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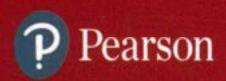
BASIC

English Gramar

FIFTH EDITION



Betty S. Azar Stacy A. Hagen





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Betty S. Azar Stacy A. Hagen

کپی برداری از این اثر شرعی، قانونی و اخلاقی نبوده و مورد رضایت مدرس و <mark>ناشر اثر</mark> نمی باشد و هرگونه تخلف شامل پیگرد خواهد شد.



To Larry Harris

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Preface to the Fifth Edition

Basic English Grammar is a beginning skills text for English language learners. It functions principally as a classroom teaching text but also serves as an introductory reference for students and teachers.

Using a time-tested approach that has helped millions of students around the world, Basic English Grammar blends direct grammar instruction with carefully sequenced practice to develop speaking, writing, listening, and reading skills. Rather than presenting grammar as a mere collection of rules, it provides a foundation for organizing English. Students have a natural, logical framework to help make sense of the language they see and hear.

The Fifth Edition has been extensively revised to keep pace with advances in theory and practice, particularly from cognitive science. We are pleased to introduce new features and updates.

Reorganization of the Fifth Edition

- Chapter 2: The chapter now begins with this/that/these/those so that students can learn classroom and other everyday vocabulary right away.
- Chapter 4: The imperative is now in Chapter 4 instead of Chapter 13 since it is so commonly used.
- Chapters 5-7: Based on user feedback, we felt it was important to introduce nouns earlier.
 Former Chapter 6 is now Chapter 5; former Chapter 7 is now Chapter 6; and former Chapter 5 is now Chapter 7.
- Chapters 8 and 9: Previously, irregular verbs in the simple past tense were spread out over these two chapters. Now, for greater clarity and simplicity, the verb forms are introduced in Chapter 8, grouped according to patterns, as research shows that the adult brain is wired to look for patterns.
 - In Chapter 9, questions with whom have been deleted. They are difficult for this level and are covered in the next book in the series, Fundamentals of English Grammar.
- · Chapter 10: More information is given about the differences between be going to and will.
- Chapter 12: Expressing permission with the modal can has been added to Chapter 12, including permission questions that were previously in Chapter 13.
- Chapter 13: With the move of permission questions to Chapter 12, Polite Questions (formerly two charts) now focuses on modals used in requests and has become one chart: Polite Requests with Modals.

Features

Chapter Pretests: Pretests at the start of every chapter allow learners to assess what they
already know and orient themselves to the chapter material. Research indicates that taking a
pretest may enhance learning even if students get every answer wrong.

- Jump-Start Your English: Recognizing that within the beginning level there is a range of
 proficiency levels and needs, we have created a new section, Jump-start your English. This
 feature, highlighted by its distinctive design, uses the chapter grammar as a jumping-off point
 to provide more functional language early on, particularly for students who need an additional
 challenge. It focuses on practical, colloquial language and may include structures that students
 will study in greater depth later. This content is optional and is not tied to the pretests or
 review exercises.
- Life-Skills Vocabulary: Many exercises have been created or revised to include everyday
 vocabulary that beginning students need. Authentic language use has been incorporated into a
 wide range of themes relevant to students' daily lives.
- Practice: Practice, spaced out over time, helps students learn better. Longer exercises
 have been shortened, and additional practice has been created to give students more
 incremental practice.
 - This edition features additional oral exercises to encourage automaticity (the ability to speak more naturally and fluidly), an important marker of fluency.
- Updated Grammar Charts: Based on corpus research, grammar content has been added, deleted, or modified to reflect current usage suitable for a beginning level.
- Listening Practice: Research has highlighted the importance of helping students at all levels
 understand authentic spoken English. New as well as revised exercises include a focus on
 relaxed, reduced speech. The audio is available on the Pearson Practice English App and in
 MyEnglishLab through the Pearson English Portal.* A listening script can be found at the
 back of the Student Book.
- Reading and Writing Tasks: Reading and writing tasks have been fine-tuned as needed to better reflect student needs.
- Learning Checks: End-of-chapter learning checks that help students assess their knowledge can be found on the Pearson Practice English App and in MyEnglishLab through the Pearson English Portal.*
- PowerPoint Lessons: Online PowerPoint lessons are available in two versions: one for teachers with presentations to teach from, interactive practice, and games; and another for students for review and self-study. The teacher version is available in the Teacher Resource folder in MyEnglishLab through the Pearson English Portal.* The student version is available on the Pearson Practice English App and in MyEnglishLab.

Components of Basic English Grammar, Fifth Edition

- Student Book with Pearson Practice English App (access code included*) for online audio, video, review, and assessments.
- Student Book with MyEnglishLab and Pearson Practice English App (access code included*). With an easy-to-use online learning management system for teachers, MyEnglishLab provides a range of learning options:
 - Rich online practice for all skill areas: grammar, reading, writing, speaking, and listening
 - Instant feedback on incorrect answers
 - Remediation activities
 - Grammar Coach videos
 - PowerPoint video lessons

^{*}See inside front cover.

- Assessments
- Student Book audio
- · A comprehensive Workbook, consisting of self-study exercises for independent work
- · An expanded Test Bank, with additional quizzes, chapter tests, mid-terms, and final exams
- An updated Teacher's Guide, with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, expansion activities, and answer key
- · An Instructor Access code provides (please contact your rep for Instructor Access)
 - Robust assessments that include diagnostic tests, chapter review tests, mid- and end-of-term review tests, and final exams
 - Gradebook and diagnostic tools to monitor student progress and analyze data for remediation and support
 - A Teacher Resource Folder with a downloadable GSE Booklet, Teacher's Guide, and Student Book Answer Key (Teachers can choose to make the answer key available to their students.)
 - PowerPoint presentations for instructors to teach from
 - Videos for students
 - Student Book audio
- · Print components for Instructor Support include
 - An expanded Test Bank, with additional quizzes, chapter tests, mid-terms, and final exams
 - An updated Teacher's Guide, with step-by-step teaching suggestions for each chart, notes to the teacher on key grammar structures, vocabulary lists, expansion activities, and answer key

The Azar-Hagen Grammar Series consists of

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

Tips for Using the Fifth Edition

Pretests

The **Pretest** allows teachers to assess their students' knowledge of the topics covered in the chapter. Teachers can provide the answers after students take the test, but it works best if explanations for the answers are not given until each section is completed. Another option is to have students take a second look at their test answers after they have completed the chapter. Working in groups, they can give explanations for the correct answers as a way to review key points.

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. Before beginning the task, teachers will want to familiarize themselves with the material in the chart. Then, with the teacher's guidance, students can discover many or all of the new patterns while completing the Warm-up activity. After students finish the exercise, teachers may find that no further explanation is necessary, and the charts* can then serve as a useful reference.

Jump-start your English

The optional *Jump-start* lessons often begin with a listening task. Teachers can play the audio a few times, and students can follow along in their books the first time and then with books closed. Depending on how advanced the class is, the teacher may want to have students role-play the conversations.

The listening is followed by varied types of interactive practice that lead up to a short presentation, usually by pairs of students. It's important that students not read from their papers. They can look at their paper before they speak, but when they speak, they should look at their partner.

Listening

The *Listening* exercises have been designed to help students understand American English as it is actually spoken. They include reductions and other phenomena that are part of the natural, relaxed speech of everyday English. Because the pace of speech in the audio may be faster than what students are used to, they may need to hear sentences two or three times as they complete a task.

These exercises do not encourage active practice of pronunciation (unless they are linked to a specific pronunciation task). Receptive skills precede productive ones, and it is essential that students gain familiarity with the speech patterns before they begin using them in their own speech.

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

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

A listening script is included in the back of the Student Book.

^{*}Note: The charts were designed so that the example sentences on the left are for students, and the explanations on the right help teachers present the grammar points. Students are not expected to understand the language in the explanations.

Readings

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

Writing

As students gain confidence in using the target structures, they are encouraged to express their ideas by writing sentences and short paragraphs. They are given models to follow, and prompts help them develop their ideas.

Editing checklists, focused on the grammar in each chapter, help with proofreading. They provide guidance for either self- or peer-editing. One suggested technique is to pair students, have them exchange papers, and then have the parmer read the paragraph aloud. The writer can hear if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

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

Let's Talk

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

Check Your Knowledge

Toward the end of each chapter, students can practice sentence-level editing skills by correcting errors common to this level. They can work on the sentences for homework or in small groups in class.

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

Please see the **Teacher's Guide** for detailed information about teaching from this book, including expansion activities and step-by-step instructions.

Acknowledgments

We are grateful to the teachers and students who use Basic English Grammar and have provided critical feedback. They let us know what works best for them and how we can better suit their educational needs in a changing market. We are indebted as well to the following reviewers and focus group participants for their invaluable observations: Luke Anh, Houston Community College; Roseanna Bird, Approach International Student Center; David Crooks, Houston Community College; Liza Daily, Houston Community College; Jeffrey Kamm, Houston Community College; Jill Lynch, Houston Community College; Sirje Russell, Tidewater Community College; Andrea Silva; English Language Center; Cynthia Schuemann, Miami Dade Community College; Geneva Tesh, Houston Community College; Joy Tesh, Houston Community College; and Melissa Villamil, Houston Community College.

The Fifth Edition of Basic English Grammar reflects the talented assistance of three dedicated individuals. Janice Baillie, who has been the production editor for the Azar-Hagen Grammar Series since 2005, drew upon her encyclopedic knowledge to meticulously edit thousands of manuscript pages and deftly track a mind-boggling number of details. We have benefited from the expertise of Barbara Lyons, development editor, since 2014. Her gifted editing, creativity, and sense of style can be seen in every chart and exercise. Mary Rich, Content Owner, recently joined our project and has brought a wealth of experience to the oversight of the Student Book and ancillaries.

The series would not be complete without the expertise of our supplement writers: Geneva Tesh, Houston Community College, for the Workbook, MyEnglishLab, and PowerPoint lessons; Scott Tesh, for the design, development, and narration of the PowerPoints; Kelly Roberts Weibel, Edmonds Community College, for the Test Bank; and Martha Hall, New England School of English, for the Teacher's Guide. They each bring years of teaching and writing experience to their respective projects.

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We are, as always, grateful for the encouragement and support from our families. How fortunate we are!

Stacy Hagen Betty Azar

CHAPTER 1

Using Be

	ST: What do I already know? () the correct sentences.
1	Bus 7 is here. (Chart 1-1)
2	Jack he is late. (Chart 1-1)
3	Ella and Sophie is absent. (Chart 1-2)
4	You and I are ready. (Chart 1-2)
5	Beijing is city. (Chart 1-3)
6	Hawaii is a island. (Chart 1-3)
7	Kuwait and Syria are country. (Chart 1-4)
8	They,re hungry. (Chart 1-5)
9	He no a doctor. (Chart 1-6)
10	It is expensive. (Chart 1-7)
11	Rika is in the classroom. (Chart 1-8)

EXERCISE 1 > Warm-up. (Chart 1-1)

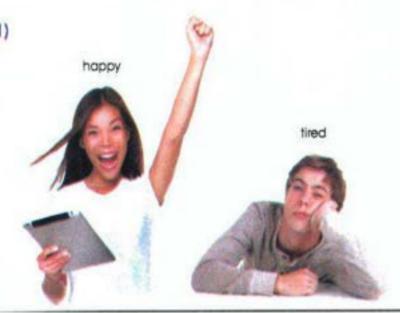
12. ____ Josh is not upstairs. (Chart 1-9)

Read the sentences. Choose yes or no.

1. She is happy. yes no

2. He is tired. yes no

3. I am happy. yes no



	PRONOUN +	BE		Singular means "one."
(a)	1	am	late.	Lucy she ha and Min (a) (a) safes to any university
(b)	You	are	late.	I, you, she, he, and It in (a)-(e) refer to one person.
(c)	She	is	late.	am, are, is = forms of be
(d)	He	is	late.	
(e)	It	is	late.	
(f)	Maria is late. ↓ She is late.	8		Pronouns refer to nouns. In (f): She (feminine) = Maria INCORRECT: Maria she is late. Maria late.
g)	Tom is late. He is late.			In (g): He (masculine) = Tom
h)	Bus 10 is late ↓ It is late.			In (h): It = Bus 10

EXERCISE 2 > Looking at grammar. (Chart 1-1)

Write the correct pronoun: he, she, or it. Some items have two answers.

1. Maria	she
I. IVIALIA	3116

EXERCISE 3 ▶ Looking at grammar. (Chart 1-1)

Write am, is, or are.

EXERCISE 4 > Vocabulary and speaking. (Chart 1-1)



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

I am ...

1. a. ____ happy.

b. ____ sad.

2. a. ____ hot.

b. ____ cold.

a. ____ nervous.

b. ____ relaxed.

a. ____ hungry.

b. ____ not hungry.

5. a. ____ tired.

b. ___ not tired.









hungry

- Part II. Share some sentences with a partner: I am _____.
- Part III. Tell the class a few things about your partner: He is _____. OR She is _____.

Jump-start your English

Introductions



Part I. Listen to the conversation.

A: Hi, my name is Ali.

B: Hi, I am Kofi.

A: I am from Lebanon.

B: I am from Ethiopia.

A: It is nice to meet you.

B: Nice to meet you too.



Part II. Practice the conversation with a partner. Use your own names and information. Practice until you can do both parts without your book. Say the conversation for the class.

EXERCISE 5 > Warm-up. (Chart 1-2)
Choose the correct answer. One sentence has two answers.

How many people?

 We are ready. 	one	two, three, or more
2. You are ready.	one	two, three, or more
3. They are ready.	one	two, three, or more

PRONOUN + BE	Plural means "two, three, or more."
(a) We are here. (b) You are here.	We, you, and they in (a)-(c) refer to two, three, or more persons.
(c) They are here.	
(d) Sam and I are here. We are here.	In (d): We = Sam and I
(e) Sam and you are here. You are here.	In (e): You = Sam and you NOTE: You can be singular or plural.
(f) Sam and Lisa are here. They are here.	In (f): They = Sam and Lisa

EXERCISE 6 ➤ Looking at grammar. (Chart 1-2)

Circle the correct pronoun.

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

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

Write am, is, or are.

Opposites

- 1. a. We ___ are __ late.
- 2. a. He ______ sad.
- 3. a. They _____ late.
- 4. a. She _____ nervous.
- 5. a. Abdul and Taka ______ absent.

- b. You (one person) ______ early.
- b. You and I _____ happy.
- b. It ______ early.
- b. Sara and I _____ relaxed.
- b. You and Emily _____ here.

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

Write complete sentences.

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

EXERCISE 9 > Warm-up. (Chart 1-3)

Read the sentences. Choose yes or no.

- 1. Canada is a country. yes no
- 2. Toronto is a city. yes no
- 3. Vancouver is an island. yes no



NOUN + IS + NOUN a) Canada is a country. INCORRECT: Canada is country.	In (a): Canada = a singular noun is = a singular verb country = a singular noun A often comes in front of singular nouns. In (a): a comes in front of the singular noun country. A is called an "article."	
(b) Bali is an island. INCORRECT: Bali is island.	A and an have the same meaning. They are both articles A is used in front of words that begin with consonants: b, c, d, f, g, etc. Examples: a bed, a cat, a dog, a friend, a girl An is used in front of words that begin with the vowels: a, e, i, and o.* Examples: an animal, an ear, an Island, an office	

^{*}An is sometimes used in front of words that begin with u. See Chart 6-2, p. 169. Vowels = a, e, i, o, u

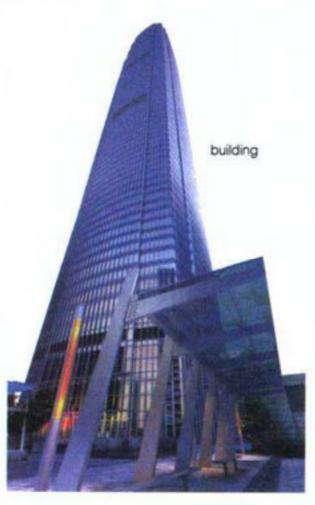
Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

EXERCISE 10 > Grammar and vocabulary. (Chart 1-3) Part I. Write a or an.

Places

- 1. _a_ town
- 2. ____ city
- 3. ____ island
- 4. ____ street
- 5. ____ avenue
- 6. ____ building
- 7. ____ bank
- 8. ____ hospital
- 9. ____ airport

Part II. Find a picture for each word in Part I (except building).



EXERCISE 11 ▶ Vocabulary and grammar. (Chart 1-3)

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

✓ Arabic ✓ Beijing Chinese	Cuba	Hawaii	Mexico	Paris	Saudi Arabia
	France	Japanese	Moscow	Russia	Spanish
	French	Lima	New Zealand	Russian	Tokyo
Chinese	Fichen	P-HIIIG	14cm Demining		777777

COUNTRY	LANGUAGE	CITY	ISLAND
	Arabic	Beijing	

Part II. Work in small groups. Check your answers for Part I. Then make sentences. Take turns. Share some of your sentences with the class.

Example: France/Japanese

STUDENT A: France is a country.

STUDENT B: Japanese is a language.

EXERCISE 12 > Warm-up. (Chart 1-4)

Write an animal or animals. What do you notice about the verbs in red?

- 1. A dog is ______.
- 2. Dogs are _____
- 3. Dogs and cats are





1-4 Plural Nouns + Be	irlanguage
NOUN + ARE + NOUN (a) Cats are animals.	Cats = a plural noun are = a plural verb animals = a plural noun
(b) SINGULAR: a cat, an animal PLURAL: cats, animals	Plural nouns end in -s. A and an are used only with singular nouns.
(c) SINGULAR: a city, a country PLURAL: cities, countries	Some singular nouns that end in -y have a special plural form: They omit the -y and add -ies.*
NOUN AND NOUN + ARE + NOUN	Two nouns connected by and are followed by are.
(d) Canada and China are countries. (e) Dogs and cats are animals.	In (d): Canada is a singular noun. China is a singular noun. They are connected by and. Together they are plural, i.e., "more than one."

^{*}See Chart 3-5, p. 66, for more information about adding -s/-es to words that end in -y.

EXERCISE 13 > Listening, vocabulary, and grammar. (Charts 1-3 and 1-4)

Part I. Listen to the names of the food. Write a or an.



1. ____ apple



2. ____ egg



3. ____ hamburger



4. ____ orange



5. ____ peanut



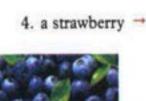
6. ____ sandwich

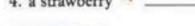
Part II. Is the noun singular or plural? Circle the correct answer.

1. an egg	one	two or more
2. hamburgers	one	two or more
3. apples	one	two or more
4. a peanut	one	two or more

			نيان
5. a sandwich	one	two or more	
6. oranges	one	two or more	
EXERCISE 14 > Listening, \		rammar. (Charts 1-	3 and 1-4)
Part 1. Listen to the words. w	The the planar form.		
	Č		
		(2) 20°	9-
1. a pea →	2. a pre	tzel →	
The state of the s		2	The second
		1	The same of









5. a blueberry → .

Part II. Change the singular sentences to plural.

3. a carrot

SINGULAR		PLURAL
1. A soda is a drink.	→ _	Sodas are drinks.
2. A pea is a vegetable.	-	
A pretzel is a snack.	→ _	
 A pea is a vegetable. A carrot is a vegetable. 	-	
A pretzel is a snack.A peanut is a snack.	-	
 A strawberry is a berry. A blueberry is a berry. 	→	

EXERCISE 15 > Game. (Charts 1-3 and 1-4)

Work in teams. Your teacher says the beginning of a sentence. As a team, finish the sentence and write it down. The team with the most correct sentences wins the game. Close your book for this activity.

Example:

TEACHER: Spanish ...

TEAM A: Spanish is a language.

1. Vietnam ...

6. Mexico and Canada ...

2. Arabic ...

7. A dog ...

3. London ...

8. Tokyo and Bangkok ...

4. Sodas ...

9. Carrots ...

5. A hospital ...

10. Chinese ...

EXERCISE 16 > Let's talk: pairwork. (Charts 1-3 and 1-4)

Work with a partner. Partner A asks Partner B to name something. Partner B answers in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

Example: a country

PARTNER A: Name a country.

PARTNER B: Brazil is a country.

PARTNER A: Good. Your turn now.

Partner A	Partner B		
1. a language	1. two cities		
2. two languages	2. an island		
3. a street in this city	3. two countries in Asia		
4. two berries	4. a snack		
5. a drink	5. a vegetable		

EXERCISE 17 > Warm-up: listening. (Chart 1-5)

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

A: Hi. My name is Mrs. Smith. I'm the substitute teacher.

B: Hi. I'm Franco.

C: Hi. I'm Lisa. We're in your class.

A: It's nice to meet you.

B: We're glad to meet you too.

	PRONOUN	+	BE	-	CONTRACTION			When people speak, they ofter
АМ	1	+	am	-	l'm	(a)	I'm a student.	push two words together. A contraction = two words
	she	+	is	-	she's	(b)	She's a student.	that are pushed together
IS	he	+	is	-	he's	he's (c) He's a stude	He's a student.	Contractions of a subject pronoun + be are used in bot
it	+	is	-	it's	(d)	It's a city.	speaking and writing.	
	you	+	are	-	you're	(e)	You're a student.	PUNCTUATION: The mark in the middle of a contraction is
ARE	we	+	are	-+	we're	(f)	We're students.	called an "apostrophe" (")."
	they	+	are	-	they're	(g)	They're students.	2010 2010 Care Service 1 400 C

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

CORRECT: I'm a student .
INCORRECT: I,m a student .



EXERCISE 18 ▶ Looking at grammar. (Chart 1-5)

Write the contractions.

1. I am _______

5. it is

2. she is _

6. they are

3. you are _____

7. he is

4. we are _____

EXERCISE 19 ▶ Looking at grammar. (Chart 1-5)

Write the long form for each contraction.

- 1. They're sick. They are sick.
- 2. He's absent. _____ absent.
- 3. It's hot. _____ hot.
- 4. I'm late. _____ late.
- 5. She's busy. _____ busy.
- 6. We're students. ______ students.
- 7. You're here. _____ here.

EXERCISE 20 > Looking at grammar. (Chart 1-5)

Write the pronouns for the words in red. Use contractions.

	_	/ 4			
- 4	œ.	m	ь.	-	വി
_	OH.		ш	o	u

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



EXERCISE 21 > Listening. (Chart 1-5)

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

A: Hello. ______ Mrs. Brown. _____ the substitute teacher.

Do you know these words?

- substitute teacher
- take a seat

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

A: _____ nice to meet you.

B: _____ happy to meet you too.

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

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

EXERCISE 22 > Warm-up: pairwork. (Chart 1-6)

Work with a partner. Make true sentences with the words in the box. Share a few of your answers with the class.

a baby	a student	a wife
1. I'm not		
2. You're not		

مرجع زبان ایرانیان 1-6 Negative with Be CONTRACTIONS Not makes a sentence negative. (a) I am not a teacher. I'm not CONTRACTIONS (b) You are not a teacher. Be and not can be contracted. you're not / you aren't (c) She is not a teacher. she's not / she isn't Note that I am has only one (d) He is not a teacher. contraction with be, as in (a), but he's not / he isn't there are two contractions with (e) It is not a city. it's not / it isn't be for (b)-(h). (f) We are not teachers. we're not / we aren't (g) You are not teachers. you're not / you aren't (h) They are not teachers. they're not / they aren't

EXERCISE 23 ➤ Looking at grammar. (Chart 1-6)

Complete the sentences with the negative form of be.

FUL	L FORM	CONTRACTION			
1. I am_ not	an astronaut.	I 'm not	an astronaut.		
2. He	an astronaut.	Не	an astronaut. OR		
		Не	an astronaut.		
3. They	astronauts.	They	astronauts. OR		
		They	astronauts.		
4. You	an astronaut.	You	an astronaut. OR		
		You	an astronaut.		
5. She	an astronaut.	She	an astronaut. OR		
		She	an astronaut.		
6. We	astronauts.	We	astronauts. OR		
		We	astronauts.		



EXERCISE 24 > Looking at grammar. (Charts 1-5 and 1-6)

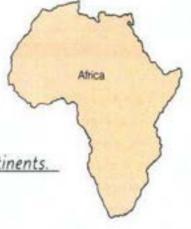
Write sentences with is, isn't, are, and aren't.

Examples: Africa \ city ... It \ continent

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

Baghdad and Miami \ city ... They \ continent

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



- 1. Canada \ country ... It \ city
- 2. Argentina \ city ... It \ country
- 3. Beijing and London \ city ... They \ country
- 4. Asia \ country ... It \ continent
- 5. Asia and South America \ continent ... They \ country

EXERCISE 25 > Grammar, vocabulary, and listening. (Charts 1-3 and 1-6)

Part I. Write a or an.

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





- Part II. Listen to the sentences. Choose the verb that you hear. Note: In spoken English, the "t" in negative contractions may be hard to hear.
 - 1. is isn't
- 3. is isn't
- 5. are aren't
- 7. are aren't

- 2. is isn't
- 4. is isn't
- 6. are aren't
- 8. are aren't

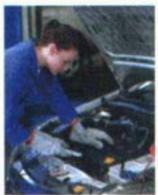
EXERCISE 26 > Vocabulary and grammar. (Charts 1-5 and 1-6)



Part I. Write the name of the person next to the job.







Rachel Costa



Nurse Michael Torres



Karl Sanders



Kristin Anderson



Dr. Amita Sharma



Rudy Heinz



Lisa Goh

- 1. bus driver _____Antonio
- 2. auto mechanic _____
- 3. nurse _____

- 5. plumber _____
 - 6. doctor _____
 - 7. construction worker _____
- 4. gardener ______ 8. police officer _____

Part II. Complete the sentences. Answers may vary in items 4-7.

- 1. Lisa isn't a gardener. She 's a police officer .
- 2. Michael _____is ___ a nurse. He ______ a doctor.
- 3. Antonio _____ a construction worker. He's _____.
- 4. Rachel ______ an auto mechanic. She isn't _____
- 5. Karl ______.
- 6. Amita _______
- 7. I'm not a _______. I'm _______.

EXERCISE 27 > Warm-up. (Chart 1-7)

Complete each sentence with a word in the box.

happy	old	small	young	ALV
1. Victor i	s			
2. Victor i	s also			
3. Billy is		and		Victor



	NOUN	+	BE	+	ADJECTIVE	small
a)	The baby		is		small.	smart
b)	The bables		are		small.	happy = adjectives
c)	Lulu		is		smart.	tired
(d)	Maria and To	m	are		<i>нарру.</i>	old comfortable
	PRONOUN	+	BE	+	ADJECTIVE	Adjusting the follows from at he form in pro-
(e)	1		am		tired.	Adjectives often follow a form of be (am, is, a
(f)	It		is		old.	In (a)-(g), the adjectives give information about a
(g)	They		are		comfortable.	noun or pronoun at the beginning of a sentence."

^{*}The noun or pronoun at the beginning of a sentence is called a "subject." See Chart 1-9.

EXERCISE 28 ➤ Grammar and vocabulary. (Charts 1-5 → 1-7)

<u>Underline</u> the adjective in the first sentence. Then complete the second sentence with **be** + an adjective with an opposite meaning. Use the words in the box. Use contractions.

beautiful	easy	√ happy	poor
clean	expensive	noisy	short
cold	fast	old	tall

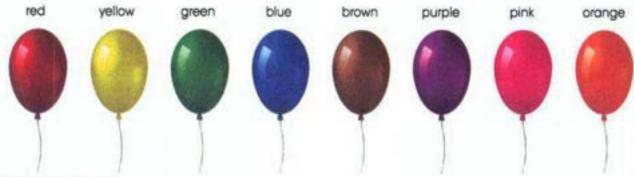
Opposites

- 1. I'm not sad. I 'm happy
- 2. The weather isn't hot. It _____
- 3. Mr. Thomas isn't rich. He ______.
- 4. My hair isn't long. It ______.
- 5. My clothes aren't dirty. They ______.
- 6. Flowers aren't ugly. They ______.
- 7. Cars aren't cheap. They _____

- 8. Airplanes aren't slow. They ______.
- Grammar isn't difficult. It _______.
- 10. My sister isn't short. She ______.
- 11. My grandparents aren't young. They ______.
- 12. The classroom isn't quiet. It ______.

EXERCISE 29 > Vocabulary, grammar, and speaking. (Chart 1-7)

Work as a class or in small groups. Look at the colors. Your teacher will say a color. Point to things in the classroom or outside with that color. Make sentences with *is* or *are*. Your teacher can help you with new vocabulary.



Example: brown

TEACHER: Point to something brown.

STUDENT: (Student points to a backpack.) The backpack is brown.

EXERCISE 30 ▶ Grammar and vocabulary. (Charts 1-5 → 1-7)

Write is or are and the correct pronoun. Use contractions if possible. Some sentences are negative.

Colors

- 1. A pea ____ is ___ green. ____ !t isn't ___ red.
- 2. Carrots aren't blue. They're orange.
- 3. Bananas _____ yellow. ____ white.
- 4. A banana _____ yellow. ____ white.
- 5. A strawberry _____ black. _____ red.
- 6. An orange ______ orange. _____ brown.
- 7. An onion _____ orange. ____ brown, white, or green.
- 8. Apples _____ red, green, or yellow. ____ purple.
- 9. A tomato ______ blue. _____ red or green.



EXERCISE 31 ▶ Let's talk: pairwork. (Charts 1-5 → 1-7)

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



Example: The garden ... beautiful/ugly

PARTNER A: The garden is beautiful. It

isn't ugly.



Example: The flowers ... beautiful/ugly

PARTNER B: The flowers aren't beautiful.

They're ugly.

Partner A



1. The table ... clean/dirty.





1. The man ... friendly/unfriendly.



2. The woman ... sick/well.



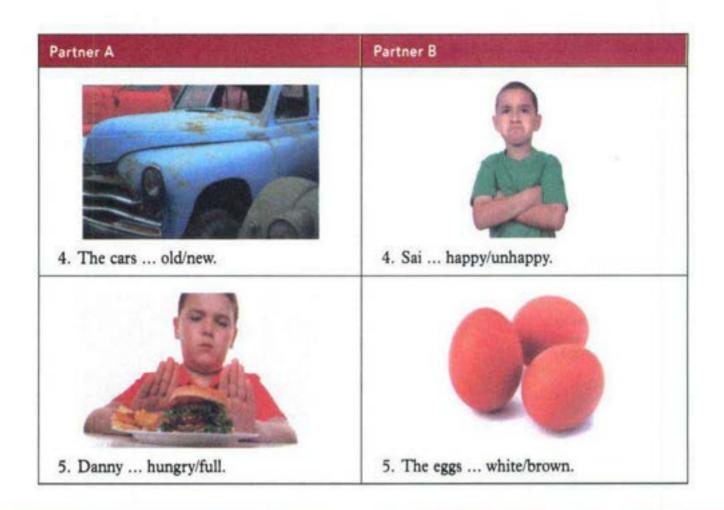
2. The coffee ... cold/hot.

$$x^2 + 5 + 4 = (x + 4)(x + 1)$$

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



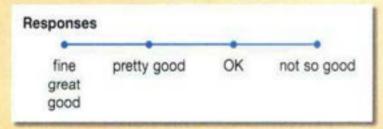
3. The trees ... tall/short.

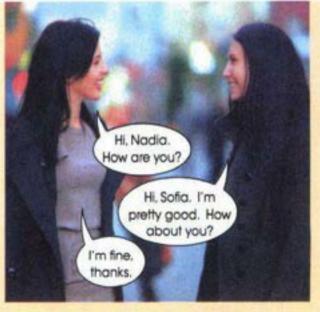


Jump-start your English

How are you?

Part I. Listen to the conversation.





Part II. Practice the questions and answers with a partner. Use your own names and information. Then walk around the classroom. Interview your classmates.



EXERCISE 32 ➤ Game. (Charts 1-5 → 1-7)

Part I. Check (✓) all the words you know. Your teacher will explain the new words to you.

- 3. ____ sleepy 13. ____ friendly
- 4. ____ tired 14. ____ lazy
- 5. ____ talkative 15. ____ hard-working
- 6. ____ young 16. ____ famous
- 7. ____ happy 17. ____ sick
- 8. ____ homesick 18. ____ healthy
- 9. ____ married 19. ____ nice 10. ____ single 20. ____ shy
- Part II. Sit in a circle. Student A makes a sentence with "I" and the first word. Student B repeats the information about Student A and makes a new sentence using the second word. Continue around the circle until everyone in class speaks. The teacher is the last person to speak and repeat the information about everyone in the class.

Example:

STUDENT A: I'm not hungry.

STUDENT B: He's not hungry. I'm thirsty.

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

EXERCISE 33 ▶ Let's talk: pairwork. (Charts 1-5 → 1-7)

Work with a partner. Check () each adjective that describes your city/town (the city or town where you are studying now). When you finish, compare your answers with a partner. Do you and your partner have the same answers? Tell the class about some of your differences.

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

EXERCISE 34 > Warm-up. (Chart 1-8)

Read the sentences. Choose yes or no.

1. The cat is on the dog.

yes no

2. The dog is on the cat.

yes no

3. The cat is under the dog.

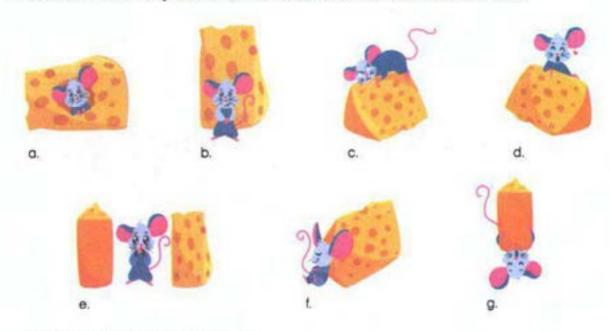
yes no



1-8 Be +	a Place			مرجع زبان ایرانیان
(a) Maria is (b) Bob is at	here. the library.		In (a): here = a pl In (b): at the librar Be is often followed	y = a place
(c) Maria is	there. there. downstairs. upstairs. inside. outside. downtown.		A place may be one examples in (c).	e word, as in the
(d) Bob is	PREPOSITION at on in at next to	+ NOUN the library. the bus. his room. work. Maria.	A place may be a p (preposition + not	repositional phrase un), as in (d).
		above	in in under	next to behind
SOME COMM	ON PREPOSITION	15		
above	behind	from in	front of next to	under

EXERCISE 35 ▶ Looking at grammar. (Chart 1-8)

Write the letter of the picture next to the sentence. Use each letter one time.



- 1. The mouse is under the cheese.
- 2. The mouse is between the cheese. ____
- 3. The mouse is in front of the cheese.
- 4. The mouse is behind the cheese. ____
- 5. The mouse is in the cheese.
- 6. The mouse is on the cheese.
- 7. The mouse is next to the cheese.

EXERCISE 36 > Let's talk: pairwork. (Chart 1-8)

Work with a partner. Make sentences about the animals. Use the prepositions in the box. Take turns.

Animals

behind	next to
between	on
in back of	under
in front of	

Example:

The bird is on the dog.



mouse



EXERCISE 37 > Let's talk: pairwork. (Chart 1-8)

Work with a partner. Follow your partner's instructions.

Example:

PARTNER A: Put your hand under your chair.

PARTNER B: (Partner B does the action.)

Partner A	Partner B				
Put your pen	Put an eraser				
1. on your book.	 behind your back. 				
2. in your hand.	between two fingers.				
3. next to your thumb.	3. next to your thumb.				
4. under your desk.	4. in the air.				





EXERCISE 38 ➤ Listening. (Charts 1-1 → 1-8)

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

The First Day of Class

Paulo <u>is a ste</u>	udent from	Brazil. Ma	rie	student f	from France.	
3	the classroom	. Today	4	exciting day.	- 5	
the first day of school.	They	6	nervous	7		to
be here. Mrs. Brown	8	the teacher.	She	i	n the classroom	
right now.	late today.					

EXERCISE 39 ▶ Reading and writing. (Charts 1-1 → 1-8)

Read the paragraph. Then complete the sentences with true answers. More than one answer is possible.

A Substitute Teacher

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

1. Mr. Anderson is	an English teacher, sick, etc.	
2. Mrs. Anderson is r	not	
3. Mr. and Mrs. And	erson are	

4. The students are	
---------------------	--

_	-	_		7.4	4.7
5	The	Fina	lich	class	10
3.	THE	Link	,11511	Ciass	10.

	SUBJECT	+	BE VERB	+	NOUN	The noun or pronoun at the beginning of a sentence is called
(a)	1		am		a student.	the "subject."
	SUBJECT	+	BE VERB	+	ADJECTIVE	Be is a "verb." Almost all English sentences have a subject
(b)	He		is		smart.	and a verb.
cor	SUBJECT	+	BE VERB	+	A PLACE	Note the words in red: There are three basic completions for
(c)	We		are		in class.	sentences that begin with a subject + the verb be:
(d)	Amy		is		upstairs.	a noun, as in (a)
						 an adjective, as in (b) an expression of place,* as in (c) and (d)

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



EXERCISE 40 ▶ Looking at grammar. (Chart 1-9)

Write the form of be (am, is, or are) for each sentence. Then write the grammar structure after be.

	BE	+	COMPLETION
1. We're friends.	are	+	noun
2. Anna is in Rome.	is	+	place
3. I'm hungry.	am	+	adjective
4. Dogs are animals.		+	
5. Jack is at home.		+	
6. He's sick.		+	
7. They're in class.	_	+	
8. I'm a plumber.		+ _	
9. Gina is upstairs.		+ _	
10. Two students are absent.		+	
11. Dan and I are nurses.		+ _	
12. Nora is downstairs.		+	
13. We aren't homesick.		+	
14. They are doctors.		+	

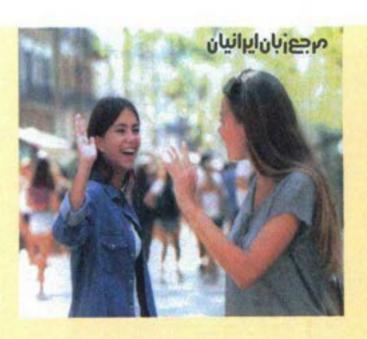
Jump-start your English

Saying Good-bye



Part I. Listen to the conversations.

- 1. A: Oh, no! I'm late for class. Bye.
 - B: Bye. Have a good day.
- 2. A: It's time to go. See you tomorrow.
 - B: OK. Have a good evening.
 - A: You too.
- 3. A: It's time for work.
 - B: See you later.
 - A: Good-bye.





Part II. Practice the conversations with a partner. Practice until you can do both parts without your book. Say the conversations for the class.



EXERCISE 41 ▶ Listening. (Chart 1-9)

Contractions with nouns + is and are are common in spoken English. Listen to the sentences. Practice saying them yourself. Note: 's and 're can be hard to hear.

- 1. Grammar is easy. → Grammar's easy.
- 2. My name is Josh.
- 3. The books are on the table.
- 4. My brother is 21 years old.
- 5. The weather is cold today.
- 6. The dogs are hungry.
- 7. The students are homesick.

- 8. Mr. Smith is a teacher.
- 9. My parents are at work now.
- 10. The bed is comfortable.
- 11. Tom is sick today.
- My mom and dad are from Montreal.
- 13. My sister is a student in high school.

EXERCISE 42 ➤ Check your knowledge. (Chapter 1 Review)

Choose the correct answer.

Example: My friend ____ from South Korea.

- a. he
- (b.) 's
- c. he is
- d. Ø*

The test _____ easy.

- a. are
- b. is
- c. it is
- d. Ø

2. The table ____ clean.

- a. is
- b. are
- c. it is
- d. Ø

^{*}Ø = nothing

My grandparents _____ downstairs. a. is b. are c. they are d. Ø 4. Kim ____ a student. a. is b. she c. he is d. Ø 5. The weather ____ warm today. b. it a. is c. it is d. Ø 6. My friends ____ from Cuba. b. is a, are c. they are d. Ø Japan _____ a country. a. it b. is c. it is d. 0 The teachers ____ in class. a. is b. are c. they are d. Ø 9. The teacher __ kind. a. 's b. are c. she is d. Ø 10. Dinner ____ _ ready.

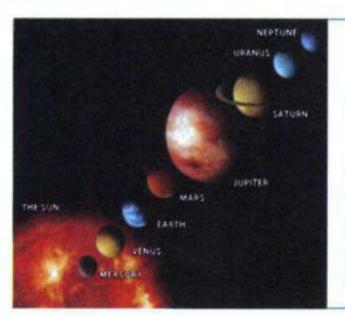
EXERCISE 43 ➤ Reading and writing. (Chapter 1)

c. it

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

b. is

a. it



Do you know these words?

- bright
- at night
- rocky
- dusty
- temperature

Venus

d. Ø

Venus is the second planet from the sun. It isn't big and it isn't small. It is between Earth and Mercury. It is an interesting planet. It is very bright at night. It is rocky and dusty. It is also hot. The temperature on Venus is 464 degrees Celsius, or 867 degrees Fahrenheit. Part II. Write a paragraph about Mars. Use the following information. Use the paragraph about Venus as a model.

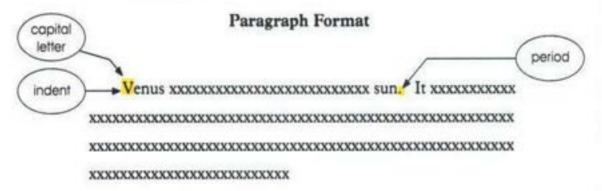
Facts:

- · 4th (fourth) planet from the sun
- small

- very rockyvery dusty
- · between Earth and Jupiter
- very cold (-55°C / -67°F)

· red

Before you begin, look at the paragraph format.



Part III. Edit your writing. Work individually or change papers with a partner. Check (✓) for the following:

- 1. □ a capital letter at the beginning of each sentence
- 2.

 a period at the end of each sentence
- □ a paragraph indent
- 4. a verb (for example, is or are) in every sentence
- 5. □ correct spelling (use a dictionary or spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER

Using Be and Have

PRETEST: What do I already know?

Check (/) the correct sentences.

- 1. ____ This car is old. That car is new. (Chart 2-1)
- 2. ___ Those pillow are comfortable. (Chart 2-2)
- 3. ____ Are you a new student? (Chart 2-3)
- 4. ____ A: Is outside Simone? (Chart 2-4)
- ____ B: Yes, she's.
- 5. ____ Where is the hospital? (Chart 2-5)
- 6. ____ Alana have a son and a daughter. (Chart 2-6)
- 7. ____ His cell phone is on the table. (Chart 2-7)
- 8. ____ What that? (Chart 2-8)

EXERCISE 1 > Warm-up. (Chart 2-1)

Match the sentence to the picture.



Picture A



- 1. This cell phone is old. ____
- 2. That cell phone is new. _

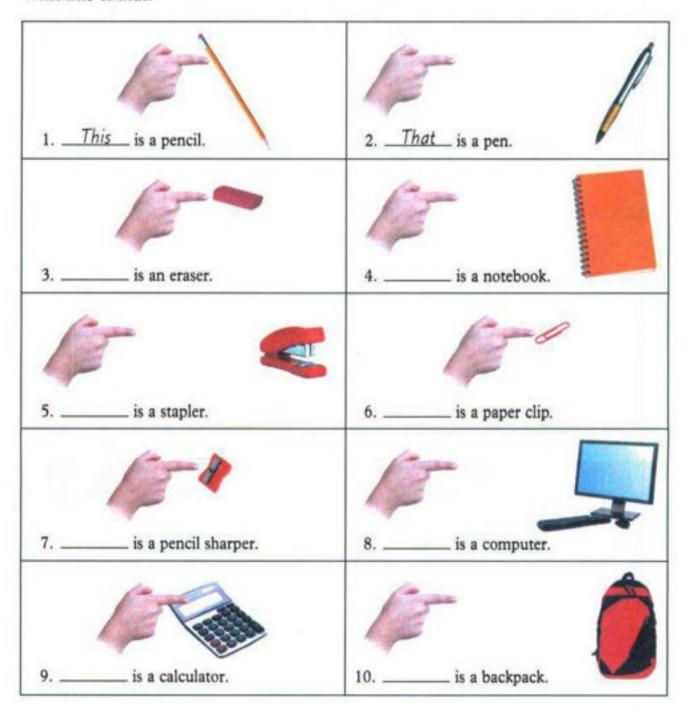


Picture B

2-1 Using This and That	
(a) This book is red.	this book = The book is near me.
(b) That book is blue.	that book = The book is not near me.
(c) That's an old book.	CONTRACTION: that is = that's
(d) This is ("This's") a new book.	In spoken English, this is is usually pronounced as "this's." It is not used in writing.

EXERCISE 2 > Grammar and vocabulary. (Chart 2-1)

Write this or that.



EXERCISE 3 > Let's talk: pairwork. (Chart 2-1)

Work with a partner. Look at the words in the box. Find the objects in the classroom. Point and make sentences. Use this or that.

a backpack	a desk	a pencil sharpener
a board or a whiteboard	a door	a piece of paper
a chair	an eraser	✓ a ruler
a clock	√ a keyboard	a window
a computer	a light	

Examples:

PARTNER A: This is a keyboard. Your turn now.



PARTNER B: That is a ruler. Your turn now.



EXERCISE 4 ▶ Warm-up. (Chart 2-2)

Check () the sentence that describes the picture.



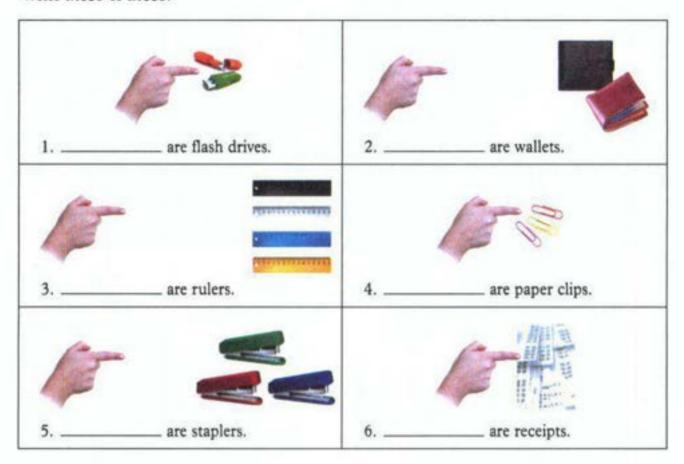


- 1. Those are keys. ____
- 2. These are keys. ____

2-2 Using These and Those (a) These are new books. (b) Those are old books. SINGULAR PLURAL this → these that → those

EXERCISE 5 ➤ Grammar and vocabulary. (Chart 2-2)

Write these or those.



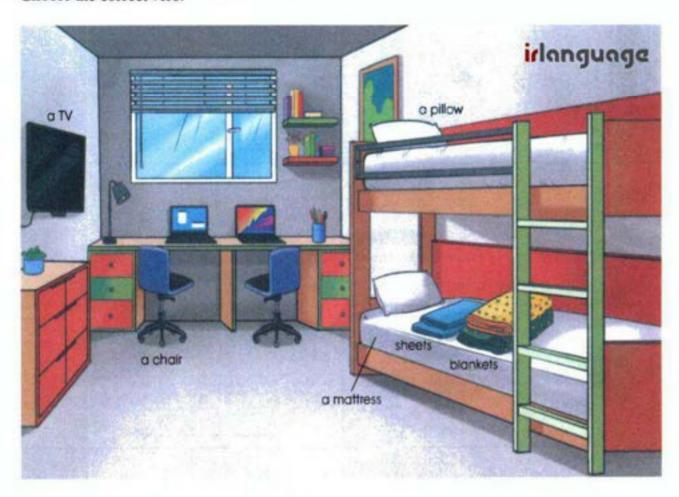
EXERCISE 6 > Looking at grammar. (Chart 2-2)

Make plural sentences.

1. This is a pencil.	→	These are pencils.
2. That is a book.	+	
3. That is a pen.	→	
4. This is a notebook.	→	
5. This is a computer.	-	
6. That is a laptop.	-	
7. That is a backpack.	→	
8. This is a light.	→	
9. That is a desk.	-	
10. This is a chair.	→	

EXERCISE 7 ➤ Vocabulary and grammar. (Charts 2-1 and 2-2)

Choose the correct verb.



In Our Dorm Room

- 1. This (is) are a soft pillow.
- 2. That is / are a hard pillow.
- 3. Those sheets is / are for you.
- 4. These blankets is / are for me.
- 5. That TV is / are a smart TV.
- 6. This chair is / are new.
- 7. Those mattresses is / are soft.
- 8. This mattress is / are uncomfortable.

EXERCISE 8 > Let's talk: pairwork. (Chart 2-2)

Work with a partner. Walk around the classroom. Point to objects. Make sentences with these and those.

Examples: PARTNER A: Those are chairs.

PARTNER B: These are desks.

EXERCISE 9 > Warm-up. (Chart 2-3)

Answer the questions.

1. Are you in the cafeteria? Yes. No.

Is the library open? Yes. No.

2-3 Yes/No Questions with Be							م جع زبان ایرانیان		
QUESTION		QUESTION STATEMENT						In a question, be comes in front	
	BE	+	SUBJEC	г	SUBJECT	+	BE		of the subject.
(a)	Am		1	early?	1		am	early.	PUNCTUATION A question ends with a question
(b)	Is		Ana	a student?	Ana		is	a student.	mark (?).
(c)	Are		they	at home?	They		are	at home.	A statement ends with a period (.).

EXERCISE 10 ▶ Looking at grammar. (Chart 2-3)

Write am, is, or are.

-	-	-		
- //		- 1-	-	~1
-73	-74	e h		01

1	you ready?	6	he a new student?
2	he absent?	7	they new students?
3	I late?	8	you and Bill ready?
4	we early?	9	it lunchtime?
5.	she tired?	10	Mr. and Mrs. Chu sick?

EXERCISE 11 ▶ Looking at grammar. (Chart 2-3)

Make questions.

1. A	Is the homework easy?	_
В	Yes, the homework is easy.	
2. A		_
В	Yes, Stefan is absent.	
3. A		
B	Yes, I am OK.	
4. A		-
B	Yes, Lucca and Danny are late.	
5. A		_
B	Yes, she is the teacher.	
6. A		
B	Yes, I am ready for the next exercise.	
7. A		
B	Yes, it is time to go home.	

EXERCISE 12 > Let's talk: pairwork. (Chart 2-3)

Make questions. Ask and answer with a partner.

Example: you \ in the classroom

A: Are you in the classroom?

B: Yes, I am.

Partner A	Partner B			
1. you\a teacher	1. you \ a new student			
2. this classroom \ big	2. this classroom \ nice			
3. the homework \ hard	3. English \ difficult			
4. it \ break time	4. the teacher \ absent			
5. the desks \ comfortable	5. the students \ at their desks			

Jump-start your English

Classroom Questions



Part I. Listen to the conversations.

- 1. A: Is this sentence correct?
 - B: Yes, it's fine.
- 2. A: Is this spelling OK?
 - B: No, it's incorrect.



Part II. Work with a partner. Ask and answer questions with the words in the boxes.

QUESTIONS		
Is this	word sentence spelling	correct? OK?

ANSWERS	DRY DE
Yes, it's	fine. good.
No, it's	not OK. wrong. incorrect.

EXERCISE 13 ▶ Warm-up. (Chart 2-4)

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

- 1. Is the classroom new?
 - a. Yes, it is.
- b. No, it isn't. / No, it's not.
- 2. Are the desks in the classroom comfortable?
 - a. Yes, they are.
- b. No, they aren't. / No, they're not.

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

^{*}Am and not are not contracted.

EXERCISE 14 ➤ Looking at grammar. (Charts 2-3 and 2-4) Make questions and give short answers.

Questions at School

1.	A: Are Lia	and Nobu in the cafeteria?	
	B: No, they	y aren't.	(They aren't in the cafeteria.)
2.	A: Is Ali in	the library?	
	B: Yes, he i	is.	(Ali is in the library.)
3.	A:		
	B:		(It isn't lunchtime.)
4.	A:		77.
	B:		(It is break time.)
5.	A:		
	B:		(I am not hungry.)
6.	A:		
	B:		(We are tired.)
7.			
	B:		(Julia is absent.)
8.			
	B:		(She isn't sick.)
9.			
10.			
	B:		(The test isn't today.)

EXERCISE 15 > Grammar and speaking. (Charts 2-3 and 2-4)

Part I. Work with a partner. Complete the conversations with your own words.

At School

1.	A:	_	Are	8	you	a	student	at	this	school?

B: Yes, ___ / am ___.

A: ______ you from _____ ?

B: No, ______ from _____.

2. A: Are you a/an _____?

B: No, ______ not. I'm a/an _____

3. A: Is ______ in the library?

B: No, ______.

A: Is _____?

B: Yes, ______.

4. A: _____ the computer lab open?

B: Yes, ______ is.

A: _____ the library open?

B: Yes, ______ is.

A: ______ in the library?

B: No, ______ not. They're in the _____

Part II. Choose one conversation to say in front of the class. You can look at your book before you speak. When you speak, look at your partner.

Jump-start your English

Questions with Days of the Week



Part I. Listen to the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Repeat each day after the speaker.

		JA	NUA	RY		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Part II. Listen to the conversations.

- 1. A: Is it Monday?
 - B: Yes, it is.
- 2. A: Is the library open late on Saturday?
 - B: No, it isn't.
- 3. A: Is the homework due on Friday?
 - B: Yes, it is.

Part III. Work with a partner. Practice the conversations. Then make one new conversation. Practice it and say it for another pair of classmates.

EXERCISE 16 > Warm-up. (Chart 2-5)

Choose the correct answer for each question.

On your head!	No, they aren't
: Are my glasses in	the kitchen?
:	
Where are they?	
2	



glasses

2-5 Questions with Be: Using Where

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

			QUE	STI	ON		SHORT ANSWER	(LONG ANSWER)
			BE	+	SUBJECT			
(a)			Is		the book on the table?	-	Yes, it is.	(The book is on the table.)
(b)			Are		the books on the table?	\rightarrow	Yes, they are.	(The books are on the table.
	WHERE	+	BE	+	SUBJECT			
(c)	Where		is		the book?	-+	On the table.	(The book is on the table.)
(d)	Where		are		the books?	-	On the table.	(The books are on the table.

EXERCISE 17 ➤ Looking at grammar. (Chart 2-5)

Choose the correct question for each response.

QUESTION RESPONSE 1. a. Is Adam absent? At home. b. Where is Adam? 2. a. Where are the boxes? Yes, they are. b. Are the boxes in the classroom? 3. a. Are you in the cafeteria? No, I'm not. b. Where are you?

4. a. Is the homework on the desk?

On the desk.

b. Where is the homework?

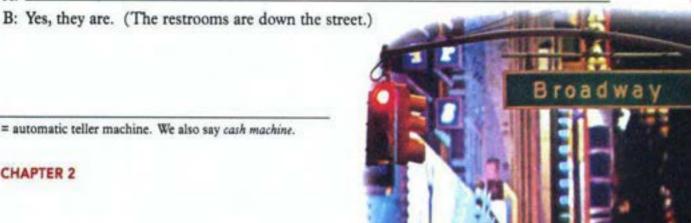
EXERCISE 18 ▶ Looking at grammar. (Chart 2-5)

Make questions.

Around Town

1. A	: Is the train station near school?
В	Yes, it is. (The train station is near school.)
2. A	: Where is the train station?
В	Near school. (The train station is near school.)
3. A	
B	Yes, it is. (The bank is across the street.)
4. A	
B	Across the street. (The bank is across the street.)
5. A	
B	Yes, it is. (The ATM* is nearby.)
6. A:	
B	Over there. (The bus stop is over there.)
7. A:	
B:	On Broadway. (The post office is on Broadway.)

^{*}ATM = automatic teller machine. We also say cash machine.



EXERCISE 19 > Let's talk: pairwork. (Chart 2-5)

Work with a partner. Make questions with where. Use the words in the box or your own words for answers. If necessary, you can look at a city/town map. Look at your book before you speak. When you speak, look at your partner.

nearby down the street at the mall far away across the street on ____ Street/Avenue, etc.

Examples: bus stop

PARTNER A: Where is the bus stop? PARTNER B: It's on 6th Street.

computer store

PARTNER B: Where is the computer store?

PARTNER A: It's at the mall.

Partner A	Partner B
1. bank	1. train station
2. library	2. grocery store
3. restroom	3. gas station
4. movie theater	4. park
5. hospital	5. pharmacy

EXERCISE 20 > Warm-up. (Chart 2-6)

Check (V) the true sentences.



a headache



a cold



a cough

- 1. ____ I have a headache.
- 2. ____ Some teachers have colds.
- Everyone in this class has a cough.

2-6 Using Have and Has SINGULAR PLURAL vou (a) / have a problem. (f) We have problems. we (b) You have a problem. have problems. they (g) You problems. (c) She has a problem. (h) They have she he has (d) He has a problem. (e) It has a problem.

EXERCISE 21 ▶ Looking at grammar. (Chart 2-6)

Write have or has.

- 1. You _____ a toothache.
- 2. I ______ a toothache.
- 3. She ______ a headache.
- 4. They _____ headaches.
- 5. We _____ medicine.
- 6. The doctor _____ medicine.
- 7. You and I _____ colds.
- 8. The Molinas _____ colds.



EXERCISE 22 ▶ Vocabulary and grammar. (Chart 2-6)

Complete each sentence with have or has and words in the box.

a backache a fever a sore throat the chills high blood pressure / a stomachache



1. He has a stomachache



2. She _____









4. They



5. He _



6. He _

EXERCISE 23 > Let's talk: pairwork. (Chart 2-6)

Complete the conversations with a partner. Take turns. You can look at your book before you speak. When you speak, look at your partner.

Example: Jamal? ... a toothache.

PARTNER A: How is Jamal?

PARTNER B: Not so good. He has a toothache.

PARTNER A: That's too bad.

- 1. you? ... a headache.
- 2. you? ... the chills.
- 3. your mother? ... a sore back.
- 4. Mr. Park? ... a backache.
- 5. your parents? ... colds.
- 6. the tourists? ... stomachaches.
- 7. your little brother? ... a sore throat.
- 8. Mrs. Luna? ... a fever.
- 9. your sister? ... an earache.
- 10. Grandma? ... high blood pressure.

Jump-start your English

Talking About Food Allergies



Part I. Listen to the conversations.

- 1. A: Do you have food allergies?
 - B: Yes, I do. I'm allergic to eggs.
- 2. A: Do you have food allergies?
 - B: No, I don't.



0

Part II. Work with a partner. Ask and answer questions with the words in the boxes.

QUESTION	ANSWERS			
Do you have food allergies?	Yes, I do. I'm allergic to	nuts. peanuts. eggs. wheat. dairy. shellfish.		
	No, I don't.			

EXERCISE 24 ▶ Looking at grammar. (Chapter 1 and Chart 2-6)

Rewrite the paragraph. Change I to he. You also need to change the verbs in red.

Dr. Tran

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



He is a doctor.	
	He helps many people

EXERCISE 25 > Warm-up. (Chart 2-7)

Complete each sentence with a word in the box. Use each word one time.

Her His My Their



____ name is Evita.



____ name is Paulo.



name is Nadia.



names are Hugo and Kristin.

	SINGULAR		PLURAL	SUBJECT FORM		POSSESIVE FORM
(a) I have a book. My book is red. (b) You have a book. Your book is red. (c) She has a book. Her book is red. (d) He has a book. His book is red.	(e) (f)	We have books. Our books are red. You have books. Your books are red. They have books.	you she he we they	· · · · · ·	my your her his our their	
	He has a book.		Their books are red.	my book. My, your, her, h	nis, ou	I have a book. = It is ur, and their are called ues." They come in front

EXERCISE 26 > Looking at grammar. (Chart 2-7)

Complete each sentence with a word in the box.

her his my our their your

- 1. You are next. It's ____your___ turn.
- 2. Susana's next. It's _____ turn.
- 3. Bruno and Maria are next. It's ______ turn.
- 4. My aunt is next. It's _____ turn.
- 5. I'm next. It's _____ turn.
- 6. The children are next. It's ______ turn.
- 7. You and Mohamed are next. It's ______ turn.
- 8. Marcos and I are next. It's ______ turn.
- 9. Bill's next. It's _____ turn.
- 10. Mrs. Sung is next. It's ______ turn.

EXERCISE 27 ▶ Vocabulary and grammar. (Chart 2-7)

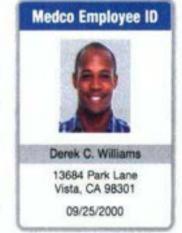
Part I. Complete the sentences with the information on the ID and business cards. Use his, her, and their.

Derek

- 1. _____ last name is _____.
- 2. _____ first name is _____
- 3. _____ middle initial is _____

Ellen and Daniel

- 4. ____ zip code is _____.
- 5. _____ area code is _____





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cell: 888-555-2588 email: drtechlearn@tech.com website: www.techlearn.intl

Vivian

6.	birthdate is	
(A septimental and a septiment	5-5 (A) 10 (10 (10 (5) (5) (5) (5) (4) (4)	

7. _____ birthday is _____.

middle name is

Part II. Write about yourself.

1 first name is	D
-----------------	---

last name is

3. _____ middle name is ______.

4. middle initial is _____.

5. _____ area code is _____.

6. _____ phone number is _____.

7. ____ zip code is ______.

8. _____ birthday is _____.

APRIL							
Sunday	Monday	Thursday	Friday	Saturday			
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21_	22	22		05	26	





EXERCISE 28 ➤ Looking at grammar. (Chart 2-7)

Choose the correct answer.

My Family

- 1. We/ Our have a daughter.
- Our / We daughter is in college.
- 3. She / Her major is business.
- 4. My / I son is an engineer.

- 5. He / His has a wife and two children.
- 6. Their / They children are young.
- 7. I/My have a big family.
- 8. I / My family is friendly.

EXERCISE 29 > Looking at grammar. (Charts 2-6 and 2-7)

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

Families

1.	You <u>nave</u>	a big family.	rour	family is nice.	
2.	You and Tina .	many	cousins	cousins a	are friendly.
3.	I	a brother.	br	other is a high school st	tudent.
4.	William	a sister		_ sister is a doctor.	RESERVE THE
5.	Lisa	a twin sister		sister is disabled.	
		r are married. They _ baby is six months o		a baby.	
	Anton and I _ seven years old	a son.		son is	AS
8.	Pietro and Juli	eta a c	laughter.	daughte	er is ten years old.
9.	I	_ two brothers		brothers are twenty-fiv	e and thirty.
10.	Lidia is single.	Shet	hree sister	s siste	rs are single too.

EXERCISE 30 ▶ Reading and grammar. (Chapter 1 and Charts 2-6 and 2-7)

Part I. Read about Kanai and her family and answer the questions. Look at new vocabulary with your teacher first.

One Big Happy Family

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

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

Do you know these words?

- sibling
- adopted
- pilot
- overnight
- stay-at-home father

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

- 1. Kanai is adopted. ______ brothers and sisters are adopted too.
- 2. Her parents are busy. _____ mother is an airline pilot. _____ father is a stay-at-home dad.
- 3. She has nine siblings. _____ family is very large.
- 4. Kanai's dad is very busy. _____ children are helpful.

Part III. Complete the paragraph with is, are, has, or have. Do not look at Part I.

One Big Happy Family

Kanai _______ thirteen years old. She _______ a big family. She _______ four sisters and five brothers. Kanai and her siblings are adopted. They _______ from several different countries. Kanai and her brothers and sisters are close. They _______ fun. They ______ always busy. Kanai's parents ______ 7 busy too. Her mother ______ an airline pilot. She ______ away overnight fifteen days a month. Kanai's dad ______ a stay-at-home father. He ______ a lot of work, but the older kids are helpful. Kanai's parents love children. They are one big happy family.



EXERCISE 31 ➤ Vocabulary and grammar: pairwork. (Chart 2-7)

Part I. Work with a partner. Look at the vocabulary. Check (/) the words you know. Ask your partner about new words. Your teacher can help you.

belt	sandals
blouse	shirt
boots	shoes
coat	skirt
dress	socks
gloves	suit
hat	sweater
jacket	tie, necktie
jeans	T-shirt
pants	



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

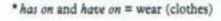
- 1. Malena has on* a blouse. Her blouse is light blue.
- 2. Tom has on a shirt. ______ shirt is yellow and brown.
- 3. I have on jeans. _____ jeans are blue.
- 4. Kiril and Oleg have on boots. ______ boots are brown.
- 5. Diana and you have on dresses. ______ dresses are red.
- 6. Salma and I have on sweaters. ______ sweaters are green.
- 7. You have on shoes. ______ shoes are dark brown.
- 8. Nora has on a skirt. ______ skirt is black.
- 9. Leo has on a belt. ______ belt is white.
- 10. Sashi and Akira have on socks. ______ socks are gray.
- 11. Arturo has on pants. _____ pants are dark blue.

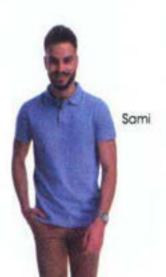
EXERCISE 32 ▶ Warm-up. (Chart 2-8)

Answer the questions.

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







2-8 Asking Questions with What and Who + Be (a) What is this (thing)? It's a pen. What asks about things. Who asks about people. (b) Who is that (man)? That's Mr. Lee. Note: In questions with what and who. (c) What are those (things)? They're pens. · is is followed by a singular word. (d) Who are they? They're Mr. and Mrs. Lee. · are is followed by a plural word. (e) What's this? CONTRACTIONS: what is = what's (f) Who's that man? who is = who's

EXERCISE 33 > Looking at grammar. (Chart 2-8)

Choose the correct responses. More than one answer may be correct.

3	1 1	۸.	Wh	- 1.	+1-	-+3
ч		٦.	WΠ	O 13	s un	ıatr

- B: a. That is my cousin. b. That is an island.
- 2. A: What is that?
 - B: a. That is a flower.
- b. That is Mr. Michelli.
- 3. A: Who are they?
 - B: a. My friends.
- b. Anita and Thomas.
- 4. A: What are those?
 - B: a. Snacks.

- b. Peanuts.
- 5. A: Who is that?
 - B: a. My apartment.
- b. My brother.

EXERCISE 34 > Looking at grammar. (Chart 2-8)

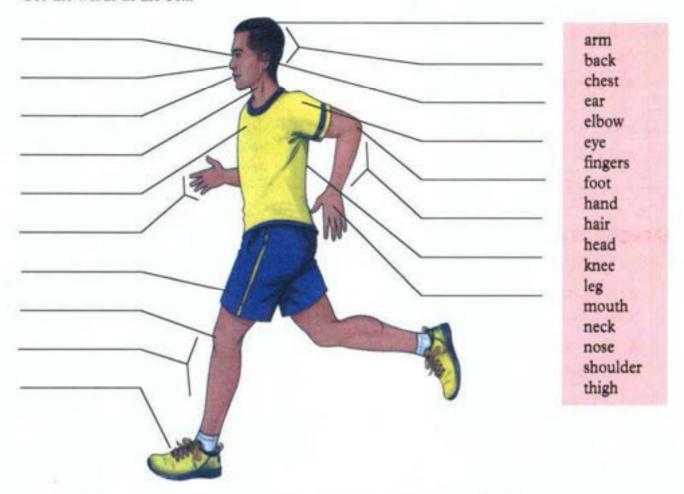
Complete the questions with what or who and is or are.

1. A: Who is that woman? B: She's my sister. Her name is Sonya. 2. A: _____ those things? B: They're erasers. B: That's Ms. Walenski. 4. A: ____ this? B: It's a vegetable. 5. A: ______ those? B: They're vegetables. 6. A: _____ those people?

B: They're new students from Thailand.

EXERCISE 35 > Vocabulary and speaking: pairwork. (Charts 2-1, 2-2, and 2-8)

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



Part II. With your partner, ask questions about the parts of the body with this and these.

Example:

PARTNER A: What is this?

PARTNER B: This is his leg. (to Partner A) What are these?

PARTNER A: These are his fingers.

EXERCISE 36 > Let's talk: class activity. (Charts 2-1, 2-2, and 2-8)

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

Example: hand

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

STUDENT: That is your hand.

OR

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

STUDENT: This is my hand.

 1. nose
 3. arm
 5. legs
 7. foot
 9. fingers

 2. eyes
 4. elbow
 6. knee
 8. shoulder
 10. ears

EXERCISE 37 ▶ Looking at grammar. (Chapters 1 and 2 Review) Part I. Write is or has. I have a college roommate, Tia. She ... 1. /5 from a small town. 7. _____ homesick. 2. _____ nice. a large family. a motorcycle. quiet. 4. _____ a smartphone. a boyfriend. 11. _____ a pet bird at home. 5. _____ smart. 12. _____ serious. 6. _____ homework every night. Part II. Write are or have. The two students in the room next to us ... 6. _____ busy. 1. _____ a TV. 2. _____ two computers. 7. _____ a lot of friends. 8. _____ friendly. 3. _____ noisy. 4. _____ messy. parties on weekends. 5. _____ from a big city. 10. _____low grades. EXERCISE 38 ➤ Listening. (Chapter 2 Review) Part I. Listen to the conversations. Listen again and write the words you hear. 1. A: Where ______ your book? B: Hiroko ______ it. A: Where ______ your notebooks? B: Nasir and Angela ______ them. 2. A: _____ this? B: ______ a picture of my family. A: _____ this? B: _____ father. A: _____ thev? B: ______ brother and sister. 3. A: What's _____

B: I don't know. Ask the teacher.

A: What's _____?

C: It's ______ for tonight.

the teacher?
the library.
the students?
the cafeteria.

Part II. Work with a partner. Make a short conversation. Practice it and then say it in front of the class. You can look at your book before you speak. When you speak, look at your partner.

EXERCISE 39 ➤ Check your knowledge. (Chapter 2 Review)

Correct the mistakes.

has

- 1. She have a headache.
- 2. What are that?
- 3. Roberto he is a student in your class?
- 4. I am have a backache.
- 5. This is you dictionary. I my dictionary is at home.
- 6. Where my keys?
- 7. I am a sore throat.
- 8. He's father is from Cuba.
- 9. This books are expensive.
- 10. Where is the teachers?
- 11. My cousin she is a new student.
- 12. Where is my shoes?
- 13. Who that person in the office?
- 14. He laptop is on the desk.
- 15. A: Are you tired?
 - B: Yes, I'm.

EXERCISE 40 ▶ Grammar and writing. (Chapter 2)

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

Do you know these words?

- businessman
- engineer
- accountant

- married



An Introduction

		1		am or I'm	
	3	a student	4	twenty years	s old.
	My family I	ives in Mexico	City	fath	ner6
-	a businessman.	7	fifty-one	years old	8 mother
	9	an accountant	t	forty-ni	ne years old.
11	two sisters	Their names	12	Rosa and	Patricia. Rosa
13 student.	a teacher.	14		ars old. Patricia brother. My bro	15
17	16 an engineer. His		Pec		
19	. two children.				
	dorm	a tall build	ling on Pine	Street. My ad	dress
21	3225 Pine St. 1 liv				ame is Bob.
23	from Chicago	24	- 3		
I like my c	asses. They friendly.	25 inte	eresting. 11	ike	classmates.

Part II. Write about yourself. Follow the format below. Use complete sentences.

Paragraph I: Information about you:

your name, hometown, age (optional)

Paragraph II: Information about your parents (if they are alive):

their ages, jobs

Paragraph III: Information about other people in your life:

your siblings: names, ages, jobs OR your husband/wife: name, job OR

your roommate/partner/friend: name, job

Paragraph IV: Additional information:

your home (apartment/dormitory/house): I live in a/an _____.

your classes vour classmates Part III. Edit your writing. Work individually or change papers with a partner. Check (✓) for the following:

1. □ a capital letter at the beginning of each sentence

2. □ a capital letter at the beginning of a person's name

3. □ a period at the end of each sentence

4. □ paragraph indents

5. □ a verb in every sentence

6. □ correct use of be and have

7. □ correct spelling (use a dictionary or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER

Using the Simple Present

PRETEST: What do I already know?

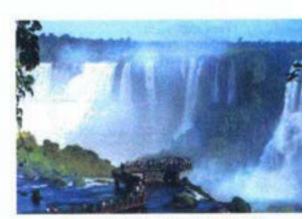
Check (/) the correct sentences.

- Ivan he speak Russian. (Chart 3-1)
- Always my father cooks breakfast. (Chart 3-2)
- Len and Sam are often late for work. (Chart 3-3)
- 4. ____ Hans teachs math. (Chart 3-4)
- 5. ____ My grandma enjoyes sports. (Chart 3-5)
- 6. Professor Lee have a big class. (Chart 3-6)
- 7. ____ I need leave early today. (Chart 3-7)
- 8. ____ It no snow in my country. (Chart 3-8)
- 9. ____ Do you do your homework every day? (Chart 3-9)
- 10. ____ Where do Emma and George live? (Chart 3-10)
- 11. ____ What time you usually eat dinner? (Chart 3-11)

EXERCISE 1 > Warm-up. (Chart 3-1)

Read the paragraph. Write the verb forms for take, post, and share.

I often take videos on vacation. I post them online. I share them with my family and friends. My brother Mario is a photographer. He takes pictures of famous places like Iguazu Falls. He posts them online. He shares them with followers on social media.



Iguazu Falls (Brazil and Argentina)

TAKE

POST

3. I _____

2. Mario ______

4. He _____

SHARE

5. I _____

6. He ____

3-1 Form and Basic Meaning of the Simple Present Tense I talk. The verb after 3rd person singular (she, he, it) has a You talk. final -s: talks. He talks. SINGULAR PLURAL She talks. 1st person: I talk we talk It rains 2nd person: you talk you talk We talk. 3rd person: she talks they talk They talk. he talks it rains (a) I eat breakfast every morning. The simple present tense expresses (talks about) habits. (b) Olga speaks English every day. In (a): Eating breakfast is a habit, a usual activity. (c) We sleep every night. Every morning = Monday morning, Tuesday morning, (d) They go to the beach every weekend. Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.

irlanguage

EXERCISE 2 > Looking at grammar. (Chart 3-1)

Write speak or speaks.

1. Noor Englis	English.
----------------	----------

- 2. I _____ German.
- 3. Suki ______ several languages.
- 4. Her husband _____ Thai and Vietnamese.
- 5. My friends and I ______ a little Chinese.
- 6. My friends ______ Arabic.
- 7. They _____ Arabic fluently.
- 8. You _____ Spanish well.
- 9. You and I ______ Spanish well.
- 10. We ______ it well.
- 11. You and Peter ______ it well.













EXERCISE 3 > Let's talk: pairwork. (Chart 3-1)

Part I. Look at the list of habits. Check (/) your habits every morning. Put them in order. Write them on the lines.

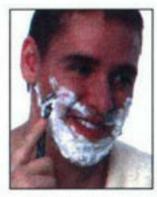
HABITS	MY HABITS EVERY MORNING
eat breakfast	1. I turn off the alarm clock.
go to class	2
put on my clothes	3
drink a cup of coffee/tea	4
shave	5
put on my makeup	6
take a shower/bath	7
get up	8
check social media	9
watch TV	10
make breakfast	11
turn off the alarm clock	12
check my email	13
brush/comb my hair	14
say good-bye to (someone)	15
brush my teeth	16
exercise	17
wash my face	18

Part II. Work with a partner. Talk about your morning habits. Close your book for this activity.

Examples: I shave.

I say good-bye to my kids.

Etc.



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EXERCISE 4 > Listening. (Chart 3-1)

Listen to the sentences. Choose the verbs you hear.

Beginning the Day

1. (wake)	wakes

2. wake wakes

3. get gets

4. go goes

5. do does

6. watch watches

7. take takes

8. take takes

9. take takes

10. talk talks

EXERCISE 5 > Looking at grammar. (Chart 3-1)

Choose the correct answer.

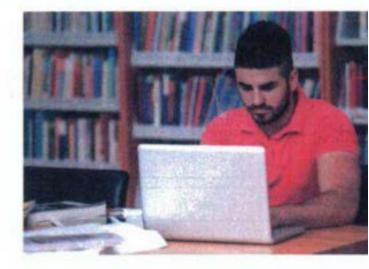
Daily Habits

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

EXERCISE 6 > Warm-up. (Chart 3-2)

Which sentence is true for you?

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



100%	always usually often	(a) (b) (c)	Ivan always eats breakfast. Maria usually eats breakfast. They often watch TV.	subject + <	always usually often sometimes + verb
50% sometimes seldom rarely 0% never		(d) (e) (f) (g)	We sometimes watch TV. Sam seldom drinks milk. Rita rarely drinks milk. I never drink milk.	The words in this list are called "frequency adverbs." They usually come between the subject and the simple present verb."	
OTHER	FREQUENCY EXP	RESSIC	0072,	We can expr	ess frequency by saying
(h) I dr	ink tea three	imes /	twice a day. a day.	how many til a day. a week. a month.	mes something happens
(i) I se	e my grandparer	nts thre	e times a week.	a year.	
(j) Ise	e my aunt once	mont	h.		
(k) se	e my cousin San	twice	a year.		
(I) I see my doctor every year.				(e.g., mornin	gular. The noun that follow g) must be singular. every mornings

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

EXERCISE 7 ▶ Looking at grammar. (Chart 3-2)

Complete each sentence with a word from the box.

always	often	never	rarely	sometimes	usually	
--------	-------	-------	--------	-----------	---------	--

SLEEP HABITS		SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1. Ana	wakes up early.	0	0	1	0	0	1	
2. Kenji	wakes up early.		0	0	0	0	1	
3. Clara	wakes up early.			1	1	0	1	
4. Igor	wakes up early.					0	0	
5. Sonya	wakes up early.							1
6. Sami	wakes up early.							

EXERCISE 8 > Looking at grammar. (Chart 3-2)

Write "S" over the subject and "V" over the verb in each sentence. Rewrite the sentences. Add the frequency adverbs.

Habits

1. always	I eat lunch with my friends. always eat lunch	with my friends
2. never	I eat carrots for breakfast.	
	·	for breakfast
3. seldom	I watch TV during the day.	
		during the day
4. sometimes	Luis has dessert after dinner.	
		after dinner
5. usually	Kiri texts her friends at lunch.	
		at lunch
6. often	We stream movies after dinner.	
		after dinner

EXERCISE 9 > Let's talk: class activity. (Chart 3-2)

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

Tell me something you ...

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

EXERCISE 10 ▶ Warm-up. (Chart 3-3)

Agree or disagree with the statements. What do you notice about the placement of the verb and the frequency adverb?

1. It often rains here.	yes	no
2. It sometimes snows.	yes	no
3 It is usually cold here	vee	no

It is sometimes very hot. yes no



It often rains in London.



It is usually hot in Malaysia.





is often cold in Alaska.

SUBJECT	+	BE	+	FREQUENCY ADVERB	Frequency adverbs usually come after the simple present tense forms of be: am, is, and are.
I You He She It We They		am are is is is are are	+ {	always usually often sometimes seldom rarely never	
SUBJECT	+		REQUE	+ OTHER SIMPLE PRESENT VERBS	Frequency adverbs usually come before all simple present verbs except be .
Tom	+	u o si si	lways sually ften ometin eldom arely ever	nes } + comes late.	

Work with a partner. Add frequency adverbs to the sentences. Take turns.

Work Habits

1. always Anita is on time for work. → Anita is always on time for work.

2. always Anita comes to work on time. - Anita always comes to work on time.

3. often Liliana is late for work.

often Liliana comes to work late.

never Ian leaves early.

never Ian is lazy.

7. usually Hiroshi goes home at 6:00.

8. usually Hiroshi is in the office on weekends.

EXERCISE 11 > Grammar and speaking. (Chart 3-3)

9. seldom Willy takes a vacation.

seldom Willy is at home.

sometimes I eat breakfast at work.

12. rarely I have time for lunch.

EXERCISE 12 > Let's talk. (Chart 3-3)



Part I. Check () the boxes to describe your evening activities.

MY EVENING	ALWAYS	USUALLY	OFTEN	SOMETIMES	RARELY	NEVER
1. eat dinner						
2. go to a movie						
3. go shopping						
4. check social media						
5. spend time with friends						
6. go to class						
7. be at home						
8. watch videos or DVDs						
9. study English						
10. send emails						
11. surf the internet						
12. drink coffee after 9:00 P.M.						
13. be in bed at 10:00						
14. go to bed late						



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

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

EXERCISE 13 > Writing. (Chart 3-3)

Write about a usual day in your life, from morning to night. Use the following words to show the order of your activities: then, next, at (+ time), after that, later.

Example:

My Day

I usually get up at 7:30. I shave, brush my teeth, and take a shower. Then I put on my clothes. I go to the student cafeteria for breakfast. After that, I go back to my room. I sometimes check the news on my phone. At 8:15, I leave the dorm. I go to class. My class begins at 8:30. I'm in class from 8:30 to 11:30. After that, I eat lunch. I usually have a sandwich and a cup of tea for lunch ...

2

EXERCISE 14 > Warm-up: listening. (Chart 3-4)

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

1. eat	one	two	4. pushes	one	two
2. eats	one	two	5. sleeps	one	two
3. push	one	two	6. fixes	one	two

3-4 Spelling and Pronunciation of Final -es							irlanguage
				SPELLING	PRONUNCIATION		
-sh	(a)	push	-+	pushes	push/az/	ENDING OF VERB:	-sh, -ch, -ss, -x
-ch	(b)	teach		teaches	teach/az/	SPELLING:	add -es
-55	(c)	kiss		kisses	kiss/az/	PRONUNCIATION:	/ez/
-x	(d)	fix		fixes	fix/əz/	The -es ending	forms a new syllable.

EXERCISE 15 > Looking at grammar. (Chart 3-4)

Write the correct form of the verbs. Remember to add -es for the third person singular forms if necessary.

Chores

1. wash	Eric usually	the dishes.
2. vacuum	Mika	the carpets once a week.
3. fix*	Pedro	the school lunches for his children.
4. watch**	Silvia sometimes	her brother and sister on weekends.
5. brush	Arianna often	her dog.
6. sweep	Robert	the kitchen floor after dinner.
7. finish	Carlita	her chores in the evening.
8. wax	Jamal	his car every month.
9. change	My sister	her sheets every Monday.
10. pay	Mr. Rovero	the bills twice a month.
1. catch	The family cat	mice.

^{*} fix = make (with food)

^{**} watch = take care of

0	EXERCISE	16 >	Listening.	(Chart	3-4
Red .				/ Culair	• •

Listen to the sentences and choose the verbs you hear.

1. teach (teaches)

6. watch watches

2. teach teaches

7. brush brushes

3. fix fixes 8. brush brushes

4. fix fixes 9. wash washes

5. watch watches 10. wash

washes

EXERCISE 17 ▶ Looking at grammar. (Charts 3-1 and 3-4)

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

brush	✓ leave	sit	wash
cook	read	stream	
fall	ride	take	



Laura's Evening

Laura <u>leaves</u> her office every night at 5:00. She ______ the subway home.

She has the same schedule every evening. She ______ dinner and down to eat at 6:00. After dinner, she ______ the dishes. Sometimes she ______ a movie on her laptop. At 9:00, she _____ shower. She always _____ her teeth after her shower. Then she a book in bed for a while. She usually ____ _ asleep before 10:00.

EXERCISE 18 > Warm-up. (Chart 3-5)

What ending does each verb have? Write the verbs from the box in the correct column.

CONSONANT + -y VOWEL + -y
CONSONANT + -y VOWEL + -y

1	cry	-	cries	ENDING OF VERB:	consonant + -y
-					
	try	→	tries	SPELLING:	change y to i, add -es
b)	pay	-	pays	ENDING OF VERB:	vowel + -y
	enjoy	-	enjoys	SPELLING:	add a

EXERCISE 19 > Looking at grammar. (Chart 3-5)

Write the correct form of each verb.

1. I try.	He	tries	
Control of the Contro	U. O.		

EXERCISE 20 ▶ Looking at grammar. (Chart 3-5)

Complete each sentence. Use the simple present form of a verb in the box.

buy	cry	pay	stay
The second of th	THE RESERVE AND ADDRESS OF THE PARTY OF THE	The second second	study
carry	employ	✓ play	study

Campus Friends

1.	Monique likes sports.	She_	plays	tennis	and	soccer	for	her	school.
	stroamdere muen ob or so.		-						

2.	Professor Li travels around the country in the summer. He	with
	university friends.	

The college library has student workers.	It	some of my friends
--	----	--------------------



5.	The meals at the school cafete every day.	ria are cheap. Chen	lunch there
6.	Laila	her books in a backpack.	
7.	I pay my tuition with a check.	My girlfriend	with a credit card
8.	Zara is a medical student. She		every night and on weekends.

EXERCISE 21 ▶ Let's talk: pairwork. (Charts 3-1 → 3-5)

Work with a partner. Make sentences with words from each column in the box. Make some sentences singular and some sentences plural. Add -s to the singular verbs. Some words may be used more than one time.

lobs

Examples: An auto mechanic fixes cars. OR An auto mechanic takes care of cars. Auto mechanics fix cars. OR Auto mechanics take care of cars.

	auto mechanic	build	teeth
	cashier	clean	food
	construction worker	cook	people
	cook	fix	in an office
(A)	dentist	help	rooms
(An)	doctor	serve	in a restaurant
	hotel housekeeper	take	cars
	janitor	take care of	money from store customers
	office assistant	vacuum	buildings
	restaurant server	work	sick people

EXERCISE 22 > Warm-up. (Chart 3-6)

Read the information about Milos. Complete the chart.

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

HAVE	DO	GO
I have	I do	I go
you have	you do	you go
he	he	he
she	she	she
it	it	it
we have	we do	we go
they have	they do	they go

3-6	Irregular Sing	gular Verb	s: Has, D	oes, G	oes		irlanguage
(a)	I have a book.	she } + h	nas /hæz/	Have, do			regular forms for 3rd
(b)	He has a book.	it)		have	-+	has	
6	r and a second			do	-	does	
(C)	I do my work.	she)	loes /dez/	go	-*	goes	
(d)	She does her work.	he } + c	ioes /dez/	Note that	final	-s is prono	ounced /z/ in these verb
(e)	They go to school.	she)					
		SUBSTRUCTION OF PROCESS	roes /gowz/				
(f)	She goes to school.	it)					

EXERCISE 23 ▶ Looking at grammar. (Chart 3-6)

Write the correct form of the verbs.

At School

- do Pierre always <u>does</u> his homework.
- 2. do We always <u>do</u> our homework.
- 3. have Yoko and Hamid ______ a lot of homework.
- 4. have Mrs. Chang _____ a test today.
- 5. go Andy ______ to the cafeteria every day for coffee.

- Roberto and his wife ______ to the library during lunch. 6. go Sara seldom ______ her homework. 7. do
- We _____ some homework in class every day. 8. do

EXERCISE 24 > Listening and grammar. (Chart 3-6)

Listen to the information about Marco. Listen again and write is, has, does, or goes.

An Unusual S	chedule	
Marco	a student. He <u>has</u>	
an unusual schedule.	All of his classes are at night. His	
first class3	at 6:00 р.м. every day. He takes	
a break from 7:30 to	8:00. Then he classes from 8:00 to 10:00.	
He	home at 10:00. He dinner and watches TV.	Then
he h	is homework from midnight to 3:00 or 4:00 in the morning.	
Marco	a new computer. He finishes his homework, and he goes	on the
nternet. He often sta	ays at his computer until morning. Then he some	
exercises. He	breakfast and to bed. He sleeps all day	y.
Marco likes his sched	dule. His friends think it strange.	

EXERCISE 25 > Looking at grammar. (Charts 3-1 and 3-6)

Choose the correct verb.

Work

- 1. Ivan works / work part-time.
- 2. Henry and Jason works / work full-time.
- 3. Mr. and Ms. Jolson goes / go to work early.
- 4. Mrs. Jolson goes / go home late.
- 5. The workers has / have two breaks in the morning.

- 6. The manager has / have one break.
- 7. Nadia arrives / arrive early every morning.
- 8. The manager always stays / stay late.

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

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

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

Part II. Work in teams of 5-8 students. Write as many sentences as you can remember. Use the speaker's name. Each team has one paper. The team with the most correct sentences wins.

Example: brush

STUDENT: (says) I brush my teeth every day.

TEAMS: (write) (Student) brushes her teeth every day.

EXERCISE 27 > Let's talk: pairwork. (Charts 3-1 → 3-6)

Use frequency adverbs like sometimes, rarely, etc., to make sentences.

Part I. Nadia, Levi, and Peter do many things in the evening. How often do they do the things in the chart? Pay attention to final -s. Work with a partner.

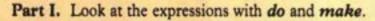
Example: Nadia rarely/seldom does homework.

IN THE EVENING	NADIA	LEVI	PETER
DO HOMEWORK	once a week	6 days a week	every day
SURF THE INTERNET	every day	once a week	0 days
WATCH TV	3-4 days a week	3-4 days a week	3-4 days a week
READ FOR FUN	5 days a week	5 days a week	5 days a week
GO TO BED EARLY	once a week	5-6 nights a week	6-7 nights a week

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

Jump-start your English

Expressions with Do and Make





COMMON EXPRESSIONS WITH DO	COMMON EXPRESSIONS WITH MAKE
do homework do the housework do the dishes do the laundry do the shopping do a good/bad job	make breakfast/lunch/dinner make coffee/tea make a sandwich/salad make a reservation (restaurant, plane, hotel) make plans make a mistake make the bed

Part II. Work with a partner. Make sentences with words from each column in the box. You can also add frequency words (often, sometimes, etc.).

I You He She We They	do does make makes	dinner. the shopping. tea. a reservation. a good job. the dishes. homework. the laundry. plans. the bed. housework. a sandwich. a mistake.
-------------------------------------	-----------------------------	--



EXERCISE 28 ▶ Looking at grammar. (Charts 3-1 → 3-6)

Add -s, -es, or Ø to the verbs.

Abdul and Pablo

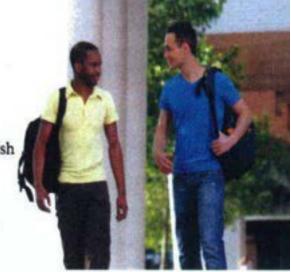
My friend Abdul live.s___ in an apartment near school. He walk____ to school almost every day. Sometimes he catch____ a bus, especially if it's cold and rainy outside. Abdul share____ the apartment with Pablo. Pablo come____ from Venezuela. Abdul and Pablo go____ to the same school. They take____ English classes. Abdul speak___ Arabic as his

first language, and Pablo speak_____ Spanish. They

communicate_____ in English. Sometimes Abdul teach_____

10

Pablo to speak a little Arabic, and Pablo give_____ Abdul Spanish
lessons. They laugh_____ a lot during the Arabic and Spanish
lessons. Abdul enjoy____ his roommate, but he miss____ his
family back home.



EXERCISE 29 ▶ Speaking and writing: pairwork. (Charts 3-1 → 3-6)

Work with a partner. Tell your partner 5-10 things you do every morning. Use the list you made in Exercise 3. Your partner will also give you information about his/her morning. Take notes. Then write a paragraph about your partner's morning activities. Pay special attention to the use of final -s/-es. Ask your partner to read your paragraph and to check your use of final -s/-es.

EXERCISE 30 ▶ Warm-up. (Chart 3-7)

Which sentences are true for you?

1. I like to speak English.	yes	no
2. I need to learn English.	yes	no
3. I want to speak English fluently.	ves	no

	VERB + INFINITIVE	Like, want, and need can be followed by an	
(a)	I like to travel by train.	infinitive.	
(b)	I want to travel by high-speed train.	infinitive = to + the base form of the verb.*	
(c)	I need to travel for my job. I have no choice.	Need to is stronger than want to. Need to = necessary, important.	
(d)	I would like to travel by high-speed train.	Would like" is a more polite way to say want.	
(e)	He would like to travel by high-speed train.	Note in (e): There is no final -s on would or like.	
(f)	He'd like to travel by high-speed train.	Contractions may be used, as in (f) and (g):	
(g)	I'd like to travel by high-speed train.	pronoun + 'd + like.	

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

^{**} See Chart 7-9, p. 223, for more information about would like.

EXERCISE 31 ▶ Looking at grammar. (Chart 3-7)

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

Likes, Wants, and Needs

1.	Maya \ need \ study Maya needs to study.
2.	We \ want \ go home
3.	Bill and I \ like \ eat sweets
4.	You \ need \ speak more quietly
5.	She \ like \ talk on the phone
6.	Sonya \ would like \ have pizza for lunch
7.	Elian \ need \ save money
8.	He \ want \ buy a car
9.	Mia \ would like \ order dessert
0	Dr. Devi and Dr. Karo \ want \ retire next year

EXERCISE 32 ▶ Reading and grammar. (Charts 3-1 → 3-7)

Part I. Read about Roberto. Look at new vocabulary with your teacher first.

A Wonderful Cook

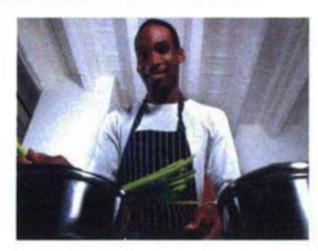
Roberto is a wonderful cook. He often tries new recipes. He likes to cook for friends. He frequently invites my girlfriend and me to dinner. We sit in the kitchen. He usually has three or four pots on the stove. He makes a big mess! We like to watch him. He wants to tell us about each recipe. His dinners are delicious. After dinner, he needs to clean the kitchen. We want to help him. We would like him to invite us back soon.

Do you know these words? - recipe

- invite

- a mess - delicious

- pot



مرحمزنان الرائنان

Part II. Complete each sentence with a word in the box.

help	invite	is	like	likes to	wash	
1. Robert	to		a gro	eat cook.		
2. He		1	try new r	ecipes.		
3. He like	es to		fr	iends to dinner		
4. After o	linner, he ne	eds to		the	e pots. I	His friends
-		him				
5. His fri	ends		h	is food.		

EXERCISE 33 ➤ Game. (Chart 3-7)

Work in teams. What do you know about mosquitoes? Choose the correct answer. The team with the most correct answers wins.*

Mosquitoes

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



EXERCISE 34 > Warm-up. (Chart 3-8)

Which sentences are true for you?

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

^{*}See Let's Talk: Answers, p. 509.

(a) (b) (c) (d) (e) (f)	You He She It We	do not do not does not does not does not do not	drink coffee. drink coffee. drink coffee. drink coffee. drink coffee. drink coffee.	1st person: 2nd person: 3rd person:	I do not you do not she does not he does not it does not	PLURAL we do not you do not they do not
(g)	They	do not	drink coffee.	Do and does are called "helping verbs."		ng verbs."
		Note that in the 3rd person singular, there is no -s on the main verb, drink. The final -s is part of the helping verb, does. INCORRECT: She does not drinks coffee.				
(h) (i) (j)	He is n	of thirsty.		120002000000		of be, do is NOT used. tive forms with be .
(k) I don't drink coffee. (i) He doesn't drink coffee.			does not =	don't doesn't ns when they speak. when they write.		

EXERCISE 35 ➤ Looking at grammar. (Chart 3-8)

Choose the correct verb.

1. I	does not /do not	understand.
2. She	does not / do not	speak English.
3. He	does not / do not	need help.
4. You	does not / do not	have time.
5. We	does not / do not	do homework.
6. They	does not / do not	work hard.

EXERCISE 36 ▶ Looking at grammar. (Charts 3-6 and 3-8)

Choose the correct verb: has or have. Then write doesn't have or don't have to make negative sentences.

1. I has /have a big family.	Idon't have	a small family.
2. My parents has / have sons.	They	daughters.
3. My sister has / have an apartment.	She	a house.

4. It has / have stairs.

- It ___ an elevator.
- 5. My brother has / have a quiet apartment. He ______ a noisy apartment.
- 6. We has / have a dog.

We _____ a cat.

7. You has / have a cat.

EXERCISE 37 > Let's talk: pairwork. (Charts 3-1 and 3-8)

Work with a partner. Make two sentences about each picture.

Examples:



(Isabel \ take) showers baths





(Omar \ have) a cat a dog



PARTNER A: Isabel takes showers. She doesn't take baths. PARTNER B: Omar doesn't have a cat. He has a dog.



1. (I \ drink) tea coffee





2. (Rob and Ed \ live) an apartment a house





3. (Julia \ drive) a car a truck





4. (I \ play) soccer tennis





5. (Ms. Ortiz \ teach) Spanish English





6. (We \ use) typewriters computers





7. (Nina \ have) an umbrella a raincoat





8. (Marco \ study) chemistry physics



EXERCISE 38 ➤ Game. (Chart 3-8)

Sit in a circle. Use any of the verbs in the box. Make sentences with not.

have like need play read speak

Example: like

STUDENT A: I don't like bananas.

STUDENT B: (Student A) doesn't like bananas. I don't have a dog.

STUDENT C: (Student A) doesn't like bananas. (Student B) doesn't have a dog. I don't

play baseball.

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

EXERCISE 39 ➤ Looking at grammar. (Chart 3-8)

Complete the sentences with the verbs in the box. Make all of the sentences negative with **does not** or **do not**. You can use contractions (**doesn't/don't**). Some verbs may be used more than one time.

do drink	eat ✓ go	make shave	smoke speak	wear		
1. Ricardo	o	doesn't go	to	school every	y day.	
2. My roo	mmates a	re from Japan.	They		Sp	anish.
3. Roberto	o has a be	ard. He			_ in the morning	,
4. We			_ to class	on Sunday.		
5. Camilla	a is health	y. She	- 5.5		cigarettes.	
6. Nadia a cafeteri		always have lu	ınch at ho	me. They _		in the
7. Sometii instead.				_ my homev	work after school.	I watch TV
8. My sist	er likes te	a. She			coffee.	
9. Hamid	is a caref	ul writer. He _			spelling m	istakes in his work.
10. Sometii barefoo		nna		he:	r shoes outside. S	he likes to go
		king at gran			1-7, and 3-8)	
5	SIMPLE PR	ESENT: BE			SIMPLE PRESENT	: EAT
1. I	am	not	hungry.	1. I	do not ea	tmeat.
2. You			hungry.	2. You _		meat.
3. She			hungry.	3. She _		meat.
4. We			hungry.	4. We		meat.
						meat.
						meat.
						meat.
						meat

hungry. 9. You and I _

9. You and I_

EXERCISE 41 > Looking at grammar. (Charts 1-6, 1-9, and 3-8)

Choose the correct verb.

At Home

1. Joseph	is not) does not	awake.
2. He	is not / does not	wake up early.

EXERCISE 42 > Let's talk. (Charts 1-6, 1-9, and 3-8)

Part I. Work in small groups or as a class. Make true sentences for each pair.

Example: a. Bananas \ be pink

Example: a. We \ eat soup with spoons

b. We \ eat soup with knives

STUDENT C: We eat soup with spoons.

STUDENT D: We don't eat soup with knives.

- 1. a. A restaurant \ sell shoes
 - b. A restaurant \ serve food
- 2. a. People*\ wear clothes
 - b. Birds \ wear clothes
- 3. a. A child \ need love, food, and care
 - b. A child \ need a driver's license

- 4. a. Potato chips \ be healthy
 - b. Vegetables \ be healthy
- 5. a. Fire \ be hot
 - b. Ice \ be warm
- 6. a. Mountains \ have snow
 - b. Hot deserts \ have snow

^{*} People is a plural noun. It takes a plural verb.

Part II. Make true sentences.

- 7. Doctors in my country \ be expensive
- 8. A bus \ carry people from one place to another
- 9. It \ be cold today
- 10. English \ be an easy language to learn
- 11. People in this city \ be friendly
- 12. It \ rain a lot in this city

EXERCISE 43 > Warm-up. (Chart 3-9)

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

- 1. Are you OK? Do you have a stomachache?
- 2. Are you sick? Do you need a doctor?

DO/DOES + SUBJECT + MAIN VERB	QUESTION FORMS, SIMPLE PRESENT
(a) Do	Do I Do you Does he Does she Does it Do we Do they
(g) Do they work?	Note in (c), (d), and (e): The main verb in the question does not have a final -s. The final -s is part of does. INCORRECT: Does she works?
(h) Am I late? (i) Are you ready? (j) Is he a teacher? (k) Are we early? (l) Are they at home? (m) Are you a student?	When the main verb is a form of be , do is NOT used. See Chart 2-3, p. 33, for question forms with be .
QUESTION SHORT ANSWER	
 (n) Do you like fish? → Yes, I do. No, I don't. (o) Does Liam like fish? → Yes, he does. No, he doesn't. 	Do, don't, does, and doesn't are used in the short answers to yes/no questions in the simple present.
(p) Brad does his homework every day. (q) Does Brad do his homework every day?	Note that do can also be a main verb, as in (p) and (q)

EXERCISE 44 ➤ Looking at grammar. (Chart 3-9) Make yes/no questions. Choose the correct answer.

Commence when you we	Questions
E (1971) (1971)	A PRINCIPALITY
CONTRACTOR	- CHESTIONS

1. A: speak \	you \ English	Do you speak English?
B: a. Yes,		
b. Yes,	speak.	
2. A: want \ y	ou \ help	
B: a. Yes,	do.	
b. Yes,	want.	
3. A: have \ ti	he teacher \ time	
B: a. No, s	she doesn't.	
b. No, 8	she doesn't have.	
4. A: need \ y	ou \ money	
B: a. Yes,		
b. Yes,	need.	
5. A: like \ th	ey \ it here	
B: a. No, t		
b. No, t	hey don't like.	
6. A: have \ tl	he café \Wi-Fi	
B: a. No, i		
b. No, i	t doesn't have.	
Part I. Work w	ith a partner. Take lassmates in the que	grammar: pairwork. (Chart 3-9) turns making questions and giving short answers. Use the stions. Note: Part I is speaking practice. Do not write the
Example:		
	Is Ali in class to	day?
		(He is in class today.)
Example:		
	Does Akiko spea	k Spanish?
		(She doesn't speak Spanish.)
1. PARTNER A:	-	destruction of the supplementary to the supplementa
PARTNER B		(He speaks English in class every day.)
2. PARTNER B		
PARTNER A:		(She comes to class every day.)

3. Partner A:	
PARTNER B:	(They're in class today.)
4. PARTNER B:	
	(He wears jeans every day.)
5. Partner A:	
PARTNER B:	(They aren't from Australia.)
6. PARTNER B:	
PARTNER A:	(They don't have their laptops on their desks.)
PARTNER B:	(They speak English.)
Part II. Now write the questions as	nd answers in your book.
Part I. Check (✓) the activities you	10 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
1 have a nap	8 cook dinner
2 take a break	9 have a snack
3 take a shower	10 make your bed
4 ride a bus	11 do homework
5 take a bus/train/taxi	12 wash the dishes
6 make breakfast	13 fold the laundry
7 fix lunch	
Part II. Walk around the room. As find someone who can answer yes.	sk questions with the phrases in Part I. For each question,
Example:	
To STUDENT A: Do you have a nap STUDENT A: No.	in the afternoon?
To STUDENT B: Do you have a nap STUDENT B: Yes.	in the afternoon?
To STUDENT C: Do you make your STUDENT C: Yes.	bed every day?

EXERCISE 47 > Looking at grammar. (Chart 3-9) Write do, does, or is. Weather Questions 1. ______ it hot outside? 5. ______ it snowing? 6. _____ it snow in the winter? 2. ______ it raining? 3. ______ it rain often? 7. _____ you like the snow? 8. _____ it nice outside? 4. _____ it warm today? EXERCISE 48 > Looking at grammar. (Charts 3-1, 3-8, and 3-9) Write the correct form of the verb. Use the full form or contractions for the negative. Part I. Statement Forms LIVE RE 1. I live here. I am here. 2. They ______ here. They _____ here. 3. He ______ here. He ______ here. 4. You _____ here. You here. She _____ here. 5. She ______ here. 6. We _____ here. We _____ here. Part II. Negative Forms LIVE BE They are not / aren't here. 7. They do not / don't live here. I here. 8. I ______ here. 9. She here. She here. 10. You ______ here. You ______ here.

11. He _____ here.

12. We ______ here.

He ______ here.

Part III. Question Forms

LIVE			

BE

 13.
 Do
 you
 live
 here?
 Are
 you here?

 14.
 they
 here?
 they here?

 15.
 he
 here?
 we here?

 16.
 we
 here?
 we here?

 17.
 she
 here?
 she here?

EXERCISE 49 > Game: trivia. (Chart 3-9)

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

1. Does	February always have 28 days?	Yes.	No.
2	September and April have 31 days?	Yes.	No.
3	Australia hot in December?	Yes.	No.
4	Canada have seven time zones?	Yes.	No.
5	Canada big?	Yes.	No.
6	Russia and Canada big?	Yes.	No.
7	the moon hot?	Yes.	No.
8	the sun go around the planets?	Yes.	No.
9	the sun a planet ?	Yes.	No.

EXERCISE 50 > Warm-up. (Chart 3-10)

Match the questions with the correct answers.

- 3. What is in this building? ____ c. Down the hall.



3-10 Simple Present Tense: Yes/No Questions and Information Questions with Where and What

	HERE/ +	DO/ + DOES	SUBJECT +	MAIN VERB			SHORT ANSWER	(a) = a yes/no question (b) = an information question
(a)	Where	Do	they	live?	in Miami?	→	Yes, they do. No, they don't. In Miami.	Where asks for information about a place.
(c)		Does	Gina	live	in Rome?	-	Yes, she does.	The form of yes/no questions and information questions is the same:
(d)	Where	does	Gina	live?		→	No, she doesn't. In Rome.	Do/Does + subject + main verb
(e)		Do	they	need	help?	→	Yes, they do.	What asks for information about a thing.
(f)	What	do	they	need?		-	Help.	about a triing.
(g)		Does	Lee	need	help?	+	Yes, he does.	
(h)	What	does	Lee	need?		-	Help.	

EXERCISE 51 > Let's talk: pairwork. (Chart 3-10)

Work with a partner. Ask and answer questions with where.

Examples:

eat breakfast

PARTNER A: Where do you eat breakfast?

PARTNER B: At home.

keep your student ID

PARTNER B: Where do you keep your student ID?

PARTNER A: In my wallet.

Partner A	Partner B
1. live	1. buy groceries
2. eat lunch every day	2. go on weekends
3. go after class	3. sit during class
4. study at night	4. eat dinner
5. go to school	5. do your homework
6. buy school supplies	6. see your friends

EXERCISE 52 ➤ Looking at grammar. (Chart 3-10)

Make questions.

1.	A:	Does Hana eat lunch in the cafeteria every day?
	B:	Yes, she does. (Hana eats lunch in the cafeteria every day.)
2.	A:	Where does Hana eat lunch every day?
	B:	In the cafeteria. (Hana eats lunch in the cafeteria every day.)
3.	A:	
	B:	Rice. (She eats rice for lunch every day.)
4.	A:	
	B:	At the post office. (Alfonso works at the post office.)
5.	A:	
	B:	Yes, he does. (Alfonso works at the post office.)
6.	A:	
	B:	Yes, I do. (I live in an apartment.)
7.	A:	
	B:	In an apartment. (I live in an apartment.)
8.	A:	
	B:	Popcorn. (Hector and Eliza like popcorn for a snack.)
9.	A:	
	B:	At the University of Toronto. (Ming goes to school at the University of Toronto.)
10.	A:	
	B:	Biology. (Her major is biology.)
11.	A:	
	B:	To class. (I go to class every morning.)
12.	A:	
	B:	In class. (The students are in class right now.)

EXERCISE 53 ➤ Reading. (Chart 3-10)

Read the paragraph and answer the questions, orally or in writing.

Opposite Roommates

I have two roommates, Fernando and Matt.

Fernando is always neat and clean. He washes his clothes once or twice a week. Matt is the opposite of Fernando.

For example, Matt doesn't change the sheets on his bed. He keeps the same sheets week after week. He rarely washes his clothes. He wears the same dirty jeans every day. His clothes smell bad, but he doesn't care.

Do you know these words?

- opposite
- neat
- change the sheets
- hang up
- put everything away

Fernando's side of the room is always neat. He makes his bed, hangs up his clothes, and puts everything away. Matt's side of the room is always a mess. He doesn't make his bed. He doesn't hang up his clothes. He doesn't put things away. What habits do you think I prefer?

- 1. What are some of Fernando's habits?
- 2. What are some of Matt's habits?
- 3. Are you more similar to Fernando or Matt?

EXERCISE 54 > Let's talk: class activity. (Chart 3-10)

Ask your teacher questions to get more information about each person's life.* Decide who has the best life and why.

Example:

STUDENT A: Where does Antonio live?

TEACHER: On a boat.

STUDENT B: What does Lena do?
TEACHER: She teaches skiing.
STUDENT C: Where does Kane work?
TEACHER: He works at a jewelry store.

Continue asking questions until your chart is complete.

	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
ANTONIO	on a boat			
LENA		teaches skiing		
KANE			at a jewelry store	
LISA				
JACK				

^{*}Teacher: See Let's Talk: Answers, p. 509.



Jump-start your English

Common Questions at a Café



Part I. Listen to the conversations.

- 1. A: Are you ready to order?
 - B: Yes, we're ready.
- 2. A: Do you want coffee or tea?
 - B: I'd like coffee, please.
 - A: Cream and sugar?
 - B: No, thank you. Black, please.
- 3. A: Do you want something else?
 - B: No, thanks. I'm full.
- 4. A: Do you take credit cards?
 - B: Yes, we do.
- 5. A: Where is the restroom?
 - B: It's down the hall on your left.





Part II. Work with a partner. Create a short conversation at a café. Perform it for the class.

EXERCISE 55 > Warm-up. (Chart 3-11)

Answer the questions. Write the time.

- What time does your first class of the day begin?
- 2. When does your last class of the day end?

3-11 Simple Present Tense: Asking Information Questions with When and What Time

	QUESTION* + WORD	DO/ + DOES	SUBJECT +	MAIN VERB			SHORT ANSWER	When and what time ask for information
(a)	When	do	you	go	to class?	-	At nine o'clock.	about time.
(b)	What time	do	you	go	to class?	-	At nine o'clock.	
(c)	When	does	Anna	eat	dinner?	+	At six P.M.	
d)	What time	does	Anna	eat	dinner?	+	At six P.M.	
(e)	What time do you usually go to class?			ss?	The frequency adverb usually comes immediately after the subject in a question: Question word + does/do + subject + usually + main ve			

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

EXERCISE 56 > Looking at grammar. (Chart 3-11)

Make questions.



1. A: When/What time do you usually eat lunch?

B: At 1:00. (I eat usually lunch at 1:00.)



2. A:

B: At 6:00. (I get up at 6:00.)

B: At 6:00. (Maria usually gets up at 6:00.)



B: At 6:15. (The movie starts at 6:15.)

B: At a quarter after six. (Classes end at a quarter after six.)



B: At 8:30. (They usually eat breakfast at 8:30.)

B: Around 10:00. (I usually go to bed around 10:00.)



8. A:

B: Between 10:00 and 10:30. (The restaurant closes between 10:00 and 10:30.)

Jump-start your English

Saying the Time



Part I. Listen to the questions and answers.

What time is it?

6:00 It's six o'clock.* It's six.

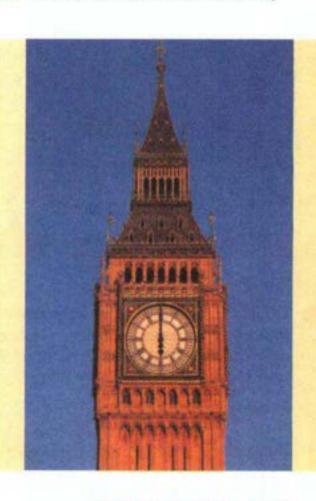
6:05 It's six-oh-five. It's five after six.

6:10 It's six-ten. It's ten after six.

6:50 It's six-fifty. It's ten to seven.

6:55 It's six-fifty-five. It's five to seven.

*See Appendix 3 for more information about saying the time.



What time is it?

9:30 It's nine-thirty.

What time is it?

11:15 It's eleven-fifteen.
It's a quarter after eleven.

11:45 It's eleven forty-five. It's a quarter to twelve.

What time is it?

12:00 It's twelve.

It's noon. (12 P.M.**)
It's midnight. (12 A.M.***)

Part II. Work with a partner. Say the time. Begin with It's. NOTE: You only need to say the time one way. You can check Let's Talk: Answers, page 509, when your partner states the times.

Partner A	Partner B
1. 5:50	1. 9:15
2. 3:05	2. 10:10
3. 11:30	3. 6:55
4. 7:40	4. 8:20
5. 2:15	5. 11:00
6. 4:00	6. 12:45
	Change roles.

2

Part III. Write the times you hear. Use numbers.

1. _____ 3. ____ 5. ____ 7. ____ 9. ____ 2 4. 6. 8. 10.

EXERCISE 57 > Let's talk: interview. (Chart 3-11)

Walk around the room. Ask a question beginning with when or what time. Write the answer and your classmate's name. Then ask another classmate a different question with when or what time. Share a few of your answers with the class.

Example: eat breakfast

STUDENT A: When/What time do you eat breakfast?

STUDENT B: I usually eat breakfast around seven o'clock.

^{**} p.m. = afternoon/evening/night

^{***} a.m. = morning

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

EXERCISE 58 > Grammar and speaking. (Chapter 3 Review)

Work with a partner. Use the information about Professor Vega to make questions and answers. Take turns.

Professor Vega

Office hours: Tuesday and Thursday 3:00 - 4:00

Psychology 101, Room 213 9:00 - 10:00 daily

Child Psychology 205, Room 201 11:00 - 12:50 Tuesday and Thursday

Partner A	Partner B		
1. be \ Professor Vega \ a physics teacher	1. be \ he \ a professor		
2. what \ teach \ he	2. teach \ he \ at 7:00 A.M.		
3. teach \ he \ Psychology 102	3. be \ he \ in his office \ at 9:00		
4. where \ teach \ he \ Child Psychology 205	 what time \ leave \ he \ the office on Tuesdays and Thursdays 		
5. be \ he \ in his office \ every day	5. teach \ he \ every day Change roles.		

EXERCISE 59 > Grammar and speaking. (Chapter 3 Review) Part I. Complete the conversations with is, are, does, or do. Conversation 1: A: What time _____does ___ the movie start? B: Seven-fifteen. ______ you want to go with us? A: Yes. What time ______ it now? B: Almost seven o'clock. ______ you ready to leave? A: Yes, let's go. Conversation 2: A: Where _____ my keys to the car? B: I don't know. Where ______ you usually keep them? A: On the kitchen counter. But they're not there. B: Are you sure? A: Yes. ______ you see them? B: No. _____ they in your coat pocket? A: I don't think so. B: _____ your husband have them? A: No. He has a different set of car keys. B: Well, good luck! A: Thanks. Conversation 3: A: _____ you go to school? B: Yes.

A: _____ your brother go to school too?

B: No, he works full-time.

A:	Where	he work?
B:	At a hotel.	
A:	13	he happy?
B:	Yes, he loves hi	s job.
		a partner. Practice one conversation. Say it for the class. You can look at a speak. When you speak, look at your partner.
EXE	RCISE 60 > Ch	eck your knowledge. (Chapter 3 Review)
Cor	rect the mistakes	
1.	Niko live in Gr	ece.
2.	Lisa comes usu	ally to class on time.
3.	Diego use his c	ell phone often.
4.	Amira carry a la	aptop to work every day.
5.	She enjoy her jo	b.
6.	Miguel don't lil	ke milk. He never drink it.
7.	Tina doesn't sp	eaks Chinese. She speakes Spanish.
8.	You a student?	
9.	Does your room	nmate sleeps with the window open?
10.	Where your par	ents live?
11.	What time is yo	our English class begins?
12.	Olga isn't need	a car. She have a bike.

13. I no speak English.

B: Yes, I like.

14. Omar speak English every day.

15. A: Do you like strong coffee?

EXERCISE 61 ▶ Speaking and writing. (Chapter 3)

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

Example:

PARTNER A: Do you have a car?

PARTNER B: No.

PARTNER A: Do you have a computer?

PARTNER B: Yes, but it's not here. It's in my country.

Etc.

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

Example:

PARTNER B: Do you like pizza?

PARTNER A: Yes.

PARTNER B: Do you like the music of (name of a group or singer)?

PARTNER A: No, I don't.

Etc.

Part III. Write about your partner.

· Give a physical description.

· Write about things this person has and doesn't have.

· Write about things this person likes and doesn't like.

Here is some helpful vocabulary for the physical description:



Example:

My Partner Jin

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

Jin has an apartment near school. He doesn't have a car. He has a bike. He rides his bike to school. He has a laptop computer.

His family doesn't live here. He talks to them by video a few times a week. He is often homesick.

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

Part IV. Edit your writing. Work individually or change papers with a partner. Check () for the following:

- 1. □ a capital letter at the beginning of each sentence
- □ a capital letter at the beginning of a person's name
- □ a period at the end of each sentence
- □ paragraph indents
- □ a verb in every sentence
- 6. □ correct use of doesn't or isn't in negative sentences
- □ correct spelling (use a dictionary or spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER

Using the Present Progressive and the Imperative

PRETEST: What do I already know?

Choose the correct answer.

- 1. They ____ TV right now. (Chart 4-1)
 - a. watching
- b. is watching
- c. are watching

- 2. It ____ today. (Chart 4-2)
 - a. is rainning
- b. is raining
- c. rainying
- 3. The printer ____ right now. (Chart 4-3)
 - a. no work
- b. doesn't working
- c. isn't working

- 4. Why ____ now? (Chart 4-4)
 - a. is Khalifa sleeping
- b. Khalifa is sleeping
 - c. Khalifa sleeping
- My brother ____ my breakfast every day. (Chart 4-5)
 - a. make
- b. is making
- c. makes
- 6. The flowers ____ wonderful. (Chart 4-6)
 - a. smell
- b. are smelling
- c. smells
- 7. Shhh. I ____ to music. (Chart 4-7)
 - a. am listen
- b. listen
- c. am listening
- 8. I ____ Professor Casey explains biology well. (Chart 4-8)
 - a. am think
- b. think
- c. thinking that
- 9. Please ____ your books. (Chart 4-9)
 - a. open
- b. you open
- c. opening

EXERCISE 1 ▶ Warm-up. (Chart 4-1)

Choose the correct words to complete the sentences.

- 1. The baby is happy / sad. He is laughing / crying.
- 2. The boy is happy / sad. He is laughing / crying.



4-1	Be + -ing:	The Present Progressive	

am + -ing

(a) I am sitting in class right now.

is + -ing

(b) Rita is sitting in class right now.

are + -ing

(c) You are sitting in class right now.

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

am, is, are = helping verbs sitting = the main verb

am, is, are + -ing = the present progressive*

EXERCISE 2 > Looking at grammar. (Chart 4-1)

Complete the sentences with the present progressive form of talk.

- am talkina 1. I
- 2. You
- 3. She
- 4. He
- 5. It
- 6. We
- 7. They
- 8. The students
- My friend
- 10. Mr. Caras

EXERCISE 3 > Looking at grammar. (Chart 4-1)

Write the correct form of be (am, is, or are).

Right now ...

- 1. it _____is____ raining outside.
- 2. we _____ sitting in the college library.
- 3. you _____ writing.
- 4. some students ______ studying.
- 5. I _____looking out the window.

^{*}The present progressive is also called the "present continuous."

6. two women ______ waiting for a bus.

7. they ______ talking.

8. a bus _____ coming.

EXERCISE 4 > Let's talk: pairwork. (Chart 4-1)

Work with a partner. Describe the pictures. Use the present progressive form of the verbs in the box. Take turns.

What is everyone doing?

Example:

PARTNER A: He is painting.



drive fish fix a car paint shop for clothes swim take a selfie talk on the phone wait for the bus walk on the beach



















EXERCISE 5 > Looking at grammar. (Chart 4-1)

Write the present progressive form of the verbs.

Grocery Shopping



Lynn and D	avid are at the gro	cery store. They (pick) _	
•			1
up food for dinne	er. Lynn (stand) _		in the fruit and
ANIMALIA STANIONALI ONES		2	
vegetable departr	nent. David (look)	i	at chicken and fish
		3	
He (cook)		dinner tonight.	Their son and daughter
	4		
(ask)		for chocolate ice cream.	Many people
	5		
(buy)		groceries right now. The	store is crowded.
1	6		

EXERCISE 6 > Let's talk: pairwork. (Chart 4-1)

Work with a partner. One partner acts out a verb. The other partner says the action. Take turns.

Example: read

PARTNER A: (acts out reading) PARTNER B: You are reading.

Partner A (Partner B: book closed)	Partner B (Partner A: book closed)
1. write	1. sit
2. stand	2. count
3. speak your language	3. walk
4. laugh	4. open your book
5. wave with your left hand	5. wave with your right hand
6. pick up a book	6. erase a word on a piece of paper

EXERCISE 7 ➤ Looking at grammar. (Chart 4-1)

Write the present progressive form of the verbs.

At the Airport

An	airplane	
1	land	

land <u>is landing</u> at the airport.

2. park ______ at the gate.

3. wait ______ for passengers.

A pilot ...

4. enter ______ the plane.

5. talk ______ to flight attendants.

Some people ...

6. stand _____ in line.

7. carry ______ suitcases.

8. eat ______ snacks.

9. watch ______ airplanes.

10. read ______ books.

EXERCISE 8 > Game. (Chart 4-1)

Work with a partner. Answer the questions orally. Then write your sentences on a piece of paper. Your teacher will give you a time limit. The pair with the most correct sentences wins.

1. What is happening in your classroom right now?

A student is talking. Students are writing.

- 2. What are you and your partner doing?
- 3. What is the teacher doing?
- 4. What is happening in the school library? (Use your imagination.)
- 5. What is happening in the school cafeteria? (Use your imagination.)
- 6. What is happening in the computer lab? (Use your imagination.)



EXERCISE 9 ▶ Listening. (Chart 4-1)

Read about Kumar. Then listen to each sentence. Choose the correct answer.

A Hard-Working Student

Kumar is a business major. On Mondays, he is very busy. He has classes from 9:00 A.M. to 2:00 P.M. Then he stays in the classroom. He studies until 5:00. He always studies alone. He turns off his phone. He doesn't check the internet.

Today is Monday. It is 3:00.



Example:

You will hear: Kumar is talking on his cell phone.

You will choose: yes (no)

1. yes no

2. yes no

3. yes no

4. ves no

5. yes no

6. yes no

7. yes no

8. yes no

EXERCISE 10 > Warm-up. (Chart 4-2)

Answer the questions about the verbs in the box.

ride count sleep stop

Which verb ends in a consonant + -e?

2. Which verb ends in two consonants?

3. Which verb ends in one vowel + one consonant?

4. Which verb ends in two vowels + one consonant?

F	END OF VERB	-	-ING FORM
ULE 1	A CONSONANT" + -e	+	DROP THE -e AND ADD -ing
	smi/e	-	smiling
	write	+	writing
JLE 2	ONE VOWEL* + ONE CONSONANT	-	DOUBLE THE CONSONANT AND ADD -ing**
	sit	\rightarrow	sitting
	run	-	running
JLE 3	TWO VOWELS + ONE CONSONANT	-	ADD -ing; DO NOT DOUBLE THE CONSONANT
	read	-	reading
	rain	•	raining
ULE 4	TWO CONSONANTS	4	ADD -ing; DO NOT DOUBLE THE CONSONANT
	stand	\rightarrow	standing
	push	\rightarrow	pushing

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

EXERCISE 11 > Spelling. (Chart 4-2)

Write the -ing form of the verbs.

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

EXERCISE 12 > Spelling. (Chart 4-2)

Your teacher will act out a verb and say a sentence. Write the -ing verb on a separate piece of paper. Close your book for this activity.

Example: wave

 TEACHER: (waves and says) I'm waving.

 STUDENTS: (write)
 waving

 1. smile
 4. sit
 7. write
 10. sneeze

 2. read
 5. eat
 8. fly
 11. cut a piece of paper

 3. drink
 6. clap
 9. wait
 12. cry

^{**} Exception to Rule 2: Do not double to, x, and y. snow - snowing; fix - fixing; say - saying

EXERCISE 13 > Looking at grammar. (Chart 4-2)

Complete the sentences. Use the present progressive form of the verbs in the box.

call charge eat search send / wait

At Work

- 1. People are standing in the lobby. They ___ are waiting __ for the elevator.
- an email to the staff. 2. An office assistant __
- 3. A customer is using his phone. He ______ his office.
- 4. Several people are in the lunchroom. They _____ lunch.
- 5. A manager has his cell phone on his desk. He the battery.
- 6. An employee needs information. She ______ the internet.

EXERCISE 14 > Warm-up. (Chart 4-3)

Choose the correct verbs.





- 1. The birds are / aren't flying.
- 2. They are / aren't sitting on a telephone wire.
- 3. An airplane is / isn't flying near the birds.

4-3 Present Progressive: Negative Forms

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

Present progressive negative:

Contractions may also be used.

EXERCISE 15 ➤ Grammar and speaking. (Chart 4-3)

Part I. Work with a partner. Say two sentences about each situation, one negative and one affirmative. Use the present progressive.



Example: cooking / eating a sandwich

- She isn't cooking. She's eating a sandwich.



1. working / relaxing



2. working / relaxing



dancing / listening to music



4. swimming / riding bikes



sitting at his desk / fixing the printer



6. sleeping / dancing

Part II. Write the sentences.

1. He	He	
2. He	He	
3. She	. She	
4. They	They	
5. He	. He	
6. They	They	

EXERCISE 16 > Looking at grammar. (Chart 4-3)

Part I. Read about Pavel.

Pavel is a car mechanic. He owns a car repair business. He is very serious and works very hard. Right now Pavel is at work. What is he doing? Check () the possible actions.



1 talk to customers	6 spend time with friends
2 play soccer in a park	7 give a customer a bill
3 change the oil in a car	8 repair an engine
4. watch a movie in a theater	9 eat at a restaurant
5 put on a new tire	10 replace a battery
Part II. Use your answers in Part I to make	e true sentences about Pavel.
1. He is talking to customers.	
2. He isn't playing soccer in a par	rk.
3	
4	
5	
6	
7	
8	
9	

EXERCISE 17 ▶ Let's talk. (Chart 4-3)

Work in small groups. Make sentences about the people in the list. What are they doing now? What are they not doing now? Take turns.

Example: a neighbor

- → Mrs. Martinez is working in her office right now.
- → She is not working in her garden.
- 1. someone in your family
- 2. your favorite actor, writer, or sports star
- 3. a friend from childhood

- 4. a classmate
- 5. your teacher
- 6. the leader of a country

EXERCISE 18 > Warm-up. (Chart 4-4)

Choose the correct answer.

What is Siri doing?

a. She is sleeping. b. Yes, she is.

			Q	UESTION				SHORT	ANSWER (LONG ANSWER)
		BE	+	SUBJECT	+	-ING			
(a)		Is		Marta		sleeping?	\rightarrow	Yes, she is.	(She's sleeping.)
							*	No, she's not.	
							+	No, she isn't.	(She isn't sleeping.)
(b)		A	e	you		watching TV?	\rightarrow	Yes, I am.	(I'm watching TV.)
							-	No, I'm not.	(I'm not watching TV.)
	QUESTION WORD +	- BI	+	SUBJECT	+	-ING			
(c)	Where	is		Marta		sleeping?	+	In bed.	(She's sleeping in bed.)
(d)	What	is		Ted		watching?	•	A movie.	(Ted is watching a movie).
(e)	Why	ar	e	you		watching TV?	+		ne championship game. (I'm ecause it's the championship game

EXERCISE 19 > Looking at grammar. (Chart 4-4)

Make questions.

Waiting for the Doctor

1.	A:	Is someone checking in	
	B:	Yes, someone is. (Someone is checking in.)	
2.	A:		
	B:	No, I'm not. (I'm not waiting for the nurse.)	
3.	A:	S	ĕ
	B:	Yes, he is. (Ivan is sneezing and coughing.)	
4.	A:	V	2
	B:	Yes, they are. (The children are playing in the waiting room.)	

5.	A:		?
	B:	Yes, she is. (Yolanda is looking for her insurance card.)	
6.	A:		?
	B:	No, we're not. (We're not getting prescriptions.)	
7.	A:		
	B:	Yes, I am. (I'm filling out my medical history.)	

EXERCISE 20 ▶ Vocabulary and speaking: pairwork. (Chart 4-4)

Part I. Work with a partner. Check (/) the expressions you know. Your teacher will explain the ones you don't know.

DO	MAKE	TAKE
do the dishes	make a mess	take a nap
do the laundry	make a bed	take a shower
do homework	make a phone call	take a bath
do the ironing	make breakfast/	take a test
	lunch/dinner	take a break
		take medicine

Part II. With your partner, ask and answer questions about the pictures. Use phrases from Part I, and find the differences. You can look at your book before you speak. When you speak, look at your partner. Take turns. Partner A: Use the pictures on page 108. Partner B: Use the pictures in Let's Talk: Answers, page 510.

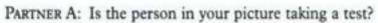
Example:

Partner A



Partner B





PARTNER B: No, she isn't.

PARTNER A: What is she doing? PARTNER B: She's taking a break.



Partner A













EXERCISE 21 ➤ Looking at grammar. (Chart 4-4)

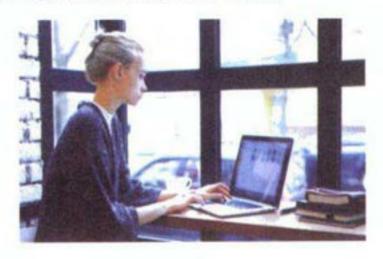
Make questions with where, why, and what.

In the Classroom

1.	A:	What are you reading?
	B:	My grammar book. (I'm reading my grammar book.)
2.	A:	
	B:	Because we're doing an exercise. (I'm reading my grammar book because we're doing an exercise.)
3.	A:	
		A sentence. (I'm writing a sentence.)
4.	A:	
		In the back of the room. (Yoshi is sitting in the back of the room.)
5.	A:	
	B:	To the cafeteria. (I'm going to the cafeteria.)
6.	A:	
		Jeans and a sweatshirt. (Jonas is wearing jeans and a sweatshirt today.)
7.	A:	
	B:	Because I'm happy. (I'm smiling because I'm happy.)

EXERCISE 22 ▶ Looking at grammar. (Chart 4-4)

Make questions. For the yes/no questions, give short answers.



In a Café

1.	A:	Where is Ingrid sitting?	g
	B:	By the window. (Ingrid is sitting	g by the window.)
2.	A:	Is Ingrid having dinner?	
	B:	No, she isn't / she's not	(Ingrid isn't having dinner.)
3.	A:	What	
	B:	Coffee. (She's having coffee.)	
4.	A:		
	B:	Yes,	(Anna is eating lunch.)
5.	A:	What	
	B:	A glass of lemonade. (Sam is de	rinking a glass of lemonade.)
6.	A:	<u> </u>	
	B:	No,	(Angela isn't drinking a glass of lemonade.)
7.	A:	What	
	B:	Takeout. (I'm ordering takeout	.)
8.	A:		
	B:	Yes,	(Elaine is ordering takeout.)
9.	A:	Where	
	B:	Back to the office. (They're goi	ing back to the office.)
10.	A:	Why	
	B:	Because they have a lot of work	. (They're going back to the office because they have a

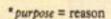
Jump-start your English

Questions at Passport Control



Part I. Listen to the conversations.

- 1. A: Where are you coming from?
 - B: I'm coming from Canada.
- 2. A: Where are you going?
 - B: I'm going to Munich.
- 3. A: Where are you staying?
 - B: I'm staying with relatives.
- 4. A: Are you traveling alone?
 - B: Yes, I am.
- 5. A: How long are you staying there?
 - B: I'm staying two weeks.
- 6. A: What is the purpose* of your visit?
 - B: I'm on vacation.





Part II. Work with a partner. Ask and answer questions with the words in the boxes.

QUESTIONS		
Where	are you	coming from? going? staying?
	Are you	traveling alone? with a group?
How long	are you	staying?
What	is	the purpose of your visit?

ANSWERS	
I'm coming fr	om
I'm going to	
I'm staying at	
	th (friends/family/
Yes. / No.	
weeks.	
months.	
I'm here on bu	usiness.
I'm on vacatio	n.
	I'm studying at

EXERCISE 23 ▶ Warm-up. (Chart 4-5)

Answer the questions with yes or no.

- 1. Do you eat breakfast every day?
- 2. Are you eating breakfast right now?
- 3. Do you text every day?
- 4. Are you texting right now?

	SIMPLE P	RESENT		PRESENT	PROGRESSIVE
	The simple present ex usual activities. Commetery day, every year often, sometimes, and present uses do and of sentences and question	non time words are r, every month, d never. The simple does in negative	that are ha speaker is are now, ri	ppening i speaking ight now, e uses an	ssive expresses actions right now, while the . Common time words and today. The present n, is, and are in negative stions.
STATEMENT	You talk He, She, It talks We talk They talk	every day.	I You He, She, It We They	am are is are are	talking talking now. talking talking
NEGATIVE	I don't You don't He, She, It doesn't We don't They don't	talk. talk. talk. talk. talk.	I You He, She, It We They	am are is are are	not talking. not talking. not talking. not talking. not talking.
QUESTION	Do I Do you Does he, she, it Do we Do they	talk? talk? talk? talk? talk?	Is h	vou ne, she, it ve hey	talking? talking? talking? talking?

EXERCISE 24 > Looking at grammar. (Chart 4-5)

Choose the correct time words.

At a Pharmacy

1. Mari is working

2. Mari works at a pharmacy

3. A customer is getting a prescription

now.

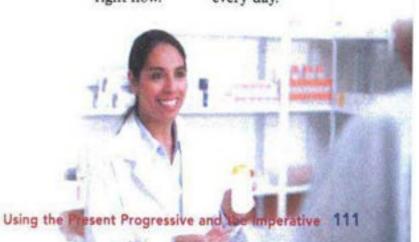
every day.

now.

every day.

right now.

every day.



4. The ph	narmacist answers questions	now.	every day.
5. An assi	istant is answering questions	right now.	every day.
6. You tal	ke medication	right now.	every day.
7. The m	edication helps you	right now.	every day.
8. I am fe	eeling sick	today.	every day.
9. Custor	mers are waiting for their prescriptions	right now.	every day.
	25 ▶ Looking at grammar. (Char orrect form of the words in parentheses	V - 2 10 / 2 /	
e Weath	er		
l. Right r	now it (be)is cold ou	tside. The sun (shin	e, not)
4	isn't shining It (snow)		We
1	and the second s		
(stay) _	inside. V	We often (stay)	
	in the winter.	Ve often (stay)	
inside i	in the winter.		
inside i	in the winter. it) in you		
inside i	in the winter. it) in you right now?	ur city very often? (s	now, it)
inside i	in the winter. it) in you	ur city very often? (s	now, it)
inside i	in the winter. it) in you right now?	ur city very often? (s	clear. It (be, not)
inside i	in the winter. it) in you in you right now? a beautiful day! The sky (be)	ur city very often? (s un (shine)	clear. It (be, not)
inside in	in the winter. it) in you right now? a beautiful day! The sky (be) cloudy. The su	ur city very often? (s un (shine) I (wear, not)	clear. It (be, not)
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EXERCISE 27 > Let's talk: pairwork. (Chart 4-5)

Work with a partner. Ask and answer questions about the pictures. Use the verbs in the box. Take turns. Use the present progressive and the simple present.

Example: exercise

PARTNER A: Is he exercising?

PARTNER B: Yes, he is.

PARTNER A: Does he exercise every day?

PARTNER B: Yes, he does.

check for phone messages daydream do homework

drink water drive play in the park

ride bikes run shave





















EXERCISE 28 > Looking at grammar. (Chart 4-5)

Complete each question with all the correct answers. Use the words in the boxes.

b. Do yo	9. 9	No. 10		g / at schoo			
angry	a dancer	cook	dance	driving	ready	uno	derstand
2. a. Do yo b. Are yo	u						
a problem	help	here	new	raining	ready	true	work
3. a. Is it _							

EXERCISE 29 ▶ Looking at grammar. (Chart 4-5)

Write do, does, is, or are.

On the Subway

- 1. Do you have your ticket?
- 3. _____ the train usually leave on time?
- 4. _____ the train on time?
- 5. _____ the tickets cheap?
- 6. _____ you looking at a map?
- 7. ______ you have enough money?
- 8. _____ the train here?
- 9. _____ we have extra time?
- 10. _____ the train leaving?
- 11. _____ someone check for tickets?



			_	
	I	٢	7	١
,	g	'n	ij	
-1	c	c	,	

EXERCISE 30 ▶ Listening. (Chart 4-5)

Listen to the conversation with your book closed. Then listen again and write the words you hear.

Example: You will hear: Are you doing an exercise?

You will write: Are you doing an exercise?

What	O PER I	LOCKET.	do	DOF
TTILL	are	you	uu,	ung.

A: ______ on your English paper?

B: No. ______ an email to my sister.

A: ______ to her often?

B: Yes, but I ______ a lot of emails to anyone else.

A: ______ to you often?

B: No, but she _____ me a lot.

EXERCISE 31 ▶ Looking at grammar. (Chart 4-5)

Write the correct form of the words in parentheses.

- 1. A: Tom is on the phone.
 - B: (he, talk) _____ Is he talking ____ to his wife?
 - A. Yes
 - B: (he, talk) _____ Does he talk ____ to her often?
 - A: Yes, he (talk) _____ to her every day during his lunch break.
- 2. A: I (walk) _______ to school every day. I (take, not) ______ the bus. (you, take) _____ the bus?
 - B: No, I don't.
- 3. A: Selena is in the hallway.
 - B: (she, talk) ______ to her friends?
 - A: No, she isn't. She (run) ______ to her next class.
- 4. A: I (read) ______ the newspaper every day.
 - B: (you, read) ______ it online?
 - A: Yes, I do. I (read) ______ it on my phone.
- 5. A: What (you, read) _____ right now?
 - B: I (read) ______ my grammar book.

6. A:	(you, want)		your coat?
B:	Yes.		
A:	(be, this)	your coat?	
B:	No, my coat (hang)		in the closet right now.

EXERCISE 32 ▶ Reading, grammar, and speaking. (Chart 4-5)

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



Do you know these words?

- server tips
- earn average co-worker

- shift

- minimum wage

Kaya's Job

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

Part II. Write is, do, or does.

- 1. ____/s Kaya a good server?
- 2. _____ the restaurant pay Kaya a lot of money?
- 3. _____ customers leave her good tips?
- 4. _____ Kaya work extra hours every day?
- 5. _____ Kaya working extra hours today?
- 6. _____she happy today?
- 7. _____ she earning extra money?
- 8. _____ she usually get good tips?
- 9. _____ servers earn a lot of money from tips?

Part III. In small groups, discuss the questions.

1,	In your opinion,	what are	some	important	qualities fo	or a	restaurant	server?	Check (1
	the items.									

fast formal

friendly ____ speaks other languages

talkative smiles a lot

polite has a good memory

- 2. Do customers leave tips at restaurants in your country? If so, what percentage is an average tip? Do you like to leave tips?
- 3. What is more important for you at a restaurant: the food or the service?
- 4. In some countries, a usual workday is eight hours, and a usual workweek is 40 hours. What is the usual workday and workweek in your country?

EXERCISE 33 > Warm-up. (Chart 4-6)

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

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



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

(a) I'm hungry right now. I want an apple.

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

(b) I hear a siren. Do you hear it too?

In (a): Want is a non-action verb. Want expresses a physical or emotional need, not an action.

INCORRECT: I'm hearing a siren. Are you hearing it too? In (b): Hear is a non-action verb. Hear expresses a sensory experience, not an action.

NON-ACTION VERBS*

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

love taste understand

^{*} Some verbs can be both action and non-action. This is discussed in the intermediate and advanced books of this series: Fundamentals of English Grammar and Understanding and Using English Grammar.

^{**} See Chart 4-8 for a discussion of think about and think that.

EXERCISE 35 > Let's talk: interview. (Chart 4-6)

terrible! I (hate) _____ cigars.

Ask two students each question. Use do or does. Write their answers in the chart. Share some of their answers with the class.

(love) ______ her. He (smile) _____

9. Look at Alek. He (look) ______ at his new baby daughter. He

QUESTION	STUDENT A	STUDENT B
1. What \ you \ like?		
2. What \ a baby \ like?		
3. What \ you \ want?		
4. What \ children \ want?		
5. What \ you \ love?		

QUESTION	STUDENT A	STUDENT B
6. What \ a teenager \ love?		
7. What \ you \ dislike or hate?		
8. What \ you \ not \ understand?		
9. What \ you \ need?		
10. What \ you \ not \ need?		

EXERCISE 36 ▶ Looking at grammar. (Chart 4-6)

Choose the usual sentence in each pair.

- 1. a. Look! I am seeing a cat in the tree.
 - b. Look! I see a cat in the tree.
- 2. a. Our teacher is knowing many languages.
 - b. Our teacher knows many languages.
- 3. a. Yuck. The milk tastes sour.
 - b. Yuck. The milk is tasting sour.
- 4. a. Look! It is snowing outside.
 - b. Look! It snows outside.
- 5. a. I hear you. You can lower your voice.
 - b. I am hearing you. You can lower you voice.
- 6. a. My parents are not believing me.
 - b. My parents don't believe me.
- 7. a. Do you like vegetables?
 - b. Are you liking vegetables?
- 8. a. Shhh! Someone comes.
 - b. Shhh! Someone is coming.



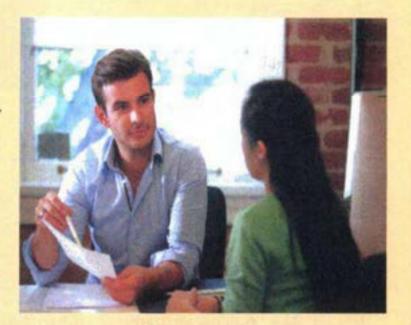
Jump-start your English

A Job Interview



Part I. Listen to the conversation.

- A: What job are you applying for?
- B: I'm applying for the server position.
- A: Are you looking for full-time or part-time work?
- B: I'm looking for full-time. But part-time is OK for now.
- A: What shift do you want to work?
- B: I want to work nights.
- A: Can you work weekends?
- B: Yes, I can.
- A: When can you start?
- B: Immediately.



Part II. Work with a partner. Ask and answer questions with the words in the boxes. Share one of your conversations with the class.

QUESTIONS	ANSWERS		
What job are you applying for?	server salesclerk gardener I'm applying for the cashier position. janitor lab assistant etc.		
Are you looking for full- or part-time work?	Full-time. Part-time.		
What shift do you want to work?	Day. Night.		
Can you work weekends?	Yes, I can. No, I can't.		
When can you start?	Immediately. Tomorrow. Next week. Next month.		

EXERCISE 37 ▶ Warm-up. (Chart 4-7)

Write the correct verb for each sentence.

1.	am	looking	at	/ am	watch	hing
----	----	---------	----	------	-------	------

a. I	my cell phone.	It is 10:00 P.M.
------	----------------	------------------

b. I _____ a movie. It is very funny.

2. hear / am listening to

a. I ____ the teacher carefully. She is explaining grammar to me.

a noise. Maybe someone is downstairs! b. Shhh! I

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

SEE, LOOK AT, AND WATCH

- (a) I see many things in this room.
- (b) I'm looking at my watch. I want to know the time.
- (c) Bob is watching TV.

HEAR AND LISTEN TO

- (d) I'm in my apartment. I'm trying to study. I hear music from the next apartment. The music is loud.
- (e) I'm in my apartment. I'm studying. I'm listening to music on my phone. I like to listen to music when I study.

In (a): see = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.

In (b): look at = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.

In (c): watch = an action verb. I watch something for a long time, but I look at something for a short time.

In (d): hear = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.

In (e): listen (to) = an action verb. Listening happens for a purpose.

EXERCISE 38 > Let's talk: class activity. (Chart 4-7)

Your teacher will ask you questions. Close your book for this activity.

Example:

TEACHER: Look at the floor. What do you see?

STUDENT: I see shoes/dirt/etc.

- 1. What do you see in this room? Now look at something. What are you looking at?
- 2. Turn to page 108 of this book. What do you see? Now look at one thing on that page. What are you looking at?
- Look at the board. What do you see?
- 4. What programs do you like to watch on TV?

5. What sports do you like to watch? 6. What do you hear at night at home? 7. Who has headphones? What do you listen to? EXERCISE 39 > Looking at grammar. (Chart 4-7) Choose the correct verb. 1. Listen. ____ that noise? What is it? a. Do you hear b. Do you listen to 2. I ____ music. It helps me study. a. am listening to 3. The teacher ____ us. Why? What does she want? b. is watching 4. My parents ____ TV after dinner. b. watch a. see 5. Help! I ____ a snake. a. see b. am watching EXERCISE 40 ▶ Looking at grammar. (Charts 4-5 → 4-7) Complete the sentences. Use the simple present or the present progressive form of the verbs in parentheses. In Class I (sit) _____ am sitting ____ in class right now. I (sit, always) always sit in the same seat every day in the middle of the room. We (do) homework. Some students (help) me. Right now we (speak) _______ English. Sometimes we (speak) our language. But our teacher (want) us to speak English. I (see) ______ Sandro in the corner. He (work, not) . He (look) ______ around the room. Kim (check) ______ the

answer key in his grammar book. Francisco (watch)

____ the clock. Abdullah

(smile)		Lidia (get)		things out of
()	13		14	
her backpack.	Hans (chew)		gum.	
mer onemparem		15	9	

EXERCISE 41 > Warm-up. (Chart 4-8)

Do you agree or disagree with each sentence? Circle yes or no.

 I think about my parents every day. 	yes	no
2. I am thinking about my parents right now.	yes	no
3. I think that it is difficult to be a good parent.	yes	no

(a) (b)		THINK + think am thinking	about about	my family every day. grammar right now.	In (a): Ideas about my family are in my mind every day. In (b): My mind is busy now. Ideas about grammar are in my mind right now.
(c) (d) (e)	I Ed I	THINK + think thinks think	THAT + that that that	A STATEMENT Emma is lazy. I am lazy. the weather is nice.	In (c): In my opinion, Emma is lazy. I believe that Emma is lazy. People use think that when they want to say (to state) their beliefs. The present progressive is often used with think about. The present progressive is almost never used with think that.
(f) (g)		ink that Marco ink Marco is a	And the second s		Examples (f) and (g) have the same meaning People often omit that after think, especially in speaking.

EXERCISE 42 > Grammar and speaking. (Chart 4-8)

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

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

- 2. People in this city are friendly / unfriendly / kind / cold.
- 3. The food at (name of a place) is delicious / terrible / good / excellent / awful.
- 4. Baseball / football / soccer / golf is interesting / boring / confusing / etc.

EXERCISE 43 > Writing and speaking. (Chart 4-8)

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

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

EXERCISE 44 ▶ Let's talk: game. (Charts 4-5 → 4-8)

Work in small groups. One person thinks about an animal or a food. The other students ask questions and try to guess the answer.

Example: food

STUDENT A: I'm thinking about a food.

STUDENT B: Does it taste sweet?

STUDENT A: Yes.

STUDENT C: Is it brown?

STUDENT A: Yes.

STUDENT D: Is it chocolate?

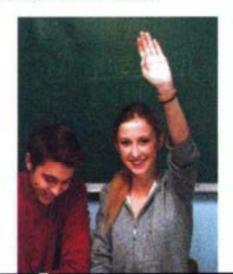
STUDENT A: Yes!

Another student chooses an animal or a food.

EXERCISE 45 > Warm-up. (Chart 4-9)

What does your teacher say every day? Check (✓) the sentences.

- 1. ____ Put your phones away.
- 2. ____ Take out a piece of paper.
- 3. ____ Open your books.
- 4. ____ Raise your hand.
- 5. ____ Work with a partner.
- 6. ____ Turn in your homework.



(a) Put your phone	s away.	In (a): Put your phones away is a command or an IMPERATIVE SENTENCE. The sentence means "I am telling you to put your phones away."
(b) Sit down.		An imperative sentence uses the base form of a verb (sit,
(c) Stand up.		stand, be, etc.). The subject is you.
(d) Be quiet.		Sit down. = (You) sit down.
(e) Stop talking.*		
(f) Don't open the	window.	NEGATIVE IMPERATIVE
(g) Don't be late.		don't + the base form of a verb
(h) Please put your	phones away.	Please makes an imperative sound more polite.

^{*} For an imperative with stop, use the base form of a verb + -ing.

EXERCISE 46 ➤ Looking at grammar. (Chart 4-9)

Underline the imperative verbs in the conversations.

1. Tom: What's the matter?

JIM: I have the hiccups.

Tom: Hold your breath.

BOB: Drink some water.

JOE: Breathe into a paper bag.

KEN: Bite on a lemon.

JIM: I'm OK now, thanks.

2. ANDY: Bye, Mom. I'm going over to Billy's house.

Мом: Wait a minute. Did you clean your room?

ANDY: Uh ...

Мом: Do it now. Hang up your clothes. Make your bed. Put your books away. Empty

the wastepaper basket. OK?

ANDY: OK.

3. ANYA: I'm leaving now.

Ivan: Wait for me.

ANYA: Don't forget your keys.

Ivan: I have them.

EXERCISE 47 ▶ Looking at grammar. (Chart 4-9)

Write the correct command for each picture.

Don't let go! Go! Go! March! Relax! Wait for me!





4.

5. ____

EXERCISE 48 > Speaking and writing. (Chart 4-9)

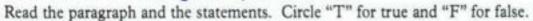
Work with a partner or in small groups. Make suggestions for each situation. Write them down.

1.	ou are the teacher. Your students are very noisy. You want to begin class.	
	Sit down.	
	Don't	
2.	our friend has a headache.	

c. Don't ____

3.	A college friend is using a washing machine	in the dorm for the first time.
	a	
	b	
	c	
	d	

EXERCISE 49 ➤ Reading. (Chapter 4 Review)





SLEEP: HOW MUCH DO PEOPLE NEED?

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



 Everyone needs eight hours of sleep a night. 	T	F
2. Newborn babies sleep all day.	T	F
3. Teenagers need a lot of sleep.	T	F
4 Teenagers and adults need the same amount of sleep.	Т	F

EXERCISE 50 ▶ Check your knowledge. (Chapter 4 Review)

Correct the mistakes.

rainina don't 1. It's rainning today. I no like the rain.

- 2. I like New York City. I am thinking that it is a wonderful city.
- Does Abdul be sleeping right now?
- 4. Why you are going downtown today?
- 5. I am liking flowers. They are smelling good.
- 6. Bill at a restaurant right now. He usually eat at home, but today he eatting dinner at a restaurant.
- Please you turn in your homework now.

- 8. Alex is siting at his desk. He writting a letter.
- 9. Where do they are staying right now?

EXERCISE 51 ▶ Reading and writing. (Chapter 4)

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



Do you know these words?

- medical school toss and turn
- final exams
- wide-awake
- pass

A Sleepless Night

Mika is in bed. It is 3:00 A.M. She is very tired, but she isn't sleeping. She is thinking about medical school. She is worrying about her final exams tomorrow. She needs to pass because she wants to be a doctor. She is tossing and turning in bed. She wants a few more days to study. She is thinking about possible test questions. She is wide-awake. This is a sleepless night for Mika.

Part II. Imagine it is 3:00 A.M. You are in bed, and you are wide-awake. You are having a sleepless night. What are you thinking about? Write a paragraph. Use both simple present and present progressive verbs.

Part III. Edit your writing. Work individually or change papers with a partner. Check (✓) for the following:

- □ a paragraph indent
- □ a capital letter at the beginning of each sentence
- □ a period at the end of each sentence
- 4. □ a verb in every sentence
- ☐ use of present progressive for activities right now
- □ correct spelling (use a dictionary or spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

Nouns and Pronouns

PRETEST: What do I already know?

Check () the correct sentences.

- 1. ____ Lilly and Thomas have seven boy. (Chart 5-1)
- 2. ____ Do you have one children or two? (Chart 5-2)
- 3. ____ This is a city safe. (Chart 5-3)
- 4. ____ Indian food is very hot. (Chart 5-3)
- 5. ____ The kids are playing games. (Chart 5-4)
- 6. ____ Mark and Julie are coming. Do you see them? (Chart 5-5)
- 7. ____ The teacher is helping my friend and I. (Chart 5-6)
- 8. ____ This is my coffee cup. That is yours. (Chart 5-7)
- 9. ___ The students' are here. (Chart 5-8)
- 10. ____ Whose is this coat? (Chart 5-9)
- 11. ____ The children's bedrooms are upstairs. (Chart 5-10)

EXERCISE 1 > Warm-up. (Chart 5-1)

Check (√) each noun (person, place, or thing).

- 1. ____ places
- 2. ____ interesting
- 3. ____ London
- 4. ____ near
- 5. ____ there
- 6. ____ famous
- 7. ____ write
- 8. ____ tourist
- 9. ____ outside
- 10. ____ Japan













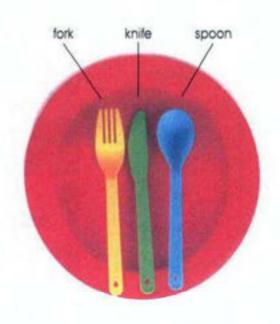


	SINGULAR	PLURAL			
(a)	one cup four cups	one apple three apples one cup four cups	three apples four cups	To make the plural form of most nouns, add -s.	
(b)	baby	babies	END OF NOUN:	consonant + -y	
	city	cities	PLURAL FORM:	change y to i, add -es	
(c)	boy	boys	END OF NOUN:	vowel + -y	
	key	keys	PLURAL FORM:	add -s	
(d)	wife	wives	END OF NOUN:	-fe or -f	
	thief	thieves	PLURAL FORM:	change f to v, add -s or -es	
(e)	dish	dishes	END OF NOUN:	-sh, -ch, -ss, -x	
GP.	match	matches	PLURAL FORM:	add -es	
	class	classes	PRONUNCIATION:	/əz/	
	box	boxes			
(f)	tometo	tomatoes	END OF NOUN:	consonent + -o	
000	potato	potatoes	PLURAL FORM:	add -es	
	200	zoos	END OF NOUN:	vowel + -o	
	radio	radios	PLURAL FORM:	add -s	

EXERCISE 2 ➤ Looking at grammar. (Chart 5-1) How many? Choose the correct number.

On the Table

1. fork	one	two or more
2. spoons	one	two or more
3. knives	one	two or more
4. plate	one	two or more
5. dishes	one	two or more



EXERCISE 3 > Looking at grammar. (Chart 5-1)

Choose the correct noun.

- 1. It is fall. The leaf / leaves are falling from the trees.
- Klara and Astrid have husbands. They are wife / wives.
- 3. My parents are visiting three city / cities in Canada: Montreal, Toronto, and Calgary.
- 4. Do cats have nine life / lives?
- Police officers catch thief / thieves.
- 6. Where are my key / keys?
- 7. I need four knife / knives for the table.

EXERCISE 4 > Grammar and speaking. (Chart 5-1)

Interview your classmates. Ask one student each question. Use the plural form for the word in parentheses.

- Are (tax) in your country high or low?
- What do you prefer for dinner: rice, noodles, or (potato)?
- 3. Do (leaf) change color in your country? What season?
- 4. What (class) do you have in the morning?
- 5. Do you like (sandwich)? What kind?
- 6. Are (200) a good idea or bad idea? Why?
- Name some famous (college) or (university).
- 8. Are the speaking (exercise) in this book easy or difficult?
- 9. What (country) are near your country?
- 10. Do you use online (dictionary)?

EXERCISE 5 > Looking at grammar. (Chart 5-1)

Write the plural form of the words in parentheses.

1.	The Hans have one daughter and (boy)	two sons. They have one girl and two	
2.	Women give birth to (child)		
3.	I like to go to (party)	because I like to meet and talk to peo	ple.
4.	People carry their food on (tray)	in a cafeteria.	
5.	Good evening, (lady)	and gentlemen.	
6.	(Cowboy)	_ ride horses.	

EXERCISE 6 > Looking at grammar. (Chart 5-1)

Complete the sentences. Write the plural form of the words in the box.

class	match	tax
dish	potato	tomato
glass	sandwich	Z00

1. Steve drinks eight	of water	every	day	v.
1. Stere di lino cigni	Of water	cvery	uay	y

- 2. Please put the ______ and the silverware on the table.
- 3. All citizens pay money to the government every year. They pay their _____
- 4. I want to light some candles. I need some ______.
- 5. When I make a salad, I use lettuce and ______.
- 6. Sometimes Pam has a hamburger and French-fried ______ for dinner.
- 7. Some animals live all of their lives in ______
- 8. Mehmet is a student. He likes his ______.
- 9. We often eat ______ for lunch.

EXERCISE 7 ▶ Listening. (Chart 5-1)

Choose the word you hear.

1. toy	toys	6. box	boxes
2. table	tables	7. package	packages
3. face	faces	8. chair	chairs
4. hat	hats	9. edge	edges
5. office	offices	10. top	tops

EXERCISE 8 ▶ Listening. (Chart 5-1)

Listen to each sentence. Choose the word you hear.

1. desk	desks	6. exercise	exercises
2. place	places	7. glass	glasses
3. sandwich	sandwiches	8. box	boxes
4. sentence	sentences	9. box	boxes
5. snack	snacks	10. college	colleges

EXERCISE 9 > Grammar and speaking. (Chart 5-1)

Write the correct ending. Write 0 if no ending is necessary. Do you agree or disagree with each statement? Share some of your answers. Remember: a/an = one.

1. I like banana s, strawberry jes, and peach es.	yes	no
2. I eat a banana every day.	yes	no
3. My favorite animals are elephant	yes	no
4. A baby elephant is cute.	yes	no
5. Baby are cute.	yes	no
6. The grammar exercise in this book are easy.	yes	no
7. A ride on a motorcycle is fun.	yes	no
8. A ride on an airplane is comfortable.	yes	no
9. This exercise is easy.	yes	no
10. The measurements inch and feet confuse me.	yes	no

Jump-start your English

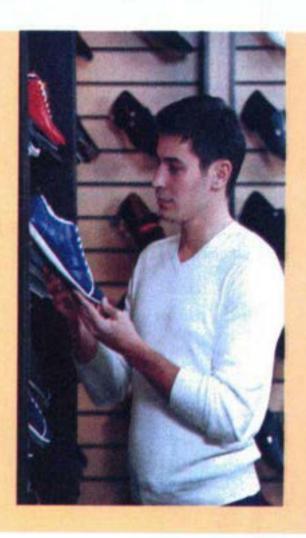
Shopping: At a Shoe Store



Part I. Listen to the conversations.

- 1. A: Can I help you?
 - B: Yes, I'm looking for running shoes.
 - A: Here are our running shoes.
 - B: Thanks.
- 2. A: How can I help you?
 - B: I'd like to try on these shoes. Do you have them in size 8?
 - A: Let me check.
- 3. A: May I help you?
 - B: I'd like to try on these shoes.
 - A: What size are you?
 - B: I'm a 12 1/2.
 - A: I'm sorry. They don't come in half sizes. Just whole sizes.
 - B: OK, I'll try a 13.

(continues)



- 4. A: How do they feel?
 - B: They're too small. I'd like to try the next size.
 - A: OK.
- 5. A: How do they fit?
 - B: They're too big.
 - A: OK. Let me get you the next size down.
- Part II. Work with a partner. Ask and answer questions with the words in the boxes. Say your conversation in small groups. (For students not in your home country: Shoes sizes may be different from your country. You can find your shoe size online. Type "shoe size (name of home country) to (name of new country)." For example: "shoe size Japan to US.")

QUESTIONS	ANSWERS	ANSWERS		
May I help you? Can I help you? How can I help you?	I'd like to try on these shoes. some boots. running shoes. comfortable shoes Etc.			
That size are you? That size do you need?	I'm a I need a			
How do they feel? How do they fit?	They're	good. too big. too small. too tight.		

EXERCISE 10 > Warm-up. (Chart 5-2)

Write a before the singular nouns.

- 1. a. ____ child
 - b. ____ children
- 2. a. ____ men
 - b. ____ man
- 3. a. ____ teeth
 - b. ____ tooth
- 4. a. ____ foot
 - b. ____ feet

5-2 Nouns: Irregular Plural Forms SINGULAR PLURAL **EXAMPLES** (a) child children Mr. Smith has one child. Mr. Cook has two children. (b) foot feet I have a right foot and a left foot. I have two feet. I see a man on the street. I see two men on the street. (c) man My cat sees a mouse. Cats like to catch mice. (d) mouse mice (e) tooth My tooth hurts. My teeth are white. teeth One woman is in our class. Ten women are in your class. (f) woman women' (a) sheep Annie drew a picture of one sheep. Tommy drew a picture of two sheep. sheep (h) fish fish Nancy has one fish. Katie has three fish. (i) (none)** people Fifteen people are in this room. (Note: People does not have a final -s.)



EXERCISE 11 ▶ Looking at grammar. (Chart 5-2)

Complete the sentences with the correct form of the noun in each picture.





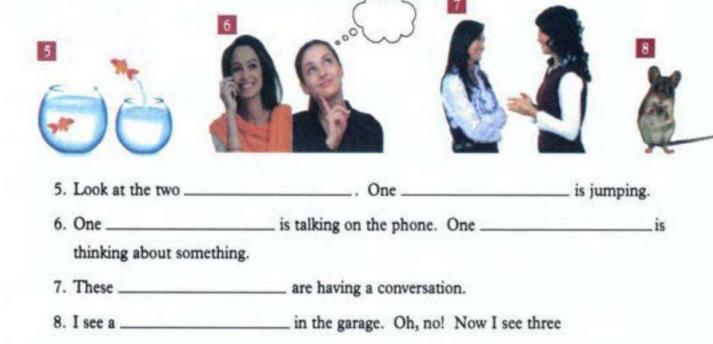




- 1. The dentist is checking the patient's ______. One has a problem.
- 2. It's 3:00 A.M. I can't sleep. I'm counting ______. One _____, two _______, ... one hundred Oh, 110, I'm still awake!
- 3. The dancer is standing on one ______. After a dance, her are sore.
- 4. Janine has two ______. I have one _____

^{*} Pronunciation: "wih-muhn"

^{**} People is always plural. It has no singular form.



EXERCISE 12 ▶ Reading, grammar, and speaking. (Charts 5-1 and 5-2)

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

An Online Shopper

Tara likes to buy clothes online. She lives far away from stores and shopping malls. She knows many good online sites. She frequently checks for sales. She finds shirts, pants, and jackets for her husband and children. She buys skirts, dresses, warm coats, and hats for herself. But she doesn't get shoes online. She has big feet, and often shoes don't fit. Sometimes she returns her purchases. For Tara, the best websites have free shipping for returns.

Do you know these words?

- malls
- sales
- purchases
- free shipping



Part II	I. Make the nouns plural. Write Ø for "no ending."									
1. Ta	ara shops at online site									
2. Sh	ne lives far away from mall									
3. Sh	ne checks website for sale									
4. Sl	4. She likes to buy clothes for her husband and child									
5. Sl	he buys jacket, skirt, shirt, dress, and coat									
	he doesn't buy shoe online because she has big, and the shoe ften don't fit.									
7. Ta	ara likes website with free shipping for return									
Part I	II. Work in small groups. Answer the questions.									
	lere are some ways to shop for clothes. What words are new for you? How do you like to nop for clothes?									
_	a. online									
_	b. department stores									
-	c. discount stores									
_	d. secondhand stores									
_	e. social media (e.g., Facebook Marketplace)									
_	f. garage sales/yard sales									
2. W	That websites are good for shopping? What websites are not good?									
	That advice do you have for your classmates about shopping in this area? What are some ood stores? Bad stores? Cheap stores? Expensive stores?									
-										
	CISE 13 > Warm-up. (Chart 5-3)									
Do you	u agree or disagree with each sentence? Choose yes or no.									
1. I	cook delicious meals. yes no									

no

no

yes

yes

2. I like raw vegetables.

3. Fresh fruit is expensive.

(a) I don't like cold weather. adj. + noun (b) Alex is a happy child. adj. + noun		say that	An ADJECTIVE (adj.) describes a noun. In grammar, we say that adjectives modify nouns. The word modify				
			means "change a little." Adjectives give a little different meaning to a noun: cold weather, hot weather, nice				
-1	The hungry boy has a free	h angle		10 may 2 may	bad weather.	.,	
(C)		+ noun		Adjective	Adjectives come in front of nouns.		
(d) The weather is cold. noun + be + adj.		adjective	Reminder: An adjective can also follow be ; the adjective describes the subject of the sentence. (See Chart 1-7, p. 16.)				
CON	MMON ADJECTIVES				3E		
	beautiful - ugly	good	-	bad	angry	hungry	
	big - little	happy	-	sad	bright	important	
	big - small	large	-	small	busy	intelligent	
	boring - interesting	long	-	short	delicious	interesting	
	cheap - expensive	noisy	-	quiet	exciting	kind	
	clean - dirty	old	-	new	famous	lazy	
	cold - hot	old	-	young	favorite	nervous	
	dangerous - safe	poor	-	rich	free	nice	
	dry - wet	sour	-	sweet	fresh	raw	
	easy - hard	strong	-	weak	healthy	serious	
	easy - difficult				honest	wonderful	

EXERCISE 14 > Grammar and vocabulary. (Chart 5-3)

Work with a partner. Write the words from the box in the correct columns on page 139. Then look at the picture and add three more words to each column. Share some of your new nouns and adjectives with the class.

In the City

big buildings buses busy cars fast green noisy people street tall trees



NOUNS	ADJECTIVES
	13
EXERCISE 15 ▶ Looking at gramma Circle the nouns about food. Underline	r. (Chart 5-3) the adjectives. Draw an arrow from each adjective to
the noun it describes.	are adjectives. Draw all allow from each adjective to
1. Jake is a wonderful cook	
2. My sister makes delicious soups.	
3. We often eat at an Italian restaurant	
4. Valentina buys expensive ice cream.	
5. Max likes American hamburgers.	
EXERCISE 16 > Let's talk. (Chart 5- Work in small groups. Add adjectives to Take turns. Think of at least three possib	the sentences. Use any adjectives that make sense.
1. I don't likecold / hot / wet /	rainy / bad / etc. weather.
2. Do you like	
3. I admire	people.
4	people make me angry.
5. Pollution is a/an	problem.
6. I had a/an	experience yesterday.
7. I don't like	cities.
8. I had a/an	dinner last night.

EXERCISE 17 > Let's talk. (Chart 5-3)

Part I. Work in small groups. Complete each sentence with the name of a country and the adjective form of it.

1. Food from	China	is	Chinese	food.
2. Food from	Mexico	is		food.
3. Food from		is		food.
4. Food from		is		food.
5. Food from		is		food.
6. Food from		is		food.
7. Food from		is		food.
8. Food from		is		food.

Part II. What is the favorite international food in your group? Give an example of this kind of food. Share your information. Find out the most popular international food in other groups.

Example: What is your favorite international food?

GROUP: Italian.

Example: Give an example of Italian food.

GROUP: Spaghetti.

An example of this kind of food:

Part III. Work as a class. Make a list of adjectives for nationality.

Example: Mexico → Mexican



EXERCISE 18 > Warm-up. (Chart 5-4)

Underline the nouns in the sentences.

- 1. Children play games.
- 2. Athletes play sports.
- 3. Kids play music.

مرحعزنان الرائنان 5-4 Nouns: Subjects and Objects NOUN NOUN In (a): A NOUN is used as the SUBJECT of a sentence. A NOUN can also be used as the OBJECT of a verb.* (a) Karl is washing dishes. subject object Dishes is a NOUN. Dishes is the object of the verb is washing. Objects come after the verb. NOUN In (b): Dishes is a NOUN. It is used as the subject of the The dishes are drying. sentence. There is no object. subject

EXERCISE 19 > Looking at grammar. (Chart 5-4)

For each sentence, write the object or write Ø for no object.

Cats and Mice

	NOUN
1. Cats catch mice.	object = <u>mice</u>
2. Cats purr sometimes.	object =Ø
3. Mice like cheese.	object =
4. Mice don't like people.	object =
5. Cats sleep a lot.	object =
6. Cats chase mice.	object =
7. Cats scratch furniture.	object =
8. Mice run around.	object =





^{*}Some verbs can be followed by an object. These verbs are called "transitive verbs" (v.t. in a dictionary). Some verbs cannot be followed by an object. These verbs are called "intransitive verbs" (v.i. in a dictionary).

EXERCISE 20 > Grammar and speaking. (Chart 5-4)

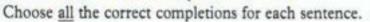
Part I. Complete each diagram with the correct subject, verb, and object.

A Weekend Afternoon

1,025	is washing	clothes
subject	verb	object of verb
Her roommate is slee	ping right now.	
Her roommate	is sleeping	1 Ø
subject	verb	object of verb
Sonya is watching a v	rideo.	
1	1	1
subject	verb	object of verb
Leo is studying.		
	1	1
		41 4 4
subject	verb	object of verb
subject He is reading a textb		object of verb
180 2002 W		object of verb
2000		object of verb
He is reading a textbook	ook. verb	1
He is reading a textbook	ook. verb	1
He is reading a textb	ook. verb	1
He is reading a textbooking a subject Veronica is checking a subject	verb Twitter.	object of verb
He is reading a textbooking a subject Veronica is checking	verb Twitter.	object of verb

Part II. Work in small groups or with a partner. Answer this question: What do you do on weekends? Give several answers. Use this form: subject + verb + object.

EXERCISE 21 > Warm-up. (Chart 5-5)





he she	him her	it	
1. I und	erstand		
2. You o	lon't under	stand	
3.			understands us

b) You speak English. Bob knows you. c) She speaks English. Bob knows her. d) He speaks English. Bob knows him. he) It starts at 8:00. Bob knows it. it — it We speak English. Bob knows us. g) You speak English. Bob knows you. h) They speak English. Bob knows them. I know Tony. He is a friendly person. A pronoun has the same meaning as a nin (i): He has the same meaning as Tony	SUBJECT PRONOUNS	OBJECT PRONOUNS	SUBJECT	-	OBJECT
c) She speaks English. Bob knows her. d) He speaks English. Bob knows him. e) It starts at 8:00. Bob knows it. it — it We speak English. Bob knows us. g) You speak English. Bob knows you. h) They speak English. Bob knows them. I know Tony. He is a friendly person. A pronoun has the same meaning as a n In (i): He has the same meaning as Tony	a) / speak English.	Bob knows me.	1	_	me
(d) He speaks English. Bob knows him. (e) It starts at 8:00. Bob knows it. (f) We speak English. Bob knows us. (g) You speak English. Bob knows you. (h) They speak English. Bob knows them. (i) I know Tony. He is a friendly person. A pronoun has the same meaning as a number of the pronoun has the same meaning as Tony.	(b) You speak English.	Bob knows you.	you	-	you
(e) It starts at 8:00. Bob knows it. it — it (f) We speak English. Bob knows us. we — us (g) You speak English. Bob knows you. you — you (h) They speak English. Bob knows them. they — them (i) I know Tony. He is a friendly person. A pronoun has the same meaning as a n In (i): He has the same meaning as Tony	c) She speaks English.	Bob knows her.	she	-	her
(f) We speak English. Bob knows us. (g) You speak English. Bob knows you. (h) They speak English. Bob knows them. (i) I know Tony. He is a friendly person. A pronoun has the same meaning as a number of the pronoun has the same meaning as Tony. In (i): He has the same meaning as Tony.	d) He speaks English.	Bob knows him.	he	-	him
(g) You speak English. Bob knows you. you — you — they — them (i) I know Tony. He is a friendly person. A pronoun has the same meaning as a norm in (i): He has the same meaning as Tony	e) It starts at 8:00.	Bob knows it.	it	-	it
(i) I know Tony. He is a friendly person. A pronoun has the same meaning as a n In (i): He has the same meaning as Tony	f) We speak English.	Bob knows us.	we	-	us
(i) I know Tony. He is a friendly person. A pronoun has the same meaning as a nin (i): He has the same meaning as Tony	g) You speak English.	Bob knows you.	you	-	you
In (i): He has the same meaning as Tony	h) They speak English.	Bob knows them.	they	-	them
			In (i): He h	nas i	the same meaning as Tony.
In grammar, we say that a pronoun "refer a noun. The pronouns he and him refer noun Tony . The pronoun is necessary.			a noun. Tony	he p	pronouns he and him refer to the he pronoun is necessary.

EXERCISE 22 ▶ Looking at grammar. (Chart 5-5)

Write the correct subject and object pronouns.

- 1. Jack loves Janey. He loves her very much.
- 2. Janey loves Jack. ______ loves _____ very much.
- 3. Janey and Jack love their daughter, Mia. ______love _ very much.



Janey and Jack love their son, Todd.	love .	very much.
5. Todd loves his little sister, Mia	loves	very much.
6. Janey loves her children.	loves	very much.
7. Jack loves his children.	loves	very much.
8 Janey and Jack love Todd and Mis	loue	ueen much

EXERCISE 23 > Looking at grammar. (Chart 5-5)

Choose the correct answers.

- 1. Rita has a book. She/ It bought her /(it) last week.
- 2. I know the new students. Franco doesn't know him / them yet.
- 3. Where are my keys? Are they / them in your purse?
- 4. Ary is in Canada. She / Her is studying at a university.
- 5. I have two pictures on my bedroom wall. I like it / them. It / They are beautiful.
- 6. Zola and I / me have a dinner invitation. Mr. and Mrs. Soto want we / us to come to dinner at their house.
- 7. Min has a new car. He / It is a convertible.
- 8. My husband and I have a new car. We / Us got it / him last month.

EXERCISE 24 > Let's talk: interview. (Chart 5-5)

Interview your classmates. Find someone who can answer yes to a question. Then ask the follow-up question. Use the appropriate object pronoun.

Example:

STUDENT A: Do you send emails?

STUDENT B: No, I don't.

STUDENT A: (Ask another student.) Do you send emails?

STUDENT C: Yes, I do.

Follow-up question:

STUDENT A: When do you send them?

STUDENT C: I send them all day.

- Do you do your homework?
 When do you ... ?
- 2. Do you visit friends? When do you ...?
- Do you check your phone? When do you ...?

- 4. Do you talk to (name of classmate)? When do you ...?
- 5. Do you watch TV? When do you ...?
- 6. Do you buy groceries? When do you ...?
- 7. Do you wear boots? When do you ...?
- 8. Do you use a laptop computer? When do you ...?

EXERCISE 25 > Looking at grammar. (Chart 5-5)

Choose the correct answer.

- 1. When do you take your medicine?
 - a. I take in the morning.
- b. I take it in the morning.
- 2. When do you feed your cat?
 - a. I feed at noon.
- b. I feed her at noon.
- 3. When do you see your advisor?
 - a. I see him on Friday.
- b. I see on Friday.
- 4. Where do you take the kids on weekends?
 - a. I take to the park.
- b. I take them to the park.
- 5. Where do you do your homework?
 - a. I do it in the library.
- b. I do in the library.

EXERCISE 26 > Warm-up. (Chart 5-6)

Check () the sentences with correct grammar.

- 1. ____ He is talking to her.
- 2. ____ He is talking to she.
- She is talking to he.
- 4. ____ She is talking to him.



5-6 Prepositions + Object Pronouns

OBJECT PRONOUNS

- (a) The teacher is talking to me.
- (b) The teacher is talking to you.
- (c) The teacher is talking to him.
- (d) The teacher is talking to her.
- (e) The teacher is talking to us.
- (f) The teacher is talking to them.
- (g) The teacher is talking to Marta and me.
- (h) The teacher is talking to Ron and her.

In (a), to is a preposition; me is an object pronoun.

In (a)-(f), object pronouns, not subject pronouns (/, he, she, etc.), follow prepositions.

Note the pronouns in (g) and (h).

INCORRECT: The teacher is talking to Marta and I.

The teacher is talking to Ron and she.

SOME COMMON PREPOSITIONS

about	between	for	near	to
across	by	from	of	under
at	during	in	on	with

EXERCISE 27 ▶ Looking at grammar. (Chart 5-6)

Underline the prepositions.

- 1. Miguel is giving graduation presents to us.
- 2. Lesley sits by me during class.
- 3. This package is for you.
- 4. Ramona sits between Samuel and her.
- 5. Who is going to the store with you?
- 6. Ali is walking home with Norm and Kelly. She lives near them.

EXERCISE 28 ▶ Looking at grammar. (Chart 5-6)

Choose the correct answers.

People I Know

- 1. Bert lives in my dorm. I eat breakfast with he / him every morning.
- 2. The Johnsons walk their dog in the park. I talk to they / them several times a week.
- 3. My dad lives nearby. He eats out with my sister and I/me once a week.
- 4. Professor Jones is my advisor. I meet with she / her once a month.
- 5. Aunt Ellen rents an apartment near my husband and 1/me.
- 6. My boss has twin boys. He takes care of they / them when his wife travels.

- 7. Sandra is my neighbor. I speak with she / her every day. She / Her and have interesting conversations.
- 8. A: Is Paul Peterson in your class?
 - B: Yes, he / him and I / me sit next to Katherine.

EXERCISE 29 > Listening. (Charts 5-5 and 5-6)

Listen to the sentences. Notice that the "h" in her and him is often dropped in spoken English. The "th" in them can also be dropped. Him and them may sound the same.

- 1. Renata knows Oscar. She knows him very well.
- 2. Where does Shelley live? Do you have her address?
- 3. I see Vince. Let's go talk to him.
- 4. I see Dave and Lois. Let's go talk to them.
- 5. I'm looking online for JoAnne's phone number. What's her last name again?
- 6. I need to see our airline tickets. Do you have them?

EXERCISE 30 > Looking at grammar. (Charts 5-5 and 5-6)

Complete the short conversations with the correct pronouns.

Going to a Movie			60
1. A: Does the movie start at 7	:00?		
B: No,itdoesn	n't.		
/t starts at	8:00.		
2. A: Are Maggie and Omar co	oming with us?		-
B: am not su	are. I need to		
ask			
3. A: Do Julia and you want to	leave for the theater	early?	
B: Yes, do. J	Julia and	want to leave early.	
4. A: Where does Julia like to s	it?		
B:likes to sit	t in the center. But I	I like to sit near the aisle.	
A: Do you want to sit with _	?		
B: Yes. But maybe the aisle	is OK with		the
aisle with			
A: Maybe!			
5. A: I'm on the theater website	e isn	n't working.	
B: Let me look at			

EXERCISE 31 ➤ Looking at grammar. (Charts 5-5 and 5-6) Choose the correct answer.

Updates

 Katie is gradua 	ting today. We're	having a party fo	r
a. them	b. it	c. she	d. her
2. Jared is workin	g at the office wit	h my husband and	d
a. I	b. me	c. he	d. she
3. Maya and Leo	are expecting a n	ew baby ar	e very excited.
a. They	b. You	c. We	d. She
4. Our grandkids	have a one-week	vacation. We are	planning a trip with
a. it	b. they	c. them	d. him
5. Grandma isn't	driving now. Her	car is old. She w	ants to sell
a. her	b. them	c. him	d. it
6. My husband ar	nd are travel	ing a lot for our j	obs.
a. I	b. me	c. us	d. them
7. Dan is really si	ck. His wife is tal	cing care of	
a. he	b. him	c. them	d. it
8. My brother and	d I share an apart	ment now. You ar	e welcome to visit
a. us	b. them	c. we	d. they

EXERCISE 32 ➤ Warm-up. (Chart 5-7)

Complete the sentences.

Who does this book belong to?

1. Student A: It's his bo	ook. OR	It's his.	
2. Student B: It's her bo	ook. or	It's hers.	
3. Student C: It's your b	oook. or	It's yours.	
4. Student D: It's our be	ook. or	It's	
5. Student E: It's their b	oook. or	It's	,
Do you know this exception?			
6. It's my book.	OR	It's	,

(a)	This book belongs to me. It is my book.	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	A POSSESSIVE ADJECTIVE is used in front of a noun: my book.
	It is mine.	my	mine	
(b)	That book belongs to you.	your	yours	
	It is your book.	her	hers	
	It is yours.	his	his	
(c)	That book is mine.	our	ours	A POSSESSIVE PRONOUN is used alone
7.96	INCORRECT: That is mine book.	their	theirs	without a noun after it, as in (c).

EXERCISE 33 > Looking at grammar. (Chart 5-7)

Write or say the correct possessive pronoun.

1. It's your money. It's	1.	It's your i	money.	It's
--------------------------	----	-------------	--------	------

- 2. It's our money. It's ______
- 3. It's her money. It's ______.
- 4. It's their money. It's ______.
- 5. It's his money. It's _____
- 6. It's my money. It's ______.
- 7. The money belongs to Matt. It's ______.
- 8. The money belongs to Elena. It's ______.
- 9. The money belongs to Matt and Elena. It's ______.
- 10. The money belongs to Stuart and me. It's ______.

EXERCISE 34 ➤ Looking at grammar. (Charts 2-7, 5-5 → 5-7)

Complete the sentences. Use object pronouns, possessive adjectives, and possessive pronouns.

 I own this book 	. I	own	this	book	Ċ.
-------------------------------------	-----	-----	------	------	----

- a. This book belongs to ______me
- b. This is _____ book.

They own these books.

- a. These books belong to _____
- b. These are ______ books.
- c. These books are ______.

a. That book belongs to	
b. That is	_ book.
c. That book is	
4. She owns this pen.	
a. This pen belongs to .	
b. This is	_ pen.
c. This pen is	
5. He owns that pen.	
a. That pen belongs to .	
b. That is	_ pen.
c. That pen is	
6. We own those books.	
a. Those books belong t	0
b. Those are	books.
c. Those books are	

EXERCISE 35 > Let's talk: pairwork. (Charts 2-7 and 5-7)

Work with a partner. Point to objects in the classroom. Ask and answer yes/no questions. Use possessive adjectives in questions. Answer with possessive pronouns.

Examples: PARTNER A: (pointing to phone) Is that your phone?

PARTNER B: Yes, it's mine.

PARTNER B: (pointing to desk) Is this your desk?

PARTNER A: No, it's his.

EXERCISE 36 ▶ Looking at grammar. (Charts 2-7 and 5-7)

Choose the correct completion.

- 1. Is this your / yours pen?
- Please give this dictionary to Oksana. It's her/hers.
- 3. A: Don't forget your / yours hat. Here.
 - B: No, that's not my / mine hat. My / Mine is a baseball cap.
- 4. A: Please take this bouquet of flowers as a gift from me. Here. They're your / yours.
 - B: Thank you. You're very thoughtful.
- 5. A: That car belongs to Mr. and Mrs. Townsend.
 - B: No, that's not their / theirs. Their / Theirs car is new.

- 6. A: Malik and I really like our / ours new apartment. It has lots of space. How do you like your / yours?
 - B: Our / Ours is small, but it's comfortable.
- 7. A: Excuse me. Is this your / yours umbrella?
 - B: I don't have an umbrella. Ask Jay. Maybe it's he / his.
- 8. A: This isn't my / mine phone.
 - B: Are you sure?
 - A: Yes, I have a blue case. This one belongs to Carla. Her / Hers has a red case.

Jump-start your English

Useful Idioms

Part I. Look at the idioms in the box. Then listen to the short conversations. Note the words in boldface.

take my time = do something slowly; not hurry do my best = do very well; try hard change my mind = change my decision make plans with = plan get along with = have a good relationship with

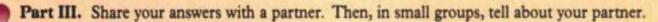
- 1. A: We're late for the train. We need to hurry.
 - B: No, you're OK. Take your time.
- 2. A: Why are you studying so much?
 - B: I want to do my best.
- 3. A: Thomas always changes his mind.
 - B: I know. First he says "yes." Then he says "no." Or, first he says "no," and then he says "yes." It's frustrating.
- 4. A: Do you want to make plans with Joe and me for the weekend?
 - B: Thanks, but I just want to stay home and relax.
- 5. A: Do you know Joe and Lisa?
 - B: Yes, I get along with them well.





Part II. Choose the best answers for you.

- 1. a. I get ready slowly in the morning. I take my time.
 - b. I hurry in the morning. I don't take my time.
- 2. a. On weekends, I like to make plans with friends.
 - b. On weekends, I don't like to make plans with anyone.
- 3. a. I usually do my homework carefully. I want to do my best.
 - b. I usually do my homework quickly. I don't check for mistakes. I don't do my best.
- 4. a. I often change my mind.
 - b. I sometimes change my mind.
 - c. I rarely change my mind.
- 5. a. I get along with everyone.
 - b. I don't get along with some people.



Example: Josef likes to take his time in the morning. OR Suzanne doesn't like to make plans for weekends.

EXERCISE 37 ▶ Warm-up. (Chart 5-8)

Check (/) the sentences with correct grammar.

- His bedroom is messy.
- The boy his bedroom is messy.
- 3. ___ The boy bedroom is messy.
- 4. ___ The boy's bedroom is messy.



		SINGULAR NOUN	POSSESSIVE FORM	To show that a person possesses something, add an apostrophe (') and
(a)	My friend has a car. My friend's car is blue.	friend	friend's	-s to a singular noun. POSSESSIVE NOUN, SINGULAR:
(b)	The student has a book. The student's book is red.	student	student's	noun + apostrophe (') + -s
		PLURAL NOUN	POSSESSIVE	Add an apostrophe (') at the end of a plural noun (after the -s).
(c)	The students have books. The students' books are red.	students	students'	POSSESSIVE NOUN, PLURAL: noun + -s + apostrophe (')
(d)	My friends have a car. My friends' car is blue.	friends	friends'	Do not use an apostrophe when the noun is not possessive. INCORRECT: My friends' have a car.
(e)	Eva's car is new.		Names of pe	eople can also take the possessive form.
(f)	That car is Joe's.		C273375A371.27.44623.50	ar belongs to Eva. ar belongs to Joe.

EXERCISE 38 ➤ Looking at grammar. (Chart 5-8)

Complete the sentences with the correct words.

1.	My friend's house is in t	he city.	
	The house	belongs to	my friend
2.	The manager's schedule	is on her desk.	
	The	belongs to	
3.	Dave's car is expensive.		
	The	belongs to	
4.	Where is Samir's room?		
	The	belongs to	
5.	Is the doctor's office cro	wded?	
	The	belongs to	

EXERCISE 39 ▶ Looking at grammar. (Chart 5-8)

Choose the correct answer for each noun in red.

1. My teacher's office is large. one teacher more than one 2. My teachers' office is large. more than one one teacher

	-			
3. The nurse	s' uniform is gree	en.	one nurse	more than one
4. The nurse	's uniform is gree	n.	one nurse	more than one
5. My friend	s' work is interest	ing.	one friend	more than one
6. The denti	st's schedule is bu	ısy.	one dentist	more than one
	Looking at g		Chart 5-8) s with your classma	ates' names.
1		h	air is short and str	raight.
2		8	rammar book is or	n her desk.
3		1	ast name is	
4. I don't kno	oww		addre	SS.
5,		е	yes are brown.	
6		s	hirt is blue.	
7		b	ackpack is on the	floor.
8. I need to b	oorrow	O Section S	packpack is on the	
8. I need to be XERCISE 41 Work in teams.	Game. (Char	t 5-8)	vords in the box. Y	en.
8. I need to be EXERCISE 41 Work in teams. The temperature of the brother children	Game. (Char Complete the service with the most	t 5-8) ntences with wast correct answer.	vords in the box. Ywers wins.	
8. I need to be EXERCISE 41 Work in teams. The teams to brother children Family Relation	Game. (Char Complete the ser team with the most daughter father	t 5-8) ntences with wast correct answer. mother sister	words in the box. Yours wins.	en.
8. I need to be EXERCISE 41 Work in teams. The teams time. The teams time. The teams. brother children amily Relation 1. My uncle in	Game. (Characteristics) Complete the service with the most daughter father onships s my father's	t 5-8) ntences with wast correct answer. mother sister	vords in the box. Ywers wins. son wife	ou may use a word more than
8. I need to be EXERCISE 41 Work in teams. The teams time. The teams time. The teams time. brother children amily Relation to the team time. My uncle if the teams to the team time.	Game. (Characteristics) Complete the service the service the service that the most daughter father onships s my father's	t 5-8) ntences with we st correct answer. mother sister	words in the box. You wers wins.	ou may use a word more than
8. I need to be EXERCISE 41 Work in teams. The reserved brother children Exercise 1. My uncle is 2. My grandres 3. My brother 3.	Game. (Characteristics) Complete the service the service daughter father onships s my father's nother is my mother.	t 5-8) Intences with wast correct answer. Intences	vords in the box. Yours wins.	ou may use a word more that
8. I need to be EXERCISE 41 Work in teams. The teams of the time. The teams of the	Game. (Char Complete the service am with the most daughter father onships s my father's nother is my moth	t 5-8) ntences with wast correct answer. mother sister	words in the box. You wers wins. son wife	ou may use a word more that
8. I need to be EXERCISE 41 Work in teams. The teams. The team of the control of	Game. (Characteristics) Complete the service with the most daughter father onships s my father's nother is my moth r-in-law is my hus	t 5-8) Intences with wast correct answer. Intences	vords in the box. Yours wins. son wife	ou may use a word more that
8. I need to be EXERCISE 41 Work in teams. The teams. The team of the children amily Relation 1. My uncle if 2. My grandre 3. My brothe 4. My sister's 5. My niece if 6. My nepher	Game. (Character Complete the service with the most daughter father conships as my father's nother is my moth rein-law is my hus wis my sister's with the most significant contents of the most sign	t 5-8) Intences with wast correct answer. Intences	vords in the box. Yours wins. son wife are my nieces and	ou may use a word more that
8. I need to be EXERCISE 41 Work in teams. The resolution of the children amily Relation 1. My uncle if 2. My grandre 3. My brother 4. My sister's 5. My niece if 6. My nepher 7. My aunt's	Game. (Characteristics) Complete the service the service the service that the most daughter father onships s my father's nother is my moth r-in-law is my hus s my brother's v is my sister's v is my sister's	t 5-8) Intences with wast correct answer. Intences	vords in the box. Yours wins. son wife are my nieces and	ou may use a word more that

10. My fa	ther's	and	
	42 > Looking at gra		, 5-7, and 5-8)
1. I	a. This bookbag is _	mine	
Ava	b. That bookbag is _	Ava's	
I	cMy	_ bookbag is red.	
she	d. Hers	_ is green.	
2. we	a. These books are _		
they			
we	c	_ books are on the tab	ole.
they	d	are on the desk.	
3. Don	a. This raincoat is		
Kate	b. That raincoat is _		
he	c	_ is light brown.	
she	d		
4. I	a. This notebook is _		
you	b. That one is		
I		_ has	name on it
you		has	
5. Ray	9	_ apartment is on Pin	e Street
we	b		
he		_ apartment has three	rooms.
we	d		
6. I	a. This is	pen.	
you			
I		_ is in	pocket.
you	d	_ is on	desk.
7. we	a	_ car is big.	
they	b		
we		gets poor gas mileag	e.
they	d		

are my grandparents.

8. Gabi	a. These books are .		
Evan	b. Those are		
she	c	are on	desk.
he	d	are on	desk.

2

EXERCISE 43 ➤ Listening. (Chart 5-8)

Listen to each sentence. Choose the word you hear.

Example: You will hear: Your dad's job sounds interesting.

You will choose: dad dad's

1. Mack	Mack's	5. friend	friend's
2. Mack	Mack's	6. friend	friend's
3. teacher	teacher's	7. manager	manager's
4. teacher	teacher's	8. cousin	cousin's

EXERCISE 44 > Grammar and listening. (Chart 5-8)

Part I. Choose the correct meaning: possessive or is.

1. The doctor's coming.	possessive	is
2. The doctor's office is nearby.	possessive	is
3. Ben's wife is planning a birthday party for him.	possessive	is
4. Ben's planning a trip for his family.	possessive	is
5. The teacher's speaking slowly.	possessive	is
6. The teacher's speech is easy to understand.	possessive	is



Part II. Listen to the sentences. Practice pronouncing them.

EXERCISE 45 ▶ Looking at grammar. (Chart 5-8)

Add apostrophes where necessary.

Brian's

- 1. Brians last name is Wolf.
- 2. Stefan likes to work late at night. → (no change)
- 3. My teachers give a lot of homework.
- 4. My teachers names are Ms. Cordova and Mr. Durisova.
- 5 My teachers first name is Fllen

- 6. The teacher collected all the students test papers at the end of the class.
- 7. Nicole is a girls name.
- 8. Erica and Natalie are girls names.
- 9. Do you know Monicas brother?
- 10. Ryans friends visited him last night.

EXERCISE 46 > Warm-up. (Chart 5-9)

Choose the correct answer.

- 1. Who is that?
 - a. It's Tom.
 - b. It's Tom's.
- 2. Whose is that?
 - a. It's Tom.
 - b. It's Tom's.

(a)	Whose book is this?	 → Mine, → It's mine. → It's my book. 	Whose asks about possession. Whose is often used with a noun (e.g., whose book), as in (a) and (b).
(b)	Whose books are these?	 → Rita's. → They're Rita's. → They're Rita's books. 	
(c)	Whose is this? (The speak	er is pointing to one book.)	Whose can be used without a noun i
(d)	Whose are these? (The sp.	eaker is pointing to some books.)	the meaning is clear, as in (c) and (d).
(e)	Who's your teacher?		In (e): Who's = who is Whose and who's have the same pronunciation,
	SEC ST	Whose is this? I don't see a name on it. Who's the artist?	

EXERCISE 47 ➤ Looki Choose the correct answ		(Chart 5-9)	
 Whose birthday is t a. Audrey's. b. Audrey. 	oday?	a.	se bakery is the best? Allen. Allen's.
 Who is on the phore a. Audrey's. b. Audrey. 	ne?	a.	s joining us for lunch? Toshi's. Toshi.
 Who is working at a. Allen. Allen's. 	the bakery?	a.	se dirty socks are on the floor? Julian's. Julian.
EXERCISE 48 ▶ Looki Write Whose or Who's		: (Chart 5-9)	
1	_ your roommate t	this year?	
2	_ pen is this?		
3	on the phone?		
4	_ that?		
5	_ is that?		
6	_ making so much	noise?	
EXERCISE 49 > Lister Listen to each sentence.			
In Class			
1. Whose Who's		5. Whose	Who's

1. Whose Who's 5. Whose Who's 2. Whose Who's 6. Whose Who's 7. Whose Who's 4. Whose Who's 8. Whose Who's 8. Whose Who's

EXERCISE 50 > Looking at grammar. (Charts 2-1, 2-2, and 5-9)

Choose the correct answers.

1. Whose watch (is)/ are this/ these?

2. Whose glasses is / are that / those?

- 3. Whose hat is / are that / those?
- 4. Whose shoe is / are this / these?
- 5. Whose keys is / are this / these?
- 6. Whose phone charger is / are that / those?

EXERCISE 51 > Let's talk: pairwork. (Chart 5-9)

Work with a partner. Touch or point to something in the classroom that belongs to someone. Ask a question with Whose. Take turns.

Example:

PARTNER A: (points to a book) Whose book is this?

PARTNER B: It's mine. / Mine. / It's my book.

EXERCISE 52 > Warm-up. (Chart 5-10)

What phrase describes the picture: a., b., or c.?

- a. Woman's and Man's Restrooms
- h Women's and Men's Restrooms
- c. Men and Women Restrooms



5-10 Possessive: Irregular Plural Nouns

- (a) The children's toys are on the floor.
- (b) That store sells men's clothing.
- (c) That store sells women's clothing.
- (d) I like to know about other people's lives.

Irregular plural nouns (children, men, women, people) have an irregular plural possessive form. The apostrophe (') comes before the final -s.

REGULAR PLURAL POSSESSIVE NOUN:

the students' books

IRREGULAR PLURAL POSSESSIVE NOUN:

the women's books

EXERCISE 53 ▶ Looking at grammar. (Charts 5-8 and 5-10)

Write the possessive form of the noun.

These books belong to ...

 Maggie. 	They're _	Maggie's	books.
2. my friend.	They're _		books.

3. my friends. They're _______books.

4. the child. They're ______ books.

5. the children. They're ______ books.

6. the woman. They're ______ books.

7. the women. They're ______ books.

EXERCISE 54 > Looking at grammar. (Charts 5-8 and 5-10)

Choose the correct answers.

Names

- 1. My dog's / dogs' name is Fido.
- 2. My dog's / dogs' names are Fido and Rover.
- 3. Ivan and Peter are men's / mens' names.
- 4. Chris can be a man's / men's nickname or a woman's / women's nickname.
- 5. Some people's / peoples' nicknames are funny.
- 6. What is your brother's / brothers' name?
- 7. What are your brother's / brothers' names?
- 8. Our doctor's / doctors' last name is Doctor.

EXERCISE 55 ➤ Looking at grammar. (Charts 5-8 and 5-10)

Write the possessive form of the noun.

1. children	That store sells	children's	_ books.	
2. wife	Antonio fixed his		car.	
3. person	A biography is the story	of a		_ life.
4. people	Biographies are the stor	ries of		lives.
5. students		_ lives are busy.		
6. sister	Do you know my		husband	?
7. children	Our	school is	near our hou	ise.

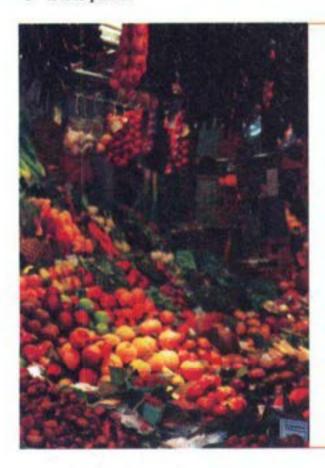
Examples:		How is Mr. Park			
			Mr. Park doing		
			him every w		ce.
1. A: Mik	a and	do	wntown this afterno	oon. Do you v	want to
	e				
B: I do	n't think so, but	thanks anyway. C	hris and		to the library
_		study for our	test.		
В:			a new roommate to	oo. She's very	nice.
		name			
B: Rita	Lopez. Do you		?		
A: No,	but I know		_ brother. He's in	my math clas	is.
3. A: Do y	ou see Mike an	d George very mu	h?		
		The second secon	n. We play video g	ames at my ho	ouse.
	usually wins?			***********	
B: Mike	e. We never bea	t			
EXERCISE !	Company of the second s	ur knowledge.	(Chapter 5 Revie	ew)	
1. Jamil a	car has. → Jam	nil has a car.			
2. Babys c	ry.				

- 3. Kurt helps Justin and I.
- 4. Our teacher gives tests difficult.
- 5. Charlie is cutting with a lawnmower the grass.
- 6. Do you know Yuko roommate?
- 7. My roommate desk is always a mess.
- 8. Nineteen peoples are in my class.

- 9. Veronica and Victor have three childrens.
- 10. Excuse me. Where is the men room?
- 11. This building has twenty classroom.
- 12. Mr. Torro is our teacher. Me like he very much.
- 13. Does that store sell children toys?
- 14. Whose is book on the chair?
- 15. It is mine book.

EXERCISE 58 > Grammar, reading, and writing. (Chapter 5)

Part I. Read the paragraph. Look at the words in red. Write "S" if the word is singular and "P" if it is plural.



My Favorite Store

My favorite store is City Market. It is a grocery store. I like this store because it has many kinds of groceries. I can buy interesting ingredients there. I often cook dishes from my country. City Market has a big selection of rice and fresh vegetables. I like to buy fresh, not frozen, vegetables and meat, but the meat at City Market is expensive, so I don't buy much. The store is near my house, and I can walk to it. The people are friendly and helpful.

Part II. Where do you like to shop? It can be a grocery store, clothes store, online store, etc. Complete the sentences. Combine the sentences into a paragraph. Add a few extra details to make your writing more interesting. Use the reading in Part I as an example. Begin with My favorite store is.

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

PRETEST: What do I already know?

Choose the correct answer.

- 1. Do you have some advice / suggestion for me? (Chart 6-1)
- 2. My brother has a lot of information / informations about that school. (Chart 6-1)
- 3. Joan is applying to an / a university nearby. (Chart 6-2)
- 4. I need an / a hour for my homework tonight. (Chart 6-2)
- 5. Would you like an / some eggs for breakfast? (Chart 6-3)
- 6. Here is a cup / bottle of soup for you. (Chart 6-4)
- 7. Do you have a little / a few sugar for the coffee? (Chart 6-5)
- 8. It's a beautiful day. A / The sun is out. A / The sky is blue. (Chart 6-6)
- 9. Everyone needs the / O love in life. (Chart 6-7)
- 10. I have some / any time for you right now. (Chart 6-8)

EXERCISE 1 > Warm-up. (Chart 6-1)

Which can you count (1, 2, 3, ...): sugar cubes or sugar? Check (✓) the correct answer.

- 1. ____ sugar
- 2. ____ sugar cubes



	SINGULAR	PLURAL			
COUNT	a book one book	books two books some books a lot of books	A COUNT NOUN		
			SINGULAR s + noun one + noun	PLURAL noun + -s	
NONCOUNT mail		(no plural form)	A NONCOUNT NOUN		
NOUN	a lot of mail		SINGULAR Do not use a. Do not use one.	PLURAL A noncount noun does not have a plural form.	
COMMON NO	NCOUNT NOUN	s			
advice mail		bread	pepper		
furniture money		ney	cheese	rice	
help music		sic	coffee	salt	
homework traffic			food	soup	
information vocabulary			fruit	sugar	
jewelry weathe			meat	tea	
luck work		K	milk	water	

EXERCISE 2 > Looking at grammar. (Chart 6-1)

Look at the words in italics. Underline the noun. Is it count or noncount?

1. She has a coin.	count	noncount
2. She has some money.	count	noncount
3. The street is full of heavy traffic.	count	noncount
4. A lot of cars are on the street.	count	noncount
5. Our school has a big library.	count	noncount
6. Would you like some coffee?	count	noncount
7. I need some advice.	count	noncount
8. Margo wears a lot of bracelets.	count	noncount

EXERCISE 3 > Let's talk. (Chart 6-1)

Work with a partner. Answer one of the questions. Use nouns in your answers. Begin with one or some.

What do you have in your bag or backpack?

What is on your teacher's desk?

EXERCISE 4 > Vocabulary and grammar. (Chart 6-1)

Add -s to the ends of the words if necessary or write Ø (no ending).



1. one earring



2. two earring____



3. some jewelry____



4. one desk____



5. some chair____



6. some furniture____



7. one card____



8. a lot of postcard___



9. some mail____



10. a. a lot of car____

b. a lot of traffic____



11. a. a lot of money____

b. a lot of coin____

EXERCISE 5 > Looking at grammar. (Chart 6-1)

Write a or Ø.



Homework

- 1. Peter is sitting at ______ desk.
- 2. He has _____ new chair.
- 3. He has _____ comfortable furniture.
- 4. He is working on ______ big assignment.
- 5. His teacher gives _____ homework every day.
- 6. He is looking for _____ information about ____ sugar.
- 7. He is writing down _____ fact.

EXERCISE 6 > Looking at grammar. (Chart 6-1)

Choose all the words that can come in front of each noun in red.

1.	a	one	four	some	a lot of	music
2.	a	one	four	some	a lot of	song
3.	a	one	four	some	a lot of	songs
4.	a	one	four	some	a lot of	work
5.	а	one	four	some	a lot of	homework
6.	a	one	four	some	a lot of	jobs
7.	a	one	four	some	a lot of	job
8	n	one	four	some	a lot of	assignments

EXERCISE 7 > Let's talk: game. (Chart 6-1)

Work in small groups. Complete the list with nouns close in meaning. Use a with the count nouns. The group that finishes first and has the most correct answers wins.

	COUNT	NONCOUNT
1	a suggestion	advice
2		furniture
3		money
4	a job	
5	a cloud	

COUNT	NONCOUNT
	music
a fact	<u> </u>
	jewelry
	mail

EXERCISE 8 ▶ Looking at grammar. (Chart 6-1)

Write -s or Ø.

- 1. a house_____, one house_____, two house_____, a lot of house_____, some house_____
- 2. a car_____, one car_____, four car_____, a lot of car_____
- 3. water_____, some water_____, a lot of water_____
- 4. a computer_____, three computer_____, some computer_____, a lot of computer_____

EXERCISE 9 > Grammar and speaking. (Chart 6-1)

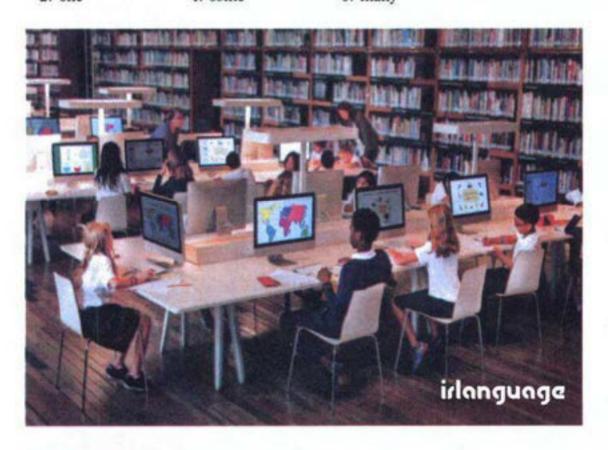
Work in small groups. Complete the sentences with as many nouns as possible. Write the names of things you see in the photo. Share some of your answers with the class.

I see ...

1. a

- 3. two
- 5. a lot of

- 2. one
- 4. some
- 6. many





EXERCISE 10 > Warm-up (Chart 6-2)

Are the words in red correct or incorrect?

- 1. I work in an office.
- 2. It is in a hotel.
- 3. I take an elevator to the top floor.
- 4. I have an amazing view.

(a) A dog is an animal.	A and an are used in front of singular count nouns. In (a): dog and animal are singular count nouns.
(b) I work in an office.	Use an in front of words that begin with the vowels a, e, a and o: an apartment, an elephant, an idea, an ocean.
(c) Mr. Tang is an old man.	In (c): Note that an is used because the adjective (old) begins with a vowel and comes in front of a singular count noun (man).
(d) I have an uncle.	Use an if a word that begins with "u" has a vowel sound: an uncle, an ugly picture.
COMPARE	Use a if a word that begins with "u" has a /yu/ sound:
(e) He works at a university.	a university, a usual event.
(f) I need an hour to finish my work.	In some words that begin with "h," the "h" is not pronounced. Instead, the word begins with a vowel sound and an is used: an hour, an honor.
COMPARE	In most words that begin with "h," the "h" is pronounced.
(g) I live in a house. He lives in a hotel.	Use a if the "h" is pronounced.

EXERCISE 11 ▶ Grammar and speaking. (Chart 6-2)

Part I. Work with a partner. Write a or an. Your teacher can help with new vocabulary.

- refrigerator
- oven
- stove
- electric stove
- 5. fan
- microwave
- dishwasher
- espresso maker
- toaster
- freezer





Part II. Work with a partner. What is in your kitchen? Make sentences. Take turns. Begin with My kitchen has a/an.

EXERCISE 12 > Looking at grammar. (Chart 6-2)

Write a or an.

Working at the Airport

- 1. a. Bashir has ______ exciting job.
 - b. He is _____ pilot.
 - c. He flies _____ airplane.
 - d. Sometimes he flies _____ helicopter.
- 2. a. Alice works at _____ airport.
 - b. She is at _____ meeting.
 - c. She is talking about _____ idea.
 - d. It is _____ good idea.
- 3. a. Mira works at _____ café in the airport.
 - b. Right now she is helping _____ customer.
 - c. He is ordering _____ snack.
 - d. He wants _____ healthy snack.
 - e. He is asking for _____ apple or ____ banana.



EXERCISE 13 > Listening. (Chart 6-2)

Listen to each sentence. Choose the word you hear.

Tell me some things about you and your family.

Example: You will hear: I come from a small town.

You will choose: (a)

an

1. a an 6. a an

2. a an 7. a an

3. an 8. a an

4. an 9. a an

5. an

10. a an

EXERCISE 14 > Warm-up (Chart 6-3)

Answer the questions about the nouns in the box. Can you make a rule about when to use some?

✓ a bike some cars some motorcycles some pollution some traffic a truck

1. Which nouns are count?

bike.

- 2. Which nouns are noncount?
- 3. Which nouns are singular count?
- 4. Which nouns are plural count?

-3 Using A/An vs. Se	ome
(a) I have a pen.	A/An is used in front of SINGULAR COUNT nouns. In (a): The word pen is a singular count noun.
(b) I have some pens.	Some is used in front of PLURAL COUNT nouns. In (b): The word pens is a plural count noun.
(c) I have some rice.	Some is used in front of NONCOUNT nouns.* In (c): The word rice is a noncount noun.

^{*}Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

irlanguage

EXERCISE 15 > Looking at grammar. (Chart 6-3)

Look at each noun and circle the correct word: a, an, or some. Is the noun singular count, plural count, or noncount?

					SINGULAR COUNT	PLURAL COUNT	NONCOUNT
1.	a	an	some	letters		1	
2.	a	an	some	mail			1
3.	(a)	an	some	letter	1		
4.	a	an	some	table			
5.	a	an	some	tables			
6.	a	an	some	furniture			
7.	a	an	some	car			
8.	а	an	some	motorcycles			
9.	a	an	some	buses			
10.	a	an	some	traffic			
11.	a	an	some	egg			
12.	a	an	some	eggs			
13.	a	an	some	hour			
14.	a	an	some	minutes			

EXERCISE 16 ▶ Looking at grammar. (Chart 6-3)

Write each word from the box in the correct column.

✓ answer ✓ boy	computer day	evening idea	ideas mail	uncle vocabulary	words words
A			AN		SOME
bo	oy	a	nswer	_	
	100			_	
		33			

EXERCISE 17 > Let's talk: pairwork. (Chart 6-3)

Work with a partner. Ask questions with Do you want, and answer with Yes. Use a, an, or some in your questions and answers.

What's for lunch?

Partner A	Partner B
1. fruit	1. bread
2. apple	2. sandwich
3. potato	3. potatoes
4. soup	4. eggs
5. cheese	5. orange
6. cookie	6. ice cream
	Change roles.



EXERCISE 18 > Let's talk. (Chart 6-3)

Work in small groups. Complete the lists with nouns. You may use adjectives with the nouns. Share some of your answers with the class.

What do you usually see ...

1. in an apartment?	
a. a	
b. an	
c. some	(plural noun)
d. some	(noncount noun)
2. at a zoo?	
a. a	
b. an	
c. some	(plural noun)
d. some	(noncount noun)
3. outdoors?	
a. a	
b. an	
c. some	(plural noun)
d. some	(noncount noun)

EXERCISE 19 Looking at grammar. (Chart 6-3) Write a, an, or some. 1. Marisol is wearing ______ silver jewelry. She's wearing _____ necklace and _____ earrings. 2. Amir and I are busy. I have ______ homework to do. He has _____ work to do.

3. Asha has ______ job. She is _____ teacher.

4. We have ______ table, _____ couch, and _____ chairs in our living room.

5. We have _____ furniture in our living room.

6. Natalie is listening to _____ music.

B E	XERCISE 20	1	Grammar	and	speaking.	(Chart	6-3)
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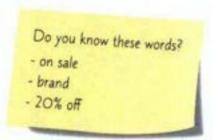
Work with a partner. Complete the sentences orally. Add -s to a count noun (or give the irregular plural form). Do not add -s to a noncount noun. Take turns.

- 1. I need some ____.
 - a. money
 - b. euro
 - c. information
 - d. advice
 - e. suggestion
 - f. help
- 2. Do you want some ____ for lunch?
 - a. sandwich
 - b. coffee
 - c. rice
 - d. bean
 - e. banana
 - f. hamburger
- 3. I see some ____.
 - a. key
 - b. flower
 - c. jewelry
 - d. picture
 - e. animal
 - f. child

EXERCISE 21 > Reading, grammar, and speaking. (Chart 6-3)

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







some ice cream

A Coupon Shopper

Beth likes to shop with coupons. Coupons save her some money. She usually gets coupons from newspapers, online, or in some stores. Today she is shopping for paper products like toilet paper and tissues. She has a coupon for free toilet paper. It says, "Buy one package - get one free." She also wants some rice and butter. She doesn't have a coupon for rice, but her favorite rice is on sale. She has a coupon for butter, but it is still expensive with the coupon. She is looking for a cheaper brand. She also has some "20% off" coupons for frozen food. Ice cream sounds good. She loves ice cream, and she thinks a 20% coupon is good. Beth is happy because she is saving some money today.



a coupon

Part II. Look at the words in bold in the paragraph. Write the noun after each bold word. Can you explain the use of a or some for each noun?

- 1. some ____money
- 2. some _____
- 3. a _____
- 4. some _____
- 5. a _____
- 6. a _____
- 7. some _____
- 9. some _____
- Part III. Work in small groups. Discuss the questions.
 - 1. What do people generally buy with coupons?
 - 2. Do people buy unnecessary things with coupons?
 - 3. Do you use coupons? Why or why not?

EXERCISE 22 ▶ Looking at grammar. (Chart 6-3) Choose all the correct sentences. 1. a. I'm hungry. I want a orange. b. I'm hungry. I want an orange. c. I'm hungry. I want some fruit.

- 2. a. I need an information about the bus schedule.
 - b. I need some information about the bus schedule.
 - c. I need a information about the bus schedule.
- 3. a. We have problem.
 - b. We have a problem.
 - c. We have some problem.
 - d. We have some problems.
- 4. a. I have a suggestion for you.
 - b. I have an advice for you.
 - c. I have some advice for you.
 - d. I have some suggestions for you.

EXERCISE 23 > Warm-up. (Chart 6-4)

/) them.

/hi	ch answers are true for you? Check (
1.	What do you drink every day?
	a coffee
	b milk
	c tea
	d water
	e juice
2.	What do you put your drink(s) in?
	a a cup
	b a glass
3.	Which phrases sound OK to you?
	a a cup of coffee
	b a glass of water
	c a glass of coffee
	d a glass of tea
	e a cup of water
	f a cup of juice

6-4 Measurements with Noncount Nouns

- (a) I'd like some water.
- (b) I'd like a glass of water.
- (c) I'd like a cup of coffee.
- (d) I'd like a piece of fruit.

Units of measure are used with noncount nouns to express a specific quantity. Examples: a glass of, a cup of, a piece of

In (a): some water = an unspecific quantity

In (b): a glass of water = a specific quantity

COMMON EXPRESSIONS OF MEASURE

- a bag of rice
- a bar of soap
- a bottle of olive oil
- a bowl of cereal
- a box of candy
- a bunch of bananas
- a can of corn*
- a carton of milk
- a cube of butter
- a head of lettuce
- a jar of pickles
- a loaf of bread
- a piece of cheese
- a sheet of paper
- a tube of toothpaste



^{*}In British English: a tin of corn

EXERCISE 24 ▶ Vocabulary and grammar. (Chart 6-4)

Complete the sentences. Use a piece of, a cup of, a glass of, a bowl of.

I'm hungry and thirsty. I'd like ...

- 1. a cup of coffee.
- 2. bread.

- 6. _____ soup.
- 8. _____ wine.
- 9. _____ fruit.

Part I. Work with a pa	talk: pairwork. (Chart 6-4) tner. What do you eat and drink every day? Check (the list. Then make sentences.
Example:	
✓ egg	fruit
banana	ice cream
coffee	orange juice
	gg every day. two pieces of fruit. cups of coffee.
egg	rice
soup	ice cream
fruit	water
bread	chicken
banana	cheese
apples	tea
of, a cup of, three cup	er the usual quantity you have every day. Use a piece of, two pieces of, a glass of, a bowl of, or one, two, a, some, etc., in your answers. her's answers with the class.
	mar and speaking. (Chart 6-4) with nouns. Tell another student about your shopping list.
Shopping List	
1. I'm going to the sto	re. I need to buy a carton oforange juice / milk / etc.
2. I also need a tube of	f and two bars of
3. I need to find a car	of and a jar of
	of and a box of
	if it looks fresh.
6. Finally, I want a bo	tle of and a jar of

EXERCISE 27 ▶ Let's talk: pairwork. (Charts 6-1 → 6-4)

Work with a partner. Imagine that you are moving into a new apartment. What do you need? First, make a list. Then write the things you need and indicate quantity (two, some, a lot of, etc.). List fifteen to twenty things. Begin with We need.

A New Apartment

Example:

PARTNER A: a couch and two beds

PARTNER B: a can opener PARTNER A: pots and pans PARTNER B: bookcases PARTNER A: paint (etc.)

Possible answer: We need one couch and two beds, one can opener, some pots and pans, a lot of bookcases, one can of paint, etc.

EXERCISE 28 ▶ Let's talk: pairwork. (Charts 6-1 → 6-4)

Work with a partner. Complete the sentences with a, an, or some and the nouns. Partner A: Your book is open to this page. Partner B: Your book is open to Let's Talk: Answers, page 510. Help your partner with the correct responses if necessary.

- 1. I'm hungry. I'd like ...
 - a. food.
 - b. apple.
 - c. hamburger.
 - d. bowl of soup.
- 2. I'm thirsty. I'd like ...
 - a. glass of milk.
 - b. water.
 - c. cup of tea.
- 3. I'm sick. I need ...
 - a. medicine.
 - b. ambulance.
- 4. I'm cold. I need ...
 - a. coat.
 - b. hat.
 - c. warm clothes.*
 - d. heat.
- 5. I'm tired. I need ...
 - a. sleep.
 - b. break.
 - c. relaxing vacation.

^{*}Clothes is always plural. The word clothes does not have a singular form.

Change roles.

Partner B: Your book is open to this page. Partner A: Your book is open to page 510.

- 6. I'm hungry. I'd like ...
 - a. snack.
 - b. fruit.
 - c. orange.
 - d. piece of chicken.
- 7. I'm thirsty. I'd like ...
 - a. juice.
 - b. bottle of water.
 - c. glass of iced tea.
- 8. I'm sick. I need ...
 - a. doctor.
 - b. help.

- 9. I'm cold. I need ...
 - a. boots.
 - b. blanket.
 - c. hot bath.
 - d. gloves.
- 10. I'm tired. I need ...
 - a. strong coffee.
 - b. strong cup of coffee.
 - c. vacation.
 - d. nap.

Jump-start your English

Ordering from a Menu



Part I. Listen to the conversations.

- 1. A: Hi, what can I get you?
 - B: I'd like a chicken sandwich, please.
 - A: Is that all?
 - B: I'd like a glass of water, please.
- 2. A: What would you like?
 - B: I'd like a tuna salad.
 - A: Anything else?
 - B: No, thanks. I'm not very hungry.
- 3. A: Are you ready to order?
 - B: Yes, I'd like a hamburger.
 - A: Do you want anything else?
 - B: Some iced tea, please.
- 4. A: What is the soup today?
 - B: It's vegetable.
 - A: OK. That sounds good.
 - B: A cup or a bowl?
 - A: A cup, please.
- 5. A: Would you like dessert?
 - B: I don't think so. I'm pretty full.
 - A: OK.



LUNCH MENU

Soup of the Day

Green Salad Tuna Salad

Cheese Sandwich Chicken Sandwich Hamburger

> Coffee Tea Iced Tea

Milk

Homemade Ice Cream

Part II. Work with a partner. Ask and answer these questions. Take turns.

What's your favorite ...

- 1. drink /beverage?
- 2. entrée/main dish (chicken, fish, steak, etc.)?
- 3. sandwich?
- 4. pizza?
- 5. dessert?
- 6. snack?
- Part III. With your partner, create a short menu with some of your favorite foods. Then make a conversation. Order from your menu. One person is the server and one person is the customer. Say it for the class. Remember, you can look at your paper before you speak. When you speak, look at your partner.

EXERCISE 29 > Warm-up. (Chart 6-5)

Which answers are true for you?

- Do you eat much fruit?
 - a. Yes, I eat a lot.
- b. I eat a little.
- c. No, I don't like fruit.

- 2. Do you eat many bananas?
 - a. Yes, I eat a lot.
- b. I eat a few.
- c. No, I don't like bananas.



6-5 Using Many, Much, A Few, A Little

- (a) I don't get many letters.
- (b) I don't get much mail.
- (c) Jan gets a few letters.
- (d) Ken gets a little mail.

- Many is used with PLURAL COUNT nouns.
- Much is used with NONCOUNT nouns.
- A few is used with PLURAL COUNT nouns.
- A little is used with NONCOUNT nouns.

EXERCISE 30 > Grammar and speaking. (Chart 6-5)

Work with a partner. Complete the questions with many or much. Then give true answers. (If the answer is "zero," use "any" in the response.) Take turns. Share a few of your answers with the class.

Example: How much tea do you drink in a day?

Possible answers: I drink three cups. I drink one cup. I drink a lot of tea. I drink a little tea. I don't drink any tea. Etc.

- How ______ fruit do you eat every day?
- 2. How ______ roommates do you have?

3. How	languages do you speak?
4. How	homework does your teacher usually assign?
5. How	water do you drink in a day?
6. How	coffee do you drink in a day?
7. How	sentences are in this exercise?
8. How	pages are in this chapter?

EXERCISE 31 ▶ Grammar and speaking. (Chart 6-5)

Complete the sentences with *many* or *much*. Then work with a partner. Ask about each item. Circle the answer your partner gives. Who has more items?

In your kitchen, do you have ...

1 much	sugar?	Yes, I do.	No, I don't.
2	paper bags?	Yes, I do.	No, I don't.
3	flour?	Yes, I do.	No, I don't.
4	salt?	Yes, I do.	No, I don't.
5	spices?	Yes, I do.	No, I don't.
6	olive oil?	Yes, I do.	No, I don't.
7	butter?	Yes, I do.	No, I don't.
8	honey?	Yes, I do.	No, I don't.

EXERCISE 32 ➤ Looking at grammar. (Chart 6-5)

Read the paragraph. Write a little or a few before each noun.

Andrew's Problem

Andrew is having a party, but he has a problem. He doesn't like to cook. His cabinets and refrigerator are almost empty. He has only ...

1	eggs eggs	
2	juice.	

3. _____ potatoes.

4. _____ fruit.



5	meat.
6	vegetables.
7	butter.
8	ketchup.
9	pieces of chicken.
10.	cans of soup

EXERCISE 33 > Looking at grammar. (Chart 6-5)

Change a lot of to many or much.

- 1. Daniel has a lot of problems. Daniel has many problems.
- 2. I don't have a lot of money.
- 3. I don't put a lot of sugar in my coffee.
- 4. I have a lot of questions to ask you.
- 5. Pietro and Mia have a small apartment. They don't have a lot of furniture.
- 6. Lara is lazy. She doesn't do a lot of work.
- 7. I don't drink a lot of coffee.
- 8. Do you send a lot of text messages?

EXERCISE 34 ▶ Looking at grammar. (Chart 6-5)

Change some to a few or a little.

- 1. I need some soap.
 - → I need a little soap.
- 2. I usually add some salt to my food.
- 3. I have some questions to ask you.
- 4. Robert needs some help. He has some problems. He needs some advice.
- 5. I need to wash some shirts.
- 6. I have some homework to do tonight.
- 7. When I'm hungry in the evening, I usually eat some dark chocolate.
- 8. We usually do some speaking exercises in class each day.

EXERCISE 35 > Let's talk: pairwork. (Chart 6-5)

Work with a partner. Ask questions with much or many. Answer with a little or a few.

Take turns. Remember, you can look at your book before you speak. When you speak, look at your partner.

Examples: chicken

PARTNER A: How much chicken would you like?

PARTNER B: I'd like a little, please. Thanks.

pencil

PARTNER B: How many pencils would you like?

PARTNER A: I'd like a few, please.

Partner A	Partner B
1. pen	1. salt
2. tea	2. banana
3. book	3. soup
4. apple	4. coffee
5. money	5. toy
6. help	6. cheese

EXERCISE 36 > Let's talk. (Charts 6-1, 6-3, and 6-5)

Work in small groups. Imagine you are famous chefs. Create a dessert with some of the ingredients below. Check () them. Give your recipe a name (it can be funny or strange). Tell the class about your dessert. Begin with We need a little | a few | a lot of | some | two | three | etc. OR We don't need any.

- 1. ____ salt
- 2. ____ flour
- 3. ____ honey
- 4. ____ sugar
- 5. ____ nuts
- 6. ____ coconut
- 7. ____ pieces of chocolate
- 8. ____ baking soda
- 9. ____ baking powder
- 10. _____ eggs
- 11. ____ cream

12. ____ butter



other ingredients:

Jump-start your English

Talking About Email and Emails



Part I. Look at the difference in meaning between email and emails. Both are correct, but they have different meanings. Then listen to the conversations. Practice them with a partner.

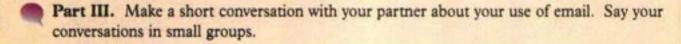
email = email in general (noncount) an email OR emails = single email message(s) (count)

- 1. A: Do you get much email?
 - B: Yes, I do.
- 2. A: Do you get many emails?
 - B: No, I don't.
- 3. A: What are you doing?
 - B: I'm reading an email.
- 4: A: Do you get much junk email?
 - B: Yes, I get a lot of junk email.
- 5. A: Do you get many junk emails?
 - B: Yes, I get a lot of junk emails.



Part II. Which sentences are true for you? Check (/) them. Which sentences are talking about single email messages? Which sentences are talking about email in general?

1 I use email.	single messages	email in general
2 I don't use email.	single messages	email in general
3 I check email every day.	single messages	email in general
4 I send 5-10 emails every day.	single messages	email in general
5 My friends send me many emails.	single messages	email in general
6 I get an email from my family every week.	single messages	email in general
7 I don't get many junk emails.	single messages	email in general
8 I don't get much junk email.	single messages	email in general



EXERCISE 37 > Warm-up. (Chart 6-6)

Read the two conversations. In which conversation are Speaker A and Speaker B thinking about the same bedroom?

- 1. A: Where are the kids?
 - B: They're probably hiding in a bedroom.
- 2. A: Where's Raymond?
 - B: He's in the bedroom.

6-6 Using The

- (a) A: Where's Max?
 - B: He's in the kitchen.
- (b) A: I have two pieces of fruit for us, an apple and a banana. What would you like?
 - B: I'd like the apple, please.
- (c) A: The sky is blue. The sun is hot. It's a nice summer day today.
 - B: Yes, it's perfect.

A speaker uses **the** when the speaker and the listener are thinking of the same thing or person. **The** shows that a noun is specific (not general).

In (a): Both A and B are thinking of the same kitchen.

In (b): When B says "the apple," both A and B are thinking of the same apple.

In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).

(d) Nick has a pen and a pencil.

The pen is blue.

The pencil is yellow.

- (e) Nick has some pens and pencils.

 The pens are blue.

 The pencils are yellow.
- (f) Nick has some rice and some cheese. The rice is white. The cheese is yellow.

The is used with

- · singular count nouns, as in (d).
- · plural count nouns, as in (e).
- · noncount nouns, as in (f).

Note in the examples: The speaker is using **the** for the <u>second</u> mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing.

First mention: I have a pen.
Second mention: The pen is blue.

EXERCISE 38 ➤ Looking at grammar. (Chart 6-6)

Complete the sentences with the where necessary.

- 1. Elizabeth is standing outside. It is midnight.
 - a. She's looking up at _____ sky.
 - b. She sees _____ moon.
 - c. She doesn't see _____ sun.
 - d. _____ stars are very bright.



2.	apartment to	ouise are looking for an rent. Right now they are new apartment. They like it.
	a	kitchen is modern.
	b	appliances are nice.
	c	bedrooms are big.
	d	living room has a view of the park.
	e	apartment is near the subway.



EXERCISE 39 ➤ Looking at grammar. (Chart 6-6)

Complete the sentences with a, an, or the.

	_a notel		grammar	book	notebook is brown.
2. Right nov	w Maurice is	sitting in class. I			
3. Hana is w		woman is C ring and			Mustafa. _ ring is on her left
	ADD 21 1 1	aiting for their p			ng at newspaper has many
		ad doesn't like _		0.0000000000000000000000000000000000000	square, and
	- 31	ngle and		150	square is
		rcle triangle	square	rectangle	
					day card

EXERCISE 40 ▶ Let's talk: pairwork. (Chart 6-6)

Work with a partner. Read the conversation aloud. Add a, an, or the. After you finish, write the answers.

A: Look at the picture. What do you see?

B: I see _____ TV, ____ remote, ____ couch, and ____ plant.

A: Where is _____TV?

B: _____ TV is on a TV stand.

A: Where is _____ plant?

B: _____ plant is beside _____ couch.

Change roles.

A: Do you see any people?

B: Yes. I see _____ man and ____ little boy. ____ man is sitting on _____ rouch. ____ little boy is sitting on the floor.

A: What is _____ man doing?

B: He is holding ______TV remote.

A: What is _____ little boy doing?

B: He's playing with _____ airplane.

A: Where is _____ airplane?

B: It's in his hand.



EXERCISE 41 + Gr	ammar and	speaking.	(Chart	5-6)
Work with a partner.	The sentence	s below make	e a story.	Put

them in order. The articles (a and the) can help you with the answers. Answers may vary.

A Happy Ca	it
It's not	the fish.
A cat ju	imps out of the water.
The boy	y is young.
1 A man	and a boy are at a lake.
The lak	e has many fish.
Sudden	ly, they hear a loud noise.
A fish is	s swimming near them.
Someth	ing big is in the water.
The cat	isn't hungry now.
The ma	n is old.
The boy	wants to catch the fish.
	d to go to the mall. I need to buy coat. o with you. I need to get jacket.
2. A: Look	. It's raining. Do you have umbrella?
B: Yes, i	t's in kitchen.
3. A: Glori	ia has interesting job. She eats in new restaurant every week.
B: Why?	
A: She r	reviews restaurants.
4. A: How	much longer do you need to use computer?
B: Just f	ive more minutes, and then you can have it.
5. A: I nee	d stamp for this letter. Do you have one?
B: Right	here.
6. A: Woul	d you like egg for breakfast?
	hanks. I'll just have glass of juice and some toast.

- 7. A: Do you see my pen? I can't find it.
 - B: There it is. It's on _____ floor.
 - A: Oh. I see it. Thanks.
- 8. A: Could you answer _____ phone? Thanks.
 - B: Hello?

EXERCISE 43 > Let's talk: game. (Chart 6-6)

Work in teams. Answer the questions. One person on each team writes the answers. You have five minutes. The team with the most grammatically correct answers wins.

- 1. What's on the floor? → Some desks, a piece of gum, some dirt, the garbage can, etc.
- 2. What's on the ceiling?
- 3. What's out in the hallway?
- 4. What's outside the window?
- 5. What's on the board (chalkboard, whiteboard, or bulletin board)?

EXERCISE 44 > Warm-up. (Chart 6-7)

Which sentence (a. or b.) is true for each statement?

- 1. Oranges are expensive right now.
 - a. Only some oranges are expensive.
 - b. Oranges in general are expensive.
- The oranges are sweet.
 - a. A specific group of oranges is sweet.
 - b. Oranges in general are sweet.

Ø Apples are good for you.	No article (Ø) is used to make generalizations
b) Ø Students use Ø pens and Ø pencil	s. with
i) I like to listen to Ø music.	 plural count nouns, as in (a) and (b), and noncount nouns, as in (c) and (d).
f) Ø Rice is good for you.	
Tim and Jan ate some fruit. The apples were very good, but the	COMPARE: In (a), the word apples is general. It refers to all apples, any apples. No article (Ø) is used.
bananas were old.	In (e), the word apples is specific, so the is used in front of
We went to a concert last night.	 It refers to the specific apples that Tim and Jan ate.

EXERCISE 45 > Looking at grammar. (Chart 6-7)

Decide if the words in red are general or specific.



 The eggs are delicious. 	general	specific
2. Are eggs healthy?	general	specific
3. Please pass the salt.	general	specific
4. I love salt!	general	specific
5. Apples have vitamin C.	general	specific
The apples have brown spots.	general	specific

EXERCISE 46 ▶ Grammar and speaking. (Chart 6-7)

Part I. Complete the sentences with the or Ø (no article).

Food

- Everybody needs _____ food to live.
- 2. _____ food in the fridge doesn't look very fresh.
- 3. We ate at a good restaurant last night.

food was excellent.

- 4. Is _____ chicken healthy?
- 5. _____ chicken in my sandwich is salty.
- coffee has caffeine.
- 7. _____ coffee in the pot is fresh.
- 8. I love _____ salads!
- 9. Thank you for _____ salad. It's delicious!
- Part II. Work with a partner. Answer the questions.
 - 1. What do you like to eat for breakfast?
 - 2. What do you like to have for a snack during the day?
 - 3. What do you like to drink during the day?
 - 4. What do you eat in the evening?
 - 5. What do you never eat?



D

EXERCISE 47 > Listening. (Charts 6-6 and 6-7)

Listen to each sentence. Does the noun have a general or a specific meaning?

1. vegetables	general	specific
2. cats	general	specific
3. teacher	general	specific
4. bananas	general	specific
5. cars	general	specific
6. car	general	specific
7. computers	general	specific
8. park	general	specific

EXERCISE 48 > Looking at grammar. (Charts 6-6 and 6-7)

Choose the meaning of the given sentence.

- 1. The dog is waiting by the door.
 - a. We know the dog.
 - b. We don't know the dog.
- 2. A cat is waiting by the door.
 - a. We know the cat.
 - b. We don't know the cat.
- 3. I need to call the library.
 - a. You know the library.
 - b. You don't know the library.
- 4. Where is the TV remote?
 - a. I'm asking about a specific remote.
 - b. I'm asking about a remote in general.
- 5. Vegetables are healthy.
 - a. I'm talking about specific vegetables.
 - b. I'm talking about vegetables in general.

@ E

EXERCISE 49 > Grammar and speaking. (Charts 6-3, 6-6, and 6-7)

Work in small groups or as a class. Which sentence is closest in meaning to each situation? Discuss the differences.

- 1. Mark is at a computer store. Five tablets are on the shelf. He buys one.
 - a. He buys a tablet.
 - b. He buys the tablet.

 Pat is at a music store. The store has one guitar. She buys it. a. She buys a guitar. b. She buys the guitar.
 Martha is at the library. It has five books about Nelson Mandela. She checks out the book about Nelson Mandela. She checks out a book about Nelson Mandela.
4. Misako walks outside and looks up at the sky.a. She sees the sun.b. She sees a sun.
5. Horses are my favorite animals.a. I love the horses.b. I love horses.
6. Fifty cars are in a parking lot. Ten cars are white.a. The cars in the parking lot are white.b. Some cars in the parking lot are white.
EXERCISE 50 > Listening. (Charts 6-1, 6-2, 6-6, and 6-7) Listen to the sentences and write the words you hear: a, an, or the.
A: Do you have eraser? B: I see one on desk.
2. A: Where are keys to car? B: I'm not sure. You can use mine.
3. A: Shhh. I hear noise. B: It's just bird outside. Don't worry.
A: Henry Jackson teaches at university. B: I know. He's English professor.
A: He's also the head of department.
A: We need to leave for train station. B: We have hour.
A: That's not enough. Traffic is very heavy.

EXERCISE 51 > Warm-up. (Chart 6-8)

Which words can complete each sentence?

- 1. I have some fruit / some oranges / any oranges.
- 2. I don't have some fruit / any fruit / any oranges.
- 3. Do you have some fruit / some oranges / any fruit / any oranges?

AFFIRMATIVE	(a) Vera has some money.	Use some in affirmative statements.
NEGATIVE	(b) Vera doesn't have any money.	Use any in negative statements.
QUESTION	(c) Does Vera have any money? (d) Does Vera have some money?	Use either some or any in a question.
A CONTRACTOR OF	e any money. (noncount noun) ve any coins? (plural count noun)	Any is used with noncount nouns and plural count nouns.

EXERCISE 52 ➤ Looking at grammar. (Chart 6-8)

Write some or any.

1.	Harry has some money.
2.	I don't have money.
3.	Do you have <u>some / any</u> money?
4.	Do you need help?
5.	No, thank you. I don't need help.
6.	Kalil needs help.
7.	Diana usually doesn't get mail.
8.	We don't have fruit in the apartment. We don't have
	apples, bananas, or oranges.
9.	I need paper. Do you have paper?
10.	Sasha is doing well. He doesn't have problems.
11.	I need to go to the grocery store. I need to buy food. Do you need to
	buy groceries?

2. I'm not b	usy tonight. I don't hav	re homework to do.
3. I don't ha	ave mone	ey in my wallet.
4. Lynn's ga	arden has	beautiful flowers this year.
ork with a p xample: gu artner A: D	um Io you have some gum?	ork. (Chart 6-8) and answers with some and any. OR Do you have any gum? R No, I don't have any gum.
Partner A	第 18 20 10 1	Partner B
1. noteboo	k paper	1. chocolate
2. snacks		2. pets
3. money i	n your pocket	3. worries
4. suggestie	ons for me	4. advice for me
5. time		5. water
		Change roles.
knife / match page paper	piece woman work	mar. (Chapters 5 and 6) Is in the box. If necessary, use the plural form.
1. I want to	light a candle. I need s	ome <u>matches</u> .
2. This puz	zle has 200	,
3. The rest	room downstairs is for n	nen. This restroom is for
4. Ron is st	udying. He has a lot of	to do.
5. Some	-,	forks, and spoons are on the table.
6. My dicti	onary has 437	
	4	nen. I need some

8 A piece of per	per has four	
o. A piece of pap	er nas tour	
9. When the tem	perature is around 35°C (7	7°F), I'm comfortable. But I don't like very
hot		
10	take things from	people: money, jewelry, cars, etc.
11	are small, red, so	weet, and delicious.
12. This sweater of	comes in three	: small, medium, and large.
13. In some coun	tries, people usually use cup	s for their tea. In other countries, they serve tea
in	*.	

thief

weather

EXERCISE 55 > Let's talk. (Chart 6-8)

Work in small groups. Your group has a gift card for online shopping. Choose the site. The amount of the card is equal to the cost of a new laptop. What do you want to buy for your group? What don't you want to buy?

- We want to buy some / a lot of / two ...
- 2. We don't want to buy any ...

EXERCISE 56 ➤ Check your knowledge. (Chapter 6 Review)

Correct the mistakes.

glass

side

size

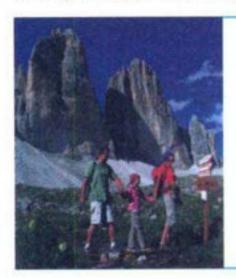
strawberry

some

- 1. I need an advice from you.
- 2. I don't like hot weathers.
- 3. I usually have a egg for breakfast.
- 4. Sun rises every morning.
- 5. The students in this class do a lot of homeworks every day.
- 6. How many language do you know?
- 7. I don't have many money.
- 8. Alexander and Carmen don't have some children.
- 9. A pictures are beautiful. You're a good photographer.
- 10. I can't find any bowl for my soup.

EXERCISE 57 ▶ Reading, grammar, and writing. (Chapter 6)

Part I. Read the paragraph about the photo. Underline the articles (a/an/the) and some. With a partner, explain their usage.



On a Hike

It's a beautiful summer day. The sky is very blue. A father, daughter, and mother are hiking together. They are holding hands. Some mountains and snow are behind them. The mom is reading some signs. She has a backpack on her back. It has their lunch. The family is having a nice time. They are enjoying the hike.

Part II. Write a paragraph. Describe the photo. Add details. You can use your imagination. Use articles (a/an/the) and some. Begin with It is a busy day at the office.



Part III. Edit your writing. Work individually or change papers with a partner. Check () for the following:

- □ a paragraph indent
- 2. □ a capital letter at the beginning of each sentence
- 3. □ a period at the end of each sentence
- □ a verb in every sentence
- 5. Correct use of a, an, the, some
- 6. □ -s/-es endings for plural nouns
- □ correct spelling (use a dictionary or spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER

More About the Present Tense

Write "C" if the sentence is correct and "I" if it is incorrect.

- 1. ____ What the date today? (Chart 7-1)
- 2. ____ We have class at Tuesdays and Thursdays. (Chart 7-2)
- 3. ____ How the weather in Hong Kong? (Chart 7-3)
- 4. ____ There is a mouse in the kitchen! (Chart 7-4)
- 5. ____ Are there any new students in your class? (Chart 7-5)
- 6. How many eggs are there in the refrigerator? (Chart 7-6)
- 7. ____ Simon is in bed. He's not feeling well. (Chart 7-7)
- 8. ____ Please sit next me. (Chart 7-8)
- We live far away school. (Chart 7-8)
- 10. ____ What would you like for dinner? (Chart 7-9)
- 11. ____ I am like some chicken for dinner. (Chart 7-10)

EXERCISE 1 ▶ Warm-up. (Chart 7-1)

Match the questions to the pictures.



A. It's 5:00.



B. It's April.



C. It's Sunday.

- What month is it? _____
 What day is it? _____
- 3. What time is it? _

7-1 Using It to Talk About Dates and Time

	QUESTION		ANSWER	
(a)	What day is it?	-	It's Monday.	In English, people use it to express
(b)	What month is it?	-	It's September.	(to talk about) time.
(c)	What year is it?	-	It's 2021.	
(d)	What's the date today?	-	It's September 15.	
		\rightarrow	It's September 15th.	
		-	It's the 15th of September.	
(e)	What time is it?	+	It's 9:00.*	
		\rightarrow	It's nine.	
		-	It's nine o'clock.	
		-	It's 9:00 A.M.	

^{*}American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.

EXERCISE 2 > Looking at grammar. (Chart 7-1)

Make questions. Begin with What.

1. A: What day is it?	
B: It's Tuesday.	
2. A:	
B: It's March 14th.	
3. A:	
B: (It's) ten-thirty.	
4. A:	
B: (It's) March.	
5. A:	
B: (It's) six-fifteen.	
6. A:	
B: (It's) Wednesday.	
7. A:	
B: (It's) the 1st of April.	
8. A:	
B: (It's) 2021.	
9. A:	
B: It's 7:00 A.M.	

EXERCISE 3 > Listening, grammar, and speaking. (Chart 7-1)



Part I. Listen and repeat after the speaker.

THE	MONTHS OF THE YE	AR	
January	May	September	
February	June	October	
March	July	November	
April	August	December	
Part II. Comp	plete the questions.	Then work with a partner.	Ask and answer the questions.
Take turns.		• • • • • • • • • • • • • • • • • • • •	•
1. A: What r	month?		
a. is	b. is it		
B: It's		 .	
2. A: What _	the date today	?	
a. is	b. is it		
B: It's			
3. A: What d	lay?		
	b. is it		
B: It's			
4. A: What ti			
a. is	b. is it		
B: It's			
5. A: What y			
	b. is it		
B: It's			
6 A. What	the date of No	ur Vaar's David	

a. is b. is it

B: It's _____

7. A: What _____ the date of your favorite holiday?

a. is b. is it

B: It's ____

Change roles.

Using Calendar Expressions for Days and Weeks

Part I. Work with a partner. Do you know the meaning of the time expressions? Today is the 17th. Find the dates on the calendar, and write the number.

- 1. tomorrow 18
- 2. the day after tomorrow ____
- 3. the day after next ____
- 4. two days from now _____
- 5. a week from now ____
- 6. a week from tomorrow _____
- 7. yesterday ____
- 8. one day ago ____
- 9. two days ago ____
- 10. one week ago today ____
- 11. two weeks ago today _____
- 12. a week from Wednesday ____

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17)	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Part II. Work with a partner. Choose a different date in the third week of the month. Ask your partner to give the date for the expressions. Say both the day and date in your answer, for example: It's Wednesday, May 25.

Partner A	Partner B (Choose a new date.)		
What is?	What is?		
1. the day after tomorrow	1. five days ago		
2. three days ago	2. three days from now		
3. one week ago yesterday	3. a week ago today		
4. a week from tomorrow	4. the day after next		
5. a week from now	5. a day ago		

EXERCISE 4 > Warm-up. (Chart 7-2)

Check (✓) the true answers. For item 3, write about your English class.

1. I go to school	2. I have class
on Monday.	in the morning.
on Tuesday.	in the evening.
on Wednesday.	at night.
on Thursday.	
on Friday.	3. I have class from to (time) (time)
on Saturday.	
on Sunday.	

AT	(a) We have class at one o'clock.(b) I have an appointment with the doctor at 3:00.	at + a specific time on the clock
	(c) We sleep at night.	at + night
IN	(d) My birthday is in October.	in + a specific month
	(e) I was born in 1999.	in + a specific year
	(f) We have class in the morning.	in + the morning
	(g) Bob has class in the afternoon.	in + the afternoon
	(h) I study in the evening.	in + the evening
ON	(i) I have class on Monday(s).	on + a specific day of the week
	(j) I was born on October 31.	on + a specific date
	(k) I was born on October 31, 2005.	
FROM TO	(I) We have class from 1:00 to 2:00.	from (a specific time) to (a specific time)

EXERCISE 5 ▶ Looking at grammar. (Chart 7-2)

Complete the sentences with prepositions of time.

					- 4	-	
1	1	Y/ax	have	PAGE.	m	ass	
л		W C	mav	nc.	16.1	25.75.75	

a. at ten o'clock.

b. _____ ten _____ eleven.

c. _____ the morning and _____ the afternoon.

2. 1 study		
a	the evening.	
b	night.	
3. I was born	ı	
a	May.	
b	1990.	
c	May 21.	
d	May 21, 1990.	
4. a. The po	st office isn't open	Sundays.
b. It's ope	т 8:00 а.м.	5:00 P.M., Monday through Saturday.
c. The po	st office closes	_ 5:00 р.м.
a. I eat br	you eat breakfast? reakfast in <u>the morn</u>	7/2
b. I eat br	reakfast at	·
c. I eat br	eakfast from	to
2. When do	you study?	
a. I study	at	
b. I study	in	
c. I study	on	
d. I study	from	to
3. Tell about	the time of your birth.	
a. I was b	orn in	
b. I was b	orn on	
c. I was b	orn at	

EXERCISE 7 ➤ Listening and grammar. (Chart 7-2)

@

Part I. Listen to each description. Write the name of the person.

Who am I?

Example: You will hear: I was born in June. I was born in the morning.

My name is ...

You will write: Nia



Nia June 2, 2000, 7:00 A.M.



Marisol June 24, 1995, 11:00 P.M.



Min July 7, 2000. 7:00 PM.



Yusuf July 24, 1993. 11:00 A.M.

1. _____

3. _____

4. _____

Part II. Complete the sentences with the information in the pictures.

1. I was born _____ July. I was born _____ July 7. I was

born _____ the evening. My name is _____.

2. I was born ______ 1995. I was born _____ June 24, 1995. I was

born _____ night. My name is _____.

3. I was born _____ June 2. I was born _____ 2000. My name

is ______.

4. Hi, my name is ______ July.

I was born _____ the morning.

EXERCISE 8 > Warm-up. (Chart 7-3)

Which answers are true for you?

- In your hometown, how's the weather in June?
 It's sunny / cloudy / rainy / cold / hot / windy.
- What's the weather like in January?
 It's sunny / cloudy / rainy / cold / hot / windy.

7-3 Using It, What, and How to Talk About the Weather (a) It's sunny today. In English, people usually use it when they talk about the weather. (b) It's hot and humid today. (c) It's a nice day today. (d) What's the weather like in Istanbul in January? People commonly ask about the weather by saying, What's the weather like? OR How's the weather? (e) How's the weather in Moscow in the summer? (f) What's the temperature in Bangkok today? What is also used to ask about the temperature.

EXERCISE 9 > Let's talk: pairwork. (Chart 7-3)

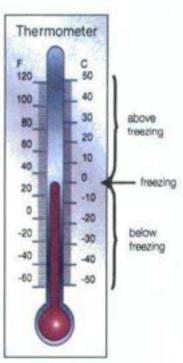
How's the weather today? Choose yes or no. Share your answers with a partner. Do you and your partner agree?

1. hot	yes	no	6. nice	yes	no
2. warm	yes	no	7. clear	yes	no
3. cool	yes	no	8. cloudy	yes	no
4. cold	yes	no	9. windy	yes	no
5. sunny	yes	no	10. stormy	yes	no

EXERCISE 10 > Let's talk. (Chart 7-3)

Work in small groups. Change the Fahrenheit (F) temperatures to Celsius* (C) by choosing temperatures in the box. Then describe the temperature in words.

38°C 24	°C /10°	C 0°C	-18°C
FAHRENHEIT	CELSIUS	DESCRIPTION	
1. 50°F	_10°C_		1
2. 32°F			
3. 100°F			
4. 75°F			
5. 0°F			



^{*}Celsius is also called "Centigrade."



Interview your classmates about their hometowns.

Follow the example, and write down their information in the chart. Share some of their answers with the class.

Example:

STUDENT A: What's your hometown, Sophia?

STUDENT B: Athens.

STUDENT A: Where is it?

STUDENT B: In southeastern Greece near the Aegean Sea.

STUDENT A: What's the population of Athens?

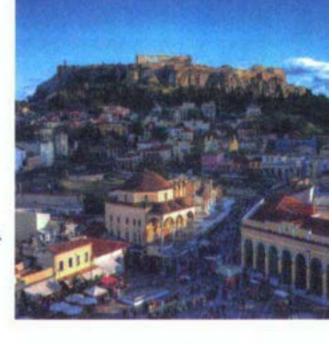
STUDENT B: Almost four million.

STUDENT A: What's the weather like in Athens in May?

STUDENT B: It's mild. Sometimes it's a little rainy.

STUDENT A: What's the average temperature in May?

STUDENT B: The average temperature is around 21° Celsius.



NAME	Sophia	
HOMETOWN	Athens	
LOCATION	SE Greece	
POPULATION	almost 4 million	
WEATHER	mild in May, around 21°C, in the mid- seventies Fahrenheit	

EXERCISE	12	Let's	talk:	pairwork.	(Chart	7-3)
			*****	man and the second	Parest and a	

Work with a partner. Ask and answer the questions. For items 3 and 4, you can choose the place.

1.	A:	the w	eather today?	
		a. How	b. How's	
	B:	It's		
2.	A:	What's the	weather today	1?
		a. is	b. like	
	B:	It's		

- 3. A: What's the weather ____ in ____
 - a. is
- b. like
- B: It's
- 4. A: ____ the weather in _____ ?
 - a. How's
- b. How
- B: It's ____
- 5. A: What's the weather ____ in your hometown today?
 - a. like
- b. does
- B: It's

Jump-start your English

Talking About the Seasons

Part I. What happens in each season? Write the letter of the photo next to the correct sentence.









THE SEASONS (IN THE NORTHERN HEMISPHERE)

fall:

September to December

winter: December to March

spring:

March to June

summer: June to September

- 1. ____ In the spring, the trees and the flowers bloom.
- 2. ___ In the winter, it snows.
- 3. ____ In the fall, the leaves change color.
- 4. ___ In the summer, it is very green.





Part II. Listen to the conversations.

- 1. A: How's the weather here in the spring?
 - B: It's cool.
 - A: Does it snow?
 - B: No, it never snows.
- 2. A: What's the weather like in the summer?
 - B: It's really nice.
 - A: Is it hot?
 - B: Sometimes, but mostly it's warm.



Part III. Work with a partner. Ask and answer questions about the weather in your hometown in different seasons.

QUESTIONS	
How's the weather What's the weather like	in the summer? in the winter? in the spring? in the fall?

ANSWERS		
It's	hot. cold. warm. cool. sunny. cloudy. rainy. humid.	windy. chilly. below freezing. stormy. foggy. nice. beautiful.
It	rains. / do snows. / d	esn't rain. oesn't snow.
The sky is	clear. cloudy. hazy.	

QUESTIONS	
Is it	hot? cold? warm? cool? sunny? Etc.
Does it	rain? snow?

ANSWERS	
Yes, it is. No, it isn't.	
Yes, it does. No, it doesn't.	

EXERCISE 13 > Warm-up. (Chart 7-4)

Complete the sentences.

- 1. There is / isn't a whiteboard in this room.
- 2. There are / aren't computers in this room.
- 3. There are _____ students in this room.

THERE + BE + SUBJECT + a) There is an apple b) There are many apples	on the tree.	There + be is used to say that something exist in a particular place. Note: The subject follows be: there + is + singular noun there + are + plural noun
	CONTRACTIONS: there + is	
	there + are	e = there're

EXERCISE 14 > Looking at grammar. (Chart 7-4)

(c) There's an apple on the tree.

Write is or are. Then choose yes or no. Share a few of your answers with the class.

1. There	s a grammar book on my desk.	yes	no
2. There	re many grammar books in this room.	yes	no
3. There	comfortable chairs in this classroom.	yes	no
4. There	a nice view from the classroom window.	yes	no
5. There	interesting places in this area.	yes	no
6. There	a good café near school.	yes	no
7. There	fun activities for the weekends in this area.	yes	no
8. There	difficult words in this exercise.	yes	no

(d) There're many apples on the tree.

EXERCISE 15 > Let's talk. (Chart 7-4)

Work in small groups. Everyone puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom. Then take turns describing the items on the table. Begin with *There is* and *There are*.

Example:

STUDENT A: There are three dictionaries on the table.

STUDENT B: There are some keys on the table.

STUDENT C: There is a pencil sharpener on the table.

EXERCISE 16 > Let's talk: pairwork. (Chart 7-4)

Work with a partner. Complete each sentence with words in the box or your own words. You can look at your book before you speak. When you speak, look at your partner.

What do you see?

a book/books	a light switch/light switches	a post office
a bulletin board	a mall	restaurants
a chair/chairs	a notebook/notebooks	a sink
a chalkboard	a park	a store/stores
a clock	a pen/pens	a whiteboard
a café	a pencil sharpener	a window/windows
desks	a picture/pictures	

Partner A	Partner B				
 There is / isn't on this desk. There are / aren't on that wall. There are / aren't in this room. There is / isn't near our school. 	 There are / aren't on that desk. There is / isn't on this wall. There is / isn't in this room. There are / aren't near our school. Change roles. 				

EXERCISE 17 > Listening. (Chart 7-4)

Listen to each sentence. Choose the word you hear. Note: You will hear contractions for *There is* and *There are*.

Example: You will hear: There're several windows in this room.

You will choose: There's There're

1. There's	There're		
2. There's	There're		
3. There's	There're		
4. There's	There're		

There's	There're		
6. There's	There're		
7. There's	There're		
8. There's	There're		

EXERCISE 18 > Warm-up. (Chart 7-5)

Answer the questions.

1. Is there an elevator in this building?	yes	no
2. Are there stairs in this building?	yes	no

				QI	JESTION			SHORT ANSWER
	BE	+	THERE	+	SUBJECT			
	Is		there		an apple	in the refrigerator?	-	Yes, there is.
								No, there isn't.
(c	Are		there		eggs	in the refrigerator?	-	Yes, there are.
950						Andrews State of the State of t	-	No, there aren't.

EXERCISE 19 ➤ Looking at grammar. (Chart 7-5)

Choose Is or Are. Then answer the questions.

What's around here?

1.(Is)	Are	there a zoo in this town? Yes, there is. / No, there isn't.
2. Is	Are	there an airport nearby?
3. Is	Are	there lakes near this area?
4. Is	Are	there good restaurants near here?
5. Is	Are	there an urgent care clinic in this town?
6. Is	Are	there an aquarium in this town?
7. Is	Are	there a subway stop near school?
8. Is	Are	there a good public transportation system in this town?
9. Is	Are	there movie theaters nearby?

EXERCISE 20 > Let's talk: pairwork. (Chart 7-5)

Work with a partner. Ask questions about the refrigerator in the picture. Begin with *Is there* or *Are there*.

Examples: bottles of milk

PARTNER A: Are there bottles of milk in the refrigerator?

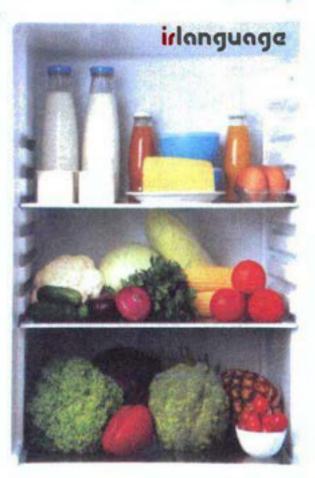
PARTNER B: Yes, there are.

sandwich

PARTNER B: Is there a sandwich in the refrigerator?

PARTNER A: No, there isn't.

Partner A	Partner B		
1. two eggs	1. a carton of eggs		
2. a loaf of bread	2. oranges		
3. apples	3. juice		
4. tomatoes	4. a bowl of rice		
5. a cube of butter	5. bowls		
6. vegetables	6. broccoli		
7. a bottle of juice	7. milk		
	Change roles.		



EXERCISE 21 > Let's talk: class activity. (Chart 7-5)

Solve the puzzle. Ask your teacher questions to decide which hotel is the best for the Romero family and why.*



The Romero family needs to choose a hotel for their summer vacation. They want a hotel with everything listed in the box below. Your teacher has information about several hotels. Ask her/him questions with the words in the box. Then write yes or no in the correct column of the chart on page 213. Which hotel is perfect for the Romero family?

hiking trails a beach horses to ride a swimming pool ocean-view rooms

^{*}Teacher: See Let's Talk: Answers, p. 511.

Example:

STUDENT A: Is there a swimming pool at Hotel 1?

TEACHER: Yes, there is.

STUDENT B: Are there hiking trails at Hotel 3?

TEACHER: Yes, there are.

Continue asking questions until your chart is complete.

	A SWIMMING POOL	A BEACH	HIKING TRAILS	HORSES	OCEAN-VIEW ROOMS
HOTEL 1	yes				
HOTEL 2					
HOTEL 3			yes		
HOTEL 4					
HOTEL 5					

EXERCISE 22 > Warm-up. (Chart 7-6)

Answer the questions.

1.	How	many	students	are	there	at	this	school?	
----	-----	------	----------	-----	-------	----	------	---------	--

2.	How	many	people	are	there	in	your	country?	
----	-----	------	--------	-----	-------	----	------	----------	--

How many people are there in this to	wn?
--	-----

			QU	JESTI	ON					SHORT ANSWER
	HOW MANY +	SUBJECT	+	ARE	+	THERE	+	PLACE		
(a)	How many	chapters		are		there		in this book?	-	Fifteen. (There are 15 chapters in this book.)
(b)	How many	provinces		are		there		in Canada?	-	Ten. (There are ten provinces in Canada.)

EXERCISE 23 > Grammar and speaking. (Chart 7-6)

Part I. Choose the correct subject in red for each question.



1.	How many	cup	cups	are there?
2.	How many	chair	chairs	are there?
3.	How many	phone	phones	are there?
4.	How many	desk	desks	are there?
5.	How many	computer	computers	are there?
6.	How many	wastebasket	wastebaskets	are there?
7.	How many	book	books	are there?
8.	How many	printer	printers	are there?
9.	How many	calendar	calendars	are there?
10.	How many	window	windows	are there?

Part II. Work with a partner. Ask and answer the questions about the office picture. Take turns.

Example: A: How many cups are there?

B: There is one cup.

■ EXERCISE 24 > Let's talk: trivia game. (Chart 7-6)

Work in teams. Answer the questions. Your teacher will give you a time limit. The team with the most correct answers wins.

- 1. How many letters are there in the English alphabet?
- 2. How many vowels are there in English?

- 3. How many syllables are there in the word take?
- 4. How many days are there in September?
- 5. How many kilometers are there in a mile?
- 6. How many countries are there in North America?
- 7. How many continents are there in the world?

EXERCISE 25 ▶ Warm-up. (Chart 7-7)

Guess the person. Note the prepositions in red.

Who am I?

- 1. I live in London.
- 2. I live on Downing Street.
- 3. I live at 10 Downing Street.

(a) My book is on my desk.	In (a): on = a preposition my desk = object of the preposition on my desk = a prepositional phrase
(b) Ned lives in Miami.	A person lives in a city.
in Florida	in a state.
in the United States. in North America.	in a country. in a continent.
	on a street, avenue, road, etc.
(d) She lives at 4472 Hill Street.	at a street address.
(e) My father is in the kitchen.	In (e): in is used with rooms: in the kitchen, in the classroom in the hall, in my bedroom, etc.
(f) Ivan is at work.	At + work, school, home expresses activity:
(g) Yoko is at school.	In (f): Ivan is working at his office (or other place of work).
(h) Olga is at home.	In (g): Yoko is a student. She is studying. (Or, if she is a teacher, she is teaching.)
	In (h): Olga is doing things at her home.
(i) Siri is in bed.	In + bed, class, hospital, jail has these special meanings:
(j) Tim is in class.	In (i): Siri is resting or sleeping under the covers.
(k) Mr. Lee is in the hospital.	In (j): Tim is studying (or teaching).
(I) Paul is in jail/prison.	In (k): Mr. Lee is sick. He is a patient.
	In (I): Paul is a prisoner. He cannot leave.
	Note: Associate Facility in the bounded
	Note: American English = in the hospital British English = in hospital

EXERCISE 26 > Looking at grammar. (Chart 7-7)

Write in, on, or at.

Write about Alonso.

- 1. Alonso lives _____ Canada.
- 2. He lives _____ Toronto.
- 3. He lives _____ Lake Street.
- 4. He lives ______ 5541 Lake Street

_____Toronto, Canada.





Dr. John Eng 342 First Street Miami, Florida

Write about Dr. Eng.

- 5. Dr. Eng lives on _____
- 6. He lives in ______.
- 7. He lives at _____

Write about yourself.

- 10. I live _____
- (name of street)

EXERCISE 27 > Let's talk: game. (Chart 7-7)

Work in teams. Write in, on, or at. Then guess the person, building, or company. Use the words in the box. The team with the most correct answers wins.

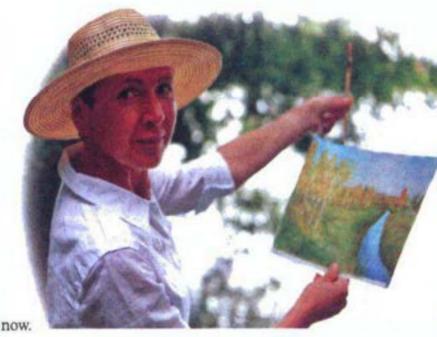
Alexandria Pyramids Apple Inc.

Boeing Co. Eiffel Tower Facebook Inc. Giza Pyramids Louvre Museum Microsoft Corp.

Nike Inc. president of the United States prime minister of Canada vice president of the United States

1.	I am a building.		4. I am a company.	
	a. I am	_ Paris.	a. I am	Oregon.
	b. I am	_ Anatole Avenue.	b. I am	Bowerman Drive.
	c. I am	_ 5 Anatole Avenue.	c. I am	One Bowerman Drive
	Answer:		Answer:	
2.	I am a person.		5. I am a person.	
	a. I live	_ Ottawa.	a. I live	Pennsylvania Avenue.
	b. I live	_ 24 Sussex Drive.	b. I live	_ 1600 Pennsylvania
	c. I live	_ Sussex Drive.	Avenue N.W.	
	Answer:		c. I live	the United States.
3	I am a building.		Answer:	
		_ Pyramid Street.	6. I am a company.	
		_ 124 Pyramid Street.	a. I am	_ Illinois.
	c. I am		b. I am	100 North Riverside
			Plaza.	
	1110111111		c. I am	Chicago.
			Answer:	

1	her bedroom.
2	bed.
3	work.
4	prison.
5	home.
6	jail.
7	class.
8	Africa.
9	the hall.
10	the hospital. She's well now.



EXERCISE 29 ➤ Looking at grammar. (Chart 7-7)

Write at or in.

What's new?

1. Last year at this time, Eric was Vietnam. This year he's S	spain.
 Professor Gomez isn't school this week. He's very sick and is now the hospital. 	
3. There are thirty-seven students but thirty desks our classroom.	
4. Rob is jail. He's going to be prison for a long time.	
5. Our dorm rooms are next to each other! I'm 301 and you're	302.
6. Leo is traveling Asia this year.	
7. The kids are the kitchen. They're making dinner for us!	
8. Lexie is home? She's never home!	
9. A: When I was work yesterday, I had a call from an old boyfriend.	
B: Tell me more!	
0. A: Where's Jack?	
B: He's his room.	
A: What's he doing?	
B: He's bed. He has a headache.	

EXERCISE 30 > Warm-up. (Chart 7-8)

Look around the classroom and answer the questions.

Where is everyone?

- 1. Who is in front of you?
- 2. Who is behind you?
- 3. Who is beside you?
- 4. Who is far away from the teacher?
- 5. Who is in the middle of the room?
- 6. Who is near the door?
- 7. Who is in the back of the room?
- 8. Who is next to the door?

7-8 More Prepositions of Place: A List

above around beside between in back of in the back of in the middle of inside

on on top of

behind

below

far (away) from

in front of in the front of

near next to outside under

- (a) The book is beside the cup.
- (b) The book is next to the cup.
- (c) The book is near the cup.



(d) The book is between two cups.



- (e) The book is far away from the cup.
- The cup is on the book.
- (g) The cup is on top of the book.



(h) The cup is under the book.



(i) The cup is above the book.



(i) The hand is around the cup.



- (k) The man is in back of the bus.
- The man is behind the bus.



(m) The man is in the back of the bus.



(n) The man is in front of the bus. In (k), (l), and (n): the man is outside the bus.



(o) The man is in the front of the bus.



(p) The man is in the middle of the bus. In (m), (o), and (p): the man is inside the bus.



EXERCISE 31 ▶ Looking at grammar. (Chart 7-8)

Describe the pictures. Write the correct prepositions of place.

1. The apple is on / on top of		_ the plate.
2. The apple is	the plate.	9
3. The apple is		_ the plate.
4. The apple is		
5. The apple isn't near	the glass. It is	_ the glass.
6. The apple is		
7. The apple is	t	wo glasses.
8. The hand is	the glass.	5
9. The dog isn't insid	e the car. The dog is	the car.
10. The dog is in	the car.	
11. The dog is in _		the car.
12. The dog is in	the car.	
13. The dog is in		the car.

EXERCISE 32 > Listening. (Chart 7-8)

Look at the picture and listen to the statements. Choose "T" for true and "F" for false.

A New Apartment



Example: You will hear: There's a carpet on the floor.

You will choose: (T)

1. T	F	4. T	F	7. T	F
2. T	F	5. T	F	8. T	F
3. T	F	6. T	F	9. T	F

EXERCISE 33 > Let's talk: pairwork. (Chart 7-8)

Work with a partner. Choose a small object (a pen, pencil, coin, etc.). Give and follow directions. You can look at your book before you speak. When you speak, look at your partner.

Example: (a small object such as a coin)

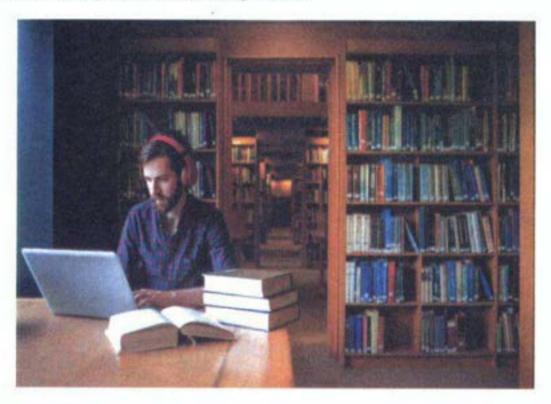
PARTNER A (book open): Put it on top of the desk.

PARTNER B (book closed): (Partner B puts the coin on top of the desk.)

Partner A	Partner B
1. Put it on your head.	Put it inside your grammar book.
2. Put it above your head.	Put it next to your grammar book.
3. Put it between your fingers.	3. Put it on top of your grammar book.
4. Put it near me.	4. Put it in front of me.
5. Put it far away from me.	5. Put it behind me.
6. Put it under your book.	Put it in back of your back.
7. Put it below your knee.	7. Put it in the back of your grammar book
Put it in the middle of your grammar book.	Put your hand around it. Change roles.

EXERCISE 34 ▶ Vocabulary and grammar. (Chapters 1→5 and 7)

Part I. Work with a partner. Answer the questions.



Partner A	Partner B	
1. Where is Max?	1. What is Max looking at?	
2. What is he sitting on?	2. What is he wearing on his head?	
3. What is he doing?	3. Is there a librarian in the room?	
4. What is behind him?	4. What is next to him?	
5. What is there on the table?	5. Is there an open book on the table?	

Part II. Complete the sentences.

1. Max	is studying	the library.
--------	-------------	--------------

- 2. He is sitting _____ a table.
- 3. He is sitting _____ a chair.
- 4. His legs are _____ the table.
- 5. There are books _____ the shelves.
- 6. Max is not writing _____ a piece of paper.
- 7. He _____ not reading a book.
- 8. He _____looking at his laptop.
- 9. He has headphones _____ his head.



EXERCISE 35 > Warm-up. (Chart 7-9)

Work with a partner. Answer the questions.

Kristin is hungry. She would like something sweet. What about you? Are you hungry? What would you like to eat? What would your partner like?





(a) I'm thirsty. I want a glass of water. (b) I'm thirsty. I would like a glass of water.	Examples (a) and (b) have the same meaning, but would like is usually more polite than want. I would like is a nice way of saying I want.
(c) I would like You would like She would like He would like We would like They would like	Note in (c): There is no final -s on would. There is no final -s on like.
(d) CONTRACTIONS I'd = I would you'd = you would she'd = she would he'd = he would we'd = we would they'd = they would	Would is often contracted with pronouns in both speaking and writing. In speaking, would is usually contracted with nouns too. WRITTEN: Ray would like to come. SPOKEN: "Ray'd like to come."
WOULD LIKE + INFINITIVE (e) I would like to eat a sandwich.	Note in (e): would like can be followed by an infinitive.
WOULD + SUBJECT + LIKE (f) Would you like some tea	In a question, would comes before the subject.
(g) Yes, I would. (I would like some tea.)	In (g): Would is used alone in short answers to questions with would like. It is not contracted in short answers.

EXERCISE 36 > Looking at grammar. (Chart 7-9) Restate the sentences with would like.

1.	Dan wants a cup of coffee.	
	Dan would like	a cup of coffee.
2.	He wants some sugar in his coffee.	
	He would like	some sugar in his coffee.
3.	Hassan and Eva want some coffee too.	
		some coffee too.
4.	They want some sugar in their coffee too.	
	some sugar	in their coffee too.
5.	I want to thank you for your help.	
	you for your	r help.
6.	My friend wants to thank you too.	
		you too.
7.	My friends want to thank you too.	
		you too.
XE	RCISE 37 ▶ Let's talk. (Chart 7-9)	
Vor	k in small groups. Ask another student a question. T	ake turns.
1.	What would you like to do this weekend?	
2.	What would you like to do after class today?	
3.	What would you like to have for dinner tonight?	
4.	(), are you hungry? What would you like?	
5.	(), are you thirsty? What would you like?	
6.	(), are you sleepy? What would you like to do?	
7.	Pretend that you are the host at a party at your home. Ask them what they would like to eat or drink.	. Your classmates are your guests.
8.	Think of something fun to do tonight or this weeken a classmate.	d. Use would you like and invite

EXERCISE 38 > Warm-up. (Chart 7-10)

Which statement best matches the picture?

- a. I would like some coffee.
- b. I like coffee.



7-10 Would Like vs. Lik	ke
(a) I would like to go to the zoo.	In (a): I would like to go to the zoo means I want to go to the zoo. Would like indicates that I want to do something now or in the future.
(b) I like to go to the zoo.	In (b): I like to go to the zoo means I enjoy the zoo. Like indicates that I always, usually, or often enjoy something.

EXERCISE 39 > Let's talk: pairwork. (Charts 7-9 and 7-10)

Work in pairs. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

Example:

PARTNER A: Do you like oranges?

PARTNER B: Yes, I do. OR No, I don't.

PARTNER A: Would you like an orange right now?

PARTNER B: Yes, I would. OR Yes, thank you. OR No, but thank you for asking.

PARTNER A: Your turn now.

Partner A	Partner B
Do you like coffee? Would you like a cup of coffee?	Do you like chocolate? Would you like some chocolate right now:
2. Do you like to watch movies? Would you like to go to a movie with me later today?	Do you like to shop? Would you like to go to the mall later today?
 What do you like to do on weekends? What would you like to do this weekend? What do you need to do this evening? 	3. What do you like to do in your free time: What would you like to do in your free time tomorrow?
What would you like to do this evening?	Do you like to travel? What countries would you like to visit?



EXERCISE 40 ▶ Listening. (Chart 7-10)

Listen to the sentences. Choose the verbs you hear. Some sentences have contractions.

Example: You will hear: I'd like some tea.

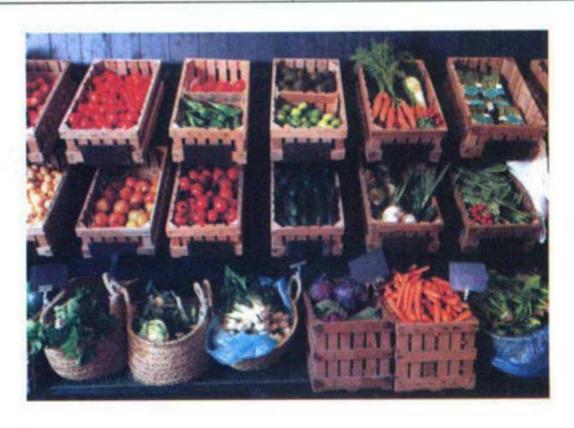
You will choose: like (d like)

1. like	'd like	6.	likes	'd like
2. like	'd like	7.	like	'd like
3. like	'd like	8.	like	'd like
4. likes	'd like	9.	like	'd like
5. like	'd like	10.	like	'd like

EXERCISE 41 ▶ Let's talk: pairwork. (Charts 7-4, 7-5, 7-9, and 7-10)

Work with a partner. Imagine you are at a farmers' market. Complete the sentences with your own words. Take turns.

Partner A	Partner B
1. I would like	1. Would you like?
2. Do you like?	2. Do you want?
3. There are	3. There is
4. Is there?	4. Are there?
5. Would you like to?	5. Do you like to ?
	Change roles.



EXERCISE 42 ▶ Verb review. (Chapters 1 → 5 and 7)

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

A Ride Home			I CARP
Every day Alana (take)	the		
subway to work. She (leave) _	2		
her apartment at 5:30 A.M. Sh	e usually (come)		
	7:00 P.M. Usually, she	200	
home at	and the second s		ME
(do) home at	t 7:00 P.M. Usually, she		No
(do) home at more at	t 7:00 p.m. Usually, she		work, not)

EXERCISE 43 ▶ Verb review. (Chapters 1 → 5 and 7)

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

Three days a week, Da	aniel (work)	from home. He and his wife
(have)	a young daughter. He (take)	care of their
daughter, and his wife (go)	to the office	e. Right now he (feed) their daughter lunch.
16	the same time, h	ne (look)6 very day after lunch, their daughte
	(take)	a nap. She (sleep)
	- B	for a few hours, and Daniel

EXERCISE 44 ▶ Verb review. (Chapters 1 → 5 and 7)

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

A Sore Back	
Susanne (have) job. She (sit)	at her desk for
several hours every day. (get)	much. Her back _ very sore. Susanne's
doctor (want)5	her to exercise more. She (leave)6 e) a gym nearby. She (go)
8	_ to a yoga class.

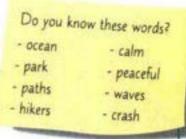
EXERCISE 45 ➤ Check your knowledge. (Chapter 7 Review)

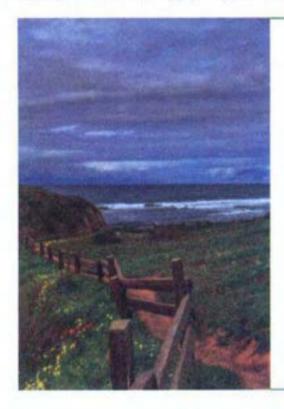
Correct the mistakes.

- 1. Samuel is not at school. He is at the work.
- 2. There's many problems in big cities today.
- 3. I'd like see a movie tonight.
- 4. Mr. Rice woulds likes to change jobs.
- 5. How many students there are in your class?
- 6. What day it is today?
- 7. We like to find a new apartment soon.
- 8. What time is now?
- 9. The teacher would like to checking our homework now.
- 10. How the weather in Kenya?
- 11. I am like to leave right now.
- 12. What does the weather like in your hometown?

EXERCISE 46 ➤ Reading and writing. (Chapter 7)

Part I. Read the paragraph. Underline the verbs.





A Favorite Place

A favorite place for me is near the ocean. There is a park, and there are many paths for hikers. The ocean views are beautiful. In the summer. I often walk for one or two hours. It is very calm and peaceful. I like to think about things. Sometimes I listen to music. In the winter, the weather is often windy. Sometimes there are storms. The waves are very high. They crash onto the rocks again and again. The sound makes me relax. I would like to fall asleep, with the sound of the waves, in a house near the ocean.

Part II. Write about a favorite outdoor place. You can describe a photo. Use present verbs. The paragraph in Part I can be a model. Include answers to these questions:

- · What do you see there?
- · What do you do there?
- · What is the weather like?
- What are your thoughts or feelings about this place?

Part III. Edit your writing. Work individually or change papers with a partner. Check () for the following:

- □ a paragraph indent
- 2. □ a capital letter at the beginning of each sentence
- 3.

 a period at the end of each sentence
- 4. □ a verb in every sentence
- 5.

 correct use of prepositions of place
- 6. ☐ use of present progressive for activities right now
- 7. There is + singular noun
- 8. ☐ there are + plural noun
- □ correct spelling (use a dictionary or spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

Expressing Past Time, Part 1

PRETEST: What do I already know?

Are the words in **bold** correct or incorrect? Write "C" for correct and "I" for incorrect.

- 1. ____ I am sick yesterday. (Chart 8-1)
- 2. ___ They was absent last week. (Chart 8-1)
- 3. ____ Sylvia wasn't at home last weekend. (Chart 8-2)
- Were you at home last weekend? (Chart 8-3)
- 5. ____ It rain a lot yesterday. (Chart 8-4)
- 6. ____ I was cook dinner for my friends last night. (Chart 8-4)
- 7. ____ Three day ago, my parents visited me. (Chart 8-5)
- 8. ____ Were you in class last evening? (Chart 8-5)
- 9. ____ We were see a movie last night. (Chart 8-6)
- 10. ____ Antony pay for his tuition with a credit card yesterday. (Chart 8-6)
- They no walked to school yesterday. (Chart 8-7)
- Did you come to school early today? (Chart 8-8)
- 13. ____ Samuel hurt his back at work. (Chart 8-9)
- 14. ____ The cat brung a mouse to the door. (Chart 8-9)

EXERCISE 1 > Warm-up. (Chart 8-1)

Read the statements and choose the answers.

- I am tired now. yes no
- 2. I was tired two hours ago. yes no
- 3. Many students are absent today. yes no
- 4. Many students were absent yesterday. yes no



	PRESENT TIME			PAST TIME		
a)	lam in class today.		(d)	I was in class yesterda	у.	
(b)	Alison is sick today.		(e)	Alison was sick yesterd	lay.	
(c)	My friends are at home too	day.	(f)	My friends were at hom	ne yesterda	ay.
	SIMPLE P	AST TENS	E OF	BE	1)
	SINGULAR	PLURAL			she	+ was
	was	we wer	re		he it	
			re (more than one person)	35	,	
	she was	they we	ere		we	+ were
	he was				you	T Word
	it was				they	,

EXERCISE 2 > Looking at grammar. (Chart 8-1)

Write was or were.

TODAY	YESTERDAY
1. You are at school.	You <u>were</u> at home.
2. We are at school.	We at home.
3. He is at school.	He at home.
4. You and I are at school.	You and I at home.
5. She is at school.	She at home.
6. They are at school.	They at home.
7. Brian and James are at school.	Brian and James at home.
8. My parents are at school.	My parents at home.
9. I am at school.	I at home.
The teacher is at school.	The teacher at home.
11. You and your roommate are at home.	You and your roommate at home

EXERCISE 3 > Let's talk: pairwork. (Chart 8-1)

Work with a partner. Change the sentences to past time. Use yesterday. You can look at your book before you speak. When you speak, look at your partner.

At School

irlanguage

Partner A	Partner B	
Bashar is in class today. They are in class today.	I'm happy today. The classrooms are hot today.	
Martina is at the library today.	Professor Devon is in her office today.	
 I'm in the library today. You're busy today. 	 Our teaching assistants are in their offices today. 	
	Ms. Jackson is in her classroom today. Change roles.	

EXERCISE 4 > Let's talk: pairwork. (Chart 8-1)

Part I. Think about yourself as a three-year-old child. Check (✓) the words that describe you best.

_	quiet	curious
_	shy	afraid
_	funny	friendly
_	loud	talkative
	smart	a troublemaker

Part II. Work with a partner. Tell your partner about yourself. Use the information in Part I. Begin with *I was*.



EXERCISE 5 ▶ Warm-up. (Chart 8-2)

Choose the correct verb. Make true sentences.

The Weather

- 1. Last month, it was / was not nice.
- 2. The weekends were / were not sunny.
- 3. Yesterday, it was / was not hot.

مرحوزنان الرائنان 8-2 Simple Past Tense of Be: Negative (a) I was not in class yesterday. NEGATIVE CONTRACTIONS was + not = wasn't (b) I wasn't in class yesterday. were + not = weren't (c) They were not at home last night. she (d) They weren't at home last night. + weren't + wasn't you he they it

EXERCISE 6 ➤ Looking at grammar. (Chart 8-2)

Write wasn't or weren't.

Joe and JoAnn were on a trip. They were very happy because ...

- 1. the flight wasn't long.
- 2. the trains ______ slow.
- 3. the hotel ______ expensive.
- 4. the restaurants ______ expensive.
- 5. the tourist areas _____ crowded.
- 6. the language ______ difficult.
- 7. the weather _______ too cold.



EXERCISE 7 > Let's talk: pairwork. (Chart 8-2)

Work with a partner. Make true sentences with the given words. You can look at your book before you speak. When you speak, look at your partner.

Yesterday at noon, I was/wasn't ...

Partner A	Partner B		
1. hungry.	1. sick.		
2. tired.	in the hospital.		
3. at home.	on an airplane.		
4. at school.	4. outdoors.		
5. with my family.	5. at the movies.		
	Change roles.		



EXERCISE 8 > Listening. (Charts 8-1 and 8-2)

Listen to the sentences. Choose the verbs you hear.

Example: You will hear: I was at school all day yesterday.

You will choose: (was) wasn't

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



EXERCISE 9 > Warm-up. (Chart 8-3)

Work with a partner. Ask and answer these questions.

Last night at midnight,

- 1. were you asleep?
- 2. were you on the phone?
- 3. was it quiet at your home?

	YES/NO	0	DUESTI	10	IS		SHORT ANSWER	(LONG ANSWER)
(a)	Were (be) +	7	you (subject		in class yesterday'	· →	Yes, I was. No, I wasn't.	(I was in class yesterday.) (I wasn't in class yesterday.)
(b)	Was (be) +		Carlos (subject		tired last night?	-	Yes, he was. No, he wasn't.	(He was tired last night.) (He wasn't tired last night.)
	INFORM	1.A	TION C	U	ESTIONS		SHORT ANSWER	(LONG ANSWER)
(c)	Where Where	+	were (be)	+	you yesterda (subject)	iy? →	In class.	(I was in class yesterday.)
(d)	When When	+	was (be)	+	Emily sick? (subject)	-	Last week.	(She was sick last week.)

EXERCISE 10 ▶ Looking at grammar. (Chart 8-3)

Make questions and give short answers. Use the words in the box.

at the train station at the dentist ✓ at the library

in Iceland in the hospital

Where was everyone?

- 1. (Diego \ at home \ last night)
 - A: Was Diego at home last night?
 - B: No, he wasn't
 - A: Where was he?
 - B: He was at the library.





- 2. (you \ at work \ last week)

 - B: No. ____
 - A: Where _____
 - B: I
- 3. (you and your family \ in Canada \ last year)

 - B: No, _____

 - B: We ____





- 4. (Gabriella \ at the gym \ yesterday afternoon)

 - B: No. _____
 - A: Where _____
 - B: She _____

5. (Emily and Anya \ at the airport \ last night)	
A:	
B: No,	
A: Where	
B: They	

■ EXERCISE 11 > Let's talk: class activity. (Chart 8-3)

Think about your first day in this class. Check () the words that describe your feelings that day. Then answer your teacher's questions.

Example: happy

Teacher: Were you happy the first day of class?

STUDENT A: Yes, I was happy.
STUDENT B: No, I wasn't happy.

Teacher: (to Student C) Tell me about (Student A) and (Student B).

STUDENT C: (Student A) was happy. (Student B) wasn't happy.

 1. _____ excited
 3. _____ nervous
 5. _____ quiet

 2. _____ scared/afraid
 4. _____ relaxed (not nervous)
 6. _____ talkative

EXERCISE 12 ➤ Let's talk: pairwork. (Chart 8-3)

Work with a partner. Make questions orally. Take turns. After you finish, write the verbs.

SITUATION: You were at an amusement park yesterday. A friend is asking you about a ride.

1	Was	it fun?
2		it scary?
3		you afraid?
4		the ride long?
5		you sick afterwards?
6		your friend sick?
7		you nervous?
8		your friend nervous?
9		the ride safe?
10		you dizzy?



EXERCISE 13 > Let's talk: Find someone who (Charts 8-2 and 8-3)

Interview your classmates about their days in elementary school. Make questions with was/were. Who can answer yes to your questions? Write down the first names.

In Elementary School

Example: you \ shy

STUDENT A: Were you shy? STUDENT B: No, I wasn't.

STUDENT A: (to Student C) Were you shy?

STUDENT C: Yes, I was.

	FIRST NAME		FIRST NAME
1. you\shy		7. you \ noisy	1
2. you\outgoing*		8. you \ athletic	
3. you \ talkative		9. you \ active	
4. you\happy		10. you \ well-behaved	
5. you \ hard-working		11. you \ a serious student	
6. you \ quiet		12. you\artistic	

EXERCISE 14 > Warm-up. (Chart 8-4)

Check () your activities this morning. What do you notice about the verb endings?

Earlier today, I ...

1.	washed	mu	face
4.1	 M GOTTE CT	my	10000

2. ____ brushed my teeth.

3. ____ combed my hair.

4. ____ skipped breakfast.

checked social media.

6. ____ called a friend.

7. ____ asked someone for help.

8. ____ sneezed.

مرجع زبان ايرانيان

^{*} outgoing = not shy

SIMPLE PRESENT	(a)	1	walk	to school	every day.	verb +	-ed = simple past tense of
SIMPLE PAST*	(b)	1	walked	to school	yesterday.		regular verbs
SIMPLE PRESENT	(c)	Ann	walks	to school	every day.	you	
SIMPLE PAST	(d)	Ann	walked	to school	yesterday.	she he it we they	+ walked (verb + -ed)

^{*}For pronunciation of the simple past tense, see Appendix 6.

EXERCISE 15 > Grammar and speaking. (Chart 8-4)

Work with a partner. Complete the sentences orally with the simple past. Take turns. Then write the answers.



Using Technology

- Every day I use my computer. Yesterday I ______ my computer.
- 2. Every day Samuel uses his computer. Yesterday he ______ his computer.
- 3. Every day you turn off your laptop. Last night you ______ off your laptop.
- 4. Every day I talk on my cell phone. Yesterday I ______ on my cell phone.
- Every day Hiro listens to podcasts. Yesterday he _______ to podcasts.
- 6. Every day we text people. Yesterday we ______ people.

	internet. Yesterday I for
information on the internet.	
EXERCISE 16 ➤ Let's talk: pairwork. Work with a partner. Check (✓) all your actions a few of your partner's answers with the second of the s	tivities yesterday. Tell your partner about them.
Yesterday I	
1 ask the teacher a question	8 watch TV
2 cook dinner	9 work at my desk
3 wash some clothes	10 wait for a bus
4 listen to music	11 smile at several people
5 use a computer	12 talk on a cell phone
6 stay home in the evening	13 dream in English
7 walk in a park	14 dream in my language
EXERCISE 17 > Looking at grammar. Complete the sentences. Use the simple pr	(Chart 8-4) esent or the simple past of the verbs in the box.
Complete the sentences. Use the simple pr	
Complete the sentences. Use the simple property ask erase smile was cook rain stay was	it watch
Complete the sentences. Use the simple property ask erase smile was cook rain stay was 1. It often rains in the	it watch lk work
Complete the sentences. Use the simple property ask erase smile was cook rain stay was 1. It often rains in the	it watch lk work e morning. It <u>rained</u> yesterday.
Complete the sentences. Use the simple property ask erase smile was cook rain stay was 1. It often <u>rains</u> in the 2. I to school every yesterday morning.	it watch lk work e morning. It <u>rained</u> yesterday.
Complete the sentences. Use the simple property ask erase smile was cook rain stay was 1. It often <u>rains</u> in the 2. I to school every yesterday morning.	it watch lk work e morning. It rained yesterday. very morning. I to school
Ask erase smile was cook rain stay was a stay was stay a	it watch lk work e morning. It rained yesterday. very morning. I to school nestions. She a question
Complete the sentences. Use the simple process ask erase smile was cook rain stay was a stay was stay as a stay was s	it watch lk work e morning. It rained yesterday. very morning. I to school nestions. She a question
Ask erase smile was cook rain stay was ask of the simple process. Use the simple process ask erase smile was cook rain stay was ask of the stay was stay was ask of the stay was ask of the stay was ask of the stay of the stay was ask of the stay o	it watch lk work e morning. It rained yesterday. very morning. I to school estions. She a question television last night. I usually ening. I want to improve my English.
Ask erase smile was cook rain stay was ask of the simple process. Use the simple process ask erase smile was stay was ask of the stay was ask of the stay was stay was ask of the stay was ask of the stay was ask of the stay	it watch lk work e morning. It
Ask erase smile was cook rain stay was ask or a stay was stay was stay was stay as a stay was	it watch lk work e morning. It rained yesterday. very morning. I to school estions. She a question television last night. I usually ening. I want to improve my English. en dinner yesterday evening. He er every evening.

7.	I have a job at the library. I	at the library every evening. I
	there yesterda	ay evening.
8.	Linda usually	for the bus at a bus stop in front of her apartment
	building. She	for the bus there yesterday morning.
9.	The teachers	some words from the board a couple of minutes ago
	He used his hand instead of an eraser.	
10.	Our teacher is a warm, friendly person.	She often when she talks
	to us.	

EXERCISE 18 ▶ Vocabulary and listening. (Chapter 3 and Chart 8-4)

The simple past tense ending can be difficult to hear. Listen to each sentence and choose the verb you hear. Look at new vocabulary with your teacher first.

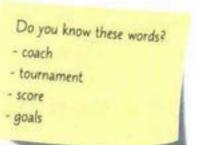
A Soccer Coach

Example: You will hear: Jeremy loves soccer.

You will choose: love (loves) loved

1. work	works	worked
2. play	plays	played

- 3. play plays played
- 4. score scored scores
- 5. help helps helped
- 6. learn learned learns
- 7. watch watches watched
- 8. like likes liked
- 9. work works worked
- 10. work works worked







EXERCISE 19 > Warm-up. (Chart 8-5)

Make true sentences with the correct time words.

- 1. I was at home yesterday morning / one hour ago / last night.
- 2. I watched a movie last weekend / yesterday afternoon / yesterday evening.
- 3. I talked to a friend last month / last week / an hour ago.

8-5 Past Time Words: Yesterday, Last, and Ago

	PAST	Note the changes in time expressions from present
-	yesterday	to past.
-	yesterday morning	
-	yesterday afternoon	
-+	yesterday evening	
-	last night	
-	last week	
	last year	
	last semester	
	•	→ yesterday morning → yesterday afternoon → yesterday evening → last night → last week → last year

REFERENCE LIST: TIME EXPRESSIONS

YESTERDAY	LAST	AGO
yesterday. yesterday morning. yesterday afternoon. yesterday evening.	(b) Sue was here last night. last week. last weekend. last month. last year. last spring. last summer. last fall. last winter. last Monday. last Tuesday. last Wednesday.	(c) Tom was here five minutes ago, a few minutes ago, two hours ago, three days ago, six months ago, a/one year ago,

NOTE

- In (a): yesterday is used with morning, afternoon, and evening.
- In (b): last is used with night, with long periods of time (week, month, year), with seasons (spring, summer, etc.), and with days of the week.
- In (c): ago means "in the past." It follows specific lengths of time (e.g., two minutes + ago, five years + ago).

EXERCISE 20 > Looking at grammar. (Chart 8-5)

Complete the sentences with yesterday or last.

		A	4 4	
1. /	applied	tor i	T WIND	
	mppercon	3000	a jou	

a. <u>last</u> Friday.

b. _____ week.

c. _____ fail.

d. _____ morning.

e. ______ year.

f. _____ summer.

2. I interviewed for the job ...

a. _____ night.

b. ______evening.

c. _____ month.

d. ______ afternoon.

e. _____ Monday.

f. _____spring.



EXERCISE 21 ▶ Looking at grammar. (Chart 8-5)

8. It's cold this week, but _____

9. We're tired this evening, but _____

Complete the sentences. Use wasn't or weren't and a past time expression.

1.	I'm at home tonight, but I wasn't at home last night.
2.	I am here today, but
3,	Kaya is busy today, but
4.	Mia and Bo are at work tonight, but
5.	Ben is at the library this afternoon, but
6.	You're here today, but
7.	Dr. Ruckman is in her office this morning, but

EXERCISE 22 ▶ Grammar and speaking. (Chart 8-5)

Part I. Ava is a college student. Use the information in the calendar to complete the sentences about her activities. Begin with a time expression from Chart 8-5.

			MARCI	AT.		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 take Kate to dr. appointment 9 AM	7	8 overnight ski trip
9	10	11	12	13 health sciences lecture 7 PM	14	15 outdoor campus concert
16 baseball game	17 volunteer at food bank	18 dorm meeting 5 PM	19 10 AM dentist movie/Sam	20	21	22
23 spring dance	24	25	26	27	28 biology test	29
30	31		2			

Today is Thursday, March 20th.

1	Three days ago	, Avawas	at the food bank.
2		, she	at a baseball game.
3		, she	at a lecture.
4		, she	at the dentist.
5		, Ava and Kate	at the doctor.
6		, Ava	at a dorm meeting.
7		Aug and Sam	at a mavia

Part II. Think about six events from your calendar in the past month. Tell a classmate about your activities. Use time expressions.

1. I m in class now, but I was at nome	ten minutes ago / two hours ago / etc.
	m class
The second secon	
6. I was home in bed	14
EXERCISE 24 > Listening. (Chart 8-5) Part I. Write the date.	
Today's date is	_·
Answer the questions.	
1	5
2	6
3	7
4	
Part II. Write the time.	
Right now the time is	
Listen to the questions. Write the times.	
1.	3
2	
EXERCISE 25 ▶ Warm-up. (Chart 8-6) Read the information about Jerry. Change	
Last Night	
Last night, Jerry made dinner at 7:00. two hours. At 10:00, he had some ice creat	
Every Night	
	dinner at 7:00. Then he his

8-6 Simple Past Tense: Irregular Verbs, Part I

Some verbs do not have -ed forms. Their past forms are irregular.

PRESENT SIMPLE PAST

do - did

get - got

go - went

have - had

see - saw

write - wrote

- (a) I do my homework every day.
- (b) I did my homework yesterday.
- (c) I go to class every day.
- (d) I went* to class yesterday.
- (e) Meg has eggs for breakfast every morning.
- (f) Meg had eggs for breakfast yesterday morning.

1. THE FINAL SOUND CHANGES TO D.

PRESENT SIMPLE PAST do did* have had

hide hid

PRESENT

SIMPLE PAST

hear make

heard" made

pay paid*

say said*

2. VOWELS CHANGE TO A.

PRESENT SIMPLE PAST
become became
begin began
come came
drink drank
eat ate
give gave

PRESENT

run

see

SIMPLE PAST

rang ran saw

sing sang sit sat swim swam

3. VOWELS CHANGE TO O.

PRESENT SIMPLE PAST break broke choose chose drive drove get got forget forgot ride rode speak spoke

PRESENT sell

SIMPLE PAST

sell sold*
tell told*
wake woke
wear wore
win won
write wrote

*The final sound changes to /d/.

4. THE VOWEL CHANGES TO OO.

PRESENT SIMPLE PAST

take took stand stood understand understood

^{*}Unlike the other verbs in this chart, go does not follow a pattern when it changes to the past tense.

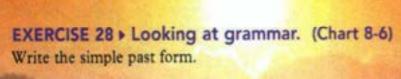
^{*}Note the vowel changes. Also, the vowel sound in said rhymes with red.

[&]quot;"ea" is pronounced like the vowel in her.

EXERCISE 26 ➤ Looking at grammar. (Chart 8-6) Write the correct verb.

	SIMPLE PRESENT	SIMPLE PAST
1.	run	ran
2.	wear	
3.	choose	
4.		paid
5.	begin	
6.	forget	
4040		
	say	100 mm t 100
10.	understand	-
11.	hide	
1.	I had a sandwich for lun	ch yesterday.
2.	I wore jeans to class last	week.
	I drank tea for breakfast	
4.	I sold something online	last month.
5.	I swam in the ocean last	year.
6.	I gave a birthday present	to someone last month.
7.	I forgot a friend's birthd	ay last year.
8.	I won something last yea	r.
9.	I got a headache last wee	ek.
10.	I spoke English with a na	ative speaker yesterday.
11.	I told my friends a funny	story yesterday.
12.	I heard a funny story yes	terday.
13.	I saw some cousins last r	month.
14.	I took the bus to school	last week.





EVERY DAY

Exercise

1. Ivan runs after work for exercise.	Ivan	after work for exercise.
2. They run after work for exercise.	They	after work for exercise.
3. We run after work for exercise.	We	after work for exercise.
4. I ride a bike.	I	_ a bike.
5. You ride a bike.	You	a bike.
6. She rides a bike.	She	a bike.
7. My alarm rings at 6:00 A.M.	My alarm	at 6:00 a.m.
8. I go to the gym at 6:30.	I	to the gym at 6:30.
9. My exercise class begins at 7:00.	My exercise class _	at 7:00.

VESTERDAY

EXERCISE 29 > Let's talk: pairwork. (Chart 8-6)

Work with a partner. Change the sentences from the present to the past. Take turns. You can look at your book before you speak. When you speak, look at your partner.

Example: I have class every day.

PARTNER A (book open): I have class every day.

PARTNER B (book closed): I have class every day. I had class yesterday.

Partner A (Partner B: book closed)	Partner B (Partner A: book closed)	
I get text messages every day.	1. We have lunch every day.	
2. They take the bus every day.	2. I write work emails every week.	
The students choose their meals at the cafeteria every day.	Jin comes to class late every day. I do my homework every day.	
4. You see your friends every day.	5. I make breakfast every morning.	
5. Hamid sits in the front row every day.	6. Carlos wakes up early every day.	
6. Mari does her homework every evening.	Change roles.	

EXERCISE 30 ➤ Looking at grammar. (Chart 8-6)
Complete the sentences with the verbs in the box. Use the simple past.

	oreak do		forget go	make pay		
Yeste	erday					
1.	Leo		several c	ups of coffee		
2.	Alex stepp	oed on his	glasses. He_		them.	
3.	I		_ my homewo	ork after scho	pol.	
4.	my dad _		break	tfast.		
5.	Vanessa _		her o	computer pas	ssword.	
6.	Elaine		up at	5:00 а.м.		
7.	Tony		his car	to the beach.		
8.	my parent	s	th	neir bill for th	neir rent.	
9.	Nina		a song i	n the shower		
10.	Roger and	his girlfrie	nd	to	a wedding.	
Whi	ch sentence I eat I ate	es are true a big brea a big brea	up. (Chart for you? Che kfast every m kfast this mon ig breakfast th	orning.	. Share your answers with a c	:lassmate.
2.	I list	ened to po	asts every we deasts last we o podeasts las	ek.		
3.			this time yes	10.000.000		

8-7 Simple Past Tense: Negative SUBJECT + DID + NOT + MAIN VERB you (a) 1 did to school yesterday. not walk she did to school yesterday. (b) You not walk + did not + main verb* he (c) Tim lunch yesterday. did not have it we (d) They did not to class yesterday. come they INCORRECT: I did not walked to school yesterday. Note: The base form of the main INCORRECT: Tim did not had lunch yesterday. verb is used with did not. (e) I didn't walk to school yesterday. NEGATIVE CONTRACTION did + not = didn't (f) Tim didn't have lunch yesterday.

correct: Dan wasn't here yesterday. INCORRECT: Dan didn't be here yesterday.

EXERCISE 32 > Looking at grammar. (Chart 8-7)

Complete the sentences. Use not.

TWO DAYS AGO

YESTERDAY

1. I got to school late.	I did not get 0	R didn't get to school late.
2. You got to school late.	You	school late.
3. She got to school late.	She	to school late.
4. They stayed home.	They	home.
5. We stayed home.	We	home.
6. She did her homework.	She	her homework.
7. You did your homework.	You	your homework.
8. We did our homework.	We	our homework.
9. I was sick.	I	sick.
10. They were sick.	They	sick.
11. She was here.	She	here.
12. We were here.	We	here.

^{*}EXCEPTION: did is NOT used when the main verb is be. See Charts 8-2 and 8-3.

EXERCISE 33 > Let's talk: pairwork. (Chart 8-7)

Work with a partner. Use I don't ... every day and I didn't ... yesterday. Take turns. You can look at your book before you speak. When you speak, look at your partner.

Example: walk to school

PARTNER A: I don't walk to school every day. I didn't walk to school yesterday.

Example: shop for groceries

PARTNER B: I don't shop for groceries every day. I didn't shop for groceries yesterday.

Partner A	Partner B
1. eat chocolate	1. drink tea
2. watch TV	2. visit my friends
3. wake up early	3. see my parents every day
4. make dinner	4. do my homework
5. study at midnight	5. stream a movie
	Change roles.

EXERCISE 34 ▶ Let's talk: game. (Chart 8-7)

Work in groups of 6-8 students. Tell your group things you didn't do yesterday. Use the suggestions in the box. Repeat the information from the other students in your group. The last person in the group repeats all the sentences.

Example: go

STUDENT A: I didn't go to the zoo yesterday.

STUDENT B: (Student A) didn't go to the zoo yesterday. I didn't have lunch in Beijing yesterday.

STUDENT C: (Student A) didn't go to the zoo yesterday. (Student B) didn't have lunch in Beijing vesterday. I didn't swim in the Pacific Ocean vesterday.

break	have	study	wake up
drink	make	swim	walk to
drive to	sing	use	wear

EXERCISE 35 > Warm-up. (Chart 8-8)

Answer the questions.

1. a. Do you wake up early every day?	Yes, I do.	No, I don't.
b. Did you wake up early this morning?	Yes, I did.	No, I didn't.
2. a. Do you eat lunch every day?	Yes, I do.	No, I don't.
b. Did you eat lunch yesterday?	Yes, I did.	No, I didn't.

	DID -	SUBJECT +	MAIN VERB			SHORT ANSWER	(LONG ANSWER)
a)	Did	Tess	walk	to school?	7	Yes, she did. No, she didn't.	(She walked to school.) (She didn't walk to school.)
)	Did	you	come	to class?	→ →	Yes, I did. No. I didn't.	(I came to class.) (I didn't come to class.)

EXERCISE 36 > Let's talk. (Chart 8-8)

Work in small groups. Ask and answer the simple past tense questions. Take turns. Ask a new question after 3-5 students have answered.

Example:

STUDENT A: Did you work late last night?

STUDENT B: No, I didn't. (to Student C) Did you work late last night? STUDENT C: Yes, I did. (to Student D) Did you work late last night? Etc.

- 1. Did you walk home yesterday?
- 2. Did you come to class late today?
- 3. Did you get up early today?
- 4. Did you play soccer yesterday?
- 5. Did you drink coffee this morning?
- 6. Did you go online today?
- 7. Did you play video games yesterday?
- 8. Did you text someone before 7:00 A.M.?
- 9. Did you make your bed this morning?
- 10. Did you wash the dishes this morning?

EXERCISE 37 ➤ Looking at grammar. (Chart 8-8)

Make questions and give short answers.

1.	A: _	Did you walk downtow	n yesterday?		
	В: _	Yes, I did.	(I walked downtown yesterday.)		
2. /	A: _	Did it rain last week?			
	B: _	No, it didn't.	(It didn't rain last week.)		

3. A:	
В:	(I had lunch at the cafeteria.)
4. A:	
B:	(Mr. Kwan didn't travel last month.)
5. A:	
B:	(Ivan chose his major last week.)
6. A:	
B:	(Ricardo and I spoke English yesterday.)
7. A:	
B:	(Galina studied English in high school.)
8. A:	
B:	(Kirsten and Ali didn't do their homework yesterday.)
9. A:	
B:	(I saw Gina at dinner last night.)
B:	(I didn't dream in English last night.)

EXERCISE 38 > Let's talk: Find someone who (Chart 8-8)

Interview your classmates. Make simple past questions with the given words. Find people who can answer yes and write their names in the chart on page 253. Share a few of their responses with the class.



Example: have dessert \ yesterday?

STUDENT A: Did you have dessert after dinner yesterday?

STUDENT B: No, I didn't. I didn't have dessert after dinner yesterday. STUDENT A: (to Student C) Did you have dessert after dinner yesterday?

STUDENT C: Yes, I did. I had dessert after dinner yesterday. (Write Student C's name.)

ACTIVITY	FIRST NAME
1. have rice for lunch \ yesterday?	
2. do homework \ last night?	
3. get an email \ yesterday?	
4. drive with someone to a mall \ yesterday?	
5. make dinner \ last night?	
6. drink coffee for breakfast \ this morning?	
7. see a good movie \ last week?	
8. write in English \ today?	
9. sit on the floor \ yesterday?	
10. run outside \ last week?	

EXERCISE 39 ▶ Reading and grammar. (Charts 8-7 and 8-8)

Part I. Read about Kevin's visits with the doctor.

Unhealthy Habits

Kevin didn't feel well. He saw Dr. Benson. Dr. Benson checked him and asked him about his lifestyle. Kevin had some unhealthy habits: he didn't sleep much, he didn't exercise, he ate unhealthy foods, and he smoked. He needed to change these habits. Kevin listened to the doctor, but he didn't change any habits. He continued to feel bad. He went back to the doctor a month later. The doctor asked him some questions.



Did you continue	ε to smoke last month? Kevin:	Yes, I did
Dr. Benson: you\change		
	your eating habits? Kevin:	
Dr. Benson: you\exercis	se	
	? Kevin:	_
Dr. Benson: you\sleep		
	more? Kevin:	
Dr. Benson: you\follow		
	my advice? Kevin:	
n to the questions. Write ish Class nple: You will hear: Di		
You will write:	the words you hear. d you have your test already? Did you have your test already?	
n to the questions. Write lish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test?	
n to the questions. Write lish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment?	
n to the questions. Write lish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense?	
ish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense? answer your question?	
ish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense? answer your question? need more help?	
ish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense? answer your question? need more help? understand the homework?	
ish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense? answer your question? need more help? understand the homework? explain the project?	
ish Class mple: You will hear: Di You will write:	the words you hear. d you have your test already? Did you have your test already? do well on the test? finish the assignment? make sense? answer your question? need more help? understand the homework? explain the project?	

Part II. Now write the questions the doctor asked Kevin and give Kevin's answers.

EXERCISE 41 ▶ Looking at grammar. (Charts 8-3 and 8-8)

You went to a birthday party last night. A friend is asking you about it. Complete the questions with did, was, or were.



- 1. _____ you go with a friend?
- 2. _____ your friends at the party?
- 3. _____ the party fun?
- 4. _____ many people there?
- 5. _____ you have a good time?
- 6. _____ there a birthday cake?
- 7. ______ you eat a piece of birthday cake?
- 8. ______ everyone sing "Happy Birthday"?
- 9. _____ you hungry?
- 10. _____ you take a present?

EXERCISE 42 > Warm-up. (Chart 8-9)

Which sentences are true for you? Check (✓) them.

- 1. ____ I sleep eight hours a night.
- 2. ____ I slept eight hours last night.
- 3. ____ I spend time online every morning.
- I spent time online yesterday morning.

8-9 Simple Past Tense: Irregular Verbs, Part II

1. THE VERB FORM DOESN'T CHANGE.

PRESENT

SIMPLE PAST

PRESENT

SIMPLE PAST

cost

cost

put

put

cut hit

hit

read shut read*

hurt

hurt

*The pronunciation is the same as the word red.

2. THE VOWELS CHANGE TO E.

PRESENT

SIMPLE PAST

fall

fell

meet

met

3. THE FINAL SOUND IS /t/. SOME VOWELS AND CONSONANTS MAY ALSO CHANGE.

PRESENT

SIMPLE PAST

PRESENT

SIMPLE PAST

build

built

send

sent

feel leave felt left

sleep spend slept

lose

lost*

*Note the vowel sound change.

4. THE VERB ENDS IN EW.

PRESENT

SIMPLE PAST

PRESENT

SIMPLE PAST

fly grow fiew

know

knew

5. THE VOWEL CHANGES TO OU.

PRESENT

SIMPLE PAST

find

found

6. THE VERB ENDS IN OUGHT.

PRESENT

SIMPLE PAST

PRESENT

SIMPLE PAST

buy bring bought

fight think fought thought

7. THE VERB ENDS IN AUGHT.

PRESENT

SIMPLE PAST

catch

caught

teach

taught

EXERCISE 43 > Looking at grammar. (Chart 8-9) Write the correct verb.

SIMPLE PRESENT	SIMPLE PAST
1. hit	hit
2. bring	
3. feel	
4	grew
5. find	
6. meet	
7	knew
8. teach	
9	built
10. send	
1 I spent money	VANCOURAGE - COMPANY LAMBOUR STOLE CAP
	nces. Share a few of your checked sentences with the class.
ndern Benedik until Martiners und Afri	sent for a friend last week.
	les in a garden last year.
4 I read an onlin	
5 I met a friend	
6 I threw a ball y	
7 I spent two ho	urs on my homework last night.
8 I built a websit	e last year.
9 I shut a window	w during the night.
10 I slept ten hou	rs last night.
11 I brought my l	unch to school every day last week.
12 I fought with s	omeone a few days ago.
13 I caught a cold	20 WWW.
14 I hurt my back	

EXERCISE 45 ▶ Looking at grammar. (Charts 8-6 and 8-9)

Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

✓ catch cost	cut eat		t sell thinl	k.
		ar cat have in his mou		
			uiiii.	
		ve your bike? it. I nee	eded some ex	tra money
			ded some ex	in money.
		have for lunch? nuch time, so I just _		a few enacks
		AND THE PERSON NAMED IN		a icw stracks.
	id you buy a		t Th	
B: N	o, it	too muc	n. I bought	a used one.
		ica leave for Egypt?	2 2	
B: S	he	for Egypt	five days ago	4
	and the second	Meg Adams?		
B: Y	es. I	her a co	uple of week	s ago.
7. A: A	re you chang	ing schools?		
B: N	lo. I	about it	, but I decide	ed to stay here.
8. A: I	really like yo	ur hair!		
B: T	hanks. A fri	end	it for me	v.
Listen to				orrect completion(s). There may be
Example	You will h	ear: He drank		
	You will cl	hoose: (a.) some tea.	b. bread.	(c.) water.
1. a. la	st week.	b. a fish.	c. hap	py.
2. a. ve	ry fast.	b. a house.	c. to t	he store.
3. a. bo	ooks.	b. the kids.	c. the	newspaper.
4. a. a	story.	b. a bike.	c. a h	orse.
5. a. gc	ood.	b. some food.	c. a d	octor.

c. home.

b. into town.

6. a. people.

EXERCISE 47 ▶ Looking at grammar. (Charts 8-4 and 8-6 → 8-9)

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

Talking with a Classmate

1. A: (you, find)		your T-shirt at the campus bookstore?
B: N	No. I (buy)	it online	*
2. A: (you, study)		_ last night?
B: N	Not really. I was tired.	I (read)	a few pages and then
(fall)	_ asleep.	
3. A: (you, leave)		your calculator at home?
B: N	No. I (bring)	it to cl	ass with me.
4. A: (you, enjoy)		the field trip yesterday?
B: N	Not really. I (catch)		a cold a few days ago and
(feel)	_ very tired.	
5. A: (you, do)	n	nuch in music class yesterday?
B: P	rofessor Neal (teach) _		us a new song. We also
(review)	for the test.	

EXERCISE 48 ▶ Let's talk: pairwork. (Charts 8-6 → 8-9)

Work with a partner. Take turns asking and answering simple past tense questions. You can look at your book before you speak. When you speak, look at your partner.

Example: think about your family

PARTNER A: Did you think about your family last night/yesterday/last week, etc.?

PARTNER B: Yes, I did. I thought about my family last night. OR No, I didn't. I didn't think about my family last night.

Partner A	Partner B
1. lose a key	1. send an email to your teacher
2. ride a bike	2. shut a window
3. catch a cold	3. sleep outdoors
4. teach someone	4. fight with anyone
5. go on social media	5. run in a park
	Change roles.

EXERCISE 49 > Listening. (Charts 8-6 and 8-9)

Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear:

He did ...

You will choose: (a.) his homework.

(b.) a good job.

c. absent.

1. a. a chair.

b. some rice.

c. some numbers.

2. a. on the floor.

b. a man.

c. together.

3. a. late.

b. vesterday.

c. car.

4. a. an answer.

b. hungry.

c. a book.

5. a. a good grade.

b. last month.

c. a new truck.

6. a. the floor.

b. next to my parents.

c. at the bus stop.

Jump-start your English

At the Lost-and-Found



Part I. Listen to the conversations.

- 1. A: Did someone turn in a wallet?
 - B: What does it look like?
 - A: It's black.
 - B: Let me check. Is this it?
 - A: Yes! Thank you!
- 2. A: I lost my backpack.
 - B: What color is it?
 - A: Blue.
 - B: What size?
 - A: Small.
 - B: Hold on a minute. Let me look. Sorry. We don't have it.
- 3. A: I lost my sweater.
 - B: Where did you lose it?
 - A: In the cafeteria.
 - B: Sorry. No one turned in a sweater from the cafeteria.

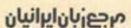


irlanguage



Part II. Work with a partner. Practice sentences with the words in the box. Take turn

a sweater. a baseball cap. some gloves. a package? some sunglasses?
a wallet? a backpack? two coats?
It's big. They're small.
It's blue and white. They're brown.
Large. Size 7.





Part III. Work in small groups. Create a lost-and-found office with items from your group. Create conversations about the items for your group to practice. Share a few with the class.

EXERCISE 50 ▶ Looking at grammar. (Chapter 8 Review)

Choose the correct verbs.

- 1. Jasmin didn't come / came / comes to the meeting yesterday. She stays / stayed / stay in her office.
- 2. Kay is reading / reads / read a book right now. She isn't watching / doesn't watch / didn't watch TV. She isn't liking / doesn't like / didn't like to watch TV during the day.
- 3. Toshi is a busy student. Sometimes he doesn't eat / didn't eat / isn't eating lunch because he doesn't have / isn't having / didn't have enough time.
- 4. Yesterday Karim isn't having / doesn't have / didn't have time for lunch. He gets / is getting / got hungry during his afternoon class. He is eating / eats / ate an early dinner later.

EXERCISE 51 > Looking at grammar. (Chapter 8 Review)

Complete each sentence with a verb in the box. You will not use all of them.

is coming comes	finish finishes	is putting puts	see saw	is standing stands	
came	finished	put		stood	
1. Our teache	r usually		in th	ne middle of the room.	
2. She		in the fro	ont of the ro	oom yesterday.	
3. Right now	she		_ in the bac	ck of the room.	
4. Hanna		her he	omework at	11:00 last night.	
5. Yesterday l		I	isa at the lil	brary.	
6. My wife _		hom	e around fi	ve every day.	
7. Yesterday,	she		home at 5	:45.	
Kevin was refrigerator		Не		the ice cream in the	
9. Look! Jere	my		on one bl	ue sock and one brown sock!	
10. Before we	get to class every	y day, the teacher		the desks in a ci	ircle.
Complete the so progressive, or t	entences. Chang he simple past.	Pay attention to	rentheses to the spelling	the simple present, the presen	it
		00.00	Service and the service and	the phone right now.	
				on the phone last night.	
				the phone every day.	
				the cafeteria two hours ago.	
				e cafeteria every day.	
		to bed			
8. My roomn	nate (study)		Sp	oanish last year.	
9. Kate (send,	not)		an email	to her parents right now.	
10. Kate (send her messag		a	n email to l	her parents every week. They e	njoy

EXERCISE 53 ▶ Reading and grammar. (Chapter 8 Review)

Read about Matthew's morning. Then read the sentences that follow. If a sentence is true, do not change it. If it is not true, write a correct negative statement.

My Early Morning

Yesterday, my alarm clock didn't go off. I jumped out of bed and looked at the clock. I was late for work. I hurried to the kitchen and quickly prepared breakfast. I had some juice and toast. After breakfast, I put the dishes in the sink. I didn't have time to wash them. Then I quickly got dressed. Soon, I was ready. I walked to the bus. At the bus stop, I didn't recognize anyone. Then I looked at my watch. I was two hours early! I was half asleep when I jumped out of bed earlier and misread* the time on my clock.



Matthew's alarm clock went off/	Matthew's alarm clock didn't go off
2. He got out of bed quickly (no ch	ange)
3. He cooked a big breakfast.	
4. He washed the dishes.	
5. He got ready in a hurry.	
6. He saw his friends at the bus stop	
7. He was late for work.	
8. It was time for work.	
9. He didn't read the time on the clock co	prectly

2

EXERCISE 54 ➤ Listening. (Chapter 8 Review)

Listen to the story. Then read each sentence and choose the correct answer.

A Doctor's Appointment?

1. The man was at the doctor's office.	yes	no	
2. He took some medicine.	yes	no	
3. He was in bed for a short time.	yes	no	
4. The man spoke to the nurse.	yes	no	
5. He is feeling OK now.	yes	no	



^{*}misread = read incorrectly

EXERCISE 55 > Writing. (Chapter 8 Review)

Use the expressions from the list to write sentences about yourself. When did you do these things in the past? Use the simple past tense and past time expressions (yesterday, two days ago, last week, etc.) in all of your sentences. Use your own paper.

Example: go downtown with (someone)

Possible sentence: I went downtown with Marco two days ago.

- 1. arrive in (this city)
- 2. eat at a restaurant
- 3. buy (something)
- 4. have a cold
- 5. be in elementary school
- 6. drink a cup of coffee

- 7. talk to (someone) on the phone
- 8. study arithmetic
- 9. read a newspaper
- 10. play (soccer, a video game, etc.)
- 11. see (someone or something)
- 12. think about (someone or something)

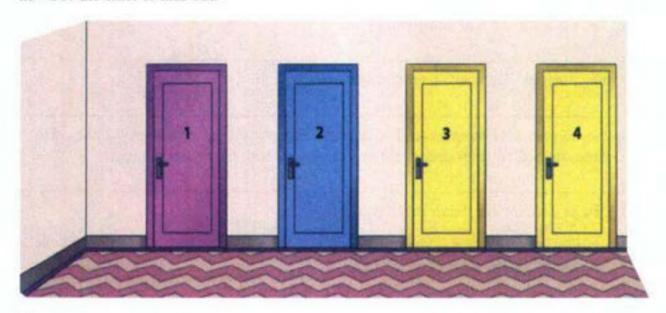
EXERCISE	56 ▶	Looking at	grammar.	(Chapter 8	Review)
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Write did, was, or were.

1.	I_	did	_ not go to work ye	sterday. I	was	sick, so I stayed he	ome.
2.	Ra	у	not in his offic	e yesterday.	Не	not go to we	ork.
3.	A:		Mr. Chan in his	office yester	rday?		
	B:	Yes.					
	A:		you see him abo	ut your prob	olem?		
	B:	Yes. He an	swered all my questi	ons. He		_ very helpful.	
4.	A:		you at the meeti	ng yesterday	?		
	B:	Yes.					
	A:	-	I miss anything?	Vi.			
	B:	No. It	really she	ort. The fire	alarm wer	nt off. We	_
		outside for	a long time.				
5.	A:	Where	you yeste	rday?			
	B:	I	at the zoo.				
	A:		you enjoy it?				
	B:	Yes, but the	weather	very ho	t. I tried to	o stay out of the sun.	Most of
		the animals	in th	neir houses o	or in the sh	ade. The sun	
		too hot for	them too. They	1	not want to	be outside.	

EXERCISE 57 ▶ Let's talk. (Chapter 8 Review)

Work in pairs or small groups. Read the facts about four people: Lara, Josh, Max, and Kira. They live in an apartment building on the same floor. Which apartment does each person live in? Use the clues to find out.



Clues:

- 1. Lara painted her door yellow.
- Josh and Lara lived in the same neighborhood when they were children. Now they are next-door neighbors.
- 3. Max loves music. He works at a music store. His parents were musicians in a band.
- 4. Kira isn't very social. She didn't want neighbors on both sides. She rented an end unit.
- 5. Lara moved into her apartment last year.
- The first time Max played loud music, both Kira and Josh knocked on the walls. They told him to turn it down.

APARTMENT NUMBER	1	2	3	4
NAME				

EXERCISE 58 ➤ Looking at grammar. (Chapter 8 Review)

Make questions.

A Bad Experience

- 1. A: Do you live in an apartment?
 - B: Yes, I do. (I live in an apartment.)
- 2. A: Do you have a roommate?
 - B: No, I don't. (I don't have a roommate.)

3. A	
B	No, I don't. (I don't want a roommate.)
4. A	
B	Yes, I did. (I had a roommate last year.)
5. A	
B	No, it wasn't. (It wasn't a good experience.)
6. A	
В	Yes, he was. (He was messy.) For example, he never picked up his dirty clothes. He never washed his dirty dishes. He was always late with his part of the rent.
7. A	
B	No, he didn't. (He didn't help me clean.)
8. A:	when he left?
	Yes, I was. (I was glad when he left.)



EXERCISE 59 > Listening. (Chapter 8 Review)

Listen to Lara's story about her wedding ring. Then read each sentence and choose the correct answer.

A Wedding Ring

 The woman lost her mother's ring. 	yes	no	Ži.
2. Someone took the ring.	yes	no	
3. Her dog found the ring in the garden.	yes	no	
4. Her mother wore the ring for a while.	yes	no	
5. The woman was happy at the end of the story.	yes	no	-



EXERCISE 60 > Check your knowledge. (Chapter 8 Review)

Correct the mistakes.

took

- 1. Someone was take my bike two days ago.
- 2. Did you went to the party last weekend?
- 3. I hear an interesting story yesterday.
- 4. The teacher not ready for class yesterday.
- 5. Did came Dennis to work last week?
- 6. Yesterday night I staied home.

- 7. Several students wasn't on time for the final exam yesterday.
- 8. Your phone rang before a few minutes.
- 9. Did you the movie watch?
- 10. The store no have yellow bananas. I get some green ones.
- 11. Did you nervous about your test last week?
- 12. I didn't saw you at the party. Did was you there?

EXERCISE 61 ▶ Reading and writing. (Chapter 8)

Part I. Read about Andy's week.

An Embarrassing Week

Andy did some embarrassing things last week. For example, on Monday, he wore his slippers to work. He got on the bus and looked down at his feet. He felt very stupid and wanted to hide his feet.

That night, he typed an email to his girlfriend. He told her he loved her. But he hit the wrong button, and he sent the message to his boss. His girlfriend and his boss have the same first name. He didn't know about his mistake until the next morning at work. His boss didn't look very happy.

On Friday, he went to a nice restaurant with co-workers for lunch and ate a salad. After lunch he had a meeting. He talked a lot at the meeting. People gave him strange looks, but Andy didn't know why. Later he found out the reason. He had lettuce on his front teeth.

Andy is hoping for a better week this week. He hid his slippers under the bed and put a mirror in his desk drawer. But he didn't tell his girlfriend about the email because he is still very embarrassed.

Do you know these words?

- boss

- salad

- lettuce

- mirror

- embarrassing

- slippers

- stupid

- hide



Part II. Write about something embarrassing that you did or something embarrassing that happened to you. Your title can be "An Embarrassing Week," "An Embarrassing Day," "An Embarrassing Night," "An Embarrassing Experience," etc. If you prefer, write about a family member or a friend. Follow the steps on page 268.

- First, write single sentences about one or more embarrassing things you or someone else did. Use simple past tense verbs.
- 2. Add details to make the story interesting. Answer these questions:
 - · Where and/or when did it happen?
 - · What did you think?
 - · How did you feel?
 - · What did you do next?
 - · Did you need to find a solution?
- 3. Put this information into one or more paragraphs.

Part III. Edit your writing. Work individually or change papers with a partner. Check () for the following:

- 1.

 paragraph indents
- 2. □ a capital letter at the beginning of each sentence
- 3.

 a period at the end of each sentence
- 4.

 correct use of the simple past for a completed activity
- □ correct use of didn't and wasn't for simple past negatives
- 6. ☐ correct spelling (use a dictionary or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

Expressing Past Time, Part 2

PRETEST: What do I already know?

Are the sentences correct or incorrect? Write "C" for correct and "I" for incorrect.

- 1. ____ What time you leave last night? (Chart 9-1)
- 2. ____ A: Where did you go after class? (Chart 9-1)
 - B: Yes, I did.
- 3. ____ A: What Ramone saw? (Chart 9-2)
 - B: He saw a funny movie.
- 4. ____ A: Who lived with you? (Chart 9-3)
 - B: My sister.
- The teacher came to class after she had breakfast. (Chart 9-4)
- 6. ____ When the plane landed after a twelve-hour flight. (Chart 9-5)
- 7. ____ At 11:00 last night, Lara was doing her homework in the library. (Chart 9-6)
- While Emily was shopping for groceries, she saw a friend from high school. (Chart 9-7)
- 9. ____ When my phone died, I was talking to my mom. (Chart 9-8)

EXERCISE 1 ▶ Warm-up. (Chart 9-1)

Choose the correct answer for each question.

- 1. When was your wedding?
 - a. Yes, I did.
- b. Downtown.
- c. In 2015.

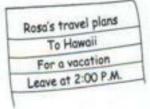
- 2. Where did you have it?
 - a. At midnight.
- b. In Mexico.
- c. Yes, I was.

			QUE	STION			SHORT ANSWER
(a) (b)	Where	Did did	you you	go go?	downtown?	- -	Yes, I did. / No, I didn't. Downtown.
(c) (d)	Where	Were were	you?		downtown?	7	Yes, I was. / No, I wasn't. Downtown.
(e) (f)	Why Why	Did did didn't	you you	run run? walk?	because you were late?	† †	Yes, I did. / No, I didn't. Because I was late. Because I was late.
(g) (h)	When } What time	Did did	Ann Ann	come come?	at six?	1 1	Yes, she did. / No, she didn't. At six.
.00			ome?	→ At six. → Seven o'clock. → Around 9:30.			What time usually asks for a specific time on a clock.
(j)	→ Las				The answer to when can be various expressions of time.		

EXERCISE 2 > Looking at grammar. (Chart 9-1)

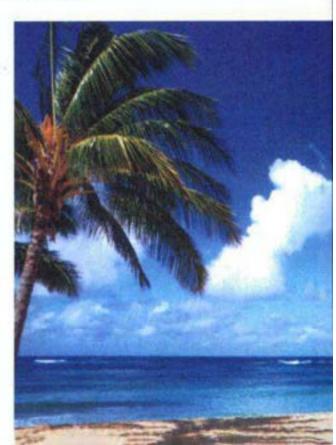
Make simple past tense questions and answers about Rosa's vacation.

- 1. Where ... go?
- 2. Why ... go there?
- 3. When/What time ... leave?



- Nhere did Rosa go?

 She went to Hawaii.
- 2. A: _____
- 2 A.
 - B: _____



EXERCISE 3 > Looking at grammar. (Chart 9-1)

Make questions with where, when, what time, or why.

Travel



To Montreal. (I went to Montreal last week.)
A few minutes ago. (Their plane landed a few minutes ago.)
Last month. (Dr. Neale stayed with her friends in Turkey last month.)
Because I took a red-eye* flight. (I was tired because I took a red-eye flight.)
Because I took a red-eye flight. (I stayed awake all night because I took a red-eye flight.)
To Greece. (Sofia went to Greece for her vacation.)
Around midnight. (Lia's train left around midnight.)
Five weeks ago. (I was in Morocco five weeks ago.)

^{*} red-eye flight = overnight flight

EXERCISE 4 > Let's talk: interview. (Chart 9-1)

Walk around the room. Ask and answer questions with the simple past tense. Share some of your classmates' answers with the class.

Example: What time \ go to bed \ you \ last night?

STUDENT A: What time did you go to bed last night?

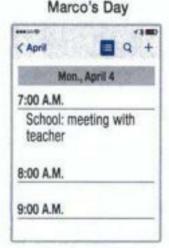
STUDENT B: I went to bed at 10:00 last night.

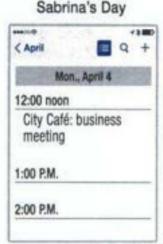
- 1. What time \ get up \ you \ this morning?
- 2. When \ finish \ you \ your homework \ last night?
- 3. Where \ be \ you \ at 10:00 last night?
- 4. Why \ choose \ you \ this school?
- 5. Why \ decide \ you \ to study English?
- 6. What time \ eat \ you \ dinner?
- 7. Where \ eat \ you \ dinner?
- 8. What time \ walk \ you \ into this room?
- 9. Where \ buy \ you \ this book?
- 10. When \ buy \ you \ this book?

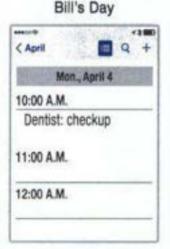


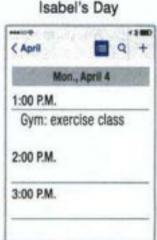
EXERCISE 5 ▶ Listening. (Chart 9-1)

Listen to the questions. Choose the correct answers. Use the information from the smartphone calendars.









Example: You will hear: Where did Isabel go?

You will choose: a. At 1:00 P.M. (b.) To the gym. c. For an exercise class.

a. At noon.
 b. To the City Café.

c. Because she had a meeting.

a. At noon.
 b. To the City Café.

c. Because she had a meeting.

3. a. To the gym. b. For an exercise class.

c. At 1:00 p.m.

a. To the gym.
 b. For an exercise class.

c. At 1:00 p.m.

5. a. To the gym.

b. For an exercise class.

c. At 1:00 P.M.

a. Because he had a meeting.	b. At 7:00 a.m.	c. To scho	ool.
7. a. Because he had a meeting.	b. At 7:00 a.m.	c. To scho	ool.
8. a. To the dentist.	b. For a checkup.	c. At 10:0	00 A.M.
9. a. To the dentist.	b. For a checkup.	c. At 10:0	00 а.м.
EXERCISE 6 > Looking at grade Complete the negative questions.	mmar. (Chart 9-1)		
Questions from a Teacher			
 A: I didn't go to class. B: Why didn't <u>you go t</u> 	o class		
A: Because I was sick.			
A: I didn't study for the test. B: Why didn't			.,
A: Because I fell asleep.			
3. A: I didn't finish the project.			
B: Why didn't			?
A: Because I didn't have enough	ugh time.		
4. A: I didn't do my homework.			
B: Why didn't			?
A: Because I forgot my book.			
5. A: I didn't rewrite my paper.			
B: Why didn't			?
A: Because I didn't understar	nd the mistakes.		
EXERCISE 7 > Listening. (Cha Listen to the questions. Choose th like "Did-ja." <i>Did he</i> can sound li	e verb you hear: did o	or didn't. Note:	Did you can sound
Example: You will hear: Why You will choose: did	didn't he help?		
1. did didn't	5. did	didn't	
2. did didn't	6. did	didn't	
3. did didn't	7. did	didn't	
4. did didn't	8. did	didn't	

Jump-start your English

Using How Come

Part I. Another way to say why is with the phrase how come. Look at these examples. Note the verb changes with how come.

Why did you turn down the heat?

How come you turned down the heat?

Why did you take off your sweater?

How come you took off your sweater?

The be verb comes after the subject with how come.

Why were you cold? → How come you were cold?



Part II. Listen to the conversations. Then work with a partner.

Make past tense conversations with the words in the boxes. Share your conversations with other pairs of classmates.

- 1. A: How come you went home?
 - B: I didn't feel well.
- 2. A: How come you were late?
 - B: I missed the bus.
 - A: How come you missed the bus?
 - B: I didn't hear my alarm.
- 3. A: How come they came early?
 - B: Because they had the wrong time.

QUESTIONS		المر المدار
How come	you he she we they	come? sleep? leave? stay? go? forget? spend? turn on/off? wake up?

ANSWERS	
Because	I you he she we they

EXERCISE 8 > Warm-up. (Chart 9-2)

Choose the correct answer to the question.

What did you want?

- a. Some help.
- b. Yes, I did.
- c. Yes, I was.
- d. Mr. Harris.

9-2 Questions with What

What is used in a question when you want to find out about a thing. Who is used when you want to find out about a person. (See Chart 9-3 for questions with Who.)

	(QUESTION + WORD)	HELPING + VERB	SUBJECT +	MAIN VERB			SHORT ANSWER	(LONG ANSWER)
(a) (b)	What	Did did	Carol Carol	buy buy?	a car?	→	Yes, she did. A car.	(She bought a car.) (She bought a car.)
(c) (d)	What	ls is	Fred Fred	holding holding?	a book?	→	Yes, he is. A book.	(He's holding a book. (He's holding a book.
(e) (f)	s v Carol bought o v s What did Car	٧	.00	nr = the ob	10.			

EXERCISE 9 ▶ Looking at grammar. (Chart 9-2) Make questions.



Takeout for Dinner



takeout* food

- 1. A: Did you get takeout for dinner?
 - B: Yes, I did. (I got takeout for dinner.)
- 2. A: What did you get for dinner?
 - B: Takeout. (I got takeout for dinner.)

^{*}British English = takeaway

3. A	V
В	3: Yes, she is. (Juliette is picking up the food.)
4. A	
В	3: The food. (Juliette is picking up the food.)
5. A	
В	3: Chinese food. (We ordered Chinese food.)
6. A	
В	3: Yes, I do. (I like Chinese food.)
7. A	*
В	: Yes, I am. (I'm really hungry.)
8. A	
В	Yes, I do. (I see chopsticks in the bag.)

EXERCISE 10 > Let's talk: pairwork. (Chart 9-2)

Work with a partner. Perform the activities. Ask and answer questions. Follow the example. Take turns.

Example: walk to the front of the room

PARTNER A: (to Partner B) Walk to the front of the room.

PARTNER B: (walks to the front of the room)

PARTNER A: What did you do?

PARTNER B: I walked to the front of the room.

Partner A	Partner B	
1. look at the clock	put a pen on your desk	
2. point to the ceiling	2. close the door	
3. read a sentence	3. ask a question	
4. cough	4. sneeze	
5. stand up	5. drop a pen	
6. count to five	take out a piece of paper	
7. give me a book	7. yawn	
8. sign your name	8. print your first name	

irlanguage

EXERCISE 11 > Let's talk: class activity. (Charts 9-1 and 9-2)

Ask your teacher questions to complete the chart with information about each person's day.*

SITUATION: All these women were absent from school yesterday. What did each person do? In your opinion, who had the best day?

Example:

STUDENT A: What time did Jenny wake up?

TEACHER: 7:00 A.M.

STUDENT B: What did Jin eat for breakfast?

TEACHER: Rice.

	WAKE UP	EAT FOR BREAKFAST	SPEND THE DAY	GO TO BED	BE ABSENT
JENNY	7:00 A.M.				
JIN		rice			
JADA			at the beach		
JANICE				10:00 P.M.	
JULIA					Because she needed to earn extra money for school tuition

^{*}Teacher: See Let's Talk: Answers, p. 511.

EXERCISE 12 ▶ Vocabulary, grammar, and speaking. (Chart 9-2)

Work with a partner. Ask about the meaning of the abbreviations. Begin your questions with What. Take turns.

Example: DOB

PARTNER A: What does DOB mean?

PARTNER B: DOB means "date of birth."

1. apt.

4. RN

2. appt.

5. DDS

3. dept.

6. MD

7. B.S. degree

8. B.A. degree

9. Ph.D. degree

EXERCISE 13 > Listening. (Charts 9-1 and 9-2)

Listen to the questions. Write the words you hear.

Example: You will hear: Where did they go?

You will write: Where did they go?

1. ______ arrive?

5. _____ say?

2. _____ leave?

6. _____ move:

3. _____ want?

7. _____ move to

4. _____ study?

EXERCISE 14 > Warm-up. (Chart 9-3)

Match each picture with the correct conversation.



Picture A

A: Who did you pick up at the airport?
 B: My father.

Picture ____



Picture B

A: Who picked you up at the airport?B: My father.

Picture ____

	QUESTION		ANSWER		
(a)	What did they see?	-	A boat.	(They saw a boat.)	What is used to ask questions about things
(b)	Who did they see?	-	Jay.	(They saw Jay.)	Who is used to ask questions about people
	0			0	In (c): Who is the object of the verb. Usual
(c)	Who* did they see?	-	Jay.	(They saw Jay.)	question word order is used:
	s			s	question word + helping verb + subjec
(d)	Who saw Jay?	-	Ella.	(Ella saw Jay.)	+ main verb
	S			S	In (d), (e), and (f): Who is the subject of
(e)	Who lives there?	-	Ed.	(Ed lives there.)	the question. Usual question word order
	s			is NOT used. When who is	is NOT used. When who is the subject of a
(f)	Who came?	-+	Eva.	(Eva came.)	question, do not use does , do , or did . DO NOT change the verb in any way: the ver
16	INCORRECT: Who did	com	e?		form in the question is the same as the vert
		7.700	77.0		form in the answer.

^{*} Whom is used as the object in formal English. This is explained in the next level of this series, Fundamentals of English Grammar, Chart 5-3.

EXERCISE 15 > Looking at grammar. (Chart 9-3)

Work with a partner. Make questions orally with who. Then write the questions.

Example:

SITUATION: The teacher saw Alan. The teacher talked to Alan. The teacher helped Alan.

SITUATION: Alan called Yuko. Alan visited Yuko. Alan studied with Yuko.

- 1. _____? Alan.
- 2. ______? Alan.
- 3. ______? Alan.
- 4. ______? Yuko.
- 5. ______ ? Yuko
- 6. _____? Yuko.



EXERCISE 16 ➤ Looking at grammar. (Chart 9-3)

Make questions and answers.

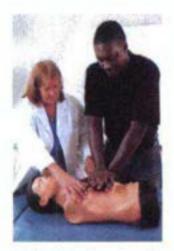
Emergencies



- 1. The firefighter carried the boy.
 - a. Who carried ______? The firefighter.
 - b. Who did _____? The boy.



- 2. The young man called 911.
 - a. Who did _____? 911.
 - b. Who called _____? The young man.



- 3. Dr. Ward taught the students.
 - a. Who taught _____? _____
 - b. Who did _____? _____.

EXERCISE 17 ➤ Looking at grammar. (Chart 9-3)

Make questions.

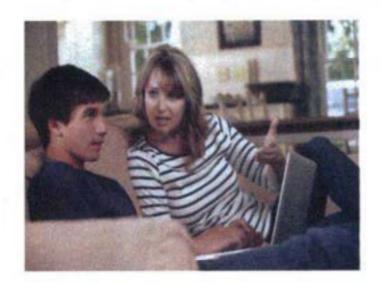
At a Party



1. A	
В	: Lucia. (I saw Lucia at the party.)
2. A	:
В	: Marta. (Marta came to the party.)
3. A	:
В	: Faizal. (I talked to Faizal.)
4. A	
	: Maggie. (Ricardo met Maggie.)
5. A	:
	: Ricardo. (Ricardo met Maggie.)
6. A	
В	Ricardo and Maggie. (I invited Ricardo and Maggie.)

EXERCISE 18 ➤ Let's talk: pairwork. (Charts 9-1 → 9-3)

Work with a partner. Finish this conversation between a parent and a teenager. Use your imagination. You can make it funny or serious. Perform your conversation for the class. You can look at your book before you speak. When you speak, look at your partner.



PARENT:	where did you go last night?	
TEENAGER:	1	_
PARENT:	What did you do?	
TEENAGER:	2	_
PARENT:	Who did you see?	
TEENAGER:	3	_
PARENT:	Who saw you?	
TEENAGER:	4	_
PARENT:	When did you get home?	
TEENAGER:	-5	_
PARENT:	Is there anything else you want to tell me?	
TEENAGER:	6	_
PARENT:		

EXERCISE 19 ➤ Listening. (Charts 9-1 → 9-3)

Listen to each question and choose the best answer.

Example: You will hear: Why was John late?

You will choose: a. Yesterday.

b. At the park.

(c.) Because he slept too long.

1. a. At midnight.

b. Because it was late.

c. With my parents.

2 a Last month

b. In a small town.

c. Because he was a co-worker.

3. a. In a minute.

b. Some money.

c. John and Sarah.

4. a. At work.

b. At 10:00.

c. There was a party.

5. a. An apartment downtown.

b. Next week.

c. Because we like the city.

6. a. The bus.

b. Because her car didn't start.

c. Maya did.

7. a. Because I didn't have time.

b. My friends.

c It was fun.

EXERCISE 20 > Let's talk: game. (Charts 9-1 -> 9-3)

Work in teams. Choose two places from the list and write as many questions as you can for each situation. Use a mix of Wh-questions: Where, What, When, What time, Who, and Why. The team with the most grammatically correct questions wins.

Example: Your friend just got home from the shopping mall.

Possible questions: What did you buy? Where did you shop? Etc.

Your friend just got home from ...

the grocery store.

4. the dentist's office.

7. the hospital.

2. the library.

5. the train station.

8. a one-week vacation.

3. the airport.

6. the movies.

9. a soccer tournament.

EXERCISE 21 > Warm-up. (Chart 9-4)

Which answers are true for you?

- 1. Before I ate breakfast this morning, I ...
 - a. took a shower.
 - b. washed my face.
 - c. made tea.
 - d. brushed my hair.

- 2. After I got to school today, I ...
 - a. ate something.
 - b. bought some coffee.
 - c. did my homework.
 - d. talked to friends.

s v a) <i>l ate breakfast.</i> = a main clause	A clause is a group of words that has a subject and a verb.
s v (b) before I went to class = a time clause s v (c) I ate breakfast before I went to class. main clause time clause	A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).
(d) Before I went to class, I ate breakfast. time clause main clause	A time clause begins with a time word such as before or after: before + S + V = a time clause after + S + V = a time clause
(e) We took a walk after we finished our work time clause (f) After we finished our work, we took a walk after we finished our work, we took a walk time clause main clause	in (c) and (e). A time clause can come before a main clause, as in (d) and (f).* There is no difference in meaning between (c) and (d) or
(g) We took a walk after the movie. prep. phrase (h) I had a cup of coffee before class. prep. phrase	Before and after don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-8, p. 21, and 7-2, p. 202, for information about prepositional phrases.

^{*}Note: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

EXERCISE 22 > Looking at grammar. (Chart 9-4)

Put brackets around the main clause and the time clause in each sentence. Write "M" over the main clause and "T" over the time clause.

In the Kitchen

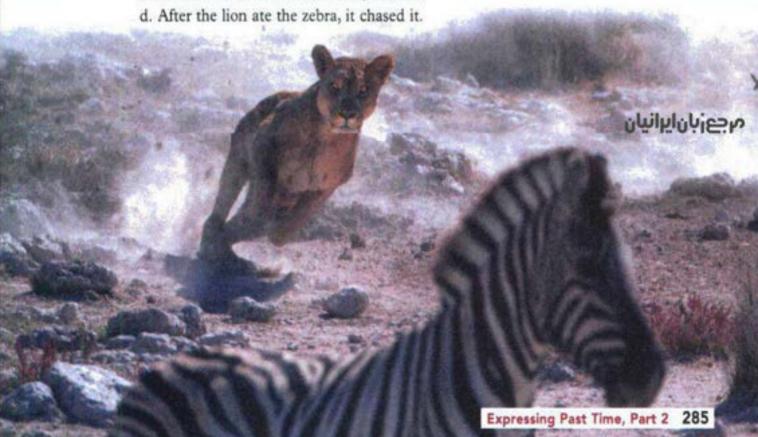
- 1. [After I cracked the egg,] [I fried it.]
- 2. Nate toasted the bread before he put butter on it.
- 3. Before Grandma salted the rice, she tasted it.
- 4. I served the soup after I stirred it.
- 5. Anita weighed the butter and sugar before she mixed them together.

EXERCISE 23 > Looking at grammar. (Chart 9-4)

Write"1" before the first activity and "2" before the second activity. Then choose the sentence(s) with the correct meaning.

What happened first?

- 1. 2 The ice melted.
 - - a. Before the weather got warmer, the ice melted.
 - (b.) Before the ice melted, the weather got warmer.
- 2. ____ It became very windy.
 - ____ The leaves fell off the trees.
 - a. After it became very windy, the leaves fell off the trees.
 - b. After the leaves fell off the trees, it became very windy.
- 3. ____ The weather was sunny.
 - ____ The clouds disappeared.
 - a. After the weather was sunny, the clouds disappeared.
 - b. After the clouds disappeared, the weather was sunny.
- 4. ____ The lion chased the zebra.
 - ____ The lion ate the zebra.
 - a. Before the lion ate the zebra, it chased it.
 - b. Before the lion chased the zebra, it ate it.
 - c. After the lion chased the zebra, it ate it.



EXERCISE 24 > Let's talk: game. (Chart 9-4)

Work in teams. Check () all the incomplete sentences. Make them complete and add the correct punctuation. Your teacher will give you a time limit. The team with the most grammatically correct answers wins.

Example: Before my cell phone died last night

Possible answer: Before my cell phone died last night, I texted several friends.

- 1. ____ After Jonas and Nora got married in Hawaii last June
- 2. ____ We went to the zoo before we ate our lunch
- 3. ____ The kids played soccer in the park
- 4. ____ After you finished your homework last night
- 5. ____ Vikram didn't eat before he took his medicine
- 6. ____ Before I took my daughter to the dentist last week
- 7. ____ After school started at the beginning of the year
- 8. ____ Before Gino told me about his problems, I thought he was happy

EXERCISE 25 > Grammar and speaking. (Chart 9-4)

Work in small groups. Use **before** and **after** to combine the two ideas into one sentence. Make four sentences for each item.

Example: He got dressed. / He made coffee.

STUDENT A: He got dressed before he made coffee.

STUDENT B: Before he made coffee, he got dressed.

STUDENT C: After he got dressed, he made coffee.

STUDENT D: He made coffee after he got dressed.





1. She put on a jacket. / She went outside.



2. He drove to an office. / He delivered a package.



3. They bought tickets. / They watched a movie.

EXERCISE 26 > Warm-up. (Chart 9-5)

Do the sentences have the same or a different meaning?

- 1. When I got home from school, I ate a snack.
- 2. I ate a snack when I got home from school.

When can introduce a time clause. when + S + V = a time clause In (a): When the rain stopped is a time clause In (b): Note that the noun (Tom) comes before
In (a): When the rain stopped is a time clause
In (h): Note that the noun (Tam) comes before
the pronoun (he).
When is also used to introduce questions.*
A question is a complete sentence, as in (c).
A time clause is not a complete sentence, as

^{*}See Charts 3-11, p. 88, and 9-1 for information about using when in questions.

EXERCISE 27 ▶ Looking at grammar. (Chart 9-5)

Add a capital letter and a question mark to complete the sentences. Write "NC" to mean "not complete" if the group of words is a time clause and not a question.

W

- 1. a. when did Jim arrive sohen did Jim arrive?
 - b. when Jim arrived → NC
- 2. a. when you were in Iran
 - b. when were you in Iran
- 3. a. when did the movie end
 - b. when the movie ended
- 4. a. when Khalid and Bakir were at the restaurant on First Street
 - b. when were Khalid and Bakir at the restaurant on First Street
- 5. a. when the museum opens
 - b. when does the museum open

EXERCISE 28 > Grammar and speaking. (Chart 9-5)

Work with a partner. Partner A makes sentences orally by combining an idea in Column A with one in Column B. Partner B changes the position of the time clause. Take turns. Finally, write the answers separately.

Example: When the show ended,

PARTNER A: When the show ended, people clapped.

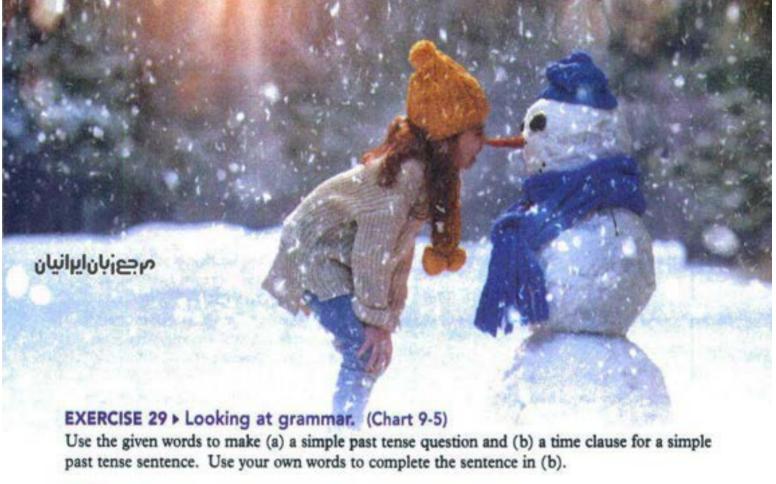
PARTNER B: People clapped when the show ended.

COLUMN A

- 1. When the show ended,
- 2. When I was in Japan,
- 3. Elena bought some new shoes
- 4. I took a lot of photographs
- Adam was a soccer player
- 6. When the rain stopped,
- 7. The mirror broke

COLUMN B

- a. when I dropped it.
- b. I closed my umbrella.
- c. when he was in high school.
- √ d. people clapped.
 - e. when she went shopping yesterday.
 - f. I stayed in a hotel in Tokyo.
 - g. when I was in Brazil.



A Winter Storm

1.	When \ snow \ it
	a. When did it snow?
	b. When it snowed, the kids built a snowman.
2.	When \ start \ the storm
	8
	b
3.	When \ hear \ they \ the weather report
	а.
	b
4.	When \ go out \ the electricity
	a
	b

EXERCISE 30 ▶ Warm-up. (Chart 9-6)

Complete the sentences with the correct time for you.

1.	Now	I am	studying	grammar,	but yesterday	I wasn't studying	g grammar
	at			_,			

2. Now I am not sleeping, but last night, I was sleeping at ______.

9-6 Present Progressive vs. Past Progressive The present progressive describes an activity in PRESENT PROGRESSIVE (in progress right now) progress right now, at the moment of speaking. See Chart 4-1, p. 97. (a) It's 10:00 now. The students are sitting in class. In (a): Right now it is 10:00. The students began to sit before 10:00. Sitting is in progress at 10:00. (See below.) PAST PROGRESSIVE (in progress yesterday) The past progressive describes an activity in progress at a particular time in the past. The activity continues in the past. (b) It was 10:00. The students were sitting in class. In (b): The students began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress. (See below.) PRESENT PROGRESSIVE FORM: AM, IS, ARE + -ING The forms of the present progressive and the past progressive consist of be + -ing. The present (c) It's 10:00. I am sitting in class. progressive uses the present forms of be: Max is sitting in class. am, is, and are + -ing. We are sitting in class. PAST PROGRESSIVE FORM: WAS, WERE + -ING The past progressive uses the past forms of be: was and were + -ing. (d) It was 10:00. Max was sitting in class. We were sitting in class.









10:00 now: The students are sitting in class right now at ten o'clock.
10:00 yesterday: The students were sitting in class yesterday at ten o'clock.

EXERCISE 31 > Grammar and speaking: class activity. (Chart 9-6)

Write the correct form of the verb in parentheses. Discuss the meaning of the phrase that is in the progressive tense.



- 1. James sat down to drink coffee and read the newspaper at 7:00 yesterday morning. At 7:10, Gayle woke up.
 - → James (drink) ______ coffee when Gayle (wake) _____ up at 7:10.



- 2. Jason was at home yesterday evening. His favorite program was on TV. It started at 7:00. It ended at 8:00. At 7:30, his friend Melanie called.
 - → When Melanie (call) ______at 7:30, Jason



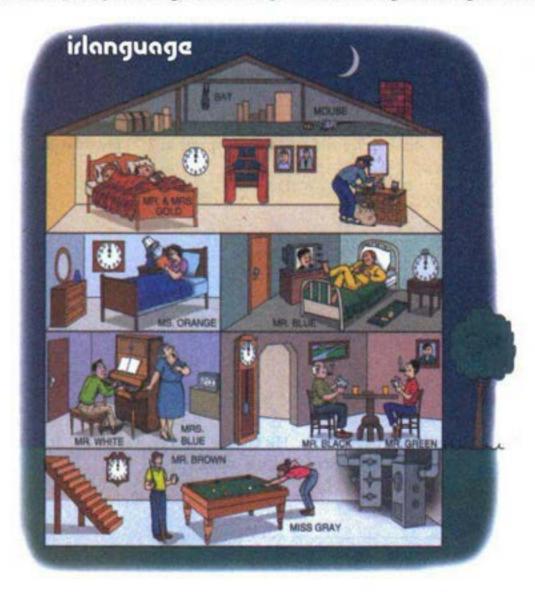
- 3. Nia played her guitar for an hour last night. She started at 8:00, and she stopped at 9:00. Her mom came home at 8:45.
 - → At 8:30, Nia (play) ______ her guitar. When her mom (come) ______ home at 8:45,

Nia (play) ______ her guitar.

EXERCISE 32 > Let's talk: class activity. (Chart 9-6)

Look at the picture. Use the past progressive to describe the activities that were in progress the night of the robbery.

SITUATION: Mr. and Mrs. Gold invited some friends to their house for the weekend. A thief took Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?



EXERCISE 33 > Warm-up. (Chart 9-7)

Check (✓) all the sentences that match the picture.

While the teacher was talking,

- 1. ____ the fire alarm began to ring.
- 2. ____ a student fell asleep.
- 3. ____ a spider crawled into the room.
- 4. ____ a desk fell over.
- 5. ____ another teacher came into the room.
- the room caught fire.



9-7 Using While with Past Progressive

(a) The phone rang while I was sleeping. OR

while + subject + verb = a time clause
While I was sleeping is a time clause.
while = during that time

(b) While I was sleeping, the phone rang."

A while-clause describes an activity that was in progress at the time another activity happened. The verb in a while-clause is often past progressive (e.g., was sleeping).

EXERCISE 34 ▶ Grammar and speaking. (Chart 9-7)

Combine the sentences orally. Use while.

Last night at home ...

- I was texting a friend. My phone died.
 - → While I was texting a friend, my phone died.
 - My phone died while I was texting a friend.
- My dad used sugar instead of salt by mistake. He was cooking dinner.
- My sister was putting the groceries away.She dropped a carton of eggs on the floor.
- 4. I was studying for a test.
 A mouse ran across the room.
 - The power went out. My mom was editing photos.

EXERCISE 35 > Warm-up. (Chart 9-8)

What word begins each time clause? What verb form is in each time clause?

- a. While Tim was riding the escalator to his office, it suddenly stopped.
 - The escalator suddenly stopped while Tim was riding it to his office.
- a. When the escalator suddenly stopped, Tim was riding it to his office.
 - Tim was riding the escalator to his office when it suddenly stopped.



^{*}NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

(a) Jane called me yesterday.	The SIMPLE PAST describes activities or
(b) I talked to Jane for an hour last night. (c) What time did you get up this morning?	situations that began and ended at a particular time in the past (e.g., yesterday, last night).
(d) I was studying when Jane called me last night. (e) While I was studying last night, Jane called.	The PAST PROGRESSIVE describes an activity that was in progress (was happening) at the time another action happened.
	In (d) and (e): The studying was in progress when Jane called. The past progressive describes the longer activity.
	When is commonly used with the simple past activity, as in (d).
(f) I opened my umbrella when it began to rain. main clause time clause	If both the time clause and the main clause in a sentence are simple past, it means that the action in the time clause happened first, and the action in the main clause happened second. In (f): First, it began to rain; second, I opened my umbrella.
COMPARE	In (g): First, the phone rang; second, I
 (g) When the phone rang, I answered it. (h) When the phone rang, I was studying. 	In (h): First, the studying was in progress; second, the phone rang.

EXERCISE 36 > Let's talk: class activity. (Chart 9-8)

Your teacher will ask you to perform actions. Work with a partner to describe the actions with while-clauses or when-clauses. Follow the examples. Close your book when you do this activity.

Example: Erase the board. / Open the door.

TEACHER: (to Student A) Please erase the board. What are you doing?

STUDENT A: I'm erasing the board right now.

TEACHER: (to Student B) Please open the door.

Thank you. You can both sit down.

(to the class): With your partner, make a sentence with while or when about those

two actions: While ______ was erasing the board,
_____ opened the door. OR _____ was
erasing the board when _____ opened the door.

- 1. Write on the board. / Drop a book on the floor.
- 2. Walk around the room. / Say hello to (____).
- 3. Look out the window. / Take (____)'s grammar book.
- 4. Everyone, clap your hands. / (____), please stand up.

EXERCISE 37 ▶ Looking at grammar. (Chart 9-8)

Write the past form of the verbs in parentheses.



A Lucky Find

When my grandparents (die) _	1,	I (clean)	2
out their house. While I (clean)			
I (see)	an old box. When I (op	en)	5
it, I (find)6	some antique toys.	They were very	dusty.
While I (clean)	them, I (notice)	-	8
the date on one of them: 1910. Wh	nen I (take)	9	them to an
antiques store, the owner (offer)	10	_ me a lot of m	oney for them.
While I (think)	about his offer	, a customer	
(offer)	me more money. I was	very happy and	surprised.
I said "yes."			



Part I. Work with a partner. Use the information about Bill Gates to make sentences with while, when, before, and after. Use the simple past and past progressive.

Example: 1967: entered Lakeside School

1968: wrote his first computer program

→ In 1967, Bill Gates entered Lakeside School.

→ While he was studying at Lakeside, he wrote his first computer program.

Bill Gates: A brief history

1955: was born in Seattle, Washington

1967: entered Lakeside School

1967-1973: studied at Lakeside School

1968: wrote his first computer program

1970: started his first software company

1973: graduated from Lakeside

1973-1977: studied at Harvard University

5: began to design programs for personal computers

5: started Microsoft with Paul Allen

5-2008: led Microsoft

7: left Harvard University

4: got married to Melinda French

...6: his first child was born

2008: retired from Microsoft

2008: became more active in the Bill and Melinda Gates Foundation



Part II. Use the information about Bill Gates as a model, and make a timeline of 7–10 events in your own life. Exchange timelines with your partner. Write sentences about your partner's timeline with the simple past and past progressive. Use while, when, before, and after. Check each other's work when you are both finished.

EXERCISE 39 > Reading, grammar, and listening. (Charts 9-4, 9-7, and 9-8)

Part I. Read the information about Steve Jobs. Look at new vocabulary with your teacher first.

Do you know these words?

- electronics - medical treatments

- design - cure

- fired - turned + (age)

- cancer

STEVE JOBS

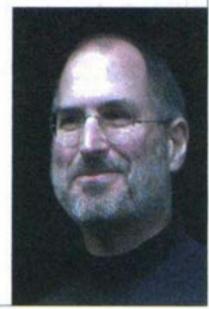
Steve Jobs is another very famous computer person. He was also born in 1955. He grew up in Palo Alto, California. When he was in high school, he worked for electronics businesses in the summer. He also met Steve Wozniak. They became friends and business partners and built their first computer together.

After Jobs graduated from high school, he went to Reed College. He didn't study there very long, but he stayed in the area. He liked to visit the college's calligraphy — artistic handwriting — classes. He learned a lot about design and used it years later with his products.

Jobs, Wozniak, and Ron Wayne started Apple Computer in 1976. In 1985, Apple fired him, so he started NeXT Computer, Inc. While he was working at NeXT, he met Laurene Powell, and they got married.

In 1996, Apple bought NeXT and Jobs once again worked at Apple. Under Jobs, Apple became very successful. In 2001, it introduced the iPod. In 2007, it sold the first iPhone. Three years later, the iPad came out.

Unfortunately, while Jobs was working at Apple, he got cancer. Medical treatments didn't cure him. In 2011, ten months after he turned 56, Steve Jobs died.



Part II. Complete the sentences with before, after, when, or while. Use the information from the reading in Part I.

1.		Steve Jobs was attending high school, he worked for electronics
	businesses in the sur	
2.		he finished high school, he attended Reed College for a short time.
3.		he was living near Reed College, he visited calligraphy classes.
4.		he began NeXT Computer Inc., Apple fired him.
5.		Steve Jobs was working at Apple, the company introduced the iPod*,
	iPhone [®] , and iPad [®] .	
6.		Steve Jobs turned 57, he died.

	Steve Jobs	born in 1955.	
2.	While he	up in Palo Alto, Califor	nia, he
	interested in computer	S.	
3,	Jobs and Wozniak	their first computer toge	ther.
4.	After Jobs	from high school, he	to Reed
	College.		
5.	Не	_ there very long, but he	in the area.
6.	Не	a lot about calligraphy, and it	him with the
	design of his products.		
7.	In 1985, Apple	him, so he	NeXT Computer, In
8.	While he	at NeXT, he	Laurene Powel
	and they got married.		
9.	Under Jobs, Apple	very successful.	
10.	Unfortunately, while Jocancer.	obs at App	le, he
11.	Medical treatments	cure him, and Jobs	in 2011
EXE Wri	te the simple past or the	at grammar. (Chart 9-8) past progressive form of the verbs in par	rentheses.
EXE Wri	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I	at grammar. (Chart 9-8) past progressive form of the verbs in part (have) were having dinner	rentheses. at a restaurant last year,
EXE Wri	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see)	at grammar. (Chart 9-8) e past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce)	rentheses. at a restaurant last year,
EXE Wri	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see)	at grammar. (Chart 9-8) past progressive form of the verbs in part (have) were having dinner	rentheses. at a restaurant last year,
EXI Write Hap	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see) her to my cousin. Nov	at grammar. (Chart 9-8) e past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce)	at a restaurant last year,
EXI Write Hap	ercise 40 > Looking te the simple past or the opy Endings While my cousin and I we (see) her to my cousin. Now When I (hear)	at grammar. (Chart 9-8) e past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce) w they are husband and wife!	at a restaurant last year,
EXI Write Hap	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see) her to my cousin. Now When I (hear) to	at grammar. (Chart 9-8) e past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce) w they are husband and wife! a scratching sound at the do	at a restaurant last year, oor a few days ago, I (walk
EXI Write Hap	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see) her to my cousin. Now When I (hear) to toto the the simple past or the cousin and I we (see) toto	at grammar. (Chart 9-8) past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce) w they are husband and wife! a scratching sound at the do the door and (open)	entheses. at a restaurant last year, oor a few days ago, I (walk it. When I (open) It (be)
EXI Write Hap	ERCISE 40 > Looking te the simple past or the opy Endings While my cousin and I we (see) her to my cousin. Now When I (hear) to the	at grammar. (Chart 9-8) past progressive form of the verbs in part (have) were having dinner a friend of mine. I (introduce) w they are husband and wife! a scratching sound at the do the door and (open) te door, I (see) a cat.	at a restaurant last year, oor a few days ago, I (walk it. When I (open) It (be) some milk. My sister

I had the "purrrfect" present for her.

3. While my roommate an	nd I (stream)	a movie last night, my
brother (text)	me. He (be)	on the highway, and
his car (be)	out of gas. I (buy) some gas and
(take)	it to him. While I (drive	e) there,
I (see)	a basketball player from	n my favorite team in the middle of th
road. His car (be)	also out of	gas, and his cell phone was dead. He
was so happy to see me	e. I (give)	him half of the gas, and he (give)
m	e his autograph and two ticl	kets to the next game.
complete the sentences. U	at grammar. (Chapters se the simple past form of the send shut spend understand	
1. A: Did you buy a new		
B: No, it		
2. A: Is that a new watch	it on the street.	
3. A: What happened to	ome broken glass, I	it.
4. A: Did you enjoy your	Waster Carlotte	
	a lot of money.	
5. A: Did you write Josie	N-05	
B: No, I		
6. A: Did you understand	the explanation for the ma	th problem?
B: I	_ the first part but not the	rest.
7. A: I love your house!		
B: Thanks, my dad an	d brother	it.
8. A: This room is really	cold.	
B: I know. I just	the window.	83

EXERCISE 42 > Looking at grammar. (Chapters 8 and 9 Review)

Choose the correct completion(s). There may be more than one correct answer.

1. Lilly told

a. last night.

(b.) a story.

(c.) everyone.

2. Raymond brought

a. with his money.

b. flowers.

c. some food.

She thought about

a. her answer.

b. her family.

c. the homework.

4. The children hid

a. in the bedroom. b. behind a tree.

c. their money.

5. Our neighbors built

a. a house.

b. usually.

c. next week.

6. My sister grew

a. very tall.

b. some vegetables. c. her baby.

7. The brothers fought

a. school.

b. about money.

c. with their sisters.

8. The kids slept

a ten hours

b. beds.

c. on the floor.



EXERCISE 43 > Listening. (Chapters 8 and 9 Review)

Listen to the beginning of each sentence. Choose the correct completion(s). There may be more than one correct answer.

Example: You will hear:

Kurt made ...

You will choose: (a.) his lunch.

(b.) furniture.

c. in the morning.

1. a. the answer.

b. the conversation.

c. the teacher.

2. a. money.

b. to her house.

c. some furniture.

3. a. his hair.

b. some paper.

c. my finger.

4. a. tomorrow.

b. a tree.

c. an animal.

5. a. remember.

b. his appointment.

c. the question.

6. a. the window.

b. the door.

c. the TV.

EXERCISE 44 > Looking at grammar. (Chapters 8 and 9 Review)

Complete the sentences. Use the simple past form of the verbs in the box.

fall grow know throw feel hide make win

1. A: Did you enjoy your tennis game with Jackie?

B: Yes, but I lost. Jackie ___

2. A: How did you break your leg?

_____ down on the ice on the sidewalk.

3. A: Did you give th	ne box of candy to yo	our girlfriend?	
B: No, I didn't. I		it and car	't find it.
4. A: That's a beauti	ful dress.		
B: I agree. Tanya		it. She lil	tes to sew.
5. A: Your daughter	is so tall!		
B: I know. She _		a lot last yea	ar.
6. A: Did you finish	the test?		
B: No. I	all	of the answers,	but I didn't have enough time.
7. A: Are you sick?	You don't sound good	d.	
B: I think I'm cate very good toda			OK yesterday, but I don't fee
8. A: How did you b	reak the window, Tor	nmy?	
B: Well, I instead.	a t	oall to Julie, but	it missed Julie and hit the window
more than one correct a Example: You will he You will ch		b. a ball.	c. the answer.
1. a. well.	b. on the ice.	c. outside	2.
2. a. the game.	b. a prize.	c. lost.	
3. a. noise.	b. leg.	c. back.	
4. a. happy.	b. good.	c. sick.	
5. a. a ball.	b. a pillow.	c. in the	kitchen.
EXERCISE 46 > Look Write the past form of t		The second secon	and 9 Review)
A Terrible Day			
Part I.			
Yesterday (be)	a te	rrible day. Ever	rything (go)
wrong. First, I (overslee	9)	My al	arm clock (ring, not)
	I (wake)		up when I

teacher (be) ______ a noise outside my window. It was 9:15. I (get) ______ 7

dressed quickly. I (run) ______ to class, but I (be) ______ 9

teacher (be) ______ upset with me.

Part II.



During a break, I (go) ________ outside. While I (sit) ________ a friend. I (call) under a tree near the classroom building, I (see) ________ a friend. I (call) ________ to him. He (join) ________ me on the grass. We (talk) ________ about our math class and looked at an assignment on my laptop. While we (talk) ________ , I (stand) ________ up, (step) ________ in a hole, and (break) ________ my ankle.

Part III.

My friend (drive) ______ me to the hospital. We (go) ______ to the emergency room. After the doctor (take) _____ X-rays of my ankle, he (put) _____ a cast on it.



I (pay)		my bill. Then we (leave)		the hospital.
- 4-77	25		26	inc nospitan
My friend (take) _		me home and (help)		me up the stairs
,	27	(/	28	- mr up are state
to my apartment.				

Part IV.

When we (get)	_ to my apartment, I	(look)	30 for my
key in my purse and in my pockets. The	nere was no key. I (rin	g)	the
doorbell. My roommate (be)	still in clas	s, so I (sit)	
	32		33
down on the floor with my friend and	(wait)	for her to	get home.
Finally, my roommate (come)	home 35	. I (eat)	36
dinner quickly and (go)	to bed. While I	(sleep)	38
I (dream) that I br	oke my arm. I hope n	ny dream doesi	n't come true!

EXERCISE 47 > Check your knowledge. (Chapters 8 and 9 Review) Correct the mistakes.

broke

- 1. I threw a ball and was breaking a window.
- 2. Yesterday I speak to Ken before he leaves his office.
- 3. I was hearing a good joke last night.
- 4. When Pablo finished his work after a long day.
- 5. What time you came home last night?
- 6. Before I took the subway to the airport late last night.
- 7. What were you wanted?
- 8. Where you did go yesterday afternoon?
- 9. When I see my friend yesterday, he isn't say "hi" to me.
- 10. Why you didn't came to class last week?
- 11. At 11:00 last night, Elias is working on his assignment.
- 12. Who you talk to?

- 13. Where you bought those shoes? I like them.
- 14. Who did open the door? Jack openned it.

EXERCISE 48 ▶ Reading, grammar, and writing. (Chapter 9)

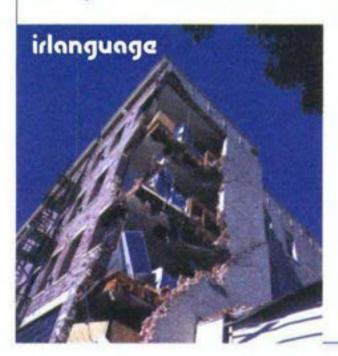
Part I. Read the paragraph. Underline the past verbs.

An Unforgettable Day

I remember February 28, 2001, very clearly.

It was 12:00 in the afternoon, and I was at home with my daughter. She was a year old, and we

were having lunch. There was a lot of noise outside our apartment building because builders were putting on a new roof. Suddenly, I heard a very loud noise. The furniture began to move and didn't stop. It was an earthquake! I grabbed my daughter and got under the kitchen table. I told her everything was OK, but actually I felt afraid. The shaking lasted about 45 seconds, but it felt longer. My husband was traveling that day,



Do you know these words?

- roof - lasted

- earthquake - cell service

- grabbed - gas station

- shaking - fortunately

and I wanted to talk to him. I tried to call him on his phone several times, but there was no cell service. I was nervous, and I wasn't thinking very clearly. Finally, after ten minutes, I checked the internet on my computer and saw a news story about a very strong earthquake. Before I finished the article, my husband called. He was driving when he felt the earthquake, so he stopped at a gas station and waited. He was fine. Some buildings fell down in our city, but fortunately no one died.

very clearly. Include this information in	er well. Begin with this sentence: I remember (date) n your paragraph:
What happened on that day?When did it happen?	 Were other people there? What were they doing?
Where were you?	 How did you feel?
 What were you doing? 	 How did the day/event end?
Part III. Edit your writing. Work individe the following:	dually or change papers with a partner. Check (🏑) for
1. □ paragraph indents	
2. \square a capital letter at the beginning of	each sentence
3. \square a period at the end of each senten	ce
4. □ correct use of past progressive for	an activity in progress
5. correct use of simple past for a correct use of simple past f	mpleted activity
6. \square correct spelling (use a dictionary of	or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER 1

Expressing Future Time, Part 1

RETEST: What do I already know? Trite "C" if the boldfaced words are correct and "I" if they are correct.	
1 The flight is going to late. (Chart 10-1)	
2 Are they going to stay with us this weekend? (Chart 10-1)	
3 Next month we are moving back to my hometown. (Chart 10-2)	
4 They are going to be in class this afternoon. (Chart 10-3)	
5 Damien is going to graduate in a few week. (Chart 10-4)	
6 I slept late this morning and missed class. (Chart 10-5)	
7 The package will arrives tomorrow. (Chart 10-6)	
8 Where you will be at noon today? (Chart 10-7)	
9 Tomorrow Erika is going to go to the hospital. (Chart 10-8)	
0 I won't be in class next week. (Chart 10-9)	

EXERCISE 1 > Warm-up. (Chart 10-1)

Which sentences are true for you? Check (/) them.

- 1. ____ Last summer, I went to the beach.
- 3. ____ Last year, I swam in the ocean.
- Next summer, I am going to go to the beach.
- Next year, I am going to swim in the ocean.

(a) (b) (c) (d)	THE RESERVE TO SERVE THE PROPERTY OF THE PERSON NAMED IN	by afternoon. orrow morning. Be going to expresses future plans or predictions. FORM: am is is redictions. FORM: am is redictions.
(e) (f) (g)	I'm not going to go downtown tomorro Joe isn't going to be at the meeting to We aren't going to eat dinner early to	morrow.
(h)	It isn't going to snow tonight.	
(i)	A: Are you going to go downtown ton B: No, I'm not.	norrow? QUESTION: be + subject + going to A form of be is used in the short answer to
(j)	A: Is Jim going to be at the meeting to B: Yes, he is.	omorrow? a yes/no question with be going to , as in (i) and (j).
(k)	A: What time are we going to eat ding B: At eight.	ner tonight? (See Chart 2-4, p. 35, for information about short answers with be .)
(1)	I'm gonna leave.	In spoken English, going to is often
(m)	She's gonna stay.	pronounced "gonna." In formal written English, going to rather than "gonna" is used

EXERCISE 2 ➤ Looking at grammar. (Chart 10-1) Write the correct form of the verbs with come.

AFFIRMATIVE	NEGATIVE	QUESTION
1. I am going to come.	I am not going to come.	_ Am I going to come?
2. You to come.	You are come.	to come?
3. He is going	come.	he
4. It	It is	going to come?

AFFIRMATIVE	NEGATIVE	QUESTION
5. We	We	Are we
come.	co	me?
6. They are	go	ping
		come?

EXERCISE 3 ▶ Speaking and grammar. (Chart 10-1)

Part I. Work with a partner. Which of the following activities are you going to do tomorrow? Which ones are you not going to do tomorrow? Ask and answer questions. Take turns.

Tomorrow

Example: see your parents

PARTNER A (book open): Are you going to see your parents tomorrow?

PARTNER B (book closed): Yes, I am. I'm going to see my parents tomorrow. OR

No, I'm not. I'm not going to see my parents tomorrow.

Partner A	Partner B	
1. get up before eight o'clock	1. get up early	
2. take a shower	2. get some exercise	
3. make your bed	3. walk to school	
4. do the dishes	4. take a nap	
5. take a test	5. do your laundry	
6. get a haircut	6. do some ironing	
7. make dinner	7. go shopping	
8. make a mess in the kitchen	8. have dessert	
9. watch TV in the evening	9. chat with friends online	
10. go to bed early	10. take a bath	
	Change roles.	

Part II. Write three activities your partner is go are not going to do.	oing to do tomorrow. Write three activities you

EXERCISE 4 > Looking at grammar. (Chart 10-1)

What are the people going to do or not going to do? Use be going to and the words in the box (or your own words). Add not if necessary.

call the manager ✓ go to the bookstore look for a used car / pull the tooth

rob a bank stop by the pharmacy take it to the post office take them to the laundromat

Any Plans?

- 1. I need to buy a textbook. I am going to go to the bookstore.
- 2. Suzanne has a toothache. She is not going to pull the tooth.
- 3. George needs to mail a package. He _____
- 4. My clothes are dirty. I _____



- 5. Wendy and I need cash. We _____
- 6. Ty and Liv need a car. They _____
- 7. Nicolo needs to pick up a prescription. He
- 8. Dana lives in an apartment. There's a problem with the plumbing. She



EXERCISE 5 > Let's talk: interview. (Chart 10-1)

Walk around the room. Ask and answer questions with **be going to**. Write down your classmates' names and their answers. Share some of their answers with the class.

Example: when \ go to the store

STUDENT A: When are you going to go to the store?

STUDENT B: Tomorrow afternoon. / In a couple of days. / Around noon. / Etc.

QUESTION	FIRST NAME	ANSWER
1. where \ go after class today		
2. what time \ get home tonight		
3. when \ eat dinner		
4. where \ eat dinner		
5. what time \ go to bed tonight		
6. what time \ get up tomorrow morning		
7. where \ be tomorrow morning		
8. when \ finish your English studies		
9. where \ live next year		
10. when \ take a trip, and where \ go		

EXERCISE 6 > Let's talk. (Chart 10-1)

Work in small groups. State the situation and then ask What are you going to do? Take turns.

Example: You want to buy some fruit.

STUDENT A: You want to buy some fruit. What are you going to do?

STUDENT B: I'm going to go to the grocery store.

- 1. You have a bad headache.
- 2. You need to mail a package.
- Your clothes are dirty.
- 4. It's midnight. You're sleepy.
- It's late at night. You hear a window break in your house.
- 6. You want to go fishing.
- 7. You need a new cell phone battery.

- You left your cell phone in the classroom.
- 9. You want to buy a new jacket.
- 10. You're hungry.
- 11. You have a backache.
- 12. It's a nice day today.
- 13. You need to cash a check.
- You want some pizza for dinner.

EXERCISE 7 ▶ Reading, listening, and speaking. (Chart 10-1)



Part I. Read about Mira's plans for the new year.

SITUATION: Mira is in high school. New Year's Day is tomorrow. Mira wants to change some of her habits. She is making some New Year's resolutions.*

Mira's New Year's Resolutions

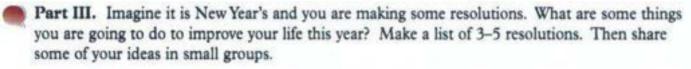
Mira is a good student. She studies a lot but not on weekends. She wants to attend a good university, so next year she is going to study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She is going to exercise four times a week. Now, she exercises only two times a week. She doesn't smoke, but she wants to eat more healthy foods. She is going to eat less junk food next year. Mira loves her grandmother, but she doesn't see her very much. Mira misses her. Next year, she is going to visit her grandmother once a week. Mira is planning a lot of changes, and she is expecting a happier year.



2

Part II. Listen to the questions and choose the correct answers.

- 1. Yes, she is. No, she isn't.
- 2. Yes, she is. No, she isn't.
- 3. Yes, she is. No, she isn't.
- 4. Yes, she is. No, she isn't.
- 5. Yes, she is. No, she isn't.
- 6. Yes, she is. No, she isn't.
- 7. Yes, she is. No, she isn't.
- 8. Yes, she is. No, she isn't.



Example: I am going to stop smoking.

I am going to get more exercise.

Etc.

^{*}resolution = a decision to change something

EXERCISE 8 > Grammar and writing. (Chart 10-1)

Read the situation. Rewrite the paragraph on a piece of paper. Use be going to.

SITUATION: Simon is a tour guide. He gives scooter tours of his city.

A Tour with Simon

Simon meets his tour group at 9:00 A.M. He isn't late. There are five tourists. He tells them the plan for the next three hours. They ride scooters to many sites. He tells interesting stories. He takes his group to a café for a break. He answers a lot of questions. He finishes his tour at noon. He gives the group the names of some good restaurants for lunch. He says good-bye. He wishes them a good trip.



EXERCISE 9 > Warm-up. (Chart 10-2)

Check (/) all the sentences with a future meaning.

A Trip to Toronto

- 1. ____ I am flying to Toronto tomorrow night.
- 2. ____ My aunt and uncle are meeting me at the airport.
- 3. ____ They are going to have their 50th anniversary next week.

10-2 Using the Present Progressive to Express Future Time

(a) Eva is going to leave at 8:00 tomorrow.

(b) Eva is leaving at 8:00 tomorrow.

(c) We are going to drive to Toronto next week.

(d) We are driving to Toronto next week.

Sometimes the present progressive is used to express future time.

Examples (a) and (b) have the same meaning. Examples (c) and (d) have the same meaning.

The present progressive is used for future meaning when the speaker is talking about plans that have already been made.

COMMON VERBS

come drive go meet spend stay do fly leave return start take

EXERCISE 10 ▶ Looking at grammar. (Chart 10-2)

Decide if the meaning is present or future time. Then check () if the sentence expresses a plan.

			PLAN
1. Look. A police car is coming.	present	future	-
2. The police are coming in one hour.	present	future	-
3. Oh, no. It's raining.	present	future	
4. We are leaving early in the morning.	present	future	_
5. Run! The bus is coming.	present	future	
6. Shhh. Class is beginning.	present	future	
7. We're going to a movie this afternoon.	present	future	
8. My parents are coming over tonight.	present	future	

EXERCISE 11 ▶ Looking at grammar. (Chart 10-2)

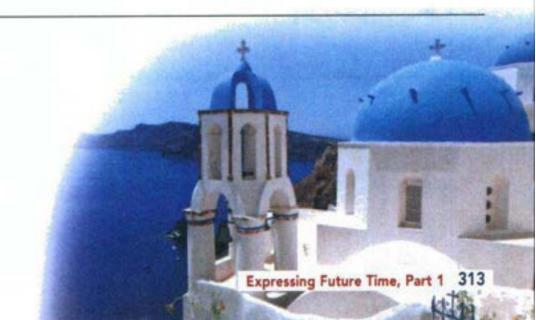
Rewrite the sentences. Use the present progressive.

A Trip to a Greek Island

1. My mother and	I are going t	leave for	our trip at	10:00 tomorrow.
------------------	---------------	-----------	-------------	-----------------

Mym	other and I	are leavina	for	our trip	o at	10:00	tomorrow.	
		-	-					

- 2. We are going to fly to the island of Santorini.
- 3. We are going to spend a week there.
- 4. My father is going to meet us there.
- 5. He is going to take a boat.
- 6. We are going to go sightseeing together.
- 7. I am going to come back by boat, and they are going to return by plane.





Walk around the room. Ask and answer questions about future plans. Use the present progressive. Write down your classmates' names and answers. Share some of their answers with the class.

Example: what \ do \ tonight

STUDENT A: What are you doing tonight?

STUDENT B: I'm staying home and watching a DVD.

QUESTION	FIRST NAME	ANSWER
1. where \ go \ after school		
2. what time \ have dinner		
3. when \ go \ to bed tonight		
4. what time \ get up \ tomorrow		
5. what \ do \ tomorrow		
6. what \ do \ this weekend		

@

EXERCISE 13 > Listening. (Charts 10-1 and 10-2)

Listen to each sentence. Choose the verb you hear.

Example: You will hear: It's going to rain tomorrow.

You will choose: (a) is going to rain b. is raining c. rains

a. am going to leave
 b. am leaving
 c. leave

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

3. a. is going to come b. is coming c. comes

4. a. is going to call b. is calling c. calls

5. a. Are you going to study b. Are you studying c. Do you study

6. a. are going to have b. are having c. have

7. a. aren't going to go b. aren't going c. don't go

8. a. is going to eat b. is eating c. eats

9. a. is going to help b. is helping c. helps

EXERCISE 14 > Listening. (Charts 10-1 and 10-2)

You are going away on a dream vacation. Where would you like to visit? It can be a small town, a big city, a country, or a place far away from cities or towns. Write it down. Then listen to each question and write a short answer. Share a few of your answers.

Place:			
1			
2			
3			
4			
5			



EXERCISE 15 > Let's talk. (Charts 10-1 and 10-2)

Work in small groups. Imagine your group won a contest and received a lot of money. (As a class, decide the amount.) You can use it for one of the four situations. What are you going to do with the money? Choose one situation and talk about your plans.

- 1. The money is to help other people. What are you going to do?
- 2. The money is to improve your school. What are you going to do?
- 3. The money is to make the world a better place. What are you going to do?
- 4. The money is for a wonderful vacation for your class. Where are you going to go and what are you going to do?



EXERCISE 16 > Warm-up. (Chart 10-3)

Choose the correct answer for each sentence.

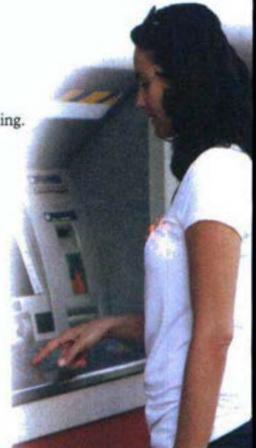
- 1. I studied English last week / next week.
- 2. I am going to take a break a few minutes ago / in a few minutes.
- 3. I did homework last night / tomorrow night.

PAST	FUTURE	PAST: It rained yesterday.
yesterday	tomorrow	FUTURE: It's going to rain tomorrow.
yesterday morning	tomorrow morning	PAST: I was in class yesterday morning.
yesterday afternoon	tomorrow afternoon	FUTURE: I'm going to be in class tomorrow morning
yesterday evening	tomorrow evening	
last night	tomorrow night	
last week	next week	PAST: Mia went to the beach last week.
last month	next month	FUTURE: Mia is going to go to the beach next week.
last year	next year	20 S S S S
last weekend	next weekend	
last spring	next spring	PAST: Rob graduated from high school last spring
last summer	next summer	FUTURE: Ana is going to graduate from high school
last fall	next fall	next spring.
last winter	next winter	
last Monday, etc.	next Monday, etc.	
minutes ago	in minutes (from now)	PAST: I finished my homework five minutes ago.
hours ago	in hours (from now)	FUTURE: Pablo is going to finish his homework in five
days ago	in days (from now)	minutes.
weeks ago	in weeks (from now)	
months ago	in months (from now)	
years ago	in years (from now)	

EXERCISE 17 ➤ Looking at grammar. (Chart 10-3) Write yesterday, last, tomorrow, or next.

At the Bank

- Niki is going to deposit a check ______ morning.
- 2. Roger deposited a check _____ morning.
- 3. I'm going to get some cash ______ week.
- Kenji and Naoko are going to withdraw a lot of money
 month.
- 5. Larry withdrew a lot of money _____ week.



6. I made a deposit	n	ight.	
7. Jake left his debit ca	ard at the cash machine .		evening.
EXERCISE 18 > Gram			
1. What did you do		?	
2. What are you going	to do		
3. Where are you going	g to be in		_?
5. Where did you go la	ast	?	
6. Where are you going	g to go next		?
7. What are you going	to do tomorrow		?
8. What did you do ye	sterday		
Part II. Work with a par partner's answers with th		e questions in Part	I. Share a few of your
EXERCISE 19 > Lookin			
1. Lara announced her	retirement		
a	morning.		
b	night.		and the second
c	month.	-	en Thirty
d. two months			

e. an hour _____

f. ______ evening.

g. _____ summer.

h. _____ weekend.

i. _____ week.



2. Max is going to announce his retirement ...

	600 miles - 1000 m
8	morning.
W :	and the state of t

b. _____ night.

c. _____ month.

d. _____ two months.

e. ______ an hour.

f. _____ evening.

g. _____ summer.

h. _____ weekend.

i. _____ week.



EXERCISE 20 > Let's talk: pairwork. (Chart 10-3)

Work with a partner. Restate the sentences with ago or in. Use the calendar to calculate length of time. "Today" is September 9.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 1. Brad is going to leave his old job as a hotel chef on September 12th.
 - → Brad is going to leave his old job in three days.
- 2. He is going to start a new job as a chef at a famous restaurant on September 14th.
- 3. Brad graduated from a cooking school in Paris on June 9th.
- 4. He is going to be in a cooking competition on September 23rd.
- 5. Brad began taking cooking classes in 2014.
- 6. He moved to Paris a year later.
- 7. Brad is going to cook for a TV show on September 30th.
- 8. Brad is going to marry his high school sweetheart on December 9th.

EXERCISE 21 > Listening. (Chart 10-3)

Listen to the beginning of each sentence. Choose the correct completion.

Example: You will hear: Rudi is going to finish his work ...

b. in five minutes.

You will choose: a. five minutes ago.

1. a. one hour ago.

b. in one hour.

2. a. two weeks ago.

b. in two weeks.

3. a. one year ago.

b. in one year.

4. a. ten minutes ago.

b. in ten minutes.

5. a. a few minutes ago.

b. in a few minutes.

6. a. last spring.

b. next spring.

7. a. last summer.

b. next summer.

8. a. last weekend.

b. next weekend.

a. yesterday evening.

b. tomorrow evening.



EXERCISE 22 > Let's talk: interview. (Chart 10-3)

Walk around the room. Ask a different student each pair of questions. Write down the names of the students and their answers. Share some of their answers with the class.

Examples: what \ do \ yesterday?

STUDENT A: What did you do yesterday?

STUDENT B: I stayed home and studied for a test.

what \ do \ tomorrow?

STUDENT A: What are you going to do tomorrow?

STUDENT B: I'm going to go to a party with my friends.

QUESTION	FIRST NAME	ANSWERS
1. where \ go \ yesterday? where \ go\ tomorrow?		
2. who \ call \ last week? who \ call \ next week?		
3. who \ call \ yesterday? who \ call \ tomorrow?		
4. what \ watch on TV \ last week? what \ watch on TV \ next week?		
5. where \ live \ five years ago? where \ live \ in five years?		

EXERCISE 23 > Looking at grammar. (Chart 10-3)

Write yesterday, last, tomorrow, next, in, or ago.

A New Job

1.	Charles started a new job night.	
2.	He filled out a lot of paperwork	week.
3.	He got his ID card evening.	-
4.	month he applied for the job.	
5.	Two weeks he had an interview.	10000000000000000000000000000000000000
6.	He has a meeting with his co-workers	a few minutes.
7.	He is going to talk with his manager	a few hours.
8.	He is going to start an online class	two weeks.
9.	weekend he is going to work over	ertime.
10.	summer he is going to move clo	ser to his job.

EXERCISE 24. Warm-up. (Chart 10-4)

Read the sentences and choose the correct number.

 Dave left a couple of weeks ago. 	two	five
2. JoAnn is going to get married in a few months.	one	four

A couple of and a few are also commonly used. A couple of means
sammonly used A counter of means
"two." A couple of months ago = two months ago
A few means "a small number, not a
large number." A few weeks ago =
three, four, or five weeks ago
Frequently, the word more is used
in future time expressions that begin withs. with In.

EXERCISE 25 > Reading and speaking. (Chart 10-4)

Read the paragraph. Then, as a class, decide if the statements are true or false.



Love at First Sight?

Ben and Jen met September 15, 2009. It was the first day of college for them. They were in chemistry class. Ben fell in love with Jen a few days later. Ben asked Jen to marry him on January 1. Jen gave him her answer a couple of days later. She wasn't sure, so she said "no." A couple of months later, she changed her mind. They got married a few months after that. A couple of years later they had their first child. They are very happy together.

1. Ben fell in love with Jen on September 16.	T	F
Jen told Ben "no" in January.	T	F
3. Jen changed her mind in March.	T	F
4. Ben and Jen got married in April.	T	F
5. They had their first child in 2013.	T	F

EXERCISE 26 > Grammar and speaking. (Chart 10-4)

Work in small groups. Complete the sentences with information from your own life. Take turns. Use the given words with ago or in. Add numbers (one, two, three, ten, sixteen, etc.) or the expressions a couple of or a few.

1. days	We studied Chapter 9 a couple of days ago / three days ago / etc.
2. days	We're going to finish this chapter in a few more days / in three or four days / etc.
3. hours	I ate breakfast
4. hours	I'm going to eat lunch/dinner
5. minutes	We finished Exercise 24
6. minutes	This class is going to end
7. years	I was born
8. years	My parents got married
9. weeks months years	I arrived in this city

1.		a few days ago.
2		
3		in a few more minute
4		three hours ago.
5		in four more hours.
6		a couple of days ago.
7		in a couple of months
8		_ many years ago.
9		
Jean is going to leave in two days. 2. Lena is going to leave in a few weeks. Lena is going to leave in three weeks. 3. We sold our house a couple of years ago.	same	different
We sold our house four years ago. 4. The phone rang a few minutes ago. The phone rang five minutes ago.	same	different
Marc is going to be here in a few minutes.Marc is going to be here in thirty minutes.	same	different
EXERCISE 29 > Warm-up. (Chart 10-5) Underline the time phrase in each sentence. Check (neaning.) the sentence th	nat has a present
1 I am working this morning.		
2 I worked this morning.		
I am going to work this morning.		

10-5 Using Today, Tonight, and This + Morning, Afternoon, Evening, Week, Month, Year

PRESENT	Right now it's 10:00 A.M. We are in our English class (a) We are studying English this morning.
	Right now it's 10:00 A.M. Nancy left home at 9:30 to go to the doctor. She isn't at home right now.
PAST	(b) Nancy went to the doctor this morning.
	Right now it's 10:00 A.M. Class ends at 11:00. After class today, I'm going to go to the bank.
FUTURE	(c) I'm going to go to the bank this morning.

today tonight this morning this afternoon this evening this week this weekend this month this year

These words can express present, past, or future time.

EXERCISE 30 ➤ Looking at grammar. (Chart 10-5)

Choose the meaning of each sentence.



Chores

1. I am going to do a lot of chores this morning.	past	present	future
2. I am doing a lot of chores this morning.	past	present	future
3. Sami changed his sheets today.	past	present	future
4. Beth is vacuuming the carpets this afternoon.	past	present	future
5. Lawrence is going to iron his shirts this evening.	past	present	future
6. Andrew and Lynn washed the windows today.	past	present	future
7. Anthony and I are dusting the furniture this morning.	past	present	future
8. Roberta is going to wash her car this week.	past	present	future

EXERCISE 31 ▶ Speaking or writing. (Chart 10-5)

Answer the questions orally or in writing (on a separate piece of paper). If you answer orally, work with a partner.

- 1. What did you do earlier this year? I came to this city earlier this year.
- 2. What are you doing this year?
- 3. What are you going to do this year?
- 4. What did you do earlier today?
- 5. What are you doing today, right now?
- 6. What are you going to do later today?
- 7. What did you do this morning?
- 8. What are you going to do later this evening?

EXERCISE 32 > Looking at grammar. (Chart 10-5)

Choose all the correct time expressions.

- What are you doing ____?
 - a, this morning
 - b. this week
 - c. tonight
 - d. this afternoon
 - e. today

- 2. What did you do ____?
 - a. this week
 - b. this month
 - c. today
 - d. this year
 - e. this evening

- 3. What are you going
 - to do ____?
 - a. this morning
 - b. this weekend
 - c. tonight
 - d. this year
 - e. today

EXERCISE 33 > Let's talk. (Charts 10-4 and 10-5)

Work in small groups. Student A asks classmates two questions with When for the first item. Continue, as in the example.

Example: go to the library

STUDENT A: When are you going to go to the library?

STUDENT B: This weekend. / Tomorrow morning. / In a couple of days. / Etc.

STUDENT A: When is (Student B) going to go to the library?

STUDENT C: He/She is going to go to the library this weekend.

- 1. have dinner
- 2. do your grammar homework
- 3. go shopping
- 4. go to (name of a class)
- 5. visit (name of a place in this city)
- 6. call (name of a student) on the phone

- 7. go to (name of a restaurant) for dinner
- 8. see your family again
- 9. buy a car
- 10. stream a movie
- 11. check social media
- 12. take a vacation

EXERCISE 34 ▶ Listening. (Chart 10-5)

Listen to each sentence. Decide if the meaning is past, present, or future time.

Example: You will hear: The students are busy working on a project in the classroom.

You will choose: past present future

1. past	present	future	6. past	present	future
2. past	present	future	7. past	present	future
3. past	present	future	8. past	present	future
4. past	present	future	9. past	present	future
5. past	present	future	10. past	present	future



EXERCISE 35 ▶ Let's talk: pairwork. (Charts 10-3 → 10-5)

Work with a partner. Ask questions with the verbs in the box or with your own words.

Examples: tomorrow morning

PARTNER A: Are you going to come to class tomorrow morning?

PARTNER B: Yes, I am. OR No, I'm not.

yesterday morning

PARTNER A: Did you eat breakfast yesterday morning?

PARTNER B: Yes, I did. OR No, I didn't.

buy	drive	sleep
call	eat	text
come	get up	visit
do	go	wake up
drink	send	wash

Partner A	Partner B
1. last night	1. tomorrow night
2. this week	2. last week
3. tonight	3. later today
4. in a few days	4. next week
5. last Friday	5. in a couple of days
6. this morning	6. this afternoon
7. tomorrow evening	7. yesterday evening
	Change roles.

EXERCISE 36 > Warm-up. (Chart 10-6)

Check () the sentences with a future meaning.

1. ___ The test is going to be long.

3. ___ The test was long.

2. ___ The test is long.

4. ____ The test will be long.

AFFIRMATIVE STATEMENTS	(a) Alan will pass his class. (b) Alan is going to pass his class.	Both will and be going to are used to make predictions about the future. Examples (a) and (b) have the same meaning.
	(c) Dan will leave his job soon, I think.	Many speakers use will to express what they think will happen in the future. In (c): The speaker thinks Dar will leave his job soon."
		Note: If Dan has a plan to leave his job, the speaker uses be going to:
		Dan is going to leave his job. = Dan is planning to leave his job.
	(d) I'll have a cup of coffee, please.	Will is also used for a quick decision at the moment of speaking, as in (d). These decisions are not plans.
	(e) He just missed his flight. He will take the next one.	The base form of a verb follows will. Do not add a final -s to the main verb
	INCORRECT: He will takes the next one. He wills take the next one.	There is never a final -s on will for future time.
	He will to take the next one.	Will is not followed by an infinitive with to.
CONTRACTIONS	(f) I will come. = I'll come. You will come. = You'll come. She will come. = She'll come. He will come. = He'll come. It will come. = It'll come. We will come. = We'll come. They will come. = They'll come.	Will is contracted to 'll with subject pronouns." These contractions are common in both speaking and writing.
NEGATIVE STATEMENTS	(g) Bob will not be here tomorrow. (h) Bob won't be here tomorrow.	NEGATIVE CONTRACTION will + not = won't

^{*}The verb be is an exception with will. Even when there is a very firm plan, will is often used with be: I will be in London tomorrow. There will be 50 people at the party. The meeting will be at 9:30 s.m.

WRITTEN: Tom will be here at ten. SPOKEN: "Tom'll be here at ten."

^{**} Will is also often contracted with nouns in speaking (but not in writing).

EXERCISE 37 ▶ Looking at grammar. (Chart 10-6)

Write the correct form of will.

Don't worry!

I will be __ on time. 1. I am not late.

We _____ on time. 2. We are not late.

She ______ on time. 3. She is not late.

You _____ on time. 4. You are not late.

5. They are not late. They ______ on time.

Tim and I ______ on time. 6. Tim and I are not late.

7. Dr. Mason is not late. Dr. Mason ______ on time.

Kyle and Sam are not late. Kyle and Sam ______ on time.



EXERCISE 38 > Looking at grammar. (Chart 10-6)

Imagine you are at a fast-food restaurant. What sounds good? Write will or won't and the verb in parentheses.

I think ...

- 1. I (have) ______ a hamburger.
- 2. I (ask) _____ for French fries.
- 3. I (eat) ______ in the restaurant.
- 4. I (order) ______ to go.
- 5. I (pay) ______ in cash.
- 6. I (get) ______ dessert.



EXERCISE 39 > Grammar and speaking. (Chart 10-6)

Restate the sentences orally. Use be going to and will. More than one answer may be possible.

- 1. Elise \ become \ a doctor (She has a plan.)
 - → Elise is going to become a doctor.
- 2. Ali \ start \ college next year (This is a prediction.)
- 3. Natasha \ change \ jobs (It's a plan.)
- 4. Paulo \ change \ jobs (It isn't a plan.)
- 5. The manager \ rent \ the apartment to you (This is a prediction.)

-

EXERCISE 40 > Let's talk. (Chart 10-6)

Work in small groups. What is going to happen in the lives of your classmates in the next 50 years? Make predictions with *will* about your classmates' futures. Share some of your predictions with the class.

Example:

STUDENT A: Greta will become a famous research scientist.

STUDENT B: Ali will have a happy marriage and lots of children.

STUDENT C: Armando will live in a quiet place and write books.*

Etc.



EXERCISE 41 ▶ Listening. (Chart 10-6)

Part I. Listen to each pair of sentences and note the contractions with will.

At the Hospital

- The doctor will come soon. OR
 The doctor'll come soon.
- The test results will be back around noon. OR The test results'll be back around noon.
- Someone will bring your dinner soon. OR Someone'll bring your dinner soon.

Part II. Listen to the sentences. Write what you hear: will or 'll.

The doctor ______ answer your questions.

irlanguage

- 2. Your dad ______ need a lot of rest.
- 3. He ______ feel better soon.
- His headache ______ go away quickly.
- 5. A different nurse ______
 be here tomorrow.



^{*}When two verbs are connected by and, the helping verbs be going to and will are usually not repeated.

For example: I'm going to lock the doors and am going to turn out the lights.

I'll lock the doors and will turn out the lights.

Jump-start your English

Using Will to Offer Help



Part I. English speakers use will to offer help or volunteer to do something. Listen to the conversations.

1. TEACHER:

Who wants to erase the board?

STUDENT:

I'll do it.

2. Мом:

Someone's at the door.

DAUGHTER:

I'll get it.

3. SON:

Is something burning in the kitchen?

DAD:

I'll check.

4. Grandparent: We are going to move next month.

GRANDCHILDREN: We'll help you move.



Part II. Work with a partner. Finish the conversations. Begin with Pll. Practice a couple and share them with the class.

1	A	. 1	The	nho	ne is	s rin	ging.
			LIL	DHU	Address of the	3 4 44 4	E.H. LE

2. A: It's really hot in here.

3. A: The TV is pretty loud.

B: ____

4. A: I'm freezing. Is the heat on?

5. A: The baby's crying.

6. A: I just dropped my contact lens.

EXERCISE 42 > Warm-up. (Chart 10-7)

Answer the questions.

1. Will you be here next year?

Yes, I will.

No, I won't.

Will you be a student next year?

Yes, I will.

No, I won't.

3. Will you graduate next year?

Yes, I will.

No, I won't.

			QUES	TION		ANSWER				
	(QUESTION WORD)	+	WILL	+	SUBJECT	+	MAIN VERB	1		
(a)			Will		Tom		come	tomorrow?	-	Yes, he will.* No, he won't.
(b)			Will		you		be	at home tonight?	-	Yes, I will." No, I won't.
c)	When		will		Ann		arrive?		-+	Next Saturday.
d)	What time		will		the plane		arrive?		-	Three-thirty.
e)	Where		will		you		be	tonight?	+	At home.

^{*}NOTE: Will is not contracted with a pronoun in a short answer. See Chart 2-4, p. 35, for information about the use of contractions in short answers.

EXERCISE 43 ▶ Looking at grammar. (Chart 10-7)

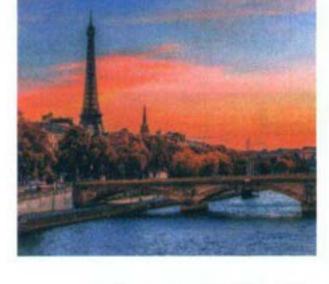
Make questions and give answers.

B: Yes, / will.	(I'll be at home tomorrow night.)
A: Will Mona	be in class tomorrow?
B: No, she wo	't. (Mona won't be in class tomorrow).
A: When will	you see Mr. Lu?
B: Tomorrow aftern	oon. (I'll see Mr. Lu tomorrow afternoon.)
. A:	
B: Yes,	(Dinner will be ready in a few minutes.)
. A:	
	(Dinner will be ready in a few minutes.)
A:	
B: No,	(I won't be home early tonight.)
A:	
B: After midnight. (I will be back after midnight.)
A:	
	(The plane will be on time.)
B: Yes,	(The plane will be on time.)

EXERCISE 44 > Let's talk: pairwork. (Chart 10-7)

Part I. Imagine one day you will visit Paris. Where do you think you will go? Check () the fun or interesting things for you.

visit the Eiffel Tower
ride the elevator to the top of the Eiffel Tower
drink coffee in a French café
buy a painting from a street artist
ride a boat on the Seine River
see the Mona Lisa at the Louvre museum
speak French
buy some clothes at a designer shop
eat dinner in an expensive French restaurant
take a French cooking class
take a bus tour of the city
buy some French perfume





Part II. Work with a partner. Ask and answer questions about your activities. Take turns.

Example: visit the Eiffel Tower

PARTNER A: Will you visit the Eiffel Tower? PARTNER B: Yes, I will. OR No, I won't.

Partner A	Partner B
 visit the Eiffel Tower drink coffee in a French café ride a boat on the Seine River speak French eat dinner in an expensive French restaurant take a bus tour of the city 	ride the elevator to the top of the Eiffel Tower buy a painting from a street artist see the Mona Lisa at the Louvre museum buy some clothes at a designer shop take a French cooking class buy some French perfume Change roles.



EXERCISE 45 > Listening. (Chart 10-7)

Won't and want sound similar. Listen to the sentences and choose the verbs you hear.

1. won't (want)

3. won't want

5. won't want 7. won't want

2. won't want

4. won't want

6. won't want 8. won't

want

	STATEMENTS: AFFIRMATIVE	STATEMENTS: NEGATIVE	YES/NO QUESTIONS
SIMPLE	I eat lunch every day.	I don't eat lunch.	Do you eat lunch?
PRESENT	She eats lunch every day.	She doesn't eat lunch.	Does she eat lunch?
PRESENT PROGRESSIVE	I am eating lunch right now.	I'm not eating lunch.	Am I eating lunch?
	She is eating lunch.	She isn't eating lunch.	Is she eating lunch?
	They are eating lunch.	They aren't eating lunch.	Are they eating lunch?
SIMPLE PAST	He ate lunch yesterday.	He didn't eat lunch.	Did he eat lunch?
PAST PROGRESSIVE	I was eating lunch at 12:00.	I wasn't eating lunch at 12:00.	Was I eating lunch at 12:00?
	We were eating lunch at 12:00.	We weren't eating lunch at 12:00.	Were we eating lunch at 12:00?
BE GOING TO	I am going to eat lunch tomorrow.	I'm not going to eat lunch tomorrow.	Am I going to eat lunch tomorrow?
	She is going to eat lunch tomorrow.	She isn't going to eat lunch tomorrow.	Is she going to eat lunch tomorrow?
	They are going to eat lunch tomorrow.	They aren't going to eat lunch tomorrow.	Are they going to eat lunch tomorrow?
WILL	He will eat lunch tomorrow.	He won't eat lunch tomorrow.	Will he eat lunch tomorrow?

EXERCISE 46 ▶ Looking at grammar. (Chart 10-8)

Complete the sentences with the verbs in parentheses. Use be going to for the future sentences.

Catching Up

1. Right now Marta (sit) _____ is sitting ____ in the living room.

2. She (do, not) ______ homework. She (chat)

online with her grandparents.

3. She (chat) ______ with them every week.



4.	She (chat, not)	with them every day.	
5.	Her grandparents (expect, not)	to talk t	o her every day.
6.	Last night Marta (send)	an email to her brother.	Then she (text)
	her sister.		
7.	While Marta was texting her sister, he	r phone (ring)	It was her
	best friend.		
8.	Marta (finish, not)	the text. After she (talk)	
	to her friend	, she (go) to be	d.
9.	Tomorrow she (call)	her sister.	
10.	Marta (chat, not)	with her grandparents ton	norrow.
11.	(you, chat)	online with someone every	day?
12.	(you, chat)	online with someone yester	day?
13.	(you, chat)	online with someone tomor	row?

EXERCISE 47 ➤ Listening. (Chart 10-8) Listen to the sentences. Write the verbs you hear.



A Restaurant Meal

1.	Bert	meat, eggs, or fish.		
2.	He's a vegetarian.	Не	meat. He	_
		_ it as a child either.		
3.	His wife, Beth,		meat, but she isn't a vegetarian.	
4.	She	the tast	e of meat.	
5.	They		a new restaurant tomorrow.	

6. It	last month, and online reviews	it is excellent.
7. Bert	probably a dish with lots of	vegetables.
8. Beth	vegetables for a main dish. She	probably
	for some type of fish.	
9	the meal?	
10	back to this r	estaurant?

	STATEMENTS: AFFIRMATIVE	STATEMENTS: NEGATIVE	YES/NO QUESTIONS
SIMPLE PRESENT	I am from South Korea. He is from Egypt. They are from Venezuela.	I am not from Jordan. She isn't from Egypt. They aren't from Italy.	Am I from Chile? Is she from Greece? Are they from Kenya?
SIMPLE PAST	Ann was late yesterday. They were late yesterday.	She wasn't on time. They weren't on time.	Was she late? Were they late?
BE GOING TO	I am going to be on time. She is going to be on time. They are going to be on time. time.	I'm not going to be late. She isn't going to be late. They aren't going to be late.	Am I going to be on time? Is she going to be on time? Are they going to be on time?
WILL	He will be absent.	He won't be in class.	Will he be absent?

EXERCISE 48 > Looking at grammar. (Chart 10-9) Complete the sentences with the verbs in parentheses.

1.	I (be)	in class right nov	v. I (be, not)	here yesterday.
	I (be)	absent yesterday.	(you, be) _		in class yesterday?
	(Carmen, be)		here yester	day?	
2.	Carmen and I (be) _		absent fro	m class yest	erday. We (be, not)
		here.			
3.	My friends (be)			_ at Fatima'	's apartment tomorrow
	evening. I (be)			there too.	(you, be)
		there? (Akira, be) _		
		thoras			

EXERCISE 49 > Looking at grammar. (Charts 10-8 and 10-9)

Write Are or Do.

SITUATION: Rebecca's daughter is starting the school year today. Her mother is asking her questions.

- 1. Do you want to get there early?
- 2. Are you excited?
- 3. _____ you have your notebook?
- 4. ______ you remember your teacher's name?
- 5. _____ you a little scared?
- 6. ______ you have your lunch money?
- 7. ______ you ready to go?
- 8. _____ you OK?
- 9. _____ you want me to be quiet?



EXERCISE 50 > Looking at grammar. (Charts 10-8 and 10-9)

Write Were or Did.

SITUATION: Jeff has a hard job and works long hours. He got home at 3:00 A.M. Now it's later in the morning, and his roommates are asking him questions.

- 1. _____ you at your office?
- 2. _____ you stay late?
- 3. _____ you have a lot of work?
- 4. ______ you busy?
- 5. _____ you tired when you got home?
- 6. ______ you feel tired?
- 7. ______ you drink a lot of coffee?
- 8. ______ you hungry at 3:00 A.M.?
- 9. _____ you go to bed late?



EXERCISE 51 ➤ Looking at grammar. (Charts 10-8 and 10-9)
Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

1.	A:	(you, have) Do you	have a car?			
	B:	No, Idon't	I (take)	take	the bus to work	
		every day.				
	A:	(it, take)	long?			
	B:	It takes about a half hour	each way.			
2.	A:	(you, walk)	to	work yesterday?		
		No, I				
		It (be)				wet?
		I (get)				
		I (wear)				
3.	A:	(you, be)		in class tomorro	w?	
		Yes, I				ass the
		day after tomorrow.				
4.	A:	Where (you, study, usually)			?	
		In my room.				
		(you, go)	to the libr	ary to study son	netimes?	
		No. I (like, not)				
5.	A:	(Abby, call)		you last nigh	t?	
		Yes, she				s.
		(she, tell)				
		No, she				g about
		him. Why?				
	A:	Brian (be)	in an acciden	t.		
	B:	That's too bad. What hap	pened?			
	A:	A dog (run)	in front of l	nis bike. He (see	e, not)	
		a tru				
		an accident.				
	B:	(he, be)	_ in the hospital n	ow?		
	A:	No, he	He (be)	at	home.	

Jump-start your English

What are you doing? vs. What do you do?



Part I. Note the different meanings in these questions.

What are you doing? (asks about your activities) What do you do? (asks about your job)

Now listen to the conversations.

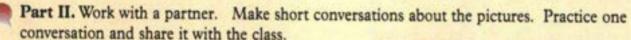
ACTIVITY

- 1. A: What are you doing?
 - B: I'm answering some emails.
- 2. A: What is he doing?
 - B: He's waiting for the bus.



IOB

- A: What do you do?
- B: I'm a high school teacher.
- A: What does he do?
- B: I'm not sure. He works at the university.



Example:

- A: What is he doing?
- B: He's checking the dog.
- A: What does he do?
- B: He's a vet.









EXERCISE 52 ➤ Check your knowledge. (Chapter 10 Review)

Correct the mistakes.

will you

- 1. When you will finish?
- 2. Is Kiril going go to the office tomorrow?
- 3. Will Gary to meet us for dinner tomorrow?
- 4. We went to a movie last evening.
- 5. What time you are going to come tomorrow?
- 6. My sister going to meet me at the airport.
- 7. Mr. Pang will sells his business and retires next year.
- 8. Do you will be in Venezuela next year?
- 9. I saw Jim three day ago.
- 10. Formal written English: I'm gonna graduate with a degree in chemistry.

EXERCISE 53 ▶ Listening, reading, writing, and speaking. (Chapter 10)

Part I. "Jack and the Beanstalk" is a well-known English fairy tale. Listen to the play. Then read the roles. Take turns. Look at new vocabulary with your teacher first.

Jack and the Beanstalk

NARRATOR: Once upon a time* there was a boy named Jack.

He lived with his mother in a small village.

MOTHER: We are very poor. We have no money. Our cow

has no milk.

JACK: What are we going to do?

MOTHER: You'll go to the market and sell the cow.

NARRATOR: Jack left his home and met an old man on the road.

OLD MAN: I will buy your cow. I will pay you with beans. Here, these are magic beans.

NARRATOR: Jack took the beans home to his mother.

MOTHER: You stupid boy. We have nothing now. We are going to die.

NARRATOR: She threw the beans out the window. The next morning, Jack woke up and saw a

huge beanstalk outside his window. It went into the clouds. He decided to climb it. At the top, he saw a castle. Inside the castle, there lived a giant and his wife.

He went into the castle.

Do you know these words?
- village - oven
- magic beans - bones
- huge - stole
- giant - axe

^{*} once upon a time = a long time ago

Wife: What are you doing? My husband likes to eat

boys for breakfast. You need to hide or he will

eat you.

JACK: I'm so scared. Please help me.

Wife: Here, climb inside the oven. After breakfast, my

husband will fall asleep.

GIANT: Fee-Fi-Fo-Fum,*

I smell the blood of an Englishman.

If he's alive or if he's dead,

I'll use his bones to make my bread.

Hmm. I smell a boy. Wife, are you going to feed

me a boy for breakfast?

Wife: No, I think the smell is the boy from last week.

Here's your breakfast.

NARRATOR: The giant ate, counted his gold coins, and soon

fell asleep. Jack got out of the oven, took a few gold coins, climbed down the beanstalk, and ran

to his mother.

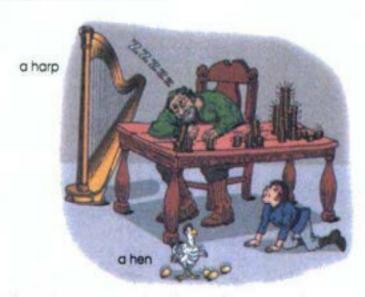
MOTHER: Oh, Jack. You saved us. Now we have money for

food. But you are not going to go back to the castle. The giant will eat you.

NARRATOR: But Jack wanted more money. Soon he climbed the beanstalk. Again the giant's

wife hid Jack in the oven. The giant had a hen. It laid golden eggs. After the giant

fell asleep, Jack stole the hen.



MOTHER: What will we do with a hen? Why didn't you bring more gold coins? Jack, you

have no sense.

JACK: Wait, Mother. The hen is going to lay a golden egg. Watch.

NARRATOR: The hen laid a golden egg.



^{*}Fee-Fi-Fo-Fum = words with no meaning. They help the second line rhyme.

MOTHER: Oh, you wonderful boy! We will be rich.

NARRATOR: But Jack wanted more from the giant, so he went up the beanstalk one more time.

This time, a golden harp was playing. It made beautiful music. Soon the giant went to sleep, and Jack took the harp. The giant heard a noise and woke up.

GIANT: I will catch you and eat you alive.

NARRATOR: The giant ran after Jack. Jack climbed down the beanstalk. The giant followed.

Jack took an axe and chopped down the stalk. The giant fell.

GIANT: Ahhhhhhhhhhh!

JACK: The giant is dead.

MOTHER: Now we are safe. The harp will give us beautiful music. My sadness will go away.

Our lives will be happy. You saved us!

NARRATOR: And they lived happily ever after.

Part II. Work in small groups. Complete the play below. Jack is now Jill. The giant is now a dragon. Make the lines silly, funny, or just different.

Jill and the Dragon

NARRATOR: Once upon a time there was a girl named Jill. She lived with her mother in a small

village.

MOTHER: We are very poor. We have no money for food.

June _____

Mother:

NARRATOR: Jill left her home and met a/an ______ on the road.

NARRATOR: Jill took the ______ home to her mother.

MOTHER:

NARRATOR: She threw the ______ out the window. The next morning, Jill

woke up and saw a huge ______ outside her window. It went into the

clouds. She decided to climb it. At the top, she saw a castle. Inside the castle,

there lived a fire-breathing dragon and his wife. He owned all the gold in the

kingdom. Jill went into the castle.



WIFE:					
JILL:					
WIFE:					
DRAGON:					
NARRATOR:	Jill ran down the with a few gold coins in her hands. Her clothes were a little burned, but she was safe.				
MOTHER:					
JILL:					
NARRATOR:	The next morning, Jill climbed up the again. She carried a sack with her.				
DRAGON:					
WIFE:					
DRAGON:					
NARRATOR:	Jill escaped from the castle with the sack full of gold coins. She ran down the				
	. The dragon tried to catch her. He jumped on the				
	, but when he breathed, the caught on fire.				
	It burned to the ground. The dragon fell and died.				
JILL:					
MOTHER:					
NARRATOR:	And they lived happily ever after.				
Part III. I	Edit your writing. Work individually or change papers with a partner. Check () for ng:				
1. □ a ca	pital letter at the beginning of each sentence				
2. □ a pe	riod at the end of each sentence				
3. □ use	of will or be going to for a future activity				
4. □ use	of past verbs for past activities				
5. □ corr	ect use of time expressions with present, past, and future				
6. □ corr	ect spelling (use a dictionary or spell-check)				
Part IV. C	Option 1: Practice and perform your play for the class.				
	Option 2: Practice and perform "Jack and the Beanstalk" for the class.				

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER 1

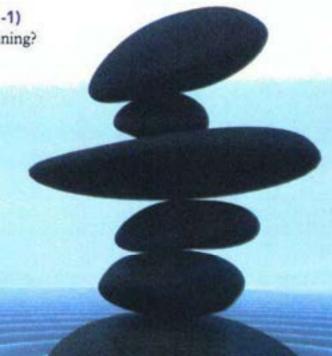
Expressing Future Time, Part 2

PRETEST: What do	I already know?	
Choose all the correct	answers for each sentence.	
1. Leo come to	the party. (Chart 11-1)	
a. may	b. might	c. will
2. It not snow	tonight. (Chart 11-1)	
a. mights	b. may	c. might
3 the test will	be easy. (Chart 11-2)	
a. Maybe	b. May be	c. It mays be
4. When I time	e, I will go to the store. (Char	rt 11-3)
a. have	b. will have	c. am going to have
5. The Millers are ta	king a long trip after they	(Chart 11-3)
a. will retire	b. are going to retire	c. retire
		cook dinner for friends. (Chart 11-4)
a. will feel	b. is going to feel	c. feels
7. I take an umbrella	if it (Chart 11-5)	
a. rains	b. will rain	c. rain

EXERCISE 1 > Warm-up. (Chart 11-1)

Which two sentences have the same meaning?

- 1. Maybe the stones will fall down.
- 2. The stones will fall down.
- 3. The stones may fall down.



(a) It may rain tomorrow.	May + verb (base form) expresses a possibility in the		
(b) Anita may be at home now.	future, as in (a), or a present possibility, as in (b).		
(c) It might rain tomorrow.	Might has the same meaning as may.		
(d) Anita might be at home now.	Examples (a) and (c) have the same meaning. Examples (b) and (d) have the same meaning.		
(e) It will rain tomorrow.	In (e): The speaker uses will because he feels sure about rain tomorrow.		
(f) Ms. Lee may/might be at the meeting tomorrow.	In (f): The speaker uses <i>may/might</i> to say, "I don't know if Ms. Lee will be at the meeting, but it is possible."		
(g) Ms. Lee may/might not be at the meeting	Negative form: may/might + not		
tomorrow.	Note: Examples (f) and (g) have essentially the same meaning: Ms. Lee may or may not be at the meeting tomorrow.		
NCORRECT: Ms. Lee may will be at the meeting tomorrow.	May and might are NOT used with will.		
INCORRECT: Ms. Lee might will be at the meeting tomorrow.			

EXERCISE 2 > Looking at grammar. (Chart 11-1)
Write will or won't if you are sure. Write may or might if you are not sure.

1.	I	be in class next Monday.			
	→ I will be in class ne	ext Monday. = You're sure.			
	→ I will not (won't) be in class next Monday. = You're sure. → I may/might be in class next Monday. = It's possible, but you're not sure.				
	→ I may/might not	be in class next Monday. = It's possible, but you're not sure.			
2.	I	be in class tomorrow.			
3.	I	eat breakfast tomorrow morning.			
4.	I	watch a movie after dinner tonight.			
5.	We	have a grammar test tomorrow.			
6.	It	be cloudy tomorrow.			
7.	The sun	rise tomorrow morning.			

Looking Ahead					
you (name of a class your teacher a member of your f		a friend a world leader a movie star a famous athl			
1. In five years,	will				
2. Next year, n	nay not				
3 might	tomorrow.		1		
4 might or mi	ght not	next week.			
5 won't	in 2035.			0.0	11
6 might not _	tomorro	ow.		18 8/	Il.
7. Next year, v	on't				
8. In 20 years,				an athlete	1
9. Next week,		not			20
10 will in	100				
EVERGICE 4 . Milit		adding (Char	4 11 11		
EXERCISE 4 > Writi Complete the paragrap paragraphs to a partne	hs with your	r own words. U	se a separate p	piece of paper. T	Then show t
PARAGRAPH 1: Write a	out your ac	tivities yesterday			
I got up at	esterday mo	orning. After the	it, Aro	und o'cloc	k,
Later At	clock,	Then	a little l	ater. Then at	-
o'clock					
Paragraph 2: Write a you may or might do		tivities tomorroto	. Include acti	vities you <i>will</i> d	o and activ
I'm going to get	ip at to	omorrow morni	ng. Then	. After that,	Aroun
o'clock, I	oter	At o'clock	Next	9 !	little later

Then at ____ o'clock, ____.

EXERCISE 5 > Warm-up. (Chart 11-2)

Which answers are true for you? What do you notice about may and maybe in sentence c?

- 1. Tomorrow morning, ...
 - a. I will go to school early.
 - b. I won't go to school early.
 - c. I may go to school early.

- 2. Tomorrow night, ...
 - a. I will go to the library.
 - b. I won't go to the library.
 - c. maybe I will go to the library.

11-2 Maybe (One Word) vs. May Be (Two Words)

- (a) A: Will Jamal be in class tomorrow?
 - B: I don't know. Maybe. Maybe Jamal will be in class tomorrow, and maybe he won't.
- (b) Maybe Jamal will be here adverb subject verb
- (c) Jamal may be here tomorrow.

The adverb maybe (one word) means "possibly." Note the use of will with maybe.

INCORRECT: Maybe Jamal is in class tomorrow.

Maybe comes in front of a subject and verb.

May be (two words) is used as the verb of a sentence.

EXERCISE 6 ▶ Looking at grammar. (Charts 11-1 and 11-2)

Choose the correct meaning for each sentence.

Tomorrow's Weather

 It may be stormy. 	sure	unsure
2. It might snow.	sure	unsure
It will be foggy.	sure	unsure
4. Maybe it will rain.	sure	unsure
It won't be sunny.	sure	unsure
There may be thunder and lightning.	sure	unsure



EXERCISE 7 ▶ Looking at grammar. (Chart 11-2)

Which sentences have may as part of the verb? Check (/) them.

A Day for Chores?

- 1. ____ Maybe my roommate and I will stay home tomorrow.
- 2. ____ We may do some chores.
- 3. ____ Maybe Kelly will join us.
- 4. ____ We may wash all the windows.

- With three people, maybe we'll finish quickly.
 Or we may clean the carpets and mop the floors.
- 7. ____ We may watch a movie afterwards.

EXERCISE 8 ➤ Looking at grammar. (Chart 11-2)

Write maybe or may be.

Oh, no! I can't find my car keys.

- 1. _____ they fell out of your beach bag.
- 2. Check your pockets. They _____ there.
- 3. Did you drop them? They ______ in the sand.
- 4. Did you look in the car? ______ you will find them on the floor.
- They _____ on the ground in the parking lot somewhere.
- 6. ______ you left them in your car door.



Work in small groups. The group leader will ask question

Work in small groups. The group leader will ask questions. Answer them with I don't know + maybe or may/might.

Example:

LEADER: What are you going to do tonight?

STUDENT: I don't know. Maybe I'll stream a movie. / I may stream a movie. / I might stream a movie.

- 1. What are you going to do tonight?
- 2. What are you going to do tomorrow?

Choose a new leader.

- 3. What are you going to do after class today?
- 4. What are you going to do this weekend?

Choose a new leader.

- 5. What are you going to have for dinner tonight?
- 6. When are you going to do your homework?

Choose a new leader.

- 7. What is the weather going to be like tomorrow?
- 8. What are you going to do on your next day off or free day?

EXERCISE 10 > Looking at grammar. (Charts 11-1 and 11-2)

Rewrite the sentences. Use the words in parentheses.

Any news				
CALLY THE WAY	- 0	WEST	PROPERTY	ú
	-	SEV	THE MAS	٠

Maybe Grandpa will retire.
a. (might) Grandpa might retire.
b. (may) Grandpa may retire.
2. Our teacher might cancel the final exam.
a. (maybe)
b. (may)
3. Maybe Natalie will go to medical school.
a. (may)
b. (might)
4. I might change jobs.
a. (maybe)
b. (may)
5. Harry may get a scholarship.
a. (maybe)
b. (might)

EXERCISE 11 ➤ Listening. (Chart 11-2)

Listen to the sentences. Choose the use of may that you hear.

Example: You will hear: Maybe I'll see you tomorrow.

> You will choose: (maybe) may + verb

- may + verb 1. maybe
- may + verb 2. maybe
- may + verb 3. maybe
- 4. maybe may + verb
- 5. maybe may + verb
- 6. maybe may + verb
- may + verb 7. maybe
- 8. maybe may + verb

EXERCISE 12 > Looking at grammar. (Charts 11-1 and 11-2)

Answer the questions with maybe or may/might.

 A: Is Anthony 	going	to	come	to	the	party?
-----------------------------------	-------	----	------	----	-----	--------

B: I don't know. ______ Maybe ____.

2. A: What are you going to do tomorrow?

B: I don't know. I _____ may / might ____ go swimming.

3. A: Where is Robert?

B: I don't know. He ______ be at his office.

4. A: Where is Robert?

B: I don't know. _____ he's at his office.

5. A: Are Lilly and James going to get married?

B: ______. Who knows?

6. A: I'd like to have a pet.

B: What kind of pet would you like to get?

A: I'm not sure. ______ I'll get a bird. Or ______ I'll get a snake. I _____ get a fish. Or I _____ get a turtle.

B: What about a cat or dog?

EXERCISE 13 > Let's talk: pairwork. (Charts 10-1, 11-1, and 11-2)

Work with a partner. Tell your partner about your activities tomorrow. Take turns. Use will/won't, going to/not going to, maybe, may, and might.

Tomorrow

Example: go to a movie / go shopping

PARTNER A: I'm not going to go to a movie tomorrow. I may go shopping.

PARTNER B: I might go to a movie, or maybe I'll go shopping.

Partner A	Partner B
wake up early / sleep in eat a big breakfast / eat a small breakfast	get up early / get up late cook dinner / eat out
3. stay home / go to school	3. shop online / shop at a store
 get some exercise in the afternoon / take a nap in the afternoon 	clean my home / read a book visit a friend / chat with a friend online
do my homework in the evening / watch TV in the evening	Change roles.

2

EXERCISE 14 > Listening. (Charts 11-1 and 11-2)

Listen to each sentence. Choose the sentence that has the same meaning as the sentence you hear.

Example: You will hear: I might be absent tomorrow.

You will choose: (a.) Maybe I will be absent.

b. I'm going to be absent.

- 1. a. Our plans will change.
 - b. Our plans might change.
- 2. a. It is going to rain.
 - b. Maybe it will rain.
- 3. a. We may finish this grammar book soon.
 - b. We will finish this grammar book soon.
- 4. a. Maybe Henry will get good news tomorrow.
 - b. Henry is going to get good news tomorrow.
- 5. a. The class may start on time.
 - b. The class is going to start on time.

-

EXERCISE 15 > Let's talk: pairwork. (Charts 11-1 and 11-2)

Check () the boxes that describe your activities tomorrow. Show your answers to a partner. Your partner will make sentences about you with may, might, maybe, will, or won't. Share some of them with the class.

Example: eat lunch / go shopping, etc.

Possible sentences: (to your partner) You may eat lunch. You won't go shopping. Etc. (to the class) She/He may eat lunch. She/He won't go shopping. Etc.

ACTIVITY	YES	NO	MAYBE
1. eat lunch			
2. go shopping			
3. send some emails			
4. watch TV			
5. talk on the phone			
6. play soccer			
7. read an English language newspaper			
8. look up information on the internet			
9. have dinner with friends			
10. get some exercise			

Jump-start your English

Discussing Plans with I'll probably



Part I. A common response to What are you going to do ...? is I'll probably?

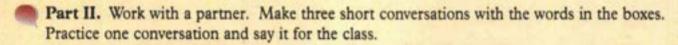
Example: A: What are you going to do tonight?

B: I'll probably cook dinner and watch a movie.

Speaker B is 90% sure, not 100%. It is correct to use **be going** to in the question and will + probably in the answer.

Now listen to the conversations. Practice saying them with a partner.

- 1. A: What are you going to do tomorrow?
 - B: I'll probably study for my test.
- 2. A: What are you going to do next week when you are on vacation?
 - B: I'll probably relax and see friends.
 - A: Are you going to go anywhere?
 - B: I'll probably go to the beach a few times.
- 3. A: What are you going to do after class?
 - B: I'll probably go to the cafeteria and get some lunch. What are you going to do?
 - A: I'll probably go to the library. I have a lot of homework.



QUESTIONS	
What are you going to do	tomorrow? next week? on vacation? during your break?

ANSWERS		
I'll probably	do homework. study for a test. relax. see friends. see my parents. watch movies.	

EXERCISE 16 > Warm-up. (Chart 11-3)

<u>Underline</u> the future time expression in each sentence. What tense is used in the red clause? Does the clause have present or future meaning?

- Before I go on vacation next week, I'm going to stop mail delivery for two weeks.
- When I get home next month, I will have a lot of mail at the post office.



11-3 Future Time Clauses with Before, After, and When

(a) Before Ann goes to work tomorrow, she will eat breakfast.

INCORRECT: Before Ann will go to work tomorrow, she will eat breakfast.

INCORRECT: Before Ann is going to go to work tomorrow, she will eat breakfast.

(b) I'm going to finish my homework after I eat dinner tonight.

(c) When I go to New York next week, I'm going to stay at the Hilton Hotel.

In (b): after I eat dinner tonight = a future time clause

In (a): Before Ann goes to work tomorrow =

A future time clause uses the SIMPLE PRESENT TENSE. Will OR be going to is used in the main

she will eat breakfast = main clause

a future time clause*

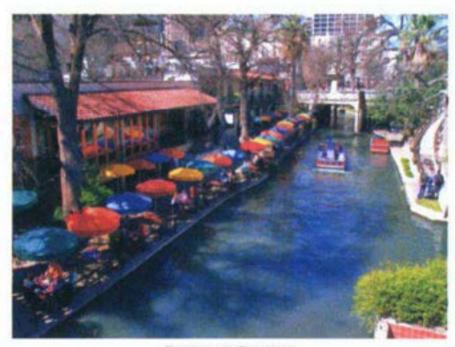
clause.

In (c): When I go to New York next week = a future time clause

Note: A comma follows a time clause when it comes at the beginning of a sentence.

EXERCISE 17 ➤ Looking at grammar. (Chart 11-3)

Underline the time clauses.





San Antonio River Walk

Taking a Trip

- Before I buy our plane tickets, I am going to check several websites for cheap airfares.
- 2. We are going to renew our passports before we go on our trip.
- 3. After we check in at our hotel, we are going to take a tour of the city.
- 4. When we talk to people, we are going to get suggestions for good local restaurants.
- I am going to send photos to our family after we visit several interesting sites.

^{*}See Chart 9-4, p. 284, for more information about time clauses.

EXERCISE 18 ➤ Looking at grammar. (Chart 11-3)

Complete the sentences with the words in parentheses. Use be going to for the future.

At the Computer

1. After I (turn on)	my computer,
I (enter)	my password.
2. Ellen (edit)	her document one
more time before she (share)	it,
3. Willie (put)	more paper in the
printer before he (print)	out his essay.
4. After I (take)	a screenshot of a
webpage, I (save)	it to a file.
5. I (download)	an e-book after



EXERCISE 19 > Let's talk: class activity. (Chart 11-3)

Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

Example:

I (buy) _

- TEACHER: Who's going to go shopping later today?
- STUDENT A: (raises his/her hand)
 - TEACHER: What are you going to do after you go shopping?
- STUDENT A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.
- TEACHER: (to Student B) What is (Student A) going to do after he/she goes shopping?
- STUDENT B: After (Student A) goes shopping, he/she is going to go home. OR (Student A) is going to go home after he/she goes shopping.
 - 1. Who's going to study tonight? What are you going to do after you study tonight?
 - 2. Who else is going to study tonight? What are you going to do before you study tonight?
 - 3. Who's going to post something on social media tonight? What are you going to do before you post on social media?
 - 4. Who else is going to post on social media? What are you going to do after you post on social media?
 - 5. (...), what are you going to do tomorrow? What are you going to do before you _____ tomorrow?

- 6. Who's going out of town soon? Where are you going? What are you going to do when you go to (name of place)?
- 7. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have for dinner?
- 8. (...), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

EXERCISE 20 ▶ Looking at grammar. (Chart 11-3)

Write "1" before the first action and "2" before the second. Then write two sentences: one with **before** and one with **after**. Use a form of **be going to** in the main clause.

11	_ I brush my teeth.
_2	_ I go to bed.
a	I'm going to brush my teeth before I go to bed. OR
_	Before I go to bed, I'm going to brush my teeth.
b	After I brush my teeth, I'm going to go to bed. OR
-	I'm going to go to bed after I brush my teeth.
2	_ I go to sleep.
_	_ I turn off my cell phone.
a	
b	
3	_ I spell-check the words.
_	_ I turn in my essay.
a	
b	
4	_ The passengers get on the airplane.
	The passengers go through security.
a	
b	

EXERCISE 21 > Let's talk. (Chart 11-3)

Imagine that one day you will speak English fluently. What will you do? What won't you do? Make statements with will and won't. Work with a partner, in groups, or as a class.

When I speak English fluently, I ...

- 1. need a dictionary.
- 2. think in English.
- 3. feel relaxed with English speakers.
- 4. dream in English.

- 5. have an accent.
- 6. translate from my language.
- 7. speak with my friends in English.
- 8. speak with my family in English.

EXERCISE 22 > Reading, writing, and speaking: pairwork. (Chart 11-3)

Part I. Read about Colin's plans, and think about your own future. What are some special things that you would like to do in your life?



Colin is an athlete. He enjoys the outdoors. Next year, Colin is going to skydive. He is going to wear a camera. After he takes the video, he will make a short movie for family and friends.

In three years, he is going to climb Mount Blanc. He's going to train for a couple of years first. Then he's going to climb with a group of people. When he gets to the top, he's going to put a flag from his country in the snow.

Part II. Now write your own plans for the future in the chart. Write down the year for each activity. Then give it to your partner.

YEAR	ACTIVITY	

Part III. Write about your partner's plans. Include some time clauses with when, after, and before. Ask your partner questions about the activities to get more information. When you are finished, your partner can read and correct your writing.

EXERCISE 23 > Warm-up. (Chart 11-4)

Choose the correct verb.

A: What are you going to do next weekend?

B: My husband is trying to get tickets to the concert. If he gets / will get tickets, we are going to go.

A: Wow! Great!



11-4 Clauses with If

(a) , If it rains tomorrow, , , we will stay home. , if-clause main clause

(b) , We will stay home , if it rains tomorrow. main clause if-clause

subject and a verb. An if-clause can come before or after a main clause. Note: A comma follows an if-clause when it comes at the beginning of a

An if-clause begins with if and has a

(c) If it rains tomorrow, we won't go to the park.

(d) I'm going to buy a new car next year if I have enough money. If I don't have enough money next year for a new car, I'm going to buy a used car.

The SIMPLE PRESENT is used in the if-clause to express future time. Will or be going to is used in the main clause.



EXERCISE 24 > Looking at grammar. (Chart 11-4)

Choose the correct verbs.

SITUATION: Andrew is applying for a new job in New York City.

1. If Andrew gets / will get the job, he is going to move there.

sentence.

- 2. If he moves / is going to move there, he is going to rent an apartment.
- 3. If he rents / is going to rent an apartment, he is going to need extra money.
- 4. If he needs / will need extra money, his parents will loan him some.
- 5. If his parents loan / will loan him money, he will be very thankful.

EXERCISE 25 > Let's talk: pairwork. (Chart 11-4)

Work with a partner. Ask and answer questions. Begin with What are you going to do ...? You can look at your book before you speak. When you speak, look at your partner.

Example: if the weather is nice tomorrow?

PARTNER A: What are you going to do if the weather is nice tomorrow?

PARTNER B: If the weather is nice tomorrow, I'm going to sit outside in the sun. OR I'm going to sit outside in the sun if the weather is nice tomorrow.

Partner A (book open)	Partner B (book closed)
1. if it is cold tomorrow?	1. if it snows tonight?
2. if it is hot tomorrow?	2. if you're hungry after class today?
3. if you don't understand a question that I ask you?	if you don't study tonight? if you lose your grammar book?
 if you don't feel well tomorrow? if you go to (name of a place in this city) tomorrow? 	 if someone steals your (name of a thing phone, wallet, etc.)? Change roles.

EXERCISE 26 ➤ Looking at grammar. (Chart 11-4)

Complete the sentences with the words in parentheses. Use be going to for the future.

Plans

1.	If Malik (be)	is	in class tomorrow, I (ask) am going to ask
	him to join our study g	group.	
2.	If the weather (be)		nice tomorrow, I (go)
	to Central Park with m	y friends.	
3.	I (stay, not)		home tomorrow if the weather
	(be)	nice.	
4.	If I (feel, not)		well tomorrow, I (go, not)
	to work.		
5.	Masako (stay)		in bed tomorrow morning if
	she (feel, not)		well.
6.	My parents and I (stay))	with my cousins if we
	(travel)	to '	Tokyo next month.
7.	If my friends (be)		busy tomorrow, I (see)
	a movie by myself.		200

may sound like gonna .	member, going to
1.	
2	
3	

EXERCISE 28 ➤ Reading and speaking. (Charts 11-1 → 11-4)

Part I. Read the predictions about life in 2000. Answer the questions. Look at new vocabulary with your teacher first.

Do you know these words?

- magazine - prediction

- ambulance

- tunnel

LIFE IN 100 YEARS

EXERCISE 27 ▶ Listening. (Chart 11-4)

In December of 1900, Ladies Home Journal, an American magazine, published an article titled "What May Happen in the Next Hundred Years." There were 29 predictions about life in the year 2000. Below are some of them.

Cars will be cheaper and stronger than horses. They will do the work of two horses or more. Police, ambulance drivers, and street cleaners will use cars instead of horses. People won't see horses on the streets.

Big cities won't have streetcars. In the future, if people need to go somewhere, they will travel below or high above the ground. Subways and tunnels will have moving stairways, and they will carry people up or down.





There will be no C, X, or Q in the English alphabet because these sounds are not necessary. In the future, people will spell by sound. First, newspapers will do this. After people see this change, they will do the same.

A final prediction: English will be the number one language in the world and Russian will be number two.

- Which predictions came true?
- 2. Which ones did not?
- 3. Are there any predictions you think are silly or strange?

Part II. Work in small groups. Make some predictions for 100 years from now. Use will, may, maybe, or might.

EXERCISE 29 > Warm-up. (Chart 11-5)

Choose the correct time words.

1. Before I go outdoors, I put on sunscreen.

every day

tomorrow

2. Before I go outdoors, I am going to put on sunscreen.

every day

tomorrow



FUTURE	(a) After Kate gets to work today, she is going to have / will have a cup of coffee.	Example (a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. Be going to or will is used in the main clause.
PRESENT HABITS	(b) After Kate gets to work (every day), she always has a cup of coffee.	Example (b) expresses a present habit, so the SIMPLE PRESENT is used in both the time clause and the main clause.
FUTURE	(c) If it rains tomorrow, I am going to / will wear my boots to school.	Example (c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the if-clause. Be going to or will is used in the main clause.
PRESENT	(d) If it rains, I wear my boots.	Example (d) expresses a present habit, so the SIMPLE PRESENT is used in both the if-clause and the main clause.

EXERCISE 30 ▶ Looking at grammar. (Chart 11-5)

Decide the meaning for each sentence: present habit or future activity.

Dinnertime

1. Before I eat dinner, I set the table.	present habit	future activity
2. Before I eat dinner, I'm going to set the table.	present habit	future activity
3. After I finish dinner, I clear the table.	present habit	future activity
4. If I'm in a hurry, I do the dishes in the morning.	present habit	future activity
5. If I have time tonight, I'll do the dishes.	present habit	future activity

EXERCISE 31 > Grammar and speaking. (Chart 11-5)

Work in small groups. Match the questions in Column A to the answers in Column B. Use the information to make sentences about Steven's everyday habits. Use the simple present. Take turns saying the sentences. After you finish, write them.

COLUMN A	COLUMN B
What does Steven do if he	
1. fails a test?c_	a. takes a nap
2. is hungry?	b. skips breakfast
3. is tired?	✓ c. studies more
4. gets a mosquito bite?	d. eats a piece of fruit
5. oversleeps in the morning?	e. drinks tea with honey
6. gets a sore throat?	f. tries not to scratch it
1. If he fails a test, he studies more.	
2	
3	
4	
5	
6	

EXERCISE 32 ➤ Looking at grammar. (Chart 11-5)

Choose the correct verbs.

- Before the teacher walks / will walk into the classroom every day, some students
 are / will be on their cell phones.
- 2. Class is going to begin in a few minutes. Students turn off / will turn off their phones after the teacher comes / will come into the room.



- Before the teacher begins / will begin class every day, students put / will put their devices* away.
- 4. Class is going to finish in five minutes. After the class is / will be over, students turn / will turn their devices back on.

EXERCISE 33 ▶ Looking at grammar. (Chart 11-5)

Complete the sentences with the words in parentheses. Use be going to for the future.



In the Evening

1. a.	If I (be)	am	tired this eve	ning, I (stay)	<u>ım</u>
	going to	stay h	ome and (go)	go	to
	bed early.				
b.	I'm often tired in	the evening af	ter a long day at wo	rk. If I (be)	
		ti	ired in the evening, l	I (stay, usually)	
		h	ome and (go)		to
	bed early.				
2. a.	After I (get)		home ev	ery evening, I (sit, a	isually)
		0	n the couch with my	y tablet and (look as	t)
		S	ocial media.		
b.	After I (get)		home to	night, I (sit)	
		on the	couch with my tabl	et and (look at)	
		s	ocial media.		

^{*} devices = electronics such as phones and tablets

EXERCISE 34 ▶ Looking at grammar. (Chart 11-5)

Decide if the given sentence expresses a present habit or future activity. Then combine the phrases with the given words to make complete sentences. Use **be going to** for the future.



Paying with a Debit Card

1. Lee pays with a debit card when she shops at the grocery store. present habit future

a. swipe her card \ enter her PIN* (after)

b. enter her PIN \ tap OK (after)

c. get a receipt \ sign her name on the screen (before)

2. Lee is at the grocery store. She is going to pay with a debit card. present habit future

a. swipe her card \ enter her PIN (after)

b. enter her PIN \ tap OK (after)



EXERCISE 35 > Listening. (Chart 11-5)

Listen to each sentence and choose the correct completion.

c. get a receipt \ sign her name on the screen (before)

Example: You will hear: Before I go to bed every night,

You will choose: (a.) I watch TV.

b. I'm going to watch TV.

1. a. I get a good night's sleep.

b. I'll get a good night's sleep.

2. a. I do my homework.

b. I'll do my homework.

3. a. I go shopping.

b. I'll go shopping.

4. a. I exercise.

b. I'll exercise.

5. a. I call my parents.

b. I'll call my parents.

6. a. I'm happy.

b. I'll be happy.

7. a. I know a lot of grammar.

b. I'll know a lot of grammar.

^{*}PIN = personal identification number

1. B	efore I go home tonigh	t,	
2. B	efore I go home, I usus	illy	
3. I'	m going to	tomorrow after I	
4. W	Then I go to	, I'm going to	
5. W	Then I go to	, I always	
5. If	the weather	tomorrow, I	
. If	the weather	tomorrow,	you
		?	
3. I'	11	if I	
. A	fter I	tonight, I	
D	lo man	after you	
		(Chapters 10 and 11) Vrite the words you hear.	
ten	to the conversations. V	Vrite the words you hear.	
ten . A	to the conversations. V	Vrite the words you hear. home this weekend?	my parents
ten . A	to the conversations. V	Vrite the words you hear.	my parents
. A B	to the conversations. V I one of the two days.	Vrite the words you hear. home this weekend? But	my parents
. A B	to the conversations. V I one of the two days.	Vrite the words you hear. home this weekend? But for dinner?	my parents
. A B	to the conversations. V I one of the two days. What Leftovers. Is that OK	Vrite the words you hear. home this weekend? But for dinner?	
. A B	to the conversations. V I one of the two days. What Leftovers. Is that OK	Vrite the words you hear. home this weekend? But for dinner?	
B A	to the conversations. V I one of the two days. What Leftovers. Is that OK Sure, but with them.	Vrite the words you hear. home this weekend? for dinner? probably	
B A A	to the conversations. V I one of the two days. What Leftovers. Is that OK Sure, but with them.	Vrite the words you hear. home this weekend? But for dinner?	some rice to g
B A A	to the conversations. V I one of the two days. What Leftovers. Is that OK Sure, but with them.	home this weekend? But for dinner? probably at Jon's party?	some rice to g
B A A B A B	to the conversations. V I one of the two days. What Leftovers. Is that OK Sure, but with them.	write the words you hear. home this weekend? for dinner? probably at Jon's party? there until after it	some rice to g
B A A B A	to the conversations. V I	write the words you hear. home this weekend? for dinner? probably at Jon's party? there until after it	some rice to g
B A A B A	to the conversations. V I	write the words you hear. home this weekend? for dinner? probably at Jon's party? there until after it you there.	some rice to g

EXERCISE 36 ➤ Speaking or writing. (Chart 11-5)

EXERCISE 38 ▶ Looking at grammar: past, present, future. (Chapters 3, 4, and 8 → 11)

Complete the sentences with the words in parentheses. Use any appropriate verb form.

1. A	: I (skip)	class tomorrow.
В	: Why?	
Α	: Why not?	
В	: That's not a very good reason.	
2. A	: How did you get here?	
В	: I (take)	a plane. I (fly)
	here from Bangkok.	
3. A	: How do you usually get to class?	
В	: I (walk, usually)	, but sometimes I (take)
	the b	ous.
4. A	: Where's my phone? It (be, not)	in my purse. Maybe I
	left it on the subway.	
В	: Take it easy. Your phone (be)	right here.
5. A	: Where's your homework?	
В	: I (lose)	it.
A	: Oh?	
В	: I (forget)	it.
A	: Oh?	
В	: I (give)	it to Roberto to give to you, but he (lose)
	it.	
A	: Oh?	
В	: Someone (delete)	it from my laptop.
	: Oh?	
В		enough time to finish it
	last night.	
A	: I see.	
		here during vacation next week?
В	: No. I (take)	a trip to Montreal. I (visit)
	my c	
A	: How long (you, be)	away?
B	: About five days.	

7. A: Is Carol here?

B: No, she (be, not) ______. She (leave)

_____ a few minutes ago.

A: (she, be) ______ back soon?

B: I think so.

A: Where (she, go) _____?

B: She (go) ______ to the drugstore.

Jump-start your English

Making Phone Calls



Part I. Listen to the phone conversations.

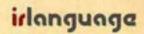
Informal

- 1. A: Hello?
 - B: Hi, is Jackie there?
 - A: No, she isn't.
 - B: OK. I'll* call back later. Bye.
- 2. A: Hello?
 - B: Hi, is Vicki there?
 - A: Yes, she is. Just a minute, please.
- 3. A: Hello?
 - B: Hi, Rachel. It's Lisa.
 - A: Hi, Lisa, how are you?
 - B: I'm good. I'm calling to talk about our project.
 - A: Great. Now is a good time to talk.

More Formal

- 4. A: Hello?
 - B: Hi, is this Pam?
 - A: Yes, it is.
 - B: Hi, Pam. This is Melanie. We met at your daughter's graduation.
 - A: Hi, Melanie. It's nice to hear from you.
- 5. A: Hello?
 - B: May I speak to Mr. Hopkins, please?
 - A: I'm sorry, he's in a meeting. Can I take a message?
 - B: Yes, please tell him Alison Burke called. I'll call him tomorrow.
 - A: OK. I'll let him know.
 - B: Thank you. Bye.





^{*} Will is used when the speaker makes a decision at the moment of speaking.

Part II. Work with a partner. Make short phone conversations. Use the words in the boxes to begin. Share one conversation with the class.

SPEAKER A	SPEAKER B	SPEAKER A	SPEAKER B
	Is there?	Yes, this is Yes, he is. I'm not sure. Let me check. No, she isn't.	May I leave a message? I'll call back later.
Hello?	May I speak to?	Yes, just a minute, please. He/She isn't here. Can I take a message?	Yes, please ask him/her to call My number is No, that's OK. I'll call back later. Thanks.
	Is this?	Yes, it is. No, I'll get him/her. Just a minute, please.	Hi, This is
	Hi, It's	Hi, How are you? Hi, it's nice to hear from you. Hi, I'm glad you called.	

EXERCISE 39 ➤ Check your knowledge. (Chapter 11 Review)

Correct the mistakes.

- 1. If it will be cold tomorrow morning, my car won't start.
- 2. We maybe late for the concert tonight.
- 3. Miriam doesn't drive. If she need a ride, she ask a friend.
- 4. Amira will call us tonight when her plane will land.
- 5. Ellen may will be at the party.
- 6. When I will see the doctor next week, I'm going to ask him for a new medication.
- 7. I may don't be in class tomorrow.
- 8. Amin puts his books on his desk when he walked into his apartment.
- 9. Elise will see her parents when she will return home for a visit next July.
- 10. Before I will get a new phone, I'm going to delete a lot of photos.

EXERCISE 40 > Reading and writing. (Chapter 11)

Part I. Read about Leon's dreams for a vacation. Look at new vocabulary with your teacher first.

Relaxation or Adventure?

In my imagination, I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?

If I want a relaxing vacation, I may travel to Tahiti. Or if I want an adventure, I might travel to Antarctica. Both places have natural beauty. I want to travel to a place without many people or buildings.



If I go to Tahiti, I will spend time on the beach in the sun. I will swim in the warm ocean. I might try windsurfing if I am not too scared. I love underwater swimming, so I will probably go snorkeling. But when I am snorkeling, I will stay away from sharks.

If I go to Antarctica, I will take warm clothes. There aren't any hotels, so I will probably take a tour boat to the South Pole. I definitely won't sit on a beach! When I am there, I want to see icebergs and penguins.



Do you know these words?

- adventure

- windsurfing - sharks

I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?

Choose two places you would like to visit: one place for relaxation and one place for adventure. Write about your trip. Use this model.
Paragraph 1: Introduction I have an airline ticket in my pocket. It will take me anywhere in the world. Where will I go?
PARAGRAPH 2: Name the two places. Choose a relaxing place and a place for adventure. If I want a relaxing vacation, I may travel to Or if I want an adventure, I might travel to (Add one or two reasons.)
PARAGRAPH 3: Give details for the first place. If I go to,
PARAGRAPH 4: Give details for the second place. If I go to,
Paragraph 5: Conclusion I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?
Part III. Edit your writing. Work individually or change papers with a partner. Check (1) for the following:
1. □ paragraph indents
2. □ a capital letter at the beginning of each sentence
3. □ a period at the end of each sentence
4. □ use of will or be going to for a future activity
5. might or may + base form of verb
6. □ if + simple present tense (for future meaning)
7. □ correct spelling (use a dictionary or computer spell-check)
For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to

the Pearson Practice English App for mobile practice.

Part II. Imagine someone gives you a plane ticket. You can travel anywhere in the world.

CHAPTER 12

Modals, Part 1: Expressing Ability and Permission

PRETEST: What do I already know?

Check () the correct sentences.

- 1. ____ We can to go to the wedding. (Chart 12-1)
- 2. ___ Nicole can not help us. (Chart 12-1)
- 3. ____ Where you can go on weekends for fun? (Chart 12-3)
- 4. ___ I don't know how to swim. (Chart 12-4)
- 5. ____ Could you to read when you were three years old? (Chart 12-5)
- 6. ____ I'm not able to understand movies in English. (Chart 12-6)
- 7. ____Your order will ready tomorrow. (Chart 12-6)
- 8. ____ These shoes are too small. I can't wear them. (Chart 12-7)
- 9. ____ I'm late. I'm too sorry. (Chart 12-7)
- 10. ____ Could we having dinner early tonight? (Chart 12-8)

EXERCISE 1 ▶ Warm-up. (Chart 12-1)

Which answers are true for you?

- 1. I can / can't sing well.
- 2. I can / can't be late for class.
- 3. I can / can't do a handstand.



12-1 Using Can		
(a) Ali is strong. He can move the refrigerator. (b) It's OK. You can leave early.	Can expresses ability and permission.	
(c) CORRECT: Yuko can speak English.	The base form of the main verb follows can In (c): speak is the main verb.	
(d) INCORRECT: Yuko can to speak English.	A main verb following can is NOT preceded by to. In (d): to speak is incorrect.	
(e) INCORRECT: Yuko can speaks English.	A main verb following can does NOT have a final -s. In (e): speaks is incorrect.	
(f) Alice can not come. Alice cannot come. Alice can't come.	NEGATIVE can + not = can not OR cannot CONTRACTION can + not = can't	

EXERCISE 2 > Looking at grammar. (Chart 12-1)

Write can or can't. Make true sentences.

Classroom Rules

1. We	eat	in	class.

- 2. I ______ speak without raising my hand.
- 3. Students _____ use their phones in class.
- 4. The teacher _____ drink coffee or tea in the classroom.
- 5. Students _____ usually work together on their homework.
- 6. We ______ be absent from class without an excuse.
- 7. Students _____ leave the room without asking.
- 8. The teacher ______ ask students to clean the classroom.
- 9. We ______ talk during tests.
- 10. Teachers ______ end class early.



EXERCISE 3 > Let's talk: pairwork. (Chart 12-1)

Work with a partner. Make sentences about yourself. Begin with I can or I can't. Take turns.

Example: speak Chinese

PARTNER A: I can speak Chinese. OR I can't speak Chinese.

How about you?

PARTNER B: I can speak Chinese.

Partner A	Partner B	
1. whistle	1. swim	
2. remember all my passwords	2. ride a bike	
3. touch my ear with my elbow	3. ski	
4. play the piano*	4. play the guitar	
5. lift a refrigerator	5. sew a button on a shirt	
6. wiggle my nose	6. wiggle my ears	
7. fly a plane	7. make a paper airplane	
8. fix a meal for ten people	8. eat noodles with chopsticks	

EXERCISE 4 > Game. (Chart 12-1)

Work in small groups. Discuss each statement. Then choose yes or no. When you are finished, check your answers with your teacher.** The group with the most correct answers wins.

 Some birds can't fly. 	yes	no	
2. Elephants can jump.	yes	no	A
3. Tigers can't swim.	yes	no	2 100
An octopus can change colors.	yes	no	
5. Some fish can climb trees.	yes	no	500
6. Horses can't sleep when they're standing up.	yes	no	an octopus
7. Turtles can't live more than 100 years.	yes	no	
8. All animals can see colors.	yes	no	
9. Whales can hold their breath underwater.	yes	no	
	•		a whale

^{*} In expressions with play, the is usually used with musical instruments: play the piano, play the guitar, play the violin, etc.

^{**} Teacher: See Let's Talk: Answers, p. 511.

EXERCISE 5 > Warm-up: listening. (Chart 12-2)

Listen to the sentences. Which statements are true for you?

- 1. a. I can count to 100 in English.
 - b. I can't count to 100 in English.
- 2. a. I can't ride a bike with no hands.
 - b. I can ride a bike with no hands.



12-2 Pronunciation of Can and Can't

- (a) Rick can come to the meeting.
- (b) Mike can't come to the meeting.

Can is usually pronounced "kn" /ken/. It is unstressed.

Can't is usually pronounced "kant" /kænt/ with the same vowel sound as in the word ant. It is stressed. You will probably not hear the /t/.*

^{*}Sometimes native speakers also have trouble hearing the difference between can and can't.



EXERCISE 6 > Listening. (Chart 12-2)

Listen to each sentence. Choose the word you hear.

At School

Example: You will hear:

I can understand you.

You will choose: (can)

can't

Example: You will hear: I can't understand you.

You will choose: can

(can't)

1. can can't 3. can can't

5. can can't

7. can can't

2. can

can't

4. can can't 6. can can't

8. can can't

EXERCISE 7 ➤ Listening. (Chart 12-2)

Read the online job post. Then listen to Matt talk about his job skills. Decide if Matt should apply for this job. Is this a good job for him? Why or why not?

Front Desk Assistant at Small International Hotel

We are looking for someone with the following:

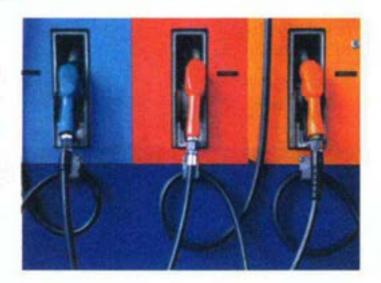
- · Good computer skills
- · Friendly phone manner
- Excellent knowledge of English
- · Ability to lift heavy suitcases

Some weekend work necessary

APPLY NOW

EXERCISE 8 > Warm-up. (Chart 12-3)

Answer the questions.



- 1. Can you buy gas for a car at a pharmacy?
- 2. Where can you buy gas?
- 3. Can you find cheap gas in your area?

QUESTION WORD	+	CAN	+	SUBJECT	+	MAIN VERB			ANSWER
(a)		Can	X.	you		speak	Arabic?	→	Yes, I can. No, I can't.
(b)		Can		Rosa		come	to the party?	→	Yes, she can. No, she can't.
(c) Where		can		1		buy	a hammer?	-	At a hardware store.
(d) When		can		you		help	me?	-	Tomorrow afternoon.

EXERCISE 9 ➤ Looking at grammar. (Chart 12-3)

Make yes/no questions. Give short answers.

Talents

1. A: Can Kenji speak four languages?

B: Yes, he can. (Kenji can speak four languages.)

2. A: Can you speak four languages?

B: No, I can't. (I can't speak four languages.)

:	
l:	(Jessica can write computer code.)
:	
:	(Nicole and Simone can play the piano by ear.)
ı:	
:	(I can't do advanced math in my head.)
3:	(Carlos can give a long speech without notes.)

EXERCISE 10 > Let's talk: pairwork. (Chart 12-3)

Work with a partner. Ask and answer questions. Take turns.

Partner A: Ask a question. Begin with Can you ...?

Partner B: Answer the question. Then ask How about you? and repeat the question.

Example: speak Arabic

PARTNER A: Can you speak Arabic?

PARTNER B: Yes, I can. OR No, I can't. How about you? Can you speak Arabic?

PARTNER A: Yes, I can. or No, I can't.

Partner A	Partner B
1. ride a motorcycle	1. ride a horse
2. play the violin	2. play the drums
3. float on water	3. whistle with your fingers
4. touch your knee with your nose	4. sneeze with your eyes open
5. drive a stick-shift car	5. fix a flat tire
6. spell Mississippi	6. spell the teacher's last name

Listen to the conversation	s. Write the words you hear.
1. A: Hello?	
B:	speak to Mr. Hudson, please?
A: I'm sorry.	to the phone right now.
take a message? _	return your call in about a half-hour.

B: Yes. Please tell him Ron Myerson called.

EXERCISE 11 ▶ Listening. (Charts 12-1 → 12-3)

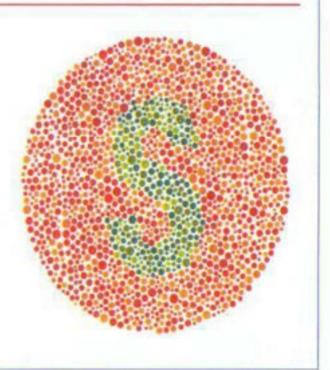
2.	A:		me lift this bo	x3	
	B:	It looks very heavy third person.		to help you, but I t	hink we need a
	A:	No, I'm pretty strong.	I think	it togethe	er.
3.	A:		the TV		turn it up?
	B:		turn it up. I'm doi	ng my homework.	
	A:		your homewor	k in another room?	
	B:	Oh, all right.			

EXERCISE 12 ➤ Reading. (Charts 12-1 → 12-3)

Read the paragraph. Choose the correct answers.

COLOR BLINDNESS

Some people can't see all the colors. They are color-blind. It doesn't mean they can't see any colors. But they have trouble with the difference between certain colors. They might confuse red and green or blue and purple. For example, people with red-green color blindness can't see the difference between the red light and the green light on a traffic light. But they can still drive safely because they can see the brightness of the lights. If the light is red, for example, it will also be bright. Look at the picture. People with red-green color blindness can't see the letter. Can you see the letter?



- 1. Color-blind people can / can't see all colors.
- 2. People who are color-blind can / can't drive.
- 3. If you can't see the letter in the picture, you are / aren't color-blind.

Jump-start your English

Useful Expressions with Can and Can't



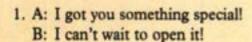
Part I. Look at the expressions with can and can't. Then listen to the conversations.

I can't wait. = I'm very, very excited.

You can say that again! = I really agree.

I can't afford that. = I don't have enough money to buy that.

I can do it myself. = I don't need help.







2. A: Antonio is a very positive person. B: You can say that again!

3. A: Are you going to the concert? B: No, I can't afford a ticket.





4. A: Do you want help with your shoe? B: No. I can do it myself.

Part II. With a partner, make one conversation for each idiom. Use the phrases in the boxes or your own words. Perform one conversation for the class.

I can't wait for	the holidays. the end of school. my birthday. my friend's wedding.	
It's really cold/hot today. This class is hard. English speakers talk too fast.	You can say that again!	
I can't afford	a car. the rent. that store. to go to movies. to eat at restaurants.	
Do you need help with Do you want help with Would you like help with	your homework? your essay? the dishes? the laundry? the instructions?	No, thanks. I can do it/them myself. That's nice of you to ask, but I can do it/them myself.

EXERCISE 13 > Warm-up. (Chart 12-4)

Work with a partner. Make three short conversations with phrases in the box. Follow the example. Take turns.

Example:

PARTNER A: I (can/can't) fix a leaky faucet. Do you know how to

fix a leaky faucet?

PARTNER B: Yes, I do. OR No, I don't.

add oil to a car

fix a leaky faucet
make ice cream

read musical notes solve algebra problems write computer code for an app

12-4 Using Know How To (a) I can swim. (b) I know how to swim. (c) Can you cook? (d) Do you know how to cook? Both can and know how to express ability. Know how to expresses something a person learned to do.

EXERCISE	14 > Let's	talk:	pairwork.	(Chart 12-4))
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Work with a partner. Ask and answer questions. Begin with Do you know how to ...? Take turns.

Partner A	Partner B
1. cook?	1. dance?
2. play soccer?	2. fix a computer hard drive?
knit? 4. replace a zipper?	3. write with both your left and right hands?
5. use your hands to break an apple in half?	 teach a dog to sit? get to the airport from here?

EXERCISE 15 > Speaking and writing: pairwork. (Chart 12-4)

Part I. Work with a partner. Ask and answer questions about the people in the chart. Use know how to.

ABILITY	JERRY	ALEXA	BILL AND TINA	YOU
1. change the oil in a car	no	yes	yes	
2. start a fire without matches	yes	yes	no	
3. type without looking at the keyboard	no	no	yes	

Part II.	Write three	questions and	answers	about	the	people	in	the	chart
----------	-------------	---------------	---------	-------	-----	--------	----	-----	-------

1. Does Alexa	
2	
3	

EXERCISE 16 > Speaking and writing. (Chart 12-4)

Work in small groups. Complete the sentences together. Share some of your answers with the class.

1.	Three-year-olds know how to	
2.	Three-year-olds don't know how to	
3.	Birds know how to	
4.	Birds don't know how to	
5	We know how to	

6. We don't know how to	
7. (name of a classmate) knows how to	
8. Our teacher doesn't know how to	
9. Do you know how to	7

EXERCISE 17 > Warm-up. (Chart 12-5)

Choose the verbs that are true for you.

Two years ago, I ...

- 1. could / couldn't speak English.
- 2. could / couldn't drive a car.
- 3. could / couldn't communicate with people from around the world.

12-5 Using Could: Past of Can		
 a) Jake has a sore knee. He can walk, but he can't run. b) Jake had a sore knee last week. He could walk, but he couldn't run. 	could = the past form of can* NEGATIVE could + not = couldn't	
c) Could you speak English before you came here?	QUESTION could + subject + main verb	

^{*}Do not use the affirmative form of could for one completed action in the past.

INCORRECT: A week ago, Marc could pass his test. One option is the simple past:

CORRECT: A week ago, Marc passed his test. Be able to is also possible (see Chart 12-6).

EXERCISE 18 > Let's talk: pairwork. (Chart 12-5)

Work with a partner. Choose the answers that describe your childhood. Then tell your partner what you could and couldn't do when you were a child.

When I was a child, ...

1. I could stand on my head.	yes	no
2. I could sing in another language.	yes	no
3. I could tell time before the age of five.	yes	no
4. I could climb trees.	yes	no
5. I could read at the age of six.	yes	no
6. I could hold my breath underwater for one minute.	yes	no

EXERCISE 19 ▶ Looking at grammar. (Chart 12-5)

Complete the sentences. Use couldn't and the expressions in the box or your own words.

call you on your birthday correct our homework drive to school do the laundry ✓ go to soccer practice pay the restaurant bill turn in my homework

Excuses

1. I couldn't go to soccer practice	last night because I hurt my ankle.
2. I	yesterday because I lost my car keys.
3. Jon	because he forgot his wallet.
4. The teacherwas sick.	yesterday because he
5. Max	because he couldn't find the laundry soap.
6. I	because my phone is broken.
7. I	because the dog ate it.

EXERCISE 20 > Let's talk: pairwork. (Chart 12-5)

Work with a partner. Make sentences about Lucas with because. Take turns. You can look at your book before you speak. When you speak, look at your partner.

SITUATION: Lucas had a bad day yesterday. There are many things he wanted to do but couldn't. Tell what he couldn't do yesterday and give a reason.

Example: eat breakfast \ his alarm \ not wake him up on time

- → He couldn't eat breakfast because his alarm didn't wake him up on time.
- 1. buy lunch \ leave his wallet at home
- 2. get much work done \ have to go to several meetings
- 3. get home on time \ traffic \ be slow
- 4. go for a run \ it \ begin to rain
- 5. enjoy dinner \ his stomach \ be a little upset
- 6. rest \ his kids \ want him to play
- 7. check his email \ the internet \ be down
- 8. go to bed early \ his neighbors \ come to visit



EXERCISE 21 > Let's talk. (Charts 12-1 and 12-5)

Work in pairs or small groups. One student will make a statement. Give some negative results for the situations. Use can't or couldn't. Take turns.

Example:

STUDENT A (book open): There was no heat in the classroom yesterday.

STUDENT B (book closed): We couldn't stay warm.

- 1. I have only (a small amount of money) in my pocket / in my purse today.
- 2. Some people don't know how to use a computer.
- 3. Your parents had rules for you when you were a child.
- 4. This school has rules for students.
- 5. You didn't know much English last year.
- 6. You don't speak fluent English yet.
- 7. Some children are afraid of the dark.
- 8. Some people are allergic to flowers.
- 9. Many people in the world live in homes without electricity.
- 10. I lived without electricity for one week.

EXERCISE 22 ▶ Looking at grammar. (Charts 12-1 → 12-5)

Choose the correct answer for each sentence.

1 drive a car when yo	ou were sixteen years old?		
a. Could you to	b. Can you	c. Could you	
2. If your brother goes to th	e graduation party, he	_ my sister.	
a. can meet	b. can meets	c. can meeting	
3. I the door because	I didn't have a key.		
a. couldn't opening	b. couldn't open	c. couldn't opened	
4. Tyler use sign langu	. Tyler use sign language. He learned it when he was a child.		
a. know how to	b. is knowing how to	c. knows how to	
5. Where meet for ou	r study group?		
a. we can	b. we could	c. can we	
6. You your class sche	dule. The deadline was las	t week.	
a, can not change	b. cannot changing	c. can't to change	
7 how to fix a leaky f	aucet?		
 Are you knowing 	b. Do you know	c. Can you know	

Jump-start your English

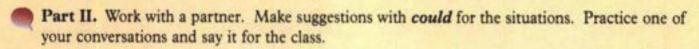
Using Could for Suggestions



Part I. We can use could to make suggestions. Listen to the following examples.

- 1. A: It's going to be really nice tomorrow.
 - B: We could go to the beach.
- 2. A: I don't understand this homework.
 - B: You could ask Mom for help.
- 3. A: This movie is kind of boring.
 - B: We could watch something else.
- 4. A: My dinner is cold.
 - B: You could put it in the microwave.





- 1. You're hungry, and you don't want to cook dinner.
- Your partner missed the bus and will be late for class.
- 3. You don't have the homework, and it's due tomorrow.
- 4. Your partner has a stiff neck.
- 5. You miss your family. They are in another country.
- Your partner has a sweet tooth* but wants to eat healthy.

* have a sweet tooth =	like sweet	foods
------------------------	------------	-------

مرحوزبان الرائبان

EXERCISE 23 > Warm-up. (Chart 12-6)

Match each sentence on the left with its meaning on the right.

COLUMN A COLUMN B I can help you now. ____ a. I wasn't able to help you. I'm sorry I couldn't help you last night. b. I won't be able to help you. 3. I can't help you tomorrow. _ c. I am able to help you. 4. I can help you next week. ____ d. I am not able to help you. I can't help you now. ____ e. I will be able to help you.

2-0 0	sing Be Able To	Value Suckey St. S. S. V. A.
PRESENT	(a) I am able to touch my toes. (b) I can touch my toes.	Examples (a) and (b) have basically the same meaning.
FUTURE	(c) I will be able to go shopping tomorrow. (d) I can go shopping tomorrow.	Examples (c) and (d) have basically the same meaning.
PAST	(e) I wasn't able to finish my homework last night. (f) I couldn't finish my homework last night.	Examples (e) and (f) have basically the same meaning.

EXERCISE 24 > Looking at grammar. (Chart 12-6)

Rewrite the sentences with the present, past, and future forms of be able to.

1. I can sing.	ABLE TO (present) I am able to sing.	ABLE TO (past) I was able to sing.	ABLE TO (future) I will be able
	·		to sing.
2. They can help.			
3. He can come.			
4. We can hear.			

EXERCISE 25 > Let's talk: pairwork. (Chart 12-6)

Work with a partner. Partner A states the given sentence. Partner B restates it with **be able to**. Take turns. You can look at your book before you speak. When you speak, look at your partner.

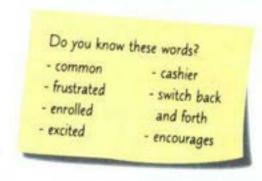
Partner A	Partner B	
 Luka can speak two languages. I can be here tomorrow at 10:00. Two students couldn't finish the test. Mimi can get her own apartment next year. I'm sorry that I couldn't call you last night. 	 I can't go to the movie with you. I couldn't sleep last night. They can have dinner with us tomorrow. Bettina can't ride a bike. I'm sorry, but I can't come to your party next week. 	

EXERCISE 26 > Reading and grammar. (Chart 12-6)

Part I. Read about Maya's experience with English. Underline all the verbs in the reading used with could, couldn't, and can.

Maya's Experience with English

Five years ago, Maya moved to Canada with her young children. They couldn't speak English. Her children started school and learned English very quickly. Maya didn't study English and could just say basic, common sentences. She only understood people who spoke very slowly and used simple language.





Maya felt very frustrated. She heard about an evening English program at a local community center. She enrolled and began to study. At first, she couldn't understand or say very much. But slowly she got better. She was excited when she went shopping and could have short conversations with the cashier. Her kids were also excited. They could talk to her in English.

Today Maya's English is pretty good. She can talk to friends and neighbors. She watches TV and can understand a lot of it. Maya and her kids speak to each other in both English and their native language. She can switch back and forth very easily. Maya encourages friends to take classes. She says, "Don't worry. Try it for a few months. You can do it!"

Part II. Rewrite the underlined sentences using a form of be able to.

1			
2			
3			
5			
6			
7			
8			
9			

0	EXERCISE 27 > Listening	g. (Charts 12-1 → 12-6
@	Listen to the conversations.	Write the words you hear

			to talk to Ada	m last night?
1	B:		reach him. I	again later today.
2. /	A:			pizza?
1	B:	Yes, I	it. What about yo	u?
1	A:	No, but	me?	
1	B:	Sure.		
3. /	A:			the teacher?
1	B:	11	her in the be	eginning, but now I
			most of her lecture	
1	A:	I still	her very	well.
4. /	A:	Professor Castro, when _		correct our tests?
1	B:	I began last night, but I		finish. I
		again tonight. I hope		hand them back to you
		tomorrow.		
5. /	A:	Hello?		
3	B:	Hi. This is Jan Quinn.	I'm wondering if	get in to se
		Dr. Novack today or tom	norrow.	
1	A:	Well, she	you tomorrow	morning at 11:00.
			in then?	
1	B:	Yes,	. Please tell me where yo	ou are. I th
		way to your office.		

EXERCISE 28 ➤ Looking at grammar. (Chart 12-6)

Choose all the correct answers.

- 1. Miriam ____ repair a car.
 - a. can
 - b. is able to
 - c. are able to
 - d. know how
 - e. knows how

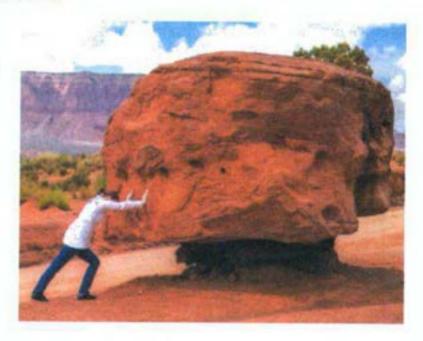
- 2. Ethan ____ cook.
 - a. doesn't know how to
 - b. don't know how to
 - c. can't
 - d. isn't able to
 - e. aren't able to
- 3. Both my parents ____ fly small planes.
 - a. knows how to
 - b. know how to
 - c. can
 - d. able to
 - e. is able to
- 4. I ____ play the piano.
 - a. can't to
 - b. don't know how to
 - c. don't knows how to
 - d. cannot
 - e. not able to
- 5. Jeff and Charlie ____ hold their breath underwater for two minutes.
 - a. cannot
 - b. aren't able to
 - c. can't
 - d. can not
 - e. isn't able to

EXERCISE 29 > Warm-up. (Chart 12-7)

Choose the correct verb.

The rock is too heavy.

The woman can / can't push it.



12-7 Using Very and Too + Adjective

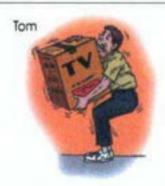
- (a) The coffee is very hot, but' I can drink it.
- (b) The coffee is too hot. I can't drink it.
- (c) The box is very heavy, but Tom can lift it.
- (d) The box is too heavy. Bob can't lift it.

Very and too come in front of adjectives; heavy and hot are adjectives.

Very and too do NOT have the same meaning.

In (c): very heavy = It is difficult but possible for Tom to lift the box.

In (d): too heavy = It is impossible for Bob to lift the box.





(e) The coffee is too hot. NEGATIVE RESULT: I can't drink it.

(f) The weather is too cold. NEGATIVE RESULT: We can't go to the beach. In the speaker's mind, the use of too implies a negative result.

EXERCISE 30 > Let's talk: pairwork. (Chart 12-7)

Work with a partner. Make sentences for each picture. Use very or too and can or can't to describe the pictures.

Example: suitcase \ heavy \ lift

PARTNER A: The suitcase is very heavy, but Mark can lift it. PARTNER B: The suitcase is too heavy. Benny can't lift it.





^{*}But contrasts one idea with another. See Charts 15-7, p. 483, and 15-8, p. 485, for more information.

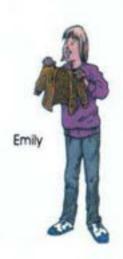
1. shoes \ tight \ wear



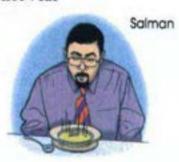


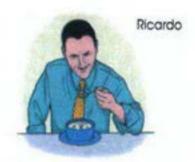
2. coat \ small \ wear



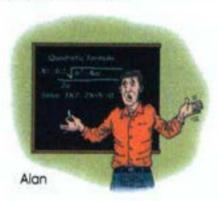


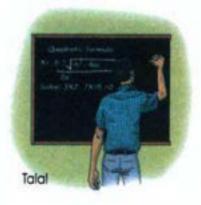
3. soup \ hot \ eat





4. problem \ hard \ solve





EXERCISE 31 ▶ Looking at grammar. (Chart 12-7)

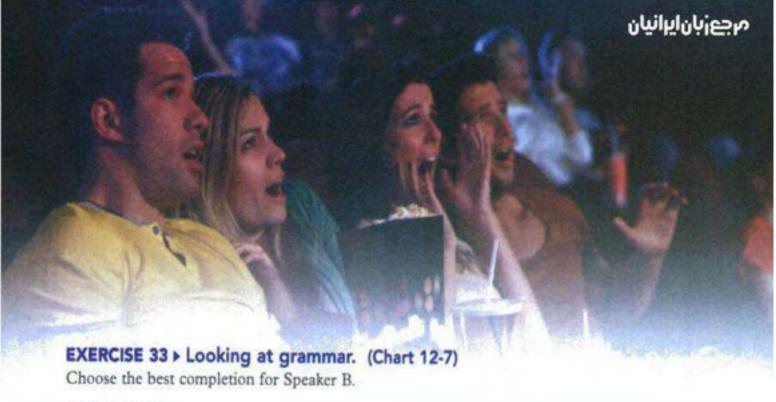
Part I. Complete the sentences with can't and an expression that makes sense.

1. The	soup is too hot. Ican't eat it.
2. I am	too busy. I
3. Sam	ir is too tired. He
4. It's t	oo noisy in the dorm at night. I
5. The	mattress is too heavy. I
Part II.	Complete the sentences with too + an adjective.
6. Jimr	ny is ten. He can't drive a car. He's <u>too young</u> .
7. I car	n't sleep on an airplane. It's
8. I car	n't buy a new car. A new car is
9. Patr	ick has gained weight. He can't wear his old shirt. It's
10. The	basketball player can't stand up straight in the subway car. He's

EXERCISE 32 > Let's talk: pairwork. (Chart 12-7)

Work with a partner. Complete the sentences with too and very. You can look at your book before you speak. When you speak, look at your partner.

Partner A	Partner B
I can't put my phone in my pocket. My pocket is small.	 I can't sleep on this bed. The mattress is soft.
2. We went to the French Alps for our	2. My math class is hard, but I like it.
vacation. The mountains were beautiful.	 I'm not going to buy this dress. It's big.
3. I can't eat this food. It's salty.	4. Your daughter can't get married! She's
4. I lost your jacket. I'm sorry. I can	young.
buy you a new one.	5. My physics homework was difficult.
5. An elephant is big.	I couldn't finish it.
Nadia can't wear these boots. They're small.	Do you like mice? I like small animals.
 We really enjoyed dinner at the cafe. The food was good. 	The apartment is expensive, but my parents are going to rent it.



At the Movies

- 1. A: Did you like the movie?
 - B: a. Yes, it was very exciting.
- b. Yes, it was too exciting.
- 2. A: I can't watch horror movies.
 - B: a. They're too scary.
- b. They're very scary.
- 3. A: The popcorn is too salty.
 - B: a. I like it.

- b. I don't like it.
- 4. A: The man in back of us is too friendly.
 - B: a. I like him.

- b. He makes me uncomfortable.
- 5. A: The reviewers gave the movie a rating of 9 out of 10. I agree with that.
 - B: a. The rating is very good.
- b. The rating is too good.
- A: The candy was too expensive.
 - B: a. I didn't buy any.
- b. I bought a little.
- 7. A: The front row is too close to the screen.
 - B: a. I like to sit there.
- b. I don't want to sit there.

EXERCISE 34 > Warm-up. (Chart 12-8)

A child is asking politely for a cookie. Check () the request that is the most formal.

- 1. ____ May I have a cookie?
- 2. ___ Can I have a cookie?
- 3. ____ Could I have a cookie?



a) Can I sit here?	Examples (a), (b), and (c) have the same meaning: I want to sit here. I am asking politely for permission.	
(b) Could I sit here?	Could is more formal than can.	
(c) May I sit here?	May is very polite and the most formal.	
d) Can I please sit here?	Please makes the request more polite. It can go after the subject	
e) Could I sit here, please?	or at the end.	
f) May I please sit here?		

EXERCISE 35 > Let's talk: pairwork. (Chart 12-8)

Work with a partner. Decide the speaker for each conversation. More than one answer may be possible.

Example: Can I turn in my homework tomorrow?	student
May I have your driver's license?	
2. Could I see my grade?	
3. Can I go home early?	
4. May I see your passport?	
5. Could I take the test next week?	
6. Can I work from home tomorrow?	

■ EXERCISE 36 > Let's talk: pairwork. (Chart 12-8)

Work with a partner. Make questions to ask for permission. Your partner will answer. Use May I, Can I, or Could I. You can say "yes" or "no" to the requests.

Example: Your partner has a pencil. You want to borrow it.

PARTNER A: May I (please) borrow your pencil? I forgot mine.

PARTNER B: Sure. Here you go.

Partner A	Partner B		
 You want to borrow your partner's calculator for a math problem. You don't have yours. 	You want to check a website. You forgo your phone. You ask a classmate. You see a dog with its owner. You want		
Your roommate has the heat off. You want to turn it on.	to pet it. 3. You need to leave class early because		
3. You want to use the bathroom at a friend's home.4. You want to take a day off from work.	you have a dentist appointment. 4. You are a teenager. You want to stay out until midnight with your friends.		

EXERCISE 37 ▶ Reading and listening. (Chapter 12)

Part I. Read about Nelson Dellis, a memory champion. Look at new vocabulary with your teacher first.

Do you know these words?

- champion
- a deck of cards
- suit (in a deck of cards)
- amazing
- train

MEMORY CHAMPIONS

Nelson Dellis is a memory champion. He can remember a lot of information. For example, he can look at a page of 500 numbers and say all of them. He can go through a deck of cards and say each number with its suit (diamonds, spades, hearts, and clubs) - in order.



Dellis won the 2011 U.S.A. Memory Championship. He was able to memorize 248 numbers in five minutes. He was also able to memorize a complete deck of cards in 63 seconds.

Memory champions can do amazing things. After they look at photos of 100 strangers, the memory champions can memorize the first and last names with the correct spelling in 15 minutes!

Dellis can't remember all this information naturally. He needs to study. He trains every day. One way he remembers names is to create pictures in his mind. For example, if Dellis wants to remember a person's last name, like "Hardy," he can imagine something "hard," like wood. Then he connects this picture to the person's face. Maybe he sees wood on top of the person's head. When he sees the face again, it will help him remember the name "Hardy."

Memory champions say they aren't special. They believe that with years of practice, a person can develop a great memory.

	rt II. Complete the sentences with ideas from the reading.	
1.	. Nelson Dellis is a memory champion because he	
2.	. In 2011, Dellis was able to memorize	
3.	. When memory champions see photos of 100 strangers, they can	
4.	. Dellis can do amazing things with his memory, but he can't	
	. With a lot of training and practice, people	

0	Part	III.	Write	the	words	you	hear.	
---	------	------	-------	-----	-------	-----	-------	--

1. 1	Dellis	remember long rows of numbers.
2. 1	Dellis	memorize a complete deck of cards.
3.]	In 2011, Dellis	win the U.S.A. Memory Championship.
4. 1	Dellis	remember all this information naturally.
5.	Memory champions	make pictures in their minds.
6.	They say that with a	lot of work, a person have a good memory.

EXERCISE 38 > Check your knowledge. (Chapter 12 Review)

Correct the mistakes.

- 1. We will can go to the museum tomorrow afternoon.
- 2. Can you to memorize a deck of cards?
- 3. I saw a beautiful diamond necklace at a store yesterday, but I couldn't bought it.
- 4. The shirt is too small. I can wear it.
- 5. Sam Garder know how to count to 1,000 in English.
- 6. When I was on vacation, I can swim every day.
- 7. Honeybees not able to live in very cold climates.
- 8. Where we can go in the city for a good meal?
- 9. Could I staying up late tonight, Mom?
- 10. Hiroshi can reads in five languages.
- 11. I'm late. I'm too sorry. I didn't be able to find a parking spot.
- 12. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot to understand spoken English before he moved to Canada, but now he speaks and understands English very well.

EXERCISE 39 ▶ Reading and writing. (Chapter 12)

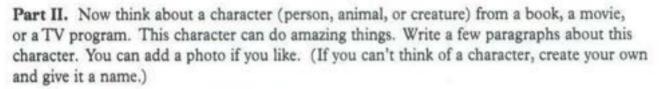
Part I. Read the passage about Superman.

Superman

Superman can do amazing things. He can fly very fast. He is able to jump over tall buildings. He has X-ray vision, so he can see through objects like buildings. He is very strong. He can bend steel, and he is able to lift cars and trains.

But there is one thing he can't do. He can't be around kryptonite. Kryptonite is a metal, and it makes Superman very weak. He isn't able to use his special powers. When Superman is away from kryptonite, he becomes strong again.

I admire Superman. He uses his powers in good ways. He fights for truth and justice. He catches criminals and rescues people in trouble. He is a hero.



Include this information in your paragraph:

- · Begin with this sentence: ____ can do amazing things.
- Give examples of things the character can do. Use can and be able to.
- Is there anything the character can't do? Give examples.

Part III. Edit your writing. Work individually or change papers with a partner. Check () for the following:

- □ paragraph indents
- □ a capital letter at the beginning of each sentence
- 3.

 a period at the end of each sentence
- 4. □ no to with can or can't
- 5. use of too for a negative result
- 6. □ correct use of is + able to and are + able to
- □ correct spelling (use a dictionary or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER 13

Modals, Part 2: Advice, Necessity, Requests, Suggestions

PRETEST: What do I already know?

Check () the correct sentences.

- I'm thirsty. I should get something to drink. (Chart 13-1)
- 2. ____ Thomas have to wake up early tomorrow. (Chart 13-2)
- 3. ____ What do you has to do this weekend? (Chart 13-2)
- 4. ____You must to sign the form in ink. (Chart 13-3)
- 5. ____ May you give me your name, please? (Chart 13-4)
- 6. ____ Could I help you carry that box? (Chart 13-4)
- 7. ____ Helene is not able to join us for dinner. (Chart 13-5)
- 8. ____ It might to rain tomorrow. (Chart 13-5)
- 9. ____ Everyone in class had to study for the final exam last night. (Chart 13-6)
- 10. ____ The weather is nice. Let's us sit outside for lunch. (13-7)

EXERCISE 1 ▶ Warm-up. (Chart 13-1)

Read about Nick's problem. Check (/) all the sentences that you agree with.

Nick bought a screen protector for his phone. The package had two inside. He put the first one on the screen, and it had bubbles. He took it off and put on the second one. Then he made a call on his phone. While he was talking, he dropped his phone and cracked the screen. Now he needs a new screen.

He should ...

- take the package back to the store and get his money back.
- 2. ____ take the package back and get another one.
- send an email to the store owner and ask for money to repair his phone.
- 4. ____ write a bad review on the company website.
- use his social media accounts to warn people about these screen protectors.



13-1 Using Should	
 (a) My clothes are dirty. I should wash them. (b) Tom is sleepy. He should go to bed. (c) You're sick. You should see a doctor. 	Should means "This is a good idea. This is good advice."
(d) I You She He It We They	Should is followed by the base form of a verb. INCORRECT: He should goes. INCORRECT: He should to go.
(e) You should not leave your grammar book at home. You need it in class. (f) You shouldn't leave your grammar book at home.	NEGATIVE: should not CONTRACTION: should + not = shouldn't

EXERCISE 2 > Looking at grammar. (Chart 13-1)

Complete the conversations. Begin each sentence with You should. Use the expressions in the box or your own words.

see a dentist

Some Suggestions

call the credit card company

drink tea with honey find an ATM go to the post office	sew it study more take a nap try a different pillow	
A: I want to mail a packag B: You should go to	the post office.	
2. A: I'm sleepy. B:		
3. A: I need to get some cash B:		
4. A: I have a toothache. I to	200 200 Certain (200 Certain C	
5. A: I'm getting bad grades B:	in all of my classes at school.	

6.	A:	The toilet in my apartment doesn't work.
	B:	
7.	A:	I lost my credit card.
	B:	
8.	A:	My shirt has a hole under the arm.
	B:	
9.	A:	My voice is hoarse.
	B:	
10.	A:	I wake up every morning with a sore neck.
	D.	

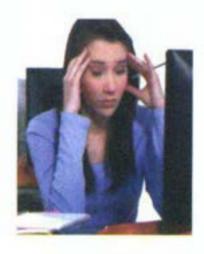
EXERCISE 3 > Let's talk. (Chart 13-1)

Work in small groups. Make sentences with should and shouldn't. Share some of your answers with the class.

SITUATION 1: Dina has a headache from working at her computer too long.

Dina ...

- a. see a doctor.
- b. take some medicine for her headache.
- c. lie down.
- d. go to the hospital emergency room.
- e. take a 15-minute break from the computer.



SITUATION 2: Nick stayed late after school to help his teacher. He missed the last bus and needs a ride home. It takes two hours to walk to his home, and it is a 15-minute ride by car.

Nick ...

- a. call for a taxi or ride-share.
- b. hitchhike.
- c. ask his teacher for a ride.
- d. call a friend for a ride.
- e. walk.



SITUATION 3: Lydia's baby doesn't want to take a nap. He is crying.

Lvdia ...

- a hold him
- b. rock him.
- c. let him cry until he falls asleep.
- d. feed him.
- e. let him play.



SITUATION 4: The teacher is giving a final exam. One student keeps looking at a paper in his hand. It has the answers on it.

The teacher ...

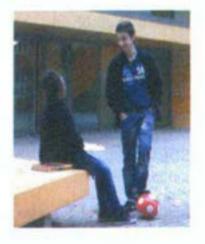
- a. take the paper away and give the student another chance.
- b. give the student a failing grade for the test.
- c. give the student a failing grade for the class.
- d. send the student to see the director of the school.



SITUATION 5: Marisa is 16 years old. A boy in her class wants her to go to dinner and a movie with him. This will be her first date.

Her parents ...

- a. let her go if her older brother goes too.
- b. tell her to wait until she is older.
- c. go with her.
- d. let her go by herself.
- e. let her go to dinner only.



EXERCISE 4 > Looking at grammar. (Chart 13-1)

Write should or shouldn't.

 Students should come to class every day 	1.	Students	should	come	to	class	every	day	y.
---	----	----------	--------	------	----	-------	-------	-----	----

- 2. Students shouldn't skip class.
- waste our money on things we don't need.
- 4. It's raining. You ______ take your umbrella when you leave.
- 5. Timmy, you _____ pull the cat's tail!

6.	People	hurt animals.	
7.	Your plane leaves at 8:00 A.A	и. You	get to the airport by 6:00.
8.	Life is short. We	waste it.	
9.	You	smoke because it's bad for you	ur health.
10.	When you go to New York Cosee a play on Broadway.	City, you	
11.	You dark. It's dangerous.	_ walk alone on city streets after	CROSSWALK
12.	We	cross a street at an intersection	D. SALVALK
	We	. jaywalk.	

EXERCISE 5 > Let's talk. (Chart 13-1)

Work in small groups. Each person presents a situation. The group gives advice by making a list of sentences using **should** and **shouldn't**.

SITUATION 1: English is not my first language. What advice can you give me about good ways to learn English?

SITUATION 2: I am a teenager. What advice can you give me about how to live a healthy lifestyle?

SITUATION 3: I am a newcomer. What advice can you give me about this school and this city?

SITUATION 4: I have a job interview tomorrow. What advice can you give me about going to a job interview?

SITUATION 5: I have a lot of trouble sleeping. I often wake up in the middle of the night and can't go back to sleep. What advice can you give me to help me sleep better?

EXERCISE 6 ➤ Listening. (Chart 13-1)

Listen to each sentence and choose the verb you hear. After you check your answers, listen again. If you agree, choose yes. If you don't agree, choose no.

		DO YOU	AGREE?
1. should	shouldn't	yes	no
2. should	shouldn't	yes	no
3. should	shouldn't	yes	no
4. should	shouldn't	yes	no

DO YOU AGREE?

5. should	shouldn't	yes	no
6. should	shouldn't	yes	no
7. should	shouldn't	yes	no
8. should	shouldn't	yes	no

EXERCISE 7 ▶ Warm-up. (Chart 13-2)

Which two sentences have a similar meaning?

- 1. Danny wants to save money.
- 2. He needs to save money.
- 3. He has to save money.
- 4. He should save money.



(a)	People need to eat food.	Examples (a) and (b) have basically the same	
(b)	People have to eat food.	meaning.	
(c)	Jack needs to study for his test.	Examples (c) and (d) have basically the same meaning.	
(0)	Jack has to study for his test.	Have + infinitive has a special meaning: it expresses the same idea as need.	
(e)	I had to study last night.	PAST FORM: had + infinitive	
(f)	Do you have to leave now?	QUESTION FORM: do, does, or did is used in	
(g)	What time does Jim have to leave tomorrow?	questions with have to.	
(h)	Why did they have to leave yesterday?		
(i)	I don't have to study tonight.	NEGATIVE FORM: don't, doesn't, or didn't is	
(j)	The concert was free. We didn't have to buy tickets.	used with have to.	

EXERCISE 8 > Looking at grammar. (Chart 13-2)

Rewrite the sentences with the correct form of have to.

1.	I need to cash a check. I have to cash a check.	_
2.	Ellen needs to get a haircut.	_
3.	The kids need to eat lunch.	_
4.	The kids needed to eat lunch.	

5.	Jason needs to leave now.
6.	Does Petra need to leave right now?
7.	Why did you need to sell your car?
8.	Malia doesn't need to work late.
9.	The employees didn't need to work late.
0	The restaurant needed to close early

EXERCISE 9 > Let's talk: pairwork. (Chart 13-2)

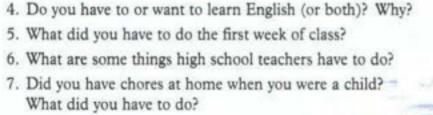
Work with a partner. Ask and answer questions. Take turns. You can look at the question before you speak. When you speak, look at your partner.

Partner A	Partner B	
 What do you want to do today? What do you have to do today? What does a student have to do? 	What do you want to do tomorrow? What do you have to do tomorrow? What does a teacher need to do?	
4. What do you need to buy at the store in the next week?	What does a teacher need to do: 4. What do you have to buy at the store in the next week?	
5. What did you have to do last night? 6. Where did you need to go last week?	 What did you need to do last week? Where did you have to go yesterday? Change roles. 	

EXERCISE 10 > Let's talk: interview. (Chart 13-2)

Walk around the room. Ask one student each question. Share a few of the answers with the class.

- 1. What do you have to do before you cook food?
- 2. What do you have to do before you cross a busy street?
- 3. If you're driving a car and hear a siren, what do you have to do?



•	EXERCISE 11 > Let's talk: class activity. (Chart 13-2) Make sentences. Use have to/has to and because.
	Example: go online / buy a plane ticket
	STUDENT A: I have to go online because I have to buy a plane ticket. TEACHER: (to Student B) Why does (Student A) have to go online?
	STUDENT B: (Student A) has to go online because he/she has to buy a plane ticket.

- 1. go to the store / get some groceries
- 2. go shopping / get a backpack
- 3. go to the post office / mail a package
- 4. stay home tonight / study grammar
- 5. go to the bank / cash a check
- 6. go downtown / go to the immigration office
- 7. go to the bookstore / buy a notebook
- 8. go to the pharmacy / pick up a prescription

EXERCISE 12 ▶ Looking at grammar. (Chart 13-2)

Complete the sentences with the words in parentheses. Use a form of have/has + infinitive.

1. A:	Franco can't join us for dinner to	onight. (he, work) He has to work.
		to work tomorrow night too? If he doesn't,
2. A:	Why (you, go)	to the library yesterday?
B:	(I, find)	some information for my research paper.
3. A:	Patricia's flight is at eight tonight	t. What time (she, leave)
	fo	r the airport?
B:	Around five. (she, be) her group.	there a little early to meet
	(I, go) Why?	to the store in a few minutes.
A:	Because (I, get)	some rice and fruit.
	Katie didn't come to the party w Why?	ith us last night.
A:	Because (she, study)	for a test.
6. A:	What time (you, be)	at the dentist's office?
B:	Three. I have a three o'clock app	pointment.

7. A:	(Ted, find)	a new apartment
B:	Yes, he does. His old apartment is too small.	
8. A:	Was Vince at home yesterday evening?	
B:	No. (he, stay)	late at the office.
A:	Why?	
B:	(he, finish)	a report for his boss.

2

EXERCISE 13 ▶ Listening. (Chart 13-2)

In spoken English, have to is often pronounced "hafta." Has to is often pronounced "hasta." Listen to each sentence and choose the correct verb.

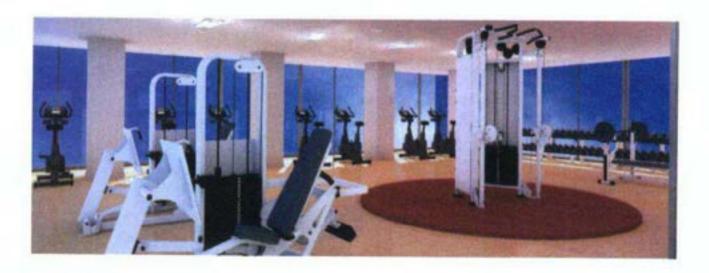
Example: You will hear: We have to go now.
You will choose: have to has to

1. have to	has to	6. have to	has to
2. have to	has to	7. have to	has to
3. have to	has to	8. have to	has to
4. have to	has to	9. have to	has to
5. have to	has to	10. have to	has to

EXERCISE 14 > Warm-up. (Chart 13-3)

Match each sentence to the correct meaning.

At the Gym



13-3 Using Must, Have To / Has To, and Should

MUST VS. HAVE TO

- (a) People need food. People have to eat food.
- (b) People need food. People must eat food.

(c) You She He

> We They

must work.

Examples (a) and (b) have basically the same meaning: must eat = have to eat

Have to is more common in spoken English. Must is more common in written instructions and rules. Adults also use must with children. It is very strong.

Must is followed by the base form of a verb.

INCORRECT: He must works. INCORRECT: He must to work.

NEGATIVE: MUST VS. HAVE TO

- (d) You must not text while you are driving.
- (e) You don't have to go to the movie with us if you don't want to.

In the negative, must and have to have different meanings.

must not = Don't do this! You don't have a choice. don't have to = It's not necessary; you have a choice.

MUST VS. SHOULD

MUST

Something is very important. Something is necessary. You do not have a choice.

- (f) You must take an English course. You cannot graduate without it.
- (g) Johnny, look at me. You must eat your vegetables. You can't leave the table until you eat your vegetables.

SHOULD

Something is a good idea, but you have a choice.

- (h) You should take an English course. It will help you.
- (i) Johnny, you should eat your vegetables. They're good for you. You'll grow up to be strong and healthy.





EXERCISE 15 > Speaking and writing. (Chart 13-3)

Work in small groups. Make two additional rules for each item and write them.



1	Rules	about	driving	traffic
1.	Ruics	about	univing	trame.

- a. You must stop at a red light.
- b. You must not text and drive.

×			
v.			

d. ____



2. Rules on an airplane:

- a. You must fasten your seat belt during takeoff and landing.
- b. You must not smoke.

	-					
1						

d. _____



- 3. Rules a parent gives a young child:
 - a. You must not run into the street.
 - b. You must hold my hand when we cross the street.

c. _____

d. _____

EXERCISE 16 ▶ Looking at grammar. (Chart 13-3)

Complete the sentences. Use must and expressions in the box.

apply in person pay income taxes / have a driver's license pay the first and last month's rent have a medical license put on a jacket

nave a passport take one tablet every six nours	
1. According to the law,* a driver must have a driver's license.	
2. Mansour wants to get a job. According to the application, he	
at 500 Broadway Avenue.	
3. I want to travel abroad. According to the law, I	
4. If you want to be a doctor, you	
5. Davey! It's cold outside. You	
6. Arthur's doctor gave him a prescription. According to the directions on the bottle, Ar	thur
7. I want to rent an apartment. According to the rental agreement, I	
8. Pia has a job in Chicago. She earns a good salary. According to the law, she	
(ERCISE 17 ▶ Looking at grammar. (Chart 13-3)	
hoose the correct answer.	
 If you want to keep your job, you be late for work. 	
a must not be don't have to a dosen't have to	

E)

C

2. My office is near my apartment, so I can walk to work. I _____ take a bus. I take a bus only in bad weather.

a. must not

b. don't have to

c. doesn't have to

3. Some schools require their students to wear uniforms to school, but my children's school doesn't require uniforms. They ____ wear uniforms to school.

a. must not

b. don't have to

c. doesn't have to

4. Billy, it is very important to be careful with matches. You ____ play with matches.

a, must not

b. don't have to

c. doesn't have to

^{*} according to the law = the law says

- Kevin is twenty-four, but he still lives with his parents. That saves him a lot of money. For example, he _____ pay rent or buy his own food.
 - a. must not
- b. don't have to
- c. doesn't have to
- 6. Carly, the water in that river is polluted. You ____ play in it.
 - a. must not
- b. don't have to
- c. doesn't have to
- 7. If you have a credit card, you ____ pay for things in cash. You can charge them.
 - a. must not
- b. don't have to
- c. doesn't have to
- Kyra is going to buy school supplies. She has a coupon for 20% off, so she _____ pay full price.
 - a. must not
- b. don't have to
- c. doesn't have to
- When an airplane is taking off, you have to be in your seat with your seat belt on. You
 stand up and walk around when an airplane is taking off.
 - a. must not
- b. don't have to
- c. doesn't have to
- When Mrs. Wilson drives to the supermarket, she _____ park far away because she has a disabled person's parking permit for her car.
 - a. must not
- b. don't have to
- c. doesn't have to

EXERCISE 18 > Let's talk. (Chart 13-3)

Work in small groups. Make sentences about your English class. Use should / have to / don't have to with the given phrases. Share a few of your answers with the class.

Example: Students ... study.

Response: Students have to study.

Students ...

- 1. come to class.
- 2. sit quietly.
- 3. take attendance.
- 4. bring a pencil and some paper to class.
- 5. listen carefully.
- 6. speak English in class.
- 7. stand up when the teacher enters the room.
- 8. knock on the door before entering the room.
- 9. raise their hands when they want to talk.
- 10. do their homework
- 11. memorize vocabulary.
- 12. use an English-English dictionary in class.
- 13. write homework answers in their books.



EXERCISE 19 > Listening. (Chart 13-3)

Listen to each pair of sentences. One sentence uses **should**, and the other uses **must**. Decide which sentence you agree with. Discuss your answers as a class.

Example: You will hear: a. People must learn how to use computers.

b. People should learn how to use computers.

You will choose: a or b

1. ____ 4. ___

2. ____ 5. ____

3. ____ 6. ___

7. ____

3. ____

9. ___

EXERCISE 20 > Warm-up. (Chart 13-4)

Do the sentences have the same or a different meaning?

- 1. Could you hold the elevator for me?
- 2. Would you hold the elevator for me?
- 3. Can you hold the elevator for me?



(a) Can I help you? (b) Could I help you? (c) May I help you?	Can, could, and may are used in polite requests with I. The meaning is the same: I am asking to help you. Can is less formal. Could and may are more formal.
(d) Can you help me? (e) Could you help me? (f) Would you help me?	Can, could, and would are used in polite requests with you. The meaning is the same: I am asking you to help me. Could and would are slightly more formal. May is NOT used with you: INCORRECT: May you help me?
TYPICAL RESPONSES FOR REQUESTS WITH YOU (g) Yes, of course. (h) Certainly. (ii) I'd be glad to. (iii) I'd be happy to. (k) Sure. (informal) (iv) No problem. (informal)	A TYPICAL CONVERSATION A: Could you please open the door? B: I'd be glad to. A: Thank you. / Thanks.

EXERCISE 21 > Let's talk: pairwork. (Chart 13-4)

Work with a partner. Write a conversation for each picture. Use May I, Can I, or Could I and give typical responses. Practice one and perform for the class.









EXERCISE 22 > Let's talk: pairwork. (Chart 13-4)

Work with a partner to complete the conversations. Use Could you or Would you and give typical responses. Then write them down and discuss them with the rest of the class.



1	A.	Excuse me.	
	4.81	The Mar Ille.	

R.



2. A: Excuse me? I didn't hear that.



3. A:				
J				

EXERCISE 23 > Let's talk: pairwork. (Chart 13-4)

Work with a partner. Ask and answer polite questions for each situation. Share one of your conversations with the class.

Example: A professor's office: Partner A is a student. Partner B is the professor.

PARTNER A: (knocks on door) May I come in?

PARTNER B: Certainly. Come in. How are you today?

PARTNER A: Fine, thanks. Could you help me with a question about the homework?

PARTNER B: Of course. Have a seat.

PARTNER A: Thank you.

Place	Partner A	Partner B
1. a restaurant	customer	server
2. at dinner at home	child	parent
3. a kitchen	parent	teenager
4. a clothes store	customer	salesperson
5. an apartment	renter	manager
6. a car	passenger	driver

Jump-start your English

I didn't catch that: Asking for Clarification



Part I. When you don't understand a speaker of English, you can ask for help. Listen to these requests.

Could you repeat that, please*?

Could you please repeat that?

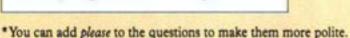
Could you talk more slowly?

Could you say that again?

Could you say that again more slowly?

Could you spell that for me?

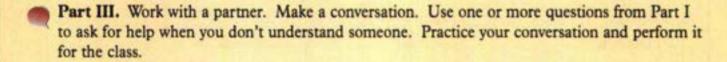
Could you give me an example?





Part II. Listen to the conversations at a fast-food restaurant.

- 1. A: What can I get you?
 - B: Could you repeat that, please?
 - A: What can I get you?
 - B: Oh, I'll have a hamburger, please.
- 2. A: What'll it be?
 - B: Could you talk more slowly, please?
 - A: What will it be?
 - B: I'm sorry. I still don't understand.
 - A: What will you have?
 - B: I'd like a milkshake, please.
- 3. A: I'd like a cheeseburger, please.
 - B: Do you want to make it a combo?
 - A: Combo? Could you spell that, please?
 - B: C-O-M-B-O. It's short for combination. We give you special prices for food and a drink.
 - A: Could you give me an example?
 - B: Sure. The cheeseburger combo is a cheeseburger, fries, and a medium drink. You save \$1.50.
 - A: OK. Thanks! I'd like the cheeseburger combo, please.





EXERCISE 24 > Warm-up. (Chart 13-5)

Complete each sentence with all the possible verbs in the box.

can	has	is able	is going	may
1. Nate _			t	o meet us.
2. Petra_			1	neet us.



(a) Anita Can could may might must should will	An auxiliary is a helping verb. It comes in front of the base form of a main verb. The following helping verbs are called "modal auxiliaries": can could, may, might, must, should, will, would.
(b) Anita { is able to is going to has to } go to class.	Expressions that are similar to modal auxiliaries are be able to, be going to, have to.

EXERCISE 25 ▶ Looking at grammar. (Chart 13-5)

Add to where necessary. If to is not necessary, write Ø.

- 1. My sister can _____ play the guitar very well.
- 2. We have ____to__ pay our rent on the first of the month.
- 3. Could you please _____ open the window? Thanks.
- 4. I wasn't able _____ visit my friends yesterday because I was busy.
- You shouldn't _____ drink ten cups of coffee a day.
- 6. Will you _____ be at the meeting tomorrow?
- 7. Does everyone have ______ be at the meeting?
- 8. You must not _____ miss the meeting. It's important.
- 9. Vanessa might not ______ be there tomorrow.
- 10. May I _____ sit here?
- 11. We couldn't _____ go to the concert last night because we didn't have tickets.
- 12. Can you _____ play a musical instrument?

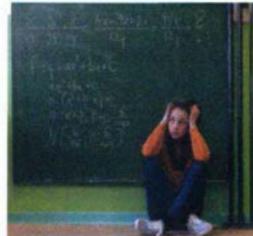
13.	What	time i	is the	plane	going	arrive?
-----	------	--------	--------	-------	-------	---------

EXERCISE 26 ▶ Looking at grammar. (Chart 13-5)

Write sentences about each photo with the given words. Compare your answers with another student's answers.

1. a.	(can't)			
	(









3. a. (need to) _____

b.	(has to)	





^{14.} It may ______ be too cold for us to go swimming tomorrow.

13-6 Summary Chart: Modal Auxiliaries and Similar Expressions AUXILIARY MEANING **EXAMPLE** (a) can ability I can sing. polite request Can you please help me? permission Can I leave now? (b) could past ability I couldn't go to class yesterday. polite request Could you please help me? (c) may possibility It may rain tomorrow. polite question May I help you? (d) might It might rain tomorrow. possibility (e) must necessity You must have a passport. (f) should advisability You should see a doctor. future event (g) will My sister will visit next month, I think. Hassan will be an engineer. prediction (h) would polite request Would you please open the door? (i) be able to ability I wasn't able to attend the meeting. prediction (j) be going to It is going to snow tonight. plan Tina is going to pick us up. (k) have to/has to necessity I have to study tonight. (I) had to past necessity I had to study last night too.



EXERCISE 27 > Let's talk: pairwork. (Chart 13-6)

Work with a partner. Ask and answer questions. Take turns.

Example: What did you have to do last week? PARTNER A: What did you have to do last week? PARTNER B: I had to do a lot of homework.

Partner A	Partner B		
1. What can you do?	1. What is a rule you must follow?		
2. What couldn't you do yesterday?	2. What did you have to do yesterday?		
3. What may you do tomorrow?	3. What might you do tomorrow?		
4. What don't you have to do today?	4. What should you do tonight?		
5. What may happen in the world in the next ten years?	5. What won't happen in the next ten years?		
6. What should parents do for their children?	6. What should children do for their parents?		



EXERCISE 28 > Listening. (Chart 13-6)

Listen to each sentence. Choose the sentence that is closest in meaning.

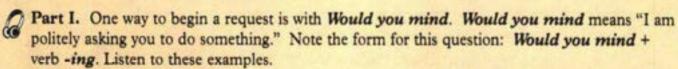
Example: You will hear: It might snow tomorrow.

- You will choose: a. It will snow. (b.) It may snow. c. It must snow.
- 1. a. Tom should work.
 - b. Tom must work.
 - c. Tom might work.
- 2. a. Becky can swim.
 - b. Becky may swim.
 - c. Becky will swim.
- 3. a. The teacher should correct papers.
 - b. The teacher had to correct papers.
 - c. The teacher wanted to correct papers.
- 4. a. You may study for the test.
 - b. You must study for the test.
 - c. You should study for the test.
- a. We should go to a movie.
 - b. It's possible we will go to a movie.
 - c. We have to go to a movie.

- 6. a. We couldn't help.
 - b. We didn't need to help.
 - c. We weren't able to help.
- 7. a. I didn't want to go to school.
 - b. I didn't have to go to school.
 - c. I wasn't able to go to school.

Jump-start your English

Making Requests with Would you mind



- 1. A: Would you mind turning down the music?
 - B: Not at all.*
- 2. A: Would you mind helping me?
 - B: No problem.*
- 3. A: Would you mind opening the door?
 - B: Sure.
- 4. A: Would you mind not smoking here?
 - B: OK. I'll go outside.



Part II. With a partner, practice the phrases in the boxes. Make requests and give responses.

Would you mind Would you mind not	clean close help make open repeat smoke talk turn off turn on turn up turn down wash	the door? the heat? the music? the TV? breakfast? lunch? the bed? the floor? the windows? that? here? me? us?

No problem. Not at all. Sure. OK.
--

ANSWERS



^{*} No problem and Not at all mean "I don't mind."

EXERCISE 29 ▶ Reading and grammar. (Chart 13-6)

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

Do you know these words?

- item
- purchase
- exception
- exchange
- unpleasant

RETURNING AN ITEM TO A STORE

In general, stores have a return policy* for items you buy. Usually you must have an electronic or paper receipt for a return. Some stores may have your purchase on their computer if you used a credit card, so you don't need a receipt.

In general, clothes must still have the tags. Stores don't want you to wear something and then return it. Usually, you can wear shoes, but you have to stay on carpets and not walk outside in them. The soles of the shoes should look new. It is also important to keep the box and other packaging. Stores would like to resell the item, so they want to have the original packaging.



There is usually a time limit for returns. Some stores might give you two weeks, while others may give you 90 days. A few stores have no time limit because they want you to be completely satisfied.

If you buy electronics, like a computer or a TV, there is often a restocking fee. This is a charge to put the item back on the shelf. Often the fee is 15 percent of the cost or more. Here's an example. John bought a camera, but he couldn't understand how to use it. He decided to return it. The company returned his money but kept 15 percent of the camera cost. There is an exception. If an item is defective (damaged or broken), the company will probably return all your money.

Generally, movies, music, video games, and software are not returnable if you open them. Be sure you are going to keep the item before you open the packaging.



Items on sale usually have this policy: "All sales final." This means there are no returns on sale items. Sometimes a store might let you exchange the item for something else.

Every store is different, so it is important to ask about the return policy before you buy. Simply ask, "What is your return policy for ____?" You may save yourself some unpleasant surprises if you get all the information before you buy.

^{*}return policy = rules a store has for returning an item

1. In general you	have a receipt if you	want to return something.
a. might	b. must	want to return sometimes.
Marie San Company	information about v	our purchase on its computer.
a. might	b. will	our purchase on its computer.
3. If you want to return	shoes, you we	ar them outside.
a. don't have to	b. must not	
4. Generally, you	keep the original pac	kaging if you want to return an item.
a. must	b. may	and it has to recent an item.
5. A store give you	two weeks to return	an item.
a. must	b. may	
6. If you buy an item an	d it is broken, you	return it.
a. can	b. can't	Total III
7. At most stores, you _	return sale item	\$
a. can	b. can't	
8. You ask the sale	sperson about the st	ore's return policy
a. should	b. will	ore s return poney.
magine you are Speaker B A: It's a beautiful day. B: a. Let's watch TV. b. Let's go to the bea c. Let's go to the par d. Let's go hiking. e. Let's play video ga	ch.	you like?
13-7 Using Let's		
(a) A: What should we do to B: Let's go to a movie.	night?	Let's (do something) = I have a suggestion for you and me. Let's = Let us
A: OK. (b) A: I'm tired. B: I'm tired too. Let's ta A: That's a good idea!	ke a break.	In (a): Let's go to a movie. = I think we should go to a movie. Do you want to go to a movie?

Part II. Choose the correct verb according to the article.

EXERCISE 31 ➤ Looking at grammar. (Chart 13-7)

eat

Complete the conversations with let's. Use the words in the box or your own words.

go to a seafood restaurant

go d	lancing leave at six-thirty to the mountains just stay home and relax walk	
B:	What time should we leave for the airport? Let's leave at six-thirty.	
2. A:	OK. Where should we go for our vacation?	
3. A:	That's a good idea. Where do you want to go for dinner tonight?	
B:	The weather is beautiful todayOK. Great!	
	I'm bored I can't. I have to study.	
	Should we take the bus downtown or walk downtown? It's a nice day.	
	Dinner's ready. The food's on the table. Great!	I'm starving
B:	Where should we go Saturday night? Wonderful idea!	
	We have an hour between classesOK. That sounds good.	
	I didn't get much sleep last night. I don't really want to go out tonight.	



EXERCISE 32 ▶ Let's talk: pairwork. (Chart 13-7)

Work with a partner. Make two suggestions with let's for each situation. Take turns.

Example: It's a beautiful day today. What should we do? PARTNER A: It's a beautiful day today. What should we do?

PARTNER B: Let's go to Woodland Park Zoo.

PARTNER A: We could do that. Or, let's go to the beach.

Partner A	Partner B
1. I don't have to work tonight. What should we do?	What time should we leave for the airport tomorrow? There will be a lot of
2. Next Monday's a holiday and there's no	traffic.
school. We should do something fun.	2. It's your birthday next week. What would you like to do?
I don't know anyone at this party. I want to leave.	3. (parent to child) I have a little free time
want to reave.	right now. I can spend it with you.
	Change roles.

EXERCISE 33 > Check your knowledge. (Chapter 13 Review)

Correct the mistakes.

- 1. Would you please to help me?
- 2. Tariq should calls us.
- 3. I have to went to the store yesterday.
- 4. Susie! You must not hitting your brother!
- 5. Were you could finish the test on time yesterday?
- 6. Let's to go to a movie tonight.
- 7. Benjamin have to work late tonight.
- 8. May I please to borrow your dictionary? Thank you.
- 9. Do we has to leave now?
- Gina is sick. She isn't able go to work.



EXERCISE 34 ➤ Reading and writing. (Chapter 13)

Part I. Read the passage about Manhattan. Look at new vocabulary with your teacher.

Do you know these words?

- incredible
- landmark
- pickpocket

A Great Place to Visit

I grew up in Manhattan.* Manhattan is a very exciting part of New York City. You should go there because there are so many interesting sights to see.

First, the museums are amazing. You can find art, natural science, and history museums. My favorite museum is on Ellis Island. Ellis Island was the entry point for immigrants from 1892 to 1954, and you can learn a lot about history. My family came through Ellis Island, and I was able to find my grandparents' names.

Many tall buildings have incredible views of the city. You can go to the top of the Empire State Building, Rockefeller Center, or One World Trade Center. You will be able to take some great photos. The most popular places have long lines, so you should check wait times before you go. Sometimes you have to make reservations.



A good way to learn about the city is to take a boat tour. Manhattan is an island, and you can see many famous landmarks from the water. The tour guide can tell you a lot about the history of the different areas. It's also fun to ride under the famous bridges, like the Brooklyn Bridge.

Central Park is very beautiful and relaxing. It's a wonderful place for walking, running, biking, boating, or just people-watching. Sometimes there are concerts in the park. Millions of people visit the park every year, but it's very large, so it usually doesn't feel crowded.

There is something else you should know. Manhattan is very expensive. Make sure you have enough money, and be careful when you are walking around town. Keep your money in a safe place, and watch out for pickpockets. Your hotel can tell you about areas you shouldn't visit.

If you go to Manhattan, you will have special memories. Don't forget to send me pictures!

irlanguage

See Appendix 5 for capitalization rules for place names.

Part II. Write a few paragraphs about your hometown or a city you like. Imagine you are talking to someone who wants to visit. First, answer these questions:

- · Why is your hometown (or other city) a good place for me to visit?
- · What should I do when I'm there?
- · Where should I go?
- · What should I see?
- · Are there places I shouldn't visit?

** *	4	
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TAPER.	544412	TT GE T

I grew up in _____. It is a very exciting/beautiful/interesting place. You should go there because there are so many wonderful sights to see. OR

One of my favorite places to visit is _____. It is a very exciting/beautiful/interesting city, and there are many wonderful sights to see.

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

- 1. □ paragraph indents
- 2. □ a capital letter at the beginning of each sentence
- 3. □ a capital letter for cities and place names (see Appendix 5)
- 4. □ a period at the end of each sentence
- 5. use of some modal verbs
- 6. □ correct spelling (use a dictionary or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

CHAPTER

14

Nouns and Modifiers

PRETEST: What do I already know?

Check () the correct sentences.

- 1. ____ Aaron bought a computer inexpensive. (Chart 14-1)
- 2. ____ We live in a tall apartments building. (Chart 14-1)
- 3. ____ My biology course is interesting. (Chart 14-2)
- 4. ____ Dora didn't pass her test. She feels badly. (Chart 14-3)
- 5. ____ After his exercise class, Jeremy feels good. (Chart 14-3)
- 6. ____ Bonita drives fastly. Her husband drives slowly. (Chart 14-4)
- 7. ___ Does Mira sing well? (Chart 14-4)
- 8. ____ Almost food from the garden is organic. (Chart 14-5)
- 9. ____ Some of the teachers gives easy tests. (Chart 14-6)
- 10. ____ Everyone have time for lunch today. (Chart 14-7)
- 11. ____ Did you see someone outside? (Chart 14-8)
- 12. ____ I didn't know anybody at the party. (Chart 14-8)

EXERCISE 1 > Warm-up. (Chart 14-1)

Are the words in red used as nouns or adjectives? Choose the correct answers.

1. a new house	noun	adjective
2. a tiny house	noun	adjective

3. a house trailer noun adjective



(a) I bought an expensive book. (b) I bought expensive books.	Adjectives can modify nouns, as in (a) and (b). See Chart 5-3, p. 138, for a list of common adjectives. Note: Adjectives do not have plural forms. INCORRECT: expensives books
NOUN + NOUN (c) I bought a grammar book- (d) I bought grammar books-	Nouns can modify other nouns. In (c) and (d): grammar is a noun that is used as an adjective to modify another noun (book/books).
(e) He works at a shoe store. INCORRECT: He works at a shoes store.	A noun that is used as an adjective is usually in the singular form. In (e): the store sells shoes, but it is called a shoe (singular form) store.
ADJECTIVE + NOUN + NOUN (f) I bought an expensive grammar book- INCORRECT: I bought a grammar expensive book.	Both an adjective and a noun can modify a noun, as in (f); the adjective comes first, the noun second.

EXERCISE 2 > Looking at grammar. (Chart 14-1)

Underline each adjective. Draw an arrow to the noun it modifies.

Hotel Reviews

- 1. This is a lovely hotel on a beautiful beach.
- 2. The outdoor café has delicious food.
- 3. The huge pool entertained our active children.
- 4. This hotel offers great rates for families.
- 5. A helpful clerk carried my heavy bags up the stairs.
- 6. I read a lot of great reviews about this hotel, but we had a negative experience, unfortunately.



EXERCISE 3 ➤ Looking at grammar. (Chart 14-1)

Decide if the word in red is a noun or a noun used as an adjective.

At Home

1. Your phone is in the kitchen.	noun	noun used as an adjective
2. Your phone is on the kitchen counter.	noun	noun used as an adjective
3. I'm having a computer problem.	noun	noun used as an adjective
4. An old computer can have lots of problems.	noun	noun used as an adjective
5. Did you get a new computer keyboard?	noun	noun used as an adjective
6. Where are the keys to the car?	noun	noun used as an adjective
7. I'm always losing my car keys.	noun	noun used as an adjective

EXERCISE 4 > Looking at grammar. (Chart 14-1)

Underline each noun used as an adjective. Draw an arrow to the noun it modifies.

What did you do yesterday?



- 1. We worked in our vegetable garden.
- 2. I made chicken soup and used a lot of the vegetables.
- 3. Our family sat at the kitchen table and played cards last night.
- 4. My roommate and I looked for a coffee maker and bathroom towels at the mall.
- 5. I had to wait a long time for someone to fix our internet connection.

EXERCISE 5 > Looking at grammar. (Chart 14-1)

Complete the sentences with nouns in the box.

breakfast city movie business traffic grocery



Around Town

- 1. The ______ government is putting in new sidewalks.
- 2. The ______light in the center of town is broken. It doesn't change from red to green.
- 3. A store manager gave me her ______ card.
- 4. The _____ menu at my favorite café is four pages long!
- 5. A new _____ theater is next to the _____ store.

EXERCISE 6 > Let's talk. (Chart 14-1)

Work in small groups. Which noun in each box can be used with all three of the nouns used as adjectives? For example, in the first sentence, the completion can be a university education, high school education, or college education.

Part I.

- university 1. Regina has a high school college
- (furniture) 2. We went to a ₹ shoe clothing
- history 3. I took a ⊀ math
- horse) 4. We watched a
- government) 5. I talked to a { city
- vegetable) 6. Mom made some bean chicken

Part II.

1. He told me about a {radio computer TV}

key number program room tickets trip

- 2. We took a/an \begin{cases} boat bus airplane \end{cases} \qquad \qquad \qquad \text{.}
- 3. We visited Meg in her { hospital hotel dorm } _____
- 4. We bought some { theater concert airplane } _____.
- 5. What is your { phone apartment license plate } ____?
- 6. I couldn't find my { car house locker } _____



lockers

EXERCISE 7 ➤ Looking at grammar. (Chart 14-1)

Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

- 1. The vases have flowers. They are ____flower vases ____.
- 2. That is a cup for coffee. It's a coffee cup
- 3. An article in a newspaper is a _____
- 4. The tags have prices on them. They are
- 5. The builder uses bricks to build houses. He builds
- 6. The salad has tomatoes. It's a ______
- 7. Rooms in hotels are _____
- 8. A worker in an office is an _____
- 9. Seats on airplanes are ______.
- 10. A bench in a park is a



EXERCISE 8 > Looking at grammar. (Chart 14-1)

Put the two nouns and one adjective in the correct order.

homework long assignment	The teacher gave us a <u>long homework a</u>	ssignment
2. show good TV	I watched a	
3. road mountain dangerous	We drove on a	
4. car bad accident	Sofia was in a	
5. article magazine interesting	I read an	
6. delicious vegetable soup	Mrs. Montero made some	
7. card funny birthday	My sister gave me a	
8. narrow seats airplane	People don't like to sit in	
Answer the ques	Warm-up. (Chart 14-2) stions. Then complete the description.	
3. What is the	be it: a b. cost	ring.
	a, size b, cost	c. material

(a) a large red car			In (a): noun	two adjectives (large (car).	and red) modify a		
				adjec	tives follow a particula tive describing SIZE (/a tive describing COLOR	rge) comes before an	
(b) a beautifu		nan		0.0000000000000000000000000000000000000	djective beautiful exp		
(c) a beautifu				adjec	on adjectives usually of tives.	come before all other	
(d) a beautifu	Il Greek islan	d		2,7502	In (b): opinion precedes age.		
				1.000	opinion precedes col		
				In (d):	opinion precedes na	tionality.	
(e) OPINION A	DJECTIVES			100	are many opinion adj		
dangerous	s favo	orite in	mportant	(e) are	e examples of commo	n opinion adjectives.	
difficult	goo		nteresting				
dirty	hap		trong vonderful				
expensive	non	est v	rondental				
USUAL WORD	ORDER OF AD	DJECTIVES					
1)	(2)	(3)		(4)	(5)	(6)	
OPINION	SIZE	AGE		COLOR	NATIONALITY*	MATERIAL	
delicious	large tall	young		red blue	Greek Chinese	metal glass	
kind	little	middle-aç	ged	black	Mexican	plastic	
(f) some deli	cious Mexica	in food		A nou	in is usually modified t	by only one or two	
(g) a small gi	ass vase			adjec	tives, although someti	mes there are three.	

^{*}NOTE: Adjectives that describe nationality are capitalized: Japanese, Venezuelan, Saudi Arabian, etc.

EXERCISE 10 ▶ Looking at grammar. (Chart 14-2)

Describe each photo. Use two or three adjectives for each noun. Answers may vary.

Example:



OPINION	SIZE	AGE	COLOR	NATIONALITY	MATERIAL	NOUN
expensive	Ø	Ø	black	Ø	leather	jacket



OPINION	SIZE	AGE	COLOR	MATERIAL	NOUN
1.					
2.					
3.					
4.					

EXERCISE 11 ▶ Looking at grammar. (Chart 14-2)

Complete each sentence with a word in the box. Use each word one time.

Asian	Canadian	important
blue	✓ cotton	unhappy
brick	glass	wool

- 1. Marcos is wearing a white ______ shirt.
- 2. Hong Kong is an important _____ city.
- 3. Luke likes to wear expensive ______ suits.
- 4. Misha was a/an _____ little boy when he broke his favorite toy.
- 5. Teresa has a/an ______ fleece blanket on her bed.
- 6. Our dorm is a tall red ______ building.
- 7. The tablet is a/an _____ modern invention.
- 8. I keep leftover food in round _____ containers.
- 9. Ice hockey is a popular ______ sport.

EXERCISE 12 ▶ Looking at Choose the correct phrase.	t grammar. (Chart 14-2)	
1. a tomato		
a. big red	b. red big	
2. some food		
a. Thai delicious	b. delicious Thai	
3. a/an apartment		
a. large old	b. old large	
4. some cows		
a. big brown	b. brown big	
5. a road		
a. dirt narrow	b. narrow dirt	
6. a woman		
a. young serious	b. serious young	
2. My first teacher was a/ar	hair.	
3. I live in a/an	neighborhood.	
4. I have	neighbors.	
5. I sleep on a	bed.	
6. I sleep with a	blanket.	
7. In the morning, I eat/do	n't eat a break	fast.
8. I carry my school supplie	es and books in a	
EXERCISE 14 > Looking a Choose the correct answer.	et grammar. (Charts 14-1 and 14-2)	
Mr. Lane wore a. a cotton shirt old	b. an old cotton shirt	
She put some honey in a a. glass container	b. container glass	

- 3. The Great Wall is a _____.
 - a. famous Chinese landmark
- b. Chinese landmark it is famous

- 4. Len is _____.
 - a. a man honest
- b. an honest man

- 5. Is pizza ____?
 - a. a food Italian
- b. an Italian food
- 6. Vincent usually wears ____.
 - a. brown leather shoes
- b. leather brown shoes
- 7. I used a ____ to mail a gift to my sister.
 - a. cardboard box
- b. box is cardboard

- Ilya is a _____.
 - a. man he is middle-aged
- b. middle-aged man

EXERCISE 15 > Let's talk: pairwork. (Charts 14-1 and 14-2)

Work with a partner. Take turns giving a prompt and completing it with a noun. Share some of your answers with the class. Note: Don't let your intonation drop when you give the prompt.

Example: a dark ...

PARTNER A: a dark ...

PARTNER B: night (room, building, day, cloud, etc.)

Partner A	Partner B
1. a kitchen	1. a busy
2. a public	2. a true
3. some expensive	3. a birthday
4. a soft	4. a baby
5. a telephone	5. an easy
6. a fast	6. some comfortable
7. a foreign	7. a famous French
	Change roles.



EXERCISE 16 > Listening. (Charts 14-1 and 14-2)

Listen to each sentence. Choose all the correct answers.

Example: You will hear: We watched an interesting TV ...

You will choose: a. store.

(b.) movie.

(c.) show.

- 1. a. card.
- b. cake.
- c. party.

- 2. a. friend.
- b. bus.
- c. keys.

3. a. jeans. b. shoes. c. flowers. 4. a. test. b. classroom. c. eraser. 5. a. room. c. desk. b. games. 6. a. mail. b. article. c. story. 7. a. expensive. b. cheap. c. big. 8. a. ticket. b. French. c. theater.

EXERCISE 17 > Game. (Charts 14-1 and 14-2)

Work in teams. Your teacher will put 10-15 objects on a tray. You will have one minute to look at the tray. Then your teacher will take it away. Write down all the objects on the tray. Add adjectives to describe the objects. You will get one point for each object and one point for each adjective you use. The team with the most points wins.

EXERCISE 18 > Warm-up. (Chart 14-3)

Complete the sentences with words in the box. Give your opinion.

good	bad	sweet	sour
1. Lemon	s are		
2. Chocol	ate tastes _		
3 Flower	s smell		



BE + ADJECTIVE (a) The flowers were beautiful,	Adjectives can follow be , as in (a). The adjective describes the subject of the sentence. See Chart 1-7, p. 16.
LINKING VERB + ADJECTIVE (b) The flowers looked beautiful. (c) The flowers smelled good. (d) I feel good. (e) Candy tastes sweet. (f) That book sounds interesting	verbs are called "linking verbs." The adjective describes the subject of the sentence. Common linking verbs are look, smell, feel, taste and sound.

EXERCISE 19 > Let's talk: pairwork. (Chart 14-3)

Work with a partner. Make sentences with linking verbs. Take turns.

Part I. Make three sentences with I feel and the words in the box.

good	lazy	terrific	calm
fine	nervous	sleepy	sick
terrible	happy	tired	relaxed

Part II. Make sentences with your own words + taste/tastes/smell/smells and the words in the box.

good	delicious	sour	bad
terrible	sweet	spicy	wonderful

Part III. Make sentences with your own words + is/are and the words in the box.

clean	new	expensive	uncomfortable
dirty	old	comfortable	messy

EXERCISE 20 > Let's talk. (Chart 14-3)

Work in small groups or as a class. Take turns showing and describing emotions.

Student A: Choose one of the emotions in the box. Show that emotion with an expression on your face or with actions. Don't say the emotion you are trying to show.

Student B: Describe how Student A looks. Use the linking verb look and an adjective.

angry	happy	busy	surprised
sad/unhappy	tired/sleepy	comfortable	nervous

EXERCISE 21 ➤ Game. (Charts 14-1 → 14-3)

Work in teams. Your teacher will choose one noun from the list at random and give you a time limit (one minute, three minutes, etc.). Think of as many adjectives or nouns used as adjectives as you can that describe the noun. Write them down. Then your teacher will choose another noun, and so on. Each team gets one point per word. The team with the most points wins.

Example: car

Response: big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

1. weather	5. country
2. animal	6. person
3. food	7. river
4. movie	8. student

EXERCISE 22 > Grammar and speaking. (Chart 14-3)

Give your opinion. Use the adjectives in the box or your own adjectives. Share your answers with a classmate.

asleep	boring	fun	sleepy
awake	delicious	good	terrible
awful	casy	great	tired
bitter	friendly	interesting	wonderful

- The weather in this area is ______.
- 2. Food from my country is ______.
- 3. Chocolate smells ______.
- 4. Dark chocolate tastes ______.
- 5. My friends are ______
- 6. Social media is ______.
- 7. A trip to a beach sounds ______.
- This adjective exercise is ______.

EXERCISE 23 > Warm-up. (Chart 14-4)

Look at the examples. Then complete the sentences with the correct form of the word in red.

Examples:



Professor Hakim is a slow speaker.

Professor Hakim speaks slowly.



Jasmine is a careful writer.

Jasmine writes carefully.

- 1. Pierre is a fluent Spanish speaker. He speaks Spanish _____
- 2. Suzanne is a quick learner. She learns

14-4 Adjectives and Adverbs ADJECTIVE ADVERB careful An appective describes a noun. (a) Ann is a careful driver. carefully slow slowly In (a): careful describes driver. (adjective) quick quickly An ADVERB describes the action of a verb. (b) Ann drives carefully. easy easily In (b): carefully describes drives. (adverb) Most adverbs are formed by adding -ly to an adjective. (c) John is a fast driver. fast fast The adjective form and the adverb form are the hard hard same for fast, hard, early, and late. (adjective) early early (d) John drives fast. late late (adverb) Well is the adverb form of good." well (e) Linda is a good writer. good (adjective) (f) Linda writes well. (adverb)

EXERCISE 24 > Looking at grammar. (Chart 14-4)

Part I. Write adverb forms.

ADJECTIVE	ADVERB
1. fast	
2. late	
3. good	
4. easy	
5. beautiful	
6. fluent	
7. hard	
8. early	

Part II. Write the correct adjective or adverb form. Use words from Part I.

- 1. Did you have a good sleep?
- 2. Did you sleep _____?
- 3. The teacher speaks too ______. The students want her to slow down.

^{*} Well can also be used as an adjective to mean "not sick." Paul was sick last week, but now he's well.

4. It rained	i	yesterday.	
5. I forgot	about my telephone bil	II. I paid it	
6. Do you	want to be a	speaker of English?	
7. Vincent	lifted the heavy box	. He's very strong.	
8. Nadia s	peaks French	. She has no accent.	
9. Thank y	ou! The flowers look _		
	25 > Looking at grar correct answer.	mmar. (Chart 14-4)	
1. a. My h	nometown is small and	quiet / quietly.	
b. Mr. C	Callis whispered. He sp	poke quiet / quietly.	
2. a. The t	teacher asked an easy /	easily question.	
b. I answ	wered the teacher's ques	estion easy / easily.	
3. a. We li	ke to go boating in clea	ar / clearly weather.	
b. Nath	an has poor eyesight. F	He can't see clear / clearly without his glasses.	
4. a. Ferna	ando is kind, generous,	and thoughtful. He is a good / well person.	
b. Diana	a and I went to high sch	hool together. I know her good / well.	
5. a. Elise	checks every problem i	in her math homework careful / carefully.	
b. Elise	is a careful / carefully	y student.	
c. Boris	makes a lot of mistakes	s on his English essays. He's a careless / carelessly writ	er
d. Boris	s writes careless / carel	elessly.	
	26 > Looking at gran ch sentence with the co	mmar. (Chart 14-4) orrect form (adjective or adverb) of the given words.	
1. correct	a. Cyndi had only for	our answers on the test.	
	b. She didn't answer	many questions	
2. fast	a. Justin is a	reader.	
	b. Justin reads		
3. hard	a. The students in m	ny class study	
	b. The teacher gives	tests.	

4. honest	a. Professor Lynne answered the question
	b. She gave an answer to the question.
5. early	a. Classes starts at 8:00, but the teachers come
	b. Do you like classes?
6. neat	a. Janelle writes
	b. She has handwriting. It is easy to read.
	c. It is important for students to write
7. comfortable	a. Tonya had a flight.
And a service on the case of the case of	b. She is usually able to sleep on airplanes.
	c. Her husband doesn't feel on planes. He gets
	nervous.
careful	entence with a word in the box. There may be more than one answer.
careless	carelessly
clear	clearly
quick	quickly
slow	slowly
1. Professor Le	e gives explanations. Students understand her.
2. I made a lot	of mistakes on my math test.
3. Marwan driv	ves now because he got a speeding ticket.
4. We were in a	hurry, so we ate lunch
5. Beth and I g	rew up in the same neighborhood. I know her
6. Lim brings h	nis grandma groceries every week. He is a grandson
7. Derek has po	oor night vision. He can't see in the dark.
8. The lake is v	very
We can see a	The second secon

EXERCISE 28 > Reading, grammar, and speaking. (Charts 14-3 and 14-4)

Read about Elvis Presley. Put one line under each adjective. Put two lines under each adverb. Then, in small groups, answer the questions. Look at new vocabulary with your teacher first.

THE KING OF ROCK AND ROLL

Elvis Presley is very important to popular music. He has a special title: the King of Rock and Roll. But when he came on stage in the 1950s, he wasn't popular with many parents. His style of dancing

Do you know these words? - popular - scream

- shock

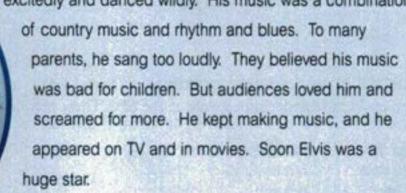
- appear - huge

- combination

- wild

shocked them. They thought he jumped around the stage too

excitedly and danced wildly. His music was a combination of country music and rhythm and blues. To many parents, he sang too loudly. They believed his music was bad for children. But audiences loved him and screamed for more. He kept making music, and he appeared on TV and in movies. Soon Elvis was a huge star.



- Did you already know about Elvis or his music? Who is a popular singer right now?
- Describe his/her type of music. Use several adjectives.
- Why is he/she popular?

Jump-start your English

Increasing Your Vocabulary with Prefixes and Suffixes

Part I. Prefixes and suffixes can help you learn more words.

A. Prefixes go at the beginning of words. Prefixes change the meaning of a word. Look at these examples.

IN, UN, IM = NOT	RE = AGAIN	OVER = TOO MUCH	CO = TOGETHER	PRE = BEFORE
inexpensive unhappy impossible	rewrite redo	overcharge overeat	co-worker costar	pretest preview

B. Suffixes come at the end of words. Suffixes often change the part of speech of a word. Nouns, verbs, adjectives, and adverbs are different parts of speech. Look at these examples.

+ NESS, MENT, ION = NOUN		+ ER, OR = NOUN (PERSON O	R MACHINE)	+ Y = ADJECTIVE	
kind (adj) pay (verb) inform (verb)	kindness payment information	work (verb/noun) visit (verb/noun) compute (verb)	worker visitor computer	sleep (verb/noun) health (noun) luck (noun) itch (verb/noun)	sleepy healthy lucky itchy



Part II. Choose the correct words. Then listen to the conversation and check your answers.



A: I applied / application for a job at the bakery. I have an interview / interviewer with

the manage / manager tomorrow. Do you still work / worker there?

B: No. I quit last week.

A: That's too bad. I wanted to be your worker / co-worker. Why were you unhappiness / unhappy with your job?

B: I liked my job, but I ate too many sugar / sugary snacks. The own / owner gave us free desserts. I love sugar! It was possible / impossible for me to say no. I had very healthy / unhealthy eating habits at the bakery. Now I work / worker at a health food store.

A: I don't like sweet / sweetness foods. Sugar / Sugary won't be a problem for me. Was that the only problem?

B: Yes. Everyone is very kind / unkind. You will be very happy / unhappy there.

- Part III. Work with a partner. <u>Underline</u> the prefixes and suffixes in the boldfaced words. Answer the questions. Share a few of your answers with the class.
 - 1. Do you prefer sugary or salty snacks? What is your favorite sugary or salty snack?
 - 2. What time of day or night do you usually feel sleepy?
 - 3. Is your bed comfortable or uncomfortable?
 - 4. How do you get information about the day's news?
 - 5. At school, what do you need to rewrite?
 - 6. What is a monthly payment that you need to make?
 - 7. What can cause itchy skin?
 - 8. What brings people happiness?

irlanguage

EXERCISE 29 > Warm-up. (Chart 14-5)

Which statement best describes the picture?

- 1. Some of the flowers are purple.
- 2. All of the flowers are purple.
- 3. Most of the flowers are purple.



14-5 Expressions of Quantity: All Of, Most Of, Some Of, Almost All Of

(a) (b) (c)	Rita ate all of the food on her plate. Mike ate most of his food. Susie ate some of her food.	All of, most of, and some of express quantities. all of = 100% most of = a large part but not all some of = a small or medium part
		Note: The above expressions require a determiner (the, his, her, etc.). INCORRECT: Most of food
(d)	Matt ate almost all of his food. INCORRECT: Matt ate almost of his food. Matt ate almost food.	all of = 100% almost all of = close to 100% Almost is used with all, as in (d). All cannot be omitted.

EXERCISE 30 ▶ Looking at grammar. (Chart 14-5)

Write all of, almost all of, most of, or some of.

1. 2, 4, 6, 8: All of these numbers are even.

2. 1, 3, 5, 7: ______ these numbers are odd.

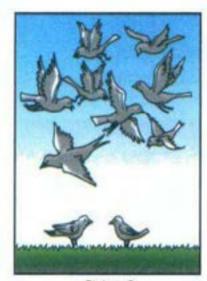
3. 1, 3, 4, 6, 7, 9: ______ these numbers are odd.

4. 1, 3, 4, 6, 7, 8: ______ these numbers are odd.

5. 1, 3, 4, 5, 7, 9: ______ these numbers are odd.



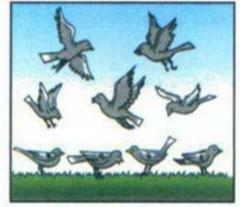
Picture A



Picture B



Picture C



Picture D

6. _____ the birds in Picture A are flying.

7. _____ the birds in Picture B are flying.

8. _____ the birds in Picture C are flying.

9. _____ the birds in Picture D are flying.

10	the students in this class have dark hair.
11	the students in this class are using pens, not pencils, for
this exercise.	
12	the students in this class wear glasses.
13	the students in this class can speak English.

EXERCISE 31 > Warm-up. (Chart 14-6)

Look at the phrases in red. <u>Underline</u> the noun and the quantity word. Decide which word the verb agrees with.

- 1. All of the money is in my wallet.
- 2. All of the coins are on the kitchen counter.

14-6 Expressions of Quantity: Subject-Verb Agreement

- (a) All of my work is finished.
- (b) All of my friends are kind.
- (c) Some of my homework is finished.
- Some of my friends are coming to my birthday party.

In (a): all of + singular noun + singular verb

In (b): all of + plural noun + plural verb -

In (c): some of + singular noun + singular verb

In (d): some of + plural noun + plural verb

When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows of.

COMMON EXPRESSIONS OF QUANTITY

all of a lot of most of almost all of half of some of

EXERCISE 32 ➤ Looking at grammar. (Chart 14-6)

Choose the correct verb.

- 1. All of that money is / are mine.
- 2. All of the windows is / are open.
- 3. We saw one movie. Some of the movie was / were interesting.
- 4. We saw five movies. Some of the movies was / were interesting.
- 5. A lot of those words is / are new to me.
- 6. A lot of that vocabulary is / are new to me.

7. Half of the glasses is / are full.



8. Half of the glass is / are full.



EXERCISE 33 > Listening. (Charts 14-5 and 14-6)

Listen to each sentence. Choose the percentage that has the same meaning as the quantity you hear.

Example: You will hear: Half of the coffee was gone. You will choose: 100% (50%)

		iou will choose.	10076	3070	107
1.	100%	80%	10%		
2.	100%	30%	0%		
3.	90%	100%	10%		
4.	10%	20%	70%		
5.	25%	50%	85%		



EXERCISE 34 > Let's talk: class activity. (Charts 14-5 and 14-6)

Your teacher will ask you questions. Answer each question using a complete sentence and an expression of quantity (all of, most of, some of, a lot of, three of, etc.). If the answer is zero, use none of. Close your book for this activity.

Our Class

Example:

TEACHER: How many of the people in this room are wearing shoes?

STUDENT A: All of the people in this room are wearing shoes.

How many of us are wearing blue jeans?

STUDENT B: Some of us are wearing blue jeans.

- How many of the people in this room have (short) hair?
- 2. How many of the students in this class have red grammar books?
- 3. How many of us are sitting down?

- 4. How many of your classmates are from (name of a country)?
- 5. How many of the people in this room can speak Chinese?
- 6. How many of the women in this room are wearing earrings? How many of the men?

EXERCISE 35 > Looking at grammar. (Charts 14-5 and 14-6)

Choose the correct sentence in each group.

- 1. a. Some of furniture is old.
 - b. Some of the furniture are old.
 - c. Some of the furniture is old.
- 2. a. Some of the coins are valuable.
 - b. Some of coins are valuable.
 - c. Some of the coin are valuable.
- 3. a. All of people look happy.
 - b. All of the people looks happy.
 - c. All of the people look happy.
- 4. a. Almost all of the students are absent.
 - b. Almost all of students are absent.
 - c. Almost all of the students is absent.

- 5. a. Half of homework is due.
 - b. Half of the homework is due.
 - c. Half of the homework are due.
- 6. a. Half of the assignments is due.
 - b. Half of assignments are due.
 - c. Half of the assignments are due.
- 7. a. Most of the apartments is empty.
 - b. Most of the apartments are empty.
 - c. Most of apartments are empty.

EXERCISE 36 > Warm-up. (Chart 14-7)

Complete the sentences with words that make sense. Are the verbs in red singular or plural?

- 1. In the summer, everybody likes ______
- 2. During a snowstorm, everything looks
- 3. After a rain shower, every road is ______.



14-7 Using Every, Everyone, Everybody, Everything (a) Every student has a book. Examples (a) and (b) have essentially the same meaning. Note the following pattern: (b) All of the students have books. In (a): every + singular noun + singular verb INCORRECT: Every of the students has a book. INCORRECT: Every students have books. Every is not immediately followed by of. Every is immediately followed by a singular noun, as in (a), NOT a plural noun. (c) Everyone has a book. Examples (c) and (d) have the same meaning. Everyone and everybody are followed by a (d) Everybody has a book. singular verb. Example (c) is more common in writing. Example (d) is more common in speaking.* In (e): everything = each thing (e) I looked at everything in the museum. (f) Everything is OK. In (f): Everything is followed by a singular verb.

EXERCISE 37 ▶ Looking at grammar. (Chart 14-7)

Write the correct answers.

1. A	ll of the	books book / books		are min	e.
2. E	very	book / books on	this deskis / as	mine.	
3. A	ll of the	student / students	is / are	here today.	
4. E	very	student / students	} is / are	nere today.	
5. E	very	teacher / teachers	at my college	gives / give	tests regularly.
6. A	ll of the	teacher / teachers	at my college	gives / giv	a lot of tests.
7. A	ll of the	person / people		is / are	studying English.
8	Does / I	all of thes	tudent / students	_ in this class	speak English well?

^{*}In general, indefinite pronouns with one are more common in writing. Indefinite pronouns with body are more common in speaking.

9.		_ every		in the world want to learn another language		
-	Does / Do		person / people			
10		all of the		_ in the world want to learn another language?		
	Does / Do	01	person / people	— are are more to term and are to many		

EXERCISE 38 > Let's talk: pairwork. (Charts 14-6 and 14-7)

Work with a partner. Choose the correct verb and then complete the sentence. Take turns. You can look at your book before you speak. When you speak, look at your partner.

Partner A	Partner B
Every student at this school has / have	All of the students at this school needs / need
2. Every teacher at this school knows / know	Everyone at this school is / are studying
3. Everybody in this class is / are learning	3. Some of the homework for this class is / are
4. Most of the assignments for this class is / are	 A lot of the students in this class speaks / speak
	Change roles.

EXERCISE 39 ▶ Warm-up. (Chart 14-8)

Work with a partner. One person is A and one person is B. Read the conversation aloud. Can you figure out the answer to the mystery?

A Mystery

- A: Here's a puzzle. See if you can solve it.
- B: OK.
- A: Victor was standing in his kitchen and looking out the window. It was night. He knew that someone was in the house. He knew that somebody was coming up behind him. How did he know?
- B: Did he hear anyone?
- A: No, he didn't hear anybody.
- B: Did he see someone behind him?
- A: Well, he never turned around.
- B: I know! He smelled someone!
- A: No, sorry.
- B: Did his dog bark?
- A: Victor doesn't have a dog.
- B: I have no idea.

14-8 Indefinite Pronouns: Something, Someone, Somebody, Anything, Anyone, Anybody

AFFIRMATIVE STATEMENTS	(a) Mari bought something. (b) Mari saw someone. (c) Mari saw somebody.	In affirmative sentences, a form of some is used: something, someone, or somebody. Someone and somebody have the same meaning. Somebody is more common in speaking.
NEGATIVE STATEMENTS	(d) Joe didn't buy anything. (e) Joe didn't see anyone. (f) Joe didn't see anybody.	In negative sentences, a form of any is used: anything, anyone, or anybody. Anyone and anybody have the same meaning. Anybody is more common in speaking.
QUESTIONS	(g) Did Sam buy something? (h) Did Sam buy anything? (i) Did Sam see someone? (j) Did Sam see anyone? (k) Did Sam see somebody? (l) Did Sam see anybody?	In questions, a form of some or any is used: something/anything, someone/anyone, OR somebody/anybody.

EXERCISE 40 > Looking at grammar. (Chart 14-8)

Choose the correct answers. Sometimes both answers are correct.

- 1. A: Who are you going to work with on the project?
 - B: I'm not going to work with anyone/anybody
- 2. A: What do you need from the store?
 - B: I don't need someone / anything.
- 3. A: Did Thomas talk to somebody / anybody at the party?
 - B: No, he was really quiet.
- 4. A: Do you have anything / anybody for me?
 - B: Yes, here are some packages for you.
- 5. A: You dropped anything / something.
 - B: Oh, my keys. Thanks!
- 6. A: Somebody / Anyone called, but I don't remember who or why.
 - B: You need to write messages down!

- 7. A: I have something / someone for you: a dozen roses.
 - B: For me? Why?
 - A: It's our anniversary. Did you forget?
- 8. A: Listen! Someone's outside.
 - B: I don't see anyone / anybody.

EXERCISE 41 > Let's talk: class activity. (Chart 14-8)

Your teacher will ask you questions. Answer in complete sentences. Use anything, anyone, or anybody. Close your book for this activity.

- 1. Close your eyes. Who do you see?
- 2. Cover your ears. Who do you hear?
- 3. Close your eyes. What do you see?
- 4. Cover your ears. What do you hear?
- 5. You have no money. What are you going to buy at the store?
- 6. A little boy is holding a candy bar behind his back. His mother asks, "What do you have?" He doesn't want to tell the truth. What does he say?
- 7. A little girl hits her baby sister, and the baby starts crying. Her mother asks, "What did you do?" She doesn't want to tell the truth. What does she say?

EXERCISE 42 ▶ Looking at grammar. (Chart 14-8)

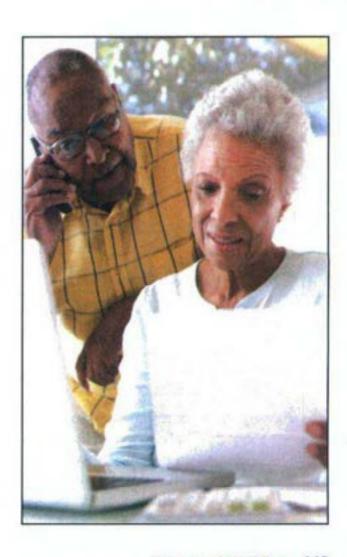
Complete the sentences with something, someone, somebody, anything, anyone, or anybody. More than one answer may be possible.

1.	a. I have <u>something</u>	in my pocket.
	b. Do you have	in your pocket?
	c. Ryan doesn't have	in his pocket.
2.	a. I bought	when I went shopping yesterday.
	b. Bianca didn't buy	when she went shopping
	c. Did you buy	when you went shopping?
3.	a. Did you send a text to	during class?
	b. I sent a text to	during class.
4.	a. Carla invited	from her work for dinner.
	b. Did Mika invite	from her work for dinner?
5.	a. I didn't find	in my web search.
	b. Did you find	in your web search?

EXERCISE 43 ▶ Looking at grammar. (Chart 14-8)

Choose all the correct answers.

- 1. My roommate is talking to ____ on the phone.
 - a. anybody
 - b. anyone
 - c. someone
 - (d) somebody
 - e. something
 - f. anything
- 2. I was home alone last night, and my phone was dead. I didn't talk to _____.
 - a. anybody
 - b. anyone
 - c. something
 - d. anything
- 3. Did you and your husband talk to _____ about your situation?
 - a. anybody
 - b. anyone
 - c. someone
 - d. somebody
- 4. Did you do ____ about your situation?
 - a. anybody
 - b. anyone
 - c. someone
 - d. somebody
 - e. something
 - f. anything
- 5. Did you say ____ about your situation?
 - a. anybody
 - b. anyone
 - c. someone
 - d. somebody
 - e. something
 - f. anything





EXERCISE 44 ▶ Listening. (Charts 14-5 → 14-8)

Look at the pictures and listen to each sentence. Choose yes or no.

Example: You will hear: Someone is wearing sunglasses.

You will choose: (yes)



no











1. yes no 3. yes no 5. yes no

2. yes no 4. yes no 6. yes no

Jump-start your English

Using You to Talk About People in General



Part I. In casual conversation, you can mean "people in general." Listen to these examples.



You can get great pizza at Luigi's.

- People can get great pizza at Luigi's.
- It's very popular. You need to get there early. People need to get there early.



Part II. Work with a partner. Talk about one or more of the given topics. Use you in your sentences. Listen to each example first. Share some of your sentences with the class.

1. Your neighborhood:

Example: A: In my neighborhood, you can't walk to many places. You have to drive.

B: You can find lots of stores and restaurants in my neighborhood. You can walk or ride a bike to a lot of places, but you shouldn't walk alone at night.

2. A rule or law in your country:

Example: A: In my country, you have to have a license to drive a motorcycle, and you have to wear a helmet.

> B: In my country, you only need a license to drive a car. You don't need a license for a motorcycle. You don't have to wear a helmet, but most people do.

3. Your job:

- Example: A: I work at a restaurant. At my job, you have to arrive at least ten minutes early. You need to wash your hands and put on an apron when you arrive. You have to work hard. You don't get a lot of breaks.
 - B: I work in an office. You don't move around a lot at my job. You sit at a desk all day.

EXERCISE 45 > Let's talk. (Chapter 14 Review)

Work in pairs or small groups. Read the facts about eight friends.

Facts:

- · Jack, Jim, Jake, John, Jill, Julie, Joan, and Jan are all friends.
- · Two of them are secretly engaged.
- · They met five months ago.
- · They are going to get married next year.

Who is engaged? Read the clues to find out. (Be careful! Some of the clues are only additional information. They will not help you find the answer.)

Fill in the chart as you work through the clues to solve the puzzle.

ENGAGED	JACK	JIM	JAKE	JOHN	JILL	JULIE	JOAN	JAN
yes								
no						X		

Clues:

- For Julie's wedding next month, she is going to wear her mother's long white wedding dress. Her mother wore it 30 years ago.
 - → Julie's wedding is next month. The engaged couple is getting married next year, so it's not Julie.
- 2. Joan's husband is working in another city right now. They hope to see each other soon.
- 3. Jill and Jack love each other. They met at Jill's sister's wedding.
- 4. Jill's sister got married a year ago.
- 5. Jim is the only computer-science student in the group.
- 6. Joan is a computer-science teacher. She began teaching two years ago.
- 7. Jan's boyfriend is a medical student.
- 8. All of the friends think Julie is very funny.
- 9. John loves Jan, but she doesn't love him. He's a friend to her, not a boyfriend.

EXERCISE 46 ➤ Check your knowledge. (Chapter 14 Review)

Correct the mistakes.

wants happy

1. Everybody want to be happily.

- 2. I didn't see nobody at the mall.
- 3. At the library, you need to do your work quiet.
- 4. I walk in the park every days.
- 5. Mr. Spencer teaches English very good.
- 6. The answer looks clearly. Thank you for explaining it.
- 7. Every grammar test have a lot of difficult questions.
- 8. I work hard every days.
- 9. Every of the teachers comes on time.
- 10. We saw a pretty flowers garden in the park.
- 11. Galina drives a blue small car.
- 12. Every of students in the class have a grammar book.
- 13. The work will take a long time. We can't finish every things today.
- 14. Everybody in the world want peace.



EXERCISE 47 > Reading and writing. (Chapter 14)

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

Do you know these words?

- create
 - go camping
- psychologist
- graduation
- research

soccer match

- souvenirs
- memories
- item

WAYS TO CREATE HAPPINESS

Can money buy happiness? Some psychologists try to answer this question. They do "happiness research."

One answer they found is that we can create happiness with memories. We can "buy" memories, and we don't need to spend a lot of money. They believe that simple things in life can create a lot of wonderful memories. Here are some suggestions they give.

- Take someone in your family to a sports event, such as a soccer match or a baseball game.
- Go camping with family or friends.
- Celebrate something important like graduation.
- Have a meal at a restaurant with family and friends.



It's also important to do something to save these special memories. One way is with photos, postcards, or souvenirs. When you see these items later, they will remind you of the fun times you had.

Part II. Write one or more paragraphs about a way you can create special memories with someone. Answer these questions in your paragraph(s). (See the example on page 454.)

- 1. Who is the person (or people)?
- 2. What do you like to do together and why?
- 3. How do you remember your time with this person?

Example:

Two Simple Ways I Create Special Memories

I like to spend time with my parents. They are elderly, and they don't drive anymore. We do a few simple things together.

I sometimes go with them for walks. They live in the city, and we like to take walks in the park. I tell them about my week and my plans. They like to hear about my life. We walk for about an hour and enjoy the easy exercise.

I also like to have meals with my parents. Sometimes we go out to a local restaurant. Other times I bring them food from a favorite restaurant or deli.* I buy a delicious lunch or dinner, and we eat it at their apartment. We have good memories of our time together.

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

- 1.

 paragraph indents
- 2.

 a capital letter at the beginning of each sentence
- 3.

 a period at the end of each sentence
- □ use of adjectives and adverbs
- 5.

 correct word order for adjectives and adverbs
- 6. □ correct spelling (use a dictionary or computer spell-check)

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

^{*}deli = delicatessen: a store that sells meats and cheeses, and also makes sandwiches, salads, and soups

CHAPTER

Making Comparisons

PRETEST: What do I a Choose the correct answe		
1. Ella is than Isa	belle. (Chart 15-1)	
a. old	b. older	c. the older
2. Is health than	money? (Chart 15-1)	
a. importanter	b. more importanter	c. more important
3. What is proble	m in the world? (Chart 1	15-2)
a. the worst	b. a worst	c. worse
4. Math is class for	or me. (Chart 15-2)	
a. the easyier	b. easy	c. the easiest
5. One of the we	have is Amir. (Chart 15-	3)
a. nice manager	b. nicest managers	c. nicest manager
6. Professor Stevens spe	eaks than Professor	Miller. (Chart 15-4)
a. slowly	b. more slow	c. more slowly
My backpack and yo	ur backpack are (Chart 15-5)
a. the same	b. a same	c. same
8. A town a city.	(Chart 15-6)	
a. like	b. is like	c. alike
That answer is right,	but this answer is	
a. correct	b. wrong	c. good
	George (Chart 15	
a. doesn't	b. is	c. does

EXERCISE 1 > Warm-up. (Chart 15-1)

Check (/) the true sentences.

1. ____ Calvin is taller than Eli.

2. ____ Eli is taller than Calvin.

3. ____ Calvin is older than Eli.



15-1 The Comparative: Using -er and More

Mary is 25 years old. John is 20 years old.

(a) Mary is older than John.

(b) Health is more important than money.

INCORRECT: Mary is more old than John.
INCORRECT: Health is importanter than money.

When we use adjectives (e.g., old, important) to compare two people or two things, the adjectives have special forms.

In (a): We add -er to an adjective. OR In (b): We use more in front of an adjective.

The use of **-er** or **more** is called the COMPARATIVE FORM.

Note in the examples: than follows the comparative form (older than, more important than).

	ADJECTIVE	COMPARATIVE	
ADJECTIVES WITH ONE SYLLABLE	big cheap	bigger cheaper	Add -er to one-syllable adjectives.
OHE STEERSEE	old	older	Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: big-bigger, fat-fatter, hot-hotter, thin-thinner.
ADJECTIVES THAT END IN -Y	funny pretty	funnier prettier	If an adjective ends in -y, change the -y to -i and add -er.
ADJECTIVES WITH TWO OR MORE SYLLABLES	famous important interesting	more famous more important more interesting	Use more in front of adjectives that have two or more syllables (except adjectives that end in -y)
IRREGULAR COMPARATIVE FORMS	good bad far	better worse farther/further	The comparative forms of good, bad, and far are irregular.

EXERCISE 2 ▶ Looking at grammar. (Chart 15-1)

Write the comparative form of the adjectives in the correct column.

beautiful difficult	easy famous	happy healthy	important ✓ long	old small	
-ER T longer		-	IER THAN	М	ORE THAN
101196	97927				
		-		-	

EXERCISE 3 ➤ Looking at grammar. (Chart 15-1)

Write the comparative form of these adjectives.

1.	heavy	heavier than	
2.	short		
3.	expensive .		
4.	new		
5.	hard		
6.	hot		
7.	thin		
8.	bad		
9.	far		
10.	intelligent .		

EXERCISE 4 > Let's talk: pairwork. (Chart 15-1)

Work with a partner. Use the adjective in parentheses to compare each pair of items. Use more or -er.

Example: a mouse, an elephant (small)

→ A mouse is smaller than an elephant.

Partner A	Partner B
1. a bus, car (big)	1. this book, that one (good)
2. my old shoes, my new shoes	2. my hair, her hair (curly)
(comfortable)	3. her hair, his hair (straight)
3. your hair, my hair (dark)	4. the weather here, the weather in my
4. my arm, your arm (long)	hometown (bad)
5. physics, chemistry (interesting)	5. this chapter, Chapter 10 (easy)
6. I, my friend (happy)	Japanese grammar, English grammar (difficult)

EXERCISE 5 ➤ Looking at grammar. (Chart 15-1)

Write the comparative form of the adjectives.

1. comfortable	A mattress ismore co	omfortable than	_ a floor.		
2. important	Love is		mone	y.	
3. lazy	I'm	my	roommate.		
4. tall	My brother is		I am.*		
5. difficult	My history course is math course.			my	
6. warm	It's	today	yesterda	ay.	
7. good	Natasha's English is		her husband	's.	
8. short	My little finger is		my middle fing	er.	
9. bad	The weather yesterday w	vas	it is to	oday.	
10. far	Your apartment is mir		from school		
11. curly	Jake's hair is		mine.		
12. nervous	The groom was the		at the wedding		
13. happy	The bride looked	2.0000000	the groom.		
14. uncomfortable	The groom looked				_
	the bride.				
Work in teams. Writ	s talk: trivia game. (C e the comparative form of am with the most correct a	each adjective. Th	nen decide if the state	ment i	is
1. The Mediterran	ean Sea is (deep)	tha	an the Pacific Ocean.	T	F
2. Thailand is a (h	ot)	country than K	orea.	T	F
3. Diamonds are (hard)	than gold.		T	F
4. The Nile River	is (long)	than the M	Aississippi River.	T	F

^{*}Formal written English: My brother is taller than I (am). Informal spoken English: My brother is taller than me.

^{**} See Let's Talk: Answers, p. 511.

5. A kilo of rocks is (heavy)	than a kilo of feathers.	T	F
6. A dog is (intelligent)	than a chicken.	T	F
7. Elephants are (strong)	than tigers.	T	F
8. Dark chocolate is (sweet)	than milk chocolate.	T	F
9. In general, a camel is (tall)	than a horse.	T	F
10 An electric bike (expensive)	than a regular bike.	Т	F

EXERCISE 7 > Let's talk. (Chart 15-1)

Work in pairs or small groups. Compare the school subjects in the box. Use the given adjectives. Give your opinion.

What class should I take?

algebra art biology business chemistry	computer science economics engineering geography	history literature physical education physics psychology	
chemistry	geometry	psychology	
1. interesting			
2. boring			
3. difficult			
4. easy			
5. useful			
6. important			
7. necessary _			







EXERCISE 8 ▶ Listening. (Chart 15-1)

Listen to each sentence. Choose the adjective you hear.

Example: You will hear: Sky Airlines is cheaper than World Airlines.

You will choose: cheap cheaper

1. cold colder

colder

3. cold colder

2. cold

4. happy happier

5. happy happier

6. happy happier 7. safe safer

safer

9. safe safer

8. safe

10. fresh fresher

11. funny funnier

12. funny funnier

EXERCISE 9 > Looking at grammar. (Chart 15-1)

Complete the sentences. Use the comparative form of the words in the box or your own words.

✓ big	cold	expensive	hot	✓ large
bright	comfortable	fast	important	sweet
cheap	easy	high	intelligent	warm

- 1. A bear is bigger than / larger than a mouse.
- 2. A lemon is sour. An orange is ______ a lemon.
- 3. The weather this week is _______ it was last week.
- 4. When Mrs. Vallero's feet hurt, she wears running shoes. Running shoes are

high heels.

5. I can afford a used car but not a new car. A used car is _____

____ a new car.

- 6. An airplane moves quickly. An airplane is ______ a car.
- 7. A person can think logically. A person is _____ an animal.
- 8. Hills are low. Mountains are ______ hills.
- 9. The sun gives off a lot of light. The sun is ______ the moon.
- 10. A motorcycle costs a lot of money. A motorcycle is ______

a bike.

11. Arithmetic isn't difficult.	Arithmetic is	algebra

12. Good health is _ money.

EXERCISE 10 > Let's talk: pairwork. (Chart 15-1)

Work with a partner. Make comparisons.

Example: arithmetic to algebra

→ Arithmetic is easier than algebra. OR Algebra is harder than arithmetic.

Partner A	Partner B
1. a lake to an ocean	1. a river to a lake
2. an orange to a lemon	2. slippers to high heels
3. silver to gold	3. a giraffe to a person
4. your ring finger to your thumb	4. your little finger to your ring finger
5. an airplane to a car	5. love to money
6. the sun to the moon 7. a person to an animal	 a picture from a camera and a picture from a smartphone
8. emailing to texting	dust to sand the teenage years to the adult years

EXERCISE 11 > Let's talk. (Chart 15-1)

Work in small groups. Agree or disagree with the statements. Discuss your answers.

What do you think?

In general,

1. women are stronger than men (physically).	yes	no
2. women are stronger than men (emotionally).	yes	no
3. girls are better students than boys.	yes	no
4. strict parents raise better kids than lenient* parents.	yes	no
5. relaxed teachers are better than serious teachers.	yes	no
6. cats make better pets than dogs.	yes	no
7. understanding English is harder than speaking it.	yes	no
8. writing English is easier than reading it.	yes	no

^{*}lenient = not strict; not so many rules

EXERCISE 12 > Warm-up. (Chart 15-2)

Which statements do you agree with?

1.	Venice is the prettiest city in the world.	yes	no
2.	Tokyo is the most expensive city in the world.	yes	no
3	New York is the most exciting city in the world.	ves	no



(a) COMPARATIVE My thumb is shorter than my index finger.			The comparative (-er/more) compares two things or people.	
(b) SUPERLATIVE My hand has fiv (finger) of all.	hand has five fingers. My thumb is the shortest		The superlative (-est/most) compares three of more things or people.	
	ADJECTIVE	COMPARATIVE	SUPERLATIVE	
ADJECTIVES WITH ONE SYLLABLE	old big*	older (than) bigger (than)	the oldest (of all) the biggest (of all)	
ADJECTIVES THAT END IN -Y	pretty easy	prettier (than) easier (than)	the prettiest (of all) the easiest (of all)	
ADJECTIVES WITH TWO OR MORE SYLLABLES	expensive important	more expensive (the		
FORMS good bad far		better (than) worse (than) farther/further (tha	the best (of all) the worst (of all) the farthest/furthest (of all)	

^{*} Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: big-biggest, fat-fattest, hot-hottest, thin-thinnest.

EXERCISE 13 > Looking at grammar. (Charts 15-1 and 15-2)

Write the comparative and superlative forms of the adjectives.

	COMPARATIVE	SUPERLATIVE
1. long	longer than	the longest
2. small		
3. heavy	-	
4. uncomfortable		
5. hard		

difficult	16	
7. easy	- G	
8. good	7 <u>.</u>	
9. hot	-	
10. cheap		
11. interesting		
12. pretty		
13. far		
14. strong		
15. bad		
Write the compar	The largest	
2. high	Denali in Alaska is	mountain in North
WARRANG CO.	America.	
3. tall	Giraffes are	animals in the world.
4. tall	Giraffes are	than other animals.
5. short	February is	month of the year.
6. fast	Airplanes are	than trains.
7. far	Neptune is	planet from the sun.
8. beautiful	In my opinion, Montreal and	Vancouver are
		cities in Canada.
9. small	Australia is	continent in the world.
10. large	Asia is	than Europe.
11. comfortable		shoes for me are
	sandals.	
12. bad	In my opinion,	part of learning English is the

COMPARATIVE

SUPERLATIVE



Work in small groups or as a class. First, make comparisons orally about each group of pictures. Then write your answers.

Part I. Compare the sizes of the three balls.



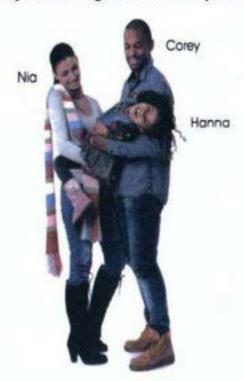
- 1. A golf ball is _____ smaller than ____ a tennis ball.
- 2. A basketball is <u>larger than</u> a tennis ball.
- 3. A basketball is the largest of all.

Part II. Compare the ages of the three children.



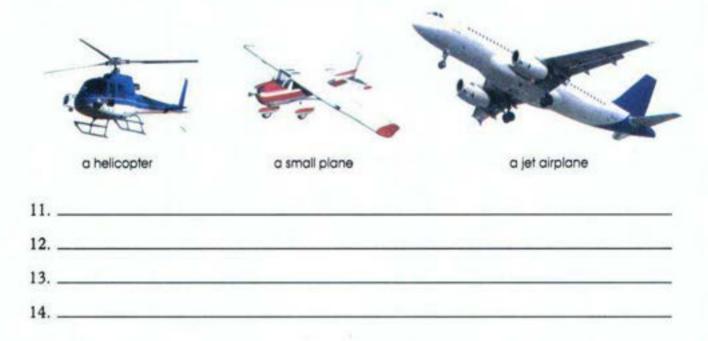
- 4. Ajay is _____ Damien.
- 5. Damien is _____ Kai.
- 6. Kai is _____ Damien and Ajay.
- 7. Ajay is _____ of all.

Part III. Compare the heights of the family members.



8. ______ is the tallest. 9. ______ is the shortest. 10. _____ is taller than _____ but shorter than _____

Part IV. Compare the speed of the three types of transportation.



Part V. Compare the prices of the three vehicles.



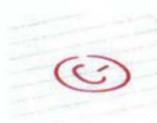




15	
16	
17	
18	

Part VI. Compare the grades.

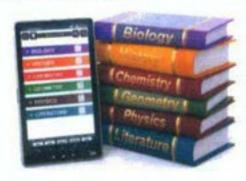






19		
7.500 cc.		
20		
21		
22		

Part VII. Compare e-textbooks to paper textbooks.



23	
24	
25	
26	

EXERCISE 16 > Let's talk: interview. (Chart 15-2)

Make questions with the superlative form. Interview one classmate for each item. Share a few of the answers with the class.

I'd like your opinion.

- 1. good \ restaurant in this area
 - → What is the best restaurant in this area?
- 2. expensive \ store in this area
- 3. interesting \ social media site for you
- 4. famous \ athlete or movie star in your opinion
- 5. delicious \ dessert for you
- 6. funny \ person you know
- 7. easy \ school subject for you
- 8. important \ thing in life
- 9. big \ problem in the world

EXERCISE 17 > Listening. (Charts 15-1 and 15-2)

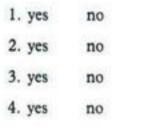
Look at the people in the pictures and listen to each sentence. Choose the correct answer.

Example: You will hear: Mia is the youngest.

You will choose: (yes) no



Mia (8 years old)





Dr. Amari (33 years old)

5. yes no
6. yes no
7. yes no
8. yes no



Lillian (22 years old)



EXERCISE 18 > Listening. (Charts 15-1 and 15-2)

Listen to the sentences. Write the words you hear.

Shopping for Clothes

- 1. The blue dress is more expensive than the red one.
- 2. Well, I think the red one looks _____
- 3. Is it too ______, or does it look OK?
- 4. It's ______ of all the dresses you tried on.
- 5. I'm not going to buy the brown shoes. They're too ______.
- 6. This hat is too small. I need a ______ size.
- 7. Here, this is ______ size they have.
- 8. I need a belt, but that one is _____ my old one.
- 9. Is this belt ______ enough?
- 10. It's perfect. And it's ______ of all of them.

EXERCISE 19 > Warm-up. (Chart 15-3)

Complete the sentences with your own words.

- One of my favorite foods is ______.
- 2. One of the best movies in theaters right now is ______.
- 3. One of the hardest classes for me is ______.
- 4. One of the most interesting cities to visit is _______.

15-3 Using One Of + Superlative + Plural Noun

- (a) The Amazon is one of the longest rivers in the world.
 - INCORRECT: The Amazon is one of the longest river in the world.
 - INCORRECT: The Amazon is one of longest rivers in the world.
- (b) A Rolls Royce is one of the most expensive cars in the world.
- (c) Alice is one of the most intelligent people in our class.

The superlative often follows one of.

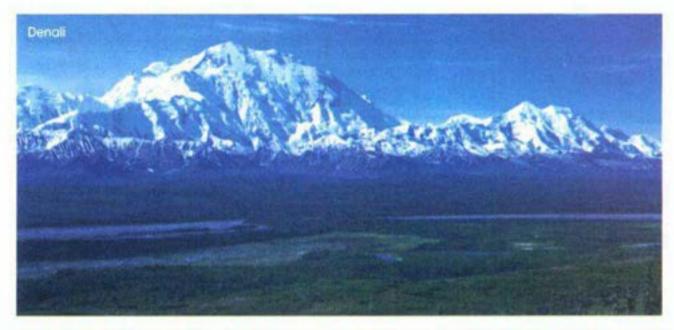
Note the pattern:

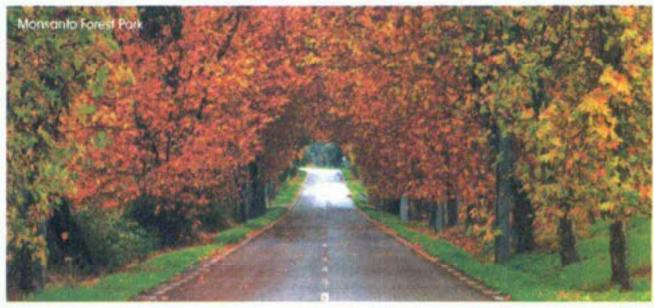
one of + superlative + plural noun

EXERCISE 20 > Looking at grammar. (Chart 15-3)

Make sentences. Begin with One of + superlative + plural noun.

- 1. a high mountain in the world
 - One of the highest mountains in the world is Denali.
- 2. a pretty park in the world
 - One of the prettiest parks in the world is Monsanto Forest Park in Lisbon.
- 3. a tall building in the world
- 4. a big city in the world
- 5. a beautiful place in the world
- 6. a long river in the world
- 7. a good restaurant in (this city)
- 8. a famous landmark in the world
- 9. an important event in the history of the world





EXERCISE 21 > Let's talk: interview. (Chart 15-3)

Walk around the room. Ask and answer questions using one of + superlative + plural noun. Ask two students each question. Write their first names and their answers. Then ask two different students the next question. Share some of their answers with the class.

Example: a big city in Canada

QUESTION: What is one of the biggest cities in Canada?

STUDENT A: Toronto is one of the biggest cities in Canada.

STUDENT B: Vancouver is one of the biggest cities in Canada.

	NAME	ANSWER	NAME	ANSWER
1. a big city in Asia				
2. a large state in the United States				
a beautiful city in the world				
4. a tall person* in our class				
5. a good place to visit in the world				
6. a famous person in the world				
7. a bad restaurant in this town				
8. a dangerous sport in the world				

^{*} People is more common than persons in the plural.

EXERCISE 22 ▶ Grammar and speaking. (Charts 15-1 → 15-3)

First, take the entire quiz by yourself. Choose the correct answers. If you don't know an answer, guess. Second, form small groups to discuss your answers. You can figure out the correct answers by looking at the *Table of Statistics* on page 473.

Part I.

- 1. What is the longest river in the world?
 - a. the Yangtze
 - b. the Amazon
 - c. the Nile
 - d. the Mississippi
- 2. Is the Amazon River longer than the Mississippi River?
 - a. ves
 - b. no
- 3. Is the Yangtze River longer than the Mississippi River?
 - a. yes
 - b. no
- 4. Which two rivers are almost the same length?
 - a. the Nile and the Amazon
 - b. the Amazon and the Yangtze
 - c. the Nile and the Mississippi
 - d. the Mississippi and the Amazon

Part II.

- 5. What is the largest sea in the world?
 - a, the Mediterranean Sea
 - b. the South China Sea
 - c. the Caribbean Sea
- 6. Is the South China Sea the smallest of the three seas listed above?
 - a. yes
 - b. no

Part III.

- 7. What is the deepest ocean in the world?
 - a. the Atlantic Ocean
 - b. the Indian Ocean
 - c. the Pacific Ocean
- 8. Is the Indian Ocean larger than the Atlantic Ocean?
 - a. ves
 - b. no

irlanguage

Part IV.

Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

Africa	
√ Antarctica	
Asia	
Australia	

Europe North America South America



(1)		(the largest)
(2)		
(3)		
(4)	Antarctica	
(5)		
(6)		
(7)		(the smallest)

Part V.

- 10. Which of the following countries has the largest area?
 - a. Brazil

c. the United States

b. China

- d. Canada
- 11. Which of the following two countries is larger in area?
 - a. Canada
 - b. Brazil
- 12. Which of the following countries has the largest population in the world?
 - a. China

- c. India
- b. Indonesia
- d. the United States
- 13. Which of the following two countries has the larger population?
 - a. India
 - b. Indonesia
- 14. Which of the following two countries has the larger population?
 - a. Brazil
 - b. the United States
- 15. Which of the following two countries has the smaller population?
 - a. Egypt
 - b. Japan

TABLE OF STATISTICS

Part I.

RIVER	LENGTH	
the Amazon River	4,000 miles	
the Mississippi River	2,350 miles	
the Nile River	4,160 miles	
the Yangtze River	3,900 miles	

Part II.

SEA	SIZE		
the Caribbean Sea	970,000 square miles		
the Mediterranean Sea	969,000 square miles		
the South China Sea	895,000 square miles		

Part III.

OCEAN	SIZE	AVERAGE DEPTH
Atlantic Ocean	31,820,000 square miles	12,100 feet
Indian Ocean	29,000,000 square miles	12,750 feet
Pacific Ocean	64,000,000 square miles	13,000 feet

Part IV.

CONTINENT	SIZE
Africa	12,000,000 square miles
Antarctica	7,000,000 square miles
Asia	17,129,000 square miles
Australia	3,000,000 square miles
Europe	3,837,000 square miles
North America	9,355,000 square miles
South America	6,886,000 square miles

Part V.

COUNTRY	AREA	POPULATION*
Brazil	3,265,059 sq. mi.	213 million
Canada	3,612,187 sq. mi.	38 million
China	3,600,927 sq. mi.	1,440 million**
Egypt	384,000 sq. mi.	102 million
India	1,147,949 sq. mi.	1,380 million
Indonesia	767,777 sq. mi.	274 million
Japan	146,000 sq. mi.	126 million
the United States	3,539,224 sq. mi.	331 million

^{*}Approximate population

^{** 1,440} million is said as "one billion, four hundred forty million."

EXERCISE 23 > Warm-up. (Chart 15-4)

Answer the questions.

- 1. Who speaks English more fluently: you or your teacher?
- 2. Who speaks your language more slowly: you or someone in your family?
- 3. Who gets to school earlier: you or a classmate?

		COMPARATIVE	SUPERLATIVE	
a) b)	Kim speaks <i>more fluently than</i> Ali (does). Anna speaks <i>the most fluently of all</i> .	more fluently more slowly more quickly	the most fluently the most slowly the most quickly	Use more and the most with adverbs that end in -ly.*
(c) (d)	Mike worked harder than Sam (did). Sue worked the hardest of all.	harder faster earlier later	the hardest the fastest the earliest the latest	Use -er and -est with irregular adverbs: hard, fast, early, late.
e) f)	Rosa writes better than I do. Kim writes the best of all.	better	the best	Better and best are forms of the adverb well.

^{*}Exception: early-earlier-the earliest

EXERCISE 24 > Looking at grammar. (Chart 15-4)

Write the correct comparative or superlative form of the adverbs.

1. fluently	a. Ava speaks Spanish	I (do).
	b. Ian speaks Spanish	of all.
2. beautifully	a. Zara sings	Lila (does).
	b. Arianna sings	of all.
3. hard	a. My sister works	I (do).
	b. My brother works	of all.
4. early	a. We arrived at the party	the Smiths (did).
	b. The Wilsons arrived at the party	of all.
5. well	a. You can write	I (can).
	b. Pavel can write	of all.
6. clearly	a. Larisa pronounces her words	Katerina (does).
	b. Larisa pronounces her words	of all

EXERCISE 25 > Looking at grammar. (Charts 15-1, 15-2, and 15-4)

Write the correct adjective or adverb form of the given words.

her brother doe	a. Molly drives <u>more carefully than</u>	1. careful
driver in her family	b. Molly is	
drive	c. Molly is a	
mine	a. Yukio's apartment is	. neat
of al	b. Henry's apartment is	
I de	c. You write	
of al	d. Lauren writes	
classical music	a. I like rock music	B. good
I car	b. My husband can sing	
of al	c. My daughter can sing	
worke	a. Paula is a	. fast
	b. Paula works	
worker of al	c. Paula is	
eate	a. I am	i. slow
eater in my famil	b. I am	
my family doe	c. I eat	
her co-worker	a. Estelle works	i. late
of al	b. Estelle works	

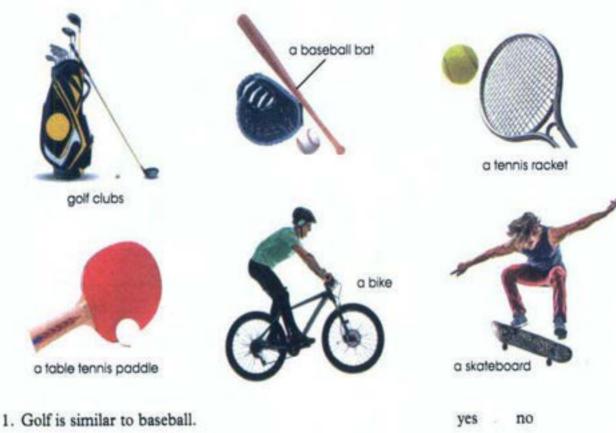
At Work

1. Pierre works	faster than	Alec does.	
2. Toshi usually fini	shes his work		of all.
3. Maya works		Evan.	
4. Sofia works		of all.	
5. Is your job		my	/ job?
6. Your manager spe	eaks		everyone else.
7 This elevator mor	vec.		that elevator

- 8. The small box is ______ the big one.
- 9. I can read your handwriting ______ with my glasses.
- 10. Your signature is _____ my signature.

EXERCISE 27 > Warm-up. (Chart 15-5)

Agree or disagree with these statements about sports.



yes

yes

no

no

- Tennis and table tennis are the same.
- Skateboarding is very different from biking.

	ent (Fron	Using The Sam n)	c (A3), 311	mar (ro), and	
'HE SAME (AS)		SIMILAR (TO)		DIFFERENT (FROM)	
A	B	c	D	E	- 5
A and B are the s		C and D are simil	ar.	E and F are different from	

EXERCISE 28 > Let's talk: class activity. (Chart 15-5)

Answer the questions about the designs.

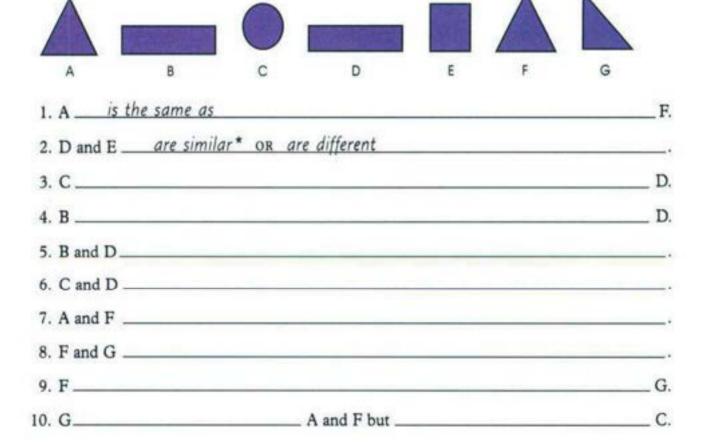


- 1. Are A and B the same?
- 2. Are A and C the same?
- 3. Are A and C similar?

- 4. Are A and C different?
- 5. Are C and D similar?
- 6. Are C and D different?

EXERCISE 29 > Looking at grammar. (Chart 15-5)

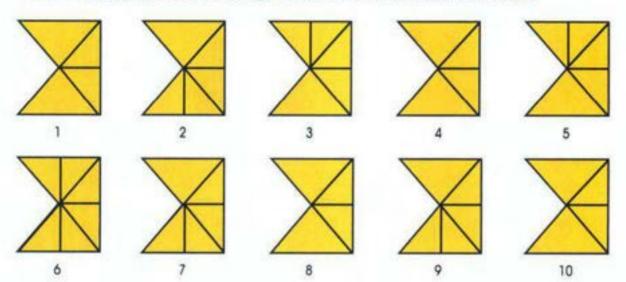
Complete the sentences. Use the same (as), similar (to), and different (from) in your completions.



^{*} Similar gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle, and E is a square).

EXERCISE 30 > Let's talk. (Chart 15-5)

Work in small groups. Answer the questions. Discuss the answers as a class.



- 1. Which figures have the same design?
- 2. Is there at least one figure that is different from all the rest?

Just for fun:

- 3. How many triangles are there in figure 1? (Answer: Seven.)
- 4. How many triangles are there in figure 2?
- 5. How many triangles are there in figure 6?

EXERCISE 31 > Listening. (Chart 15-5)

Listen to the comparisons of figures 1 through 10 in Exercise 30. Are these comparisons correct?

Example: You will hear: 1 and 10 are the same.

You will choose: (yes) no

1. yes no 3. yes no 5. yes

2. yes no 4. yes no 6. yes no

EXERCISE 32 ▶ Let's talk: game. (Chart 15-5)

Work in teams. Use the same (as), similar (to), and different (from). The first team to finish wins.

no

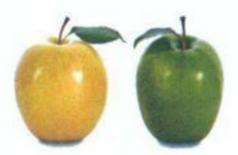
- 1. Find two pens that are the same length. Write the names of the people they belong to.
- 2. Find two pencils that are the same color. Write the names of the people they belong to.
- Find two backpacks that are similar but not the same. Write the names of the people they belong to.
- 4. Find two notebooks that are different sizes. Write the names of the people they belong to.

- 5. Look around the room. Make a list of five things that are the same.
- 6. Look around the room. Make a list of five things that are similar but not the same.

EXERCISE 33 > Warm-up. (Chart 15-6)

Which statements do you agree with?

- 1. a. Green apples and yellow apples taste alike.
 - b. Green apples don't taste like yellow apples.
- 2. a. White chocolate and dark chocolate are alike.
 - b. White chocolate is not like dark chocolate.
- 3. a. Coffee is like tea.
 - b. Coffee and tea aren't alike.



15-6 Comparisons: Using Like and Alike

You have a pen with blue ink. I have a pen with blue ink.

- (a) Your pen is like my pen.
- (b) Your pen and my pen are alike.
- (c) Our pens are alike.
- (d) Our pens look alike.
- (e) You and your mom sound alike.

like = similar to alike = similar

Like and alike have the same meaning, but the sentence patterns are different.

this + be + like + that this and that + be + alike

Other verbs in addition to be may be used with like and alike. Common verbs are look, taste, smell. act, and sound.

EXERCISE 34 > Looking at grammar. (Chart 15-6)

Write like or alike.

1.	You and I have similar books. In other words, your book is
2.	Mr. Wong and I have similar coats. In other words, Mr. Wong's coat is mine. Our coats are
3.	Tess and Matt have similar cars. In other words, their cars are
4.	You and I have similar hats. In other words, your hat is mine.
5.	A town is a city in some ways.
6.	A foot and a hand are in some ways but different in other ways.
7.	A dormitory and an apartment building are in many ways.
8.	A motorcycle is a bike in some ways.

EXERCISE 35 > Let's talk: pairwork. (Chart 15-6)

Work with a partner. Compare an item in Column A with an item in Column B. Use like or alike. Take turns.

Example: a pencil / a pen

PARTNER A: A pencil is like a pen in some ways. You can write with both of them.

Example: a bus / a taxi

PARTNER B: A bus and a taxi are alike. You can ride in both of them.

COLUMN A	COLUMN B
1. a pencil	a chair
2. a bus	a human hand
3. a hill	a lemon
4. honey	✓ a taxi
5. a monkey's hand	a mountain
6. an orange	an ocean
7. an alley	a street
8. a sea	sugar
9. a couch	a bird
10. a jacket	a suit coat
11. a butterfly	✓ a pen

EXERCISE 36 > Looking at grammar. (Charts 15-5 and 15-6)

Choose all the answers that are grammatically correct and make sense.

 French and Spanish are 	Coffee tastes lemonade.
a. different	a. different
b. like	b. similar to
c. the same as	c. the same as
d. the same	d. different from
e. similar	e. like
2. French is Spanish.	4. Fog and smog sometimes look
a. different from	a. similar to
b. similar	b. similar
c. alike	c. like
d. the same as	d. different from
e. similar to	e. alike

EXERCISE 37 ▶ Reading and grammar. (Charts 15-4 → 15-6)

Part I. Do you know the difference between credit and debit cards? Read the statement and choose the correct card. In some cases, both answers may be correct.

1. You can buy things if you don't have cash.	credit	debit
2. You can pay for your purchase later.	credit	debit
3. You can pay some of the amount every month.	credit	debit
4. The money comes out of your bank account immediately.	credit	debit
5. You can use it in most stores.	credit	debit
6. You can use it at an ATM for free or for a small fee.	credit	debit
7. You can use it to get cash at an ATM, but you pay a high fee for it.	credit	debit

Part II. Read the information that follows and check your answers.

Do you know	these words?
- a check	- pay interest
- a loan	- cash
- lend	- fee
- bill	- cash advance
- monthly	- advantage
payment	- disadvantage

Debit vs. Credit Cards

You can buy things with both credit and debit cards, but they are very different.

Debit cards are like checks. When you pay for something, the money comes out of your bank account. This happens immediately - when you make the purchase. Think of it as a "plastic check."

Credit cards are similar to a loan. A bank lends you the money. Then they send you a credit card bill every month. You can pay all of the bill, or you can make monthly payments. If you pay monthly, you also pay interest. This can be expensive.



With a debit card, you can get cash back more easily at the store. There may be no fee or a small fee. A credit card is different. It gives a "cash advance." There are high fees for this.

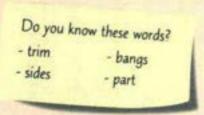
You can use both cards at an ATM. A debit card has no fee or a small fee. A credit card generally has high fees.

Debit and credit cards have advantages and disadvantages. You need to look at both to decide if a debit or credit card is the better choice for you.

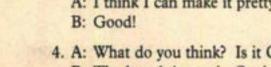
Jump-start your English

Getting a Haircut

Part I. Listen to the conversations. First discuss any new vocabulary.



- 1. A: What are we doing today?
 - B: I need it a little shorter. Could you trim the sides and back?
 - A: How much off?
 - B: Just a little. But the bangs are OK.
- 2. A: How would you like your hair?
 - B: I just want a trim.
 - A: The back is longer than the sides.
 - B: Could you make them the same?
- 3. A: What would you like me to do?
 - B: I want my hair to look like this picture.
 - A: I think I can make it pretty similar.
- 4. A: What do you think? Is it OK, or do you want it shorter?
 - B: The length is good. Could you part it more on the left side?
 - A: Sure.







Part II. Work with a partner. Make short conversations. Use the sentences in the boxes.

Before the Cut

QUESTIONS

How would you like me to cut your hair? How do you want it? What do you want me to do? What would you like me to do today? What are we doing today? How much do you want off?

ANSWERS

I just want a trim. Could you trim the sides/the back? Just take a little off. Take about an inch off,* please.

I want it shorter, please.

I want bangs.

Please don't cut my bangs.

I want the back longer than the sides.

I want the sides longer than the back.

^{*} take about an inch off = cut an inch off (1 inch = 2.54 centimeters)

After the Cut



QUESTIONS

What do you think? How does this look? How's this?

ANSWERS

Could you make it a little shorter?

Could you trim a little more?

Could you take more off the sides?

Could you part it more in the middle/on the left side/on the right side?

It looks good.

Part III. Work in small groups. Imagine you need a haircut soon. Which sentences in Part II will you need to use? Write them down. Ask your classmates or teacher for help with vocabulary.

EXERCISE 38 > Warm-up. (Chart 15-7)

Complete the sentences. Give your opinion.

1.	The weather in	is often cold a	and wet, but the weather	r in
о. П		name of a country)	,	
		is often warm and clear.		
	(name of a country)			
2.		is a great place for a vacation, but		_ is a
-	(name of a city)	_ so a Section plane for a section, out	(name of a city)	
	boring place to visit.			

15-7 Using But

- (a) Karin is rich, but Mila is poor.
- (b) The weather was cold, but we were warm inside our house.

But gives the idea that "This is the opposite of that."

A comma comes before but, as in (b), when it introduces a main clause.

EXERCISE 39 ▶ Looking at grammar. (Chart 15-7)

Complete the sentences with adjectives that make sense.

- 1. This exercise is easy, but that exercise is ____hard
- 2. The coffee in this cup is hot, but the coffee in that cup is _____
- 3. These dishes look clean, but those dishes look _____
- 4. This suitcase is heavy, but that suitcase is _____

6. These shoes feel uncomfortable, but	those shoes feel		
7. This street is narrow, but that street i	is		
XERCISE 40 > Let's talk: pairwork. York with a partner. Compare the two its and make new sentences.		sentence	. Then chang
Partner A	Partner B	Sife	Mark Street
1. a pillow, a rock	1. coffee, tea		
2. an orange, a lime	2. a dog, a c	at	
3. a street, a freeway	3. modern h	istory, an	cient history
4. borrow, lend	4. Austria, A	ustralia	
5. Facebook posts, Twitter posts	5. a hotel, a	motel	
	Change roles.		
sten to each sentence and write an adjec	ctive with the opposite is easy, but that exerci	and experience.	į.
sten to each sentence and write an adject sample: You will hear: This exercise if You will write: hard	ctive with the opposite is easy, but that exerci	and experience.	j.
sten to each sentence and write an adject **xample: You will hear: This exercise is	is easy, but that exerci	se is	
	is easy, but that exerci	se is	·
xample: You will hear: This exercise is You will write:hard	is easy, but that exerci	se is	
sten to each sentence and write an adject sample: You will hear: This exercise is You will write: hard 1. hard 2	5	se is	
Sten to each sentence and write an adject sample: You will hear: This exercise is You will write: hard 1. hard 2	5	se is	
sten to each sentence and write an adject sample: You will hear: This exercise is You will write: hard 1. hard 2	5 6 8 8 1. go you notice about the	se is	red?
sten to each sentence and write an adject sample: You will hear: This exercise is You will write: hard 1. hard 2	5	se is e verbs ir	red?
sten to each sentence and write an adject xample: You will hear: This exercise is You will write: hard 1	5	se is e verbs ir T	red? F
xample: You will hear: This exercise is You will write:hard	5	e verbs ir	red? F F

15-8 Using Verbs After But مرجع زبان ایرانیان AFFIRMATIVE VERB NEGATIVE VERB BUT (a) John is rich, Mary isn't. Often the verb phrase following but is but shortened, as in the examples. (b) Balls are round, boxes aren't. but (c) I was in class. Po wasn't. but (d) Sue studies hard. Sam doesn't. but (e) We like cats, they don't. but (f) Alex came, Maria didn't. but (g) People can talk, but animals can't. (h) Olga will graduate. but Ivan won't. NEGATIVE VERB BUT AFFIRMATIVE VERB (i) Mary isn't rich, John is. but (i) Boxes aren't round, but balls are. (k) Po wasn't in class, was. but (I) Sam doesn't study, Sue does. but (m) They don't like cats, but we do. Alex did. (n) Maria didn't come. but (o) Animals can't talk, people can. but (p) Ivan won't graduate, Olga will. but

EXERCISE 43 > Looking at grammar. (Chart 15-8)

12. I ate breakfast this morning, but my roommate

Complete each sentence with an appropriate verb, affirmative or negative.

1.	Lana is at home, but her husbandisn't	
2.	Hiroki isn't at home, but his wife	
3.	Beds are comfortable, but park benches	
4.	I wasn't at home last night, but my roommate	
5.	Fran was in class yesterday, but Irena and Maggie	
6.	I don't want to go to the movie, but my friends	
7.	Tariq can speak French, but I	
8.	Leah will be at the meeting, but Evelyn	
9.	This shirt is clean, but that one	
10.	These pillows aren't comfortable, but those pillows _	
11.	Ethan doesn't write clearly, but Andrew	

EXERCISE 44 > Speaking and writing. (Chart 15-8)

Walk around the room. Ask your classmates questions. Find one student who answers "yes" and one student who answers "no" for each question. Then write complete sentences with but. Share a few of your answers with the class.

1.	Did	you	watch	TV	last	night?
----	-----	-----	-------	----	------	--------

→ (Student name) watched TV last night, but (student name) didn't.

2.	Will you be in class tomorrow?
3.	Do you have a pet?
4.	Did you study last night?
5.	Can you play the piano?
6.	Are you hungry right now?
7.	Do you drink coffee?
8.	Will you be at home tonight?
9.	Were you in class yesterday?

EXERCISE 45 > Let's talk: pairwork. (Chart 15-8)

10. Did you stay home last night?

11. Do you have a bike? _

Work with a partner. Complete each sentence with an appropriate verb, affirmative or negative. You can look at your book before you speak. When you speak, look at your partner.

Partner A	Partner B
 Carol has a car, but Jerry Jerry doesn't have a car, but Carol Ron was at the party, but his wife Ron went to the party, but his wife Evan is going to graduate on time, but his twin brother Gabi doesn't know how to drive yet, but her friends 	 Lia will be in class tomorrow, but Tyler Olivia won't be here tomorrow, but Ari The hotel wasn't expensive, but the plane tickets I won't be at home tonight, but Mia Dev can't speak Spanish, but his wife I have to work late tonight, but my co-workers Change roles.

EXERCISE 46 ▶ Listening. (Chart 15-8)

Listen to the sentences. Complete each sentence with an appropriate verb, affirmative or negative.

Example: You will hear: The students wanted to play a vocabulary game, but their teacher ...

You will write: didn't

7. ______

3. ______

10. _______



EXERCISE 47 > Let's talk: pairwork. (Chart 15-8)

Work with a partner. What differences do you see in the pictures? Use but in your sentences. Take turns.

Example:

PARTNER A: Kitchen A has a TV, but Kitchen B doesn't.

PARTNER B: Kitchen B is colorful, but Kitchen A isn't.



Kitchen A





Kitchen B

9

EXERCISE 48 > Let's talk: pairwork. (Chapter 15 Review)

Work with a partner. Ask for information. Your partner will answer in complete sentences.

Partner A

- Name an animal that is similar to a horse.
- Name a place that is noisier than a library.
- 3. What is the most difficult class you have?
- 4. Is a house the same as a home?
- Name a country that is farther south than Mexico.
- 6. Is a laptop like a tablet computer? How are they similar and different?
- 7. What is one of the most famous landmarks in the world?

Partner B

- 1. Name a color that is similar to red.
- 2. Is English your hardest subject? If not, what subject is harder for you than English?
- 3. Is a lake like a river? How are they different? How are they similar?
- Name a fruit that is sweeter than a lemon.
- Name a country that is farther north than Germany.
- 6. What is the most popular sport in your country?
- 7. What is one of the most important inventions in the 20th century?

irlanguage

EXERCISE 49 ➤ Check your knowledge. (Chapter 15 Review)

Correct the mistakes.

harder

- 1. English is hard, more than my language.
- 2. A monkey is intelligenter than a cow.
- 3. My grade on the test was worst from yours. You got a more better grade.
- 4. Soccer is one of most popular sport in the world.
- 5. Felix speaks English more fluent than Ernesto.
- 6. Girls and boys are differents. Girls are different to boys.
- 7. A rectangle and a square similar.
- 8. Nola's coat is similar with mine.
- 9. Victor's coat is same mine.
- 10. Nicolas and Malena aren't a same height. Nicolas is tall, more than Malena.
- 11. Professor Wilson teaches full-time, but her husband isn't.
- 12. Your pen, my pen they alike.

- 13. My cousin is the same age with your brother.
- 14. What is most pretty place in the world?
- 15. For me, geometry is most difficult to algebra.

EXERCISE 50 ▶ Reading and writing. (Chapter 15)

Part I. Read about a best friend.

My Best Friend

My best friend is Jacob. We have an interesting friendship because we are similar and different in several ways.

We like to study, and we are both smart but in different subjects. His math scores are higher than mine, but my language and history grades are better than his.

Physically we are not alike. Jacob is medium height and very athletic. He is stronger than I am, and he can run faster than me. I am tall, but I can't lift heavy weights because it hurts my back. I'm also a slower runner than Jacob.

We like to go to sports events together. One of our favorite sports is baseball. We can talk about baseball for hours.

Jacob is quiet, and I am more talkative. Sometimes Jacob says I talk too much, but

he laughs when he says it. He is a better listener, so people say we make a good pair.

We enjoy our time together. We think this is because we're not the same and we're not really different.



Part II. Write a few paragraphs about you and a friend. Write about your similarities and differences. The box contains comparison words you may want to use in your paragraph.

WORDS USED IN COMPARISONS				
-er/more	like	similar (to)	but	
-est/most	alike	the same (as)	different (from)	

he following:	neck (V) 10
1. □ paragraph indents	
2. □ a capital letter at the beginning of each sentence	
3. a period at the end of each sentence	
4. ☐ use of -er/more for comparing two things	
 □ use of the -est/most for comparing three or more things 	
6. □ correct use of like/alike, similar (to), the same (as), different (from)	
7. correct spelling (use a dictionary or computer spell-check)	
	_

For digital resources, go to MyEnglishLab on the Pearson English Portal. You can also go to the Pearson Practice English App for mobile practice.

Appendix 1

English Handwriting

	PRINTING			CURSIVE	
Aa	Jj	Ss	aa	Jj	SA
ВЬ	Kk	Tt	BA	K.k	$\mathcal{I}I$
Сс	Ш	Uu	Cc	Ll	Ши
Dd	Mm	Vv	Dd	Mm	VN
Ee	Nn	Ww	Ee	nn	Ш
Ff	00	Xx	FI	Oa	Х.х
Gg	Pp	Yy	Dag	Pp	<i>Yy</i>
Hh	Qq	Zz	HA	24	24
Ii	Rr		eli	Ra	

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

^{*}The letter z is pronounced "zee" in American English and "zed" in British English.

Numbers

CARDINA	L NUMBERS	ORDINAL	NUMBERS
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty-third
24	twenty-four	24th	twenty-fourth
25	twenty-five	25th	twenty-fifth
26	twenty-six	26th	twenty-sixth
27	twenty-seven	27th	twenty-seventh
28	twenty-eight	28th	twenty-eighth
29	twenty-nine	29th	twenty-ninth
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	one hundred	100th	one hundredth
200	two hundred	200th	two hundredth
1,000	one thousand	1,000th	one thousandth
10,000	ten thousand	10,000th	ten thousandth
100,000	one hundred thousand	100,000th	one hundred thousandth
,000,000	one million	1,000,000th	one millionth

Ways of Saying the Time

- 9:00 It's nine o'clock. It's nine.
- 9:05 It's nine-oh-five.

 It's five (minutes) after nine.

 It's five (minutes) past nine.
- 9:10 It's nine-ten.

 It's ten (minutes) after nine.

 It's ten (minutes) past nine.
- 9:15 It's nine-fifteen.

 It's a quarter after nine.

 It's a quarter past nine.
- 9:30 It's nine-thirty. It's half past nine.
- 9:45 It's nine-forty-five.

 It's a quarter to ten.

 It's a quarter of ten.
- 9:50 It's nine-fifty.

 It's ten (minutes) to ten.

 It's ten (minutes) of ten.
- 12:00 It's noon. It's midnight.

A.M. = morning: It's 9:00 A.M.

P.M. = afternoon/evening/night: It's 9:00 P.M.

Days/Months/Seasons

DAYS	ABBREVIATION	MONTHS	ABBREVIATION	SEASONS*
Monday	Mon.	January	Jan.	winter
Tuesday	Tues.	February	Feb.	spring
Wednesday	Wed.	March	Mar.	summer
Thursday	Thurs.	April	Apr.	fall or autumn
Friday	Fri.	May	May	
Saturday	Sat.	June	Jun.	
Sunday	Sun.	July	Jul.	
		August	Aug.	
		September	Sept.	
		October	Oct.	
		November	Nov.	
		December	Dec.	

^{*}Seasons of the year are only capitalized when they begin a sentence.

Writing Dates

MONTH/DAY/YEAR

10/31/41 = October 31, 1941 4/15/98 = April 15, 1998 7/4/1906 = July 4, 1906 7/4/09 = July 4, 2009 3/21/30 = March 21, 2030

Saying Dates

USUAL WRITTEN FORM	USUAL SPOKEN FORM
January 1	January first / the first of January
March 2	March second / the second of March
May 3	May third / the third of May
June 4	June fourth / the fourth of June
August 5	August fifth / the fifth of August
October 10	October tenth / the tenth of October
November 27	November twenty-seventh / the twenty-seventh of November

Basic Capitalization Rules

		Use a capital letter for:
(a)	Joan and are friends.	the pronoun "I"
(b)	They are late.	the first word of a sentence
(c)	Sam Bond and Tom Adams are here.	names of people
(d)	Mrs. Peterson Professor Jones Dr. Costa	titles of people*
(e)	Monday, Tuesday, Wednesday	the days of the week
(f)	April, May, June	the months of the year
(g)	New Year's Day	holidays
(h)	Los Angeles Florida, Ontario Germany Lake Baikal Amazon River Pacific Ocean Mount Everest Broadway, Fifth Avenue	names of places: cities, states and provinces, countries, lakes, rivers, oceans, mountains, streets
(i)	German, Chinese, Swedish	languages and nationalities
(i)	Pirates of the Caribbean Romeo and Juliet	the first word of a title, for example, in a book or movie. Capitalize the other words, but not: articles (the, a, an), short prepositions (with, In, at, etc.), and these words: and, but, or.
(k)	Buddhism, Christianity, Hinduism, Islam, Judaism	religions

*Mrs. = woman: married Miss = woman: unmarried

Ms. = woman: married or unmarried Mr. = man: married or unmarried

Pronunciation for Verb Endings -s and -ed

VOICELESS	VOICED	Some sounds are "voiceless." You don't
(a) /p/ sleep /t/ write /f/ laugh	(b) /b/ rub /d/ ride /v/ drive	use your voice box. You push air through your teeth and lips. For example, the sound /p/ comes from air through your lips. The final sounds in (a) are voiceless.
	I can feel my voice box.	Common voiceless sounds are f, k, p, t, sh, ch, and voiceless th.
	It vibrates.	Some sounds are "voiced." You use
	1 9 3	your voice box to make voiced sounds. For example, the sound /b/ comes from
	with the	your voice box. The final sounds in (b) are voiced.
		Common voiced sounds are b, d, g, j, l, m, n, r, v, and voiced th.
(c) sleeps = sleep/s/ writes = write/s/	(d) rubs = rub/z/ rides = ride/z/	Final -s is pronounced /s/ after voiceless sounds, as in (c).
laughs = laugh/s/	drives = drive/z/	Final -s is pronounced /z/ after voiced sounds, as in (d).

Final -ed Pronunciation for Simple Past Verbs

Final -ed has three pronunciations: /t/, /d/, and /ed/.

END OF VERB	BAS	SE FORM	SIMPLE PAST	PRONUNCIATION	
VOICELESS	(a)	help laugh wash	helped laughed washed	help/t/ laugh/t/ wash/t/	Final -ed is pronounced /t/ if a verb ends in a voiceless sound, as in (a).
VOICED	(b)	rub live smile	rubbed lived smiled	rub/d/ live/d/ smile/d/	Final -ed is pronounced /d/ if a verb ends in a voiced sound, as in (b).
-d OR -t	(c)	need want	needed wanted	need/ed/ want/ed/	Final -ed is pronounced /ed/ if a verb ends in the letters d or t, as in (c).

Common Irregular Verbs: A Reference List

SIMPLE FORM	SIMPLE PAST	SIMPLE FORM	SIMPLE PAST
be	was, were	leave	left
become	became	lose	lost
begin	began	make	made
break	broke	meet	met
bring	brought	pay	paid
build	built	put	put
buy	bought	read	read
catch	caught	ride	rode
choose	chose	ring	rang
come	came	run	ran
cost	cost	say	said
cut	cut	see	saw
do	did	sell	sold
drink	drank	send	sent
drive	drove	shut	shut
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
fight	fought	speak	spoke
find	found	spend	spent
fly	flew	stand	stood
forget	forgot	swim	swam
get	got	take	took
give	gave	teach	taught
go	went	tell	told
grow	grew	think	thought
have	had	throw	threw
hear	heard	understand	understood
hide	hid	wake	woke
hit	hit	wear	wore
hurt	hurt	win	won
know	knew	write	wrote

Listening Script

NOTE: You may want to pause the audio during written tasks so that there is enough time to complete each item.

Chapter 1: Using Be

Exercise 13 ▶ p. 8

1. apple

4. orange

2. egg

5. peanut

3. hamburger

6. sandwich

Exercise 14 p. 9

1. a pea

4. a strawberry

2. a pretzel

5. a blueberry

3. a carrot

Exercise 21 ▶ p. 12

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

B: Hi. I'm Paulo, and this is Marie. We're in your class.

A: It's nice to meet you.

B: We're happy to meet you too.

A: It's time for class. Please take a seat.

Exercise 25 > p. 14

Part II

1. Andrew isn't a child.

2. Isabelle is an aunt.

3. Marie is a mom.

4. David isn't a dad.

5. Billy and Janey are brother and sister.

6. Marie and Andrew are adults.

7. Billy and Janey aren't parents.

David and Andrew aren't daughters.

Exercise 38 ▶ p. 23

The First Day of Class

Paulo is a student from Brazil. Marie is a student from France. They're in the classroom. Today is an exciting day. It's the first day of school. They aren't nervous. They're happy to be here. Mrs. Brown is the teacher. She isn't in the classroom right now. She's late today.

Exercise 41 ▶ p. 25

1. Grammar's easy.

2. My name's Josh.

3. My books're on the table.

4. My brother's 21 years old.

5. The weather's cold today.

6. The dogs're hungry.

7. The students're homesick.

8. Mr. Smith's a teacher.

9. My parents're at work now.

The bed's comfortable.

11. Tom's sick today.

12. My mom and dad're from Montreal.

13. My sister's a student in high school.

Chapter 2: Using Be and Have

Exercise 38 ≥ p. 51

Part I

1. A: Where is your book?

B: Hiroko has it.

A: Where are your notebooks?

B: Nasir and Angela have them.

2. A: What's this?

B: It's a picture of my family.

A: Who's this?

B: That's my father.

A: Who are they?

B: They're my brother and sister.

3. A: What's this?

B: I don't know. Ask the teacher.

A: What's this?

C: It's your homework for tonight.

4. A: Where is the teacher?

B: He's in the library.

A: Where are the students?

B: They're in the cafeteria.

Chapter 3: Using the Simple Present

Exercise 4 ▶ p. 58

Beginning the Day

- 1. I wake up early every day.
- 2. My brother wakes up late.
- 3. He gets up at 11:00.
- 4. I go to school at 8:00.
- 5. My mother does exercises every morning.
- 6. My little sister watches TV in the morning.
- 7. I take the bus to school.
- 8. My brother takes the bus to school.
- 9. My friends take the bus too.
- 10. We talk about our day.

Exercise 14 p. 64

1. eat

4. pushes

2. eats

5. sleeps

- 3. push
- 6. fixes

Exercise 16 > p. 65

- 1. Mrs. Miller teaches English on Saturdays.
- 2. Mr. and Mrs. Hanson teach English in the evenings.
- 3. Chang fixes cars.
- 4. His son fixes cars too.
- 5. Carlos and Chris watch movies on weekends.
- 6. Their daughter watches TV shows on her computer.
- 7. I brush my hair every morning.
- 8. Jimmy seldom brushes his hair.
- 9. The Nelsons wash their car every weekend.
- 10. Jada rarely washes her car.

Exercise 24 ▶ p. 69

An Unusual Schedule

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

He goes home at 10:00. He has dinner and watches TV. Then he does his homework from midnight to 3:00 or 4:00 in the morning.

Marco has a new computer. He finishes his homework, and he goes on the internet. He often stays at his computer until morning. Then he does some exercises. He has breakfast and goes to bed. He sleeps all day. Marco likes his schedule. His friends think it is strange.

Jump-start your English ▶ p. 90

Saying the Time

Part III

- 1. It's ten after two.
- 2. It's two-ten.

- 3. It's nine-oh-five.
- 4. It's six-fifty-five.
- 5. It's eleven o'clock.
- 6. It's midnight.
- 7. It's three-fifteen.
- 8. It's a quarter after three.
- 9. It's a quarter to four.
- 10. It's three-forty-five.

Chapter 4: Using the Present Progressive and the Imperative

Exercise 9 ≯ p. 101

- 1. Kumar is sitting in the library.
- 2. He is eating lunch.
- 3. He is studying alone.
- 4. He is working on homework.
- 5. He is checking social media.
- He is studying hard.
- 7. He is talking to friends.
- 8. He is sending text messages.

Exercise 26 ▶ p. 112

- 1. I write in my grammar book ...
- 2. I am writing in my grammar book ...
- 3. It is raining outside ...
- 4. It doesn't rain ...
- My cell phone rings ...
- 6. My cell phone isn't ringing ...
- 7. My friends and I listen to music in the car ...
- 8. We're not listening to music ...

Exercise 30 ▶ p. 115

What are you doing?

- A: Are you working on your English paper?
- B: No, I'm not. I'm writing an email to my sister.
- A: Do you write to her often?
- B: Yes, but I don't write a lot of emails to anyone else.
- A: Does she write to you often?
- B: No, but she texts me a lot.

Chapter 5: Nouns and Pronouns

Exercise 7 ▶ p. 132

- 1. toys
- 2. table
- 3. face
- 4. hats
- 5. offices
- 6. boxes
- 7. package
- 8. chairs
- 9. edge
- 10. tops

Exercise 8 ≥ p. 132

- 1. The desks in the classroom are new.
- 2. I like to visit new places.
- 3. Luke wants a sandwich for lunch.
- The teacher is correcting sentences.
- 5. The snack is in the refrigerator.
- We are doing an exercise in class.
- 7. Here is a glass of milk.
- 8. The box is for you.
- 9. The boxes are heavy.
- 10. This college is very good.

Exercise 43 p. 156

- 1. Mack's parents live in Singapore.
- 2. Mack has two brothers and one sister.
- 3. My teacher's apartment is near mine.
- 4. My teacher is very funny.
- 5. What is your friend saying?
- 6. My friend's birthday is today.
- 7. The store manager's name is Dean.
- 8. My cousin studies engineering.

Exercise 49 > p. 158

In Class

- 1. Who's that?
- 2. Whose homework is this?
- 3. Who's sitting next to you?
- 4. Who's next?
- 5. Whose turn is it?
- 6. Who's ready?
- 7. Whose work is ready?
- 8. Who's absent?

Exercise 56 ≥ p. 161

- 1. A: Mika and I are going downtown this afternoon. Do you want to come with us?
 - B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.
- 2. A: Hi, Abby. How do you like your new apartment?
 - B: It's great. I have a new roommate too. She's very nice.
 - A: What's her name?
 - B: Rita Lopez. Do you know her?
 - A: No, but I know her brother. He's in my math class.
- 3. A: Do you see Mike and George very much?
 - B: Yes, I see them often. We play video games at my house.
 - A: Who usually wins?
 - B: Mike. We never beat him!

Chapter 6: Count and Noncount Nouns

Exercise 13 ▶ p. 171

Tell me some things about you and your family.

- 1. I live in an apartment.
- 2. It's a small apartment.
- 3. I study at an English school.
- 4. I have an interesting class.
- 5. We have a fun teacher.
- 6. My mom has an office downtown.
- 7. It's an insurance office.
- 8. My dad is a nurse.
- 9. He works at a hospital.
- 10. He has a busy job.

Exercise 47 ▶ p. 192

- 1. Vegetables have vitamins.
- 2. Cats make nice pets.
- 3. The teacher is absent.
- 4. I love bananas.
- Cars are expensive.
- 6. I need the keys to the car.
- 7. Are the computers in your office working?
- 8. I want to go for a walk in the park.

Exercise 50 p. 193

- 1. A: Do you have an eraser?
 - B: I see one on the desk.
- 2. A: Where are the keys to the car?
 - B: I'm not sure. You can use mine.
- 3. A: Shhh. I hear a noise.
 - B: It's just a bird outside. Don't worry.
- 4. A: Henry Jackson teaches at the university.
 - B: I know. He's an English professor.
 - A: He's also the head of the department.
- 5. A: We need to leave for the train station.
 - B: We have an hour.
 - A: That's not enough. Traffic is very heavy.

Chapter 7: More About the Present Tense

Exercise 7 ▶ p. 204

Part I

- My birthday is in July. I was born in the morning. I was born in 1993. My name is ...
- I was born at 11:00 at night. My birthday is in June. I was born on June 24th. My name is ...
- I was born in 2000. My birthday is July 7th. I was born in the evening. My name is ...
- My birthday is in June. I was born at 7:00 o'clock. I was born in 2000. My name is ...

Exercise 17 ▶ p. 210

- 1. There're ten students in the classroom.
- 2. There's a new teacher today.
- 3. There're two new math teachers this year.
- 4. There's a piece of gum on the floor.
- 5. There's some information on the bulletin board.
- 6. There're some spelling mistakes on this paper.
- 7. There's a grammar mistake in this sentence.
- 8. There're two writing assignments for tonight.

Exercise 32 ▶ p. 221

A New Apartment

- 1. There's a big couch.
- 2. There's a TV.
- 3. There are some windows.
- 4. There are chairs around the TV.
- 5. There's a lamp near the window.
- 6. There is a picture on the wall.
- 7. There are pillows on the couch.
- 8. There's a view of the city.
- 9. There's a big table on the carpet.

Exercise 40 ▶ p. 226

- 1. I'd like a hamburger for dinner.
- 2. We like to eat at fast-food restaurants.
- 3. Bob'd like to go to the gym now.
- 4. He likes to exercise after work.
- 5. The teacher'd like to speak with you.
- 6. The teacher likes your work.
- 7. We like to ride our bikes on weekends.
- 8. We'd like to ride in a race.
- 9. Bill and Kay like jazz music.
- 10. They'd like to go to a concert next week.

Chapter 8: Expressing Past Time, Part 1

Exercise 8 > p. 234

- 1. I wasn't at home last night.
- 2. I was at the library.
- 3. Our teacher was sick yesterday.
- 4. He wasn't at school.
- 5. There was a substitute teacher.
- 6. She was friendly and funny.
- Many students were absent.
- 8. They weren't at school for several days.
- 9. My friends and I were nervous on the first day of school.
- 10. You weren't nervous.

Exercise 18 p. 240

A Soccer Coach

- 1. Jeremy works as a soccer coach.
- 2. His team plays many games.
- 3. His team played in a tournament.

- 4. Yesterday, they scored five goals.
- 5. Jeremy helped the players a lot.
- 6. They learned about the other team.
- 7. They watched movies of the other team.
- 8. The players like Jeremy.
- 9. All year, they worked very hard.
- 10. Every practice, each player works very hard.

Exercise 24 ▶ p. 244

Part I

- 1. What was the date two days ago?
- 2. What was the date five days ago?
- 3. What was the date vesterday?
- 4. What month was it last month?
- 5. What year was it ten years ago?
- 6. What year was it last year?
- 7. What year was it one year ago?

- 1. What time was it one hour ago?
- 2. What time was it five minutes ago?
- 3. What time was it one minute ago?

Exercise 40 b p. 254

English Class

- 1. Did we do well on the test?
- 2. Did you finish the assignment?
- 3. Did it make sense?
- 4. Did I answer your question?
- 5. Did they need more help?
- 6. Did he understand the homework?
- 7. Did she explain the project?
- 8. Did they complete the project?
- 9. Did you do well?
- 10. Did she pass the class?

Exercise 46 ▶ p. 258

- 1. She caught ...
- 4. I rode ...
- 2. They drove ...
- 5. He bought ...
- 3. We read ...
- 6. We ran ...

Exercise 49 p. 260

- 1. I ate ...
- 4. She had ...
- 2. We sat ...
- 5. He got ...
- 3. They came ...
- 6. I stood ...

Exercise 54 p. 263

A Doctor's Appointment?

I woke up with a headache this morning. I took some medicine and went back to bed. I slept all day. The phone rang. I heard it, but I was very tired. I didn't answer it. I listened to the voicemail. It was the doctor's office. The nurse said I missed my appointment. Now my headache is really bad!

Exercise 59 p. 266

A Wedding Ring

My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it last year during a party at her house. She told me she was outside in her vegetable garden with her dog. The dog found my ring under some vegetables. My mom said she immediately put it on her finger and wore it. She didn't want to lose it. I was so happy. I hung up the phone and began to laugh and cry at the same time.

Chapter 9: Expressing Past Time, Part 2

Exercise 5 ≥ p. 272

- 1. Where did Sabrina go?
- 2. Why did Sabrina go there?
- 3. Where did Isabel go?
- 4. When did Isabel get there?
- 5. Why did Isabel go there?
- 6. Where did Marco go?
- 7. When did Marco get there?
- 8. Where did Bill go?
- 9. What time did Bill get there?

Exercise 7 ▶ p. 273

- 1. Why did you leave early?
- 2. Why didn't she help us?
- 3. Why didn't they believe him?
- 4. Why did he do that?
- 5. Why didn't we know about the problem?
- 6. Why did we come here?
- 7. Why did I say that?
- 8. Why didn't I say that?

Exercise 13 ▶ p. 278

- 1. When did he arrive?
- 2. Why did you leave?
- 3. What did she want?
- 4. Where did you study?
- 5. What did he say?
- 6. When did they move?
- 7. Where did they move to?

Exercise 19 ▶ p. 283

- 1. When did you leave?
- 2. Where did Sally meet her husband?
- 3. What did you need?
- 4. Where was the party?
- 5. Why did you move here?
- 6. Who came late?
- 7. Why didn't you help?

Exercise 39 ▶ p. 298

Part III

- 1. Steve Jobs was born in 1955.
- While he was growing up in Palo Alto, California, he became interested in computers.
- 3. Jobs and Wozniak built their first computer together.
- After Jobs graduated from high school, he went to Reed College.
- 5. He wasn't there very long, but he stayed in the area.
- He learned a lot about calligraphy, and it helped him with the design of his products.
- In 1985, Apple fired him, so he started NeXT Computer, Incorporated.
- While he was working at NeXT, he met Laurene Powell, and they got married.
- 9. Under Jobs, Apple became very successful.
- Unfortunately, while Jobs was working at Apple, he got cancer.
- Medical treatments didn't cure him, and Jobs died in 2011.

Exercise 43 p. 300

- 1. The student heard ...
- 2. The woman spent ...
- 3. I cut ...
- 4. The car hit ...
- 5. The man forgot ...
- 6. The teacher shut ...

Exercise 45 ▶ p. 301

- 1. My grandmother fell ...
- 2. The girls won ...
- 3. She hurt her ...
- 4. I felt ...
- 5. My brother threw ...

Chapter 10: Expressing Future Time, Part 1

Exercise 7 ▶ p. 311

Mira's New Year's Resolutions

Part II

- 1. Is Mira going to study more?
- 2. Is she going to relax on weekends?
- 3. Is she going to smoke?
- 4. Is she going to exercise with her grandmother?
- 5. Is she going to graduate from a university next year?
- 6. Is she going to eat more junk food?
- 7. Is she going to exercise only two times a week?
- 8. Is she going to spend more time with her grandmother?

Exercise 13 ▶ p. 314

- 1. I am leaving soon.
- 2. Our class starts at nine.
- 3. Silvia is coming to the meeting tomorrow.
- 4. The doctor is going to call you.
- 5. Are you going to study tonight?
- 6. We are having dinner at a restaurant tomorrow.
- 7. We aren't going to the concert tonight.
- 8. Evan always eats a snack at midnight.
- 9. Who is going to help me?

Exercise 14 p. 315

- 1. Where are you going?
- 2. When are you going there?
- 3. Why are you going to go there?
- 4. Who are you going with?
- 5. What are you going to do there?

Exercise 21 ≥ p. 319

- 1. Maggie is going to the office ...
- 2. My boss left ...
- 3. The Carlsons got married ...
- 4. The store is going to open ...
- 5. The movie started ...
- 6. We took a vacation ...
- 7. Janet is going to graduate ...
- 8. I'm going to buy a car ...
- 9. There was a meeting at school ...

Exercise 34 > p. 325

- 1. Their teacher talked about the project this morning.
- 2. They are going to finish the project this Thursday.
- 3. Our professor spoke for two hours this morning.
- 4. He assigned us a lot of homework today.
- 5. He's going to give us a test this week.
- 6. Most students are doing well in the class.
- 7. It is going to rain this week.
- 8. It rained a lot this month.
- 9. It's raining really hard this week.
- 10. We had a lot of rain today.

Exercise 41 ▶ p. 328

Part II

- 1. The doctor'll answer your questions.
- 2. Your dad'll need a lot of rest.
- He will feel better soon.
- His headache'll go away quickly.
- 5. A different nurse will be here tomorrow.

Exercise 45 ▶ p. 332

- 1. My parents want me to get married.
- 2. They want grandchildren.
- 3. I won't get married for a long time.
- 4. I want to finish my education.
- 5. I want a new car.
- 6. A new car won't be cheap.
- 7. I want to try this dessert.
- 8. It's sour. You won't like it.

Exercise 47 ▶ p. 333

A Restaurant Meal

- 1. Bert doesn't like meat, eggs, or fish.
- He's a vegetarian. He doesn't eat meat. He didn't eat it as a child either.
- His wife, Beth, doesn't eat meat, but she isn't a vegetarian.
- 4. She doesn't enjoy the taste of meat.
- 5. They are going to try a new restaurant tomorrow.
- It opened last month, and online reviews say it is excellent.
- Bert will probably have a dish with lots of vegetables.
- Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
- 9. Will they enjoy the meal?
- 10. Are they going to go back to this restaurant?

Chapter 11: Expressing Future Time, Part 2

Exercise 11 ▶ p. 347

- 1. We may be late for class tomorrow.
- 2. Your birthday present may come early.
- 3. Maybe you'll get a package in the mail tomorrow.
- 4. I may go to bed early tonight.
- 5. Maybe I'll go shopping tomorrow.
- 6. Maybe you will get married next year.
- 7. The weather may be sunny tomorrow.
- 8. Maybe it will rain tomorrow.

Exercise 14 > p. 349

- 1. There may be a change in our plans.
- 2. The weather report says it'll rain tomorrow.
- 3. We might finish this grammar book soon.
- 4. Henry may get good news tomorrow.
- 5. The class'll start on time.

Exercise 27 > p. 357

- What are you going to do if the weather is nice after class tomorrow?
- 2. What are you going to do if your teacher cancels class tomorrow?
- 3. What are you going to do if your teacher begins talking too fast?
- 4. What are you going to do if you're sick tomorrow?

Exercise 35 ▶ p. 361

- 1. If I go to bed early tonight,
- 2. After I get home from school every day,
- 3. If class finishes early today,
- 4. Before I eat breakfast every day,
- 5. After I finish breakfast today,
- 6. If I get all the answers in this exercise correct,
- 7. When I finish this grammar book,

Exercise 37 ▶ p. 362

- 1. A: Are you going to be home this weekend?
 - B: I might. But maybe I'll see my parents one of the two days.
- 2. A: What are we going to have for dinner?
 - B: Leftovers. Is that OK?
 - A: Sure, but I'll probably make some rice to go with them.
- 3. A: Are you going to be at Jon's party?
 - B: Yes, but I won't get there until after it begins. I work until five.
 - A: Great. I'll see you there.
- A: What are we going to do? We need to deposit this check, and the app isn't working. Our account is almost empty.
 - B: No problem. I'll take it with me to work. There's an ATM next door.

Chapter 12: Modals, Part 1: Expressing Ability and Permission

Exercise 6 ≥ p. 371

At School

- 1. I can't do this math problem.
- 2. The teacher can give you extra help.
- 3. You can do it.
- 4. I can't hear you.
- 5. I can't find my textbook.
- 6. You can stop now.
- Professor Clark can't meet with you today.
- 8. He can see you tomorrow.

Exercise 7 ▶ p. 371

In my last job, I was an office assistant. I have good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phone with a friendly voice. I also like languages. I can speak French and Chinese. I also studied English. I can read it, but I can't speak it well. I hurt my back a few years ago. I can't carry suitcases. I can work both Saturdays and Sundays.

Exercise 11 p. 373

- 1. A: Hello?
 - B: Can I speak to Mr. Hudson, please?
 - A: I'm sorry. He can't come to the phone right now. Can I take a message? He can return your call in about a half-hour.
 - B: Yes. Please tell him Ron Myerson called.
- 2. A: Can you help me lift this box?
 - B: It looks very heavy. I can try to help you, but I think we need a third person.
 - A: No, I'm pretty strong. I think we can do it together.
- 3. A: I can't hear the TV. Can you turn it up?
 - B: I can't turn it up. I'm doing my homework.
 - A: Can you do your homework in another room?
 - B: Oh, all right.

Exercise 27 ▶ p. 384

- 1. A: Were you able to talk to Adam last night?
 - B: I couldn't reach him. I can try again later today.
- 2. A: Do you know how to make pizza?
 - B: Yes, I can make it. What about you?
 - A: No, but can you teach me?
 - B: Sure.
- 3. A: Are you able to understand the teacher?
 - B: I couldn't understand her in the beginning, but now I can understand most of her lectures.
 - A: I still can't understand her very well.
- 4. A: Professor Castro, when will you be able to correct our tests?
 - B: I began last night, but I wasn't able to finish. I'll try again tonight. I hope I will be able to hand them back to you tomorrow.
- 5. A: Hello?
 - B: Hi. This is Jan Quinn. I'm wondering if I can get in to see Dr. Novack today or tomorrow.
 - A: Well, she can see you tomorrow morning at 11:00. Can you come in then?
 - B: Yes, I can. Please tell me where you are. I don't know the way to your office.

Exercise 37 ▶ p. 392

Part III

- 1. Dellis can remember long rows of numbers.
- 2. Dellis is able to memorize a complete deck of cards.
- In 2011, Dellis was able to win the U.S.A. Memory Championship.
- 4. Dellis can't remember all this information naturally.
- Memory champions are able to make pictures in their minds.
- They say that with a lot of work, a person can have a good memory.

Chapter 13: Modals, Part 2: Advice, Necessity, Requests, Suggestions

Exercise 6 p. 398

- 1. People should exercise four or five times a week.
- 2. People should eat a lot of candy.
- 3. People shouldn't look at their phones during dinner.
- 4. People should keep some money in a bank.
- 5. Students should study every day.
- 6. Students shouldn't study on weekends.
- 7. English students should speak English in class.
- English teachers shouldn't translate for their students.

Exercise 13 p. 402

- 1. I have to leave early today.
- 2. You have to come with me.
- 3. Where does your friend have to go?
- 4. She has to go to the dentist.
- 5. My teachers have to correct a lot of homework.
- 6. Why do they have to give so much work?
- 7. Our school has to hire a new teacher.
- 8. My dad has to have surgery.
- My mom and I have to take him to the hospital tomorrow.
- 10. He has to stay there for two days.

Exercise 19 p. 407

- 1. a. People must eat.
 - b. People should eat.
- 2. a. People should keep their homes clean.
 - b. People must keep their homes clean.
- 3. a. People should stop their cars for a police siren.
 - b. People must stop their cars for a police siren.
- 4. a. People must wear coats in cool weather.
 - b. People should wear coats in cool weather.
- 5. a. People should pay taxes to their government.
 - b. People must pay taxes to their government.
- 6. a. People must drive the speed limit.
 - b. People should drive the speed limit.

- a. People should wear seat belts when they're in a car.
 - b. People must wear seat belts when they're in a car.
- 8. a. People must be polite to one another.
 - b. People should be polite to one another.
- 9. a. People must wear clothes outdoors.
 - b. People should wear clothes outdoors.

Exercise 28 ▶ p. 414

- 1. Tom has to work.
- 2. Becky knows how to swim.
- 3. The teacher needed to correct papers.
- 4. It's a good idea to study for the test tomorrow.
- 5. We may go to a movie tonight.
- 6. We didn't have to help.
- 7. I couldn't go to school yesterday.

Chapter 14: Nouns and Modifiers

Exercise 16 p. 431

- 1. That was a delicious birthday ...
- 2. Here are the car ...
- 3. I need to buy some comfortable ...
- 4. The teacher gave the class an easy ...
- 5. One student is playing computer ...
- 6. The website has an interesting ...
- 7. The apartment rent is ...
- 8. Here's the movie ...

Jump-start your English > p. 439

Increasing Your Vocabulary with Prefixes and Suffixes

Part II

- A: I applied for a job at the bakery. I have an interview with the manager tomorrow. Do you still work there?
- B: No. I quit last week.
- A: That's too bad. I wanted to be your co-worker. Why were you unhappy with your job?
- B: I liked my job, but I ate too many sugary snacks. The owner gave us free desserts. I love sugar! It was impossible for me to say no. I had very unhealthy eating habits at the bakery. Now I work at a health food store.
- A: I don't like sweet foods. Sugar won't be a problem for me. Was that the only problem?
- B: Yes. Everyone is very kind. You will be very happy there.

Exercise 33 > p. 443

- 1. All of the coffee is gone.
- 2. Some of the coffee is gone.
- 3. Almost all of the coffee is gone.
- 4. A lot of the coffee is gone.
- Most of the coffee is gone.

Exercise 44 > p. 450

- 1. Most of the people are happy.
- 2. All of them are smiling.
- 3. Someone is unhappy.
- 4. Everyone has a hat.
- 5. Somebody has sunglasses.
- 6. Almost all of them look happy.

Chapter 15: Making Comparisons

Exercise 8 ▶ p. 460

- 1. It's getting cold outside.
- 2. The weather today is colder than yesterday.
- 3. I am always colder than you.
- 4. Our teacher is happier this week than last week.
- 5. Professor Frank is happy every day.
- 6. Are you happy today?
- 7. Is a big car safer than a small car?
- 8. I want to drive a safe car.
- 9. I need to get a safer car.
- 10. The coffee is fresh and tastes delicious.
- 11. Amy told a very funny story in class yesterday.
- Amy and Sami both told stories. Sami's story was funnier than Amy's story.

Exercise 17 ▶ p. 467

- 1. Lillian is older than Dr. Amari.
- 2. Mia is younger than Dr. Amari.
- 3. Dr. Amari looks more serious than Mia.
- 4. Mia is the oldest of all.
- 5. Dr. Amari is taller than Mia.
- 6. Mia is the shortest.
- 7. Lillian is the most serious.
- 8. Mia is the youngest.

Exercise 18 ▶ p. 468

Shopping for Clothes

- 1. The blue dress is more expensive than the red one.
- 2. Well, I think the red one looks prettier.
- 3. Is it too short, or does it look OK?
- 4. It's the nicest of all the dresses you tried on.
- I'm not going to buy the brown shoes. They're too small.
- 6. This hat is too small. I need a bigger size.
- 7. Here, this is the biggest size they have.
- I need a belt, but that one is shorter than my old one.
- 9. Is this belt long enough?
- 10. It's perfect. And it's the cheapest of all of them.

Exercise 26 ▶ p. 475

At Work

- 1. Pierre works faster than Alec does.
- 2. Toshi usually finishes his work the fastest of all.
- 3. Maya works harder than Evan.
- 4. Sofia works the hardest of all.
- 5. Is your job more dangerous than my job?
- Your manager speaks more loudly than everyone else.
- 7. This elevator moves more slowly than that elevator.
- 8. The small box is heavier than the big one.
- I can read your handwriting more clearly with my glasses.
- 10. Your signature is clearer than my signature.

Exercise 31 ▶ p. 478

- 1. 1 and 5 are the same.
- 2. 6 is different from 10.
- 3. 2 and 4 are similar.
- 4. 3 is similar to 4.
- 5. 7 is the same as 8.
- 6. 5 and 3 are different.

Exercise 41 ▶ p. 484

- 1. Lucy is tall, but her sister is ...
- My old apartment was small, but my new apartment is ...
- 3. First Street is noisy, but Second Street is ...
- 4. This picture is ugly, but that picture is ...
- 5. A car is fast, but a bike is ...
- 6. A kitten is weak, but a horse is ...
- 7. This watch is expensive, but that watch is ...
- 8. Oscar is hard-working, but his brother is ...

Exercise 46 ▶ p. 487

- 1. I like strong coffee, but my friend ...
- 2. Ellen can speak Spanish, but her husband ...
- The children didn't want to go to bed early, but their parents ...
- 4. The children weren't tired, but their parents ...
- Mark doesn't want to go out to eat, but his friends ...
- 6. The doctor isn't friendly, but the nurse ...
- 7. I was at home yesterday, but my roommate ...
- 8. Scott went to the party, but Jerry ...
- The grocery store will be open tomorrow, but the bank ...
- 10. I won't be home tonight, but my husband ...

Let's Talk: Answers

Chapter 3, Exercise 33, p. 74

- 1. no [They like to look for food at night.]
- 2. yes
- 3. yes
- 4. yes
- 5. yes
- 6. no [Only female mosquitoes bite.]
- 7. yes

Chapter 3, Exercise 54, p. 87

Name	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
ANTONIO	(on a boat)	catches fish	on his boat	a turtle
LENA	in a cabin in the mountains	(teaches skiing)	at a ski school	ten fish
KANE	in an apartment in the city	makes jewelry	(at a jewelry store)	three cats
LISA	in a beach cabin on an island	surfs and swims	has no job	a snake
JACK	in a house in the country	designs web pages	at home	a horse

Jump-start your English: Saying the Time, p. 90

Part II

Partner A:

- 1. It's five-fifty. / It's ten to six.
- 2. It's three-oh-five. / It's five after three.
- 3. It's eleven-thirty. / It's half past eleven.
- 4. It's seven-forty. / It's twenty to eight.
- 5. It's two-fifteen. / It's a quarter after two.
- 6. It's four o'clock. / It's four.

Partner B:

- 1. It's nine-fifteen. / It's a quarter after nine.
- 2. It's ten-ten. / It's ten after ten.
- 3. It's six-fifty-five. / It's five to seven.
- 4. It's eight-twenty. / It's twenty after eight.
- 5. It's eleven o'clock. / It's eleven.
- 6. It's twelve-forty-five. / It's a quarter to one.

Chapter 4, Exercise 20, pp. 107-108

Part II

Partner B













Chapter 6, Exercise 28, pp. 179-180

Partner B's answers:

- 1. a. some food.
 - b. an apple.
 - c. a hamburger.
 - d. a bowl of soup.
- 2. a. a glass of milk.
 - b. some water.
 - c. a cup of tea.
- 3. a. some medicine.
 - b. an ambulance.
- 4. a. a coat.
 - b. a hat.
 - c. some warm clothes.
 - d. some heat.
- 5. a. some sleep.
 - b. a break.
 - c. a relaxing vacation.

Partner A's answers:

- 6. a. a snack.
 - b. some fruit.
 - c. an orange.
 - d. a piece of chicken.
- 7. a. some juice.
 - b. a bottle of water.
 - c. a glass of iced tea.
- 8. a. a doctor.
 - b. some help.
- 9. a. some boots.
 - b. a blanket.
 - c. a hot bath.
 - d. some gloves.
- 10. a. some strong coffee.
 - b. a strong cup of coffee.
 - c. a vacation.
 - d. a nap.

Chapter 7, Exercise 21, p. 213

	A SWIMMING POOL	A BEACH	HIKING TRAILS	HORSES	OCEAN-VIEW ROOMS
HOTEL 1	(yes)	yes	yes	no	yes
HOTEL 2	yes	yes	yes	yes	no
HOTEL 3	yes	yes	(yes)	yes	yes
HOTEL 4	yes	yes	no	yes	yes
HOTEL 5	no	yes	yes	yes	yes

Answer: Hotel 3

Chapter 9, Exercise 11, p. 277

	WAKE UP	EAT FOR BREAKFAST	SPEND THE DAY	GO TO BED	BE ABSENT
JENNY	(7:00 A.M.)	candy bar	in the library	10:00 P.M.	Because she had a big project to finish.
JIN	8:00 a.m.	(rice)	at home	midnight	Because her kids were sick.
JADA	7:00 A.M.	raw fish	(at the beach)	11:00 р.м.	Because she didn't do her homework.
JANICE	9:00 A.M.	eggs	at the hospital	(10:00 P.M.)	Because she was in a car accident.
JULIA	5:00 A.M.	cold cereal	At her restaurant job	9:00 p.m.	(Because she needed to earn extra money for school tuition.

Chapter 12, Exercise 4, p. 370

- 1. yes [Ostriches and penguins can't fly.]
- 2. no [Elephants can't jump.]
- 3. no [Tigers are very good swimmers.]
- 4. yes [Octopuses change colors when they are excited.]
- 5. yes [The Australian walking fish can climb trees.]
- 6. no [Sometimes horses stand up for weeks at a time.]
- no [Some turtles can live for 200 or more years.]
- no [Some animals see colors, for example, monkeys, birds, and insects.]
- 9. yes [Whales can hold their breath for a long time.]

Chapter 15, Exercise 6, p. 458

- 1. deeper, F
- 2. hotter, T
- 3. harder, T
- 4. longer, T
- 5. heavier, F

- 6. more intelligent, T
- 7. stronger, T
- 8. sweeter, F
- 9. taller, T
- 10. more expensive, T

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Shutterstock; 166 (11) Oleksandrum/Shutterstock; 168: Rawpixel/123RF; 169: Stockelements/Shutterstock; 170 (T): Macrovector/123RF; 170 (helicopter): Iakov Filimonov/Shutterstock; 173: Yeko Photo Studio/ Shutterstock; 175 (ice cream): BlueRingMedia/Shutterstock; 180: PRPicturesProduction/Shutterstock; 181: Rob Byron/Shutterstock; 182: Lucky Business/Shutterstock; 184: Antonio Danna/Shutterstock; 185: Galina Peshkova/123RF; 186: Vovan/Shutterstock; 187: Ariadna de raadt/Shutterstock; 191: Subbotina Anna/Shutterstock; 197 (T): Gorillaimages/Shutterstock; 197 (B): Aila Images/Shutterstock; 198 (L): Photosync/Shutterstock; 198 (C): Vinzenz Weidenhofer/123RF; 198 (R): Mmaxer/Shutterstock; 204 (Nia): Jim Pruitt/123RF; 204 (Marisol): Daxiao Productions/Shutterstock; 204 (Min): Phil Date/Shutterstock; 204 (Yusuf): Daniel Ernst/123RF; 206: Anastasios71/Shutterstock; 207 Mihai_Andritoiu/Shutterstock; 209 (L): Sylvie Bouchard/Shutterstock; 209 (R): Aliaksandr Mazurkevich/123RF; 212 (TR): 5 second Studio/ Shutterstock; 212 (BR): Song about summer/Shutterstock; 214: Iryna Alex/Shutterstock; 216: Shutterstock; 217: Stylephotographs/123RF; 221: On demand photo uk/Shutterstock; 222: Wavebreakmedia/Shutterstock; 223: VGstockstudio/Shutterstock; 225: Fizkes/Shutterstock; 226: Iakov Filimonov/Shutterstock; 227 (TR): Frantic00/Shutterstock; 227 (BR): Goodluz/123RF; 228: Andriy Popov/123RF; 229: SvetlanaSF/Shutterstock; 230: Michaeljung/Shutterstock; 232: Harm Kruyshaar/Shutterstock; 233: Herrndorff image/Shutterstock; 235 (TR): Wavebreakmedia/Shutterstock; 235 (CL): Spiroview Inc/Shutterstock; 235 (CR): Antonel/123RF; 235 (BL): Dolgachov/123RF; 236 (T): Jules Selmes/Pearson Education Ltd; 236 (B): Brian McEntire/ Shutterstock; 238: Oleksiy Mark/Shutterstock; 240: Ljupco/123RF; 242: Tonobalaguer/123RF; 244: M. Unal Ozmen/Shutterstock; 247: Antonio Guillem/Shutterstock; 252: Elena Larina/Shutterstock; 253: StockLite/ Shutterstock; 255: Suzanne Tucker/123RF; 260: Granata68/Shutterstock; 263 (T): Jon Barlow/Pearson Education Ltd; 263 (B): Wavebreakmedia/Shutterstock; 266: Elnur/Shutterstock; 267: Dean Drobot/ Shutterstock; 269: ProWeddingStudio/Shutterstock; 270: EllenSmile/Shutterstock; 271: Elzloy/Shutterstock; 274: Pathdoc/Shutterstock; 275: Fotolistic/Shutterstock; 280 (T): Smilepoker/Shutterstock; 280 (C): Olga Yastremska/123RF; 280 (B): Lisa F/Young/Shutterstock; 281: Halfpoint/Shutterstock; 282: Shutterstock; 284: Elena Elisseeva/Shutterstock; 285: Mogens Trolle/Shutterstock; 286 (CR): RTimages/Shutterstock; 286 (1): Leung Cho Pan/123RF; 287 (2): Dmitry Kalinovsky/Shutterstock; 287 (3): Tyler Olson/Shutterstock; 289: Yuganov Konstantin/Shutterstock; 290 (clock) Szefei/Shutterstock; 290 (clock): Szefei/Shutterstock; 290 (clock): Szefei/Shutterstock; 290 (B) Shutterstock; 291 (1) Shutterstock; 291 (2): Andriy Popov/123RF; 291 (3): Goodluz/Shutterstock; 293: R.classen/Shutterstock; 295 Olivierl/123RF; 296 Frederic Legrand -COMEO/Shutterstock; 297: Chuck Nacke/Alamy Stock Photo; 302 (T): Mongkolchon Akesin/Shutterstock; 302 (B): Andrey Popov/Shutterstock; 304: Robert paul van beets/Shutterstock; 306: VRstudio/Shutterstock; 309 (T): Tyler Olson/Shutterstock; 309 (B): Andrey_Popov/Shutterstock; 311: Ian Allenden/123RF; 312: Kzenon/123RF; 313: Lornet/Shutterstock; 315: GaudiLab/Shutterstock; 316 Adam Gregor/Shutterstock; 317: Slatan/Shutterstock; 318: Alexander Raths/Shutterstock; 320: Mavoimage/123RF; 321: Szefei/ Shutterstock; 323: NDAB Creativity/Shutterstock; 327 (T): Krakenimages.com/Shutterstock; 327 (B): Andrey Armyagov/Shutterstock; 328: GagliardiPhotography/Shutterstock; 329 Ljupco Smokovski/Shutterstock; 331 (top) Catarina Belova/Shutterstock; 331 (B): Catarina Belova/Shutterstock; 332: Shutterstock; 333: Rocharibeiro/Shutterstock; 335 (T): LightField Studios/Shutterstock; 335 (B): Paul Hakimata Photography/Shutterstock; 337 (T): Rawpixel.com/Shutterstock; 337 (L): XiXinXing/Shutterstock; 337 (1) Tyler Olson/Shutterstock; 337 (2): Studio 8/Pearson Education Ltd; 337 (3): Wavebreakmedia/Shutterstock; 342: Abas Kamal bin Sulaiman/Shutterstock; 344: Vasyl Shulga/Shutterstock; 345 (CR): Nebojsa Markovic/ Shutterstock; 345 (BL): Liza54500/Shutterstock; 346: Chromatic Studio/Shutterstock; 350 (T): Dustin Dennis/Shutterstock; 350 (B): GaudiLab/Shutterstock; 351: Brandon Seidel/Shutterstock; 352: Gezzeg/ Shutterstock; 354 (L): Sky Antonio/Shutterstock; 354 (R): Roberto Caucino/Shutterstock; 355 (T): Anna Omelchenko/Shutterstock; 355 (B): Haveseen/123RF; 357 (R): Pavel Chagochkin/Shutterstock; 357 (L): CAN BALCIOGLU/Shutterstock; 358: Konstantin Faraktinov/Shutterstock; 359: Dolgachov/123RF; 360: CandyBox Images/Shutterstock; 361: Tuthelens/Shutterstock; 364: ALPA PROD/Shutterstock; 366 (T): Mapman/ Shutterstock. 366 (B): Joey_Danuphol/Shutterstock; 368: UfaBizPhoto/Shutterstock; 369 Syda Productions/ Shutterstock; 370 (octopus) Zhengzaishuru/Shutterstock; 370 (whale) AnnstasAg/Shutterstock; 371 Lzf/ Shutterstock; 372 Take Photo/Shutterstock; 374: Chen Wei Shin/123RF; 375 (1): Syda Productions/ Shutterstock; 375 (2): Sebnem Ragiboglu/123RF; 375 (3): Angel_Vasilev77/Shutterstock; 375 (4): Tuzemka/ Shutterstock; 376: Ifong/123RF; 379: Antonio Guillem/Shutterstock; 381: Antonio Guillem/Shutterstock;

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SIMPLE FORM	SIMPLE PAST	SIMPLE FORM	SIMPLE PAST
be	was, were	leave	left
become	became	lose	lost
begin	began	make	made
break	broke	meet	met
bring	brought	pay	paid
build	built	put	put
buy	bought	read	read
catch	caught	ride	rode
choose	chose	ring	rang
come	came	run	ran
cost	cost	say	said
cut	cut	see	saw
do	did	sell	sold
drink	drank	send	sent
drive	drove	shut	shut
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
fight	fought	speak	spoke
find	found	spend	spent
fly	flew	stand	stood
forget	forgot	swim	swam
get	got	take	took
give	gave	teach	taught
go	went	tell	told
grow	grew	think	thought
have	had	throw	threw
hear	heard	understand	understood
hide	hid	wake	woke
hit	hit	wear	wore
hurt	hurt	win	won
know	knew	write	wrote

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