does he need to make another appointment?
- 9. Do they want to wait in the waiting room?
- 10. Do we pay now or later?

### Exercise 35, p. 22.

- 1. We have a few minutes before we need to leave. Do you want a cup of coffee?
- 2. We need to leave. Are you ready?
- 3. Look outside. Is it raining hard?
- 4. Do we need to take an umbrella?
- 5. Mr. Smith has his coat on. Is he leaving now?
- 6. I'm looking for the office supplies. Are they in here?

### Exercise 37, p. 24.

#### Aerobic Exercise

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

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

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

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

## Chapter 2: Past Time

### Exercise 4, p. 27.

- 1. We studied . . .
- 2. Mr. Green wrote a magazine article . . .
- 3. The sun sets . . .
- 4. A substitute teacher taught . . .
- 5. Mr. Watson drove a sports car . . .

### Exercise 5, p. 28.

#### Part I.

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

#### Part II.

#### At a wedding

- 1. The bride wasn't nervous before the ceremony.
- 2. The groom was nervous before the ceremony.
- 3. His parents weren't nervous about the wedding.
- 4. The bride and groom were excited about their wedding.
- 5. The ceremony was in the evening.
- 6. The wedding reception wasn't after the wedding.
- 7. It was the next day.
- 8. It was at a popular hotel.
- 9. A lot of guests were there.
- 10. Some relatives from out of town weren't there.

#### Exercise 8, p. 30.

- 1. Shhh. The movie is beginning.
- 2. Oh, no. The elevator door is stuck. It isn't opening.
- 3. Here's a letter for you. I opened it accidentally.
- 4. I'm listening to the phone message that you aready listened to.
- 5. Are you lying to me or telling me the truth?
- 6. We enjoyed the party.
- 7. I'm enjoying the nice weather today.
- 8. You look upset. What happened?

### Exercise 16, p. 37.

#### Part I.

1.	Did you	becomes	Did-ja	Did you forget
				something? OR
	Did you	becomes	Did-ya	Did you forget
				something?
2.	Did I	becomes	Dih-di	Did I forget
				something? OR
	Did I	becomes	Di	Did I forget
				something?
3.	Did he	becomes	Dih-de	Did he forget
				something? OR
	Did he	becomes	De	Did he forget
				something?

4. Did she becomes Dih-she Did she forget something?

5. Did we	becomes	Dih-we	Did we forget
			something?

6. Did they becomes Dih-they Did they forget something?

#### Part II.

- 1. Alex hurt his finger. Did he cut it with a knife?
- 2. Ms. Jones doesn't have any money in her wallet. Did she spend it all yesterday?
- 3. Karen's parents visited. Did you meet them yesterday?
- 4. The Browns don't have a car anymore. Did they sell it?
- 5. I dropped the glass. Did I break it?
- 6. Ann didn't throw away her old clothes. Did she keep them?
- 7. John gave a book to his son. Did he read it to him?
- 8. You don't have your glasses. Did you lose them?
- 9. Mr. Jones looked for his passport in his desk drawer. Did he find it?
- 10. The baby is crying. Did I upset her?

#### Exercise 17, p. 37.

Luka wasn't home last night.

- 1. Did he go to a party last night?
- 2. Did he have a good time?
- 3. Did he eat a lot of food?
- 4. Did he drink a lot of soda?
- 5. Did he meet some new people?
- 6. Did he shake hands with them when he met them?
- 7. Did he dance with friends?
- 8. Did he sit with his friends and talk?

#### Exercise 19, p. 38.

#### A Deadly Flu

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

#### Exercise 20, p. 39.

#### Part I.

- 1. watch, watched
- 2. studied, studied
- 3. works, worked
- 4. decided, decided

#### Part II.

- 1. We watched a movie.
- 2. They studied in the morning.
- 3. She worked at the library.
- 4. They decided to leave.

### Exercise 21, p. 39.

- 1. We agree with you.
- 2. We agreed with you.
- 3. I arrived on time.
- 4. The teacher explains the answers well.
- 5. My doctor's appointment ended late.
- 6. The train stopped suddenly.
- 7. You touched a spider!

#### Exercise 22, p. 40.

- 1. It rains in the spring . . .
- 2. It rained a lot ....
- 3. The mail carrier walks to our house . . .
- 4. My friend surprised me with a birthday present . . .
- 5. The taxi picks up passengers at the airport . . .
- 6. I passed my final exam in math ...

#### Exercise 23, p. 40.

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

#### Exercise 24, p. 40.

- A: Did you have a good weekend?
- B: Yeah, I went to a waterslide park.
- A: Really? That sounds like fun!
- B: It was great! I loved the fast slides. How about you? How was your weekend?
- A: I visited my aunt.
- B: Did you have a good time?
- A: Not really. She didn't like my clothes or my haircut.

### Exercise 31, p. 46.

At a checkout stand in a grocery store

- 1. A: Hi. Did you find what you needed?
  - B: Almost everything. I was looking for sticky rice, but I didn't see it.
  - A: It's on aisle 10, in the Asian food section.
- 2. A: This is the express lane. Ten items only. It looks like you have more than ten. Did you count them?
  - B: I thought I had ten. Oh, I guess I have more. Sorry.
  - A: The checkout stand next to me is open.
- 3. A: Do you have any coupons you wanted to use?B: I had a couple in my purse, but I can't find them now.
  - A: What were they for? I might have some extras here.
  - B: One was for eggs, and the other was for ice cream.
  - A: I think I have those.

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# Exercise 39, p. 51.

#### Jennifer's Problem

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

She came to work on time this morning. Yesterday Jennifer was late to work because she had a minor auto accident. While she was driving to work, her cell phone rang. She reached for it.

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

Jennifer is okay, but her car isn't. It needs repairs. Jennifer feels very embarrassed now. She made a bad decision, especially since it is illegal to talk on a cell phone and drive at the same time where she lives.

#### Exercise 43, p. 53.

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

### Chapter 3: Future Time

#### Exercise 2, p. 56.

#### At the airport

- 1. The security line will take about a half hour.
- 2. The plane is going to arrive at Gate 10.
- 3. Your flight is already an hour late.
- 4. Your flight will be here soon.
- 5. Did you print your boarding pass?
- 6. Are you printing my boarding pass too?
- 7. Are we going to have a snack on our flight?
- 8. We will need to buy snacks on the flight.

#### Exercise 6, p. 58.

#### Part I.

#### Looking for an apartment

- A: We're going to look for an apartment to rent this weekend.
- B: Are you going to look in this area?
- A: No, we're going to search in an area closer to our jobs.
- B: Is the rent going to be cheaper in that area?
- A: Yes, apartment rents are definitely going to be cheaper.

- B: Are you going to need to pay a deposit?
- A: I'm sure we're going to need to pay the first and last month's rent.

#### Part II.

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

### Exercise 10, p. 60.

#### Part I.

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

#### Part II.

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

### Exercise 11, p. 61.

#### Part I.

#### At the doctor's office

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

### Part II.

#### At the pharmacy

- 1. Your prescription'll be ready in ten minutes.
- 2. The medicine'll make you feel a little tired.
- 3. The pharmacist'll call your doctor's office.

- 4. This cough syrup'll help your cough.
- 5. Two aspirin'll be enough.
- 6. The generic drug'll cost less.
- 7. This information'll explain all the side effects for this medicine.

#### Exercise 13, p. 62.

#### My day tomorrow

- 1. I'm going to go to the bank tomorrow.
- 2. I'll probably do other errands too.
- 3. I may stop at the post office.
- 4. I will probably pick up groceries at the store.
- 5. It is going to be hot.
- 6. Maybe I'll do my errands early.

### Exercise 17, p. 64.

#### Predictions about the future

- 1. People'll have flying cars.
- 2. Cars'll use solar power or energy from the sun instead of gas.
- 3. Some people'll live underwater.
- 4. Some people may live in outer space.
- 5. Maybe creatures from outer space'll live here.
- 6. Children'll learn on computers in their homes, not at school.
- 7. Robots may clean our homes.
- 8. Maybe computers'll have feelings.
- 9. People won't die.
- 10. The earth'll be too crowded.

#### Exercise 23, p. 67.

- 1. Could someone please open the window?
- 2. Do you have plans for the weekend?
- 3. Do you have a car?
- 4. I feel sick. I need to leave.

### Exercise 33, p. 73.

#### Going on vacation

- A: I'm going on vacation tomorrow.
- B: Where are you going?
- A: To San Francisco.
- B: How are you getting there? Are you flying or driving your car?
- A: I'm flying. I have to be at the airport by seven tomorrow morning.
- B: Do you need a ride to the airport?
- A: No, thanks. I'm taking a taxi. What about you? Are you planning to go somewhere over vacation?
- B: No. I'm staying here.

### Exercise 44, p. 79.

At a Chinese restaurant

- A: Okay, let's all open our fortune cookies.
- B: What does yours say?
- A: Mine says, "You will receive an unexpected gift." Great! Are you planning to give me a gift soon?

- B: Not that I know of. Mine says, "Your life will be long and happy." Good. I want a long life.
- C: Mine says, "A smile solves all communication problems." Well, that's good! After this, when I don't understand someone, I'll just smile at them.
- D: My fortune is this: "If you work hard, you will be successful."
- A: Well, it looks like all of us will have good luck in the future!

### Chapter 4: Present Perfect and Past Perfect

#### Exercise 2, p. 82.

- 1. call, called, called
- 2. speak, spoke, spoken
- 7. eat, ate, eaten 8. cut, cut, cut
- 3. do, did, done
- 9. read, read, read

6. come, came, come

- 4. know, knew, known 5. meet, met, met
- 10. be, was/were, been

#### Exercise 12, p. 88.

- 1. I saw a two-headed snake once. Have you ever ...?
- 2. I flew in a small plane last year. Have you ever ...?
- 3. I rode in a limousine once. Have you ever ...?
- 4. I did volunteer work last month. Have you ever ...?5. I accidentally tore my shirt yesterday. Have you ever ...?
- 6. I had a scary experience on an airplane last year. Have you ever . . .?
- 7. I fell out of a boat last week. Have you ever ...?
- 8. I felt very, very embarrassed once, and my face got hot. Have you ever ...?
- 9. I spoke to a famous person yesterday. Have you ever ...?
- 10. I wanted to be famous once. Have you ever ...?

### Exercise 17, p. 91.

- 1. Lori holds the baby a lot.
- 2. Richard gives the baby a bath at the end of the day.
- 3. Lori changes the baby's diapers.
- 4. Richard has taken lots of pictures of the baby.
- 5. Lori wakes up when the baby cries.
- 6. Richard does some of the household chores.
- 7. Lori is tired during the day.

#### Exercise 19, p. 92.

#### At a restaurant

- 1. My coffee's a little cold.
- 2. My coffee's gotten a little cold.
- 3. Your order's not ready yet.
- 4. Wow! Our order's here already.
- 5. Excuse me, I think our waiter's forgotten our order.
- 6. Actually, your waiter's just gone home sick. I'll take care of you.



#### A job interview

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

- INTERVIEWER: It looks like you've done a lot of things since you became a nurse.
  - MIKA: Yes, I've worked for a medical clinic. I've worked in a prison. I've worked in several area hospitals. And I've done volunteer work at a community health center for low-income patients.
- INTERVIEWER: Very good. But, let me ask you, why have you changed jobs so often?

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

- INTERVIEWER: Why have you applied for this job?
- MIKA: Well, I'm looking for something more fastpaced, and I've been interested in working in an E.Ř. for a long time. I've heard that this hospital provides great training for its staff, and it offers excellent patient care.
- INTERVIEWER: Thank you for coming in. I'll call you next week with our decision.
  - MIKA: It was good to meet you. Thank you for your time.

#### Exercise 26, p. 97.

- 1. Every day, I spend some money. Yesterday, I spent some money. Since Friday, I have ...
- 2. I usually make a big breakfast. Yesterday, I made a big breakfast. All week, I have ...
- 3. Every day, I send emails. Yesterday I sent an email. Today I have already . . .
- 4. Every time I go to a restaurant, I leave a nice tip. Last night I left a nice tip. I just finished dinner, and I have . . .
- 5. Every weekend, I sleep in late. Last weekend, I slept in late. Since I was a teenager, I have ...
- 6. I drive very carefully. On my last trip across the country, I drove very carefully. All my life, I have . . .
- 7. Every morning, I sing in the shower. Earlier today, I sang in the shower. Since I was little, I have ...

### Exercise 31, p. 100.

#### Part I.

- 1. Jane's been out of town for two days.
- 2. My parents've been active in politics for 40 years.
- 3. My friends've moved into a new apartment.
- 4. I'm sorry. Your credit card's expired.
- 5. Bob's been traveling in Montreal since last Tuesday.
- 6. You're the first one here. No one else's come yet.

#### Part II.

1. The weather's been warm since the beginning of April.

- 2. This month's been unusually warm.
- 3. My parents've been living in the same house for 25 years.
- 4. My cousins've lived in the same town all their lives.
- 5. You slept late. Your friend's already gotten up and made breakfast.
- 6. My friends've planned a going-away party for me. I'm moving back to my hometown.
- 7. I'm afraid your work's been getting a little sloppy.
- 8. My roommate's traveled a lot. She's visited many different countries.

#### Exercise 34, p. 103.

#### Today's Weather

The weather has certainly been changing today. Boy, what a day! We've already had rain, wind, hail, and sun. So, what's in store for tonight? As you have probably seen, dark clouds have been building. We have a weather system moving in that is going to bring colder temperatures and high winds. We've been saying all week that this system is coming, and it looks like tonight is it! We've even seen snow down south of us, and we could get some snow here too. So hang onto your hats! We may have a rough night ahead of us.

### Exercise 36, p. 104.

- A: What song is playing on the radio?
   B: I don't know, but it's good, isn't it?
- A: How long have you lived in Dubai?
   B: About a year.
- 3. A: Where are the kids?
  - B: I don't know. I've been calling them for ten minutes.
- 4. A: Who have you met tonight?
  - B: Actually, I've met a few people from your office. How about you? Who have you met?
  - A: I've met some interesting artists and musicians.

### Exercise 37, p. 104.

#### A common illness

- LARA: Hi, Mom. I was just calling to tell you that I can't come to your birthday party this weekend. I'm afraid I'm sick.
- MOM: Oh, I'm sorry to hear that.
- LARA: Yeah, I got sick Wednesday night, and it's just been getting worse.
- MOM: Are you going to see a doctor?
- LARA: I don't know. I don't want to go to a doctor if it's not serious.
- MOM: Well, what symptoms have you been having?
- LARA: I've had a cough, and now I have a fever.
- MOM: Have you been taking any medicine?
- LARA: Just over-the-counter stuff.
- MOM: If your fever doesn't go away, I think you need to call a doctor.

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- LARA: Yeah, I probably will.
- MOM: Well, call me tomorrow and let me know how you're doing.
- LARA: Okay. I'll call you in the morning.

#### Exercise 43, p. 110.

- 1. A: Oh, no! We're too late. The train has already left.
  - B: That's okay. We'll catch the next one.
- 2. A: Last Thursday we went to the station to catch the train, but we were too late.
  - B: Yeah, the train had already left.
- 3. A: You sure woke up early this morning!
  - B: Well, I wasn't sleepy. I had already slept for eight hours.
- 4. A: Go back to sleep. It's only six o'clock in the morning.
  - B: I'm not sleepy. I'm going to get up. I have already slept for eight hours.

### Chapter 5: Asking Questions

### Exercise 4, p. 113.

Leaving for the airport

- 1. Do you have your passport?
- 2. Did you remember to pack a snack for the plane?
- 3. Will your carry-on bag fit under the seat?
- 4. Is your taxi coming soon?
- 5. Will you call me when you get there?

### Exercise 6, p. 113.

#### Part I.

1.	Is he absent?	becomes	Ih-ze absent? OR
			Ze absent?
2.	Is she absent?	becomes	Ih-she absent?
3.	Does it work?	becomes	Zit work?
4.	Did it break?	becomes	Dih-dit break? OR
			Dit break?
5.	Has he been sick?	becomes	Ze been sick? OR
			A-ze been sick?
6.	Is there enough?	becomes	Zere enough?
7.	Is that okay?	becomes	Zat okay?

#### Part II.

At the grocery store

- 1. I need to see the manager. Is she available?
- 2. I need to see the manager. Is he in the store today?
- 3. Here is one bag of apples. Is that enough?
- 4. I need a drink of water. Is there a drinking fountain?
- My credit card isn't working. Hmmm. Did it expire?
- 6. Where's Simon? Has he left?
- 7. The price seems high. Does it include the tax?

### Exercise 9, p. 116.

### Where are Roberto and Isabel?

- A: Do you know Roberto and Isabel?
- B: Yes, I do. They live around the corner from me.
- A: Have you seen them lately?
- B: No, I haven't. They're out of town.
- A: Did they go to their parents? I heard Roberto's parents are ill.
- B: Yes, they did. They went to help them.
- A: Are you going to see them soon?
- B: Yes, I am. In fact, I'm going to pick them up at the airport.
- A: Will they be back this weekend? I'm having a party, and I'd like to invite them.
- B: No, they won't. They won't be back until Monday.

#### Exercise 14, p. 118.

- 1. Do you want to go to the mall?
- 2. When are the Waltons coming?
- 3. Where will I meet you?
- 4. Why were you late?
- 5. What did you buy?

#### Exercise 19, p. 120.

#### A secret

- A: John told me something.
- B: What did he tell you?
- A: It's confidential. I can't tell you.
- B: Did he tell anyone else?
- A: He told a few other people.
- B: Who did he tell?
- A: Some friends.
- B: Then it's not a secret. What did he say?
- A: I can't tell you.
- B: Why can't you tell me?
- A: Because it's about you. But don't worry. It's nothing bad.
- B: Gee. Thanks a lot. That sure makes me feel better.

#### Exercise 29, p. 126.

- 1. Who's ringing the doorbell?
- 2. Whose coat is on the floor?
- 3. Whose glasses are those?
- 4. Who's sitting next to you?
- 5. Whose seat is next to yours?
- 6. Who's out in the hallway?

#### Exercise 30, p. 126.

An old vacation photo

- 1. Whose picture is this?
- 2. Who's in the picture?
- 3. Who's standing in back?
- 4. You don't wear glasses. Whose glasses are you wearing?
- 5. Who's the woman in the purple jacket?
- 6. Whose cabin are you at?



# Exercise 34, p. 128.

- 1. A: How fresh are these eggs?
  - B: I just bought them at the Farmers' Market, so they should be fine.
- A: How cheap were the tickets?
   B: They were 50% off.
- 3. A: How hard was the driver's test? B: Well, I didn't pass, so that gives you an idea.
- 4. A: How clean is the car?B: There's dirt on the floor. We need to vacuum it inside.
- 5. A: How hot is the frying pan?
  - B: Don't touch it! You'll burn yourself.
- 6. A: How noisy is the street you live on?
  - B: There is a lot of traffic, so we keep the windows closed a lot.
- 7. A: How serious are you about interviewing for the job?
  - B: Very. I already scheduled an interview with the company.

### Exercise 37, p. 130.

#### Questions:

- 1. How old are you?
- 2. How tall are you?
- 3. How much do you weigh?
- 4. In general, how well do you sleep at night?
- 5. How quickly do you fall asleep?
- 6. How often do you wake up during the night?
- 7. How tired are you in the mornings?
- 8. How many times a week do you exercise?
- 9. How are you feeling right now?
- 10. How soon can you come in for an overnight appointment?

### Exercise 44, p. 134.

#### A birthday

- 1. When's your birthday?
- 2. When'll your party be?
- 3. Where'd you decide to have it?
- 4. Who're you inviting?

### Exercise 45, p. 135.

- 1. Where's my key?
- 2. Where're my keys?
- 3. Who're those people?
- 4. What's in that box?
- 5. What're you doing?
- 6. Where'd Bob go last night?
- 7. Who'll be at the party?
- 8. Why's the teacher absent?
- 9. Who's that?
- 10. Why'd you say that?
- 11. Who'd you talk to at the party?

- 12. How're we going to get to work?
- 13. What'd you say?14. How'll you do that?

# Exercise 46, p. 135.

### On an airplane

- 1. Who're you going to sit with?
- 2. How're you going to get your suitcase under the seat?
- 3. What'd the flight attendant just say?
- 4. Why'd we need to put our seat belts back on?
- 5. Why's the plane descending?
- 6. Why're we going down?
- 7. When'll the pilot tell us what's going on?
- 8. Who'll meet you when you land?
- 9. When's our connecting flight?
- 10. How'll we get from the airport to our hotel?

### Exercise 47, p. 135.

A mother talking to her teenage daughter

- 1. Where're you going?
- 2. Who're you going with?
- 3. Who's that?
- 4. How long've you known him?
- 5. Where'd you meet him?
- 6. Where's he go to school?
- 7. Is he a good student?
- 8. What time'll you be back?
- 9. Why're you wearing that outfit?
- 10. Why're you giving me that look?
- 11. Why am I asking so many questions? Because I love you!

### Exercise 48, p. 136.

- 1. What do you want to do?
- 2. What are you doing?
- 3. What are you having for dinner?
- 4. What are you doing that for?
- 5. What do you think about that?
- 6. What are you laughing for?
- 7. What do you need?
- 8. What do you have in your pocket?

### Exercise 53, p. 138.

- 1. A: Did you like the movie?
  - B: It was okay, I guess. How about you?
- A: Are you going to the company party?
   B: I haven't decided yet. What about you?
- A: Do you like living in this city?
   B: Sort of. How about you?
- 4. A: What are you going to have?
  - B: Well, I'm not really hungry. I think I might order just a salad. How about you?



#### Exercise 56, p. 140.

- 1. a. You're Mrs. Rose, aren't you?
  - b. Are you Mrs. Rose?
- 2. a. Do you take cream with your coffee?b. You take cream with your coffee, don't you?
- 3. a. You don't want to leave, do you?
  - b. Do you want to leave?

### Exercise 57, p. 141.

- 1. Simple Present
  - a. You like strong coffee, don't you?
  - b. David goes to Ames High School, doesn't he?
  - c. Leila and Sara live on Tree Road, don't they?
  - d. Jane has the keys to the storeroom, doesn't she?
  - e. Jane's in her office, isn't she?
  - f. You're a member of this class, aren't you?
  - g. Oleg doesn't have a car, does he?
  - h. Lisa isn't from around here, is she?
  - i. I'm in trouble, aren't I?
- 2. Simple Past
  - a. Paul went to Indonesia, didn't he?
  - b. You didn't talk to the boss, did you?
  - c. Ted's parents weren't at home, were they?
  - d. That was Pat's idea, wasn't it?
- 3. Present Progressive, Be Going To, and Past Progressive
  - a. You're studying hard, aren't you?
  - b. Greg isn't working at the bank, is he?
  - c. It isn't going to rain today, is it?
  - d. Michelle and Yoko were helping, weren't they?
  - e. He wasn't listening, was he?
- 4. Present Perfect
  - a. It has been warmer than usual, hasn't it?
  - b. You've had a lot of homework, haven't you?
  - c. We haven't spent much time together, have we?
  - d. Fatima has started her new job, hasn't she?
  - e. Bruno hasn't finished his sales report yet, has he?
  - f. Steve's had to leave early, hasn't he?

### Exercise 59, p. 142.

#### Checking in at a hotel

- 1. You have our reservation, don't you?
- 2. We have a non-smoking room, don't we?
- 3. There's a view of the city, isn't there?
- 4. I didn't give you my credit card yet, did I?
- 5. The room rate doesn't include tax, does it?
- 6. Breakfast is included in the price, right?
- 7. Check-out time's noon, isn't it?
- 8. You don't have a pool, do you?
- 9. There are hair dryers in the rooms, aren't there?
- 10. Kids aren't allowed in the hot tub, are they?

#### Exercise 61, p. 143.

#### Part I.

- 1. What kind of music do you enjoy listening to?
- 2. I just saw you for a few minutes last night. What did you leave so early for?

- 3. How are you feeling?
- 4. How long does the bus ride take?
- 5. Whose children are those?
- 6. When did the Browns move into their new apartment?

#### Part II.

- 7. A: We only have a few minutes before the movie starts.
  - B: I'm hurrying.
  - A: Do you have enough money for the tickets?
- 8. A: Is the mail here yet?
  - B: No, I just checked.
  - A: I'm expecting a package. How soon will it be here?
- 9. A: I start my new job next week.
  - B: Wow, that's soon.
  - A: Yeah, I wanted to start as soon as possible.
  - B: Now, how come you're changing jobs?
- 10. A: Are you new to the area?
  - B: Yes, I moved here last month. My company transferred me here.
  - A: Oh, so what do you do?

#### Exercise 62, p. 143.

Ordering at a fast-food restaurant

Cashier:	So, what'll it be?
Customer:	I'll have a burger.
Cashier:	Would you like fries or a salad with your
	burger?
Customer:	I'll have fries.
Cashier:	What size?
Customer:	Medium.
Cashier:	Anything to drink?
Customer:	I'll have a vanilla shake.
Cashier:	Size?
Customer:	Medium.
Cashier:	Okay. So that's a burger, fries, vanilla shake.
Customer:	About how long'll it take?
Cashier:	We're pretty crowded right now. Probably 10
	minutes or so. That'll be \$6.50. Your
	number's on the receipt. I'll call the number
	when your order's ready.
Customer:	Thanks.

### Chapter 6: Nouns and Pronouns

#### Exercise 6, p. 149.

1.	hat	3.	pages	5.	keys
2.	toys	4.	bridge	6.	dish

### Exercise 7, p. 150.

1.	pants	3.	boxes	5.	wishes
2.	cars	4.	pens	6.	lakes



## Exercise 8, p. 150.

1.	prizes	ways
2.	lips	pants
3.	glasses	matches
4.	taxes	shirts
5.	pills	stars
6.	toes	fingers
7.	laws	maps
8.	lights	places

### Exercise 9, p. 150.

1. names	4. boats	7. lips
2. clocks	5. eyelashes	8. bridges
3. eyes	6. ways	9. cars

### Exercise 10, p. 150.

- 1. This shirt comes in three sizes: small, medium, and large.
- 2. I found this fax on my desk. It's for you.
- 3. I found these faxes on my desk. They're for you.
- 4. I'm not going to buy this car. The price is too high.5. I can't find my glasses anywhere. Have you seen
- them?
- 6. The prize for the contest is a new bike.

### Exercise 28, p. 159.

How Some Animals Stay Cool

How do animals stay cool in hot weather? Many animals don't sweat like humans, so they have other ways to cool themselves.

Dogs, for example, have a lot of fur and can become very hot. They stay cool mainly by panting. By the way, if you don't know what panting means, this is the sound of panting.

Cats lick their paws and chests. When their fur is wet, they become cooler.

Elephants have very large ears. When they are hot, they can flap their huge ears. The flapping ear acts like a fan and it cools them. Elephants also like to roll in the mud to stay cool.

### Exercise 36, p. 163.

A: I'm looking for a new place to live.

- B: How come?
- A: My two roommates are moving out. I can't afford my apartment. I need a one-bedroom.
- B: I just helped a friend find one. I can help you. What else do you want?
- A: I want to be near the subway... within walking distance. But I want a quiet location. I don't want to be on a busy street.
- B: Anything else?
- A: A small balcony would be nice.
- B: That's expensive.
- A: Yeah. I guess I'm dreaming.

### Exercise 49, p. 170.

- 1. Be careful with that knife! It's very sharp. If you're not careful, you'll cut ...
- 2. My wife and I have our own business. We don't have a boss. In other words, we work for . .
- 3. Rebecca is home in bed because she has the flu. She's resting and drinking plenty of fluids. She's being careful about her health. In other words, she is taking care of ...
- 4. In a cafeteria, people walk through a section of the restaurant and pick up their food. They are not served by waiters. In other words, in a cafeteria people serve...
- 5. When Joe walked into the room, he didn't know anyone. He smiled confidently and began introducing . . .
- 6. When I didn't get the new job, I felt sad and depressed. I sat in my apartment and felt sorry for . . .

### Exercise 58, p. 176.

- 1. A: Did you buy the black jacket?
- B: No. I bought the other one.
- 2. A: One of my favorite colors is dark blue. Another one is red.
  - B: Me too.
- 3. A: This looks like the wrong street. Let's go back and take the other road.
  - B: Okay.
- 4. A: What's the best way to get downtown from here?B: It's pretty far to walk. Some people take the bus. Others prefer the subway.
- 5. A: When I was a kid, I had lots of pets. One was a black dog. Another was an orange cat. Some others were a goldfish and a turtle.
  - B: Pets are great for kids.

### Exercise 59, p. 177.

- A: What do you do when you're feeling lonely?
- B: I go someplace where I can be around other people. Even if they are strangers, I feel better when there are others around me. How about you?
- A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all the other people who are there with their friends and family, and I start to feel even lonelier. So I try to find other things to do to keep myself busy. When I'm busy, I don't feel lonely.

### **Chapter 7: Modal Auxiliaries**

### Exercise 3, p. 179.

- 1. I have to go downtown tomorrow.
- 2. You must fasten your seat belt.
- 3. Could you please open the window?

- 4. May I borrow your eraser?
- 5. I'm not able to sign the contract today.
- 6. Today is the deadline. You must sign it!
- 7. I have got to go to the post office this afternoon.
- 8. Shouldn't you save some of your money for emergencies?
- 9. I feel bad for Elena. She has to have more surgery.
- 10. Alexa! Stop! You must not run into the street!

### Exercise 7, p. 181.

#### In the classroom

- A: I can't understand this math assignment.
- B: I can help you with that.
- A: Really? Can you explain this problem to me?
- B: Well, we can't figure out the answer unless we do this part first.
- A: Okay! But it's so hard.
- B: Yeah, but I know you can do it. Just go slowly.
- A: Class is almost over. Can you meet me after school today to finish this?
- B: Well, I can't meet you right after school, but how about at 5:00?
- A: Great!

### Exercise 13, p. 184.

- 1. A: Mom, are these oranges sweet?
  - B: I don't know. I can't tell if an orange is sweet just by looking at it.
- 2. A: What are you going to order?
  - B: I'm not sure. I might have pasta, or I might have pizza.
- 3. A: Mom, can I have some candy? B: No, but you can have an apple.
- 4. A: What are you doing this weekend?
  - B: I don't know yet. I may go snowboarding with friends, or I may try to fix my motorcycle.
- 5. May I have everyone's attention? The test is about to begin. If you need to leave the room during the examination, please raise your hand. You may not leave the room without asking. Are there any questions? No? Then you may open your test booklets and begin.

### Exercise 17, p. 186.

### In a home office

- A: Look at this cord. Do you know what it's for?
- B: I don't know. We have so many cords around here with all our electronic equipment. It could be for the printer, I guess.
- A: No, I checked. The printer isn't missing a cord.
- B: It might be for one of the kid's toys.
- A: Yeah, I could ask. But they don't have many electronic toys.
- B: I have an idea. It may be for the cell phone. You know—the one I had before this one.
- A: I bet that's it. We can probably throw this out.
- B: Well, let's be sure before we do that.

### Exercise 32, p. 194.

Filling out a job application

- 1. The application has to be complete. You shouldn't skip any parts. If a section doesn't fit your situation, you can write N/A (not applicable).
- 2. You don't have to type it, but your writing has to be easy to read.
- 3. You've got to use your full legal name, not your nickname.
- You've got to list the names and places of your previous employers.
- 5. You have to list your education, beginning with either high school or college.
- 6. You don't always have to apply in person. Somewimes you can do it online.
- You don't have to write some things, like the same telephone number, twice. You can write "same as above."
- 8. All spelling has to be correct.

### Exercise 45, p. 201.

Puzzle steps

- 1. Write down the number of the month you were born. For example, write the number 2 if you were born in February. Write 3 if you were born in March, etc.
- 2. Double the number.
- 3. Add 5 to it.
- 4. Multiply it by 50.
- 5. Add your age.
- 6. Subtract 250.

#### Exercise 50, p. 204.

- A: Why don't we go dancing tonight?
- B: I don't know how to dance.
- A: Oh. Then why don't we go to a movie?
- B: I don't like movies.
- A: You don't like movies?!
- B: No.
- A: Well then, let's go to a restaurant for dinner.
- B: That's a waste of money.
- A: Well, you do what you want tonight, but I'm going to go out and have a good time.

## Chapter 8: Connecting Ideas

### Exercise 11, p. 213.

#### Paying It Forward

A few days ago, a friend and I were driving from Benton Harbor to Chicago. We didn't have any delays for the first hour, but we ran into some highway construction near Chicago. The traffic wasn't moving. My friend and I sat and waited. We talked about our jobs, our families, and the terrible traffic. Slowly it started to move.



We noticed a black sports car on the shoulder. Its blinker was on. The driver obviously wanted to get back into traffic. Car after car passed without letting him in. I decided to do a good deed, so I motioned for him to get in line ahead of me. He waved thanks, and I waved back at him.

All the cars had to stop at a toll booth a short way down the road. I held out my money to pay my toll, but the toll-taker just smiled and waved me on. She told me that the man in the black sports car had already paid my toll. Wasn't that a nice way of saying thank you?

#### Exercise 15, p. 215.

#### A strong storm

- 1. The noise lasted only a short time, but the wind and rain . . .
- 2. Some roads were under water, but ours ...
- 3. Our neighbors didn't lose any trees, but we ...
- 4. My son got scared, but my daughter . . .
- 5. My son couldn't sleep, but my daughter ...
- 6. My daughter can sleep through anything, but my son . . .
- 7. We still need help cleaning up from the storm, but our neighbors...
- 8. We will be okay, but some people . . .

#### Exercise 21, p. 219.

#### Part I.

To get more information:

- A: I'm going to drop this class.
   B: You are? Why? What's the matter?
- 2. A: My laptop doesn't have enough memory for this application.
  - B: Really? Are you sure?
- 3. A: I can read Braille.B: You can? How did you learn to do that?

#### Part II.

To disagree:

- 4. A: I love this weather.B: I don't.
- 5. A: I didn't like the movie. B: I did!
- A: I'm excited about graduation.
   B: I'm not.

#### Exercise 28, p. 223.

Understanding the Scientific Term "Matter"

The word *matter* is a chemical term. Matter is anything that has weight. This book, your finger, water, a rock, air, and the moon are all examples of matter. Heat and radio waves are not matter because they do not have weight. Happiness, dreams, and fears have no weight and are not matter.

### Exercise 33, p. 225.

- 1. Even though I looked all over the house for my keys, . . .
- 2. Although it was a hot summer night, we went inside and shut the windows because . . .
- 3. My brother came to my graduation ceremony although . . .
- 4. Because the package cost so much to send, ...
- 5. Even though the soccer team won the game, ...

### Chapter 9: Comparisons

#### Exercise 4, p. 231.

- 1. Lara is as old as Tanya.
- 2. Sylvia isn't as old as Lara.
- 3. Sylvia and Brigita aren't as old as Tanya.
- 4. Brigita isn't quite as old as Sylvia.
- 5. Brigita is almost as old as Sylvia.

#### Exercise 8, p. 234.

- 1. Old shoes are more comfortable for me than new shoes.
- 2. I like food from other countries better than food from my country.
- 3. Winter is more enjoyable than summer for me.
- 4. I am the most talkative person in my family.
- 5. I am the friendliest person in my family.
- 6. Cooked vegetables are tastier than raw vegetables.
- 7. Taking a bath is more relaxing than taking a shower.
- 8. Speaking English is the easiest of all the English skills for me.

### Exercise 12, p. 237.

#### My family

- 1. My father is younger than my mother.
- 2. My mother is the tallest person in our family.
- 3. My father is a fun person to be around. He seems happy all the time.
- 4. My mother was happier when she was younger.
- 5. I have twin sisters. They are older than me.
- 6. I have one brother. He is the funniest person in our family.
- 7. He is a doctor. He works hard every day.
- 8. My sisters just like to have fun. I don't think they work hard at all.

#### Exercise 15, p. 238.

- 1. Frank owns a coffee shop. Business is busier this year for him than last year.
- I've know Steven for years. He's the friendliest person I know.
- 3. Sam expected a hard test, but it wasn't as hard as he expected.

- 4. The road ends here. This is as far as we can go.
- 5. Jon's decision to leave his job was the worst decision he has ever made.
- 6. I don't know if we'll get to the theater on time, but I'm driving as fast as I can.
- 7. When you do the next assignment, please be more careful.
- 8. The dessert looks delicious, but I've eaten as much as I can.
- 9. It takes about an hour to drive to the airport and my flight takes an hour. So the drive takes as long as my flight.

### Exercise 23, p. 242.

- 1. a sidewalk, a road
  - a. A sidewalk is as wide as a road.
  - b. A road is wider than a sidewalk.
- 2. a hill, a mountain
  - a. A hill isn't as high as a mountain.
  - b. A hill is higher than a mountain.
- 3. a mountain path, a mountain peak
  - a. In general, hiking along a mountain path is more dangerous than climbing a mountain peak.
  - b. In general, hiking along a mountain path is less dangerous than climbing a mountain peak.
- 4. toes, fingers
  - a. Toes are longer than fingers.
  - b. Fingers aren't as long as toes.
  - c. Toes are shorter than fingers.
- 5. basic math, algebra
  - a. Basic math isn't as hard as algebra.
  - b. Algebra is harder than basic math.
  - c. Basic math is as confusing as algebra.
  - d. Basic math is less confusing than algebra.

### Exercise 36, p. 249.

- 5. Tom has never told a funny joke.
- 6. Food has never tasted better.
- 7. I've never slept on a hard mattress.
- 8. I've never seen a scarier movie.

### Exercise 42, p. 253.

#### Gold vs. Silver

Gold is similar to silver. They are both valuable metals that people use for jewelry, but they aren't the same. Gold is not the same color as silver. Gold is also different from silver in cost: gold is more expensive than silver.

#### Two Zebras

Look at the two zebras in the picture. Their names are Zee and Bee. Zee looks like Bee. Is Zee exactly the same as Bee? The pattern of the stripes on each zebra in the world is unique. No two zebras are exactly alike. Even though Zee and Bee are similar to each other, they are different from each other in the exact pattern of their stripes.

## Chapter 10: The Passive

### Exercise 3, p. 260.

An office building at night

- 1. The janitors clean the building at night. The building is cleaned by the janitors at night.
- Window washers wash the windows. The windows are washed by window washers.
- 3. A window washer is washing a window right now. A window is being washed by a window washer right now.
- 4. The security guard has checked the offices. The offices have been checked by the security guard.
- 5. The security guard discovered an open window. An open window was discovered by the security guard.
- 6. The security guard found an unlocked door. An unlocked door was found by the security guard.
- 7. The owner will visit the building tomorrow. The building will be visited by the owner tomorrow.
- 8. The owner is going to announce new parking fees. New parking fees are going to be announced by the owner.

### Exercise 15, p. 267.

A bike accident

- A: Did you hear about the accident outside the dorm entrance?
- B: No. What happened?
- A: A guy on a bike was hit by a taxi.
- B: Was he injured?
- A: Yeah. Someone called an ambulance. He was taken to City Hospital and treated in the emergency room for cuts and bruises.
- B: What happened to the taxi driver?
- A: He was arrested for reckless driving.
- B: He's lucky that the bicyclist wasn't killed.

### Exercise 17, p. 268.

#### Swimming Pools

Swimming pools are very popular nowadays, but can you guess when swimming pools were first built? Was it 100 years ago? Five hundred years ago? A thousand years ago? Actually, ancient Romans and Greeks built the first swimming pools. Male athletes and soldiers swam in them for training. Believe it or not, as early as 1 B.C., a heated swimming pool was designed for a wealthy Roman. But swimming pools did not become popular until the middle of the 1800s. The city of London built six indoor swimming pools. Soon after, the modern Olympic games began, and swimming races were included in the events. After this, swimming pools became even more popular, and now they are found all over the world.

### Exercise 26, p. 274.

- 1. When will you be done with your work?
- 2. I hope it's sunny tomorrow. I'm tired of this rainy weather.
- 3. Jason is excited about going to Hollywood.
- 4. Are you prepared for the driver's license test?
- 5. The students are involved in many school activities.
- 6. The kids want some new toys. They're bored with their old ones.
- 7. Sam is engaged to his childhood sweetheart.
- 8. Some animals are terrified of thunderstorms.

### Exercise 28, p. 275.

- 1. This fruit is spoiled. I think I'd better throw it out.
- 2. When we got to the post office, it was closed.
- 3. Oxford University is located in Oxford, England.
- 4. Haley doesn't like to ride in elevators. She's scared of small spaces.
- 5. What's the matter? Are you hurt?
- 6. Excuse me. Could you please tell me how to get to the bus station from here? I am lost.
- 7. Your name is Tom Hood? Are you related to Mary Hood?
- 8. Where's my wallet? It's gone! Did someone take it?
- 9. Oh, no! Look at my sunglasses. I sat on them and now they are broken.
- 10. It's starting to rain. Are all of the windows shut?

### Exercise 31, p. 276.

- 1. Jane doesn't like school because of the boring classes and assignments.
- 2. The store manager stole money from the cash register. His shocked employees couldn't believe it.
- I bought a new camera. I read the directions twice, but I didn't understand them. They were too confusing for me.
- 4. I was out to dinner with a friend and spilled a glass of water on his pants. I felt very embarrassed, but he was very nice about it.
- 5. Every year for their anniversary, I surprise my parents with dinner at a different restaurant.
- 6. We didn't enjoy the movie. It was too scary for the kids.

### Exercise 33, p. 277.

**Situation**: Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell into the water.

- 1. Julie was really embarrassed.
- 2. Falling into the fountain was really embarrassing.
- 3. Her friend Paul was shocked by the sight.
- 4. It was a shocking sight.
- 5. The people around the office building were very surprised when they saw Julie in the fountain.

- 6. And Julie had a surprised look on her face.
- 7. When she fell into the fountain, some people laughed at her. It was an upsetting experience.
- 8. The next day Julie was a little depressed because she thought she had made a fool of herself.
- 9. Her friend Paul told her not to lose her sense of humor. He told her it was just another interesting experience in life.
- 10. He said that people were probably interested in hearing about how she fell into the fountain.

### Exercise 37, p. 280.

- 1. In winter, the weather gets . . .
- 2. In summer, the weather gets . . .
- 3. I think I'll stop working. I'm getting ...
- 4. My brother is losing some of his hair. He's getting ...
- 5. Could I have a glass of water? I'm getting really ...
- 6. You don't look well. Are you getting ...

### Exercise 42, p. 282.

- 1. What are you accustomed to doing in the evenings?
- 2. What time are you used to going to bed?
- 3. What are you accustomed to having for breakfast?
- 4. Are you accustomed to living in this area?
- 5. Do you live with someone, or do you live alone? Are you used to that?
- 6. Are you used to speaking English every day?
- 7. What are you accustomed to doing on weekends?
- 8. What do you think about the weather here? Are you used to it?

### Exercise 51, p. 286.

- 1. Doctors are supposed to take good care of their patients.
- 2. Passengers in a car are not supposed to buckle their seat belts.
- 3. Teachers are supposed to help their students.
- 4. Airline pilots are supposed to sleep during short flights.
- 5. People who live in aparaments are supposed to pay the rent on time.
- 6. A dog is not supposed to obey its master.
- 7. People in a movie theater are supposed to turn off their cell phones.
- 8. People in libraries are supposed to speak quietly.

### Exercise 52, p. 286.

#### Zoos

Zoos are common around the world. The first zoo was established around 3,500 years ago by an Egyptian queen for her enjoyment. Five hundred years later, a Chinese emperor established a huge zoo to show his power and wealth. Later, zoos were established for the purpose of studying animals. Zoos were supposed to take good care of animals, but some of the early ones were dark holes or dirty cages. At that time, people became disgusted with the poor care the animals were given. Later, these early zoos were replaced by scientific institutions. Animals were studied and kept in better conditions there. These research centers became the first modern zoos.

Because zoos want to treat animals well and encourage breeding, animals today are put in large, natural settings instead of small cages. They are fed a healthy diet and are watched carefully for any signs of disease. Most zoos have specially trained veterinarians and a hospital for their animals. Today, animals in these zoos are treated well, and zoo breeding programs have saved many different types of animals.

### Chapter 11: Count/Noncount Nouns and Articles

#### Exercise 3, p. 291.

- 1. We have a holiday next week.
- 2. What are you going to do?
- 3. Thomas told an unusual story.
- 4. Thomas often tells unusual stories.
- 5. I have an idea!
- 6. Let's go shopping.
- 7. There's a sale on shirts and jeans.
- 8. Let's leave in an hour.
- 9. Here's a message for you.
- 10. You need to call your boss.

### Exercise 11, p. 296.

- 1. At our school, teachers don't use chalk anymore.
- 2. Where is the soap? Did you use all of it?
- 3. The manager's suggestions were very helpful.
- 4. Which suggestion sounded best to you?
- 5. Is this ring made of real gold?
- 6. We have a lot of storms with thunder and lightning.
- 7. During the last storm, I found my daughter under her bed.
- 8. Please put the cap back on the toothpaste.
- 9. What do you want to do with all this stuff in the hall closet?
- 10. We have too much soccer and hockey equipment.

### Exercise 34, p. 313.

#### Ice-Cream Headaches

Have you ever eaten something really cold like ice cream and suddenly gotten a headache? This is known as an "ice-cream headache." About 30 percent of the population gets this type of headache. Here is one theory about why ice-cream headaches occur. The roof of your mouth has a lot of nerves. When something cold touches these nerves, they want to warm up your brain. They make your blood vessels swell up (get bigger), and this causes a lot of pain. Ice-cream headaches generally go away after about 30–60 seconds. The best way to avoid these headaches is to keep cold food off the roof of your mouth.

### Chapter 12: Adjective Clauses

### Exercise 20, p. 329.

My mother's hospital stay

- 1. The doctor who my mother saw first spent a lot of time with her.
- 2. The doctor I called for a second opinion was very patient and understanding.
- 3. The room that my mother had was private.
- 4. The medicine which she took worked better than she expected.
- 5. The hospital that my mom chose specializes in women's care.
- 6. The day my mom came home happened to be her birthday.
- 7. I thanked the people that helped my mom.
- 8. The staff whom I met were all excellent.

### Exercise 28, p. 334.

- 1. The plane which I'm taking to Denver leaves at 7:00 A.M.
- 2. The store that has the best vegetables is also the most expensive.
- 3. The eggs which my husband made for our breakfast were cold.
- 4. The person who sent me an email was trying to get my bank account number.
- 5. The hotel clerk my wife spoke with on the phone is going to give us a room with a view.

### Exercise 33, p. 337.

- 1. I like the people whose house we went to.
- 2. The man whose daughter is a doctor is very proud.
- 3. The man who's standing by the window has a
- daughter at Oxford University.
- 4. I know a girl whose parents are both airline pilots.
- 5. I know a girl who's lonely because her parents travel a lot.
- 6. I met a 70-year-old woman who's planning to go to college.

### Exercise 36, p. 339.

#### Friendly advice

- A: A magazine that I saw at the doctor's office had an article you ought to read. It's about the importance of exercise in dealing with stress.
- B: Why do you think I should read an article which deals with exercise and stress?
- A: If you stop and think for a minute, you can answer that question yourself. You're under a lot of stress, and you don't get any exercise.
- B: The stress that I have at work doesn't bother me. It's just a normal part of my job. And I don't have time to exercise.
- A: Well, you should make time. Anyone whose job is as stressful as yours should make physical exercise part of their daily routine.

## Chapter 13: Gerunds and Infinitives

#### Exercise 4, p. 343.

- A: When you finish doing your homework, could you help me in the kitchen?
   B: Sure.
- 2. A: Do you have any plans for this weekend?
  - B: Henry and I talked about seeing the dinosaur exhibit at the museum.
- 3. A: I didn't understand the answer. Would you mind explaining it?
  - B: I'd be happy to.
- 4. A: I'm thinking about not attending the meeting tomorrow.
  - B: Really? Why? I hope you go. We need your input.
- A: I've been working on this math problem for the last half hour, and I still don't understand it.
   P: Wall don't give up. K an trying
  - B: Well, don't give up. Keep trying.

### Exercise 22, p. 354.

- A: Have you made any vacation plans?
- B: Well, I wanted to stay home because I don't like traveling. I hate packing and unpacking suitcases.But my wife loves to travel and wanted to take a boat trip somewhere.
- A: So, what are you going to do?
- B: Well, we couldn't agree, so we decided to stay home and be tourists in our own town.
- A: Interesting. What are you planning to do?
- B: Well, we haven't seen the new Museum of Space yet. There's also a new art exhibit downtown. And my wife would like to take a boat trip in the harbor. Actually, when we began talking about it, we discovered there were lots of things to do.
- A: Sounds like a great solution!
- B: Yeah, we're both really excited about seeing more of our own town.

### Exercise 44, p. 366.

 My professor goes through the lecture material too quickly. It is difficult for us to follow him. He needs to slow down and give us time to understand the key points.

- Asking others about themselves and their lives is one of the secrets of getting along with other people. If you want to make and keep friends, it is important to be sincerely interested in other people's lives.
- 3. Large bee colonies have 80,000 workers. These worker bees must visit 50 million flowers to make one kilogram, or 2.2 pounds, of honey. It's easy to see why "busy as a bee" is a common expression.

### Chapter 14: Noun Clauses

#### Exercise 21, p. 381.

- 1. WOMAN: My English teacher is really good. I like her a lot.
  - MAN: That's great! I'm glad you're enjoying your class.
- 2. MOM: How do you feel, honey? You might have the flu.
  - SON: I'm okay, Mom. Honest. I don't have the flu.
- 3. MAN: Did you really fail your chemistry course? How is that possible?
  - WOMAN: I didn't study hard enough. Now I won't be able to graduate on time.
- MAN: Rachel! Hello! It's nice to see you. woman: Hi, it's nice to be here. Thank you for inviting me.
- 5. WOMAN: Carol has left. Look. Her closet is empty. Her suitcases are gone. She won't be back. I just know it!
  - MAN: She'll be back.

#### Exercise 39, p. 392.

Angela called and asked me where Bill was. I told her he was in the lunchroom. She asked when he would be back. I said he would be back around 2:00. I asked her if I could do something for her.

She said that Bill had the information she needed, and only he could help her. I told her that I would leave him a message. She thanked me and hung up.

# **Trivia Answers**

## مرجع زبان ايرانيان

### Chapter 1, Exercise 10, p. 7.

- 1. T
- 2. T
- 3. F [According to a 1993 study: the death rate for right-handed people = 32.2%; for left-handed people = 33.8%, so the death rate is about the same.]
- 4. T
- 5. F [The official Eiffel Tower Web site says 1,665.]
- 6. F [Honey never spoils.]
- 7. T
- 8. T
- 9. T
- 10. T

#### Chapter 5, Exercise 35, p. 129.

- 1. c 4. a
- 2. d 5. e
- 3. b

#### Chapter 6, Exercise 18, p. 154.

- 1. Georgia, Azerbaijan, Kazakhstan, China, Mongolia
- 2. Denmark
- 3. The Thames
- 4. The Dominican Republic, Cuba, Puerto Rico, Jamaica
- 5. Laos, Thailand, Cambodia, China
- 6. (Answers will vary.)
- 7. Liechtenstein
- 8. Vatican City
- 9. (Answers will vary.)
- 10. Egypt, Sudan, Eritrea, Iran

### Chapter 6, Exercise 44, p. 167.

- 1. T
- 2. F [gray and wrinkled]
- 3. T
- 4. T
- 5. T
- 6. T [about 11% to 12% bigger]
- 7. T
- 8. F [Men's voices have a higher pitch.]

#### Chapter 9, Exercise 7, p. 233.

- 1. T
- 2. T

- 3. T
  - 4. F [The Arctic Ocean is the coldest.]
  - 5. F [The South China Sea is the biggest.]
  - 6. T
  - 7. F [Asia is the largest continent in the world.]
- 8. T
- 9. F [It's South America.]
- 10. T

### Chapter 9, Exercise 24, p. 242.

Seattle and Singapore have more rain than Manila in December.

[Manila: 58 mm. or 2.3 in.] [Seattle: 161 mm. or 6.3 in.] [Singapore: 306 mm. or 12 in.]

### Chapter 9, Exercise 25, p. 243.

- 2. Indonesia has more volcanoes than Japan.
- 3. Saturn has more moons than Venus.
- 4. Sao Paulo, Brazil, has more people than New York City.
- 5. Finland has more islands than Greece.
- 6. Nepal has more mountains than Switzerland.
- 7. A banana has more sugar than an apple.
- 8. The dark meat of a chicken has more fat than the white meat of a chicken.

#### Chapter 9, Exercise 40, p. 251.

- A: 4 D: 5
- B: 50 E: 381
- C: 381

### Chapter 10, Exercise 10, p. 264.

- 3. Princess Diana was killed in a car crash in 1997.
- 4. Marie and Pierre Curie discovered radium.
- 5. Oil was discovered in Saudi Arabia in 1938.
- 6. Mahatma Gandhi and Martin Luther King Jr. were arrested several times for peaceful protests.
- 7. Michael Jackson died in 2009.
- 8. Leonardo da Vinci painted the Mona Lisa.
- John F. Kennedy was elected president of the United States in 1960

### Chapter 10, Exercise 21, p. 271.

- 1. sand
- 2. whales
- 3. China and Mongolia
- 4. small spaces

### Chapter 11, Exercise 37, p. 316.

- 1. T 2. T
- 3. F [Austria]
- 4. T
- 5. F
- 6. T
- 7. F [psychology/psychiatry]
- 8. T
- 9. T
- 10. F [The Himalayas]

# Answer Key

## Chapter 1: Present Time

#### Exercise 5, p. 4.

- 1. happening right now
- 2. happening right now
- 3. happening right now
- 4. happening right now
- 5. usual activity
- 6. happening right now
- 7. happening right now
- 8. happening right now
- 9. usual activity
- 10. usual activity
- 11. usual activity

#### Exercise 6, p. 5.

- 1. usual activity
- 2. happening right now 5. happening right now

4. usual activity

3. happening right now

### Exercise 7, p. 5.

- 2. am sitting ... sit
- 3. speaks ... is speaking
- 4. A: Does it rain B: is
- 5. A: Is it raining?
- B: is starting
- 6. is walking
- 7. A: walks . . . Do you walkB: Does Oscar walk

#### Exercise 9, p. 6.

1. Does it	3. Are you	5. Do we
2. Does it	4. Do you	6. is it

### Exercise 10, p. 7.

- 1. runs T
- 2. run T
- 3. live F [According to a 1993 study: the death rate for right-handed people = 32.2 percent; for left-handed people = 33.8 percent, so the death rate is about the same.]
- 4. cover T
- 5. has F [The official Eiffel Tower Web site says 1665.]

- 6. spoils F [Honey never spoils.]
- 7. is T
- 8. takes T
- 9. beats T
- 10. die T

#### Exercise 12, p. 9.

- 1. It grows one-half inch per month or 15 centimeters a year.
- 2. They don't hurt because the hair on our scalp is dead.
- 3. About 100,000.
- 4. (Any country near the equator.)

#### Exercise 16, p. 11.

- 1. c. Kazu frequently doesn't shave ...
  - d. Kazu occasionally doesn't shave . . .
  - e. Kazu sometimes doesn't shave ...
  - f. Kazu always shaves . . .
  - g. Kazu doesn't ever shave . . .
  - h. Kazu never shaves . . .
  - i. Kazu hardly ever shaves . . .
  - j. Kazu rarely shaves . . .
  - k. Kazu seldom shaves . . .
- 2. a. I usually don't eat breakfast.
  - b. I don't always eat breakfast.
  - c. I seldom eat breakfast.
  - d. I don't ever eat breakfast.
- 3. a. My roommate generally isn't home . . .
  - b. My roommate sometimes isn't home . . .
  - c. My roommate isn't always home ...
  - d. My roommate is hardly ever home . . .

### Exercise 17, p. 12.

- 2. sometimes makes
- 3. frequently / often goes
- 4. is frequently / often late
- 5. always cooks
- 6. almost always reads
- 7. seldom does
- 8. never goes

#### Exercise 19, p. 13.

- 1. A dolphin swims.
- 2. Dolphins swim.

### Exercise 20, p. 13.

- 3. verb, singular
- 4. noun, plural
- 7. noun, plural 8. verb, singular 5. verb, singular

### Exercise 21, p. 14.

- 2. create Ø, floods
- 3. flood Ø, causes
- 4. towns, floods, buildings, homes, roads

wishes

mixes

5. flood Ø, town Ø, needs, repairs

### Exercise 22, p. 14.

add -s only stays takes speaks

add -ies add -es studies tries

6. noun, plural

### Exercise 23, p. 15.

- 3. A boat floats on water. (no change)
- 4. Rivers flow toward the sea. (no change)
- 5. My mother worries about me.
- 6. A student buys a lot of books at the beginning of each term.
- 7. Airplanes fly all around the world. (no change)
- 8. The teacher asks us a lot of questions in class every day.
- 9. Mr. Cook watches game shows on TV every evening.

10. bows

14. tries

- 10. Water freezes at 32°F (0°C) and boils at 212°F (100°C).
- 11. Mrs. Taylor never crosses the street in the middle of a block. She always walks to the corner and uses the crosswalk.

### Exercise 24, p. 15.

- 3. hopes
- 11. studies 4. teaches
- 5. moves 12. buys
- 13. enjoys 6. kisses
- 7. pushes
- 15. carries 8. waits
- 9. mixes

## Exercise 26, p. 16.

(Order of sentences may vary.)

- 1. A car causes air pollution.
- 2. A rubber band stretches when you pull on it.
- 3. A hotel supplies its guests with clean towels.
- 4. Oceans support a huge variety of marine life.
- 5. A bee collects nectar from flowers.
- 6. Does exercise improve your health?
- 7. A hurricane causes great destruction when it reaches land
- 8. A river flows downhill.
- 9. An elephant uses its long trunk like a hand to pick things up.
- 10. Brazil produces one-fourth of the world's coffee.

### Exercise 27, p. 16.

Charlie: a, a Dad: a, a

### Exercise 28. p. 17.

2. a	4. A: a	5. B: b
3. a	B: a	A: b

### Exercise 29, p. 18.

2.	think	4.	are having
3.	am thinking	5.	have

### Exercise 30, p. 18.

- 2. Do you need ... Do you want
- 3. A: think ... know ... forget B: remember
- 4. A: Do you believe B: exist
- 5. are . . . are having . . . have . . . are building . . . like ... are lying ... (are) listening ... aren't listening . . . hear

### Exercise 31, p. 19.

- 1. a
- 2. a
- 3. b

### Exercise 32, p. 20.

- 2. A: Is it raining
- B: it isn't ... don't think
- 3. A: Do your friends write B: they do ... get
- 4. A: Does the weather affect B: it does . . . get
- 5. A: Is Jean studying
  - B: she isn't ... is ... is playing
  - A: Does Jean play
  - B: No, she doesn't . . . studies
  - A: Is she
  - B: she is . . . plays
  - A: Do you play
  - B: I do ... am not

### Exercise 33, p. 21.

- 6. Am I 1. Do you
- 2. Does it 7. Is it
- 8. Does he 3. Does she
- 9. Do they 4. Does he
- 5. Does she 10. Do we

### Exercise 34, p. 22.

- 1. Is the earth revolving around the sun right now? [Yes.]
- 2. Does the moon revolve around the earth every 28 days? [Yes.]

- 3. Are the sun and moon planets? [No.]
- 4. Is Toronto in western Canada? [No.]
- 5. Do whales lay eggs? [No.]
- 6. Does your country have gorillas in the wild?
- 7. Are gorillas intelligent? [Yes.]
- 8. Do mosquitoes carry malaria? [Yes, some do.]
- 9. Do you like vegetarian food?
- 10. Is our teacher from Australia?
- 11. Is it raining outside now?
- 12. Are you tired of this interview?

#### Exercise 35, p. 22.

1.	b	3.	a	5.	b
2.	а	4.	а	6.	a

- Exercise 36, p. 22.
- 2. A: Are they watching B: aren't ... are playing
- 3. A: Are you listening
  - B: want
- 4. A: are
  - B: am
  - A: are you doing
  - B: am trying
- 5. A: do you think B: think ... don't think ... do you think A: don't think ... count
- 6. A: are you thinking B: am thinking . . . am not thinking
  - A: don't believe ... are thinking
- 7. A: Do you know
  - B: do
  - A: is
  - B: doesn't make
  - A: know

### Exercise 37, p. 24.

#### Part I.

- 2. prefer 3. makes
- 7. Do you exercise
- 8. Are you exercising

6. are doing

4. need 5. work

#### Part II.

- 1. believe 2. go 3. like 4. is 5. increases 6. are
- 13. are exercising
- 14. Do
- 7. beats
- 8. brings 18. Do
- 10. have

Exercise 38, p. 25.

#### Omar's Visit

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

(2) Omar visits his aunt once a week. She's elderly and lives alone. She thinks Omar is a wonderful nephew. She loves his visits. He tries to be helpful and considerate in every way. His aunt doesn't hear well, so Omar speaks loudly and clearly when he's with her.

(3) When he's there, he fixes things for her around her apartment and helps her with her shopping. He doesn't stay with her overnight. He usually stays for a few hours and then heads back to the city. He kisses his aunt good-bye and gives her a hug before he leaves. Omar is a very good nephew.

### Chapter 2: Past Time

#### Exercise 2, p. 27.

- 2. She didn't drink . . . Did she drink
- 3. They didn't play ... Did they play
- 4. I didn't leave . . . Did I / you leave
- 5. They didn't wear ... Did they wear
- 6. We didn't have ... Did we / you have
- 7. It wasn't . . . Was it
- 8. You weren't . . . Were you / Was I

### Exercise 3, p. 27.

(Answers may vary.)

- 2. I didn't come ... I came ....
- 3. The students in this class didn't swim ... They walked ....
- \_) isn't ... He/She is a teacher. 4. ( \_\_\_\_\_
- 5. I didn't sleep ... I slept in a bed.
- 6. The Internet didn't become . . . It became popular in the 1990s.

#### Exercise 4, p. 27.

- 1. French, together, last week
- 2. yesterday, last summer
- 3. in the evening, behind the mountains
- 4. our class, yesterday
- 5. two weeks ago

#### Exercise 5, p. 28.

4. were

- 6. wasn't 1. wasn't
- 2. was 7. was
- 3. weren't 8. was
  - 9. were
- 10. weren't 5. was

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- 11. are listening
- 12. are doing

  - 15. like
- 16. Do
- 17. get
- 19. do
- 9. work

### Exercise 6, p. 28.

<b>Part I.</b> giving	hitting	dying	trying
Part II. stopped	studied	enjoyed	tied

#### Exercise 7, p. 29.

1. waiting ... waited7. playing ... played2. cleaning ... cleaned8. studying ... studied3. planting ... planted9. trying ... tried4. planning ... planned10. dying ... died5. hopping ... hopped11. sleeping6. hopping ... hopped12. running

#### Exercise 8, p. 30.

2. opening	6.	enjoyed
3. opened	7.	enjoying
4. listening listened	8.	happened
5. lying		

#### Exercise 9, p. 30.

- 2. stayed ... stayed ... staying
- 4. gave ... given ... giving
- 5. was / were . . . been . . . being

#### Exercise 10, p. 33.

San	iple	ans	wers:	
1		- L		- 1-

9.	stole
10.	caught
11.	shook
12.	flew
13.	dug
14.	spent
15.	wore
	10. 11. 12. 13. 14.

8. taught

#### Exercise 11, p. 34.

- 2. We left ... We didn't leave ... Did we leave
- 3. She does ... She didn't do ... Did she do
- 4. He was ... He wasn't ... Was he
- 5. We drove . . . We didn't drive . . . Did we (you) drive
- 6. You were ... You weren't ... Were you (Was I)
- 7. I planned ... I didn't plan ... Did I (you) plan

### Exercise 12, p. 34.

- 2. Yes, I fell down.
- 3. Yes, I hurt myself when I fell down.
- 4. Yes, I broke my arm.
- 5. Yes, I went to the emergency room.
- 6. Yes, I saw a doctor.
- 7. Yes, I sat in the waiting room for a long time.
- 8. Yes, the doctor put a cast on my arm.
- 9. Yes, I paid a lot of money.
- 10. Yes, I came home exhausted.

### Exercise 13, p. 34.

- 2. A: Did Ella's plane arrive
  - B: it did . . . got
- 3. A: Did you go
  - B: I didn't ... stayed ... didn't feel
- 4. A: Did you eat
  - B: I didn't . . . didn't have . . . didn't ring
- 5. A: Did da Vinci paint B: he did ... painted

### Exercise 14, p. 35.

## Part I.

- 3. didn't ride7. brought4. got8. didn't read5. didn't watch9. didn't fix6. made9. didn't fix
  - 3. took
- 4. didn't go
   5. fell
   6. came
   8. thought
   9. didn't begin
   10. finished

7. didn't lie

## Exercise 16, p. 37.

Energise roy prom		
2. did spent	7.	did read
3. did met	8.	did lost
4. did sold	9.	$did\ldots found$
5. did broke	10.	did upset
6. did kept		

#### Exercise 17, p. 37.

2.	had	6.	shook
3.	ate	7.	danced
4.	drank	8.	sat talked
5.	met		

#### Exercise 18, p. 38.

#### The Daily News

Yesterday morning, Jake read the newspaper online. He wanted to know the latest news. He enjoyed the business section most. His wife, Eva, didn't read any newspapers on her computer. She downloaded them on her ebook reader. She looked at the front pages first. She didn't have a lot of time. She finished the articles later in the day. Both Jake and Eva were very knowledgeable about the day's events.

#### Exercise 19, p. 38.

Part II. 1. T 2. F 3. F		
Part III.		
1. kills	5. spread	9. was
2. killed	6. died	10. made
3. began	7. kill	
4. lasted	8. were	

### Exercise 20, p. 39.

Part I.

1. different	3. different
2. same	4. same
Part II.	
1. /t/	3. /t/
2. /d/	4. /əd/

### Exercise 21, p. 39.

1.	agree	5.	ended
2.	agreed	6.	stopped
3.	arrived	7.	touched

4. explains

### Exercise 22, p. 40.

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

### Exercise 23, p. 40.

2. /d/	6. /t/	10. /t/
3. /əd/	7. /d/	11. /d/
4. /t/	8. /t/	12. /əd/
5. /əd/	9. /əd/	

### Exercise 24, p. 40.

Sample answers:

- 1. He went to a water-slide park and loved the fast slides.
- 2. She visited her aunt.

### Exercise 25, p. 41.

- 1. b
- 2. a

### Exercise 26, p. 43.

- 2. was eating ... came
- 3. came . . . was eating
- 4. was sleeping
- 5. was sleeping . . . rang
- 6. rang ... was sleeping
- 7. began
- 8. was walking ... saw
- 9. saw ... was standing ... was holding
- 10. waved . . . saw

### Exercise 27, p. 44.

- 3. spilled . . . was sitting
- 4. was standing . . . sent
- 5. ran into . . . was standing
- 6. dropped . . . was standing
- 7. avoided . . . was swimming
- 8. was swimming . . . saw
- 9. was swimming . . . found

### Exercise 29, p. 45.

- 1. Julia
- 2. James
- 3. Paul

#### Exercise 30, p. 46.

- 1. F 4. F
- 2. T 5. F
- 3. F

#### Exercise 31, p. 46.

- B: Did you find ... was looking ... didn't see A: It's
- 2. A: looks ... Did you
  - B: thought . . . had . . . guess
- 3. A: Did you have
  - B: had
  - A: were B: was...was

## Exercise 32, p. 47.

Underlined verbs:

- 2. were traveling
- 3. A: was ... talking B: were describing
- 4. A: 's (is) ... talking B: 's (is) describing

### Exercise 33, p. 47.

- 2. is doing
   3. isn't studying
   4. is staring
- 5. wants
- 6. is looking
- 7. are you looking
- 8. am watching
- 9. is turning
- 10. is

Exercise 34, p. 48. Checked sentences: 1, 2, 3

**Exercise 35, p. 49.** *Clauses:* 2, 3, 4, 5, 6, 7

### Exercise 36, p. 49.

 b. <u>I remembered my coat in the backseat after the</u> taxi dropped me off.

2

11. looks

13. was doing

15. was staring

17. was looking

16. wanted

18. pointed

said
 offered

14. wasn't studying

- 2. a. <u>Before I got out of the taxi, I double-checked the address.</u>
  - 2 1
    b. Before I double-checked the address, I got out of the taxi.

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1

- 1
- 3. a. As soon as I mipped the driver, he helped me with my luggage.

2

1 b. <u>As soon as the driver helped me with my luggage</u>,

2 I tipped him.

### Exercise 37, p. 49.

- Before I left my apartment this morning, I unplugged the coffee pot. I unplugged the coffee pot before I left my apartment this morning.
- 3. Until I was seven years old, I lived on a farm. I lived on a farm until I was seven years old.
- 4. As soon as I heard the doorbell, I opened the door. I opened the door as soon as I heard the doorbell.
- 5. When it began to rain, I stood under my umbrella. I stood under my umbrella when it began to rain.
- 6. While I was lying in bed with the flu, my friends were swimming at the beach.

My friends were swimming at the beach while I was lying in bed with the flu.

While my friends were swimming at the beach, I was lying in bed with the flu.

I was lying in bed with the flu while my friends were swimming at the beach.

### Exercise 38, p. 50.

- bought . . . went
   [before I went to the hospital to visit my friend]
- 3. went ... got ... was ... was planting ... was ...
  was changing ... were playing ... was changing ...
  were throwing
  [When I got there]
- [while Mr. Lopez was changing the oil in the car] 4. hit . . . was using . . . hurt

12. lost

13. ran

15. is

16. isn't

17. needs

18. feels

14. stopped

- [while I was using the hammer]
- 5. heard ... began [As soon as we heard about the hurricane]
- 6. got ... stopped ... rested ... felt[unvil he felt strong enough to continue]

### Exercise 39, p. 51.

- 2. need 11. was reaching
- 3. call
- 4. is sitting
- 5. came
- 6. was
- 7. had
- 8. was driving
- 9. rang
- 10. reached
  - ed 19. made

### Exercise 41, p. 52.

- 2. used to think
- 3. did you use/used to live
- 4. Did you use/used to work

- 5. didn't use to wake up / didn't used to wake up ... used to sleep
- 6. used to watch...didn't use to watch / didn't used to watch...did you use to watch / did you used to watch

### Exercise 43, p. 53.

- 2. did you used to go/did you use to go
- 3. used to play
- 4. used to skip
- 5. didn't used to like/didn't use to like

### Exercise 44, p. 53.

- 2. Junko used to work for an investment company.
- 3. **Margo used** to teach English, but now she works at a publishing company.
- 4. Where did you used to live?
- 5. I didn't used/use to get up early, but now I do.
- 6. Did you used to live in Singapore?
- 7. My family used to **go** to the beach every weekend, but now we don't.

### Exercise 45, p. 54.

1. F	4. T
2. T	5. F
3. F	

## Chapter 3: Future Time

Exercise 1, p. 55. Sentences: 1, 3

### Exercise 2, p. 56.

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

### Exercise 4, p. 57.

- 1. am going to pick
- 2. A: is Alex going to go
  - B: is going to stop
- A: Are you going to finish
   B: I am going to finish
- 4. A: is Dr. Ahmad going to talk B: is going to discuss
- 5. A: are you going to call B: am not going to call . . . am going to text

### Exercise 5, p. 57.

Questions:

- 1. Where are you going to go . . .
- 2. What time are you going to wake up ...
- 3. What are you going to have . . .
- 4. Are you going to be . . .

- 5. Where are you going to be ...
- 6. Are you going to become ....
- 7. Are you going to take ....
- 8. Are you going to do . . .

#### Exercise 6, p. 58.

- 2. are going to
- 3. are going to 9. going to
- 4. are you going to 10. is
- 5. are going to 11. going to
- 6. Are 12. are going to
- 7. going to

### Exercise 7, p. 58.

1. What did you do yesterday? (also possible: were you doing)

8. is

- 2. What are you going to do tomorrow? [Note: The present progressive (are you doing) can replace going to.]
- 3. What are you doing right now?
- 4. What do you do every day?
- 5. What are you going to do a week from now?
- 6. What did you do the day before yesterday? (were you doing)
- What were you doing the day before yesterday?
- 7. What are you going to do the day after tomorrow?
- 8. What did you do last week? (were you doing)
- 9. What do you do every week?
- 10. What are you going to do this weekend?

#### Exercise 10, p. 60.

2. You'll	5. it'll
3. We'll	6. They'll
4. He'll	7. She'll

#### Exercise 11, p. 61.

2.	will make	5.	will be
3.	will call	6.	will cost
4.	will help	7.	will explain

#### Exercise 12, p. 61.

1.	50%	3. 100%	5. 100%	
2.	50%	4. 90%	6. 100%	

#### Exercise 13, p. 62.

1.	100%	3. 50%	5. 100%
2.	90%	4. 90%	6. 50%

### Exercise 14, p. 63.

- 2. She probably won't go / She probably isn't going to go to work tomorrow. She'll probably stay / She is probably going to stay home and rest.
- 3. He'll probably go / He is probably going to go to bed early tonight. He probably won't stay / He probably isn't going to stay up all night again tonight.

4. She probably won't run / isn't going to run in the marathon race this week. She'll probably skip / She is probably going to skip the race.

#### Exercise 15, p. 63.

- 2. Maybe Lisa won't get here.
- 3. You may win the contest.
- 4. Maybe the plane will land early.
- 5. Sergio may not pass the class.

#### Exercise 18, p. 64.

2.	will	5.	won't	8.	won't
3.	will	6.	will	9.	will
4.	will	7.	will		

### Exercise 19, p. 65.

Conversation 1

### Exercise 20, p. 66.

1. no	5. no
2. yes	6. yes
3. no	7. A: yes
4. yes	B: no

### Exercise 21, p. 66.

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

#### Exercise 22, p. 66.

3.	am going to	7.	are going to
4.	will (I'll)	8.	will (I'll)
5.	am going to	9.	will (I'll)
6.	will (I'll)		

#### Exercise 23, p. 67.

1.	а	3.	b
2.	b	4.	а

Exercise 25, p. 68.

- 2. returns 5. are
- 3. lands 6. find out 4. find
  - 7. isn't . . . is

### Exercise 26, p. 69.

- 2. is going to call . . . returns
- 3. go . . . am going to make
- 4. are going to take . . . visits
- 5. am going to keep ... calls
- 6. misses ... isn't going to understand
- 7. gets . . . are going to eat

### Exercise 28, p. 70.

- 2. Before Sue picks up groceries, she is going to go to the dentist.
- 3. Before Sue has lunch with Hiro, she is going to pick up groceries.
- 4. After Sue picks up groceries, she is going to have lunch with Hiro.
- 5. Before Sue takes her father to his doctor's appointment, she is going to have lunch with Hiro.

### Exercise 29, p. 70.

#### Sample answers:

- 1. will see changing scenery
- 2. will turn on the lights
- 3. the lights will be on
- 4. will remember the temperature a person likes
- 5. he/she can lock the doors with a remote control
- 6. will move
- 7. will deliver warm clothes
- 8. will be inexpensive

### Exercise 30, p. 71.

- 2. goes . . . will email / is going to email
- 3. went . . . took
- 4. was taking . . . rang
- 5. rang . . . jumped
- 6. gets . . . will brush
- 7. brushes . . . gets

### Exercise 31, p. 71.

All three sentences express future time.

#### Exercise 32, p. 72.

- 1. B: are you doing
  - A: am going . . . are going B: am meeting
- 2. A: are you majoring
  - B: am majoring
  - A: are you taking
  - B: am taking
- 3. A: are you doing B: am cutting

### Exercise 33, p. 73.

- A: am going
- B: are ... going
- B: Are ... flying ... driving
- A: 'm flying
- A: 'm taking
- B: 'm staying

### Exercise 36, p. 74.

- 1. a, b
- 2. a, b, c
- 3. b, c
- 4. a, c

### Exercise 37, p. 74.

1. a, b, c	6. a, b, c
2. b, c	7. a, b, c
3. b, c	8. b, c
4. a, b, c	9. b, c
5. b, c	10. a, b, c

## Exercise 38, p. 75.

Picture B

### Exercise 39, p. 76.

(Answers may vary.)

- 1. The chimpanzee is about to eat a banana.
- 2. The man is about to pour coffee.
- 3. The plane is about to land.
- 4. The man is about to answer/pick up the phone.
- 5. The dog is about to go to sleep.
- 6. The man is about to start a fire.
- 7. The woman is about to hit a fly.
- 8. The man is about to leave.
- 9. The astronauts are about to meet creatures from outer space.

### Exercise 41, p. 77.

- 1. a, b
- 2. f

### Exercise 42, p. 77.

- 1. was reading . . . listening
- 2. will move ... look ... graduates
- 3. calls . . . complains
- 4. is crying . . . laughing
- 5. get . . . am going to take . . . go
- 6. was carrying ... climbing ... landed ... stung ... dropped ... spilled

### Exercise 43, p. 78.

- 1. was raining . . . took . . . got . . . found
- 2. opens ... leave
- 3. A: cut . . . is bleeding
- B: 'll / will get
- 4. A: is ringing
  - B: know
  - A: Do you want
  - B: don't answer
- 5. A: is . . . are flashing
  - B: know ... know ... see
  - A: is going ... Are you speeding
  - B: am driving
  - A: is passing (also possible: is going to pass)

### Exercise 44, p. 79.

- B: does ... say
- A: will receive
- B: will be ... want
- C: solves . . . don't understand . . . I'll . . . smile
- D: work . . . will be
- A: looks . . . will have

#### Exercise 45, p. 79.

#### My Cousin Pablo

I want to tell you about Pablo. He is my cousin. He came here four years ago. Before he came here, he studied statistics in Chile. He left Chile and moved here. Then he went to New York and stayed there for three years. He graduated from New York University. Now he is studying at this school. After he finishes his master's degree, he will/is going to return to Chile.

### Chapter 4: Present Perfect and Past Perfect

#### Exercise 1, p. 81.

3.	helped	7.	written
4.	visited	8.	seen

#### Exercise 2, p. 82.

1.	called	6.	come
2.	spoken	7.	eaten
3.	done	8.	cut
4.	known	9.	read
5.	met	10.	been

### Exercise 3, p. 82.

2. had	5. lived	8. died
3. thought	6. heard	9. bought
4. taught	7. studied	10. started

#### Exercise 4, p. 82.

- 1. a
- 2. b

#### Exercise 5, p. 84.

3.	since	12.	since
4.	since	13.	since
5.	for	14.	for
6.	for	15.	since
7.	for	16.	for
8.	since	17.	for
9.	for	18.	since
10.	for	19.	since
11.	since	20.	since

#### Exercise 7, p. 85.

- 2. has interviewed7. has signed3. has met8. has shaken4. has found9. has written5. has made10. has thought
- 5. has made 10 6. has become

### Exercise 9, p. 86.

- 2. has changed . . . started
- 3. was ... have been
- 4. haven't slept ... left

- 5. met . . . has not thought
- 6. has had ... bought
- 7. A: have you eaten ... gotB: have eaten

#### Exercise 11, p. 87.

- 2. A: Have you ever stayed B: have ... have stayed
- 3. A: Have you ever metB: haven't . . . have never met
- 4. A: Has Ted ever traveled B: has ... has traveled
- 5. A: Has Lara ever been
- B: hasn't ... has never been

#### Exercise 12, p. 88.

- 1. seen 6. had
- 2. flown 7. fallen
- 3. ridden 8. felt
- 4. done 9. spoken
- 5. torn 10. wanted

#### Exercise 13, p. 88.

Questions: Have you ever ...

- 1. cut your own hair?
- 2. caught a big fish?
- 3. taken care of an injured animal?
- 4. lost something very important?
- 5. sat on a bee?
- 6. flown in a private plane?
- 7. broken your arm or your leg?
- 8. found something very valuable?
- 9. swum near a shark?
- 10. thrown a ball and broken a window?

#### Exercise 14, p. 89.

Questions: How long have you ....

- 1. lived in (\_\_\_\_)?
- 2. studied English?
- 3. been in this class/at this school?
- 4. had long hair/short hair?
- 5. had a beard/a mustache?
- 6. worn glasses/contact lenses?
- 7. had a roommate/a pet?
- 8. been interested in ( \_\_\_\_\_)?
- 9. been married?

#### Exercise 15, p. 89.

1. b 3. b 2. a 4. a

#### Exercise 16, p. 91.

- 1. a, b 2. b, d
- 3. a, b, c

#### Exercise 17, p. 91.

- 2. given 5. woken
- 3. changed 6. done
- 4. taken 7. been

#### Exercise 18, p. 92.

- 2. No, he hasn't picked up his kids at school yet.
- 3. Yes, he has already taken his car for an oil change.
- 4. No, he hasn't finished his errands yet.
- 5. Yes, he has already shopped for groceries.
- 6. No, he hasn't had lunch with Michael yet.

### Exercise 19, p. 92.

1.	is	3.	is	5.	has
2.	has	4.	is	6.	has

### Exercise 20, p. 93.

- 1. you've done
- 2. I've worked
- 3. I've worked 8. I've
- 4. I've worked
- 5. I've done

### Exercise 21, p. 94.

Pamela

### Exercise 23, p. 95.

- 3. present perfect . . . unspecified
- 4. simple past . . . specified
- 5. simple past ... specified
- 6. present perfect . . . unspecified
- 7. present perfect . . . unspecified
- 8. simple past . . . specified
- 9. present perfect . . . unspecified
- 10. simple past . . . specified

### Exercise 24, p. 95.

- 3. have ... have eaten ... ate
- 4. have already seen . . . saw
- 5. have already written . . . wrote
- 6. A: Has Antonio ever had B: has ... has had ... had
- 7. have already read . . . read
- 8. A: have you visited
  - B: have visited ... visited ... was

7. sung

### Exercise 26, p. 97.

- 1. spent 5. slept
- 2. made 6. driven
- 3. sent
- 4. left

### Exercise 29, p. 99.

- 2. is waiting . . . has been waiting
- 3. are talking ... have been talking
- 4. are doing . . . have been doing

- 5. A: are you doing
  - B: am working
  - A: have you been working
  - B: have been working

### Exercise 31, p. 100.

- 2. month has
- friends have
   work has
- parents have
   cousins have
- 8. roommate has
- 5. friend has

### Exercise 32, p. 100

- a. 1
- b. 3
- c. 1

### Exercise 33, p. 102.

- 4. have been reading
- 5. have read
- 6. have stayed
- 7. has been crying
- 8. has been teaching / has taught
- 9. A: has been playing / has played B: have been playing / have played
- B: has been working / has worked
   B: has worked

### Exercise 34, p. 103.

- 1. has
- 2. been changing
- 3. We've
- had
   have
- 6. seen
- have been building
- 8. We've been saying
- 9. We've
- 10. seen

### Exercise 35, p. 103.

Che	cked sentences:		
1.	a, b	4.	a, c
2.	а	5.	d, e
3.	b		

### Exercise 36, p. 104.

1.	b	3.	a
2.	b	4.	a

### Exercise 38, p. 105.

1.	b	4.	b
2.	С	5.	b, c
3.	b, c		

### Exercise 39, p. 106.

1.	F	4.	F
2.	Т	5.	F
3.	Т		





have you applied
 I've been
 I've heard

6. have you changed

#### Exercise 40, p. 107.

2.	am	11.	met
3.	am studying	12.	spoke
4.	have been	13.	didn't practice
5.	arrived	14.	were
6.	began	15.	came
7.	came	16.	have met
8.	have done	17.	know
9.	have met	18.	have become
10.	went		

## Exercise 41, p. 108.

Answer b.

### Exercise 42, p. 109.

3. a. 1 <sup>st</sup> b. 2 <sup>nd</sup>		1 <sup>st</sup> 2 <sup>nd</sup>	7.	a. 1 <sup>st</sup> b. 2 <sup>nd</sup>
4. a. 2 <sup>nd</sup> b. 1 <sup>st</sup>	6.	2 <sup>nd</sup> 1 <sup>st</sup>		

#### Exercise 43, p. 110.

1.	has	3.	had
2	had	4	have

4.	nau	ч.	IIav

#### Exercise 44, p. 110.

- 2. I started English classes at this school four weeks ago and I have been learning / have learned a lot of English since then.
- 3. I have wanted to learn English since I was a child.
- I have been thinking about how to improve my English skills quickly since I came here, but I haven't found a good way.
- 5. Our teacher likes to give tests. We have had six tests since the beginning of the term.
- 6. I like learning English. When I was young, my father found an Australian girl to teach my brothers and me English, but when I **moved** to another city, my father didn't find anyone to teach us.
- 7. I have met many friends in this class. I met Abdul in the cafeteria on the first day. He was friendly and kind. We have been friends since that day.
- 8. Abdul **has** been **studying** English **for** three months. His English is better than mine.

## Chapter 5: Asking Questions

### Exercise 1, p. 111.

- 1. b
- 2. d

#### Exercise 2, p. 111.

- 1. Is . . . is
- 2. Do . . . do
- 3. Did . . . did
- 4. Was . . . wasn't
- 5. Is . . . is
- .
- 6. Are . . . am
- 7. Was...was
- 8. Have ... haven't
- 9. Will . . . will
- . . is

- Exercise 3, p. 112.
  - A: Do snakes have legs?
     B: they don't
  - 3. A: Is Mexico in North America B: it is
  - 4. A: Will you be at home tonight?B: I won't.
  - 5. A: Do you have a bike? B: I do
  - 6. A: Has Simon left? B: Yes, he has.
  - 7. A: Did Simon leave with Kate?
  - B: Yes, he did.
  - A: Does acupuncture relieve pain?
     B: Yes, it does.

### Exercise 4, p. 113.

- 1. b 4. c
- 2. a 5. b
- 3. b

### Exercise 5, p. 113.

Questions:

- 1. Do you like animals?
- 2. Have you ever had a pet snake?
- 3. Is it cold in this room?
- 4. Is it raining right now?
- 5. Did you sleep well last night?
- 6. Are you tired right now?
- 7. Will you be here next year?

#### Exercise 6, p. 113.

- 1. Is she 5. Did it
- 2. Is he 6. Has it
- 3. Is that 7. Does it
- 4. Is there

### Exercise 7, p. 114.

- 1. a, c
- 2. a, d
- 3. b, c

### Exercise 8, p. 115.

- 2. Do they live a simple life?
- 3. What do they pick from the trees?
- 4. Do they have electricity? a
- 5. Do they enjoy their life?
- 7. Are they happy? b

#### Exercise 9, p. 116.

- 1. Do you know
- 2. I do
- 3. Have you seen
- 4. I haven't.
- 5. Did they go

**Chapter 5** 

### ANSWER KEY 433

b

я

a

7. Are you going to see

6. they did

9. Will they be

10. they won't

8. I am

### Exercise 10, p. 116.

- 1. Where ... b
- 2. Why ... c
- 3. When . . . a

### Exercise 11, p. 117.

- 2. are your kids transferring to are your kids transferring to Lakeview Elementary School
- 3. will you meet Taka at the mall will you meet Taka at 10:00
- 4. does class begin does class begin
- 5. did you stay home from work did you stay home from work

### Exercise 12, p. 118.

- 1. How come you are going? What are you going for?
- 2. How come they came? What did they come for?
- 3. How come he needs more money? What does he need more money for?
- 4. How come they are going to leave? What are they going to leave for?

### Exercise 13, p. 118.

- 1. When did Tom get home?
- 2. Where was his wife?
- 3. What did Tom buy?
- 4. Why was Tom late?
- 5. What present did Nina get?

#### Exercise 14, p. 118.

- 4. b 1. c 2. b 5. a
- 3. a

#### Exercise 15, p. 118.

- 3. c 1. b
- 4. a 2. d

### Exercise 16, p. 119.

- 3. Who knocked on the door?
- 4. Who(m) did Talya meet?
- 5. What did Mike learn?
- 6. What changed Gina's mind?
- 7. Who(m) is Gina talking about?

## 8. What is Gina talking about?

### Exercise 17, p. 120.

1.	Who	4.	What
2.	What	5.	Who
3.	Who	6.	Who

### Exercise 18, p. 120.

Questions:		
1. What	5.	What
2. What	6.	What
3. Who	7.	Who

4. What

#### Exercise 19, p. 120. 4. What did he

- 1. What did he
- 2. Did he tell
- 3. Who did he

### Exercise 22, p. 121.

- 2. What did you do
- 3. What are you going to do
- 4. What do you want to do
- 5. What would you like to do
- 6. What are you doing
- 7. What do you do
- 8. A: What do you do ... A: What does ... do

5. Why ... you tell

### Exercise 25, p. 123.

- 3. Which pen / Which one / Which would you like?
- 4. What did Hassan borrow from you?
- 5. What do you have in your hand? Which piece / Which one / Which would you like?
- 6. What did Tony buy?
- 7. What / Which countries did you visit? Which country did you enjoy the most?

### Exercise 27, p. 125.

- 1. b
- 2. a

#### Exercise 29, p. 126.

1. Who's	s	4.	Who's
2. Whos	e	5.	Whose
3. Whos	e	6.	Who's

#### Exercise 30, p. 126.

1.	Whose	4.	Whose
2.	Who's	5.	Who's
3.	Who's	6.	Whose

### Exercise 31, p. 126.

1. e	4. b
2. d	5. c
3. a	

### Exercise 32, p. 127.

(Answers may vary.)

- 1. He's very tall. He's six foot, six inches (2 meters).
- 2. He's fourteen years old.
- 3. He doesn't sleep well.
- 4. He's very uncomfortable.
- 5. He likes / prefers to travel by train.

#### Exercise 33, p. 128.

- 2. How important is education?
- 3. How did you get to school?
- 4. How deep is the ocean?
- 5. How are you going to get to Buenos Aires?
- 6. How difficult was the test?
- 7. How high is Mt. Everest?
- 8. How did you get here?

#### Exercise 34, p. 128.

- 1. How fresh
- 5. How hot 6. How noisy

7. How serious

- 2. How cheap 3. How hard
- 4. How clean

#### Exercise 35, p. 129.

1. 0	2	4.	а
2. 0	ł	5.	e
3. 1	0		

### Exercise 37, p. 130.

- 1. How old are
- 2. How tall are
- 3. How much do
- 4. how well do
- 5. How quickly do
- 6. How often do
- 7. How tired are
- 8. How many times a week do
- 9. How are
- 10. How soon can

#### Exercise 38, p. 131.

- 1. 774 miles / 1,250 kilometers
- 2. 227 miles
- 3. 1,030 kilometers

#### Exercise 39, p. 131.

- 2. How far is it from Montreal to Quebec?
- 3. How far is it from here to the post office?
- 4. How far do you live from work?

#### Exercise 43, p. 133.

- 2. How long will Mr. McNally be in the hospital?
- 3. How long does it take to learn a second language?
- 4. How long have you been living here?
- 5. How long did you live in Oman?
- 6. How long have you known Mr. Pham?
- 7. How long has he been living in Canada?

#### Exercise 44, p. 134.

1.	is	3.	did
2.	will	4.	are

#### Exercise 46, p. 135. 6. Why are

- 1. Who are
- 2. How are
- 3. What did

4. Why did 9. When is

7. When will

8. Who will

10. How will

5. Why is

- Exercise 47, p. 135.
- 1. Where are you
- 2. Who are you
- 3. Who is
- 4. How long have you
- 5. Where did you
- 6. Where does he
- 7. Is he
- 8. What time will you
- 9. Why are you
- 10. Why are you
- 11. Why am I

#### Exercise 48, p. 136.

5. What do you 6. What are you

8. What do you

- 1. What do you 2. What are you 3. What are you
- 7. What do you
- 4. What are you

#### Exercise 49, p. 136.

- 1. a
- 2. a
- 3. 1,2

#### Exercise 52, p. 138.

- A: Let's invite the Thompsons over for dinner.
- B: Good idea! How about next Sunday?
- A: Let's do it sooner. What about this Saturday?

#### Exercise 53, p. 138.

- 3. b 1. a 4. a
- 2. c

#### Exercise 55, p. 139.

- 1. yes
- 2. no

#### Exercise 56, p. 140.

- 1. a
- 2. a

3. a

#### Exercise 57, p. 141.

1. b. doesn't	f. aren't
c. don't	g. does
d. doesn't	h. is
e. isn't	i. aren't

#### ANSWER KEY 435

2.		didn't did	 were wasn't
3.	b.	aren't is is	 weren't was
4.		hasn't haven't	hasn't has

c. have f. hasn't

### Exercise 59, p. 142.

#### Expected answers:

1.	Yes.	6.	Yes.
2.	Yes.	7.	Yes.
3.	Yes.	8.	No.
4.	No.	9.	Yes.
5.	No.	10.	No.

#### Exercise 60, p. 142.

- 2. Where do I buy subway tickets?
- 3. Whose backpack is that?
- 4. What kind of tea do you like best?
- 5. It's freezing out and you're not wearing gloves, **are** you?
- 6. Who did you study with at school?
- 7. She is going to work this weekend, isn't she?
- 8. How long **does it** take to get to the airport from here?
- 9. How tall is your father?
- 10. It's midnight. Why **are** you so late? Why **did** you forget to call?

### Exercise 61, p. 143.

1. b	6. b
2. a	7. c
3. a	8. a
4. c	9. b
5. b	10. b

### Exercise 63, p. 144.

(Answers may vary.)

- 1. He wanted husbands for them.
- 2. A frog claimed Trina because he found the diamond.
- 3. She ran away from the castle and went to live in the woods.
- 4. She met him in a lake.
- 5. She felt great affection for him.
- 6. The evil wizard changed a man from a prince into a frog.
- 7. They had unhappy lives.
- 8. They lived happily ever after.

### Chapter 6: Nouns and Pronouns

### Exercise 1, p. 146.

5. pronoun	9. adjective
6. noun	10. pronoun
7. adjective	11. noun
8. preposition	12. preposition

### Exercise 2, p. 146.

1.	two	3.	two	5.	two
2.	one	4.	one	6.	two

### Exercise 3, p. 147.

1. chairs	8. leaves
2. window	9. half
3. wishes	10. beliefs
4. dish	11. wolves
5. taxes	12. radios
6. boys	13. sheep
7. hobbies	14. foot

### Exercise 4, p. 148.

Peo	ple
babies	heroes
boys	thieves
children	women
girls	

	Food	
fish		sandwiches
potatoes		tomatoes

Things people catchfishmosquitoesmicethieves

Places people visitcitieszooslibraries

#### Exercise 5, p. 149.

supplies	dresses
shirts	outfits
jeans	shoes
pants	babies

### Exercise 6, p. 149.

1.	no	4.	no
2.	yes	5.	yes
3.	yes	6.	no

#### Exercise 7, p. 150.

1.	/s/	4.	/z/
2.	/z/	5.	/əz/
3.	/əz/	6.	/s/



#### Chapter 6

### Exercise 8, p. 150.

1.	different	5.	same
2.	same	6.	same
3.	same	7.	different
4.	different	8.	different

### Exercise 9, p. 150.

3.	/z/	7. /s/	
4.	/s/	8. /əz/	
5.	/əz/	9. /z/	
6.	171		

#### Exercise 10, p. 150.

1.	sizes	3.	faxes	5.	glasses
2.	fax	4.	price	6.	prize

### Exercise 12, p. 151.

3. L_	Cows	Ĩ.	eat	grass
	subject		verb	object of verb
4. L_	The actor	T	sang	(none)
	subject		verb	object of verb
5. L_	The actor	Í.	sang	a song
	subject		verb	object of verb
6. L_	Accidents	1	happen	(none)
	subject		verb	object of verb
7. Ľ	The accident	Ĩ	injured	a woman
	subject		verb	object

### Exercise 13, p. 152.

3.	noun	7.	verb
4.	verb	8.	noun
5.	verb	9.	noun
6.	noun	10.	verb

### Exercise 15, p. 153.

Checked sentences: 2. in a minute

- 7. in a few hours
- 4. down the <u>hill</u> 8. from my <u>parents</u>
- 5. next to the <u>phone</u>

### Exercise 16, p. 153.

P Obj. of P 2. a. Kimiko saw a picture on the wall.

P Obj. of P

c. Kimiko looked at the picture closely.

#### P Obj. of P

Ρ

- 3. b. Annika lost her ring in the sand.
  - P Obj. of P P Obj. of P c. Annika lost her ring in the sand at the beach.

Obj. of P

4. a. A talkative woman sat with her husband.

P Obj. of P

b. We were at a meeting. P Obj. of

P Obj. of P c. She talked to her husband the entire time.

### Exercise 19, p. 155.

- 1. Birds and insects.
- 2. The understory is above the ground and under leaves.
- 3. In the understory.
- 4. The emergent layer is the top layer. It gets sun. The understory is lower. It is dark and cool, etc.

#### Exercise 21, p. 156.

1.	in	7.	on	13.	in
2.	in	8.	at	14.	in
3.	in	9.	at	15.	in
4.	at	10.	on	16.	at
5.	on	11.	on	17.	at
6.	on	12.	in	18.	in

### Exercise 22, p. 157.

Completed questions:						
1.	in	5.	on			
2.	at	6.	in			
3.	on	7.	in			

4. on

#### Exercise 23, p. 157.

- 1. a, c
- 2. a, b

### Exercise 24, p. 157.

- 1. to Paris next month
- 2. through Turkey last week
- 3. Alexi works at his uncle's bakery on Saturday mornings
- 4. My plane arrived at the airport in the early morning

### Exercise 25, p. 158.

1.	Ø	4.	S
2.	S	5.	Ø
3	Ø	6.	Ø

### Exercise 26, p. 159.

1.	barks	6.	chirps
2.	bark	7.	meow

- 2. bark 7. meov 3. roar 8. bark
- 4. roar 9. hisses
- 5. hisses 10. chirp

#### Exercise 27, p. 159.

V

S

S V 3. <u>Every student</u> in my class speaks English well.

V

All students in my class speak ...

- S
- 4. (There) are <u>five students</u> from Korea in Mr. Ahmad's class.

V S

5. (There)'s <u>a vacant apartment</u> in my building. (*no changes*)

ANSWER KEY 437

S

6. Do (aux verb) people in your neighborhood know each other?

S

7. The neighbors in the apartment next to mine are very friendly and helpful.

### Exercise 28, p. 159.

1. s	8. s	15. s
2. s	9. Ø	16. Ø
3. s	10. s	17. s
4. s	11. s	18. s
5. s	12. Ø	19. s
6. Ø	13. s	20. Ø
7. Ø	14. s	

### Exercise 30, p. 160.

Checked phrases:

- 3. famous
- 4. small, dark, smelly
- 6. long, short

### Exercise 31, p. 160.

- 1. Red roses are beautiful flowers.
- 2. The waiter poured hot coffee into my empty cup.
- 3. Mrs. Fields gave the hungry children a fresh snack.
- 4. After our delicious dinner, Frank helped me with the dirty dishes.

#### Exercise 33, p. 161.

- 3. hot chicken
- 4. chicken recipe
- 5. chicken soup

#### Exercise 34, p. 162.

- 2. vegetable garden
- 3. bean soup
- 4. magazine articles
- 5. toy factory

#### Exercise 35, p. 162.

- 1. (no change)
- 2. computers
- 3. (no change)
- 4. Airplanes

#### Exercise 37, p. 163.

- 4. object 1. subject
- 2. subject 5. object
- 3. object

#### Exercise 38, p. 164.

1. a. apples	3. a. table tennis
b. children	b. table tennis
2. a. bees b. bees	c. my brother d. my brother

c. bees

- Exercise 39, p. 165.
  - 4. me...us 1. me 2. те 5. them ... They are 3. I

#### Exercise 40, p. 165.

- 4. it 2. He . . . them
- 3. They ... her 5. They ... them

#### Exercise 41, p. 166.

1. B 2. A

V

#### Exercise 42, p. 166.

- 2. more than one
- 5. more than one
- 3. more than one 6. one
- 4. one

### Exercise 43, p. 167.

- 6. William's 2. Lisa's 7. Ned's
- 3. Lisa's 4. Monica's 8. William's
- 5. William's

#### Exercise 44, p. 167.

- 1. earth's
- 2. elephant's F [gray and wrinkled]
- 3. man's т
- Т 4. woman's
- 5. women's Т
- 6. Men's T [about 11% to 12% bigger]
- 7. person's
- 8. People's F [Men's voices have a higher pitch.]

### Exercise 45, p. 167.

Checked responses: 1, 2, 4, 5, 7, 8

Т

### Exercise 46, p. 168.

- 2. his
- 3. It's ... its
- 4. its ... its
- 5. Hers
- 6. her
- 7. mine
- 8. yours 9. A: my...yours

B: mine ... Yours ... your

10. a. They

b. Their

- c. Our . . . theirs
- d. They're . . . there . . . they're . . . their

#### Exercise 48, p. 170.

- 2. himself
- 3. yourself . . . themselves
- 4. isself (also possible: himself, herself)
- 5. ourselves 6. herself
- 7. yourself
- 8. myself

7. art lesson

8. flag poles

6. mountain villages

- 7. (no change)
  - 8. vegetables

- 5. Bicycles

- 6. (no change)

#### Exercise 49, p. 170.

1.	yourself	4.	themselves
2.	ourselves	5.	himself
2	1 16	1	10

3. herself 6. myself

Exercise 51, p. 171. Picture B

#### Exercise 52, p. 172.

- 2. a. another
  - r 4. another her 5. The other
  - b. The other
- 3. a. Another 6. another
  - b. Another
  - c. Another
  - d. Another

#### Exercise 53, p. 172.

- 1. Picture A
- 2. Picture B

#### Exercise 55, p. 174.

- 2. other
- 6. Other . . . others
- 3. The others
- 7. The other 8. The others
- 4. The other
- 5. Others

### Exercise 56, p. 175.

(Answers may vary.)

- 1. One is by imagining a peaceful place. Another is deep breathing. Another is exercise.
- 2. It makes them tired.

### Exercise 57, p. 176.

- 2. the other 6. another
- 3. Others 7. The other
- 4. Other 8. another
- 5. Others ... 9. The others other 10. Other

### Exercise 58, p. 176.

- 1. a 4. b 2. b 5. a
- 3. b

### Exercise 59, p. 177.

B: other . . . others

A: the other . . . other

### Exercise 60, p. 177.

- 2. I had some black bean soup for lunch.
- 3. The windows in our classroom are dirty.
- 4. People in Brazil speak Portuguese.
- 5. There are around 8,600 types of birds in the world.

- 6. My mother and father work in Milan. They're teachers.
- 7. Today many **women** are carpenters, pilots, and doctors.
- 8. There is a new student in our class. Have you met her?
- 9. There are two pools at the park. The smaller one is for children. The other (one) is for adults.
- 10. The highways in my country are excellent.
- 11. I don't like my apartment. It's in a bad neighborhood. There is a lot of crime. I'm going to move to **another** neighborhood.

## **Chapter 7: Modal Auxiliaries**

Exercise 1, p. 178. Correct sentences: 1, 4

### Exercise 2, p. 179.

- 1. may come
- 2. should come
- 3. ought to come
- 4. will not (won't) come
- 5. could not (couldn't) come
- 6. might come
- 7. had better come
- 8. has to come
- 9. has got to come
- 10. is not (isn't) able to come

### Exercise 3, p. 179.

3.	Ø	5. to	7. to	9. to
4.	Ø	6. Ø	8. Ø	10. Ø

### Exercise 4, p. 179.

(Answers will vary.)

### Exercise 5, p. 180.

- 1. can . . . can't
- 2. can . . . can't
- 3. can't . . . can
- 4. can . . . can't
- 1. A dog is able to swim, but it isn't able to fly.
- 2. A frog is able to live on land and in water, but a cat isn't (able to).
- 3. A bilingual person isn't able to speak three languages, but a trilingual person is (able to).
- 4. People with a Ph.D. degree are able to use "Dr." in front of their name, but people with a master's degree aren't (able to).

### Exercise 7, p. 181.

- 1. can't understand
- 2. can help
- 3. Can you explain
- can do
   Can you meet
  - 7. can't meet
- 4. can't figure
- ANSWER KEY 439

Chapter 7

### Exercise 9, p. 182.

Checked sentences:

Group A: 1, 2, 3

Group B: 4, 5

Group C: The sentences have different meanings; no checkmarks.

### Exercise 10, p. 183.

- 2. may/might . . . may/might . . . possibility
- 3. may/can . . . permission
- 4. may/might . . . may/might . . . possibility

### Exercise 11, p. 183.

- 1. It might snow tonight. Maybe it will snow tonight.
- 2. You may need to wear your boots. Maybe you will need to wear your boots.
- 3. There may be a blizzard. There might be a blizzard.

### Exercise 13, p. 184.

- 1. ability
- 4. possibility 2. possibility 5. permission
- 3. permission

### Exercise 14, p. 184.

- 1. a future possibility
- 2. a present possibility
- 3. a past ability

### Exercise 15, p. 185.

- 2. Past, Ability
- 3. Present, Possibility
- 4. Past, Ability
- 5. Future, Possibility
- 6. Present, Possibility

### Exercise 17, p. 186.

- 1. could be 4. may be 5. can
- 2. might be
- 3. could ask

### Exercise 18, p. 186.

Checked sentences: 1, 2, 3

### Exercise 19, p. 187.

- 1. B: Can / May I / Could I speak/talk
- 2. B: May I / Could I speak / talk (possibly too informal: Can I)
  - A: May I / Could I ask
- 3. B: Can I talk (more formal: Could I)
- 4. B: May / Could / Can I help
- 5. B: Could / Can I speak / talk Can / Could I take
- 6. B: May / Could / Can I speak / talk B: May / Could / Can I leave

### Exercise 21, p. 188.

Checked sentences: 1, 2, 4, 5 More polite sentences: 2,5

### Exercise 22, p. 189.

(Answers may vary.)

- 2. Formal: Could you please talk in another room? Informal: Can you be quiet?
- 3. Formal: Could you please check the bill? I think there's a mistake.

Informal: Will you fix the bill? It has a mistake.

### Exercise 26, p. 191.

(Answers may vary.) More serious or urgent sentences: 1, 3

### Exercise 28, p. 192.

- 2. Anna shouldn't wear shorts to work.
- 3. I should go to the post office today.
- 4. I ought to pay my bills today.
- 5. You'd better call the doctor today.
- 6. You shouldn't stay up too late tonight.
- 7. You'd better not leave your key in the door.
- 8. Mr. Lim is having a surprise party for his wife. He ought to tell people soon.

### Exercise 30, p. 193.

Sentence 1 is more common in writing. Sentences 2 and 3 are more common in speaking.

### Exercise 32, p. 194.

- 1. has to
- 2. You don't have to . . . has to
- 3. You've got to
- 4. You've got to
- 5. You have to
- 6. You don't ... have to
- 7. You don't have to
- 8. has to

## Exercise 34, p. 195.

Sentence b.

### Exercise 35, p. 196.

- 3. doesn't have to
- 4. doesn't have to
- 5. must not
- 6. don't have to
- 7. must not

### Exercise 37, p. 197.

- 3. must
- 4. must not
- 5. must not
- 6. must
- 7. must
- 8. must

### Exercise 38, p. 198.

(Answers may vary.)

- 2. She must be happy.
- 3. She must be cold.
- 4. She must love movies.
- 5. He must be hot.
- 6. He must be strong.

#### Exercise 40, p. 198.

1. must be3. have to work2. had to stay4. must be

### Exercise 41, p. 199.

 3. can't
 3. wouldn't

 2. will
 4. do

### Exercise 42, p. 199.

1. can't	5. should	9. shouldn't
2. will	6. can't	10. won't
3. wouldn't	7. wouldn't	11. could
4. do	8. doesn't	12. don't

### Exercise 43, p. 200.

Group 1 speaker: a police officer Possible situation: a person speeding Group 2 speaker: a doctor Possible situation: a doctor examining a patient's throat

#### Exercise 44, p. 201.

(Sentence order may vary.) 3, 1, 4, 5, 7, 2, 8, 9, 6

#### Exercise 45, p. 201.

1. Write Write Write	4. Multiply
2. Double	5. Add
3. Add	6. Subtract

### Exercise 47, p. 203.

Checked items: 2, 3

#### Exercise 50, p. 204.

- Correct order:
- 1. go dancing
- 2. go to a movie
- 3. go to a restaurant

#### Exercise 52, p. 204.

4. to	7. to	10. than
5. than	8. than	11. to
6. than	9. than	12. than
Exercise		10
1. c	7. c	13. a

с	7. c	13. a
a	8. b	14. b
a	9. a	15. b
b	10. c	16. a

17. c

18. a

11. b

12. b

### Chapter 8: Connecting Ideas

## Exercise 1, p. 208.

Checked sentences: 2, 3, 5

#### Exercise 2, p. 209.

- adjective + adjective
- 3. wide and deep
- adjective + adjective + adjective
- 4. wide, deep, and dangerous
- verb + verb + verb
- 5. <u>played</u> music, <u>ate</u> pizza, and <u>told</u> ghost stories verb + verb
- 6. <u>played</u> music and <u>ate</u> pizza noun + noun + noun + noun + noun
- 7. My mom, dad, sister, and grandfather ... my son + noun

and <u>daughter</u>

- verb + verb + verb
- 8. <u>mooed</u> like a cow, <u>roared</u> like a lion, and <u>barked</u> like a dog

### Exercise 4, p. 210.

- 3. I talked. He listened.
- 4. I talked to Ryan about his school grades, and he listened to me carefully.
- 5. The five most common words in English are the, and, of, to, and a.
- 6. The man asked a question. The woman answered it.
- 7. The man asked a question, and the woman answered it.
- 8. Rome is an Italian city. It has a mild climate and many interesting attractions.
- 9. You should visit Rome. Its climate is mild, and there are many interesting attractions.

### Exercise 6, p. 211.

4.	, but	8.	,	but

- 5. but 9. or
- 6., and 10., or
- 7. and

### Exercise 7, p. 211.

- 1. Laptops are electronic devices. Cell phones are electronic devices.
- 2. Laptops and portable DVD players are electronic devices, but flashlights aren't.
- 3. Passengers can't use these electronic devices during takeoffs and landings. They can use them the rest of the flight.
- 4. During takeoffs and landings, airlines don't allow passengers to use laptops, DVD players, electronic readers, or PDAs.

5. The devices may cause problems with the navigation system, and they may cause problems with the communication system.

2.

3.

4.

5. c

6. b

#### Exercise 8, p. 211.

1. b 2. a

#### Exercise 9, p. 212.

3.	SO	7.	SO
4.	but	8.	but
5.	but	9.	but
6.	so	10.	SO

#### Exercise 10, p. 212.

- 1. Some tarantulas can go two and a half years without food. When they eat, they like grasshoppers, beetles, small spiders, and sometimes small lizards.
- 2. A female elephant is pregnant for approximately twenty months and almost always has only one baby. A young elephant stays close to its mother for the first ten years of its life.
- 3. Dolphins sleep with one eye open. They need to be conscious or awake in order to breathe. If they fall asleep when they are breathing, they will drown, so they sleep with half their brain awake and one eye open.

### Exercise 11, p. 213.

#### Paying It Forward

A few days ago, a friend and I were driving from Benton Harbor to Chicago. We didn't have any delays for the first hour, but we ran into some highway construction near Chicago. The traffic wasn't moving. My friend and I sat and waited. We talked about our jobs, our families, and the terrible maffic. Slowly it started to move.

We noticed a black sports car on the shoulder. Its right blinker was blinking. The driver obviously wanted to get back into traffic. Car after car passed without letting him in. I decided to do a good deed, so I motioned for him to get in line ahead of me. He waved thanks, and I waved back at him.

All the cars had to stop at a toll booth a short way down the road. I held out my money to pay my toll, but the tolltaker just smiled and waved me on. She told me that the man in the black sports car had already paid my toll. Wasn't that a nice way of saying thank you?

#### Exercise 13, p. 214.

Par	t I.	Par	t II.
3.	isn't	3.	is
4.	aren't	4.	are
5.	didn't	5.	did
6.	hasn't	6.	has
7.	haven't	7.	have
8.	isn't	8.	is
9.	aren't	9.	are
10.	won't	10.	will

### Exercise 15, p. 215.

1.	didn't	5.	could
2.	wasn't	6.	can't
3.	did	7.	don't
4.	didn't	8.	won't

### Exercise 16, p. 216.

1.	В	3.	С	
-	-		_	

2. B 4. C

### Exercise 17, p. 217.

- 1. b. so does James.
- 2. a. Ivan doesn't either. b. neither does Ivan.
- 3. a. Omar is too.
  - b. so is Omar.
- 4. a. James isn't either. b. neither is James.

### Exercise 18, p. 217.

Part	t I.	Par	t II.
2.	do	2.	don't
3.	is	3.	isn't
4.	are	4.	aren't
5.	did	5.	didn't
6.	has	6.	has
7.	have	7.	have
8.	is	8.	is
9.	are	9.	are
10.	will	10.	will

### Exercise 20, p. 219.

- 1. So did I.
- 2. So do I.
- 9. So did L 10. Neither do I.

12. Neither does . . .

13. Neither have I.

- 11. So is . . .
- 3. So would I. 4. Neither am I.
- 5. Neither have I.
- 6. So is . . .
- 7. Neither do . . .
- 8. So does . . .

### Exercise 23, p. 220.

Logical completions: a, c

### Exercise 24, p. 221.

- 2. The children were hungry because there was no food in the house. OR Because there was no food in the house, the children were hungry. 3. We can't get across the river because the bridge is
- closed. OR

Because the bridge is closed, we can't get across the river.

4. My car didn't start because the battery was dead. OR Because the battery was dead, my car didn't start.

- 14. So do . . .
- - 15. So can . . . 16. So would I.

5. Tayla and Patti laughed hard because the joke was very funny. OR Because the joke was very funny, Tayla and Patti laughed hard.

### Exercise 25, p. 221.

- 2. Mr. El-Sayed had a bad cold. Because he was not feeling well, he stayed home from the office.
- 3. Judy went to bed early because she was tired. She likes to get at least eight hours of sleep a night.
- 4. Frank put his head in his hands. He was angry and upset because he had lost a lot of work on his computer.

### Exercise 26, p. 222.

- 2. The room was hot, so I opened the window.
- 3. It was raining, so I stayed indoors.
- 5. Because the water in the river is polluted, we shouldn't go swimming there.
- 6. Because my alarm clock didn't go off, I was late for my job interview.

### Exercise 27, p. 222.

- 2. Jim was hot and tired, so he sat in the shade.
- 3. Jim was hot, tired, and thirsty.
- 4. Because he was hot, Jim sat in the shade.
- 5. Because they were hot and thirsty, Jim and Susan sat in the shade and drank iced-tea.
- 6. (no change)
- 7. Jim sat in the shade, drank iced-tea, and fanned himself with his cap because he was hot, wired, and thirsty.
- 8. Because Jim was hot, he stayed under the shade of the tree, but Susan went back to work.

### Exercise 28, p. 223.

#### Understanding the Scientific Term "Matter"

The word *matter* is a chemical term. Matter is anything that has weight. This book, your finger, water, a rock, air, and the moon are all examples of matter. Heat and radio waves are not matter because they do not have weight. Happiness, dreams, and fears have no weight and are not matter.

### Exercise 29, p. 223.

Sentences: 1, 3

#### Exercise 30, p. 223.

1.	a.	isn't	2.	a.	didn't go
	b.	is		b.	didn't go
	c.	is		c.	went

#### Exercise 31, p. 224.

- 3. Even though 7. because 4. Because 8. Because . . . 5. Even though
- 6. Because
- even though 9. even though

- Exercise 32, p. 224. 5. c 2. b
  - 3. c 6. b 4. a

### Exercise 33, p. 225.

- 4. b 1. c 5. c
- 2. b
- 3. a

### Exercise 35, p. 226.

- 4. so 1. Because 5. Because 2. Even though / Although
- 3. Even though / Although 6. so
- Exercise 36, p. 227.
  - 2. Gold, silver, and copper are metals.
  - 3. The children crowded around the teacher because he was doing a magic trick.
  - 4. I had a cup of coffee, and so did my friend.
  - 5. My roommate didn't go and neither did I. OR My roommate didn't go and I didn't either.
  - 6. Even though I was exhausted, I didn't stop working until after midnight.
  - 7. Although I like chocolate, I can't eat it because I'm allergic to it.
  - 8. I like to eat raw eggs for breakfast, and everybody else in my family does too. OR ..., and so does everybody else in my family.
  - 9. A hardware store sells tools, nails, plumbing supplies, and paint.
- 10. Most insects have wings. Spiders do not. OR Most insects have wings, but spiders do not.

## Chapter 9: Comparisons

Exercise 1, p. 229.

- 1. E
- 2. B
- 3. C

### Exercise 2, p. 230.

- 2. not nearly as
- 3. just as
- 4. almost as / not quite as
- 5. not nearly as
- 6. just as
- 7. almost as / not quite as

Exercise 3, p. 230.

(Answers will vary.)

#### Exercise 4, p. 231.

- 1. is as old as
- 2. isn't as old as
- 3. aren't as old as
- 4. isn't quite as old as
- 5. is almost as old as

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### Exercise 5, p. 232.

- 2. an ox 7. a cat
- 8. a feather 3. a bird 9. a kite
- 4. a mule
- 5. a rock 10. a hornet
- 6. the hills

### Exercise 6, p. 233.

- 1. David
- 2. David/Paolo
- 3. Matt

### Exercise 7, p. 233.

- 1. T
- 2. T
- 3. T
- 4. F [The Arctic Ocean is the coldest.] 5. F [The South China Sea is the biggest.]
- 6. T
- 7. F [Asia is the largest continent in the world.]
- 8. T 9. F [It's South America.]
- 10. T

### Exercise 9, p. 234.

Sample answers:	
2. AC	5. C
3. BA	6. A
4. C A	7. C A

### Exercise 10, p. 236.

- 2. better, the best
- 3. lazier, the laziest
- 4. hotter, the hottest
- 5. neater, the neatest
- 6. later, the latest
- 7. happier, the happiest
- 8. more dangerous, the most dangerous
- 9. more slowly, the most slowly
- 10. more common, the most common
- 11. friendlier, the friendliest
- 12. more careful, the most careful
- 13. worse, the worst
- 14. farther / further, the farthest / the furthest

6. cleaner

### Exercise 11, p. 236.

- 2. funnier
- 7. prettier 3. more dangerous 8. wetter
- 4. more confusing
- 5. darker

### Exercise 12, p. 237.

1. younger	5. older
2. tallest	6. funniest
3. happy	7. hard
4. happier	8. hard

Exercise	13, p. 237.		
2. b	4. a, b	6.	b
3. b	5. a, b	7.	a, b

### Exercise 15, p. 238.

1. a	4. b	7. b
2. a	5. b	8. a
3. b	6. b	9. a

### Exercise 17, p. 239.

- 2. she is / her
- 3. they are / them
- 4. he can / him
- 5. he did / him
- 6. she can / her
- 7. mine ... hers
- 8. theirs . . . ours

### Exercise 19, p. 240.

- 3. An airplane is very fast.
- 4. Taking an airplane is much / a lot / far faster than driving.
- 5. Learning a second language is very difficult for many people.
- 6. Learning a second language is much / a lot / far more difficult than learning chemistry formulas.
- 7. You can live much / a lot / far more inexpensively in student housing than in a rented apartment.
- 8. You can live very inexpensively in student housing.

### Exercise 21, p. 241.

1. b	3. b	5. a, b
2. a, b	4. a, b	6. b

### Exercise 23, p. 242.

1. a. F	3. a. F	5. a. T
b. T	b. T	b. T
		c. F
2. a. T	4. a. F	
b. F	b. F	d. T
	c. T	

### Exercise 24, p. 242.

Seattle and Singapore have more rain than Manila in December.

(Manila: 58 mm. or 2.3 in.; Seattle: 161 mm. or 6.3 in.; Singapore: 306 mm. or 12 in.)

### Exercise 25, p. 243.

- 2. Indonesia has more volcanoes than Japan.
- 3. Saturn has more moons than Venus.
- 4. Sao Paulo, Brazil, has more people than New York City.
- 5. Finland has more islands than Greece.
- 6. Nepal has more mountains than Switzerland.
- 7. A banana has more sugar than an apple.
- 8. The dark meat of a chicken has more fat than the white meat of a chicken.

#### Exercise 26, p. 243.

Underlined nouns: doctors, happiness, information, mistakes, responsibilities

- 2. more information
- 3. happier
- 4. more happily
- 5. more happiness
- 6. more mistakes
- 7. more responsibly
- 8. more responsibilities
- 9. more responsible
- 10. more doctors

#### Exercise 28, p. 244.

- 2. bigger and bigger
- 3. better and better
- 4. louder and louder
- 5. longer and longer
- 6. warmer and warmer
- 7. more and more discouraged
- 8. harder and harder . . . wetter and wetter
- 9. more and more tired

#### Exercise 30, p. 245.

- 2. The closer . . . the warmer
- 3. The sharper . . . the easier
- 4. The noisier (The more noisy) ... the angrier (the more angry)
- 5. more shrimp . . . the pinker
- 7. The more he thought about his family, the more homesick he became.
- 8. The darker the sky grew, the faster we ran to reach the house.

### Exercise 32, p. 246.

- 3. the most beautiful . . . in
- 4. the worst . . . in
- 5. the farthest / furthest . . . in
- 6. the best . . . of
- 7. the oldest . . . in
- 8. the most comfortable . . . in
- 9. the most exhausted of

#### Exercise 33, p. 247.

- 2. The highest mountains on earth
- 3. the biggest bird
- 4. The two greatest natural dangers
- 5. the most popular forms of entertainment
- 6. The three most common street names
- 7. The longest river in South America

### Exercise 34, p. 248.

- 1. the best experiences
- 2. the nicest times
- 3. the most difficult courses
- 4. the worst mistakes
- 5. the most beautiful buildings
- 6. the easiest exams

### Exercise 36, p. 248.

1. a	5. b
2. b	6. a
3. a	7. b
4. a	8. a

### Exercise 37, p. 249.

#### Questions:

- 2. What is the most interesting sport to watch on TV?
- 3. What is the most crowded city you have ever visited?
- 4. Where is the best restaurant to eat around here?
- 5. What is the most fun place to visit in this area?
- 6. Who is the kindest person you know?
- 7. What is the most important thing in life?
- 8. What is the most serious problem in the world?
- 9. Who is the most interesting person in the news right now?

#### Exercise 39, p. 250.

- 2. easier . . . than
- 3. two more wheels
- 4. longer . . . narrower (more narrow) . . . wider
- 5. more education
- 6. the longest

.

- 7. the friendliest . . . most delightful
- 8. the most famous ... in
- 9. the loudest . . . in
- 10. The harder . . . the more impossible
- 11. the biggest . . . in . . . more people than
- 12. shorter
- 13. the highest ... of
- 14. The longer ... the more difficult
- 15. faster than / as fast as . . . the fastest
- 16. The greatest ... in

#### Exercise 40, p. 251.

(Answers for items 3 and 6 may vary.)

1. CE	6. AB
2. AD	7. CE
3. AB	8. AD
4. CE	9. AD
5. AD	

### Exercise 41, p. 252.

2. as	6. as
3. from	7. from
4. ØØ	8. ØØ
5. to	

### Exercise 42, p. 253.

	CI CISC +2,	P	
1.	to	8.	like
2.	the	9.	the
3.	the	10.	as
4.	as	11.	alike
5.	from	12.	to
6.	more	13.	from

7. than

### Exercise 43, p. 254.

(Answers may vary.)

- 2. similar to
- 3. similar
- 4. the same
- 5. different from
- 6. the same as
- 7. the same as

### Exercise 44, p. 254.

(Answers may vary.)

- 3. different from / not the same as
- 4. the same
- 5. the same . . . as
- 6. like
- 7. the same
- 8. the same . . . as
- 9. alike ... alike
- 10. like / the same as / similar to

### Exercise 45, p. 255.

- 1. T 4. T
- 2. F 5. F
- 3. F

### Exercise 47, p. 257.

- 2. Alaska is the largest state in the United States.
- 3. A pillow is **softer** than a rock.
- 4. Who is the most generous person in your family?
- 5. The harder you work, the more successful you will be.
- 6. One of **the** biggest disappointments in my life was when my soccer team lost the championship.
- 7. My sister is much taller than me.
- 8. A firm mattress is **more comfortable** for many people than a soft mattress.
- 9. One of the most talkative students in the class is Frederick.
- 10. Professor Bennett's lectures were the **most** confusing I have ever heard.

## Chapter 10: The Passive

### Exercise 1, p. 258.

- 1. b
- 2. a, b
- 3. a, b

### Exercise 2, p. 259.

- 1. c. We are
- 2. a. He was
- b. They were
- 3. a. We are being b. She is being
- 4. a. I was being b. He was being

- 5. a. She has been
  - b. He has been
- 6. a. I will be
  - b. We are going to be

## Exercise 3, p. 260.

- 2. are . . . ed
- 3. is being . . . ed
- 4. have been . . . ed
- 5. was . . . ed
- 6. was
- 7. will be . . . ed
- 8. are going to be . . . ed

### Exercise 4, p. 261.

Checked sentences: 2, 4, 7

### Exercise 5, p. 261.

- 2. are employed
- 3. has been hired
- 4. are going to be faxed
- 5. was bought
- 6. will be done
- 7. was being examined

### Exercise 6, p. 262.

- 2. a. Erin is surprised
  - b. Are you surprised
- 3. a. Greta will be shocked
  - b. Will Pat be shocked
- 4. a. The birthday card is being signed b. Is it being signed
- 5. a. The card was signed
  - b. Was it signed
- 6. a. It was being signed b. Was it being signed
- 7. a. It has been signed
  - b. Has it been signed
- o. It is going to be sign
- 8. a. It is going to be signed b. Is it going to be signed

### Exercise 7, p. 262.

- 2. Are hair dryers provided by the hotel?
- 3. Were extra towels brought by housekeeping?
- 4. Has our meal been brought by room service?
- 5. Is our luggage being brought to our room by the bellhop?
- 6. Is the air-conditioning going to be fixed by maintenance?
- 7. Will our room be upgraded by the front desk?

### Exercise 8, p. 263.

Checked sentences:

- 2. the truck
- 5. the driver

### Exercise 9, p. 264.

Underlined verbs:

- 3. fell, v.i.
- 4. slept, v.i.
- 5. felt, v.t. Passive: An earthquake was felt by many people yesterday.
- 6. existed, v.i.
- 7. agree, v.i.
- 8. die, v.i.
- 9. discover, v.t. Passive: A cure for cancer will be discovered by scientists someday.
- 10. invent, v.t. Passive: Was spaghetti invented by the Italians?

#### Exercise 10, p. 264.

- 3. a. Princess Diana was killed in a car crash in 1997.
- 4. j. Marie and Pierre Curie discovered radium.
- 5. f. Oil was discovered in Saudi Arabia in 1938.
- 6. g. Mahatma Ghandhi and Martin Luther King Jr. were arrested several times for peaceful protests.
- 7. b. Michael Jackson died in 2009.
- 8. d. Leonardo da Vinci painted the Mona Lisa.
- 9. e. John F. Kennedy was elected president of the United States in 1960.
- 10. i. Nelson Mandela was released from prison in 1990.

#### Exercise 11, p. 265.

- 1. Pearson Longman
- 2. Betty Azar ... Stacy Hagen
- 3. Don Martinetti ... Chris Pavely

#### Exercise 12, p. 265.

- 2. This house was built in 1904.
- 3. Rice is grown in India.
- 4. Is Spanish spoken in Peru?
- 5. The telephone was invented by Alexander Graham Bell.
- 6. When was the first computer invented?
- 7. Hammers are sold at a hardware store.
- 8. Have you ever been hypnotized?
- 9. The Origin of Species was published in 1859.
- 10. The Origin of Species was written by Charles Darwin.

#### Exercise 13, p. 266.

- 2. b. = was built; no, b
- 3. a., b., c. = was designed; the by-phrases tells who designed the building. The important information is in c.
- 4. was ruled; It means that Thailand has never had a ruler.

#### Exercise 14, p. 266.

- 2. The driver was told to get out of the car by the police.
- 3. The driver took out his license.
- 4. The driver gave his license to the police officer.
- 5. The license was checked.

- 6. The driver was given a ticket.
- 7. The driver was told to drive more carefully.

### Exercise 15, p. 267.

- 1. happened 6. was taken
- 2. was hit 7. treated
  - 8. happened
  - 9. was arrested
- 4. injured 5. called 10. wasn't killed

### Exercise 16, p. 267.

- 2. was interrupted
- 3. belongs

3. Was

- 4. is delivered
- 5. is not pronounced
- 6. happened
- 7. arrived ... was met
- 8. heard ... was not surprised ... was shocked
- 9. will be built / is going to be built
- 10. wrote . . . was written
- 11. was kicked ... attended
- 12. agree ... prefer
- 13. was your bike stolen
- 14. A: Have you paid B: will be shut off / is going to be shut off

8. did not become

9. built

### Exercise 17, p. 268.

- 2. were
- 3. built
- 4. Was 10. began
- 5. built 11. were
- 12. became 6. swam
- 13. are found 7. was designed

#### Exercise 18, p. 269.

- 1. F 4. T
- 2. T 5. T
- 3. T

#### Exercise 19, p. 269.

- 2. should be planted
- 3. cannot be controlled
- 4. had to be fixed
- 5. can be reached
- 6. ought to be washed
- 7. may be cooked ... (may be) eaten
- 8. could be destroyed
- 9. must be kept

#### Exercise 20, p. 270.

Possible answers:

- 1. He was an immigrant from Germany. He invented Levi jeans.
- 2. He went to California because his brother wanted him to open a store.
- 3. They were created for miners.
- 4. Denim is a cotton fabric.

- 5. Rivets were put in pants, and a red tab was added to the rear pocket.
- 6. Rivets made the pants stronger.
- 7. A red tab was added so the jeans could be more easily identified.
- 8. They are known as Levis.

### Exercise 21, p. 271.

- 1. sand 3. China ... Mongolia
- 2. whales 4. small spaces

### Exercise 22, p. 272.

2.	a, c	5.	b
3.	b, c	6.	a, b, c
4.	a, c	7.	a, c

### Exercise 23, p. 272.

1.	about	6.	about
2.	of	7.	with
3.	of	8.	in
4.	of	9.	in
_			

5. from 10. with

### Exercise 24, p. 273.

- 2. is interested
- 3. am . . . finished
- 4. am satisfied
- 5. is married to

### Exercise 25, p. 273.

1.	with	5.	with
2.	for	6.	to
3.	to	7.	with
4.	to	8.	about

### Exercise 26, p. 274.

1.	with	5.	in
2.	of	6.	with
3.	about	7.	to
4.	for	8.	of

#### Exercise 27, p. 274.

- 2. is made of
- 3. is crowded
- 4. is located in
- 5. am exhausted
- 6. are disappointed
- 7. is spoiled
- 8. is composed of
- 9. am . . . qualified for
- 10. am ... acquainted with

#### Exercise 28, p. 275.

- 1. is spoiled
- 2. was closed
- 3. is located in

- 4. scared of
- 5. Are ... hurt
- 6. am lost
- 7. Are ... related to
- 8. gone
- 9. are broken
- 10. Are . . . shut

#### Exercise 29, p. 275.

1. A 3. No picture matches. 2. B 4. A

### Exercise 30, p. 276.

- 1. man
- 2. roller coaster 3. girl
- 4. roller coaster 5. roller coaster 6. girl

4. embarrassed

4. a. depressed

5. a. interested

6. surprised

7. upsetting

8. depressed

9. interesting

10. interested

b. depressing

b. interesting

5. surprise

6. scary

### Exercise 31, p. 276.

- 1. boring
- 2. shocked
- 3. confusing

### Exercise 32, p. 277.

- 2. a. excited b. exciting
- 3. a. fascinating
- b. fascinated

### Exercise 33, p. 277.

- 1. embarrassed
- 2. embarrassing
- 4. shocking

### Exercise 35, p. 279.

2. busy 7. rich 3. lost 8. serious 4. dirty 9. bald 5. nervous 10. hurt 6. late

### Exercise 37, p. 280.

Sample answers:

1.	cold	4.	bald
2.	hot	5.	thirsty
3.	tired	6.	sick

### Exercise 38, p. 280.

- 2. get well 3. get married
- 4. gets hungry
- 5. gets dark
- 6. get dry
- 7. getting tired
- 8. getting worried
- 9. got killed 10. getting cold
- 11. got lost
- 12. get crowded 13. get . . . angry
- 14. get involved
- 15. got dressed

- 3. shocked
- 5. surprised

6. are opposed

8. is composed

7. Are ... prepared

#### Exercise 39, p. 281.

- 1. T
- 2. F
- 3. T

### Exercise 41, p. 282.

- 2. is used to
- 3. am not used ... am used to
- 4. are used to
- 6. am accustomed to ... am not accustomed to
- 7. are accustomed to
- 8. are not accustomed to

#### Exercise 42, p. 282.

- 1. are you accustomed to
- 2. are you used to
- 3. are you accustomed to
- 4. Are you accustomed to
- 5. Are you used to
- 6. Are you used to
- 7. are you accustomed to
- 8. Are you used to

#### Exercise 46, p. 284.

3.	am	6. are
4.	Ø	7. is
5.	Ø	8. Ø

### Exercise 47, p. 284.

- 3. used to eat
- 4. is used to growing
- 5. is used to eating
- 6. used to have
- 7. am used to taking
- 8. used to go

### Exercise 49, p. 285.

- 2. The weather is supposed to be cold tomorrow.
- 3. The plane is supposed to arrive at 6:00.
- 4. I am supposed to work late tonight.
- 5. The mail was supposed to come an hour ago, but it didn't.

#### Exercise 50, p. 286.

- 2. Ann is supposed to call Lena at nine.
- 3. Johnny is supposed to make his bed before he goes to school.
- The students are supposed to read the test directions carefully and raise their hands if they have any questions.
- 5. The patient is supposed to take one pill every eight hours and drink plenty of fluids.

#### Exercise 51, p. 286.

1. T	3. T	5. T	7. T
2. F	4. F	6. F	8. T

#### Exercise 52, p. 286.

#### Part I.

- 1. a, c 4. a, b, c 2. b 5. a, b
- 3. b, c

#### Part II.

- 2. established
- 3. were established
- 4. were supposed to
- 5. became
- 6. were given
- 7. were
- 8. were studied
- 9. kept
- 10. are put
- 11. are fed
- 12. are watched
- 13. have
- 14. are treated
- 15. have saved
- (Answers to questions may vary.)
- 1. It was established for an Egyptian queen for her enjoyment.
- 2. They were dark holes or dirty cages.
- 3. The purpose was to study animals.
- 4. They keep animals in large, natural settings, feed them a healthy diet, and watch them for signs of disease.
- They want to encourage breeding to save different types of animals.

#### Exercise 53, p. 288.

- 2. Something happened.
- 3. This pen belongs to me.
- 4. I'm interested in that subject.
- 5. He is married to my cousin.
- 6. Mary's dog died last week.
- 7. Were you surprised when you heard the news?
- 8. When I went downtown, I got lost.
- 9. The **bus arrived** ten minutes late.
- 10. We're not supposed to have pets in our apartment.

#### Exercise 54, p. 289.

#### My Favorite Holiday

(1) New Year's is the most important holiday of the year in my country. New Year's <u>is celebrated</u> for fifteen days, but my favorite day is the first day.

(2) The celebration actually begins at midnight. Fireworks <u>are set off</u>, and the streets <u>are filled</u> with people. Neighbors and friends greet each other and wish one another good luck for the year. The next morning, gifts <u>are exchanged</u>. Children <u>are given</u> money. It <u>is</u> <u>wrapped</u> in red envelopes because red is the color for good luck. When I was younger, this was always my favorite part of the holiday. (3) On New Year's Day, everyone wears new clothes. These clothes <u>are bought</u> especially for the holiday. People are very polite to each other. It <u>is considered</u> wrong to yell, lie, or use bad language on the first day of the year. It is a custom for younger generations to visit their elders. They wish them good health and a long life.

## Chapter 11: Count/Nouncount Nouns and Articles

#### Exercise 2, p. 291.

2.	an	8.	an	14.	a
3.	а	9.	an	15.	а
4.	an	10.	an	16.	а
5.	an	11.	а	17.	an
6.	а	12.	an	18.	an
7.	а	13.	an		

#### Exercise 3, p. 291.

1.	а	6.	Ø
2.	Ø	7.	a
3.	an	8.	an
4.	Ø	9.	а
5.	an	10.	Ø

#### Exercise 4, p. 291.

1.	а	3.	a, b
2.	а	4.	a, b

### Exercise 5, p. 292.

- 3. Correct.
- 4. some furniture OR four chairs
- 5. Correct.
- 6. some furniture OR a chair
- 7. some chairs
- 8. some furniture

### Exercise 6, p. 292.

advice: ideas, suggestions mail: letters, postcards jewelry: bracelets, rings

#### Exercise 7, p. 293.

- 7. some, noncount
- 4. some, noncount
- 5. a, count

3. a, count

6. some, noncount

### Exercise 8, p. 294.

3. Ø	10.	Ø
4. ss	11.	Ø
5. Ø	12.	S
6. s	13.	es
7. s	14.	Ø
8. Ø	15.	S
9. s	16.	Ø

### Exercise 10, p. 295.

3. Ø	8.	s s
4. es	9.	Ø
5. Ø	10.	S
6. Ø is s are	11.	Ø
7. Ø	12.	Ø

### Exercise 11, p. 296.

6. s
7. Ø
8. Ø
9. Ø
10. Ø

### Exercise 15, p. 297.

1.	apples	4.	fruit
2.	apples/fruit	5.	apples
3.	apples	6.	fruit

### Exercise 16, p. 297.

- 3. Correct.
- 4. Correct.
- 5. Correct.
- 6. too many new words
- 7. a few words / a little vocabulary
- 8. Correct.
- 9. several new words
- 10. are a lot of new words / is a lot of new vocabulary
- 12. are a lot of new words / is a lot of new vocabulary

### Exercise 17, p. 298.

- 1. d. many cars
  - e. much stuff
  - f. much experience
- 2. a. much fruit
  - b. many vegetables
  - c. many bananas
  - d. many tomatoes
  - e. many oranges
  - f. much food
- 3. a. much fun
  - b. much help
  - c. much time
  - d. much information
  - e. many facts
  - f. much money

#### Exercise 18, p. 298.

- 6. [Canada has ten provinces.]
- 7. [There are 47 countries on the continent of Africa and six island nations.]

### Exercise 19, p. 299.

- 3. a little help
- 4. a little pepper
- 5. a few things
- 6. a few apples
- 7. a little fruit

- 8. an, count
- 9. some, noncount
- unt 10. a, count

a little advice
 a little ... money
 A few friends
 a little rain
 a little French
 a few ... hours

#### Exercise 20, p. 299.

- 1. C
- 2. A
- 3. B

### Exercise 21, p. 300.

1. E	4. C
2. B	5. A
3. F	6. D

#### Exercise 22, p. 301.

- 3. papers
- 4. paper
- 5. a . . . paper
- 6. works
- 7. work
- 8. hair . . . hair
- 9. hairs
- 10. glasses
- 11. glasses
- 12. glass
- 13. Iron is
- 14. Irons are
- 15. experiences
- 16. experience
- 17. some . . . chicken
- 18. chickens
- 19. are ... lights
- 20. A: light . . . isn't B: It

#### Exercise 24, p. 303.

(Other completions are possible.)

#### Part I.

3.	bottle	8.	bottle
4.	jar	9.	can/bottle
5.	can	10.	bag
6.	can	11.	can
7.	bag/box	12.	box
Par	t II.		
15.	piece	22.	bowl/cup
16.	slice/piece	23.	glass
17	-1:	0.4	1 1

			0
17.	slice/piece	24.	bowl
18.	glass/cup	25.	slice/piece
19.	bowl/cup	26.	bowl/cup
20.	slice/piece	27.	bowl/cup
21.	glass	28.	slice/piece

### Exercise 27, p. 308.

1.1	3. 2	5.4
2. 3	4. 5	6. 6

#### Exercise 28, p. 310.

- 3. A: a
- B: a
- 4. A: the ... the 5. B: the ... the
- 6. the
- 7. A: a
- B: a
- 8. the
- 9. a
- 10. the
- 11. a
- 12. A: the  $\ldots$  the  $\ldots$  the  $\ldots$  the  $\ldots$  the  $\ldots$  the

#### Exercise 29, p. 311.

- singular, general
   plural, general
- 6. singular, specific
- 7. plural, specific
- 8. noncount, specific
- singular, general
   noncount, general
- J. Honcount, genera

### Exercise 30, p. 311.

- 2. a. Mountains
- b. The mountains
- 3. a. The water
  - b. Water
- 4. a. The information b. information
- 5. a. Health
  - b. the health
- 6. a. Men . . . women b. the men . . . the women
  - b. the men . . . the w
- 7. a. problems
  - b. the problems
- 8. a. The vegetablesb. Vegetables

#### Exercise 31, p. 312.

Sample answers:

- 1. salt and shells (also possible: beads)
- 2. coins
- 3. money
- 4. credit ... debit cards (also possible: paper money)
- 5. plastic (credit or debit cards) . . . paper money

#### Exercise 32, p. 312.

2. the	5. ØØ
3. Ø <b>T</b> he	6. Ø <b>T</b> rees Ø
4. the	7. Ø <b>T</b> he

#### Exercise 33, p. 313.

- 2. some ... some ... the ... the
- 3. a . . . some . . . the . . . the
- 4. B: a . . . a . . . The . . . the
- 5. a . . . some . . . some . . . The . . . the . . . some
  - ... the ... a ... The

#### Exercise 34, p. 313.

2.	an	7.	Ø
3.	Ø	8.	а
4.	Ø	9.	Ø
5.	The	10.	The
6.	Ø	11.	the



#### Exercise 35, p. 314.

- 2. Ø
- 3. the ... The
- 4. a., the
- 5. the
- 6. Ø . . . the . . . The
- 7. Ø...Ø...Ø
- 8. the . . . the
- 9. a
- 10. The ... the ... the ... the
- 11. A: the
  - B: the

#### Exercise 36, p. 315.

3.	Ø	7.	the
4.	the	8.	the
5.	the	9.	Ø
6.	Ø	10.	Ø

### Exercise 37, p. 316.

1.	ØØ	Т
2.	The $\ldots Ø$	Т
3.	ØØ	F [Austria]
4.	The Ø	Т
5.	The the	F
6.	The $\dots \emptyset \dots$ the	Т
7.	Ø	F [psychology / psychiatry]
8.	ØØ	Т
9.	Ø the	Т
10.	The	F [The Himalayas]

### Exercise 40, p. 318.

- 2. Do you know Richard Smith? He is a professor at this university.
- 3. I know that **P**rofessor **S**mith teaches at the University of **A**rizona.
- 4. (no change)
- 5. John is a Catholic. Ali is a Moslem.
- 6. Anna speaks French. She studied in France for two years.
- 7. (no change)
- 8. I'm taking Modern European History 101 this semester.
- 9. We went to Vancouver, British Columbia, for our vacation last summer.
- 10. Venezuela is a Spanish-speaking country.
- 11. Canada is in North America.
- 12. Canada is north of the United States.
- 13. (no change)

- 14. The Mississippi River flows south.
- 15. The Amazon is a river in South America.
- We went to a zoo. We went to Brookfield Zoo in Chicago.
- 17. The title of this book is Fundamentals of English Grammar.
- 18. I enjoy studying English grammar.
- 19. On Valentine's Day (February 14th), sweethearts give each other presents.
- 20. I read a book called The Cat and the Mouse in My Aunt's House.

## Exercise 41, p. 319.

Part I.

### Jane Goodall

(1) Do you recognize the name Jane Goodall? Perhaps you know her for her studies of chimpanzees. She became very famous from her work in Tanzania.

(2) Jane Goodall was born in England, and as a child, was fascinated by animals. Her favorite books were *The Jungle Book*, by Rudyard Kipling, and books about Tarzan, a fictional character who was raised by apes.

(3) Her childhood dream was to go to Africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and English literature. She saved every penny until she had enough money for a trip to Africa.

(4) In the spring of 1957, she sailed through the Red Sea and southward down the African coast to Mombasa in Kenya. Her uncle had arranged a job for her in Nairobi with a British company. When she was there, she met Dr. Louis Leakey, a famous anthropologist. Under his guidance, she began her lifelong study of chimpanzees on the eastern shore of Lake Tanganyika.

(5) Jane Goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to watch them closely. Her observations changed forever how we view chimpanzees and all other animals we share the world with.

#### Part II.

1.	Т	3.	F	5.	F
2.	F	4.	Т	6.	F

## Chapter 12: Adjective Clauses

Exercise 2, p. 322. Checked sentences: 1, 2, 5

#### Exercise 3, p. 322.

- 1. An orthopedist
- 2. A dermatologist
- 3. A surgeon
- 4. A pediatrician

### Exercise 4, p. 323.

- 1. a, d
- 2. c, d

### Exercise 5, p. 323.

- 2. The manager <u>that hired me</u> has less experience than I do.
- 3. I like the manager <u>that works in the office next to</u> mine.
- 4. My mother is a person who wakes up every morning with a positive attitude.
- 5. A person who wakes up with a positive attitude every day is lucky.

#### Exercise 6, p. 323.

- 1. The police officer who/that gave me directions was friendly.
- 2. The waiter who/that served us dinner was slow.
- 3. I talked to the women who/that walked into my office.
- 4. The man who/that sat next to me on the plane talked a lot.
- 5. The people who/that live next to me have three cars.

### Exercise 7, p. 323.

- 2. The man who/that answered the phone was polite.
- 3. People who/that paint houses for a living are called house painters.
- 4. I'm uncomfortable around married couples who/that argue all the time.
- 5. While I was waiting at the bus stop, I stood next to an elderly man who/that started a conversation with me about my school.

### Exercise 10, p. 325.

Checked sentences: 2, 3, 5, 8

#### Exercise 11, p. 325.

1.	a, b, c, d	3. a, b, c, d
2.	a, c	4. a, c

#### Exercise 12, p. 325.

- 2. b. them; The couple that/who/whom I invited for dinner was two hours late.
- 3. b. him; The man that/who/whom I sat next to on the plane snored the entire flight.
- 4. b. him; The man that/who/whom police arrested tried to shoplift some groceries.
- 5. b. her; The chef that/who/whom the company hired is very experienced.

#### Exercise 13, p. 326.

- 2. The man who/that answered my question ....
- 3. The man who/that/Ø/whom I called . . .

- 4. The man who/that/Ø/whom you recommended ...
- 5. The man who/that is the owner . . .
- 6. The man who/that you invited . . .
- 7. The man who/that was walking with his kids . . .
- 8. The man who/that/Ø/whom I saw in the waiting room . . .
- 9. The man who/that sold us our museum tickets . . .
- 10. The man who/that gave us a discount . . .

#### Exercise 14, p. 326.

- 1. who, that
- 2. that, Ø, who, whom
- 3. who, that
- 4. that, Ø, who, whom
- 5. that, Ø, who, whom
- 6. who, that

### Exercise 16, p. 327.

- 2. The food we ate at the sidewalk café was delicious.
- 3. The bus that I take to school every morning is usually very crowded.
- 4. Pizza <u>which is sold by the slice</u> is a popular lunch in many cities throughout the world.
- 5. Piranhas are dangerous fish that can tear the flesh off an animal as large as a horse in a few minutes.

#### Exercise 17, p. 328.

- 2. The soup that/Ø/which I had for lunch was too salty.
- 3. I have a class that/which begins at 8:00 A.M.
- 4. The information that/Ø/which I found on the Internet helped me a lot.
- 5. My daughter asked me a question that/Ø/which I couldn't answer.
- 6. Where can I catch the bus that/which goes downtown?

#### Exercise 18, p. 328.

- 2. ... you wore it to class yesterday
- 3. ... you to meet her
- 4. ... to rent it had two bedrooms
- 5. ... we bought it for our anniversary
- 6. ... you met her at
- 7. ... cat that it likes
- 8. . . . cat catches them live

#### Exercise 19, p. 328.

- 1. that, Ø, which
- 2. who, that
- 3. that, which
- 4. that, Ø, which
- 5. that, Ø, who, whom
- 6. that, which

### ANSWER KEY 453

### Exercise 20, p. 329.

1.	who	5.	that
	~		~

- 2.0 6. Ø
- 3. that 7. that
- 4. which 8. whom

### Exercise 21, p. 329.

2. The student who/that raised her hand in class asked the teacher a question.

The student who/that sat quietly in his seat didn't.

- 3. The girl who/that won the bike race is happy. The girl who/that lost the bike race isn't happy.
- 4. The food that/which/ $\emptyset$  we ate from our garden was inexpensive.

The food that/which/Ø we ate at the restaurant was expensive.

- 5. The man who/that was listening to the radio heard the special report about the earthquake in China. The man who/that was sleeping didn't hear it.
- 6. The person who/that bought a large car probably spent more money (than the person who bought a small car).

### Exercise 22, p. 330.

- 2. b. who/that tells jokes.
- 3. f. who/that delivers babies.
- 4. h. who/that can be shaped ...
- 5. e. who designs buildings.
- 6. i. that can be difficult to solve.
- 7. j. that eats meat.
- 8. c. that forms when water boils.
- 9. k. that has a hard shell ...
- 10. a. who leaves society ....
- 11. d. that is square ...

### Exercise 23, p. 330.

The verb in the adjective clause agrees with the noun that precedes it.

### Exercise 24, p. 331.

- 2. tools . . . are
- 3. woman . . . lives
- 4. people ... live
- 5. cousin . . . works
- 6. miners . . . work
- 7. athlete ... plays
- 8. athletes . . . play
- 9. books . . . tell
- 10. book . . . tells
- 11. men . . . were
- 12. woman . . . was

### Exercise 26, p. 332.

2. The man that/Ø/who/whom I told you about is over there.

The man about whom I told you is over there.

- 3. The woman that/Ø/who/whom I work for pays me a fair salary.
- The woman for whom I work pays me a fair salary.
- 4. Alicia likes the family that/Ø/who/whom she is living with.
- Alicia likes the family with whom she is living.
- 5. The picture that/Ø/which Tom is looking at is beautiful.
- The picture at which Tom is looking is beautiful. 6. I enjoyed the music that/Ø/which we listened to
- after dinner I enjoyed the music to which we listened after dinner.

### Exercise 27, p. 333.

- 2. to ... [we went to]
- 3. in/at ... [we stayed in/at]
- 4. to ... [we listened to]
- 5. for ... [Sally was waiting for]
- 6. to ... [to whom I talked]
- 7. [that I was looking for]
- 8. [I had graduated from]
- 9. [with whom he is living]
- 10. [who is staring at us]
- 11. [with whom I almost always agree]
- 12. [you introduced me to at the restaurant last night]
- 13. [I've always been able to depend on]
- 14. [you waved at]
- 15. [to whom you should complain]

### Exercise 28, p. 334.

- 1. b, c 4. b
- 2. c 5. c
- 3. a, b, c

### Exercise 29, p. 334.

### Part II.

- 1. family
- 2. activities
- 3. people 4. way (of life)
- 5. things 6. customs and habits

### Part III.

- Sample answers:
- 1. was their eating customs
- 2. who were similar to him in their customs and habits
- 3. the way of life that his host family had
- 4. he had in common with them

### Exercise 30, p. 335.

Checked sentences: 2, 4

### Exercise 31, p. 336.

- 1. The C.E.O. whose company lost money is resigning.
- 2. Let me introduce you to the woman whose company is hiring right now.
- 3. I talked to the couple whose house was burglarized.
- 4. The child whose foot you stepped on is fine.
- 5. The man whose cell phone you found is on the phone.

- 7. things

### Exercise 32, p. 337.

- 2. There is the woman whose husband writes movie scripts.
- 3. Over there is the man whose daughter is in my English class.
- 4. Over there is the woman whose sister you met yesterday.
- 5. There is the professor whose course I'm taking.
- 6. That is the man whose daughter is a newscaster.
- 7. That is the girl whose brother I taught.
- 8. There is the boy whose mother is a famous musician.

#### Exercise 33, p. 337.

1.	whose	3.	who's	5.	who's
2.	whose	4.	whose	6.	who's

### Exercise 34, p. 338.

Sample answers:

- 1. b. who invited us to his party
  - c. whose son broke our car window
  - d. whose dog barks all night
  - e. who is standing out in the rain
  - f. whose wife is an actress
- 2. a. whose picture was in the paper
  - b. whose father climbed Mt. Everest
  - c. who helped me when I cut myself
  - d. that works for Dr. Lang
  - e. whose purse I found
  - f. whose father I worked with
- 3. a. whose pages are torn
  - b. that is on the table
  - c. that Sam lost
  - d. whose cover is missing
  - e. that I gave to you
  - f. which I found

### Exercise 35, p. 338.

- 3. who, that
- 4. whose
- 5. who, that, Ø, whom
- 6. whom
- 7. whose
- 8. that, Ø, which

#### Exercise 36, p. 339.

- 1. that 4. that
- 2. Ø 5. whose
- 3. which

#### Exercise 37, p. 339.

- 2. whose son was in an accident
- 3. I slept on in a hotel last night
- 4. that/which erupted in Indonesia
- 5. whose specialty is heart surgery
- 6. that/which lived in the jungles of Southeast Asia
- 7. whose mouth was big enough to swallow a whole cow in one gulp

### Exercise 40, p. 340.

- 2. The woman that I met yesterday was nice.
- 4. I met a woman whose husband is a famous lawyer.
- 5. Do you know the people who live in that house?
- 6. The professor **who/that** teaches Chemistry 101 is very good.
- 7. The people whose house I painted want me to do other work for them.
- 8. The people who I met at the party last night were interesting.
- 9. I enjoyed the music that we listened to.
- 10. The apple tree **that we planted last** year is producing fruit.
- 11. Before I came here, I didn't have the opportunity to speak to people whose native tongue is English.
- 12. One thing I need to get is a new alarm clock.
- 13. The people who were waiting to buy tickets for the **game were** happy because their team had made it to the championship.

#### Exercise 41, p. 341.

#### My Friend's Vegan Diet

I have a friend who is a vegan. As you may know, a vegan is a person who eats no animal products. When I first met him, I didn't understand the vegan diet. I thought vegan was another name for vegetarian, except that vegans didn't eat eggs. I soon found out I was wrong. The first time I cooked dinner for him, I made a vegetable dish which had a lot of cheese. Since cheese comes from cows, it's not vegan, so he had to scrape it off. I also served him bread that had milk in it and a dessert that was made with ice cream. Unfortunately, there wasn't much that he could eat that night. In the beginning, I had trouble thinking of meals which we could both enjoy. But he is a wonderful cook and showed me how to create delicious vegan meals. I don't know if I'll ever become a complete vegan, but I've learned a lot about the vegan diet and the delicious possibilities it has.

## Chapter 13: Gerunds and Infinitives

#### Exercise 2, p. 342.

- 1. a. working
  - b. closing
  - c. hiring
- 2. a. smoking
  - b. eating
  - c. sleeping
- 3. a. paying

b. handing inc. cleaning

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Chapter 13

10. whom 11. whose

9. who, that

- 12. that, which
- 13. that, Ø, which

#### Exercise 3, p. 343.

- Sample answers:
  - 2. buying 5. talking
  - 3. sweeping 6. working
- 4. getting 7. opening

#### Exercise 4, p. 343.

- 1. finish doing
- 2. talked about seeing
- 3. Would you mind explaining
- 4. thinking about not attending
- 5. Keep trying

#### Exercise 6, p. 345.

- 2. Nancy and Frank like to go fishing.
- 3. Adam went camping.
- 4. Tim likes to go shopping.
- 5. Laura goes jogging/running.
- 6. Fred and Jean like to go skiing.
- 7. Joe likes to go hiking.
- 8. Sara often goes bowling.
- 9. Liz and Greg probably go dancing a lot.
- 10. The Taylors are going to go (ice) skating.
- 11. Alex and Barbara like to go sailing/boating.
- 12. Tourists go sightseeing on buses.
- 13. Colette and Ben like to go skydiving
- 14. (Answers will vary.)

#### Exercise 7, p. 345.

Questions:

- 2. Do you like to go water skiing?
- 3. Do you like to go bowling?
- 4. Do you go dancing on weekends?
- 5. Do you go jogging for exercise?
- 6. Do you go fishing in the winter?
- 7. Do you go camping in the summer?
- 8. Do you like to go snow skiing?

#### Exercise 9, p. 346.

Sample answers:

2.	to be	9.	to lend
3.	to visit	10.	to eat
4.	to get to	11.	to watch
5.	to be		to go to
6.	to be	12.	to get to
7.	to be	13.	to see
	to hear	14.	to hurt
8.	to buy	15.	to tell

#### Exercise 10, p. 347.

Checked sentences: 1, 2

#### Exercise 11, p. 347.

1. b, c	5. b, c
2. b, c	6. c
3. b, c	7. b, c
4. c	8. b, c

### Exercise 13, p. 348.

- 1. to understand
- 2. listening
- 3. to get . . . to stop
- 4. repeating
- 5. to nod / nodding
- 6. to look / looking
- 7. speaking

#### Exercise 14, p. 349.

- 1. eating
- 2. to help
- 3. moving
- 4. to go / going
- 5. to be
- 6. living
- 7. to give
- 8. to say
- 9. to sleep / sleeping
- 10. trying
- 11. to want to leave ... talking

#### Exercise 15, p. 350.

1.	to go / going	11.	to go
2.	to go / going	12.	going
3.	to go	13.	to go
4.	to go	14.	to go / going
5.	to go	15.	going
6.	to go	16.	going
7.	to go / going	17.	to go
8.	to go	18.	going
9.	going	19.	going
10.	going	20.	to go

#### Exercise 16, p. 350.

- 1. to relax
- 2. to stay ... relax
- 3. to stay . . . relax . . . go
- 4. getting ... watching
- 5. getting . . . watching . . . listening
- 6. selling . . . buying
- 7. to move ... find ... start
- 8. going ... letting
- 9. quitting ... going
- 10. unplugging ... turning off ... locking

#### Exercise 17, p. 351.

- Verbs:
- 1. plan to go
- 2. consider going
- 3. offer to help
- 4. like to visit / visiting
- 5. enjoy reading
- 6. intend to get
- 7. can't afford to buy
- 8. seems to be
- 9. put off writing
- 10. would like to go swimming

- 11. postpone going
- 12. finish studying
- 13. would mind helping
- 14. begin to study / studying
- 15. think about going
- 16. quit trying
- 17. continue to walk / walking
- 18. learn to speak
- 19. talk about going
- 20. keep trying

#### Exercise 19, p. 352.

- 2. for holding
- 3. about being
- 4. in going
- 5. for being
- 6. of flying
- 7. about taking
- 8. about seeing
- 9. on paying
- 10. about / of becoming
- 11. like eating
- 12. for not writing
- 13. of living
- 14. in being
- 15. on meeting
- 16. for cleaning
- 17. from entering
- 18. at cutting

#### Exercise 21, p. 353.

- 2. in telling
- 3. of drowning
- 4. to taking
- 5. like telling
- 6. on paying
- 7. for causing
- 8. at remembering
- 9. from doing
- 10. for taking
- 11. of not having
- 12. to having
- 13. A: about / of quitting B: of quitting

#### Exercise 22, p. 354.

- 1. wanted to stay
- 2. traveling
- 3. packing
- 4. unpacking
- 5. to travel
- 6. wanted to take
- 7. decided to stay
- 8. be
- 9. to do

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- 10. would like to take
- 11. began talking
- 12. excited about seeing

#### Exercise 24, p. 355. 7. by guessing

- 2. by washing
- 3. by watching
- 4. by smiling
- 9. by wagging 10. by staying ... taking

8. by waving

5. by eating 6. by drinking

#### Exercise 25, p. 356.

- 2. with a needle and thread
- 3. with a saw
- 4. with a thermometer
- 5. with a spoon
- 6. with a shovel
- 7. with a hammer
- 8. with a pair of scissors

#### Exercise 26, p. 356.

- 7. by 3. with
- 4. by 8. by
- 5. with 9. with
- 6. with 10. by

#### Exercise 28, p. 357.

- 2. Making friends here takes time.
- 3. Getting around town is easy.
- 4. Is living here expensive?
- 6. It's dangerous to walk alone at night.
- 7. It's fun to explore this town.
- 8. Is it difficult to find affordable housing?

#### Exercise 31, p. 359.

- 2. for teachers to speak clearly.
- 3. for us to hurry.
- 4. for a fish to live out of water for more than a few minutes.
- 5. for working parents to budget their time carefully.
- 6. for a young child to sit still for a long time.
- 7. for my family to spend birthdays together.
- 8. for my brother to travel.
- 9. for you to understand Mr. Alvarez.

#### Exercise 33, p. 360.

Sample answers:

1. to offer a strong handshake when people meet one another

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- 2. shaking hands firmly
- 3 and 4. (Answers will vary.)

#### Exercise 34, p. 360.

Checked sentences: 1, 2, 3, 4

#### Exercise 35, p. 361.

- 2. c. (in order) to listen
- 3. i. (in order) to see
- 4. a. (in order) to keep 5. d. (in order) to find

6. b. (in order) to reach

- 7. j. (in order) to look
- 8. f. (in order) to chase
- 9. h. (in order) to get
- 10. g. (in order) to help

#### Exercise 36, p. 361.

- 3. Sam went to the hospital in order to visit a friend.
- 4. (no change)
- 5. I need to go to the bank today **in order** to deposit my paycheck.
- 6. On my way home, I stopped at the store in order to buy some shampoo.
- 7. Masako went to the cafeteria **in order** to eat lunch.
- 8. (no change)
- 9. Pedro watches TV in order to improve his English.
- 10. (no change)
- 11. (no change)
- 12. Jerry needs to go to the bookstore **in order** to buy school supplies.

#### Exercise 37, p. 362.

3.	to	7.	to
4.	for	8.	to
5.	for	9.	for
6	to	10.	for

#### Exercise 38, p. 362.

- 1. Car sharing 4. move ... take
- 2. join 5. owning
- 3. driving

#### Exercise 39, p. 363.

- 1. heavy
- 2. strong
- 3. strength

#### Exercise 40, p. 364.

- 3. too busy to answer
- 4. early enough to get
- 5. too full to hold
- 6. large enough to hold
- 7. too big to get
- 8. big enough to hold

#### Exercise 41, p. 365.

- 2. I was too sleepy to finish my homework last night.
- 3. Mike was too busy to go to his aunt's housewarming party.
- 4. This jacket is too small for me to wear.
- 5. I live too far from school to walk there.
- 7. I'm not strong enough to move this furniture.
- 8. It's not warm enough for you to go outside without a coat.
- 9. I wasn't sick enough to stay home and miss work.

#### Exercise 43, p. 365.

- 3. to invite 7. to get . . .
- 4. going
  - sleep 8. forgetting
- 5. listening 8. forget 6. to earn . . 9. using
  - . *9*. usiii
  - to take

#### Exercise 44, p. 366.

- 1. to follow ... to slow ... give
- 2. Asking . . . getting . . . keep . . . to be
- 3. to make . . . to see

#### Exercise 45, p. 366.

1. a, b	4. a, c
2. b, c	5. c
3. b	

#### Exercise 47, p. 368.

- 2. I went to the bank to cash a check.
- 3. Did you go shopping yesterday?
- 4. I cut the rope with a knife.
- 5. I thanked my friend for driving me to the airport.
- 6. It is difficult to learn another language.
- 7. Timmy isn't old enough to get married.
- 8. This exercise is easy to do. OR It's easy to do this exercise.
- 9. Last night I was too tired to do my homework.
- 10. I've never gone sailing, but I would like to.
- 11. Reading is one of my hobbies.
- 12. The teenagers began to **build** a campfire to keep themselves warm.
- 13. Instead of **settling** down in one place, I'd like to travel around the world.
- 14. I enjoy traveling because you learn so much about other countries and cultures.
- 15. My grandmother likes to **fish/go fishing/likes fishing**.
- 16. Martina would like to have a big family.

## Chapter 14: Noun Clauses

## Exercise 1, p. 370.

Checked sentences: 1, 2, 4

#### Exercise 2, p. 370.

- 1. Where are the Smiths living?
- 2. I don't know where the Smiths are living.
- 3. We don't know what city they moved to.
- 4. We know that they moved a month ago.
- 5. Are they coming back?
- 6. I don't know if they are coming back.

#### Exercise 4, p. 372.

2.	a.	I don't know where she is living.	NC
	b.	Where is she living?	IQ
3.	a.	Where did Nick go?	IQ
	b.	I don't know where Nick went.	NC
4.	a.	I don't know what time the movie begins.	NC
	b.	What time does the movie begin?	IQ
5.	a.	Why is Yoko angry?	IQ
	b.	I don't know why Yoko is angry.	NC

#### Exercise 5, p. 372.

- 2. where Frank goes
- 3. where Natasha went
- 4. why Maria is laughing
- 5. how much an electric car costs
- 6. how long elephants live
- 7. when the first wheel was invented
- 8. how many hours a light bulb burns
- 9. where Emily bought her first computer
- 10. who lives
- 11. who Julie talked
- 12. why Mike is always

#### Exercise 6, p. 373.

Can you tell me ...

- 2. what this means?
- 3. when I will get my grades.
- 4. what our next assignment is.
- 5. how soon the next assignment is due.
- 6. why this is incorrect.
- 7. when a good time to meet is.
- 8. what day the term ends.
- 9. why I failed.
- 10. who will teach this class next time.

#### Exercise 7, p. 374.

- 3. what a lizard is
- 4. what is in the bag
- 5. whose car that is
- 6. whose car is in the driveway
- 7. whose Bob's doctor is
- 8. whose ladder this is . . . whose ladder this is
- 9. what is at the end of a rainbow

#### Exercise 8, p. 374.

Do you know ....

- 1. where the phone is?
- 2. why the front door is open?
- 3. who just called?
- 4. whose socks are on the floor?
- 5. why all the lights are on?
- 6. what happened?
- 7. what the plumber said about the broken pipe?
- 8. what the repair is going to cost?

#### Exercise 9, p. 375.

2.	Jason works
	does he work
-	

- did you see I saw
- 4. does that camera cost this camera costs
- 5. can you run I can run
- 6. did she get she got
- 7. is it it is
- 8. are some people some people are

#### Exercise 10, p. 376.

Checked sentences: 1, 3, 4

#### Exercise 11, p. 376.

- 2. if Mr. Piper will be at the meeting
- 3. if Niko went to work yesterday.
- 4. if there is going to be a windstorm tonight.
- 5. if I have Yung Soo's email address.

#### Exercise 12, p. 377.

- 2. if you are going to be
- 3. if Tim borrowed
- 4. if he can watch
- 5. if your car keys are
- 6. if your car has a CD player

#### Exercise 13, p. 378.

Questions:

- 2. when this building was built?
- how far it is from Vancouver, Canada, to Riyadh, Saudi Arabia? [Around 7,774 mi. / 12,511 km.]
- 4. if Australia is the smallest continent? [Yes.]
- 5. how many eyes a bat has? [Two.]
- 6. what the longest word in English is? (Answers will vary.)
- 7. if a chimpanzee has a good memory? [Yes.]
- 8. how old the Great Wall of China is? [About 2,300 years old.]
- 9. if all birds fly? [No. For example, penguins don't fly.]
- 10. if birds **came** from dinosaurs? [Most dinosaur researchers think so.]

#### Exercise 15, p. 378.

Checked sentences: 1, 2, 3

#### Exercise 16, p. 379.

- 2. dreamed that
- 3. believe that
- 4. notice that . . . hope that
- 5. believe that she told the truth

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#### Exercise 19, p. 380.

- 2. B: pleased that
- 3. B: surprised that . . . think that
- 4. A: aware that
- B: certain that
- 5. surprised that
- 6. true that

#### Exercise 21, p. 381.

Sample answers:

- a. her English teacher is really good.
   b. she is enjoying her class.
- 2. a. her son has the flu.
  - b. he doesn't have the flu.
- a. the woman failed her chemistry course.
   b. she won't be able to graduate on time.
- 4. a. Rachel is there.
  - b. she is there / she was invited.
- a. Carol won't come back.
   b. she will be back.

#### Exercise 22, p. 382.

- 1. a, c
- 2. b, c

#### Exercise 23, p. 382.

Sample answers:

- 2. I don't believe that we are going to have a grammar test tomorrow.
- 3. I hope that Margo will be at the conference in March.
- 4. I believe that horses can swim.
- 5. I don't think that gorillas have tails
- 6. I don't think that Janet will be at Omar's wedding.7. I hope my flight won't be cancelled because of the storms.

#### Exercise 26, p. 384.

- 2. Ann asked, "Is your brother a student?" OR "Is your brother a student?" Ann asked.
- 3. Rita said, "We're hungry." OR "We're hungry," Rita said.
- 4. Rita **asked**, "Are you hungry too?" OR "Are you hungry too?" Rita asked.
- Rita said, "Let's eat. The food's ready." OR "Let's eat," Rita said. "The food is ready." OR "Let's eat. The food's ready," Rita said.
- 6. John F. Kennedy said, "Ask not... do for you. Ask what... for your country." OR
  "Ask not... do for you," John F. Kennedy said.
  "Ask what ... for your country." OR
  "Ask not... do for you. Ask what ... for your

country," John F. Kennedy said.

#### Exercise 27, p. 385.

"You know sign language, don't you?" I asked Roberto.

"Yes, I do," he replied. "Both my grandparents are deaf."

"I'm looking for someone who knows sign language. A deaf student is going to visit our class next Monday," I said. "Could you interpret for her?" I asked.

"I'd be happy to," he answered. "Is she going to be a new student?"

"Possibly," I said. "She's interested in seeing what we do in our English classes."

#### Exercise 29, p. 386.

they . . . their

#### Exercise 30, p. 387.

- 1. she . . . her
- 2. he . . . me
- 3. he . . . us . . . our . . . he . . . his . . . his

### Exercise 32, p. 388.

- 2. was meeting
  - 5. was going
     6. would carry
- had studied
   would carry
   had forgotten
   could teach
  - nau lorgotten 7. co

### Exercise 33, p. 389.

- 2. Kristina said (that) she didn't like chocolate.
- 3. Carla said (that) she was planning . . . her family.
- 4. Tom said (that) he had already eaten lunch.
- 5. Kate said (that) she had called her doctor.
- 6. Mr. Rice said (that) he was going to go to Chicago.
- 7. Eric said (that) he would be at my house at ten.
- 8. Emma said (that) she couldn't afford to buy a new car.
- 9. Olivia said (that) she couldn't afford to buy a new car.
- 10. Ms. Todd said (that) she wanted to see me in her office after my meeting with my supervisor.

#### Exercise 34, p. 389.

1. a, c 2. a, c

### Exercise 35, p. 390.

- 4. said
- 5. told
- 6. asked
- told ... said ... asked ... told ... said
   said ... asked ... told ... asked ... said

**Exercise 37, p. 391.** (that) he wasn't going to have ... wasn't hungry ... had eaten ... he had come ... he needed to talk to her about a problem he was having at work.

#### Exercise 38, p. 391.

1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me, "What are you doing after class?"

"I will tell you later," I answered.

3. When I was putting on my hat and coat, Robert asked me, "Where are you going?"

"I have a date with Anna," I told him.

"What are you going to do?" he wanted to know. "We're going to a movie," I answered.

15. would leave

#### Exercise 39, p. 392.

- 9. asked 1. asked
- 2. was 10. could do
- 3. told 11. said
- 4. was 12. needed
- 13. could help 5. asked
- 6. would be 14. told
- 7. said
- 8. would be

#### Exercise 41, p. 393.

- 2. I don't know what your email address is.
- 3. I think that Mr. Lee is out of town.
- 4. Can you tell me where Victor is living now?
- 5. I asked my uncle what kind of movies he likes.
- 6. I think that my English has improved a lot.
- 7. It is true that people are basically the same everywhere in the world.
- 8. A man came to my door last week. I didn't know who he was.
- 9. I want to know if Pedro has a laptop computer.
- 10. Sam and I talked about his classes. He told me that he didn't like his algebra class. (also possible: doesn't like)

- 11. A woman came into the room and asked me where my brother was. / asked me, "Where is your brother?"
- 12. I felt very relieved when the doctor said, "You will be fine. It's nothing serious."
- 13. My mother asked me, "When will you be home?"



A/an, 290, 292, 306–307 (Look on pages 290 and 292 and also on pages 306 through 307.)	The numbers following the words listed in the index refer to page numbers in the text.
Consonants, 14fn. (Look at the footnote on page 14.)	The letters <i>fn.</i> mean "footnote." Footnotes are at the bottom of a chart or the bottom of a page.

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Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
let	let	let	sit	sat	sat
lie	lay	lain	sleep	slept	slept
light	lit/lighted	lit/lighted	slide	slid	slid
lose	lost	lost	speak	spoke	spoken
make	made	made	spend	spent	spent
mean	meant	meant	spread	spread	spread
meet	met	met	stand	stood	stood
рау	paid	paid	steal	stole	stolen
prove	proved	proved/proven	stick	stuck	stuck
put	put	put	strike	struck	struck
quit	quit	quit	swear	swore	sworn
read	read	read	sweep	swept	swept
ride	rode	ridden	swim	swam	swum
ring	rang	rung	take	took	taken
rise	rose	risen	teach	taught	taught
run	ran	run	tear	tore	torn
say	said	said	tell	told	told
see	saw	seen	think	thought	thought
seek	sought	sought	throw	threw	thrown
sell	sold	sold	understand	understood	understood
send	sent	sent	upset	upset	upset
set	set	set	wake	woke/waked	woken/waked
shake	shook	shaken	wear	wore	worn
shave	shaved	shaved/shaven	weave	wove	woven
shoot	shot	shot	weep	wept	wept
shut	shut	shut	win	won	won
sing	sang	sung	withdraw	withdrew	withdrawn
sink	sank	sunk	write	wrote	written

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