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مرجع زبان ایرانیان

BASIC English Grammar

FIFTH EDITION

Pearson Practice English App

Betty S. Azar
Stacy A. Hagen

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

Pearson

To Larry Harris

1930–2020

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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.

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*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 *partner* read the paragraph aloud. The writer can *hear* if the content is what he or she intended. This also keeps the writer from automatically self-correcting while reading aloud. The partner can then offer comments and complete the checklist.

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

Let's Talk

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

We would like to thank Sue Van Etten, our business manager, who skillfully oversaw a multitude of complex issues related to the creation of the Fifth edition.

We are indebted to Don Williams at Page Designs International for the fresh, stylish design and layout of the Fifth Edition. He has our enthusiastic thanks. We are also grateful to Warren Fischbach, Senior Visual Designer at Pearson, for his valuable insights and suggestions. Our appreciation goes to Aptara for the new art that brightens our pages and to Don Martinetti and Chris Pavely for illustrations from previous editions.

We once again had our extraordinary team at Pearson Education to oversee the entire revision: Amy McCormick, Product Manager, and Robert Ruvo, Senior Content Producer. We treasure Amy's incomparable vision, attention to detail, and passion for the series. We thank Rob for masterfully juggling the schedule, production, and delivery of this edition with precision and unfailing professionalism.

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

Stacy Hagen
Betty Azar

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CHAPTER 1 Using *Be*

PRETEST: What do I already know?

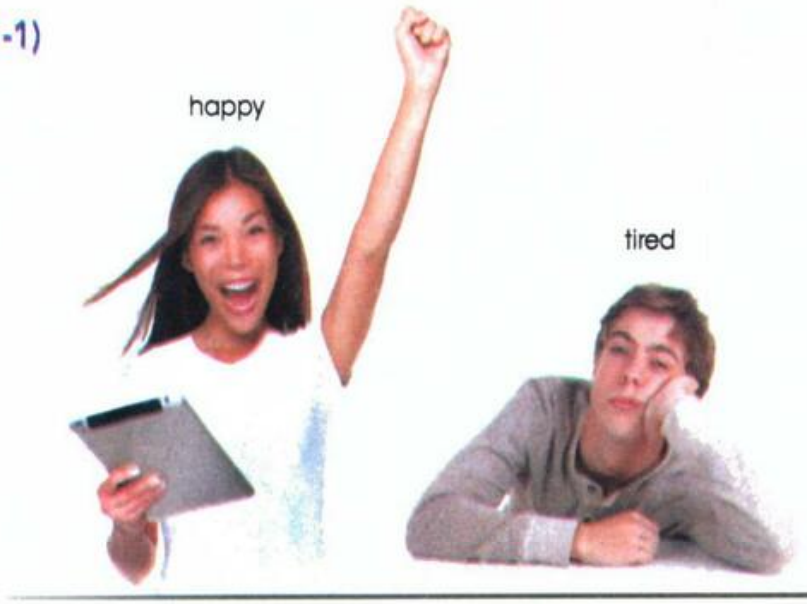
Check (✓) the correct sentences.

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

EXERCISE 1 ▸ Warm-up. (Chart 1-1)

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



1-1 Singular Pronouns + *Be*

PRONOUN + BE				
(a)	*I*	*am*	late.	
(b)	*You*	*are*	late.	
(c)	*She*	*is*	late.	
(d)	*He*	*is*	late.	
(e)	*It*	*is*	late.	

Singular means "one."

I, you, she, he, and ***it*** in (a)–(e) refer to one person.

am, are, is = forms of ***be***

(f) *Maria* is late.
↓
She is late.

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___
2. Daniel _____
3. Mr. Smith _____
4. Canada _____
5. Dr. Wong _____
6. Ms. Silva _____
7. Professor Lee _____
8. English _____
9. Robert _____
10. Miss Allen _____

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

Write ***am, is,*** or ***are***.

1. He ___is___ here.
2. You _____ late.
3. I _____ ready.
4. She _____ early.
5. He _____ hot.
6. It _____ cold.

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.
3. a. ____ nervous. b. ____ relaxed.
4. a. ____ hungry. b. ____ not hungry.
5. a. ____ tired. b. ____ not tired.



sick



nervous



hungry



relaxed

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?

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

1-2 Plural Pronouns + *Be*

PRONOUN + *BE*	
(a) ***We*** ***are*** here.	*Plural* means "two, three, or more."
(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

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

Write ***am***, ***is***, or ***are***.

Opposites

1. a. We *are* late. b. You (one person) _____ early.
2. a. He _____ sad. b. You and I _____ happy.
3. a. They _____ late. b. It _____ early.
4. a. She _____ nervous. b. Sara and I _____ relaxed.
5. a. Abdul and Taka _____ absent. 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



1-3 Singular Nouns + *Be*

NOUN + *IS* + NOUN (a) *Canada* *is* *a country.* *INCORRECT:* *Canada is country.*	In (a): ***Canada*** = a singular noun ***is*** = a singular verb ***country*** = a singular noun ***A*** 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 **b**ed, a **c**at, a **d**og, a **f**riend, a **g**irl* ***An*** is used in front of words that begin with the vowels: *a, e, i,* and *o.** Examples: *an **a**nimal, an **e**ar, an **i**sland, an **o**ffice*

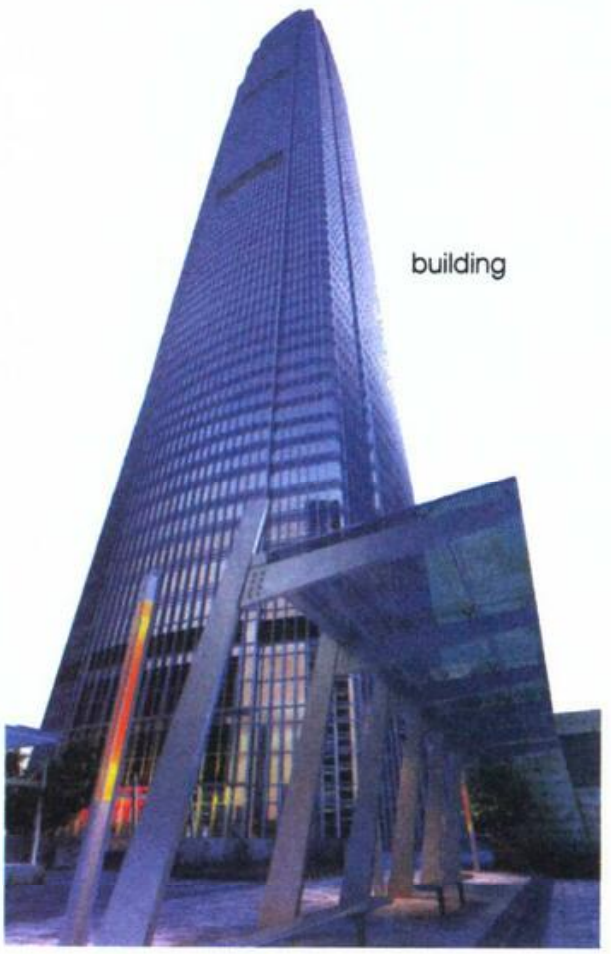
* ***An*** is sometimes used in front of words that begin with *u*. See Chart 6-2, p. 169.
Vowels = a, e, i, o, u
Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

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



building

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	Cuba	Hawaii	Mexico	Paris	Saudi Arabia
✓ Beijing	France	Japanese	Moscow	Russia	Spanish
Chinese	French	Lima	New Zealand	Russian	Tokyo

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*

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

*See Chart 3-5, 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

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5. a sandwich	one	two or more
6. oranges	one	two or more

EXERCISE 14 ▸ Listening, vocabulary, and grammar. (Charts 1-3 and 1-4)

Part I. Listen to the words. Write the plural form.



1. a pea → _____



2. a pretzel → _____



3. a carrot → _____



4. a strawberry → _____



5. a blueberry → _____

Part II. Change the singular sentences to plural.

SINGULAR		PLURAL
1. A soda is a drink.	→	Sodas are drinks.
2. A pea is a vegetable.	→	_____
3. A pretzel is a snack.	→	_____
4. A pea is a vegetable. A carrot is a vegetable.	→	_____
5. A pretzel is a snack. A peanut is a snack.	→	_____
6. 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 ...
2. Arabic ...
3. London ...
4. Sodas ...
5. A hospital ...
6. Mexico and Canada ...
7. A dog ...
8. Tokyo and Bangkok ...
9. Carrots ...
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.

1-5 Contractions with *Be*

	PRONOUN + BE → CONTRACTION		
AM	*I* + *am* →	***I'm***	(a) ***I'm*** a student.
IS	*she* + *is* →	***she's***	(b) ***She's*** a student.
	he + *is* →	***he's***	(c) ***He's*** a student.
	it + *is* →	***it's***	(d) ***It's*** a city.
ARE	*you* + *are* →	***you're***	(e) ***You're*** a student.
	we + *are* →	***we're***	(f) ***We're*** students.
	they + *are* →	***they're***	(g) ***They're*** students.

When people speak, they often push two words together. A *contraction* = two words that are pushed together

Contractions of a *subject pronoun* + ***be*** are used in both speaking and writing.

PUNCTUATION: The mark in the middle of a contraction is called an "apostrophe" (').*

*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 I'm
2. she is _____
3. you are _____
4. we are _____
5. it is _____
6. they are _____
7. he is _____

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.

At School

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.

Do you know these words?
- substitute teacher
- take a seat

A: Hello. I'm (1) Mrs. Brown. _____ (2) the substitute teacher.

B: Hi. _____ (3) Paulo, and this is Marie. _____ (4) in your class.

A: _____ (5) nice to meet you.

B: _____ (6) happy to meet you too.

A: _____ (7) 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.

an adult	a husband	a teacher
a baby	a student	a wife

1. I'm not _____.
2. You're not _____.

1-6 Negative with *Be*

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		CONTRACTIONS
(a)	I ***am not*** a teacher.	***I'm not***
(b)	You ***are not*** a teacher.	you***'re not*** / you ***aren't***
(c)	She ***is not*** a teacher.	she***'s not*** / she ***isn't***
(d)	He ***is not*** a teacher.	he***'s not*** / he ***isn't***
(e)	It ***is not*** a city.	it***'s not*** / it ***isn't***
(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***

Not makes a sentence negative.

CONTRACTIONS

Be and ***not*** can be contracted.

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

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

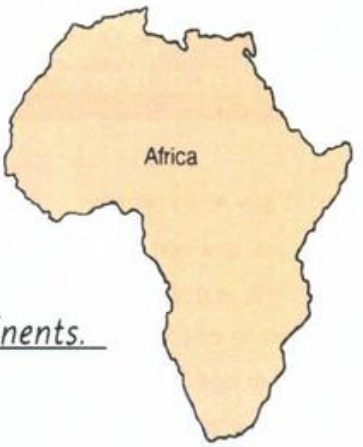
Complete the sentences with the negative form of ***be***.

	FULL FORM	CONTRACTION
1.	I *am not* an astronaut.	I *'m not* an astronaut.
2.	He _____ an astronaut.	He _____ an astronaut. OR
		He _____ an astronaut.
3.	They _____ astronauts.	They _____ astronauts. OR
		They _____ astronauts.
4.	You _____ an astronaut.	You _____ an astronaut. OR
		You _____ an astronaut.
5.	She _____ an astronaut.	She _____ an astronaut. OR
		She _____ an astronaut.
6.	We _____ astronauts.	We _____ astronauts. OR
		We _____ astronauts.



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

_____

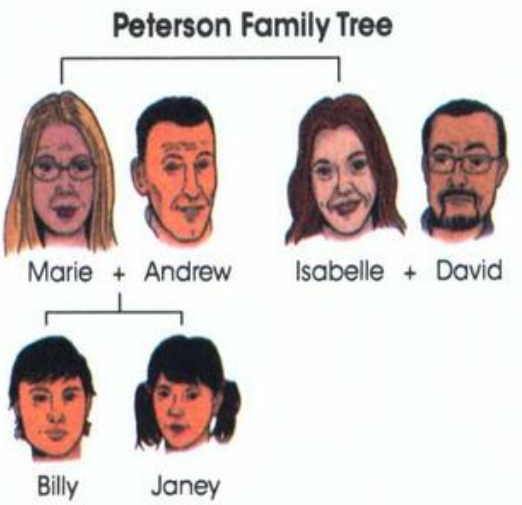
5. Asia and South America \ continent ... They \ country

_____

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

Part I. Write ***a*** or ***an***.

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



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.

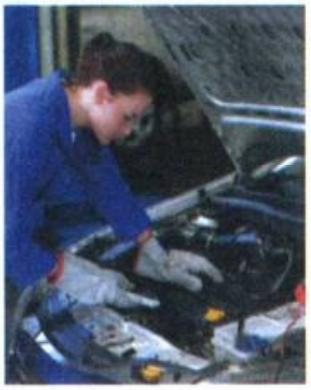
1.	is	isn't	3.	is	isn't	5. are	aren't	7. are	aren't
2.	is	isn't	4.	is	isn't	6. are	aren't	8. are	aren't

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

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



Antonio Callas



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 _____
4. gardener _____
5. plumber _____
6. doctor _____
7. construction worker _____
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

1. Victor is _____.
2. Victor is also _____.
3. Billy is _____ and _____.



Victor



Billy

1-7 *Be* + Adjective

	NOUN	+	*BE*	+	ADJECTIVE
(a)	The baby		is		*small.*
(b)	The babies		are		*small.*
(c)	Lulu		is		*smart.*
(d)	Maria and Tom		are		*happy.*
	PRONOUN	**+**	***BE***	**+**	**ADJECTIVE**
(e)	I		am		*tired.*
(f)	It		is		*old.*
(g)	They		are		*comfortable.*

small
smart
happy
tired
old
comfortable
} = adjectives

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

In (a)–(g), the adjectives give information about a 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)

Underline 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

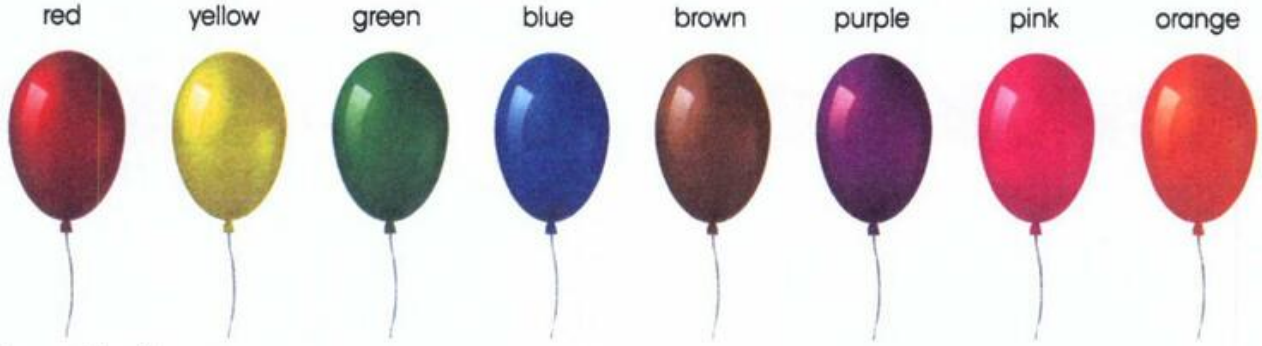
Opposites

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 _____.
9. 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. _____It 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

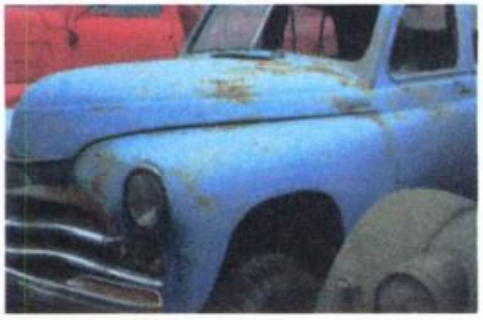
PARTNER A: The garden is beautiful. It isn't ugly.



Example: The flowers ... beautiful/ugly

PARTNER B: The flowers aren't beautiful. They're ugly.

Partner A	Partner B
 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.

Partner A	Partner B
	
4. The cars ... old/new.	4. Sai ... happy/unhappy.
	
5. Danny ... hungry/full.	5. The eggs ... white/brown.

Jump-start your English

How are you?

Part I. Listen to the conversation.

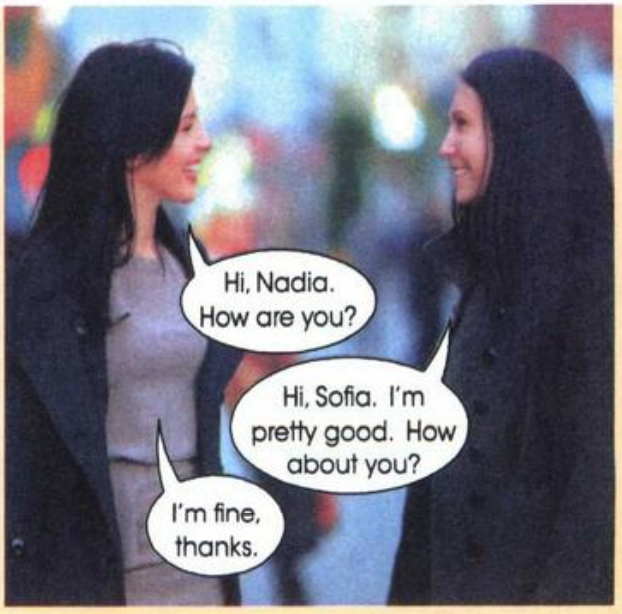
Responses

fine
great
good

pretty good

OK

not so good



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.

1. ____ hungry
2. ____ thirsty
3. ____ sleepy
4. ____ tired
5. ____ talkative
6. ____ young
7. ____ happy
8. ____ homesick
9. ____ married
10. ____ single
11. ____ angry
12. ____ nervous
13. ____ friendly
14. ____ lazy
15. ____ hard-working
16. ____ famous
17. ____ sick
18. ____ healthy
19. ____ nice
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
2. ____ small
3. ____ clean
4. ____ dirty
5. ____ friendly
6. ____ unfriendly
7. ____ safe
8. ____ dangerous
9. ____ beautiful
10. ____ ugly
11. ____ noisy
12. ____ quiet
13. ____ crowded
14. ____ not crowded
15. ____ hot
16. ____ cold
17. ____ warm
18. ____ cool
19. ____ expensive
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

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

In (a): ***here*** = a place
In (b): ***at the library*** = a place
Be is often followed by *a place*.

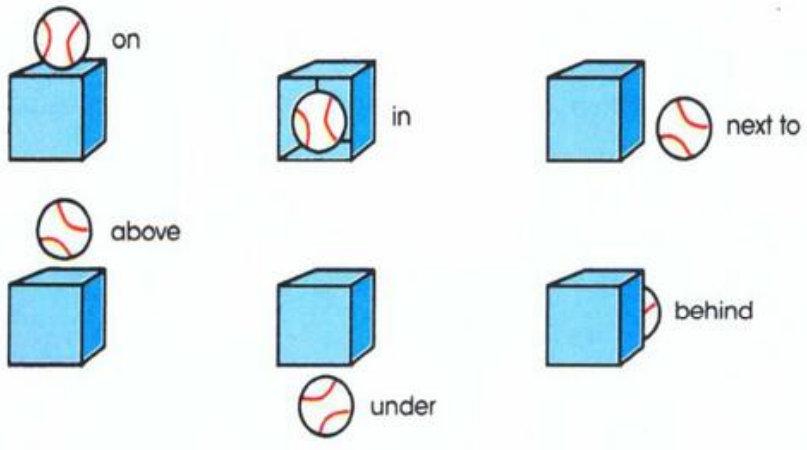
(c) Maria is { *here*. / *there*. / *downstairs*. / *upstairs*. / *inside*. / *outside*. / *downtown*. }

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

(d) Bob is

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

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



SOME COMMON PREPOSITIONS

above	behind	from	in front of	next to	under
at	between	in	in back of	on	

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

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



a.



b.



c.



d.



e.



f.



g.

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.



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.	1. behind your back.
2. in your hand.	2. 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 *is a student* (1) from Brazil. Marie _____ (2) student 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 _____ (9) in the classroom right now. _____ (10) 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 not _____ .
3. Mr. and Mrs. Anderson are _____ .

4. The students are _____.

5. The English class is _____.

1-9 Summary: Basic Sentence Patterns with *Be*

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

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

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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.	_____	+	_____

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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.
12. 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*

1. 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

3. 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.
   a. is b. it c. it is d. Ø

6. My friends ____ from Cuba.
   a. are b. is c. they are d. Ø

7. Japan ____ a country.
   a. it b. is c. it is d. Ø

8. The teachers ____ in class.
   a. is b. are c. they are d. Ø

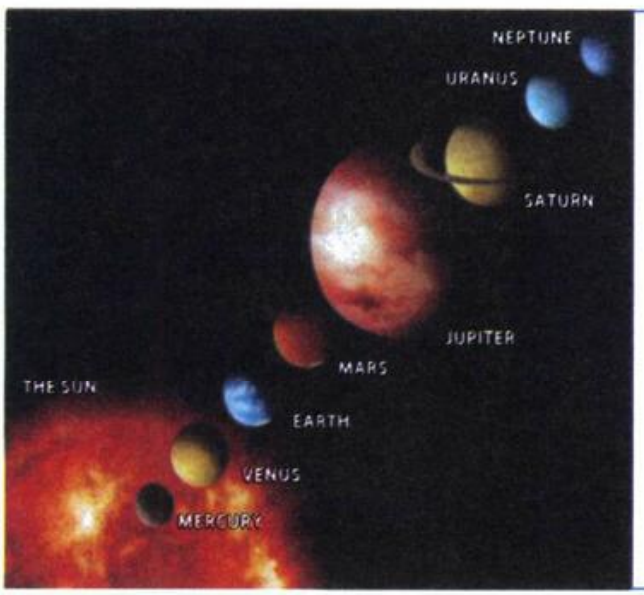
9. The teacher ____ kind.
   a. 's b. are c. she is d. Ø

10. Dinner ____ ready.
    a. it b. is c. it d. Ø

EXERCISE 43 ▸ Reading and writing. (Chapter 1)

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

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



Venus

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

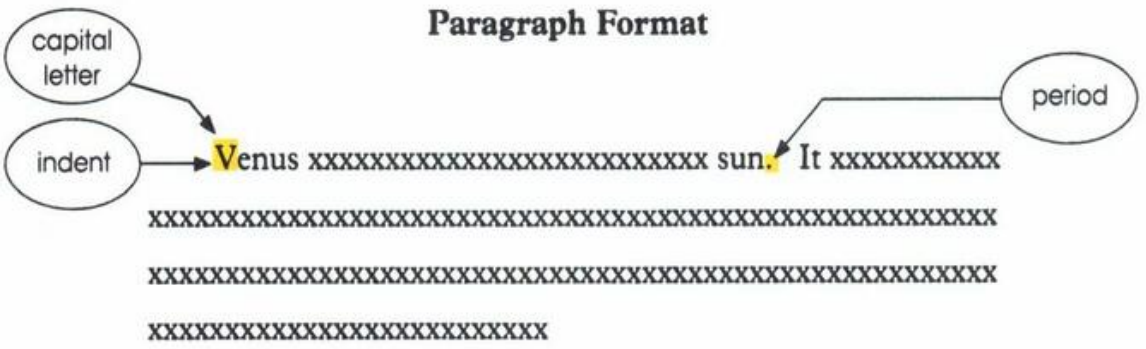
Part II. Write a paragraph about Mars. Use the following information. Use the paragraph about Venus as a model.

Facts:

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

Before you begin, look at the paragraph format.

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
3. ☐ 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 2 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. ____



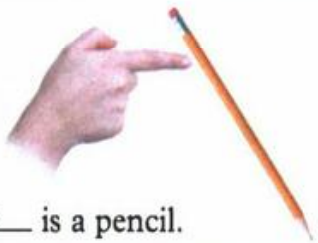
Picture B

2-1 Using *This* and *That*

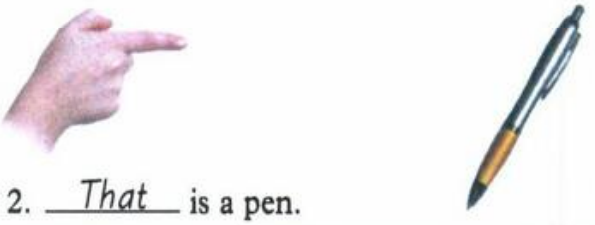
(a) ***This book*** is red. (b) ***That book*** is blue.	*this* book = The book is near me. *that* book = The book is not near me.
(c) ***That's*** an old book.	CONTRACTION: ***that is*** = ***that's***
(d) ***This is*** ("This's") a new book.	In spoken English, *this is* is usually pronounced as "this's."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

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

Write ***this*** or ***that***.



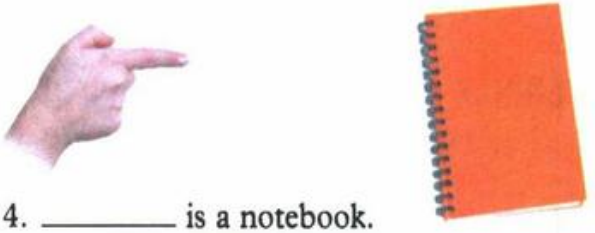
1. *This* is a pencil.



2. *That* is a pen.



3. _____ is an eraser.



4. _____ is a notebook.



5. _____ is a stapler.



6. _____ is a paper clip.



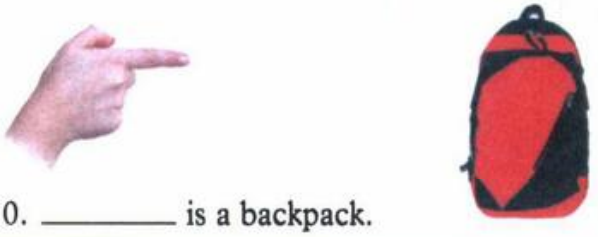
7. _____ is a pencil sharper.



8. _____ is a computer.



9. _____ is a calculator.



10. _____ is a backpack.

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***.



1. _____ are flash drives.



2. _____ are wallets.



3. _____ are rulers.



4. _____ are paper clips.



5. _____ are staplers.



6. _____ are receipts.

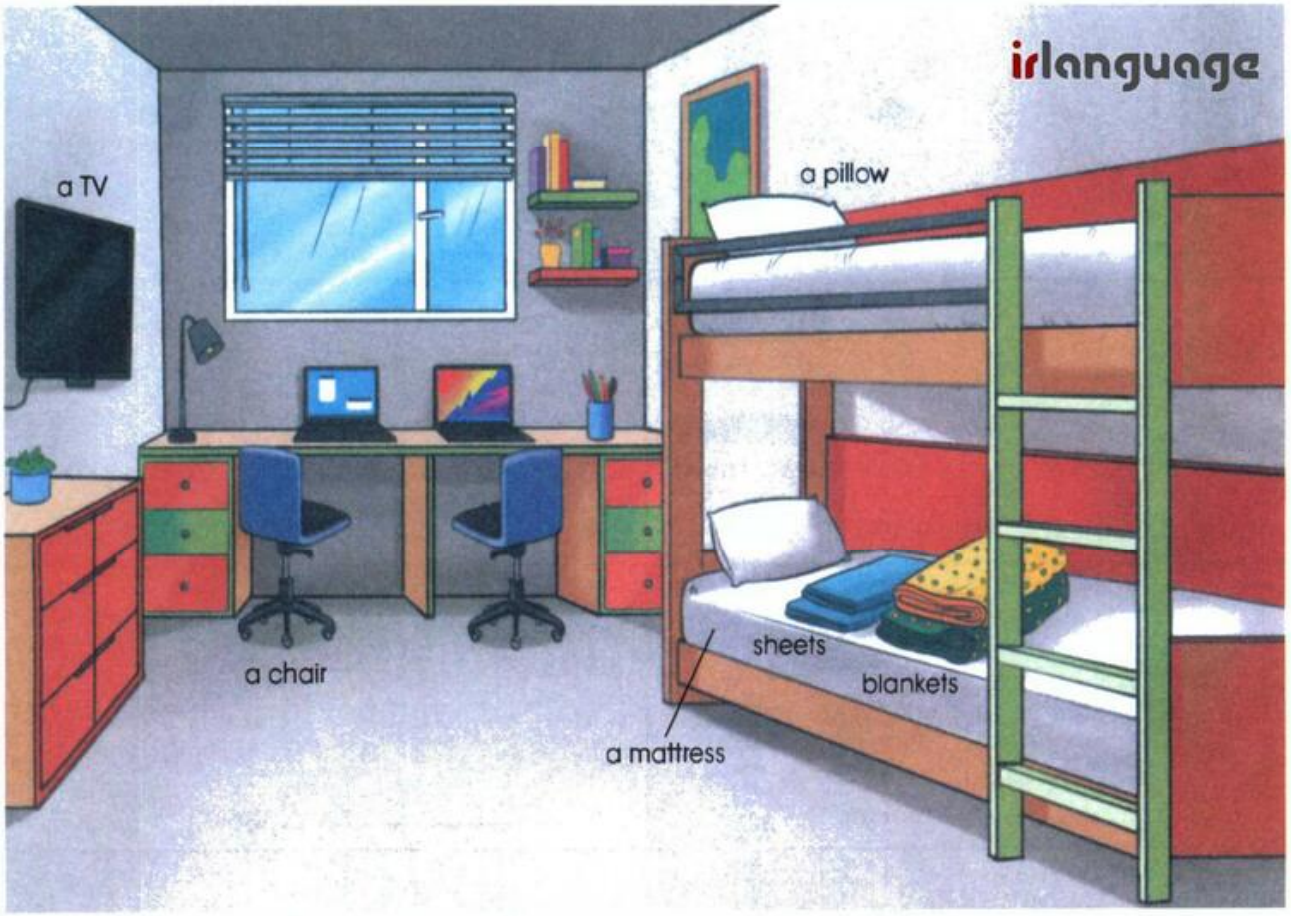
EXERCISE 6 ▸ Looking at grammar. (Chart 2-2)

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.
2. Is the library open? Yes. No.

2-3 Yes/No Questions with *Be*

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QUESTION				STATEMENT			
	BE	+	SUBJECT	SUBJECT	+	*BE*	
(a)	*Am*		*I*	*I*		*am*	early.
(b)	*Is*		*Ana*	*Ana*		*is*	a student.
(c)	*Are*		*they*	*They*		*are*	at home.

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

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

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

Write ***am***, ***is***, or ***are***.

At School

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

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

Make questions.

1. A: *Is the homework easy?*
   B: Yes, the homework is easy.
2. A: _____
   B: 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	
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.

2-4 Short Answers to *Yes/No* Questions

QUESTION		SHORT ANSWER
(a) *Is Kari* a student?	→	Yes, *she is*.
	→	No, *she's not*.
	→	No, *she isn't*.
(b) *Are they* at home?	→	Yes, *they are*.
	→	No, *they aren't*.
		No, *they're not*.
(c) *Are you* ready?	→	Yes, *I am*.
	→	No, *I'm not*.*

Spoken contractions are not used in short answers that begin with *yes*.

In (a): *INCORRECT: Yes, she's.*

In (b): *INCORRECT: Yes, they're.*

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 aren't. (They aren't in the cafeteria.)
2. A: Is Ali in the library?
   B: Yes, he is. (Ali is in the library.)
3. A: _____
   B: _____ (It isn't lunchtime.)
4. A: _____
   B: _____ (It is break time.)
5. A: _____
   B: _____ (I am not hungry.)
6. A: _____
   B: _____ (We are tired.)
7. A: _____
   B: _____ (Julia is absent.)
8. A: _____
   B: _____ (She isn't sick.)
9. A: _____
   B: _____ (The homework is difficult.)
10. A: _____
    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___ you a student at this school?
   B: Yes, ___I 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.

JANUARY						
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.

A: Are my glasses in the kitchen?

B: _____ (1)

A: Where are they?

B: _____ (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***.

	QUESTION			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?	→	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.

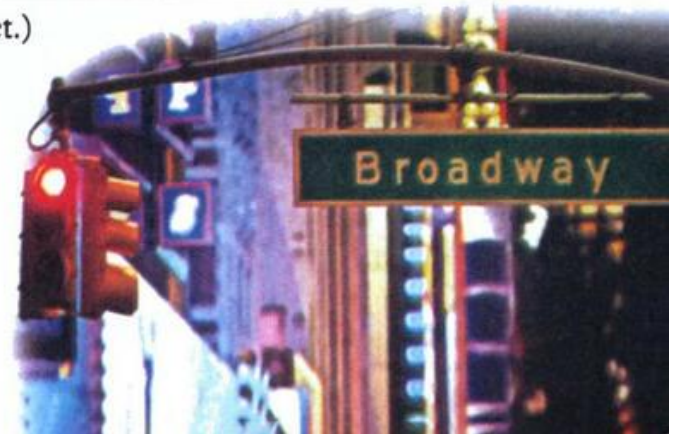
	QUESTION	RESPONSE
1.	a. Is Adam absent? b. Where is Adam?	At home.
2.	a. Where are the boxes? b. Are the boxes in the classroom?	Yes, they are.
3.	a. Are you in the cafeteria? b. Where are you?	No, I'm not.
4.	a. Is the homework on the desk? b. Where is the homework?	On the desk.

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

Make questions.

Around Town

1. A: *Is the train station near school?*
   B: Yes, it is. (The train station is near school.)
2. A: *Where is the train station?*
   B: 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.)
8. A: _____
   B: Yes, they are. (The restrooms are down the street.)



*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 (✓) the true sentences.



a headache



a cold



a cough

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

2-6 Using *Have* and *Has*

SINGULAR			PLURAL				
(a) *I*	*have*	a problem.	(f) *We*	*have*	problems.	I, you, we, they	+ *have*
(b) *You*	*have*	a problem.	(g) *You*	*have*	problems.		
(c) *She*	*has*	a problem.	(h) *They*	*have*	problems.	she, he, it	+ *has*
(d) *He*	*has*	a problem.					
(e) *It*	*has*	a problem.					

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

Write ***have*** or ***has***.

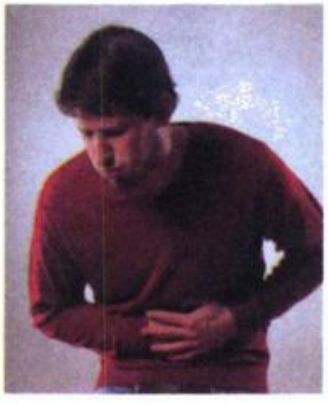
1. You _____ a toothache.
2. I _____ a toothache.
3. She _____ a headache.
4. They _____ headaches.
5. We _____ medicine.
6. The doctor _____ medicine.
7. You and I _____ colds.
8. The Molinas _____ colds.



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 _____.



3. He _____.



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.

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



1. _____ name is Evita.



2. _____ name is Paulo.



3. _____ name is Nadia.



4. _____ names are Hugo and Kristin.

2-7 Using *My, Your, Her, His, Our, Their*

SINGULAR	PLURAL
(a) *I* have a book. ***My*** book is red.	(e) *We* have books. ***Our*** books are red.
(b) *You* have a book. ***Your*** book is red.	(f) *You* have books. ***Your*** books are red.
(c) *She* has a book. ***Her*** book is red.	(g) *They* have books. ***Their*** books are red.
(d) *He* has a book. ***His*** book is red.	

SUBJECT FORM		POSSESIVE FORM
I	→	my
you	→	your
she	→	her
he	→	his
we	→	our
they	→	their

I *possess* a book. = I *have* a book. = It is *my* book.

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

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

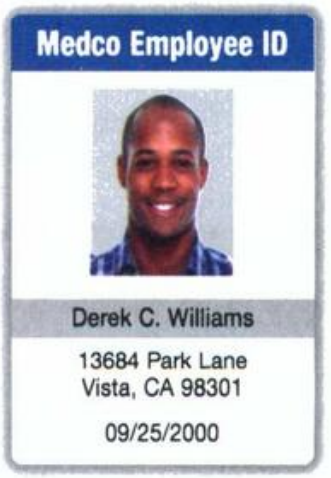
Complete each sentence with a word in the box.

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 _____.



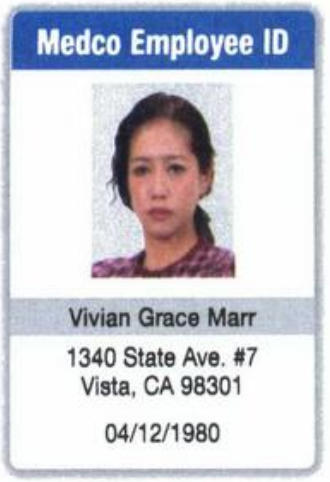
Ellen Ryan
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Daniel Ryan
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website: www.techlearn.intl

Vivian

6. _____ birthdate is _____.
7. _____ birthday is _____.
8. _____ middle name is _____.



Part II. Write about yourself.

1. _____ first name is _____.
2. _____ 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	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			26

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

Choose the correct answer.

My Family

1. (We) / Our have a daughter.
2. 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 ___have___ a big family. ___Your___ family is nice.
2. You and Tina _____ many cousins. _____ cousins are friendly.
3. I _____ a brother. _____ brother is a high school student.
4. William _____ a sister. _____ sister is a doctor.
5. Lisa _____ a twin sister. _____ sister is disabled.
6. Iman and Amir are married. They _____ a baby. _____ baby is six months old.
7. Anton and I _____ a son. _____ son is seven years old.
8. Pietro and Julieta _____ a daughter. _____ daughter is ten years old.
9. I _____ two brothers. _____ brothers are twenty-five and thirty.
10. Lidia is single. She _____ three sisters. _____ sisters 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.

Do you know these words?
- sibling
- adopted
- pilot
- overnight
- stay-at-home father

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

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

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

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

One Big Happy Family

Kanai _____(1) thirteen years old. She _____(2) a big family. She _____(3) four sisters and five brothers. Kanai and her siblings are adopted. They _____(4) from several different countries. Kanai and her brothers and sisters are close. They _____(5) fun. They _____(6) always busy. Kanai's parents _____(7) busy too. Her mother _____(8) an airline pilot. She _____(9) away overnight fifteen days a month. Kanai's dad _____(10) a stay-at-home father. He _____(11) 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? _____



a bee



Sami

* *has on* and *have on* = wear (clothes)

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***, • ***is*** is followed by a singular word. • ***are*** is followed by a plural word.
(c) ***What are*** those (things)?	They're pens.	
(d) ***Who are*** they?	They're Mr. and Mrs. Lee.	
(e) ***What's*** this?		CONTRACTIONS: ***what is*** = ***what's*** ***who is*** = ***who's***
(f) ***Who's*** that man?		

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

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

1. A: Who is that?
   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.

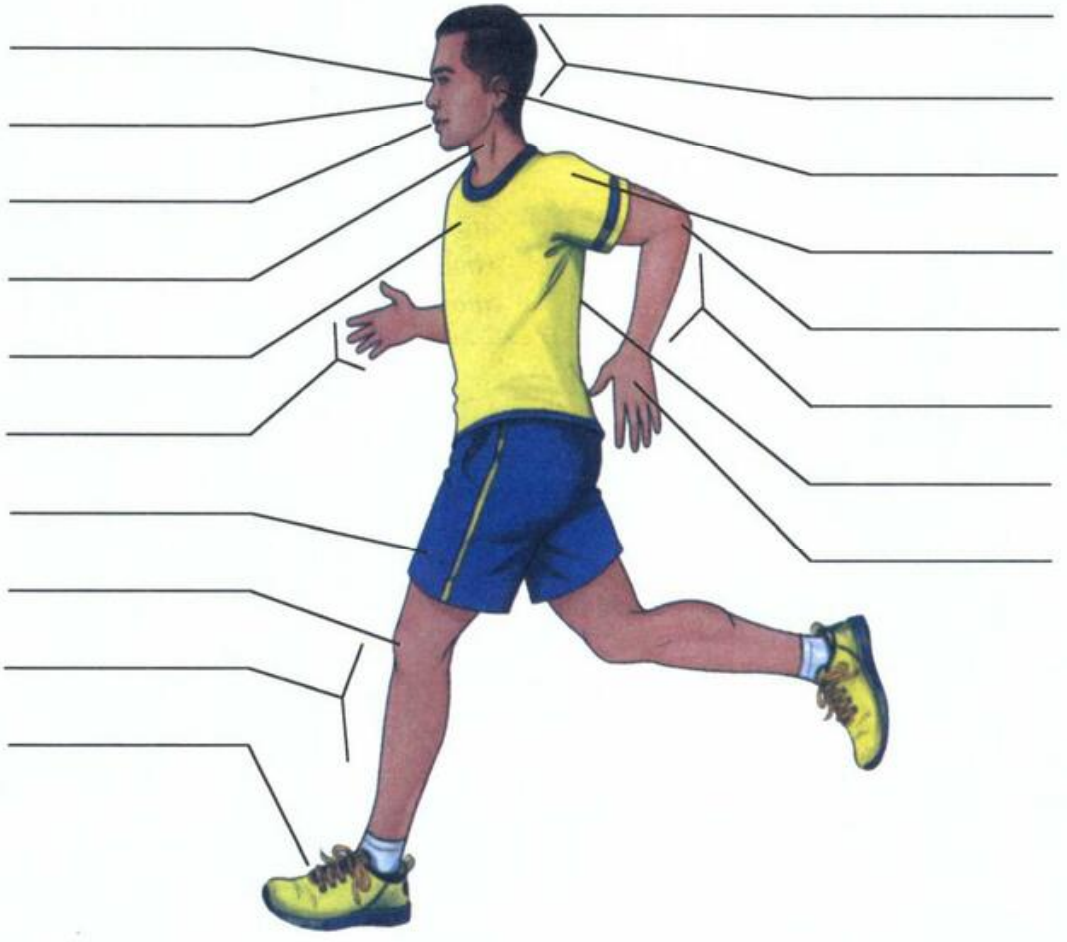
EXERCISE 34 ▸ Looking at grammar. (Chart 2-8)

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.
3. A: _____ that?
   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.



arm
back
chest
ear
elbow
eye
fingers
foot
hand
hair
head
knee
leg
mouth
neck
nose
shoulder
thigh

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

Part II. Write ***are*** or ***have***.

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

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

EXERCISE 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: _____ they?
   B: _____ brother and sister.
3. A: What's _____?
   B: I don't know. Ask the teacher.
   A: What's _____?
   C: It's _____ for tonight.

4. A: _____ the teacher?

   B: _____ the library.

   A: _____ the students?

   B: _____ 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.

1. She ~~have~~ has 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

My name (1) *is* Carlos. (2) *I am* OR *I'm* from Mexico. (3) _____ a student. (4) _____ twenty years old.

My family lives in Mexico City. (5) _____ father (6) _____ a businessman. (7) _____ fifty-one years old. (8) _____ mother (9) _____ an accountant. (10) _____ forty-nine years old.

I (11) _____ two sisters. Their names (12) _____ Rosa and Patricia. Rosa (13) _____ a teacher. (14) _____ twenty-eight years old. Patricia (15) _____ a student. (16) _____ eighteen years old. I also have a brother. My brother (17) _____ an engineer. His name (18) _____ Pedro. He is married. He (19) _____ two children.

I live in a dorm. (20) _____ a tall building on Pine Street. My address (21) _____ 3225 Pine St. I live with my roommate. (22) _____ name is Bob. (23) _____ from Chicago. (24) _____ nineteen years old.

I like my classes. They (25) _____ interesting. I like (26) _____ classmates. (27) _____ friendly.

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
your 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 3

Using the Simple Present

PRETEST: What do I already know?

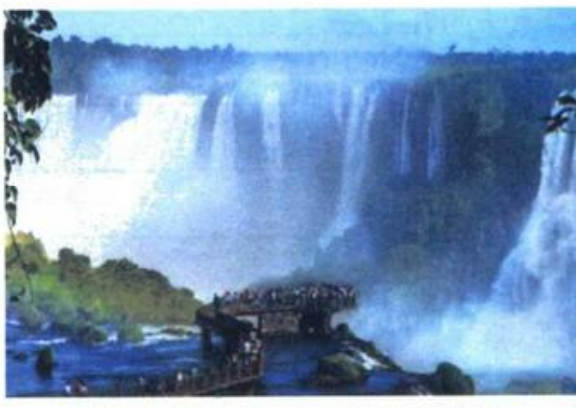
Check (✓) the correct sentences.

1. ____ Ivan he speak Russian. (Chart 3-1)
2. ____ Always my father cooks breakfast. (Chart 3-2)
3. ____ 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*	*SHARE*
1. I _____	3. I _____	5. I _____
2. Mario _____	4. He _____	6. He _____

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

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

irlanguage

EXERCISE 2 ▸ Looking at grammar. (Chart 3-1)
Write ***speak*** or ***speaks***.

1. Noor _____ 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.







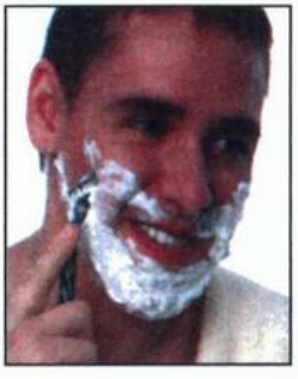

EXERCISE 3 ▸ Let's talk: pairwork. (Chart 3-1)

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.



مرجع زبان ایرانیان

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.

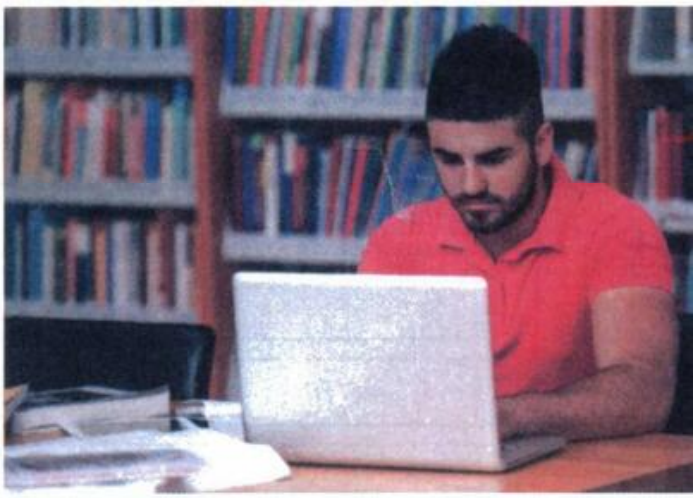
Daily Habits

1. 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.
6. We walk / walks to school together every morning.
7. Class begin / begins at 9:00 every day.
8. It stop / stops at 12:00 for lunch.
9. We eat / eats in the cafeteria.
10. You bring / brings your lunch from home every day.
11. My friends and I go / goes home at 3:00 every afternoon.
12. You and Jamal go / goes to the library after school every day.

EXERCISE 6 ▸ Warm-up. (Chart 3-2)

Which sentence is true for you?

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



3-2 Frequency Adverbs

100%	*always*	(a) Ivan *always* eats breakfast.
↑	*usually*	(b) Maria *usually* eats breakfast.
	often	(c) They *often* watch TV.
50%	*sometimes*	(d) We *sometimes* watch TV.
↓	*seldom*	(e) Sam *seldom* drinks milk.
	rarely	(f) Rita *rarely* drinks milk.
0%	*never*	(g) I *never* drink milk.

subject + { ***always*** / ***usually*** / ***often*** / ***sometimes*** / ***seldom*** / ***rarely*** / ***never*** } + verb

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

OTHER FREQUENCY EXPRESSIONS

(h) I drink tea { *once a day.* / *two times / twice a day.* / *three times a day.* / *four times a day.* / *etc.* }

(i) I see my grandparents *three times a week.*

(j) I see my aunt *once a month.*

(k) I see my cousin Sam *twice a year.*

We can express frequency by saying how many times something happens

a day.
a week.
a month.
a year.

(l) I see my doctor *every year.*

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

INCORRECT: *every mornings*

*Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:
Sometimes *I get up at seven.* *I* ***sometimes*** *get up at seven. I get up at seven* ***sometimes.***
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.							
2. Kenji _____ wakes up early.							
3. Clara _____ wakes up early.							
4. Igor _____ wakes up early.							
5. Sonya _____ wakes up early.							
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 — S V
   I eat lunch with my friends.
   I 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.

7. always The students speak English in class.

_____ in class.

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

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

Tell me something you ...

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

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



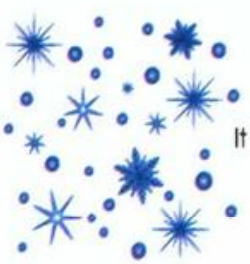
It often rains in London.



It is usually hot in Malaysia.



It sometimes snows in Tokyo.



It is often cold in Alaska.

3-3 Position of Frequency Adverbs

SUBJECT + BE + FREQUENCY ADVERB	
I am You are He is She is + { *always* / *usually* / *often* / *sometimes* / *seldom* / *rarely* / *never* } + late. It is We are They are	Frequency adverbs usually come after the simple present tense forms of ***be***: ***am***, ***is***, and ***are***.
SUBJECT + FREQUENCY ADVERB + OTHER SIMPLE PRESENT VERBS	
Tom + { *always* / *usually* / *often* / *sometimes* / *seldom* / *rarely* / *never* } + *comes* late.	Frequency adverbs usually come before all simple present verbs except ***be***.

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

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.
4. often — Liliana comes to work late.
5. never — Ian leaves early.
6. never — Ian is lazy.
7. usually — Hiroshi goes home at 6:00.
8. usually — Hiroshi is in the office on weekends.
9. seldom — Willy takes a vacation.
10. seldom — Willy is at home.
11. 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 ...

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	→	*push**es***	*push/əz/*
-ch	(b) teach	→	*teach**es***	*teach/əz/*
-ss	(c) kiss	→	*kiss**es***	*kiss/əz/*
-x	(d) fix	→	*fix**es***	*fix/əz/*

ENDING OF VERB: **-sh, -ch, -ss, -x**
SPELLING: add **-es**
PRONUNCIATION: **/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.
11. catch	The family cat _____	mice.

**fix* = make (with food)*

***watch* = take care of*

EXERCISE 16 ▸ Listening. (Chart 3-4)

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 _leaves_ (1) her office every night at 5:00. She _____ (2) the subway home. She has the same schedule every evening. She _____ (3) dinner and _____ (4) down to eat at 6:00. After dinner, she _____ (5) the dishes. Sometimes she _____ (6) a movie on her laptop. At 9:00, she _____ (7) a shower. She always _____ (8) her teeth after her shower. Then she _____ (9) a book in bed for a while. She usually _____ (10) 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.

buy	fly	play	study

CONSONANT + *-y*	VOWEL + *-y*
_____	_____
_____	_____

3-5 Adding Final -s/-es to Words That End in -y

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

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

Write the correct form of each verb.

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

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
carry	employ	✓ play	study

Campus Friends

1. Monique likes sports. She _____plays_____ tennis and soccer for her school.
2. Professor Li travels around the country in the summer. He _____ with university friends.
3. The college library has student workers. It _____ some of my friends.
4. Elizabeth is always tired in class. Her new baby _____ during the night.



5. The meals at the school cafeteria are cheap. Chen _____ lunch there every day.
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.

Jobs

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 Singular Verbs: *Has, Does, Goes*

irlanguage

(a) I *have* a book.
(b) He *has* a book.
she, he, it + *has* /hæz/

(c) I *do* my work.
(d) She *does* her work.
she, he, it + *does* /dəz/

(e) They *go* to school.
(f) She *goes* to school.
she, he, it + *goes* /gowz/

Have, ***do***, and ***go*** have irregular forms for 3rd person singular:

have → has
do → does
go → goes

Note that final **-s** is pronounced /z/ in these verbs.

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

Write the correct form of the verbs.

At School

1. do — Pierre always ___does___ his homework.
2. do — We always ___do___ 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.

6. go Roberto and his wife _____ to the library during lunch.

7. do Sara seldom _____ her homework.

8. do We _____ some homework in class every day.

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 Schedule

Marco _____is_____ (1) a student. He _____has_____ (2) an unusual schedule. All of his classes are at night. His first class _____ (3) at 6:00 P.M. every day. He takes a break from 7:30 to 8:00. Then he _____ (4) classes from 8:00 to 10:00.

He _____ (5) home at 10:00. He _____ (6) dinner and watches TV. Then he _____ (7) his homework from midnight to 3:00 or 4:00 in the morning.

Marco _____ (8) a new computer. He finishes his homework, and he goes on the internet. He often stays at his computer until morning. Then he _____ (9) some exercises. He _____ (10) breakfast and _____ (11) to bed. He sleeps all day. Marco likes his schedule. His friends think it _____ (12) 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
2. go
3. drink
4. brush
5. have
6. study
7. get up
8. watch
9. speak
10. do
11. listen to
12. wash
13. put on
14. carry
15. miss

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*

Part I. Look at the expressions with ***do*** and ***make***.

COMMON EXPRESSIONS WITH *DO*	COMMON EXPRESSIONS WITH *MAKE*
do homework	make breakfast/lunch/dinner
do the housework	make coffee/tea
do the dishes	make a sandwich/salad
do the laundry	make a reservation (restaurant, plane, hotel)
do the shopping	make plans
do a good/bad job	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	do	dinner.
You	does	the shopping.
He	make	tea.
She	makes	a reservation.
We		a good job.
They		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*(1) in an apartment near school. He walk___(2) to school almost every day. Sometimes he catch___(3) a bus, especially if it's cold and rainy outside. Abdul share___(4) the apartment with Pablo. Pablo come___(5) from Venezuela. Abdul and Pablo go___(6) to the same school. They take___(7) English classes. Abdul speak___(8) Arabic as his

first language, and Pablo speak___ Spanish. They communicate___ in English. Sometimes Abdul teach___ 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.	yes	no

3-7 *Like To, Want To, Need To, Would Like*

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

_____

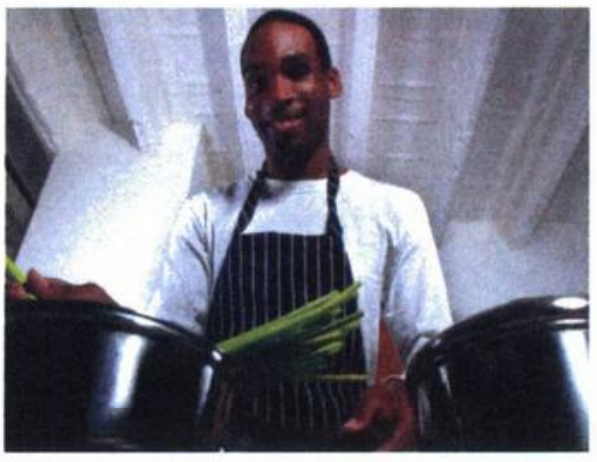
EXERCISE 32 ▸ Reading and grammar. (Charts 3-1 → 3-7)

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
- pot
- a mess
- delicious



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

help	invite	is	like	likes to	wash

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

3-8 Simple Present Tense: Negative

(a) I	***do not***	drink coffee.	
(b) You	***do not***	drink coffee.	
(c) He	***does not***	drink coffee.	
(d) She	***does not***	drink coffee.	
(e) It	***does not***	drink coffee.	
(f) We	***do not***	drink coffee.	
(g) They	***do not***	drink coffee.	

	SINGULAR	PLURAL
1st person:	I do not	we do not
2nd person:	you do not	you do not
3rd person:	she does not he does not it does not	they do not

Do and ***does*** are called "helping 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 ***am not*** thirsty.
(i) He ***is not*** thirsty.
(j) We ***are not*** thirsty.

When the main verb is a form of ***be***, ***do*** is NOT used.
See Chart 1-6, p. 13, for negative forms with ***be***.

(k) I ***don't*** drink coffee.
(l) He ***doesn't*** drink coffee.

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

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

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

Choose the correct verb.

1. 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. I *don'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. You _____ a dog.

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





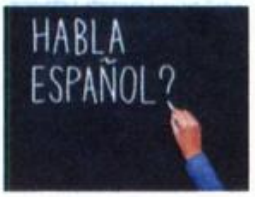
3. (Julia \ drive)
a car
a truck





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	eat	make	smoke	wear
drink	✓ go	shave	speak	

1. Ricardo _____doesn't go_____ to school every day.
2. My roommates are from Japan. They _____ Spanish.
3. Roberto has a beard. He _____ in the morning.
4. We _____ to class on Sunday.
5. Camilla is healthy. She _____ cigarettes.
6. Nadia and Anton always have lunch at home. They _____ in the cafeteria.
7. Sometimes I _____ my homework after school. I watch TV instead.
8. My sister likes tea. She _____ coffee.
9. Hamid is a careful writer. He _____ spelling mistakes in his work.
10. Sometimes Julianna _____ her shoes outside. She likes to go barefoot.

EXERCISE 40 ▸ Looking at grammar. (Charts 1-6, 1-7, and 3-8)

Write the correct negative forms of the verbs ***be*** and ***eat***.

SIMPLE PRESENT: *BE*

1. I _____am not_____ hungry.
2. You _____ hungry.
3. She _____ hungry.
4. We _____ hungry.
5. It _____ hungry.
6. They _____ hungry.
7. He _____ hungry.
8. Raj _____ hungry.
9. You and I _____ hungry.

SIMPLE PRESENT: *EAT*

1. I _____do not eat_____ meat.
2. You _____ meat.
3. She _____ meat.
4. We _____ meat.
5. It _____ meat.
6. They _____ meat.
7. He _____ meat.
8. Raj _____ meat.
9. You and I _____ meat.

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.
3. His parents	are not / do not	sleep a long time.
4. They	are not / do not	get up late.
5. Maya and Ken	are not / do not	do the dishes.
6. They	are not / do not	helpful.
7. The house key	is not / does not	here.
8. It	is not / does not	in the kitchen.
9. The refrigerator	is not / does not	work.
10. The refrigerator	is not / does not	cold.

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
b. Bananas \ be yellow

STUDENT A: Bananas aren't pink.
STUDENT B: Bananas are yellow.

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?

3-9 Simple Present Tense: *Yes/No* Questions

irlanguage

DO/DOES + SUBJECT + MAIN VERB

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

QUESTION FORMS, SIMPLE PRESENT

Do I
Do you
Does he
Does she
Does it
Do we
Do they

\+ *main verb* (base form)

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?

INCORRECT: Do you be 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.

Common Questions

1. A: speak \ you \ English *Do you speak English?*
   B: (a.) Yes, I do.
   b. Yes, I speak.

2. A: want \ you \ help _____
   B: a. Yes, I do.
   b. Yes, I want.

3. A: have \ the teacher \ time _____
   B: a. No, she doesn't.
   b. No, she doesn't have.

4. A: need \ you \ money _____
   B: a. Yes, I do.
   b. Yes, I need.

5. A: like \ they \ it here _____
   B: a. No, they don't.
   b. No, they don't like.

6. A: have \ the café \ Wi-Fi _____
   B: a. No, it doesn't.
   b. No, it doesn't have.

EXERCISE 45 ▸ Speaking and grammar: pairwork. (Chart 3-9)

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

Example:

PARTNER A: *Is Ali in class today?*

PARTNER B: *Yes, he is.* (He is in class today.)

Example:

PARTNER B: *Does Akiko speak Spanish?*

PARTNER A: *No, she doesn't.* (She doesn't speak Spanish.)

1. PARTNER A: _____

   PARTNER B: _____ (He speaks English in class every day.)

2. PARTNER B: _____

   PARTNER A: _____ (She comes to class every day.)

3. PARTNER A: _____

   PARTNER B: _____ (They're in class today.)

4. PARTNER B: _____

   PARTNER A: _____ (He wears jeans every day.)

5. PARTNER A: _____

   PARTNER B: _____ (They aren't from Australia.)

6. PARTNER B: _____

   PARTNER A: _____ (They don't have their laptops on their desks.)

7. PARTNER A: _____

   PARTNER B: _____ (They speak English.)

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

EXERCISE 46 ▸ Vocabulary and speaking. (Chart 3-9)

Part I. Check (✓) the activities you do at least once a week.

1. ____ have a nap
2. ____ take a break
3. ____ take a shower
4. ____ ride a bus
5. ____ take a bus/train/taxi
6. ____ make breakfast
7. ____ fix lunch
8. ____ cook dinner
9. ____ have a snack
10. ____ make your bed
11. ____ do homework
12. ____ wash the dishes
13. ____ fold the laundry

Part II. Walk around the room. Ask questions with the phrases in **Part I**. For each question, find someone who can answer ***yes***.

Example:

TO STUDENT A: Do you have a nap in the afternoon?
STUDENT A: No.
TO STUDENT B: Do you have a nap in the afternoon?
STUDENT B: Yes.
TO STUDENT C: Do you make your bed every day?
STUDENT C: Yes.

EXERCISE 47 ▸ Looking at grammar. (Chart 3-9)

Write ***do***, ***does***, or ***is***.

Weather Questions

1. _____ it hot outside?
2. _____ it raining?
3. _____ it rain often?
4. _____ it warm today?
5. _____ it snowing?
6. _____ it snow in the winter?
7. _____ you like the snow?
8. _____ it nice outside?

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	*BE*
1.	I *live* here.	I *am* here.
2.	They _____ here.	They _____ here.
3.	He _____ here.	He _____ here.
4.	You _____ here.	You _____ here.
5.	She _____ here.	She _____ here.
6.	We _____ here.	We _____ here.

Part II. Negative Forms

	LIVE	*BE*
7.	They *do not / don't live* here.	They *are not / aren't* here.
8.	I _____ here.	I _____ here.
9.	She _____ here.	She _____ here.
10.	You _____ here.	You _____ here.
11.	He _____ here.	He _____ here.
12.	We _____ here.	We _____ here.

Part III. Question Forms

	LIVE	*BE*
13.	___Do___ you ___live___ here?	___Are___ you here?
14.	_____ they _____ here?	_____ they here?
15.	_____ he _____ here?	_____ he here?
16.	_____ we _____ here?	_____ we here?
17.	_____ she _____ here?	_____ she here?

EXERCISE 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.

1. Where is the lost-and-found? ____	a. The lost-and-found.
2. Is the lost-and-found office in this building? ____	b. Yes, it is.
3. What is in this building? ____	c. Down the hall.



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

(WHERE/ WHAT)	+ DO/ DOES	+ SUBJECT	+ MAIN VERB		SHORT ANSWER
(a)	*Do*	they	*live*	in Miami?	→ *Yes*, they do. *No*, they don't.
(b) *Where*	*do*	they	*live?*		→ *In Miami.*
(c)	*Does*	Gina	*live*	in Rome?	→ *Yes*, she does. *No*, she doesn't.
(d) *Where*	*does*	Gina	*live?*		→ *In Rome.*
(e)	*Do*	they	*need*	help?	→ *Yes*, they do. *No*, they don't.
(f) *What*	*do*	they	*need?*		→ *Help.*
(g)	*Does*	Lee	*need*	help?	→ *Yes*, he does. *No*, he doesn't.
(h) *What*	*does*	Lee	*need?*		→ *Help.*

(a) = a *yes/no* question
(b) = an information question

Where asks for information about a place.

The form of *yes/no* questions and information questions is the same:
Do/Does + *subject* + *main verb*

What asks for information about a thing.

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)

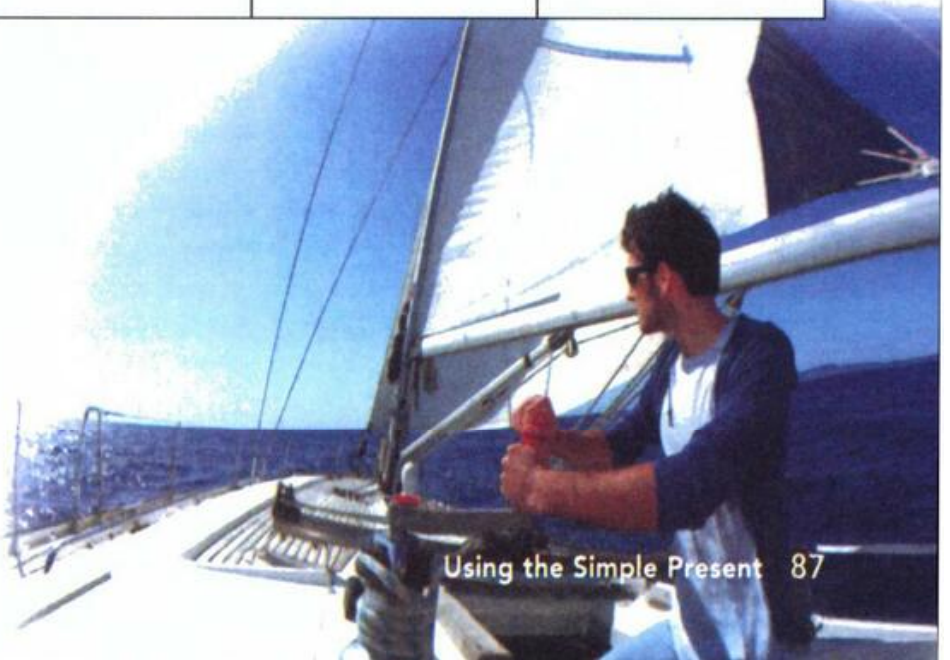
Ask your teacher questions to get more information about each person's life.* Decide who has the best life and why.

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.

1. 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
(a)	*When*	do	you	go	to class? →	*At nine o'clock.*
(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.*

When and ***what time*** ask for information about time.

(e) ***What time*** do you ***usually*** go to class?

The frequency adverb ***usually*** comes immediately after the subject in a question:
Question word + ***does/do*** + *subject* + ***usually*** + *main verb*

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

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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.)

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



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

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



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

7. A: _____
   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.

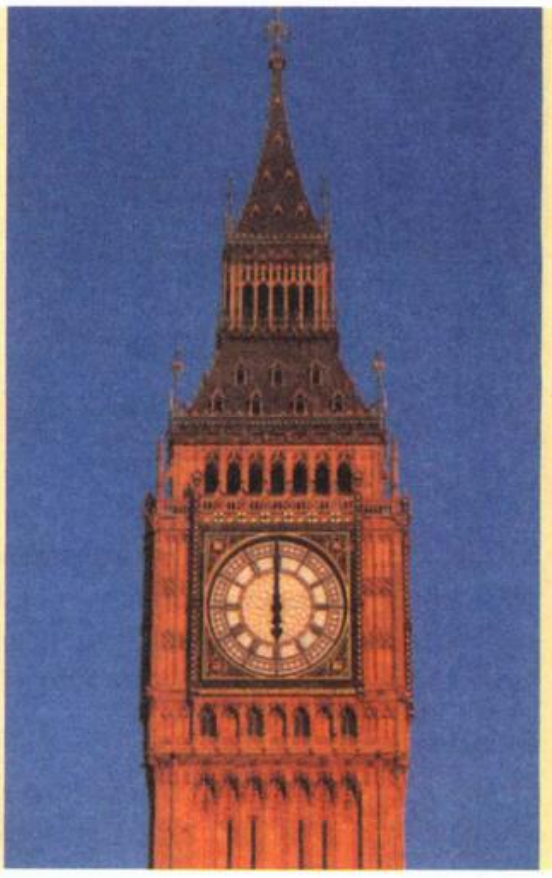
6:05 It's six-oh-five.
It's five after six.

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.***)

***p.m.* = afternoon/evening/night
****a.m.* = morning

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.

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.

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

Classes:
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 2. what \ teach \ he 3. teach \ he \ Psychology 102 4. where \ teach \ he \ Child Psychology 205 5. be \ he \ in his office \ every day	1. be \ he \ a professor 2. teach \ he \ at 7:00 A.M. 3. be \ he \ in his office \ at 9:00 4. what time \ leave \ he \ the office on Tuesdays and Thursdays 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___ (1) the movie start?

B: Seven-fifteen. _____ (2) you want to go with us?

A: Yes. What time _____ (3) it now?

B: Almost seven o'clock. _____ (4) you ready to leave?

A: Yes, let's go.

Conversation 2:

A: Where _____ (5) my keys to the car?

B: I don't know. Where _____ (6) you usually keep them?

A: On the kitchen counter. But they're not there.

B: Are you sure?

A: Yes. _____ (7) you see them?

B: No. _____ (8) they in your coat pocket?

A: I don't think so.

B: _____ (9) your husband have them?

A: No. He has a different set of car keys.

B: Well, good luck!

A: Thanks.

Conversation 3:

A: _____ (10) you go to school?

B: Yes.

A: _____ (11) your brother go to school too?

B: No, he works full-time.

A: Where _____ he work?
12

B: At a hotel.

A: _____ he happy?
13

B: Yes, he loves his job.

Part II. Work with a partner. Practice one conversation. Say it for the class. You can look at your book before you speak. When you speak, look at your partner.

EXERCISE 60 ▸ Check your knowledge. (Chapter 3 Review)

Correct the mistakes.

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

    B: Yes, I like.

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:

HAIR TYPE	HAIR COLOR		EYE COLOR
straight	brown	blond	brown
curly	black	dark	blue
wavy	red	light	green
bald			gray


straight hair


curly hair


wavy hair


bald

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
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 ***doesn't*** or ***isn't*** in negative sentences
7. ☐ 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 4

Using the Present Progressive and the Imperative

PRETEST: What do I already know?

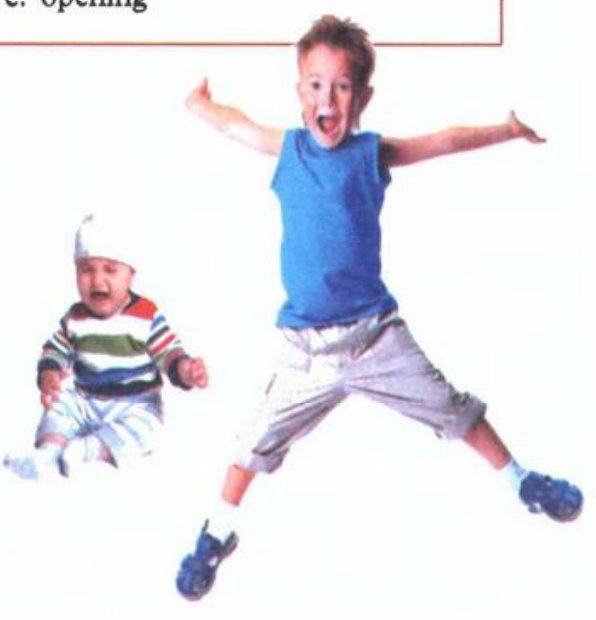
Choose the correct answer.

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
5. 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.	In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.
is + ***-ing***	(b) Rita ***is sitting*** in class right now.	***am, is, are*** = helping verbs ***sitting*** = the main verb
are + ***-ing***	(c) You ***are sitting*** in class right now.	***am, is, are*** + ***-ing*** = the present progressive*

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

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

Complete the sentences with the present progressive form of ***talk***.

1. I *am talking*.
2. You _____.
3. She _____.
4. He _____.
5. It _____.
6. We _____.
7. They _____.
8. The students _____.
9. 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.

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

1



2



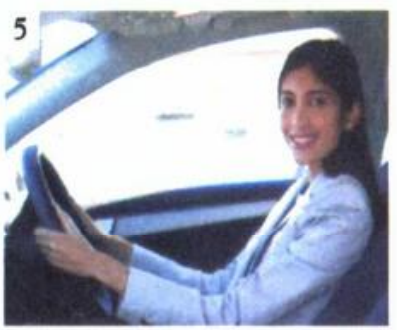
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5



6



7



8



9



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

Write the present progressive form of the verbs.

Grocery Shopping



Lynn and David are at the grocery store. They (*pick*) _____ (1) up food for dinner. Lynn (*stand*) _____ (2) in the fruit and vegetable department. David (*look*) _____ (3) at chicken and fish. He (*cook*) _____ (4) dinner tonight. Their son and daughter (*ask*) _____ (5) for chocolate ice cream. Many people (*buy*) _____ (6) groceries right now. The store is crowded.

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 ___is landing___ 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)

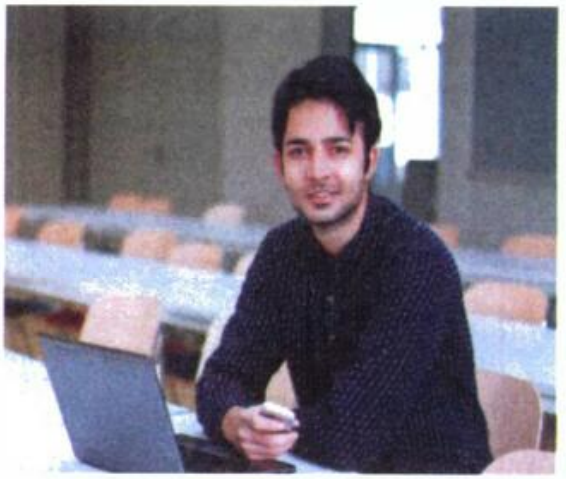
Work with a partner. Answer the questions orally. Then write your sentences on a piece of paper. Your teacher will give you a time limit. The pair with the most correct sentences wins.

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. yes 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.

count	ride	sleep	stop

1. 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?

   _____

4-2 Spelling of *-ing* Verbs

	END OF VERB → -ING FORM	
RULE 1	A CONSONANT* + **-e** → DROP THE **-e** AND ADD ***-ing***	
	smi*le* → smi*ling*	
	wri*te* → wri*ting*	
RULE 2	ONE VOWEL* + ONE CONSONANT → DOUBLE THE CONSONANT AND ADD ***-ing*****	
	s*it* → s*itting*	
	r*un* → r*unning*	
RULE 3	TWO VOWELS + ONE CONSONANT → ADD ***-ing***; DO NOT DOUBLE THE CONSONANT	
	r*ead* → r*eading*	
	r*ain* → r*aining*	
RULE 4	TWO CONSONANTS → ADD ***-ing***; DO NOT DOUBLE THE CONSONANT	
	sta*nd* → sta*nding*	
	pu*sh* → pu*shing*	

*Vowels = *a, e, i, o, u*. Consonants = *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.
**Exception to Rule 2: Do not double *w, x,* and *y*. *snow → snowing; fix → fixing; say → saying*

EXERCISE 11 ▸ Spelling. (Chart 4-2)

Write the ***-ing*** form of the verbs.

1. take _taking_
2. come _____
3. make _____
4. do _____
5. hit _____
6. rain _____
7. hurt _____
8. plan _____
9. bake _____
10. snow _____
11. study _____
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
2. read
3. drink
4. sit
5. eat
6. clap
7. write
8. fly
9. wait
10. sneeze
11. cut a piece of paper
12. cry

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.
2. An office assistant _____ an email to the staff.
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* (*isn't*) *listening*. He's daydreaming.
(c) Mr. and Mrs. Silva *are not* (*aren't*) *watching* TV. They're reading.

Present progressive negative:

am / is / are + *not* + *-ing*

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



3. dancing / listening to music



4. swimming / riding bikes



5. 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
2. ____ play soccer in a park
3. ____ change the oil in a car
4. ____ watch a movie in a theater
5. ____ put on a new tire
6. ____ spend time with friends
7. ____ give a customer a bill
8. ____ repair an engine
9. ____ eat at a restaurant
10. ____ replace a battery

Part II. Use your answers in Part I to make true sentences about Pavel.

1. *He is talking to customers.*
2. *He isn't playing soccer in a park.*
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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.

4-4 Present Progressive: Question Forms

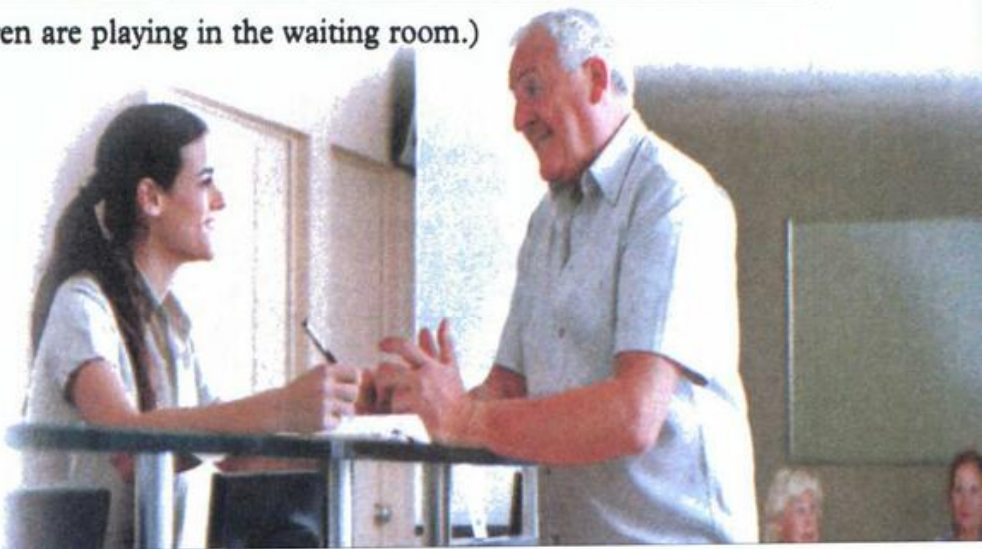
	QUESTION				SHORT ANSWER (LONG ANSWER)	
	BE +	SUBJECT +	*-ING*			
(a)	*Is*	Marta	*sleeping?*	→ Yes, *she is.*	(She's sleeping.)	
				→ No, *she's not.*	(She's not sleeping.)	
				→ No, *she isn't.*	(She isn't sleeping.)	
(b)	*Are*	you	*watching* TV?	→ Yes, *I am.*	(I'm watching TV.)	
				→ No, *I'm not.*	(I'm not watching TV.)	
	QUESTION WORD + *BE* +	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* *are*	you	*watching* TV?	→ *Because it's the championship game.*	(I'm watching TV because 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: _____ ?
   B: Yes, he is. (Ivan is sneezing and coughing.)
4. A: _____ ?
   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/ lunch/dinner	____ take a test
		____ 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 A: Is the person in your picture taking a test?
PARTNER B: No, she isn't.
PARTNER A: What is she doing?
PARTNER B: She's taking a break.

Partner A













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

Make questions with ***where***, ***why***, and ***what***.

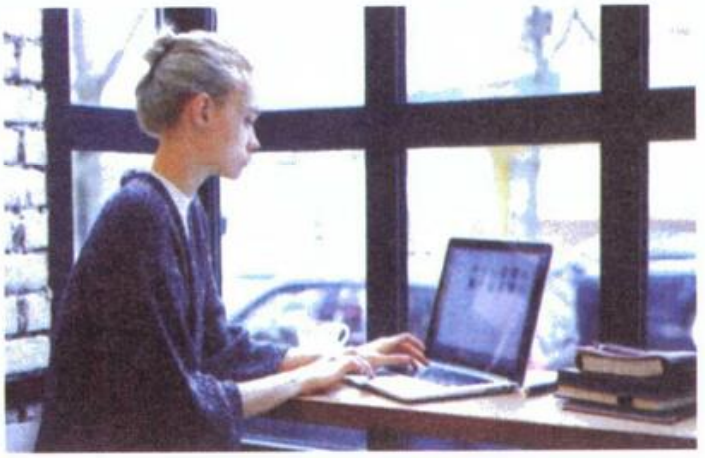
In the Classroom

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: _____
   B: A sentence. (I'm writing a sentence.)
4. A: _____
   B: In the back of the room. (Yoshi is sitting in the back of the room.)
5. A: _____
   B: To the cafeteria. (I'm going to the cafeteria.)
6. A: _____
   B: Jeans and a sweatshirt. (Jonas is wearing jeans and a sweatshirt today.)
7. A: _____
   B: Because I'm happy. (I'm smiling because I'm happy.)

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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 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 drinking a glass of lemonade.)
6. A: _____
   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 going 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 lot of work.)

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.



**purpose* = reason

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

QUESTIONS			ANSWERS
Where	are you	coming from? going? staying?	I'm coming from ... I'm going to ... I'm staying at the ... hotel. I'm staying with ... (friends/family/ relatives).
	Are you	traveling alone? with a group?	Yes. / No.
How long	are you	staying?	... weeks. ... months.
What	is	the purpose of your visit?	I'm here on business. I'm on vacation. I'm a student. 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?

4-5 The Simple Present Tense vs. the Present Progressive Tense

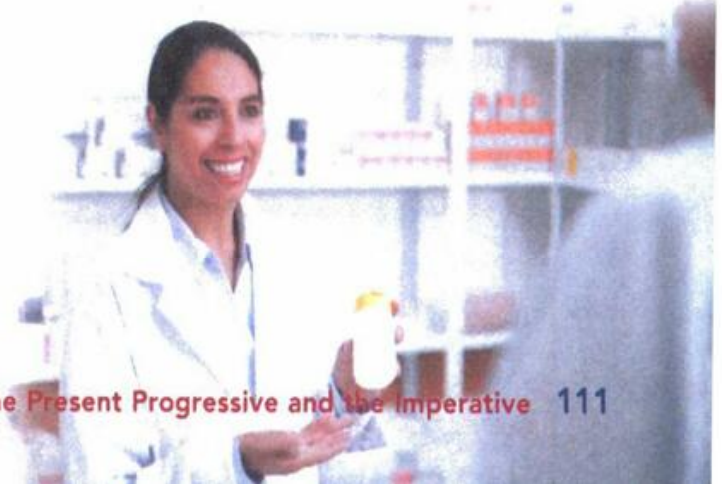
	SIMPLE PRESENT	PRESENT PROGRESSIVE
	The simple present expresses habits or usual activities. Common time words are ***every day***, ***every year***, ***every month***, ***often***, ***sometimes***, and ***never***. The simple present uses ***do*** and ***does*** in negative sentences and questions.	The present progressive expresses actions that are happening right now, while the speaker is speaking. Common time words are ***now***, ***right now***, and ***today***. The present progressive uses ***am***, ***is***, and ***are*** in negative sentences and questions.
STATEMENT	I *talk* You *talk* He, She, It *talks* We *talk* They *talk* } *every day.*	I *am talking* You *are talking* He, She, It *is talking* We *are talking* They *are talking* } *now.*
NEGATIVE	I *don't talk.* You *don't talk.* He, She, It *doesn't talk.* We *don't talk.* They *don't talk.*	I *am not talking.* You *are not talking.* He, She, It *is not talking.* We *are not talking.* They *are not talking.*
QUESTION	*Do* I *talk?* *Do* you *talk?* *Does* he, she, it *talk?* *Do* we *talk?* *Do* they *talk?*	*Am* I *talking?* *Are* you *talking?* *Is* he, she, it *talking?* *Are* we *talking?* *Are* they *talking?*

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

Choose the correct time words.

At a Pharmacy

1. Mari is working (now.) every day.
2. Mari works at a pharmacy now. every day.
3. A customer is getting a prescription right now. every day.



4. The pharmacist answers questions	now.	every day.
5. An assistant is answering questions	right now.	every day.
6. You take medication	right now.	every day.
7. The medication helps you	right now.	every day.
8. I am feeling sick	today.	every day.
9. Customers are waiting for their prescriptions	right now.	every day.

EXERCISE 25 ▸ Looking at grammar. (Chart 4-5)

Write the correct form of the words in parentheses.

The Weather

1. Right now it (*be*) _____is_____ cold outside. The sun (*shine, not*) _____isn't shining_____. It (*snow*) _____. We (*stay*) _____ inside. We often (*stay*) _____ inside in the winter.

2. (*snow, it*) _____ in your city very often? (*snow, it*) _____ _____ right now?

3. What a beautiful day! The sky (*be*) _____ clear. It (*be, not*) _____ cloudy. The sun (*shine*) _____.

4. Oh, no, it (*rain*) _____. I (*wear, not*) _____ _____ my boots. My feet (*get*) _____ wet. I (*get*) _____ cold.

EXERCISE 26 ▸ Listening. (Chart 4-5)

Listen to each sentence. Choose the correct completion.

Example: You will hear: Pedro is sleeping late …
You will choose: (now) every day

1. now	every day	5. now	every day
2. now	every day	6. now	every day
3. now	every day	7. now	every day
4. now	every day	8. now	every day

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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.

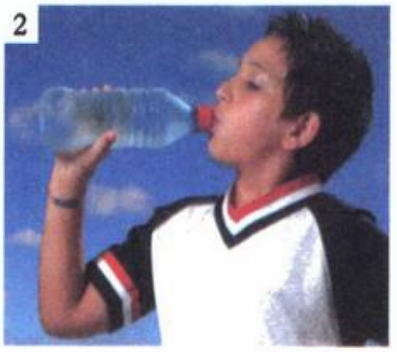


Example: exercise

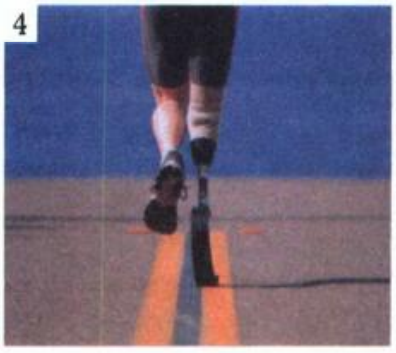
PARTNER A: Is he exercising?
PARTNER B: Yes, he is.
PARTNER A: Does he exercise every day?
PARTNER B: Yes, he does.

check for phone messages	drink water	ride bikes
daydream	drive	run
do homework	play in the park	shave

1


2


3


4


5


6


7


8


9


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

Complete each question with <u>all</u> the correct answers. Use the words in the boxes.

a teacher	at school	early	sick	study	studying	work

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

angry	a dancer	cook	dance	driving	ready	understand

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

a problem	help	here	new	raining	ready	true	work

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

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

Write ***do***, ***does***, ***is***, or ***are***.

On the Subway

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



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 are you doing?

A: _____ (1) on your English paper?

B: No. _____ (2). _____ (3) an email to my sister.

A: _____ (4) to her often?

B: Yes, but I _____ (5) a lot of emails to anyone else.

A: _____ (6) to you often?

B: No, but she _____ (7) 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*) talks to her every day during his lunch break.
2. A: I (*walk*) _____ to school every day. I (*take, not*) _____ the bus. (*you, take*) _____ the bus?
   B: No, I don't.
3. A: 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
- shift
- earn
- average
- co-worker
- 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. ___Is___ 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 for a restaurant server? Check (✓) the items.

____ fast	____ formal
____ friendly	____ speaks other languages
____ talkative	____ smiles a lot
____ polite	____ has a good memory

2. Do customers leave tips at restaurants in your country? If 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

	Some verbs are usually NOT used in the present progressive. They are called "non-action verbs."
(a) I'm hungry ***right now***. I ***want*** an apple.	In (a): ***Want*** is a non-action verb. *Want* expresses a physical or emotional need, not an action.
(b) I ***hear*** a siren. ***Do*** you ***hear*** it too? *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 34 ▸ Looking at grammar. (Chart 4-6)

Write the simple present or the present progressive form of the verbs in parentheses.

1. Alicia is in her room right now. She (*listen*) _____is listening_____ to a podcast. She (*like*) _____likes_____ the podcast.
2. It (*snow*) _____ right now. It's beautiful! I (*like*) _____ this weather.
3. I (*know*) _____ Jessica Santos. She's in my class.
4. The teacher (*talk*) _____ to us right now. I (*understand*) _____ everything she's saying.
5. Emilio is at a restaurant right now. He (*eat*) _____ dinner. He (*like*) _____ the food. It (*taste*) _____ good.
6. Sniff-sniff. I (*smell*) _____ gas. (*you, smell*) _____ it?
7. Taro (*tell*) _____ us a story right now. I (*believe*) _____ his story.
8. Ugh! Someone (*smoke*) _____ a cigar. It (*smell*) _____ terrible! I (*hate*) _____ cigars.
9. Look at Alek. He (*look*) _____ at his new baby daughter. He (*love*) _____ her. He (*smile*) _____.

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

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

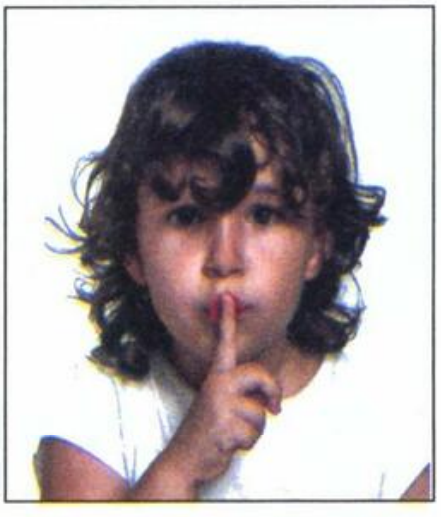
QUESTION	STUDENT A	STUDENT B
1. What \ you \ like?		
2. What \ a baby \ like?		
3. What \ you \ want?		
4. What \ children \ want?		
5. What \ you \ love?		

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)

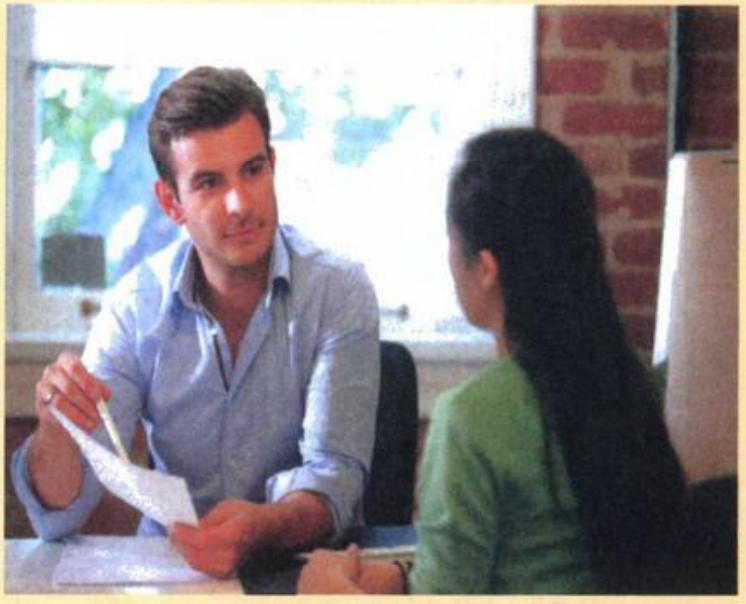
Choose the usual sentence in each pair.

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?	I'm applying for the server / salesclerk / gardener / cashier / janitor / lab assistant / etc. position.
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 watching*
   a. I _____ my cell phone. It is 10:00 P.M.
   b. I _____ a movie. It is very funny.
2. *hear / am listening to*
   a. I _____ the teacher carefully. She is explaining grammar to me.
   b. Shhh! I _____ a noise. Maybe someone is downstairs!

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

SEE, LOOK AT, AND WATCH	
(a) I ***see*** many things in this room.	In (a): ***see*** = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.
(b) ***I'm looking at*** my watch. I want to know the time.	In (b): ***look at*** = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.
(c) Bob ***is watching*** TV.	In (c): ***watch*** = an action verb. I *watch* something for a long time, but I *look at* something for a short time.
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.	In (d): ***hear*** = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.
(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 (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?
3. Look at the board. What do you see?
4. What programs do you like to watch on TV?

5. What sports do you like to watch?
6. What 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 b. hear
3. The teacher ____ us. Why? What does she want?
   a. sees b. is watching
4. My parents ____ TV after dinner.
   a. see b. watch
5. Help! I ____ a snake.
   a. see b. am watching

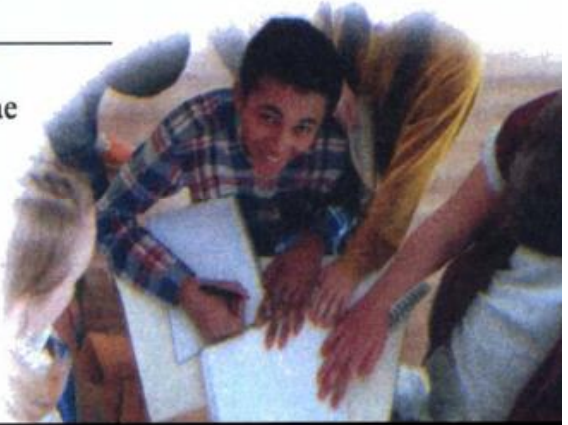
EXERCISE 40 ▸ Looking at grammar. (Charts 4-5 → 4-7)

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

In Class

I (*sit*) _____ (1) *am sitting* in class right now. I (*sit, always*) _____ (2) *always sit* in the same seat every day in the middle of the room. We (*do*) _____ (3) homework. Some students (*help*) _____ (4) me. Right now we (*speak*) _____ (5) English. Sometimes we (*speak*) _____ (6) our language. But our teacher (*want*) _____ (7) us to speak English.

I (*see*) _____ (8) Sandro in the corner. He (*work, not*) _____ (9). He (*look*) _____ (10) around the room. Kim (*check*) _____ (11) the answer key in his grammar book. Francisco (*watch*) _____ (12) the clock. Abdullah



(*smile*) _____ (13). Lidia (*get*) _____ (14) things out of her backpack. Hans (*chew*) _____ (15) gum.

EXERCISE 41 ▸ Warm-up. (Chart 4-8)

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

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

4-8 Think About and Think That

	THINK	+ ABOUT	+ A NOUN		In (a): Ideas about my family are in my mind every day.
(a) I	***think***	***about***	***my family***	every day.	
(b) I	***am thinking***	***about***	***grammar***	right now.	In (b): My mind is busy now. Ideas about grammar are in my mind right now.

				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***.
	THINK	+ THAT	+ A STATEMENT	
(c) I	***think***	***that***	***Emma is lazy.***	
(d) Ed	***thinks***	***that***	***I am lazy.***	
(e) I	***think***	***that***	***the weather is nice.***	

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



4-9 Imperative Sentences

(a) ***Put your phones 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. (c) ***Stand*** up. (d) ***Be*** quiet. (e) ***Stop*** talking.*	An imperative sentence uses the base form of a verb (*sit, stand, be, etc.*). The subject is ***you***. Sit down. = (You) sit down.
(f) ***Don't open*** the window. (g) ***Don't be*** late.	NEGATIVE IMPERATIVE ***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.
   MOM: Wait a minute. Did you clean your room?
   ANDY: Uh ...
   MOM: 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!



1. _____



2. _____



3. _____



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. You are the teacher. Your students are very noisy. You want to begin class.
   a. Sit down.
   b. _____
   c. Don't _____
2. Your friend has a headache.
   a. _____
   b. _____
   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)

Read the paragraph and the statements. Circle "T" for true and "F" for false.

SLEEP: HOW MUCH DO PEOPLE NEED?

Adults need about eight hours of sleep a night. Some need more and some need less. 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?



1. 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. T F

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

Correct the mistakes.

1. It's ~~rainning~~ *raining* today. I ~~no~~ *don't* like the rain.
2. I like New York City. I am thinking that it is a wonderful city.
3. Does Abdul be sleeping right now?
4. Why you are going downtown today?
5. I am liking flowers. They are smelling good.
6. Bill at a restaurant right now. He usually eat at home, but today he eatting dinner at a restaurant.
7. 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*
- *final exams*
- *pass*
- *toss and turn*
- *wide-awake*



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:

1. ☐ 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. ☐ use of present progressive for activities right now
6. ☐ 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 5

Nouns and Pronouns

PRETEST: What do I already know?

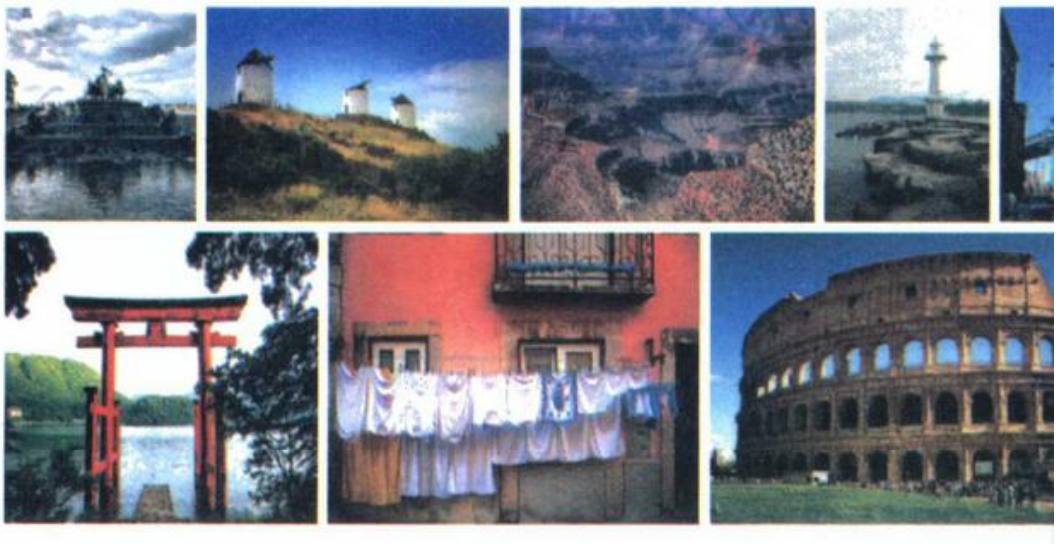
Check (✓) the correct sentences.

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



5-1 Nouns: Singular and Plural Forms

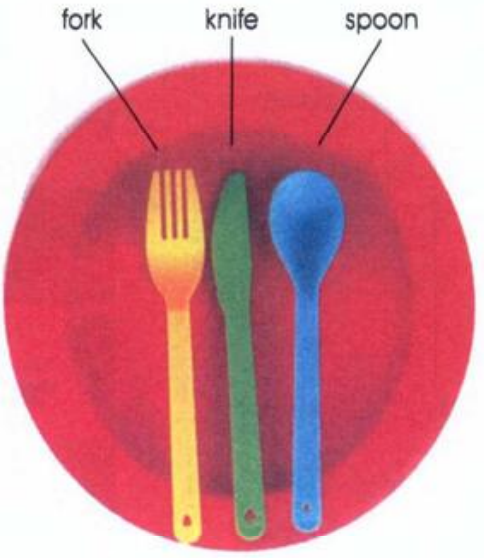
	SINGULAR	PLURAL	
(a)	*one pen* *one apple* *one cup* *one elephant*	*two pens* *three apples* *four cups* *five elephants*	To make the plural form of most nouns, add *-s*.
(b)	*baby* *city*	*babies* *cities*	END OF NOUN: *consonant + -y* PLURAL FORM: change *y* to *i*, add *-es*
(c)	*boy* *key*	*boys* *keys*	END OF NOUN: *vowel + -y* PLURAL FORM: add *-s*
(d)	*wife* *thief*	*wives* *thieves*	END OF NOUN: *-fe* or *-f* PLURAL FORM: change *f* to *v*, add *-s* or *-es*
(e)	*dish* *match* *class* *box*	*dishes* *matches* *classes* *boxes*	END OF NOUN: *-sh, -ch, -ss, -x* PLURAL FORM: add *-es* PRONUNCIATION: /əz/
(f)	*tomato* *potato* *zoo* *radio*	*tomatoes* *potatoes* *zoos* *radios*	END OF NOUN: *consonant + -o* PLURAL FORM: add *-es* END OF NOUN: *vowel + -o* 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.
2. 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**?
5. 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.

1. Are (*tax*) in your country high or low?
2. 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 (*zoo*) a good idea or bad idea? Why?
7. 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 two (*boy*) _____.
2. Women give birth to (*child*) _____.
3. I like to go to (*party*) _____ because I like to meet and talk to people.
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	zoo

1. Steve drinks eight _____ of water every day.
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 **Ø** if no ending is necessary. Do you agree or disagree with each statement? Share some of your answers. Remember: ***a/an = one***.

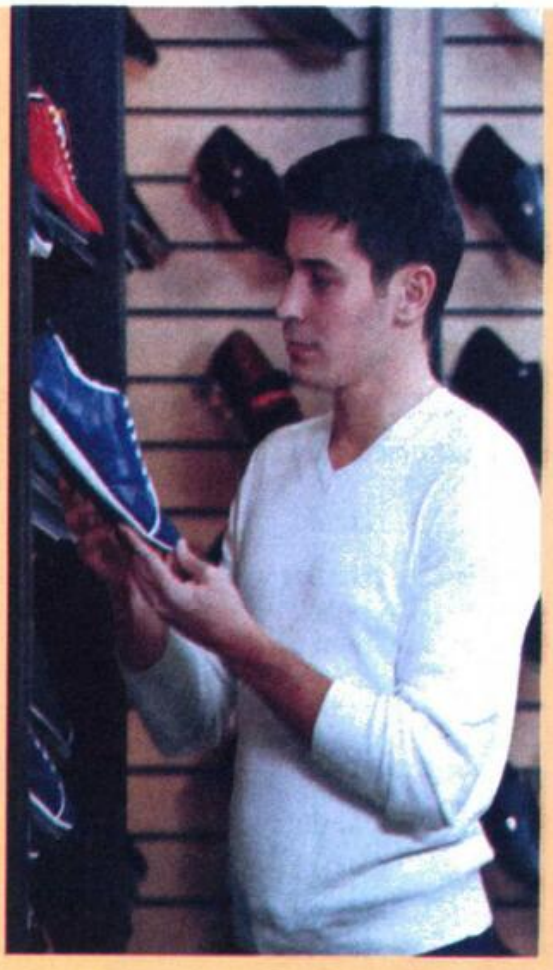
1. I like banana*s*, strawberry*ies*, and peach*es*.	yes	no
2. I eat a banana___ every day.	yes	no
3. My favorite animals are elephant___.	yes	no
4. A baby elephant___ is cute.	yes	no
5. Baby___ are cute.	yes	no
6. The grammar exercise___ in this book are easy.	yes	no
7. A ride on a motorcycle___ is 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	
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.
What size are you? What 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***.
(c)	*man*	***men***	I see a *man* on the street. I see two ***men*** on the street.
(d)	*mouse*	***mice***	My cat sees a *mouse*. Cats like to catch ***mice***.
(e)	*tooth*	***teeth***	My *tooth* hurts. My ***teeth*** are white.
(f)	*woman*	***women****	One *woman* is in our class. Ten ***women*** are in your class.
(g)	*sheep*	***sheep***	Annie drew a picture of one *sheep*. Tommy drew a picture of two ***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***.)

*Pronunciation: "wih-muhn"

People is always plural. It has no singular form.

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, no, I'm still awake!
3. The dancer is standing on one _____. After a dance, her _____ are sore.
4. Janine has two _____. I have one _____.



5. Look at the two _____. One _____ is jumping.
6. One _____ is talking on the phone. One _____ is thinking about something.
7. These _____ are having a conversation.
8. I see a _____ in the garage. Oh, no! Now I see three _____.

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. Make the nouns plural. Write **Ø** for "no ending."

1. Tara shops at online site____.
2. She lives far away from mall____.
3. She checks website____ for sale____.
4. She likes to buy clothes for her husband and child_____.
5. She buys jacket____, skirt____, shirt____, dress____, and coat____.
6. She doesn't buy shoe____ online because she has big _____, and the shoe____ often don't fit.
7. Tara likes website____ with free shipping for return____.

Part III. Work in small groups. Answer the questions.

1. Here are some ways to shop for clothes. What words are new for you? How do you like to shop 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. What websites are good for shopping? What websites are not good?

   _____

   _____

3. What advice do you have for your classmates about shopping in this area? What are some good stores? Bad stores? Cheap stores? Expensive stores?

   _____

   _____

   _____

EXERCISE 13 ▸ Warm-up. (Chart 5-3)

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



1. I cook delicious meals.	yes	no
2. I like raw vegetables.	yes	no
3. Fresh fruit is expensive.	yes	no

5-3 Adjectives with Nouns

(a) I don't like ***cold weather***.
adj. + noun

(b) Alex is a ***happy child***.
adj. + noun

(c) The ***hungry boy*** has a ***fresh apple***.
adj. + noun adj. + noun

An ADJECTIVE (adj.) describes a noun. In grammar, we say that adjectives modify nouns. The word *modify* means "change a little." Adjectives give a little different meaning to a noun: *cold weather, hot weather, nice weather, bad weather.*

Adjectives come in front of nouns.

(d) The ***weather*** is ***cold***.
noun + *be* + adj.

Reminder: An adjective can also follow ***be***; the adjective describes the subject of the sentence. (See Chart 1-7, p. 16.)

COMMON ADJECTIVES

beautiful – ugly	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

EXERCISE 15 ▸ Looking at grammar. (Chart 5-3)

Circle the nouns about food. Underline the adjectives. Draw an arrow from each adjective to the noun it describes.

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 5-3)

Work in small groups. Add adjectives to the sentences. Use any adjectives that make sense. Take turns. Think of at least three possible adjectives for each sentence.

1. I don't like *cold / hot / wet / rainy / bad / etc.* weather.
2. Do you like _____ food?
3. I admire _____ people.
4. _____ people make me angry.
5. Pollution is a/an _____ problem.
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.

Favorite international food in our group: _____

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.

5-4 Nouns: Subjects and Objects

مرجع زبان ایرانیان

(a) NOUN: ***Karl*** | is washing | NOUN: ***dishes.***
subject — verb — object

(b) NOUN: The ***dishes*** | are drying.
subject — verb

In (a): A NOUN is used as the SUBJECT of a sentence. A NOUN can also be used as the OBJECT of a verb.*

Dishes is a NOUN. ***Dishes*** is the object of the verb ***is washing***. Objects come after the verb.

In (b): ***Dishes*** is a NOUN. It is used as the subject of the sentence. There is no 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 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 = mice
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 = _____



EXERCISE 20 ▸ Grammar and speaking. (Chart 5-4)

Part I. Complete each diagram with the correct subject, verb, and object.

A Weekend Afternoon

1. Emily is washing her clothes today.

Emily	*is washing*	*clothes*
subject	verb	object of verb

2. Her roommate is sleeping right now.

Her roommate	*is sleeping*	*Ø*
subject	verb	object of verb

3. Sonya is watching a video.

subject	verb	object of verb

4. Leo is studying.

subject	verb	object of verb

5. He is reading a textbook.

subject	verb	object of verb

6. Veronica is checking Twitter.

subject	verb	object of verb

7. Eddie is making some popcorn.

subject	verb	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)

Choose all the correct completions for each sentence.

he	him	it
she	her	

1. I understand _____.
2. You don't understand _____.
3. _____ understands us.

5-5 Subject Pronouns and Object Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
(a) *I* speak English.	Bob knows *me*.
(b) *You* speak English.	Bob knows *you*.
(c) *She* speaks English.	Bob knows *her*.
(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*.

SUBJECT – OBJECT
I – me
you – you
she – her
he – him
it – it
we – us
you – you
they – them

(i) I know *Tony*. *He* is a friendly person.

(j) I like *Tony*. I know *him* well.

A pronoun has the same meaning as a noun.
In (i): ***He*** has the same meaning as ***Tony***.
In (j): ***Him*** has the same meaning as ***Tony***.
In grammar, we say that a pronoun "refers to" a noun. The pronouns ***he*** and ***him*** refer to the noun ***Tony***. The pronoun is necessary.
INCORRECT: I know well.

(k) I have *a red book*. *It* is on my desk.

Sometimes a pronoun refers to a *noun phrase*.
In (k): ***It*** refers to the phrase ***a red book***.

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.

4. 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 Mia. _____ love _____ very 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.

1. Do you do your homework?
   When do you ... ?
2. Do you visit friends?
   When do you ... ?
3. Do you check your phone?
   When do you ... ?

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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.
3. ____ 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 (*I, 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 I / 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



1. A: Does the movie start at 7:00?

   B: No, ___it___ doesn't.

   ___It___ starts at 8:00.

2. A: Are Maggie and Omar coming with us?

   B: _____ am not sure. I need to ask _____.

3. A: Do Julia and you want to leave for the theater early?

   B: Yes, _____ do. Julia and _____ want to leave early.

4. A: Where does Julia like to sit?

   B: _____ likes to sit in the center. But I like to sit near the aisle.

   A: Do you want to sit with _____?

   B: Yes. But maybe the aisle is OK with _____. Maybe she wants to sit near the aisle with _____.

   A: Maybe!

5. A: I'm on the theater website. _____ isn't working.

   B: Let me look at _____.

EXERCISE 31 ▸ Looking at grammar. (Charts 5-5 and 5-6)

Choose the correct answer.



Updates

1. Katie is graduating today. We're having a party for ____.
   a. them b. it c. she d. her
2. Jared is working at the office with my husband and ____.
   a. I b. me c. he d. she
3. Maya and Leo are expecting a new baby. ____ are 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 wants to sell ____.
   a. her b. them c. him d. it
6. My husband and ____ are traveling a lot for our jobs.
   a. I b. me c. us d. them
7. Dan is really sick. His wife is taking care of ____.
   a. he b. him c. them d. it
8. My brother and I share an apartment now. You are 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 book. OR It's his.
2. Student B: It's her book. OR It's hers.
3. Student C: It's your book. OR It's yours.
4. Student D: It's our book. OR It's _____.
5. Student E: It's their book. OR It's _____.

Do you know this exception?

6. It's my book. OR It's _____.

5-7 Possessive Adjectives and Possessive Pronouns

(a) This book belongs to me.
It is *my* book.
It is *mine*.

(b) That book belongs to you.
It is *your* book.
It is *yours*.

(c) That book is *mine*.
INCORRECT: That is mine book.

POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
my	mine
your	yours
her	hers
his	his
our	ours
their	theirs

A POSSESSIVE ADJECTIVE is used in front of a noun: ***my*** book.

A POSSESSIVE PRONOUN is used alone, 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 _____.
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.

1. **I** own this book.
   a. This book belongs to _____*me*_____.
   b. This is _____*my*_____ book.
   c. This book is _____*mine*_____.
2. **They** own these books.
   a. These books belong to _____.
   b. These are _____ books.
   c. These books are _____.

3. **You** own that book.
   a. That book belongs to _____.
   b. That is _____ book.
   c. That book is _____.
4. **She** owns this pen.
   a. This pen belongs to _____.
   b. This is _____ pen.
   c. This pen is _____.
5. **He** owns that pen.
   a. That pen belongs to _____.
   b. That is _____ pen.
   c. That pen is _____.
6. **We** own those books.
   a. Those books belong to _____.
   b. Those are _____ books.
   c. Those books are _____.

EXERCISE 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?
2. 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.

irlanguage

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.

Part III. Share your answers with a partner. Then, in small groups, tell about your partner.

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.

1. ____ His bedroom is messy.
2. ____ The boy his bedroom is messy.
3. ____ The boy bedroom is messy.
4. ____ The boy's bedroom is messy.



5-8 Possessive Nouns

	SINGULAR NOUN	POSSESSIVE FORM
(a) My *friend* has a car. My ***friend's*** car is blue.	***friend***	***friend's***
(b) The *student* has a book. The ***student's*** book is red.	***student***	***student's***

To show that a person possesses something, add an apostrophe (') and *-s* to a singular noun.

POSSESSIVE NOUN, SINGULAR:
noun + apostrophe (') + -s

	PLURAL NOUN	POSSESSIVE FORM
(c) The *students* have books. The ***students'*** books are red.	***students***	***students'***
(d) My *friends* have a car. My ***friends'*** car is blue.	***friends***	***friends'***

Add an apostrophe (') at the end of a plural noun (after the *-s*).

POSSESSIVE NOUN, PLURAL:
noun + -s + apostrophe (')

Do not use an apostrophe when the noun is not possessive.
INCORRECT: My friends' have a car.

(e) ***Eva's*** car is new.
(f) That car is ***Joe's***.

Names of people can also take the possessive form.

In (e): The car belongs to Eva.
In (f): The car 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 the 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 crowded?
   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.	one teacher	more than one

3. The nurses' uniform is green.	one nurse	more than one
4. The nurse's uniform is green.	one nurse	more than one
5. My friends' work is interesting.	one friend	more than one
6. The dentist's schedule is busy.	one dentist	more than one

EXERCISE 40 ▸ Looking at grammar. (Chart 5-8)

Work in small groups. Complete the sentences with your classmates' names.

1. _____ hair is short and straight.
2. _____ grammar book is on her desk.
3. _____ last name is _____.
4. I don't know _____ address.
5. _____ eyes are brown.
6. _____ shirt is blue.
7. _____ backpack is on the floor.
8. I need to borrow _____ pen.

EXERCISE 41 ▸ Game. (Chart 5-8)

Work in teams. Complete the sentences with words in the box. You may use a word more than one time. The team with the most correct answers wins.

brother	daughter	mother	son
children	father	sister	wife

Family Relationships

1. My uncle is my father's _____.
2. My grandmother is my mother's _____.
3. My brother-in-law is my husband's _____.
4. My sister's _____ are my nieces and nephews.
5. My niece is my brother's _____.
6. My nephew is my sister's _____.
7. My aunt's _____ is my mother.
8. My wife's _____ is my mother-in-law.



9. My brother's _____ is my sister-in-law.

10. My father's _____ and _____ are my grandparents.

EXERCISE 42 ▸ Looking at grammar. (Charts 2-7, 5-7, and 5-8)

Write the correct possessive form of the given words.

1. I — a. This bookbag is *mine*.
   Ava — b. That bookbag is *Ava's*.
   I — c. *My* bookbag is red.
   she — d. *Hers* is green.

2. we — a. These books are _____.
   they — b. Those books are _____.
   we — c. _____ books are on the table.
   they — d. _____ are on the desk.

3. Don — a. This raincoat is _____.
   Kate — b. That raincoat is _____.
   he — c. _____ is light brown.
   she — d. _____ is light blue.

4. I — a. This notebook is _____.
   you — b. That one is _____.
   I — c. _____ has _____ name on it.
   you — d. _____ has _____ name on it.

5. Ray — a. _____ apartment is on Pine Street.
   we — b. _____ is on Main Street.
   he — c. _____ apartment has three rooms.
   we — d. _____ has four rooms.

6. I — a. This is _____ pen.
   you — b. That one is _____.
   I — c. _____ is in _____ pocket.
   you — d. _____ is on _____ desk.

7. we — a. _____ car is big.
   they — b. _____ is small.
   we — c. _____ gets poor gas mileage.
   they — d. _____ car gets good gas mileage.

8. Gabi a. These books are _____.
   Evan b. Those are _____.
   she c. _____ are on _____ desk.
   he d. _____ are on _____ desk.

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.

1. ~~Brians~~ *Brian's* 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 Ellen

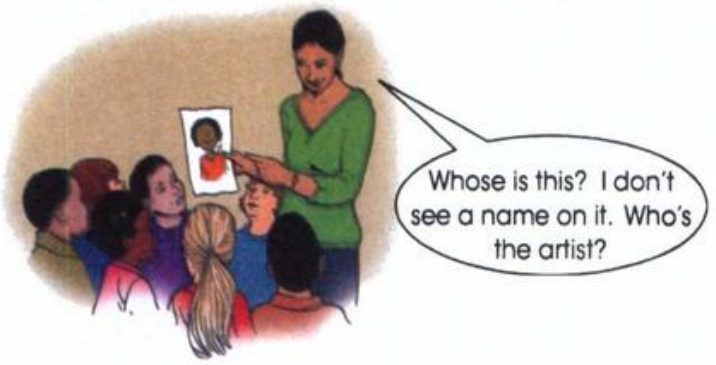
6. The teacher collected all the students test papers at the end of the class.
7. Nicole is a girls name.
8. Erica and Natalie are girls names.
9. Do you know Monicas brother?
10. Ryans friends visited him last night.

EXERCISE 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.

5-9 Questions with *Whose*

(a) ***Whose book*** is this? → ***Mine.*** → It's ***mine.*** → It's ***my*** book. (b) ***Whose books*** are these? → ***Rita's.*** → They're ***Rita's.*** → They're ***Rita's*** books.	***Whose*** asks about possession. ***Whose*** is often used with a noun (e.g., *whose book*), as in (a) and (b).
(c) ***Whose*** is this? (*The speaker is pointing to one book.*) (d) ***Whose*** are these? (*The speaker is pointing to some books.*)	***Whose*** can be used without a noun if 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.



EXERCISE 47 ▸ Looking at grammar. (Chart 5-9)

Choose the correct answer.

1. Whose birthday is today?
   a. Audrey's.
   b. Audrey.
2. Who is on the phone?
   a. Audrey's.
   b. Audrey.
3. Who is working at the bakery?
   a. Allen.
   b. Allen's.
4. Whose bakery is the best?
   a. Allen.
   b. Allen's.
5. Who's joining us for lunch?
   a. Toshi's.
   b. Toshi.
6. Whose dirty socks are on the floor?
   a. Julian's.
   b. Julian.

EXERCISE 48 ▸ Looking at grammar. (Chart 5-9)

Write ***Whose*** or ***Who's***.

1. _____ your roommate this year?
2. _____ pen is this?
3. _____ on the phone?
4. _____ that?
5. _____ is that?
6. _____ making so much noise?

EXERCISE 49 ▸ Listening. (Chart 5-9)

Listen to each sentence. Do you hear ***Whose*** or ***Who's***?

In Class

1. Whose	Who's	5. Whose	Who's
2. Whose	Who's	6. Whose	Who's
3. Whose	Who's	7. Whose	Who's
4. 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
b. 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 …

1. 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 stories of _____ lives.
5. students _____ lives are busy.
6. sister Do you know my husband?
7. children Our _____ school is near our house.

EXERCISE 56 ▸ Listening. (Chapters 1–5 Review)

Listen to each conversation. Write the missing words.

Examples: You will hear: How is Mr. Park doing?
You will write: How ___is___ Mr. Park doing?

You will hear: Great! I see him every week at the office.
You will write: Great! I see ___him___ every week at the office.

1. A: Mika and _____ downtown this afternoon. Do you want to come _____?
   B: I don't think so, but thanks anyway. Chris and _____ to the library. _____ study for our test.

2. A: Hi, Abby. How do you like your new apartment?
   B: _____ great. I have a new roommate too. She's very nice.
   A: What's _____ name?
   B: Rita Lopez. Do you _____?
   A: No, but I know _____ brother. He's in my math class.

3. A: Do you see Mike and George very much?
   B: Yes, I see _____ often. We play video games at my house.
   A: Who usually wins?
   B: Mike. We never beat _____!

EXERCISE 57 ▸ Check your knowledge. (Chapter 5 Review)

Correct the mistakes.

1. Jamil a car has. → *Jamil has a car.*
2. Babys cry.
3. Kurt helps Justin and I.
4. Our teacher gives tests difficult.
5. Charlie is cutting with a lawnmower the grass.
6. Do you know Yuko roommate?
7. My roommate desk is always a mess.
8. 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.

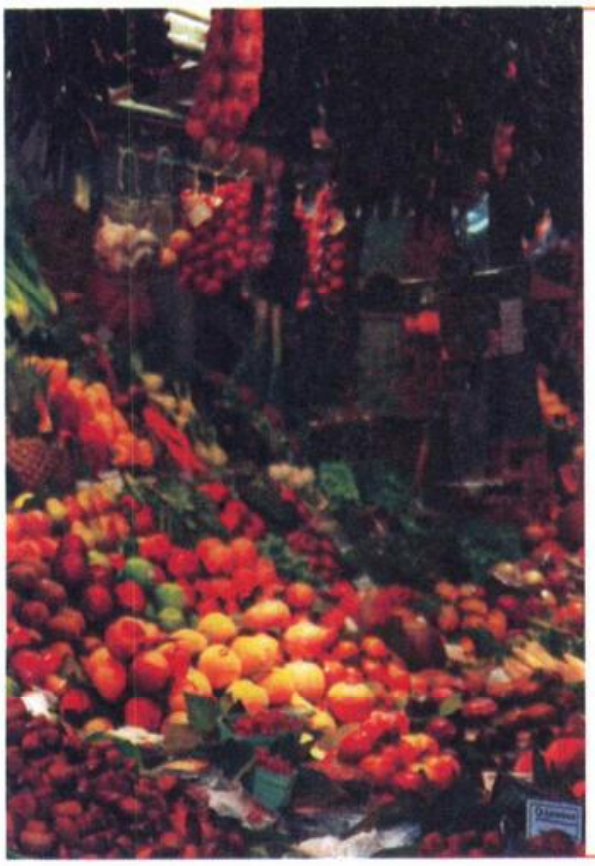
13. Does that store sell children toys?

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***.

1. My favorite store is _____.
2. I like this store because it _____.
3. I often/sometimes buy _____.
4. I don't like to buy _____.
5. The store is _____.

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

1. ☐ an indented paragraph
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 ***-s/-es/-ies*** endings for plural nouns
6. ☐ correct use of irregular plural forms
7. ☐ 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 6

Count and Noncount Nouns

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 / Ø 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



6-1 Nouns: Count and Noncount

	SINGULAR	PLURAL	
COUNT NOUN	*a book* *one book*	*books* *two books* *some books* *a lot of books*	**A COUNT NOUN** SINGULAR: ***a*** + *noun*; ***one*** + *noun* PLURAL: *noun* + ***-s***
NONCOUNT NOUN	*mail* *some mail* *a lot of mail*	(no plural form)	**A NONCOUNT NOUN** SINGULAR: Do not use ***a***. Do not use ***one***. PLURAL: A noncount noun does not have a plural form.

COMMON NONCOUNT NOUNS

advice	mail	bread	pepper
furniture	money	cheese	rice
help	music	coffee	salt
homework	traffic	food	soup
information	vocabulary	fruit	sugar
jewelry	weather	meat	tea
luck	work	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____



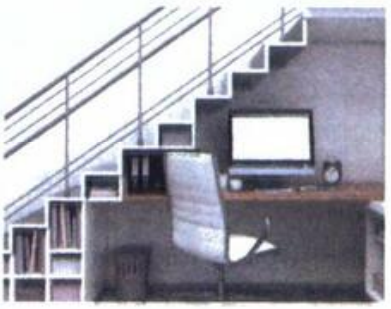
3. some jewelry____



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.	a	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.	a	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	
	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
2. one
3. two
4. some
5. a lot of
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.

6-2 Using *A* vs. *An*

(a) *A dog* is *an animal.*	***A*** and ***an*** are used in front of singular count nouns. In (a): ***dog*** and ***animal*** are singular count nouns.
(b) I work in *an office.* (c) Mr. Tang is *an old man.*	Use ***an*** in front of words that begin with the vowels ***a, e, i,*** and ***o***: *an apartment, an elephant, an idea, an ocean.* In (c): 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.* COMPARE (e) He works at *a university.*	Use ***an*** if a word that begins with "u" has a vowel sound: *an uncle, an ugly picture.* Use ***a*** if a word that begins with "u" has a /yu/ sound: *a university, a usual event.*
(f) I need *an hour* to finish my work. COMPARE (g) I live in *a house.* He lives in *a hotel.*	In some words that begin with "h," the "h" is not pronounced. Instead, the word begins with a vowel sound and ***an*** is used: *an hour, an honor.* In most words that begin with "h," the "h" is pronounced. 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.



1. refrigerator
2. oven
3. stove
4. electric stove
5. fan
6. microwave
7. dishwasher
8. espresso maker
9. toaster
10. 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.	a	an	8.	a	an
4.	a	an	9.	a	an
5.	a	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?

6-3 Using *A/An* vs. *Some*

(a) I have *a pen*.	***A/An*** is used in front of SINGULAR COUNT nouns. In (a): The word ***pen*** is a singular count noun.
(b) I have ***some*** *pens*.	***Some*** is used in front of PLURAL COUNT nouns. In (b): The word ***pens*** is a plural count noun.
(c) I have ***some*** *rice*.	***Some*** is used in front of NONCOUNT nouns.* In (c): The word ***rice*** is a noncount noun.

*Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

EXERCISE 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		✓	
2.	a	an	(some)	mail			✓
3.	(a)	an	some	letter	✓		
4.	a	an	some	table			
5.	a	an	some	tables			
6.	a	an	some	furniture			
7.	a	an	some	car			
8.	a	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	computer	evening	ideas	uncle	word
✓ boy	day	idea	mail	vocabulary	words

A	*AN*	*SOME*
boy	answer	

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.

EXERCISE 20 ▸ Grammar and speaking. (Chart 6-3)

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

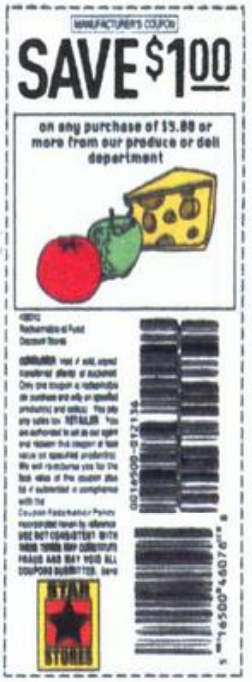
EXERCISE 21 ▸ Reading, grammar, and speaking. (Chart 6-3)

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

Do you know these words?
- on sale
- brand
- 20% off



some ice cream



a coupon

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.

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 _____
8. a _____
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)

Which answers are true for you? Check (✓) them.

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



bag bar bottle box

can carton jar tube bunch

*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.
3. _____ water.
4. _____ tea.
5. _____ cheese.
6. _____ soup.
7. _____ meat.
8. _____ wine.
9. _____ fruit.
10. _____ rice.

EXERCISE 25 ▸ Let's talk: pairwork. (Chart 6-4)

Part I. Work with a partner. What do you eat and drink every day? Check (✓) the items. Add your own words to the list. Then make sentences.

Example:

✓ egg	✓ fruit
____ banana	____ ice cream
✓ coffee	____ orange juice

PARTNER A: I have one egg every day.
I usually eat two pieces of fruit.
I drink two cups of coffee.

____ egg	____ rice
____ soup	____ ice cream
____ fruit	____ water
____ bread	____ chicken
____ banana	____ cheese
____ apples	____ tea
_____	_____
_____	_____
_____	_____

Part II. Tell your partner the usual quantity you have every day. Use ***a piece of, two pieces of, a cup of, three cups of, a glass of, a bowl of,*** or ***one, two, a, some,*** *etc.*, in your answers. Share a few of your partner's answers with the class.

EXERCISE 26 ▸ Grammar and speaking. (Chart 6-4)

Complete the sentences with nouns. Tell another student about your shopping list.

Shopping List

1. I'm going to the store. I need to buy a carton of ___*orange juice / milk / etc.*___
2. I also need a tube of _____ and two bars of _____.
3. I need to find a can of _____ and a jar of _____.
4. I need to get a loaf of _____ and a box of _____.
5. I want a head of _____ if it looks fresh.
6. Finally, I want a bottle 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.





مرجع زبان ایرانیان

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?



1. Do you eat much fruit?
   a. Yes, I eat a lot. b. I eat a little. c. No, I don't like fruit.
2. Do you eat many bananas?
   a. Yes, I eat a lot. b. I eat a few. c. No, I don't like bananas.

6-5 Using *Many, Much, A Few, A Little*

(a) I don't get ***many*** *letters*.	***Many*** is used with PLURAL COUNT nouns.
(b) I don't get ***much*** *mail*.	***Much*** is used with NONCOUNT nouns.
(c) Jan gets ***a few*** *letters*.	***A few*** is used with PLURAL COUNT nouns.
(d) Ken gets ***a little*** *mail*.	***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.

1. How ___*much*___ fruit do you eat every day?
2. How ___*many*___ 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.
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

Part III. Make a short conversation with your partner about your use of email. Say your conversations in small groups.

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 second mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing. First mention: I have ***a*** *pen*. Second mention: ***The*** *pen* is blue.

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. Frank and Louise are looking for an apartment to rent. Right now they are standing in a 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.

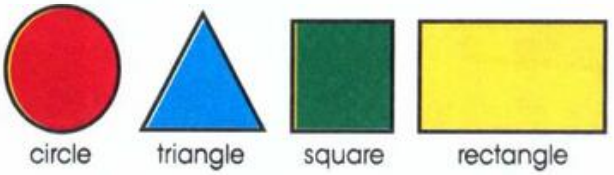
   e. _____ apartment is near the subway.



EXERCISE 39 ▸ Looking at grammar. (Chart 6-6)

Complete the sentences with ***a, an,*** or ***the***.

1. I have ___a___ notebook and _____ grammar book. _____ notebook is brown. _____ grammar book is red.
2. Right now Maurice is sitting in class. He's sitting between _____ woman and _____ man. _____ woman is Graciela. _____ man is Mustafa.
3. Hana is wearing _____ ring and _____ necklace. _____ ring is on her left hand.
4. Brad and Angela are waiting for their plane to leave. Brad is looking at _____ magazine. Angela is reading _____ newspaper online. _____ newspaper has many interesting articles. Brad doesn't like _____ magazine.
5. I see four figures below: _____ circle, _____ triangle, _____ square, and _____ rectangle. _____ circle is next to _____ triangle. _____ square is between _____ triangle and _____ rectangle.



6. I gave my friend _____ card and _____ flower for her birthday. _____ card wished her "Happy Birthday." She liked both _____ card and _____ flower.

EXERCISE 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 _____ (1) TV, _____ (2) remote, _____ (3) couch, and _____ (4) plant.

A: Where is _____ (5) TV?

B: _____ (6) TV is on a TV stand.

A: Where is _____ (7) plant?

B: _____ (8) plant is beside _____ (9) couch.

Change roles.

A: Do you see any people?

B: Yes. I see _____ (10) man and _____ (11) little boy. _____ (12) man is sitting on _____ (13) couch. _____ (14) little boy is sitting on the floor.

A: What is _____ (15) man doing?

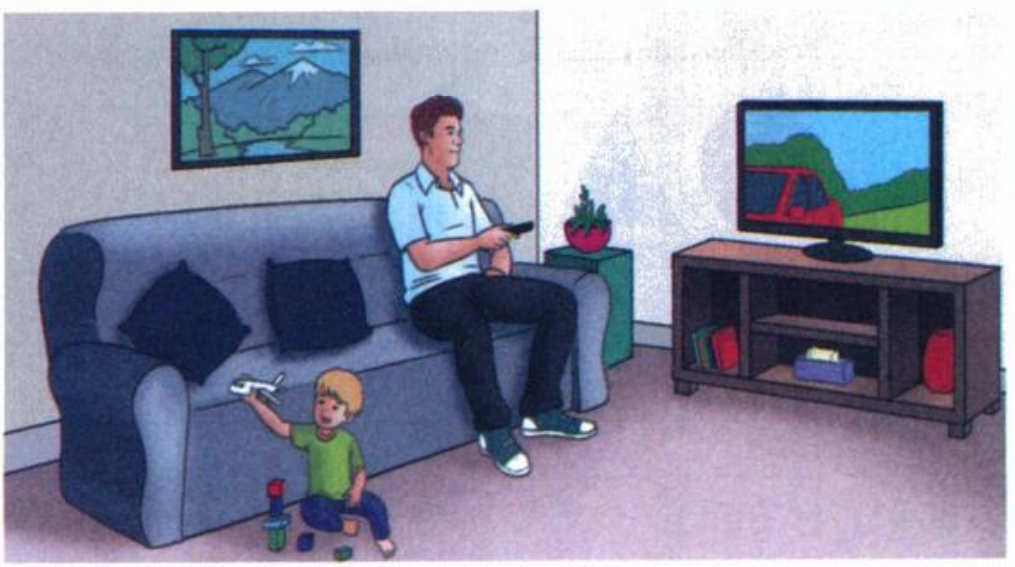
B: He is holding _____ (16) TV remote.

A: What is _____ (17) little boy doing?

B: He's playing with _____ (18) airplane.

A: Where is _____ (19) airplane?

B: It's in his hand.



EXERCISE 41 ▸ Grammar and speaking. (Chart 6-6)

Work with a partner. The sentences below make a story. Put them in order. The articles (***a*** and ***the***) can help you with the answers. Answers may vary.

A Happy Cat

____ It's not the fish.

____ A cat jumps out of the water.

____ The boy is young.

1 A man and a boy are at a lake.

____ The lake has many fish.

____ Suddenly, they hear a loud noise.

____ A fish is swimming near them.

____ Something big is in the water.

____ The cat isn't hungry now.

____ The man is old.

____ The boy wants to catch the fish.

EXERCISE 42 ▸ Looking at grammar. (Chart 6-6)

Complete the conversations with ***a***, ***an***, or ***the***.

1. A: I need to go to the mall. I need to buy _____ coat.
   B: I'll go with you. I need to get _____ jacket.

2. A: Look. It's raining. Do you have _____ umbrella?
   B: Yes, it's in _____ kitchen.

3. A: Gloria has _____ interesting job. She eats in _____ new restaurant every week.
   B: Why?
   A: She reviews restaurants.

4. A: How much longer do you need to use _____ computer?
   B: Just five more minutes, and then you can have it.

5. A: I need _____ stamp for this letter. Do you have one?
   B: Right here.

6. A: Would you like _____ egg for breakfast?
   B: No, thanks. I'll just have _____ glass of juice and some toast.

7. A: Do you see my pen? I can't find it.
   B: There it is. It's on _____ floor.
   A: Oh. I see it. Thanks.

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.
2. The oranges are sweet.
   a. A specific group of oranges is sweet.
   b. Oranges in general are sweet.

6-7 Using Ø (No Article) to Make Generalizations

(a) Ø *Apples* are good for you. (b) Ø *Students* use Ø *pens* and Ø *pencils*. (c) I like to listen to Ø *music*. (d) Ø *Rice* is good for you.	No article (Ø) is used to make generalizations with • plural count nouns, as in (a) and (b), and • noncount nouns, as in (c) and (d).
(e) Tim and Jan ate some fruit. ***The*** *apples* were very good, but ***the*** *bananas* were old. (f) We went to a concert last night. ***The*** *music* was very good.	COMPARE: In (a), the word ***apples*** is general. It refers to all apples, any apples. No article (Ø) is used. In (e), the word ***apples*** is specific, so ***the*** is used in front of it. It refers to the specific apples that Tim and Jan ate. COMPARE: In (c), ***music*** is general. In (f), ***the music*** is specific.

EXERCISE 45 ▸ Looking at grammar. (Chart 6-7)

Decide if the words in red are general or specific.

1. The eggs are delicious.	general	specific
2. Are eggs healthy?	general	specific
3. Please pass the salt.	general	specific
4. I love salt!	general	specific
5. Apples have vitamin C.	general	specific
6. The apples have brown spots.	general	specific

EXERCISE 46 ▸ Grammar and speaking. (Chart 6-7)

Part I. Complete the sentences with ***the*** or **Ø** (no article).

Food

1. Everybody needs ___Ø___ 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.
6. _____ 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?

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.

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.

2. Pat is at a music store. The store has one guitar. She buys it.
   a. She buys a guitar.
   b. She buys the guitar.
3. Martha is at the library. It has five books about Nelson Mandela.
   a. She checks out the book about Nelson Mandela.
   b. She checks out a book about Nelson Mandela.
4. Misako walks outside and looks up at the sky.
   a. She sees the sun.
   b. She sees a sun.
5. Horses are my favorite animals.
   a. I love the horses.
   b. I love horses.
6. 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***.

1. A: Do you have ___an___ 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.
4. A: Henry Jackson teaches at _____ university.
   B: I know. He's _____ English professor.
   A: He's also the head of _____ department.
5. 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?

6-8 Using *Some* and *Any*

AFFIRMATIVE	(a) Vera has ***some*** *money.*	Use ***some*** in affirmative statements.
NEGATIVE	(b) Vera doesn't have ***any*** *money.*	Use ***any*** in negative statements.
QUESTION	(c) Does Vera have ***any*** *money?* (d) Does Vera have ***some*** *money?*	Use either ***some*** or ***any*** in a question.
(e) I don't have ***any*** *money.* (noncount noun) (f) Do you have ***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 ___any___ money.
3. Do you have ___some / any___ money?
4. Do you need _____ help?
5. No, thank you. I don't need _____ help.
6. Kalil needs _____ help.
7. Diana usually doesn't get _____ mail.
8. We don't have _____ fruit in the apartment. We don't have _____ apples, _____ bananas, or _____ oranges.
9. 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?

12. I'm not busy tonight. I don't have _____ homework to do.

13. I don't have _____ money in my wallet.

14. Lynn's garden has _____ beautiful flowers this year.

EXERCISE 53 ▸ Let's talk: pairwork. (Chart 6-8)

Work with a partner. Make questions and answers with ***some*** and ***any***.

Example: gum

PARTNER A: Do you have some gum? OR Do you have any gum?
PARTNER B: Yes, I have some gum. OR No, I don't have any gum.

Partner A	Partner B
1. notebook paper	1. chocolate
2. snacks	2. pets
3. money in your pocket	3. worries
4. suggestions for me	4. advice for me
5. time	5. water
	Change roles.

EXERCISE 54 ▸ Looking at grammar. (Chapters 5 and 6)

Complete the sentences with the words in the box. If necessary, use the plural form.

knife	piece
✓ match	woman
page	work
paper	

1. I want to light a candle. I need some _____matches_____.

2. This puzzle has 200 _____.

3. The restroom downstairs is for men. This restroom is for _____.

4. Ron is studying. He has a lot of _____ to do.

5. Some _____, forks, and spoons are on the table.

6. My dictionary has 437 _____.

7. I need to write a note. I have a pen. I need some _____.

glass	size	thief
side	strawberry	weather

8. A piece of paper has four _____.
9. When the temperature is around 35°C (77°F), I'm comfortable. But I don't like very hot _____.
10. _____ take things from people: money, jewelry, cars, etc.
11. _____ are small, red, sweet, and delicious.
12. This sweater comes in three _____: small, medium, and large.
13. In some countries, people usually use cups for their tea. In other countries, they serve tea in _____.

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?

1. 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.

1. I need ~~an~~ *some* 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)

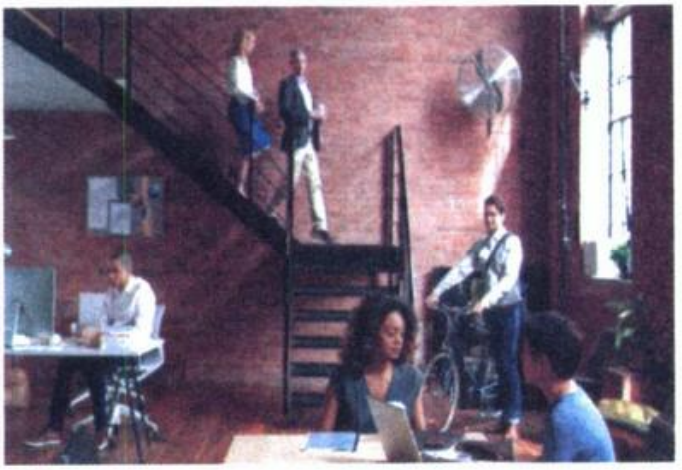
Part I. Read the paragraph about the photo. Underline the articles (***a/an/the***) and ***some***. With a partner, explain their usage.



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:

1. ☐ 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 ***a, an, the, some***
6. ☐ ***-s/-es*** endings for plural nouns
7. ☐ 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 7

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)
9. ____ 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.

1. What month is it? ____
2. 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.
(b) What month is it?	→	*It's* September.
(c) What year is it?	→	*It's* 2021.
(d) What's the date today?	→	*It's* September 15.
	→	*It's* September 15th.
	→	*It's* the 15th of September.
(e) What time is it?	→	*It's* 9:00.*
	→	*It's* nine.
	→	*It's* nine o'clock.
	→	*It's* 9:00 A.M.

In English, people use ***it*** to express (to talk about) time.

*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.

EXERCISE 2 ▸ 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 YEAR

January	May	September
February	June	October
March	July	November
April	August	December

Part II. Complete the questions. Then work with a partner. Ask and answer the questions. Take turns.

1. A: What 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 day ____?
   a. is b. is it
   B: It's _____.
4. A: What time ____?
   a. is b. is it
   B: It's _____.
5. A: What year ____?
   a. is b. is it
   B: It's _____.
6. A: What ____ the date of New Year's Day?
   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
   - ____ on Monday.
   - ____ on Tuesday.
   - ____ on Wednesday.
   - ____ on Thursday.
   - ____ on Friday.
   - ____ on Saturday.
   - ____ on Sunday.

2. I have class
   - ____ in the morning.
   - ____ in the evening.
   - ____ at night.

3. I have class from _____ (time) to _____ (time).

7-2 Prepositions of Time

AT	(a) We have class *at* one o'clock. (b) I have an appointment with the doctor *at* 3:00. (c) We sleep *at* night.	***at*** + a specific time on the clock ***at*** + *night*
IN	(d) My birthday is *in* October. (e) I was born *in* 1999. (f) We have class *in* the morning. (g) Bob has class *in* the afternoon. (h) I study *in* the evening.	***in*** + a specific month ***in*** + a specific year ***in*** + *the morning* ***in*** + *the afternoon* ***in*** + *the evening*
ON	(i) I have class *on* Monday(s). (j) I was born *on* October 31. (k) I was born *on* October 31, 2005.	***on*** + a specific day of the week ***on*** + a specific date
FROM ... TO	(l) 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.

1. We have class ...
   - a. ___at___ ten o'clock.
   - b. _____ ten _____ eleven.
   - c. _____ the morning and _____ the afternoon.

2. I study ...

   a. _____ the evening.

   b. _____ night.

3. I was born ...

   a. _____ May.

   b. _____ 1990.

   c. _____ May 21.

   d. _____ May 21, 1990.

4. a. The post office isn't open _____ Sundays.

   b. It's open _____ 8:00 A.M. _____ 5:00 P.M., Monday through Saturday.

   c. The post office closes _____ 5:00 P.M.

EXERCISE 6 ▸ Let's talk: pairwork. (Chart 7-2)

Interview a partner. Complete the sentences with time expressions. Share some of your partner's answers with the class.

1. When do you eat breakfast?

   a. I eat breakfast in *the morning*.

   b. I eat breakfast at _____.

   c. I eat breakfast from _____ to _____.

2. When do you study?

   a. I study at _____.

   b. I study in _____.

   c. I study on _____.

   d. I study from _____ to _____.

3. Tell about the time of your birth.

   a. I was born in _____.

   b. I was born on _____.

   c. I was born at _____.

EXERCISE 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 P.M.



Yusuf
July 24, 1993,
11:00 A.M.

1. _____ 3. _____
2. _____ 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 _____. I was born _____ July. I was born _____ the morning.

EXERCISE 8 ▸ Warm-up. (Chart 7-3)

Which answers are true for you?

1. In your hometown, how's the weather in June?
   It's **sunny / cloudy / rainy / cold / hot / windy**.
2. 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. (b) ***It's*** hot and humid today. (c) ***It's*** a nice day today.	In English, people usually use ***it*** when they talk about the weather.
(d) ***What's the weather like*** in Istanbul in January? (e) ***How's the weather*** in Moscow in the summer? (f) ***What's the temperature*** in Bangkok today?	People commonly ask about the weather by saying, *What's the weather like?* OR *How's the weather?* ***What*** is also used to ask about the temperature.

EXERCISE 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?

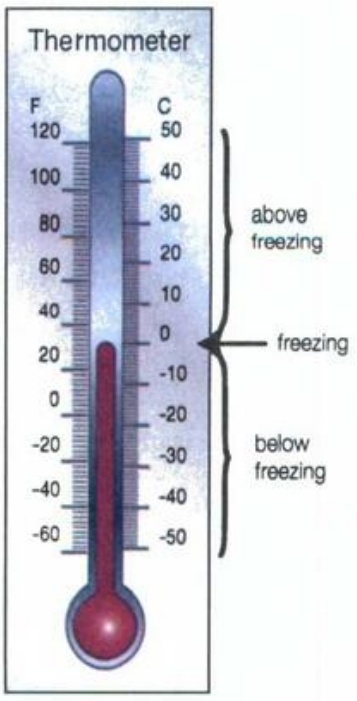
1. hot	yes	no	6. nice	yes	no
2. warm	yes	no	7. clear	yes	no
3. cool	yes	no	8. cloudy	yes	no
4. cold	yes	no	9. windy	yes	no
5. sunny	yes	no	10. stormy	yes	no

EXERCISE 10 ▸ Let's talk. (Chart 7-3)

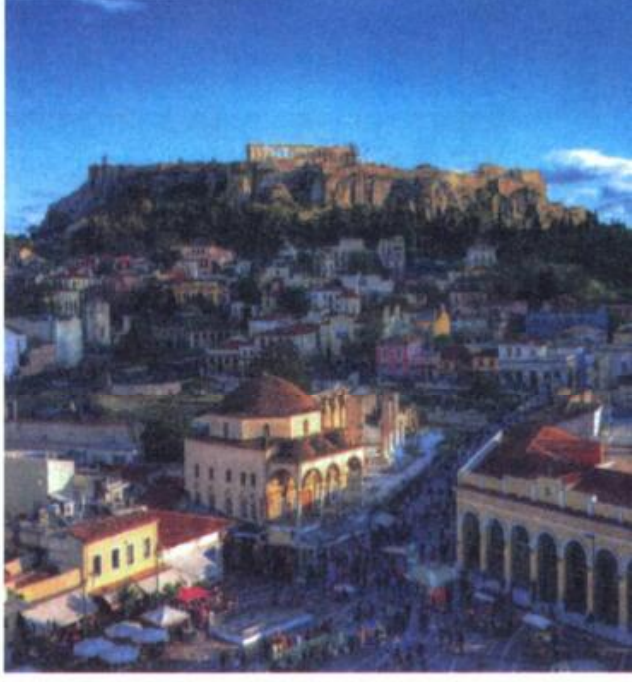
Work in small groups. Change the Fahrenheit (F) temperatures to Celsius* (C) by choosing temperatures in the box. Then describe the temperature in words.

38°C 24°C ✓10°C 0°C −18°C

FAHRENHEIT	CELSIUS	DESCRIPTION
1. 50°F	10°C	cool
2. 32°F	_____	_____
3. 100°F	_____	_____
4. 75°F	_____	_____
5. 0°F	_____	_____



*Celsius is also called "Centigrade."



EXERCISE 11 ▸ Let's talk: interview. (Chart 7-3)

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)

Work with a partner. Ask and answer the questions. For items 3 and 4, you can choose the place.

1. A: ____ the weather today?
   a. How b. How's

   B: It's _____.

2. A: What's the weather ____ today?
   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. / doesn't rain. snows. / doesn'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.
   (number)

7-4 There + Be

	THERE	+ BE	+ SUBJECT	+ PLACE
(a)	*There*	*is*	*an apple*	on the tree.
(b)	*There*	*are*	*many apples*	on the tree.

There* + *be is used to say that something exists in a particular place.

Note: The subject follows ***be***:
there* + *is* + *singular noun
there* + *are* + *plural noun

CONTRACTIONS:
there* + *is* = *there's
there* + *are* = *there're



(c) ***There's*** an apple on the tree.



(d) ***There're*** many apples on the tree.

EXERCISE 14 ▸ Looking at grammar. (Chart 7-4)

Write ***is*** or ***are***. Then choose *yes* or *no*. Share a few of your answers with the class.

1.	There ___is___ a grammar book on my desk.	yes	no
2.	There ___are___ many grammar books in this room.	yes	no
3.	There _____ comfortable chairs in this classroom.	yes	no
4.	There _____ a nice view from the classroom window.	yes	no
5.	There _____ interesting places 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

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
1. There is / isn't ... on this desk.	1. There are / aren't ... on that desk.
2. There are / aren't ... on that wall.	2. There is / isn't ... on this wall.
3. There are / aren't ... in this room.	3. There is / isn't ... in this room.
4. There is / isn't ... near our school.	4. 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

5. 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

7-5 *There + Be: Yes/No Questions*

QUESTION					SHORT ANSWER
BE	*THERE*	SUBJECT			
(a) *Is*	*there*	*an apple*	in the refrigerator?	→	Yes, *there is*.
				→	No, *there isn't*.
(b) *Are*	*there*	*eggs*	in the refrigerator?	→	Yes, *there are*.
				→	No, *there aren't*.

EXERCISE 19 ▸ Looking at grammar. (Chart 7-5)

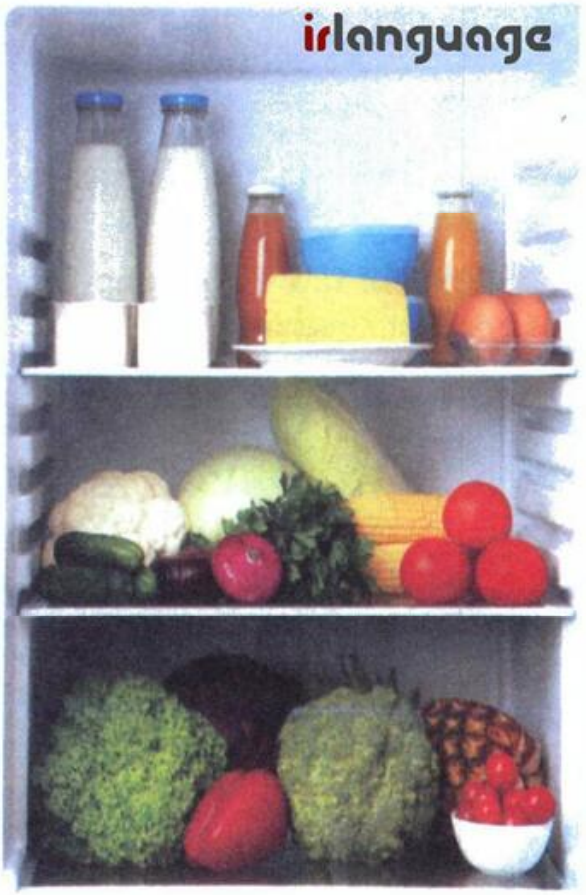
Choose ***Is*** or ***Are***. Then answer the questions.

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.

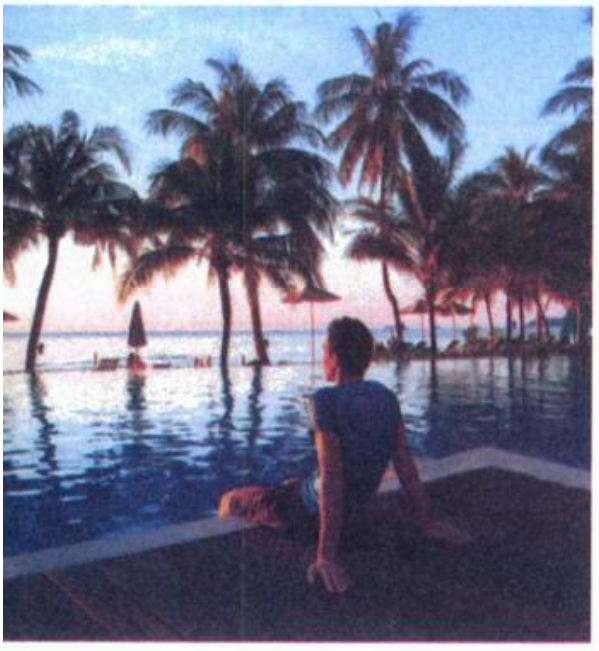
sandwich

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 swimming pool
a beach	ocean-view rooms
horses to ride	

*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?

_____

3. How many people are there in this town?

_____

7-6 *There* + *Be*: Asking Questions with *How Many*

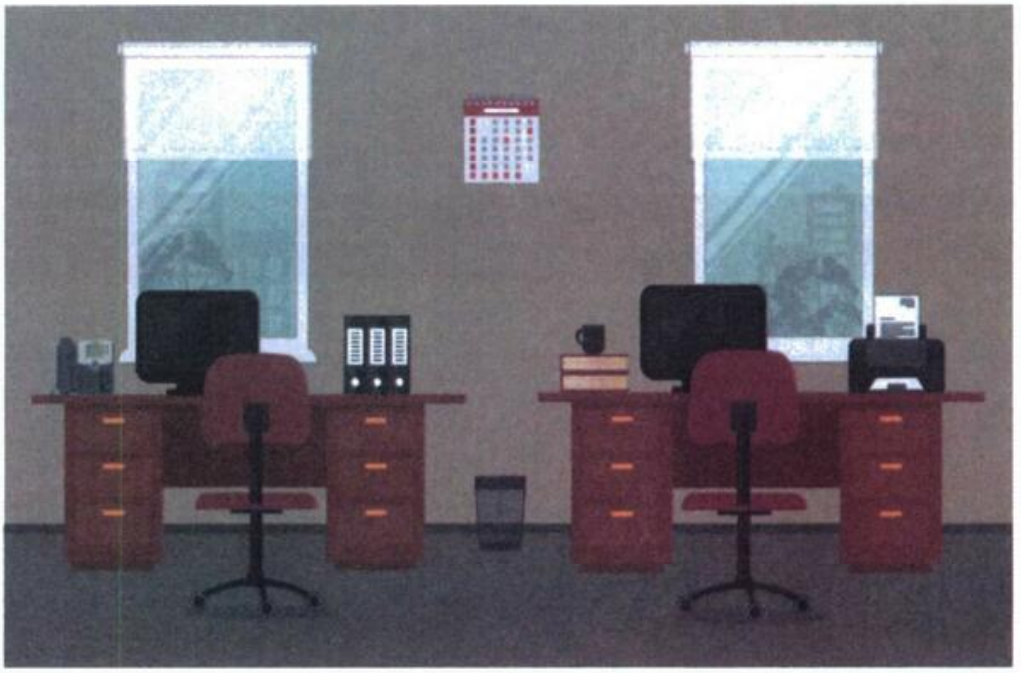
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QUESTION						SHORT ANSWER
	HOW MANY	+ SUBJECT	+ *ARE*	+ *THERE*	+ PLACE	
(a)	***How many***	***chapters***	***are***	***there***	in this book?	→ ***Fifteen.*** (There are 15 chapters in this book.)
(b)	***How many***	***provinces***	***are***	***there***	in Canada?	→ ***Ten.*** (There are ten provinces in Canada.)

(c) How many ***words*** do you see? *INCORRECT: How many word do you see?*	Note: The noun that follows ***how many*** is plural.

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.

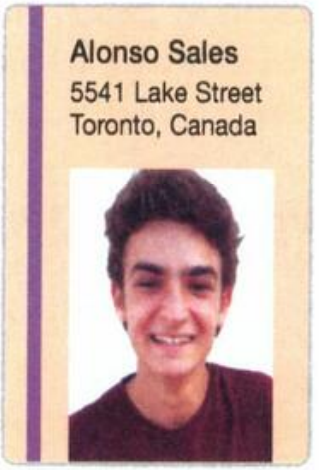
7-7 Prepositions of Place

(a) My book is ***on*** *my desk.*	In (a): *on* = a preposition *my desk* = object of the preposition *on my desk* = a prepositional phrase
(b) Ned lives ***in*** *Miami.* ***in*** *Florida.* ***in*** *the United States.* ***in*** *North America.* (c) Meg lives ***on*** *Hill Street.* (d) She lives ***at*** *4472 Hill Street.*	A person lives ***in*** a city. ***in*** a state. ***in*** a country. ***in*** a continent. ***on*** a street, avenue, road, etc. ***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.* (g) Yoko is ***at*** *school.* (h) Olga is ***at*** *home.*	***At*** + *work, school, home* expresses activity: In (f): Ivan is working at his office (or other place of work). In (g): Yoko is a student. She is studying. (Or, if she is a teacher, she is teaching.) In (h): Olga is doing things at her home.
(i) Siri is ***in*** *bed.* (j) Tim is ***in*** *class.* (k) Mr. Lee is ***in*** *the hospital.* (l) Paul is ***in*** *jail/prison.*	***In*** + *bed, class, hospital, jail* has these special meanings: In (i): Siri is resting or sleeping *under* the covers. In (j): Tim is studying (or teaching). In (k): Mr. Lee is sick. He is a patient. In (l): Paul is a prisoner. He cannot leave. Note: American English = *in the hospital* British English = *in hospital*

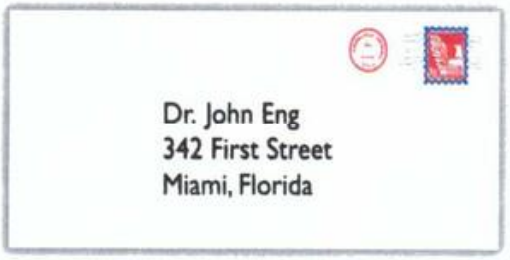
EXERCISE 26 ▸ Looking at grammar. (Chart 7-7)

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.



Write about Dr. Eng.

5. Dr. Eng lives on _____.
6. He lives in _____.
7. He lives at _____.

Write about yourself.

8. I live _____.
(name of country)
9. I live _____.
(name of city)
10. I live _____.
(name of street)
11. I live _____.
(street address)

EXERCISE 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	Facebook Inc.	Nike Inc.
Apple Inc.	Giza Pyramids	president of the United States
Boeing Co.	Louvre Museum	prime minister of Canada
Eiffel Tower	Microsoft Corp.	vice president of the United States

1. I am a building.
   a. I am _____ Paris.
   b. I am _____ Anatole Avenue.
   c. I am _____ 5 Anatole Avenue.
   ANSWER: _____

2. I am a person.
   a. I live _____ Ottawa.
   b. I live _____ 24 Sussex Drive.
   c. I live _____ Sussex Drive.
   ANSWER: _____

3. I am a building.
   a. I am _____ Pyramid Street.
   b. I am _____ 124 Pyramid Street.
   c. I am _____ Egypt.
   ANSWER: _____

4. I am a company.
   a. I am _____ Oregon.
   b. I am _____ Bowerman Drive.
   c. I am _____ One Bowerman Drive.
   ANSWER: _____

5. I am a person.
   a. I live _____ Pennsylvania Avenue.
   b. I live _____ 1600 Pennsylvania Avenue N.W.
   c. I live _____ the United States.
   ANSWER: _____

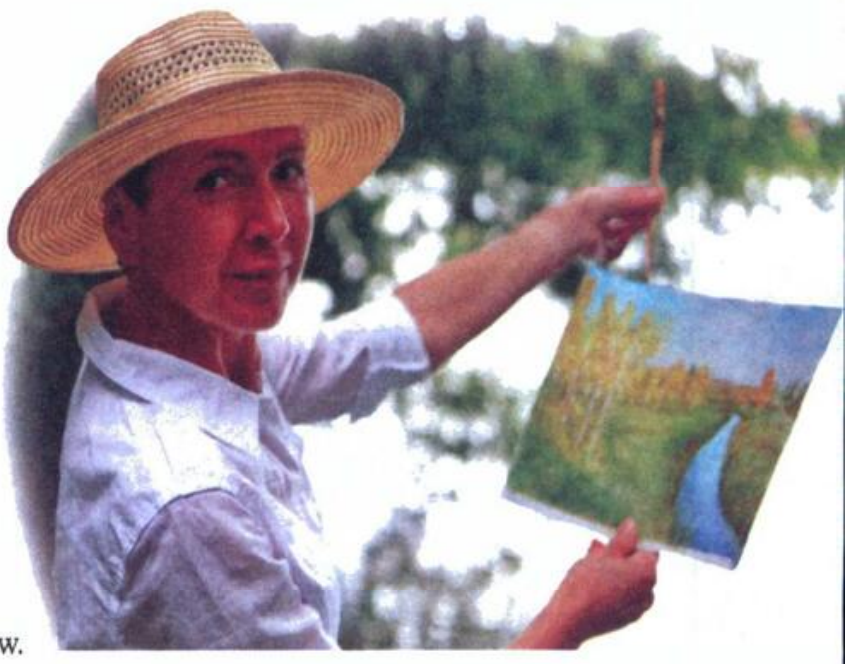
6. I am a company.
   a. I am _____ Illinois.
   b. I am _____ 100 North Riverside Plaza.
   c. I am _____ Chicago.
   ANSWER: _____

EXERCISE 28 ▸ Looking at grammar. (Chart 7-7)

Write ***at*** or ***in***.

Rachel isn't ...

1. _____ her bedroom.
2. _____ bed.
3. _____ work.
4. _____ prison.
5. _____ home.
6. _____ jail.
7. _____ class.
8. _____ Africa.
9. _____ the hall.
10. _____ the hospital. She's well now.



EXERCISE 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 _____ Spain.
2. 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!
10. 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	beside	in back of	in the middle of	on
around	between	in the back of	inside	on top of
at	far (away) from	in front of	near	outside
behind	in	in the front of	next to	under
below				

(a) The book is *beside* the cup.
(b) The book is *next to* the cup.
(c) The book is *near* the cup.



(d) The book is *between* two cups.



(e) The book is *far away from* the cup.



(f) The cup is *on* the book.
(g) The cup is *on top of* the book.



(h) The cup is *under* the book.



(i) The cup is *above* the book.



(j) The hand is *around* the cup.



(k) The man is *in back of* the bus.
(l) The man is *behind* the bus.



(m) The man is *in the back of* the bus.



(n) The man is *in front of* the bus.
In (k), (l), and (n): the man is *outside* the bus.



(o) The man is *in the front of* the bus.



(p) The man is *in the middle of* the bus.
In (m), (o), and (p): the man is *inside* the bus.



EXERCISE 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. 

3.  The apple is _____ the plate.

4. The apple is _____ the glass. 

5.   The apple isn't near the glass. It is _____ the glass.

6. The apple is _____ the glass. 

7.  The apple is _____ two glasses.

8. The hand is _____ the glass. 

9.  The dog isn't inside the car. The dog is _____ the car.

10. The dog is in _____ 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) F

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F

EXERCISE 33 ▸ Let's talk: pairwork. (Chart 7-8)

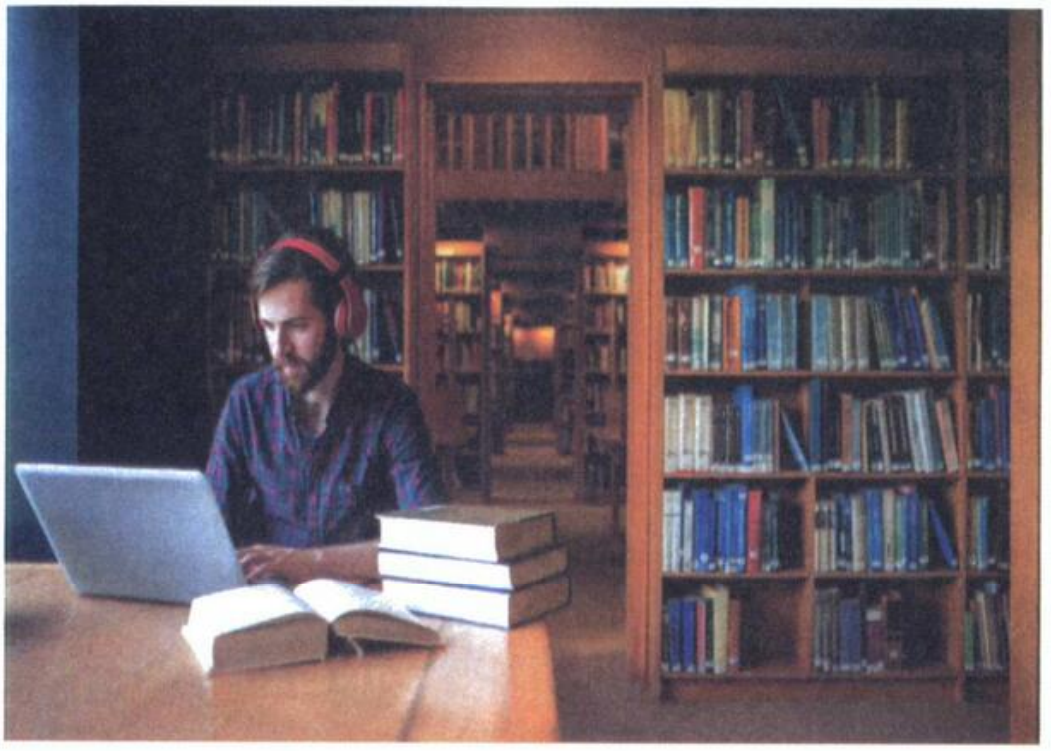
Work with a partner. Choose a small object (a pen, pencil, coin, etc.). Give and follow directions. You can look at your book before you speak. When you speak, look at your partner.

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.	1. Put it inside your grammar book.
2. Put it above your head.	2. 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.	6. Put it in back of your back.
7. Put it below your knee.	7. Put it in the back of your grammar book.
8. Put it in the middle of your grammar book.	8. 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?



7-9 Would 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*** } a glass of water.	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 help.

6. **My friend wants to thank** you too.

   _____ you too.

7. **My friends want to thank** you too.

   you too.

EXERCISE 37 ▸ Let's talk. (Chart 7-9)

Work in small groups. Ask another student a question. Take 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. Your classmates are your guests. Ask them what they would like to eat or drink.
8. Think of something fun to do tonight or this weekend. Use *would you like* and invite a classmate.

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. Like*

(a) I ***would like to go*** to the zoo.	In (a): ***I would like to go to the zoo*** means *I want to go to the zoo.* ***Would like*** indicates that I want to do something now or in the future.
(b) I ***like to go*** to the zoo.	In (b): ***I like to go to the zoo*** means *I enjoy the zoo.* ***Like*** indicates that I always, usually, or often enjoy something.

EXERCISE 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
1. Do you like coffee? Would you like a cup of coffee?	1. Do you like chocolate? Would you like some chocolate right now?
2. Do you like to watch movies? Would you like to go to a movie with me later today?	2. Do you like to shop? Would you like to go to the mall later today?
3. What do you like to do on weekends? What would you like to do this weekend?	3. What do you like to do in your free time? What would you like to do in your free time tomorrow?
4. What do you need to do this evening? What would you like to do this evening?	4. Do you like to travel? What countries would you like to visit?

EXERCISE 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 … . 2. Do you like … ? 3. There are … . 4. Is there … ? 5. Would you like to … ?	1. Would you like … ? 2. Do you want … ? 3. There is … . 4. Are there … ? 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



Every day Alana (*take*) _____ (1) the subway to work. She (*leave*) _____ (2) her apartment at 5:30 A.M. She usually (*come*) _____ (3) home at 7:00 P.M. Usually, she (*do*) _____ (4) more work on the subway. Today she (*be*) _____ (5) very tired. It (*be*) _____ (6) the end of her work week. Right now she (*work, not*) _____ (7). She (*sleep*) _____ (8) on the subway.

EXERCISE 43 ▸ Verb review. (Chapters 1 → 5 and 7)

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

Two Jobs

Three days a week, Daniel (*work*) _____ (1) from home. He and his wife (*have*) _____ (2) a young daughter. He (*take*) _____ (3) care of their daughter, and his wife (*go*) _____ (4) to the office. Right now he (*feed*) _____ (5) their daughter lunch. At the same time, he (*look*) _____ (6) at his laptop. Every day after lunch, their daughter (*take*) _____ (7) a nap. She (*sleep*) _____ (8) for a few hours, and Daniel (*do*) _____ (9) more work.



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*) _____ (1) an office job. She (*sit*) _____ (2) at her desk for several hours every day. She (*exercise, not*) _____ (3) much. Her back (*get*) _____ (4) very sore. Susanne's doctor (*want*) _____ (5) her to exercise more. She (*leave*) _____ (6) work right now. There (*be*) _____ (7) a gym nearby. She (*go*) _____ (8) to a yoga class.

EXERCISE 45 ▸ Check your knowledge. (Chapter 7 Review)

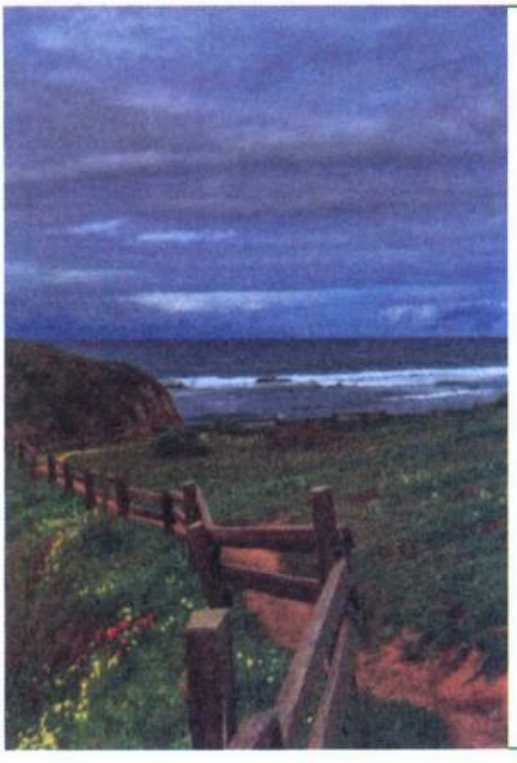
Correct the mistakes.

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.

Do you know these words?
- ocean
- park
- paths
- hikers
- calm
- peaceful
- waves
- crash



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:

1. ☐ 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
9. ☐ 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 8

Expressing Past Time, Part 1

PRETEST: What do I already know?

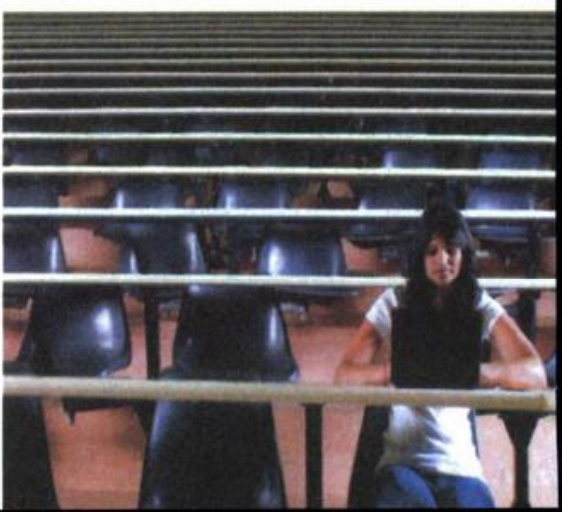
Are the words in **bold** correct or incorrect? Write "C" for correct and "I" for incorrect.

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)
4. ____ **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)
11. ____ They **no walked** to school yesterday. (Chart 8-7)
12. ____ **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.

1. 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



8-1 Simple Past Tense: *Be*

PRESENT TIME	PAST TIME
(a) I *am* in class *today*.	(d) I *was* in class *yesterday*.
(b) Alison *is* sick *today*.	(e) Alison *was* sick *yesterday*.
(c) My friends *are* at home *today*.	(f) My friends *were* at home *yesterday*.

SIMPLE PAST TENSE OF *BE*

SINGULAR	PLURAL
I *was*	we *were*
you *were* (one person)	you *were* (more than one person)
she *was*	they *were*
he *was*	
it *was*	

I, she, he, it + *was*

we, you, they + *were*

EXERCISE 2 ▸ Looking at grammar. (Chart 8-1)

Write ***was*** or ***were***.

TODAY	YESTERDAY
1. You are at school.	You ___*were*___ 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.
10. 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
1. Bashar is in class today. 2. They are in class today. 3. Martina is at the library today. 4. I'm in the library today. 5. You're busy today.	1. I'm happy today. 2. The classrooms are hot today. 3. Professor Devon is in her office today. 4. Our teaching assistants are in their offices today. 5. 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.

8-2 Simple Past Tense of *Be*: Negative

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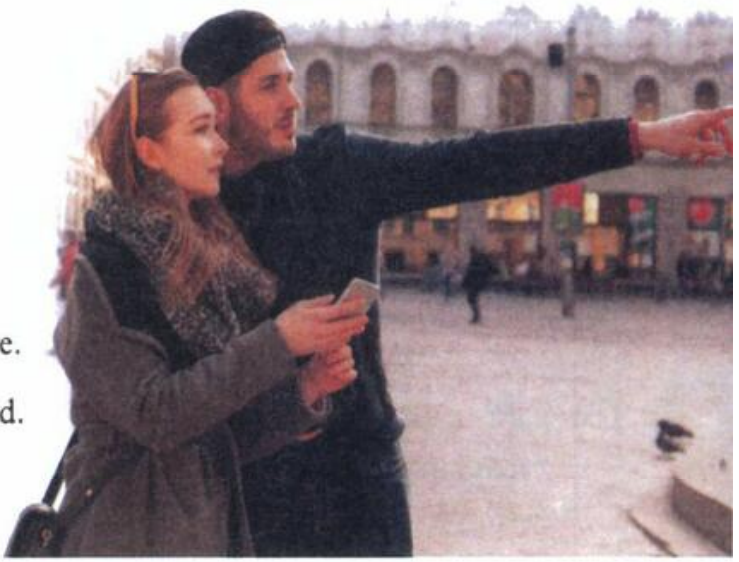
(a) I ***was not*** in class yesterday. (b) I ***wasn't*** in class yesterday.	NEGATIVE CONTRACTIONS ***was + not = wasn't*** ***were + not = weren't***
(c) They ***were not*** at home last night. (d) They ***weren't*** at home last night.	I, she, he, it } + ***wasn't*** we, you, they } + ***weren't***

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. 2. tired. 3. at home. 4. at school. 5. with my family.	1. sick. 2. in the hospital. 3. on an airplane. 4. outdoors. 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?

8-3 Simple Past Tense of *Be*: Questions

YES/NO QUESTIONS		SHORT ANSWER	(LONG ANSWER)
(a) ***Were you*** in class yesterday?		→ ***Yes, I was.***	(I was in class yesterday.)
(*be*) + (subject)		→ ***No, I wasn't.***	(I wasn't in class yesterday.)
(b) ***Was Carlos*** tired last night?		→ ***Yes, he was.***	(He was tired last night.)
(*be*) + (subject)		→ ***No, he wasn't.***	(He wasn't tired last night.)
INFORMATION QUESTIONS		**SHORT ANSWER**	**(LONG ANSWER)**
(c) ***Where were you*** yesterday?		→ ***In class.***	(I was in class yesterday.)
Where + (*be*) + (subject)			
(d) ***When was Emily*** sick?		→ ***Last week.***	(She was sick last week.)
When + (*be*) + (subject)			

EXERCISE 10 ▸ Looking at grammar. (Chart 8-3)

Make questions and give short answers. Use the words in the box.

at the train station	in Iceland
at the dentist	in the hospital
✓ at the library	

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)

A: _____

B: No, _____

A: Where _____

B: I _____

3. (you and your family \ in Canada \ last year)



A: _____

B: No, _____

A: Where _____

B: We _____



4. (Gabriella \ at the gym \ yesterday afternoon)

A: _____

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
2. ____ scared/afraid
3. ____ nervous
4. ____ relaxed (not nervous)
5. ____ quiet
6. ____ talkative

EXERCISE 12 ▸ Let's talk: pairwork. (Chart 8-3)

Work with a partner. 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	
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 my face.
2. ____ brushed my teeth.
3. ____ combed my hair.
4. ____ skipped breakfast.
5. ____ checked social media.
6. ____ called a friend.
7. ____ asked someone for help.
8. ____ sneezed.

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* *outgoing* = not shy

8-4 Simple Past Tense: Regular Verbs

SIMPLE PRESENT	(a) I	*walk*	to school	*every day.*	*verb* + ***-ed*** = simple past tense of regular verbs
SIMPLE PAST*	(b) I	*walked*	to school	*yesterday.*	
SIMPLE PRESENT	(c) Ann	*walks*	to school	*every day.*	I, you, she, he, it, we, they + ***walked*** (*verb* + ***-ed***)
SIMPLE PAST	(d) Ann	*walked*	to school	*yesterday.*	

*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

1. Every day I use my computer. Yesterday I _____used_____ 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.
5. Every day Hiro listens to podcasts. Yesterday he _____ to podcasts.
6. Every day we text people. Yesterday we _____ people.

7. Every day people stream movies. Yesterday they _____ movies.
8. Every day I look for information on the internet. Yesterday I _____ for information on the internet.

EXERCISE 16 ▸ Let's talk: pairwork. (Chart 8-4)

Work with a partner. Check (✓) all your activities yesterday. Tell your partner about them. Share a few of your partner's answers with the class.

Yesterday I ...

1. ___ ask the teacher a question
2. ___ cook dinner
3. ___ wash some clothes
4. ___ listen to music
5. ___ use a computer
6. ___ stay home in the evening
7. ___ walk in a park
8. ___ watch TV
9. ___ work at my desk
10. ___ wait for a bus
11. ___ smile at several people
12. ___ talk on a cell phone
13. ___ dream in English
14. ___ dream in my language

EXERCISE 17 ▸ Looking at grammar. (Chart 8-4)

Complete the sentences. Use the simple present or the simple past of the verbs in the box.

ask	erase	smile	wait	watch
cook	✓rain	stay	walk	work

1. It often _rains_ in the morning. It _rained_ yesterday.
2. I _____ to school every morning. I _____ to school yesterday morning.
3. Sara often _____ questions. She _____ a question in class yesterday.
4. I _____ a movie on television last night. I usually _____ TV in the evening. I want to improve my English.
5. Mario _____ his own dinner yesterday evening. He _____ his own dinner every evening.
6. I usually _____ home at night because I have to study. I _____ home last night.

7. I have a job at the library. I _____ at the library every evening. I _____ there yesterday evening.
8. Linda usually _____ for the bus at a bus stop in front of her apartment building. She _____ for the bus there yesterday morning.
9. The teacher _____ 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

Do you know these words?
- coach
- tournament
- score
- goals

1.	work	works	worked
2.	play	plays	played
3.	play	plays	played
4.	score	scores	scored
5.	help	helps	helped
6.	learn	learns	learned
7.	watch	watches	watched
8.	like	likes	liked
9.	work	works	worked
10.	work	works	worked



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*

PRESENT		PAST
today	→	yesterday
this morning	→	yesterday morning
this afternoon	→	yesterday afternoon
this evening	→	yesterday evening
tonight	→	last night
this week	→	last week
this year	→	last year
this semester	→	last semester

Note the changes in time expressions from present to past.

REFERENCE LIST: TIME EXPRESSIONS

YESTERDAY	*LAST*	*AGO*
(a) Bob was here ... *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***.

1. *I applied for a job …*
   a. _____last_____ Friday.
   b. _____ week.
   c. _____ fall.
   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)

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 _____
8. It's cold this week, but _____
9. We're tired this evening, 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.

DAY WEEK **MONTH** SEARCH

MARCH

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					

Today is Thursday, March 20th.

1. *Three days ago*, Ava *was* 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. _____, Ava and Sam _____ at a movie.

Part II. Think about six events from your calendar in the past month. Tell a classmate about your activities. Use time expressions.

EXERCISE 23. Grammar and speaking. (Chart 8-5)

Complete the sentences with your own words. Use ***ago***. Tell another classmate your answers.

1. I'm in class now, but I was at home ___ten minutes ago / two hours ago / etc.___
2. I'm in class today, but I was absent from class _____
3. I was in elementary school _____
4. I arrived in this city/area _____
5. We finished Exercise 16 _____
6. I was home in bed _____

EXERCISE 24 ▸ Listening. (Chart 8-5)

Part I. Write the date.

Today's date is _____.

Answer the questions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part II. Write the time.

Right now the time is _____.

Listen to the questions. Write the times.

1. _____
2. _____
3. _____

EXERCISE 25 ▸ Warm-up. (Chart 8-6)

Read the information about Jerry. Change the verbs in red to present time.



Last Night

Last night, Jerry made dinner at 7:00. Then he did his homework for two hours. At 10:00, he had some ice cream.

Every Night

Every night, Jerry _____(1)_____ dinner at 7:00. Then he _____(2)_____ his homework for two hours. At 10:00, he _____(3)_____ some ice cream.

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***.

*Unlike the other verbs in this chart, ***go*** does not follow a pattern when it changes to the past tense.

1. THE FINAL SOUND CHANGES TO *D*.

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST
do	did*	hear	heard**
have	had	make	made
hide	hid	pay	paid*
		say	said*

*Note the vowel changes. Also, the vowel sound in *said* rhymes with *red*.

**"ea" is pronounced like the vowel in *her*.

2. VOWELS CHANGE TO *A*.

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST
become	became	ring	rang
begin	began	run	ran
come	came	see	saw
drink	drank	sing	sang
eat	ate	sit	sat
give	gave	swim	swam

3. VOWELS CHANGE TO *O*.

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST
break	broke	sell	sold*
choose	chose	tell	told*
drive	drove	wake	woke
get	got	wear	wore
forget	forgot	win	won
ride	rode	write	wrote
speak	spoke		

*The final sound changes to /d/.

4. THE VOWEL CHANGES TO *OO*.

PRESENT	SIMPLE PAST
take	took
stand	stood
understand	understood

EXERCISE 26 ▸ Looking at grammar. (Chart 8-6)

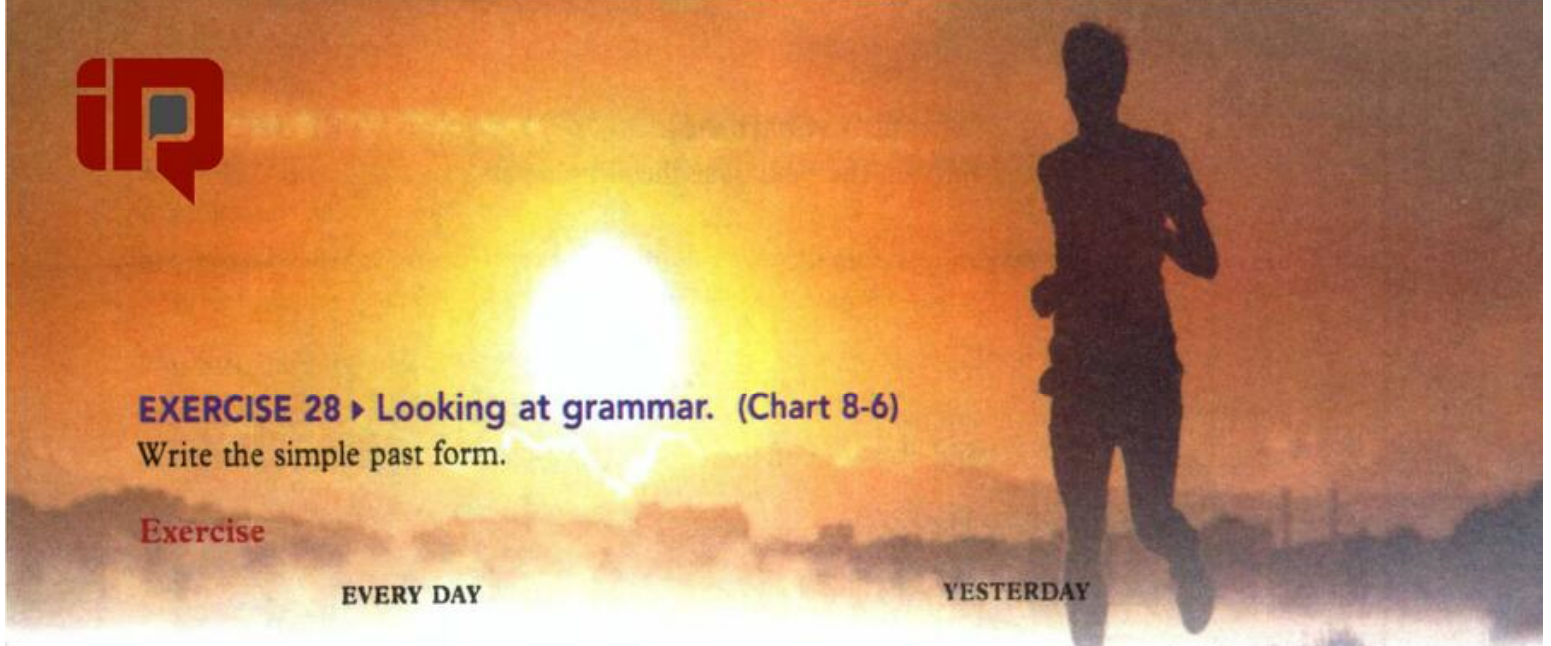
Write the correct verb.

	SIMPLE PRESENT	SIMPLE PAST
1.	run	ran
2.	wear	_____
3.	choose	_____
4.	_____	paid
5.	begin	_____
6.	forget	_____
7.	_____	stood
8.	_____	told
9.	say	_____
10.	understand	_____
11.	hide	_____

EXERCISE 27 ▸ Looking at grammar. (Chart 8-6)

Check (✓) the true sentences. Share a few of your checked sentences with the class.

1. ____ I had a sandwich for lunch yesterday.
2. ____ I wore jeans to class last week.
3. ____ I drank tea for breakfast today.
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 birthday last year.
8. ____ I won something last year.
9. ____ I got a headache last week.
10. ____ I spoke English with a native speaker yesterday.
11. ____ I told my friends a funny story yesterday.
12. ____ I heard a funny story yesterday.
13. ____ I saw some cousins last month.
14. ____ I took the bus to school last week.



EXERCISE 28 ▸ Looking at grammar. (Chart 8-6)

Write the simple past form.

Exercise

	EVERY DAY	YESTERDAY
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.

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*)
1. 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.
3. The students choose their meals at the cafeteria every day.	3. Jin comes to class late every day.
4. You see your friends every day.	4. I do my homework every day.
5. Hamid sits in the front row every day.	5. I make breakfast every morning.
6. Mari does her homework every evening.	6. Carlos wakes up early every day.
	Change roles.

EXERCISE 30 ▸ Looking at grammar. (Chart 8-6)

Complete the sentences with the verbs in the box. Use the simple past.

break	drink	forget	make	sing
do	drive	go	pay	wake

Yesterday ...

1. Leo _____ several cups of coffee.
2. Alex stepped on his glasses. He _____ them.
3. I _____ my homework after school.
4. my dad _____ breakfast.
5. Vanessa _____ her computer password.
6. Elaine _____ up at 5:00 A.M.
7. Tony _____ his car to the beach.
8. my parents _____ their bill for their rent.
9. Nina _____ a song in the shower.
10. Roger and his girlfriend _____ to a wedding.

EXERCISE 31 ▸ Warm-up. (Chart 8-7)

Which sentences are true for you? Check (✓) them. Share your answers with a classmate.

1. ____ I eat a big breakfast every morning.
   ____ I ate a big breakfast this morning.
   ____ I didn't eat a big breakfast this morning.
2. ____ I listen to podcasts every week.
   ____ I listened to podcasts last week.
   ____ I didn't listen to podcasts last week.
3. ____ I am hungry right now.
   ____ I was hungry at this time yesterday.
   ____ I wasn't hungry at this time yesterday.

8-7 Simple Past Tense: Negative

	SUBJECT	+	*DID*	+	*NOT*	+	MAIN VERB	
(a)	I		***did***		***not***		***walk***	to school yesterday.
(b)	You		***did***		***not***		***walk***	to school yesterday.
(c)	Tim		***did***		***not***		***have***	lunch yesterday.
(d)	They		***did***		***not***		***come***	to class yesterday.

INCORRECT: I did not walked to school yesterday.
INCORRECT: Tim did not had lunch yesterday.

I / you / she / he / it / we / they } + ***did not*** + *main verb**

Note: The base form of the main verb is used with ***did not***.

(e) I ***didn't walk*** to school yesterday.
(f) Tim ***didn't have*** lunch yesterday.

NEGATIVE CONTRACTION
did + ***not*** = ***didn't***

*EXCEPTION: ***did*** is NOT used when the main verb is ***be***. See Charts 8-2 and 8-3.
CORRECT: Dan *wasn't* here yesterday.
INCORRECT: Dan didn't be here yesterday.

EXERCISE 32 ▸ Looking at grammar. (Chart 8-7)

Complete the sentences. Use ***not***.

TWO DAYS AGO	YESTERDAY
1. I got to school late.	I *did not get* OR *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.

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 yesterday. I didn't swim in the Pacific Ocean yesterday.

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.

8-8 Simple Past Tense: *Yes/No* Questions

DID + SUBJECT + MAIN VERB					SHORT ANSWER	(LONG ANSWER)
(a)	*Did*	*Tess*	*walk*	to school?	→ *Yes, she did.*	(She walked to school.)
					→ *No, she didn't.*	(She didn't walk to school.)
(b)	*Did*	*you*	*come*	to class?	→ *Yes, I did.*	(I came to class.)
					→ *No, I didn't.*	(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 downtown yesterday?*
   B: *Yes, I did.* (I walked downtown yesterday.)
2. A: *Did it rain last week?*
   B: *No, it didn't.* (It didn't rain last week.)

3. A: _____

B: _____ (I 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.)

10. A: _____

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.



Part II. Now write the questions the doctor asked Kevin and give Kevin's answers.

1. Dr. Benson: you \ continue

   Did you continue to smoke last month? Kevin: *Yes, I did.*

2. Dr. Benson: you \ change

   _____ your eating habits? Kevin: _____

3. Dr. Benson: you \ exercise

   _____? Kevin: _____

4. Dr. Benson: you \ sleep

   _____ more? Kevin: _____

5. Dr. Benson: you \ follow

   _____ my advice? Kevin: _____



EXERCISE 40 ▸ Listening. (Chart 8-8)

Listen to the questions. Write the words you hear.

English Class

Example: You will hear: Did you have your test already?
You will write: *Did you* have your test already?

1. _____ do well on the test?
2. _____ finish the assignment?
3. _____ make sense?
4. _____ answer your question?
5. _____ need more help?
6. _____ understand the homework?
7. _____ explain the project?
8. _____ complete the project?
9. _____ do well?
10. _____ pass the class?

EXERCISE 41 ▸ 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.
4. ____ 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	cut	read	read*
hit	hit	shut	shut
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	felt	sleep	slept
leave	left	spend	spent
lose	lost*		

*Note the vowel sound change.

4. THE VERB ENDS IN *EW*.

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST
fly	flew	know	knew
grow	grew	throw	threw

5. THE VOWEL CHANGES TO *OU*.

PRESENT	SIMPLE PAST
find	found

6. THE VERB ENDS IN *OUGHT*.

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST
buy	bought	fight	fought
bring	brought	think	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	_____

EXERCISE 44 ▸ Looking at grammar. (Chart 8-9)

Check (✓) the true sentences. Share a few of your checked sentences with the class.

1. ____ I spent money on food yesterday.
2. ____ I bought a present for a friend last week.
3. ____ I grew vegetables in a garden last year.
4. ____ I read an online newspaper yesterday.
5. ____ I met a friend for dinner last month.
6. ____ I threw a ball yesterday.
7. ____ I spent two hours on my homework last night.
8. ____ I built a website last year.
9. ____ I shut a window during the night.
10. ____ I slept ten hours last night.
11. ____ I brought my lunch to school every day last week.
12. ____ I fought with someone a few days ago.
13. ____ I caught a cold last month.
14. ____ I hurt my back last year.

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	cut	hurt	meet	sell
cost	eat	leave	put	think

1. A: What does your cat have in his mouth?
   B: He _____caught_____ a mouse, I think!
2. A: Do you still have your bike?
   B: No. I _____ it. I needed some extra money.
3. A: What did you have for lunch?
   B: I didn't have much time, so I just _____ a few snacks.
4. A: Did you buy a new car?
   B: No, it _____ too much. I bought a used one.
5. A: When did Jessica leave for Egypt?
   B: She _____ for Egypt five days ago.
6. A: Do you know Meg Adams?
   B: Yes. I _____ her a couple of weeks ago.
7. A: Are you changing schools?
   B: No. I _____ about it, but I decided to stay here.
8. A: I really like your hair!
   B: Thanks. A friend _____ it for me.

EXERCISE 46 ▸ 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 drank ...
You will choose: (a.) some tea. b. bread. (c.) water.

1.	a. last week.	b. a fish.	c. happy.
2.	a. very fast.	b. a house.	c. to the store.
3.	a. books.	b. the kids.	c. the newspaper.
4.	a. a story.	b. a bike.	c. a horse.
5.	a. good.	b. some food.	c. a doctor.
6.	a. people.	b. into town.	c. home.

EXERCISE 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: No. I (*buy*) _____ it online.
2. A: (*you, study*) _____ last night?
   B: Not really. I was tired. I (*read*) _____ a few pages and then (*fall*) _____ asleep.
3. A: (*you, leave*) _____ your calculator at home?
   B: No. I (*bring*) _____ it to class with me.
4. A: (*you, enjoy*) _____ the field trip yesterday?
   B: Not really. I (*catch*) _____ a cold a few days ago and (*feel*) _____ very tired.
5. A: (*you, do*) _____ much in music class yesterday?
   B: Professor 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. yesterday.	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

I lost	my glasses. a sweater. a baseball cap. some gloves.
Did someone turn in	a package? some sunglasses? a wallet? a backpack? two coats?
What does it look like? What do they look like?	It's big. They're small.
What color is it? What color are they?	It's blue and white. They're brown.
What size is it? What size are they?	Large. Size 7.

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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	finish	is putting	see	is standing
comes	finishes	puts	saw	stands
came	finished	put		stood

1. Our teacher usually _____ in the middle of the room.
2. She _____ in the front of the room yesterday.
3. Right now she _____ in the back of the room.
4. Hanna _____ her homework at 11:00 last night.
5. Yesterday I _____ Lisa at the library.
6. My wife _____ home around five every day.
7. Yesterday, she _____ home at 5:45.
8. Kevin was tired yesterday. He _____ the ice cream in the refrigerator!
9. Look! Jeremy _____ on one blue sock and one brown sock!
10. Before we get to class every day, the teacher _____ the desks in a circle.

EXERCISE 52 ▸ Looking at grammar. (Chapter 8 Review)

Complete the sentences. Change the verbs in parentheses to the simple present, the present progressive, or the simple past. Pay attention to the spelling.

1. I (*get*) _____got_____ up at eight o'clock yesterday morning.
2. Ellie (*talk*) _____ to Barack on the phone right now.
3. Ellie (*talk, not*) _____ to Barack on the phone last night.
4. Ellie (*talk*) _____ to Barack on the phone every day.
5. Jim and I (*eat*) _____ lunch in the cafeteria two hours ago.
6. We (*eat, not*) _____ lunch in the cafeteria every day.
7. I (*go*) _____ to bed early last night.
8. My roommate (*study*) _____ Spanish last year.
9. Kate (*send, not*) _____ an email to her parents right now.
10. Kate (*send*) _____ an email to her parents every week. They enjoy her messages.

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



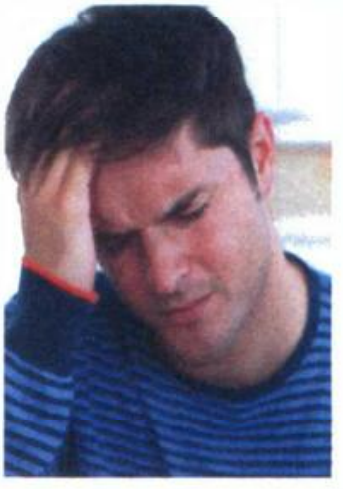
Yesterday, my alarm clock didn't go off. I jumped out of bed and looked at the clock. I was late for work. I hurried to the kitchen and quickly prepared breakfast. I had some juice and toast. After breakfast, I put the dishes in the sink. I didn't have time to wash them. Then I quickly got dressed. Soon, 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.

1. Matthew's alarm clock went off. *Matthew's alarm clock didn't go off.*
2. He got out of bed quickly. *(no change)*
3. He cooked a big breakfast. _____
4. He washed the dishes. _____
5. He got 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 correctly. _____

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)

Write ***did, was,*** or ***were***.

1. I ___did___ not go to work yesterday. I ___was___ sick, so I stayed home.
2. Ray _____ not in his office yesterday. He _____ not go to work.
3. A: _____ Mr. Chan in his office yesterday?

   B: Yes.

   A: _____ you see him about your problem?

   B: Yes. He answered all my questions. He _____ very helpful.
4. A: _____ you at the meeting yesterday?

   B: Yes.

   A: _____ I miss anything?

   B: No. It _____ really short. The fire alarm went off. We _____ outside for a long time.
5. A: Where _____ you yesterday?

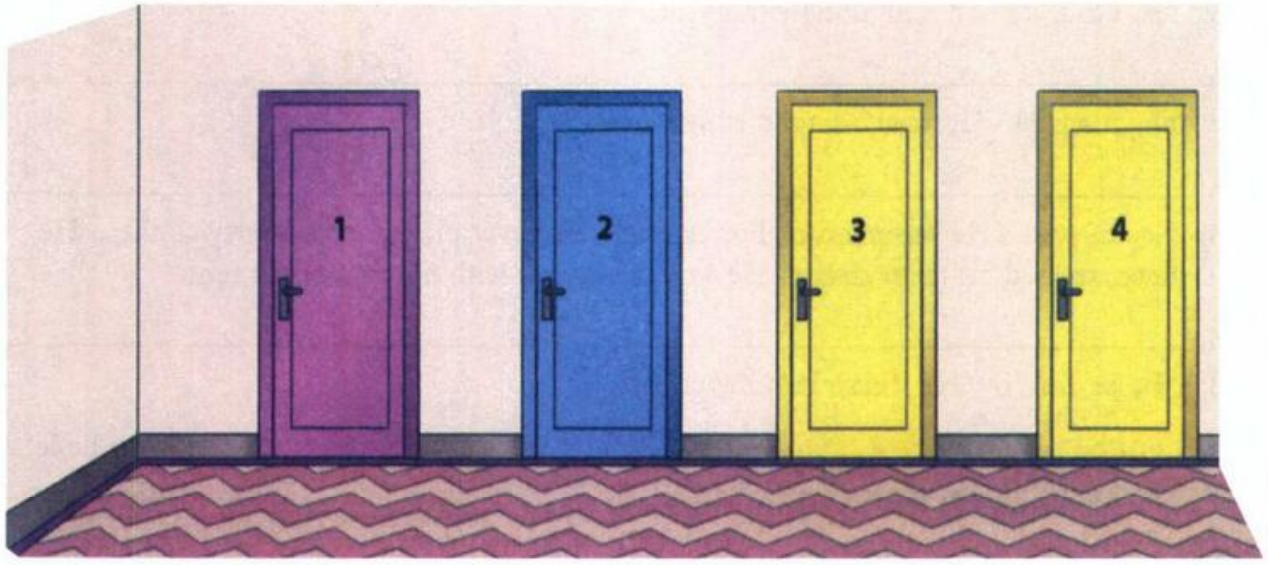
   B: I _____ at the zoo.

   A: _____ you enjoy it?

   B: Yes, but the weather _____ very hot. I tried to stay out of the sun. Most of the animals _____ in their houses or in the shade. The sun _____ too hot for them too. They _____ not want to be outside.

EXERCISE 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.
2. 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.
6. 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: _____

   B: Yes, he was. (He was messy.) For example, he never picked up his dirty clothes. He never washed his dirty dishes. He was always late with his part of the rent.

7. A: _____

   B: No, he didn't. (He didn't help me clean.)

8. A: _____ when he left?

   B: 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

1. The woman lost her mother's ring.	yes	no
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.

1. Someone ~~was take~~ *took* 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)

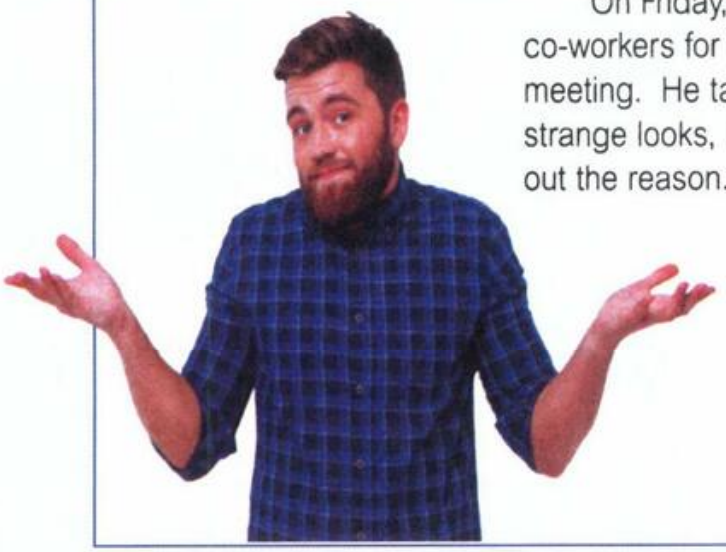
Part I. Read about Andy's week.

An Embarrassing Week

Do you know these words?
- embarrassing
- slippers
- stupid
- hide
- boss
- salad
- lettuce
- mirror

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.

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.

1. First, write single sentences about one or more embarrassing things you or someone else did. Use simple past tense verbs.
2. Add details to make the story interesting. Answer these questions:
   - Where and/or when did it happen?
   - What did you think?
   - How did you feel?
   - What did you do next?
   - Did you need to find a solution?
3. Put this information into one or more paragraphs.

Part III. 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
5. ☐ 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.

CHAPTER 9

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.
5. ____ 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)
8. ____ 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.



9-1 Simple Past Tense: Using *Where, Why, When, and What Time*

QUESTION							SHORT ANSWER
(a)		*Did*	you	*go*	downtown?	→	Yes, I did. / No, I didn't.
(b)	***Where***	*did*	you	*go?*		→	***Downtown.***
(c)		Were	you		downtown?	→	Yes, I was. / No, I wasn't.
(d)	***Where***	were	you?			→	***Downtown.***
(e)		*Did*	you	*run*	because you were late?	→	Yes, I did. / No, I didn't.
(f)	***Why***	*did*	you	*run?*		→	***Because I was late.***
	Why	*didn't*	you	*walk?*			***Because I was late.***
(g)		*Did*	Ann	*come*	at six?	→	Yes, she did. / No, she didn't.
(h)	***When / What time***	*did*	Ann	*come?*		→	***At six.***

COMPARE

(i) ***What time*** did Ann come? → ***At six.*** / → ***Seven o'clock.*** / → ***Around 9:30.***

What time usually asks for a specific time on a clock.

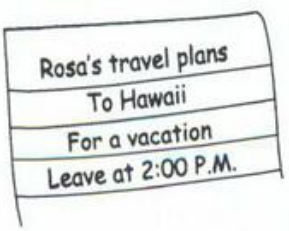
(j) ***When*** did Ann come? → ***At six.*** / → ***Friday.*** / → ***June 15th.*** / → ***Last week.*** / → ***Three days ago.***

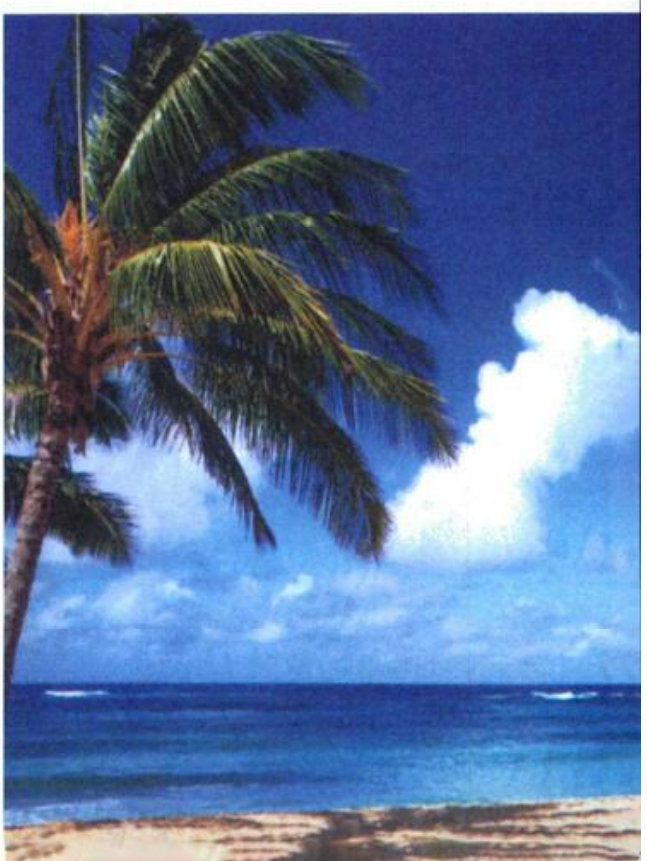
The answer to ***when*** can be various expressions of time.

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?





1. A: *Where did Rosa go?*
   B: *She went to Hawaii.*
2. A: _____
   B: _____
3. A: _____
   B: _____

EXERCISE 3 ▸ Looking at grammar. (Chart 9-1)

Make questions with ***where, when, what time,*** or ***why***.

Travel



1. A: *Where did you go last week?*
   B: To Montreal. (I went to Montreal last week.)
2. A: _____
   B: A few minutes ago. (Their plane landed a few minutes ago.)
3. A: _____
   B: Last month. (Dr. Neale stayed with her friends in Turkey last month.)
4. A: _____
   B: Because I took a red-eye* flight. (I was tired because I took a red-eye flight.)
5. A: _____
   B: Because I took a red-eye flight. (I stayed awake all night because I took a red-eye flight.)
6. A: _____
   B: To Greece. (Sofia went to Greece for her vacation.)
7. A: _____
   B: Around midnight. (Lia's train left around midnight.)
8. A: _____
   B: 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.

Marco's Day

< April

Mon., April 4

7:00 A.M.
School: meeting with teacher

8:00 A.M.

9:00 A.M.

Sabrina's Day

< April

Mon., April 4

12:00 noon
City Café: business meeting

1:00 P.M.

2:00 P.M.

Bill's Day

< April

Mon., April 4

10:00 A.M.
Dentist: checkup

11:00 A.M.

12:00 A.M.

Isabel's Day

< April

Mon., April 4

1:00 P.M.
Gym: exercise class

2:00 P.M.

3:00 P.M.

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.

1. a. At noon. b. To the City Café. c. Because she had a meeting.
2. a. At noon. b. To the City Café. c. Because she had a meeting.
3. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
4. a. To the gym. b. For an exercise class. c. At 1:00 P.M.
5. a. To the gym. b. For an exercise class. c. At 1:00 P.M.

6. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
7. a. Because he had a meeting. b. At 7:00 A.M. c. To school.
8. a. To the dentist. b. For a checkup. c. At 10:00 A.M.
9. a. To the dentist. b. For a checkup. c. At 10:00 A.M.

EXERCISE 6 ▸ Looking at grammar. (Chart 9-1)

Complete the negative questions.

Questions from a Teacher

1. A: I didn't go to class.
   B: Why didn't *you go to class*?
   A: Because I was sick.
2. 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 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 understand the mistakes.

EXERCISE 7 ▸ Listening. (Chart 9-1)

Listen to the questions. Choose the verb you hear: ***did*** or ***didn't***. NOTE: ***Did you*** can sound like "Did-ja." ***Did he*** can sound like "Dih-de."

Example: You will hear: Why didn't he help?
You will choose: did (didn't)

1. did didn't
2. did didn't
3. did didn't
4. did didn't
5. did didn't
6. did didn't
7. 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		
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)		*Did*	Carol	*buy*	a car?	→	Yes, she did.	(She bought a car.)
(b)	*What*	*did*	Carol	*buy?*		→	*A car.*	(She bought a car.)
(c)		*Is*	Fred	*holding*	a book?	→	Yes, he is.	(He's holding a book.)
(d)	*What*	*is*	Fred	*holding?*		→	*A book.*	(He's holding a book.)

S V O
(e) Carol bought a *car.*

In (e): ***car*** = the object of the verb

O V S V
(f) *What* did Carol buy?

In (f): ***What*** = the object of the verb

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: _____
   B: Yes, she is. (Juliette is picking up the food.)

4. A: _____
   B: The food. (Juliette is picking up the food.)

5. A: _____
   B: Chinese food. (We ordered Chinese food.)

6. A: _____
   B: Yes, I do. (I like Chinese food.)

7. A: _____
   B: Yes, I am. (I'm really hungry.)

8. A: _____
   B: 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	1. 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	6. 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.
2. appt.
3. dept.
4. RN
5. DDS
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?
2. _____ leave?
3. _____ want?
4. _____ study?
5. _____ say?
6. _____ move?
7. _____ move to?

EXERCISE 14 ▸ Warm-up. (Chart 9-3)

Match each picture with the correct conversation.



Picture A



Picture B

1. A: Who did you pick up at the airport?
   B: My father.

   Picture ____

2. A: Who picked you up at the airport?
   B: My father.

   Picture ____

9-3 Questions with *Who*

QUESTION	ANSWER	
(a) *What* did they see?	→ *A boat.*	(They saw a boat.)
(b) *Who* did they see?	→ *Jay.*	(They saw Jay.)
(c) *Who** did they see?	→ *Jay.*	(They saw *Jay*.)
(d) *Who* saw Jay?	→ *Ella.*	(*Ella* saw Jay.)
(e) *Who* lives there?	→ *Ed.*	(*Ed* lives there.)
(f) *Who* came?	→ *Eva.*	(*Eva* came.)
INCORRECT: *Who did come?*		

What is used to ask questions about things.

Who is used to ask questions about people.

In (c): ***Who*** is the object of the verb. Usual question word order is used:
question word + helping verb + subject + main verb

In (d), (e), and (f): ***Who*** is the subject of the question. Usual question word order is NOT used. When ***who*** is the subject of a question, do not use ***does***, ***do***, or ***did***. DO NOT change the verb in any way: the verb form in the question is the same as the verb form in the answer.

* *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.

→ 1. *Who saw Alan*? The teacher.

→ 2. *Who talked to Alan*? The teacher.

→ 3. *Who helped Alan*? The teacher.

→ 4. *Who did the teacher see*? Alan.

→ 5. *Who did the teacher talk to*? Alan.

→ 6. *Who did the teacher help*? Alan.

SITUATION: Alan called Yuko. Alan visited Yuko. Alan studied with Yuko.

1. _____? Alan.
2. _____? Alan.
3. _____? Alan.
4. _____? Yuko.
5. _____? Yuko.
6. _____? Yuko.

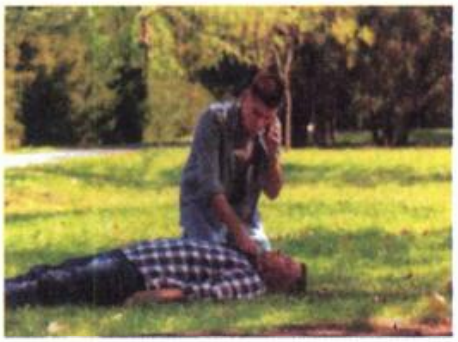
EXERCISE 16 ▸ Looking at grammar. (Chart 9-3)

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: _____
   B: Lucia. (I saw Lucia at the party.)
2. A: _____
   B: Marta. (Marta came to the party.)
3. A: _____
   B: Faizal. (I talked to Faizal.)
4. A: _____
   B: Maggie. (Ricardo met Maggie.)
5. A: _____
   B: Ricardo. (Ricardo met Maggie.)
6. A: _____
   B: 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: _____ 7

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 …

1. the grocery store.
2. the library.
3. the airport.
4. the dentist's office.
5. the train station.
6. the movies.
7. the hospital.
8. a one-week vacation.
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.

9-4 *Before* and *After* in Time Clauses

s v (a) *I ate breakfast.* = 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	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).
s v s v (c) I ate breakfast (main clause) ***before*** *I went to class.* (time clause) s v (d) ***Before*** *I went to class,* (time clause) I ate breakfast. (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 (main clause) ***after*** *we finished our work.* (time clause) (f) ***After*** *we finished our work,* (time clause) *we took a walk.* (main clause)	A time clause can come after a main clause, as in (c) and (e). A time clause can come before a main clause, as in (d) and (f).* There is no difference in meaning between (c) and (d) or between (e) and (f).
(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



T M
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.

   1 The weather got warmer.

   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.

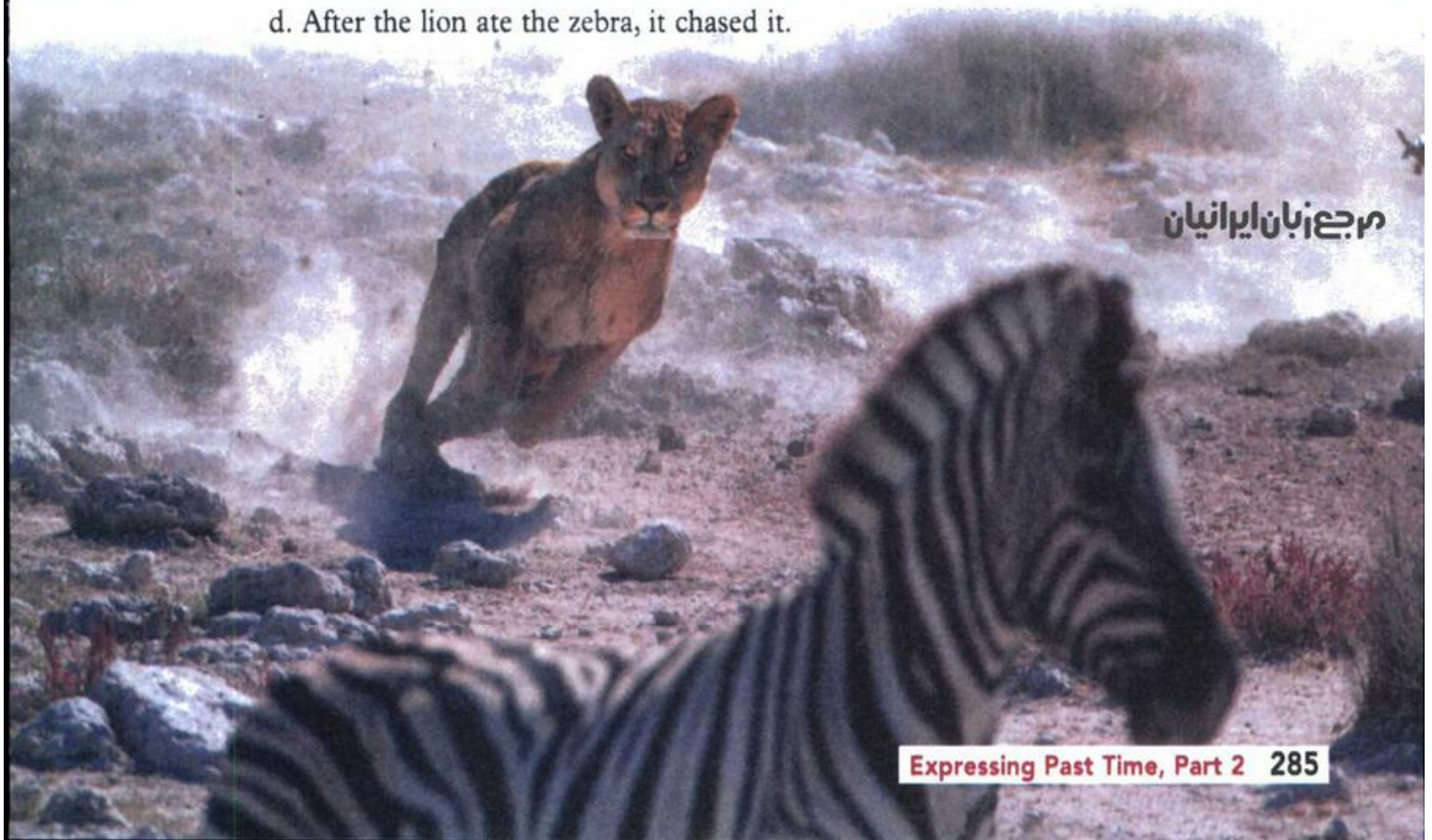
   ____ The clouds disappeared.

   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.
   d. After the lion ate the zebra, it chased it.



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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.

9-5 *When* in Time Clauses

(a) ***When*** *the rain stopped,* we took a walk. OR We took a walk *when the rain stopped.* (b) *When* ***Tom*** *was a child,* ***he*** lived with his aunt. OR ***Tom*** lived with his aunt *when* ***he*** *was a child.*	***When*** can introduce a time clause. ***when*** + S + V = a time clause In (a): ***When*** *the rain stopped* is a time clause. In (b): Note that the noun (*Tom*) comes before the pronoun (*he*).
COMPARE (c) *When did the rain stop?* = a question (d) *when the rain stopped* = a time clause	***When*** is also used to introduce questions.* A question is a complete sentence, as in (c). A time clause is not a complete sentence, as in (d).

*See 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.

1. a. when did Jim arrive → W *when 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)

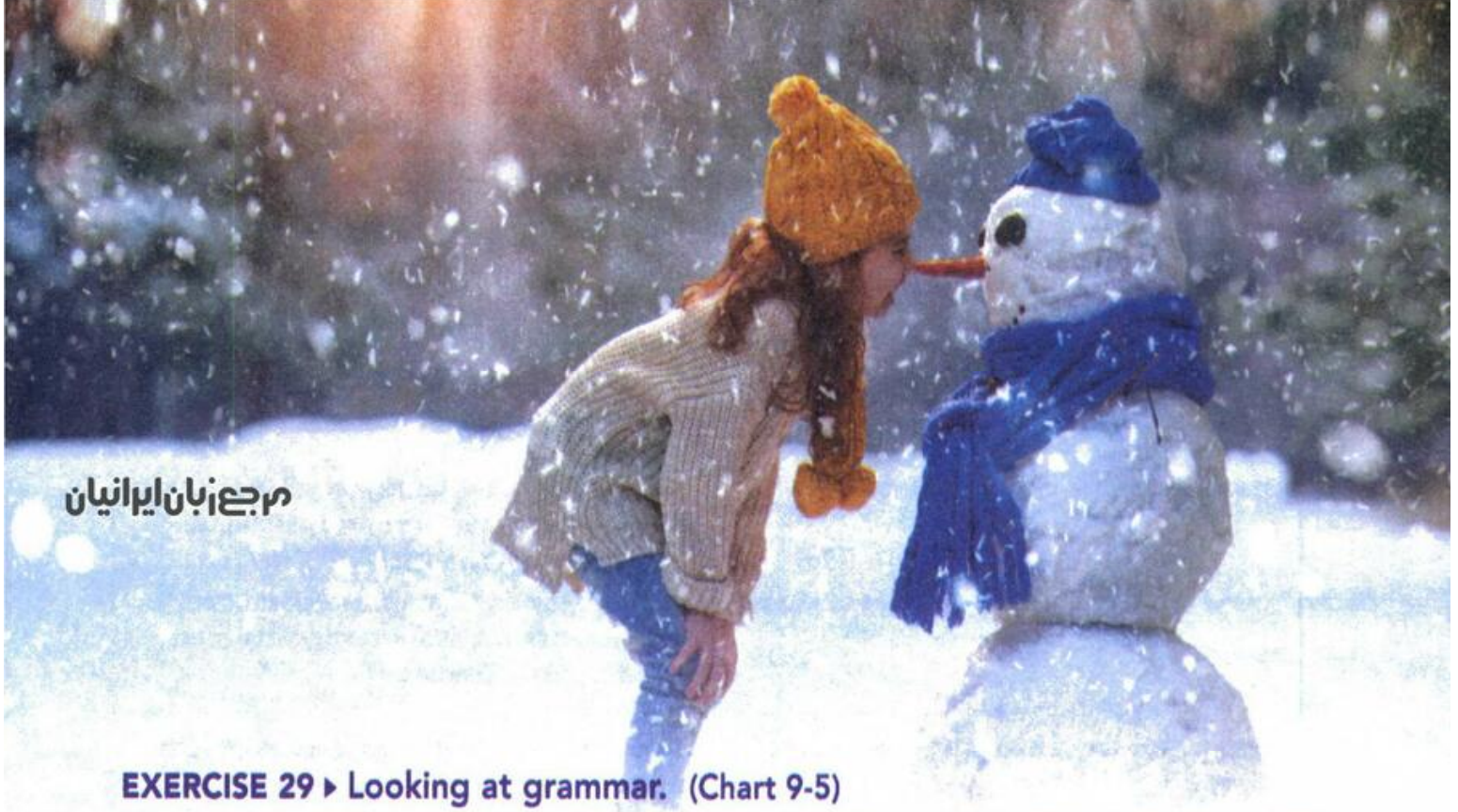
Work with a partner. Partner A makes sentences orally by combining an idea in Column A with one in Column B. Partner B changes the position of the time clause. Take turns. Finally, write the answers separately.

Example: When the show ended,

PARTNER A: When the show ended, people clapped.

PARTNER B: People clapped when the show ended.

COLUMN A	COLUMN B
1. When the show ended,	a. when I dropped it.
2. When I was in Japan,	b. I closed my umbrella.
3. Elena bought some new shoes	c. when he was in high school.
4. I took a lot of photographs	✓ d. people clapped.
5. Adam was a soccer player	e. when she went shopping yesterday.
6. When the rain stopped,	f. I stayed in a hotel in Tokyo.
7. The mirror broke	g. when I was in Brazil.



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EXERCISE 29 ▸ Looking at grammar. (Chart 9-5)

Use the given words to make (a) a simple past tense question and (b) a time clause for a simple past tense sentence. Use your own words to complete the sentence in (b).

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
   a. _____
   b. _____
3. When \ hear \ they \ the weather report
   a. _____
   b. _____
4. When \ go out \ the electricity
   a. _____
   b. _____

EXERCISE 30 ▸ Warm-up. (Chart 9-6)

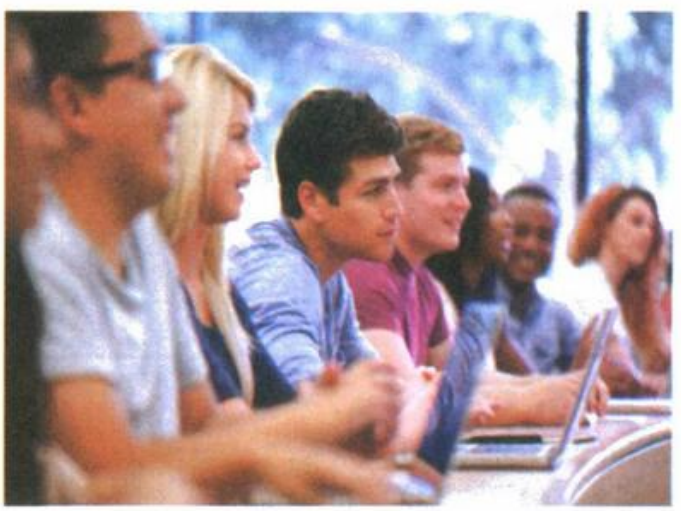
Complete the sentences with the correct time for you.

1. Now I am studying grammar, but yesterday I wasn't studying grammar at _____.
2. Now I am not sleeping, but last night, I was sleeping at _____.

9-6 Present Progressive vs. Past Progressive

PRESENT PROGRESSIVE (in progress right now) (a) It's 10:00 now. The students ***are sitting*** in class.	The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 97. 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) (b) It was 10:00. The students ***were sitting*** in class.	The past progressive describes an activity in progress at a particular time in the past. The activity continues in the past. 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* (c) It's 10:00. I ***am sitting*** in class. Max ***is sitting*** in class. We ***are sitting*** in class.	The forms of the present progressive and the past progressive consist of ***be*** + ***-ing***. The present progressive uses the present forms of ***be***: ***am***, ***is***, and ***are*** + ***-ing***.
PAST PROGRESSIVE FORM: *WAS, WERE* + *-ING* (d) It was 10:00. Max ***was sitting*** in class. We ***were sitting*** in class.	The past progressive uses the past forms of ***be***: ***was*** and ***were*** + ***-ing***.





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

   (*watch*) _____ TV.



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.

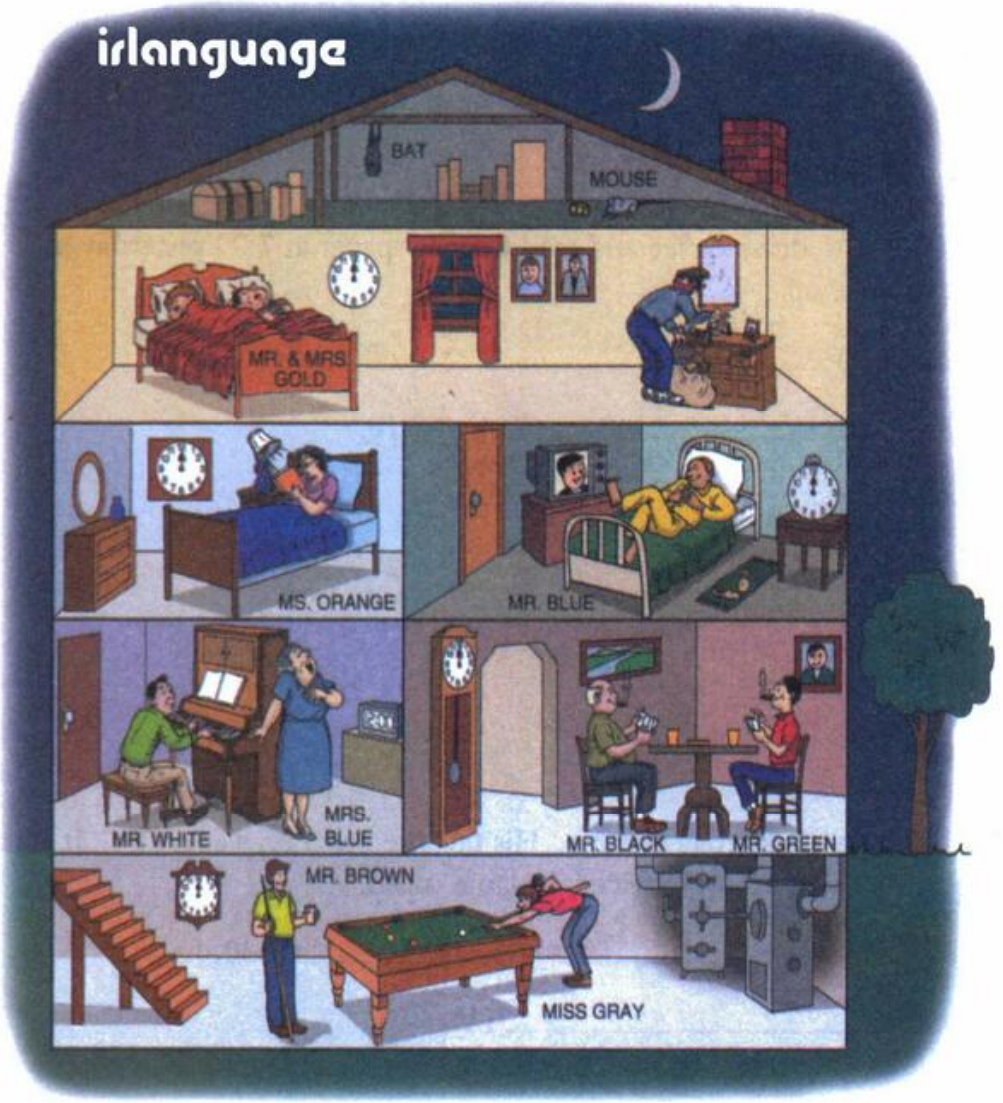
   When her mom (*come*) _____ home at 8:45,

   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.
6. ____ 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*).

*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

EXERCISE 34 ▸ Grammar and speaking. (Chart 9-7)

Combine the sentences orally. Use ***while***.

Last night at home …

1. 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.*
2. My dad used sugar instead of salt by mistake.
   He was cooking dinner.
3. 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.
5. 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?

1. a. While Tim was riding the escalator to his office, it suddenly stopped.
   b. The escalator suddenly stopped while Tim was riding it to his office.
2. a. When the escalator suddenly stopped, Tim was riding it to his office.
   b. Tim was riding the escalator to his office when it suddenly stopped.



9-8 Simple Past Tense vs. Past Progressive

(a) Jane *called* me yesterday. (b) I *talked* to Jane for an hour last night. (c) What time *did* you *get up* this morning?	The SIMPLE PAST describes activities or 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) 2: I *opened* my umbrella (main clause) 1: when it *began* to rain. (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 (g) When the phone *rang*, I *answered* it. (h) When the phone *rang*, I *was studying*.	In (g): First, the phone rang; second, I answered it. 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.

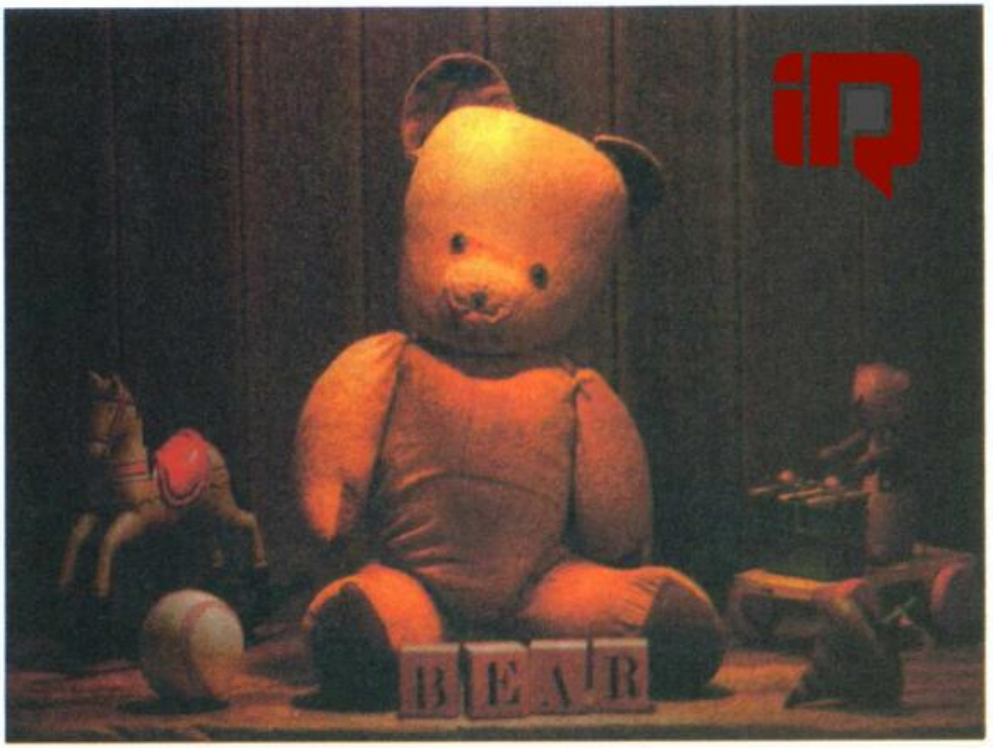
Example: Erase the board. / Open the door.

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

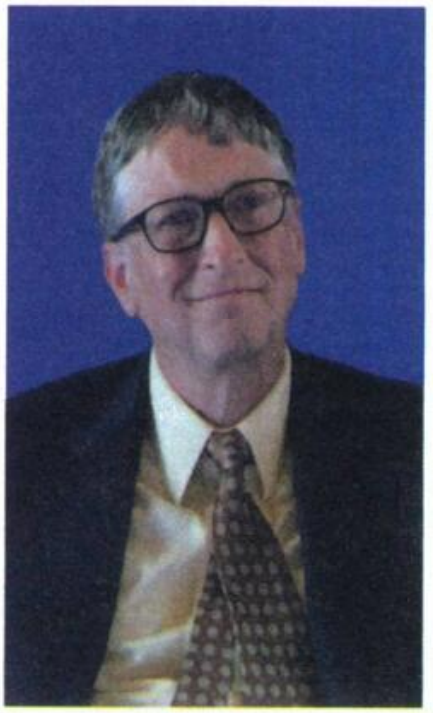
When my grandparents (*die*) _____ (1), I (*clean*) _____ (2) out their house. While I (*clean*) _____ (3) the basement, I (*see*) _____ (4) an old box. When I (*open*) _____ (5) it, I (*find*) _____ (6) some antique toys. They were very dusty. While I (*clean*) _____ (7) them, I (*notice*) _____ (8) the date on one of them: 1910. When I (*take*) _____ (9) them to an antiques store, the owner (*offer*) _____ (10) me a lot of money for them. While I (*think*) _____ (11) about his offer, a customer (*offer*) _____ (12) me more money. I was very happy and surprised. I said "yes."

EXERCISE 38 ▸ Speaking and writing: pairwork. (Charts 9-4, 9-7, and 9-8)

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.

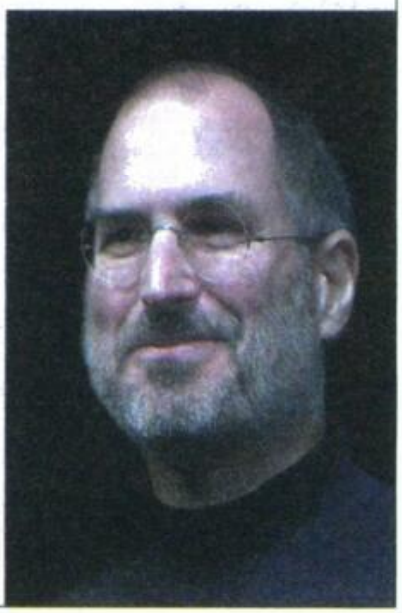
Do you know these words?
- electronics
- design
- fired
- cancer
- medical treatments
- cure
- turned + (age)

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 summer.
2. _____ he finished high school, he attended Reed College for a short time.
3. _____ he was living near Reed College, he visited calligraphy classes.
4. _____ he began NeXT Computer Inc., Apple fired him.
5. _____ Steve Jobs was working at Apple, the company introduced the iPod*, iPhone®, and iPad®.
6. _____ Steve Jobs turned 57, he died.

Part III. Listen to the sentences. Write the verbs you hear.

1. Steve Jobs _____ born in 1955.
2. While he _____ up in Palo Alto, California, he _____ interested in computers.
3. Jobs and Wozniak _____ their first computer together.
4. After Jobs _____ from high school, he _____ to Reed College.
5. He _____ there very long, but he _____ in the area.
6. He _____ a lot about calligraphy, and it _____ him with the design of his products.
7. In 1985, Apple _____ him, so he _____ NeXT Computer, Inc.
8. While he _____ at NeXT, he _____ Laurene Powell, and they got married.
9. Under Jobs, Apple _____ very successful.
10. Unfortunately, while Jobs _____ at Apple, he _____ cancer.
11. Medical treatments _____ cure him, and Jobs _____ in 2011.

EXERCISE 40 ▸ Looking at grammar. (Chart 9-8)

Write the simple past or the past progressive form of the verbs in parentheses.

Happy Endings

1. While my cousin and I (*have*) *were having* dinner at a restaurant last year, we (*see*) _____ a friend of mine. I (*introduce*) _____ her to my cousin. Now they are husband and wife!
2. When I (*hear*) _____ a scratching sound at the door a few days ago, I (*walk*) _____ to the door and (*open*) _____ it. When I (*open*) _____ the door, I (*see*) _____ a cat. It (*be*) _____ hungry, and I (*give*) _____ it some milk. My sister (*call*) _____ me the next day. While we (*talk*) _____, she (*tell*) _____ me about her wish for her birthday: she wanted a cat. I had the "purrrfect" present for her.

3. While my roommate and I (*stream*) _____ a movie last night, my brother (*text*) _____ me. He (*be*) _____ on the highway, an his car (*be*) _____ out of gas. I (*buy*) _____ some gas and (*take*) _____ it to him. While I (*drive*) _____ there, I (*see*) _____ a basketball player from my favorite team in the middle of th road. His car (*be*) _____ also out of gas, and his cell phone was dead. H was so happy to see me. I (*give*) _____ him half of the gas, and he (*give*) _____ me his autograph and two tickets to the next game.

EXERCISE 41 ▸ Looking at grammar. (Chapters 8 and 9 Review)

Complete the sentences. Use the simple past form of the verbs in the box.

build	cut	send	shut
cost	find	spend	understand

1. A: Did you buy a new phone?
   B: No, it _____ too much.
2. A: Is that a new watch?
   B: Kind of. I _____ it on the street.
3. A: What happened to your finger?
   B: When I picked up some broken glass, I _____ it.
4. A: Did you enjoy your trip to the city?
   B: Yes, but I _____ a lot of money.
5. A: Did you write Josie an email?
   B: No, I _____ her a text.
6. A: Did you understand the explanation for the math problem?
   B: I _____ the first part but not the rest.
7. A: I love your house!
   B: Thanks, my dad and brother _____ it.
8. A: This room is really cold.
   B: I know. I just _____ the window.

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.
3. 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?
   B: I _____ down on the ice on the sidewalk.

3. A: Did you give the box of candy to your girlfriend?
   B: No, I didn't. I _____ it and can't find it.
4. A: That's a beautiful dress.
   B: I agree. Tanya _____ it. She likes to sew.
5. A: Your daughter is so tall!
   B: I know. She _____ a lot last year.
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.
   B: I think I'm catching a cold. I _____ OK yesterday, but I don't feel very good today.
8. A: How did you break the window, Tommy?
   B: Well, I _____ a ball to Julie, but it missed Julie and hit the window instead.

EXERCISE 45 ▸ 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: Tim knew ...
You will choose: (a.) my father. b. a ball. (c.) the answer.

1. a. well.	b. on the ice.	c. outside.
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 ▸ Looking at grammar. (Chapters 8 and 9 Review)

Write the past form of the verbs in parentheses.

A Terrible Day

Part I.

Yesterday (*be*) _____ (1) a terrible day. Everything (*go*) _____ (2) wrong. First, I (*oversleep*) _____ (3). My alarm clock (*ring, not*) _____ (4). I (*wake*) _____ (5) up when I

(*hear*) _____ 6 a noise outside my window. It was 9:15. I (*get*) _____ 7 dressed quickly. I (*run*) _____ 8 to class, but I (*be*) _____ 9 late. The teacher (*be*) _____ 10 upset with me.

Part II.



During a break, I (*go*) _____ 11 outside. While I (*sit*) _____ 12 under a tree near the classroom building, I (*see*) _____ 13 a friend. I (*call*) _____ 14 to him. He (*join*) _____ 15 me on the grass. We (*talk*) _____ 16 about our math class and looked at an assignment on my laptop. While we (*talk*) _____ 17, I (*stand*) _____ 18 up, (*step*) _____ 19 in a hole, and (*break*) _____ 20 my ankle.

Part III.

My friend (*drive*) _____ 21 me to the hospital. We (*go*) _____ 22 to the emergency room. After the doctor (*take*) _____ 23 X-rays of my ankle, he (*put*) _____ 24 a cast on it.



I (*pay*) _____ 25 my bill. Then we (*leave*) _____ 26 the hospital. My friend (*take*) _____ 27 me home and (*help*) _____ 28 me up the stairs to my apartment.

Part IV.

When we (*get*) _____ 29 to my apartment, I (*look*) _____ 30 for my key in my purse and in my pockets. There was no key. I (*ring*) _____ 31 the doorbell. My roommate (*be*) _____ 32 still in class, so I (*sit*) _____ 33 down on the floor with my friend and (*wait*) _____ 34 for her to get home.

Finally, my roommate (*come*) _____ 35 home. I (*eat*) _____ 36 dinner quickly and (*go*) _____ 37 to bed. While I (*sleep*) _____ 38, I (*dream*) _____ 39 that I broke my arm. I hope my dream doesn't come true!

EXERCISE 47 ▸ Check your knowledge. (Chapters 8 and 9 Review)

Correct the mistakes.

1. I threw a ball and ~~was breaking~~ *broke* 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.

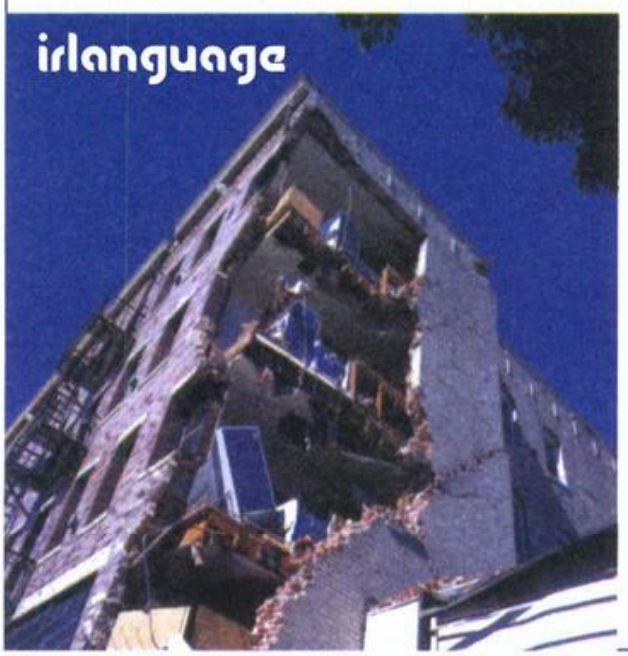
EXERCISE 48 ▸ Reading, grammar, and writing. (Chapter 9)

Part I. Read the paragraph. Underline the past verbs.

Do you know these words?
- roof
- earthquake
- grabbed
- shaking
- lasted
- cell service
- gas station
- fortunately

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, 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.



Part II. Write about a day you remember well. Begin with this sentence: ***I remember*** *(date)* ***very clearly***. Include this information in your paragraph:

- What happened on that day?
- When did it happen?
- Where were you?
- What were you doing?
- Were other people there? What were they doing?
- How did you feel?
- How did the day/event end?

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 past progressive for an activity in progress
5. ☐ correct use of simple past for a completed activity
6. ☐ correct spelling (use a dictionary or computer spell-check)

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 10

Expressing Future Time, Part 1

PRETEST: What do I already know?

Write "C" if the **boldfaced** words are correct and "I" if they are incorrect.

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)
10. ____ 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.
2. ____ Next summer, I am going to go to the beach.
3. ____ Last year, I swam in the ocean.
4. ____ Next year, I am going to swim in the ocean.



10-1 Future Time: Using *Be Going To*

(a) I ***am going to go*** downtown tomorrow. (b) Ava ***is going to be*** here tomorrow afternoon. (c) We ***are going to come*** to class tomorrow morning. (d) It ***is going to rain*** tonight.	***Be going to*** expresses future plans or predictions. FORM: ***am*** / ***is*** / ***are*** + ***going to*** + base form
(e) ***I'm not going to go*** downtown tomorrow. (f) Joe ***isn't going to be*** at the meeting tomorrow. (g) We ***aren't going to eat*** dinner early tonight. (h) It ***isn't going to snow*** tonight.	NEGATIVE: ***be*** + ***not*** + ***going to***
(i) A: ***Are*** you ***going to go*** downtown tomorrow? B: No, I'm not. (j) A: ***Is*** Jim ***going to be*** at the meeting tomorrow? B: Yes, he is. (k) A: What time ***are*** we ***going to eat*** dinner tonight? B: At eight.	QUESTION: ***be*** + *subject* + ***going to*** A form of ***be*** is used in the short answer to a *yes/no* question with ***be going to***, as in (i) and (j). (See Chart 2-4, p. 35, for information about short answers with ***be***.)
(l) I'm ***gonna*** leave. (m) She's ***gonna*** stay.	In spoken English, *going to* is often 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.	_____ going to come?
3. He is going _____.	_____ come.	_____ he _____ come?
4. It _____ to _____.	It is _____ _____.	_____ going to come?

AFFIRMATIVE	NEGATIVE	QUESTION
5. We _____ come.	We _____ _____ come.	Are we _____ _____?
6. They are _____ _____.	_____ going _____.	_____ 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 going to do tomorrow. Write three activities you are not going to do.

_____ _____

_____ _____

_____ _____

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	rob a bank
✓ go to the bookstore	stop by the pharmacy
look for a used car	take it to the post office
✓ pull the tooth	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.
3. Your clothes are dirty.
4. It's midnight. You're sleepy.
5. 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.
8. 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.
14. 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.

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.

Part III. Imagine it is New Year's and you are making some resolutions. What are some things you are going to do to improve your life this year? Make a list of 3–5 resolutions. Then share some of your ideas in small groups.

Example: I am going to stop smoking.
I am going to get more exercise.
Etc.

**resolution* = a decision to change something

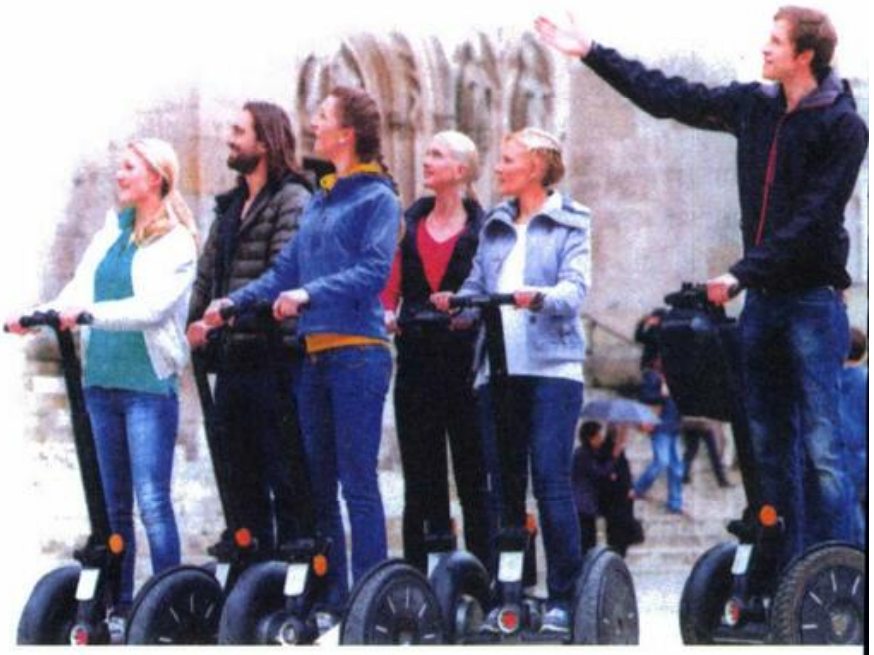
EXERCISE 8 ▸ Grammar and writing. (Chart 10-1)

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.	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.
(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.	

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 to leave for our trip at 10:00 tomorrow.

   My mother and I are leaving for our trip at 10:00 tomorrow.

2. We are going to fly to the island of Santorini. _____

3. We are going to spend a week there. _____

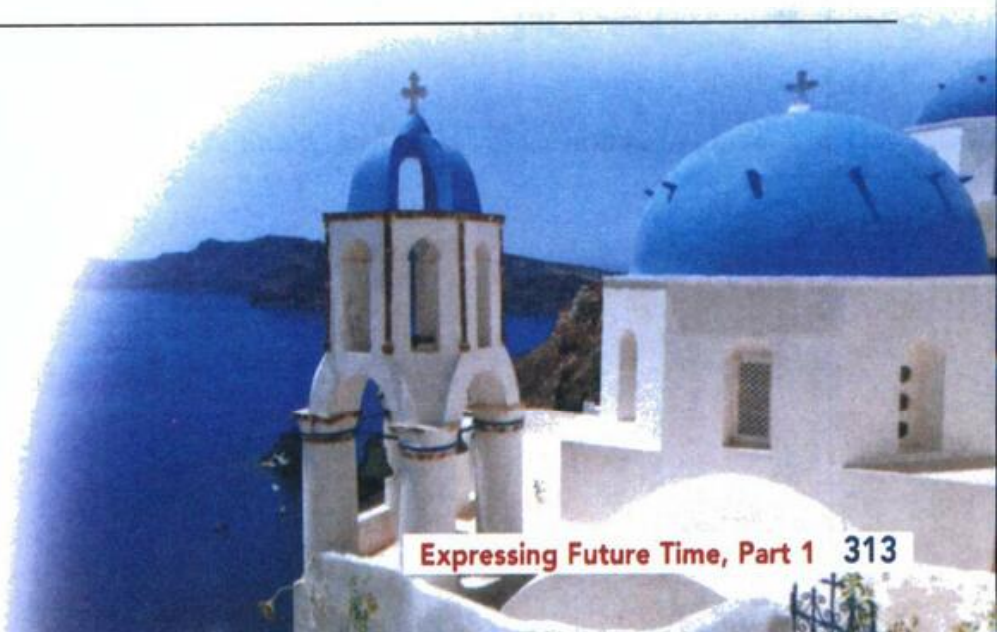
4. My father is going to meet us there. _____

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.

   _____



مرجع زبان ایرانیان

EXERCISE 12 ▸ Let's talk: interview. (Chart 10-2)

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

1. a. am going to leave b. am leaving c. leave
2. a. is going to start b. is starting c. starts
3. a. is going to come b. is coming c. comes
4. a. is going to call b. is calling c. calls
5. a. Are you going to study b. Are you studying c. Do you study
6. a. are going to have b. are having c. have
7. a. aren't going to go b. aren't going c. don't go
8. a. is going to eat b. is eating c. eats
9. a. is going to help b. is helping c. helps

EXERCISE 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.

10-3 Words Used for Past Time and Future Time

PAST	FUTURE	
yesterday	tomorrow	PAST: It *rained* ***yesterday***. FUTURE: It*'s going to rain* ***tomorrow***.
yesterday morning yesterday afternoon yesterday evening last night	tomorrow morning tomorrow afternoon tomorrow evening tomorrow night	PAST: I *was* in class ***yesterday morning***. FUTURE: I*'m going to be* in class ***tomorrow morning***.
last week last month last year last weekend last spring last summer last fall last winter last Monday, etc.	next week next month next year next weekend next spring next summer next fall next winter next Monday, etc.	PAST: Mia *went* to the beach ***last week***. FUTURE: Mia *is going to go* to the beach ***next week***. PAST: Rob *graduated* from high school ***last spring***. FUTURE: Ana *is going to graduate* from high school ***next spring***.
... minutes ago ... hours ago ... days ago ... weeks ago ... months ago ... years ago	in ... minutes (from now) in ... hours (from now) in ... days (from now) in ... weeks (from now) in ... months (from now) in ... years (from now)	PAST: I *finished* my homework ***five minutes ago***. FUTURE: Pablo *is going to finish* his homework ***in five minutes***.

EXERCISE 17 ▸ Looking at grammar. (Chart 10-3)

Write ***yesterday***, ***last***, ***tomorrow***, or ***next***.

At the Bank

1. Niki is going to deposit a check _____ morning.
2. Roger deposited a check _____ morning.
3. I'm going to get some cash _____ week.
4. 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 _____ night.

7. Jake left his debit card at the cash machine _____ evening.

EXERCISE 18 ▸ Grammar and speaking. (Chart 10-3)

Part I. Complete the questions with time expressions.

1. What did you do _____?
2. What are you going to do _____?
3. Where are you going to be in _____?
4. Where were you _____?
5. Where did you go last _____?
6. Where are you going to go next _____?
7. What are you going to do tomorrow _____?
8. What did you do yesterday _____?

Part II. Work with a partner. Ask and answer the questions in Part I. Share a few of your partner's answers with the class.

EXERCISE 19 ▸ Looking at grammar. (Chart 10-3)

Write ***yesterday, last, tomorrow, next, in,*** or ***ago***.

1. Lara announced her retirement ...
   a. _____ morning.
   b. _____ night.
   c. _____ month.
   d. two months _____.
   e. an hour _____.
   f. _____ evening.
   g. _____ summer.
   h. _____ weekend.
   i. _____ week.



2. Max is going to announce his retirement ...

a. _____ morning.

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.

SEPTEMBER						
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 ...
You will choose: a. five minutes ago. b. in five minutes.

1. a. one hour ago. b. in one hour.
2. a. two weeks ago. b. in two weeks.
3. a. one year ago. b. in one year.
4. a. ten minutes ago. b. in ten minutes.
5. a. a few minutes ago. b. in a few minutes.
6. a. last spring. b. next spring.
7. a. last summer. b. next summer.
8. a. last weekend. b. next weekend.
9. a. yesterday evening. b. tomorrow evening.

EXERCISE 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.
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 overtime.
10. _____ summer he is going to move closer to his job.

EXERCISE 24. Warm-up. (Chart 10-4)

Read the sentences and choose the correct number.

1. Dave left a couple of weeks ago.	two	five
2. JoAnn is going to get married in a few months.	one	four

10-4 Using *A Couple Of* or *A Few* with *Ago* (Past) and *In* (Future)

(a) Sam arrived here ***one*** (or ***a***) *year ago.* (b) Jack is going to be here *in* ***two*** *minutes.* (c) I talked to Ari ***three*** *days ago.*	Numbers are often used in time expressions with ***ago*** and ***in***.
(d) I saw Carlos ***a couple of*** *months ago.* (e) He's going to return to Mexico *in* ***a couple of*** *months.* (f) I got a letter from Gina ***a few*** *weeks ago.* (g) I'm going to see Gina *in* ***a few*** *weeks.*	***A couple of*** and ***a few*** are also commonly used. ***A couple of*** means "two." *A couple of months ago = two months ago* ***A few*** means "a small number, not a large number." *A few weeks ago = three, four,* or *five weeks ago*
(h) I began college last year. I'm going to graduate *in* ***two more*** *years.* My sister is almost finished with her education. She's going to graduate *in* ***a few more*** *months.*	Frequently, the word ***more*** is used in future time expressions that begin with ***in***.

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
2. Jen told Ben "no" in January.	T	F
3. Jen changed her mind in March.	T	F
4. Ben and Jen got married in April.	T	F
5. They had their first child in 2013.	T	F

EXERCISE 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 _____, and I'm going to leave this city _____

EXERCISE 27 ▸ Grammar and speaking. (Chart 10-4)

Complete the sentences with your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days? Share some of your sentences with the class or another student.

1. _____ a few days ago.
2. _____ in a few days.
3. _____ in a few more minutes.
4. _____ three hours ago.
5. _____ in four more hours.
6. _____ a couple of days ago.
7. _____ in a couple of months.
8. _____ many years ago.
9. _____ in a couple of minutes.

EXERCISE 28 ▸ Looking at grammar. (Chart 10-4)

Decide if each pair of sentences has the same or a different meaning.

1. Jean is going to leave in a couple of days. Jean is going to leave in two days.	same	different
2. Lena is going to leave in a few weeks. Lena is going to leave in three weeks.	same	different
3. We sold our house a couple of years ago. We sold our house four years ago.	same	different
4. The phone rang a few minutes ago. The phone rang five minutes ago.	same	different
5. 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 (✓) the sentence that has a present meaning.

1. ____ I am working this morning.
2. ____ I worked this morning.
3. ____ I am going to work this morning.

10-5 Using *Today, Tonight,* and *This* + *Morning, Afternoon, Evening, Week, Month, Year*

PRESENT	Right now it's 10:00 A.M. We are in our English class. (a) We ***are studying*** English ***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.
PAST	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. (b) Nancy ***went*** to the doctor ***this morning***.	
FUTURE	Right now it's 10:00 A.M. Class ends at 11:00. After class today, I'm going to go to the bank. (c) ***I'm going to go*** to the bank ***this morning***.	

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.

1. What are you doing ____?
   a. this morning
   b. this week
   c. tonight
   d. this afternoon
   e. today
2. What did you do ____?
   a. this week
   b. this month
   c. today
   d. this year
   e. this evening
3. What are you going to do ____?
   a. this morning
   b. this weekend
   c. tonight
   d. this year
   e. today

EXERCISE 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.
2. ____ The test is long.
3. ____ The test was long.
4. ____ The test will be long.

10-6 Future Time: Using *Will*

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 Dan 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. INCORRECT: *He will takes the next one.* *He wills take the next one.* *He will to take the next one.*	The base form of a verb follows ***will***. Do not add a final ***-s*** to the main verb. There is never a final ***-s*** on ***will*** for future time. ***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 A.M.*

** ***Will*** is also often contracted with nouns in speaking (but not in writing).
WRITTEN: *Tom will be here at ten.*
SPOKEN: *"Tom'll be here at ten."*

EXERCISE 37 ▸ Looking at grammar. (Chart 10-6)

Write the correct form of ***will***.



Don't worry!

1. I am not late. I *will be* on time.
2. We are not late. We _____ on time.
3. She is not late. She _____ on time.
4. You are not late. You _____ on time.
5. They are not late. They _____ on time.
6. Tim and I are not late. Tim and I _____ on time.
7. Dr. Mason is not late. Dr. Mason _____ on time.
8. Kyle and Sam are not late. Kyle and Sam _____ on time.

EXERCISE 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

1. The doctor will come soon. OR
   The doctor'll come soon.
2. The test results will be back around noon. OR
   The test results'll be back around noon.
3. 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***.

1. The doctor _____ answer your questions.
2. Your dad _____ need a lot of rest.
3. He _____ feel better soon.
4. His headache _____ go away quickly.
5. A different nurse _____ be here tomorrow.

irlanguage



* 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. MOM: 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 ***I'll***. Practice a couple and share them with the class.

1. A: The phone is ringing.
   B: _____
2. A: It's really hot in here.
   B: _____
3. A: The TV is pretty loud.
   B: _____
4. A: I'm freezing. Is the heat on?
   B: _____
5. A: The baby's crying.
   B: _____
6. A: I just dropped my contact lens.
   B: _____

EXERCISE 42 ▸ Warm-up. (Chart 10-7)

Answer the questions.

1. Will you be here next year? Yes, I will. No, I won't.
2. Will you be a student next year? Yes, I will. No, I won't.
3. Will you graduate next year? Yes, I will. No, I won't.

10-7 Asking Questions with *Will*

	QUESTION						ANSWER
	(QUESTION WORD) +	*WILL* +	SUBJECT +	MAIN VERB			
(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.

1. A: *Will you be at home tomorrow night?*
   B: Yes, *I will.* (I'll be at home tomorrow night.)
2. A: *Will Mona be in class tomorrow?*
   B: No, *she won't.* (Mona won't be in class tomorrow).
3. A: *When will you see Mr. Lu?*
   B: Tomorrow afternoon. (I'll see Mr. Lu tomorrow afternoon.)
4. A: _____
   B: Yes, _____ (Dinner will be ready in a few minutes.)
5. A: _____
   B: In a few minutes. (Dinner will be ready in a few minutes.)
6. A: _____
   B: No, _____ (I won't be home early tonight.)
7. A: _____
   B: After midnight. (I will be back after midnight.)
8. A: _____
   B: Yes, _____ (The plane will be on time.)
9. A: _____
   B: In the baggage claim area. (I'll meet Joe in the baggage claim area.)

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
1. visit the Eiffel Tower 2. drink coffee in a French café 3. ride a boat on the Seine River 4. speak French 5. eat dinner in an expensive French restaurant 6. take a bus tour of the city	1. ride the elevator to the top of the Eiffel Tower 2. buy a painting from a street artist 3. see the *Mona Lisa* at the Louvre museum 4. buy some clothes at a designer shop 5. take a French cooking class 6. 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

10-8 Verb Summary: Present, Past, and Future

	STATEMENTS: AFFIRMATIVE	STATEMENTS: NEGATIVE	YES/NO QUESTIONS
SIMPLE PRESENT	I ***eat*** lunch every day. She ***eats*** lunch every day.	I ***don't eat*** lunch. She ***doesn't eat*** lunch.	***Do*** you ***eat*** lunch? ***Does*** she ***eat*** lunch?
PRESENT PROGRESSIVE	I ***am eating*** lunch right now. She ***is eating*** lunch. They ***are eating*** lunch.	I***'m not eating*** lunch. She ***isn't eating*** lunch. They ***aren't eating*** lunch.	***Am*** I ***eating*** lunch? ***Is*** she ***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. We ***were eating*** lunch at 12:00.	I ***wasn't eating*** lunch at 12:00. We ***weren't eating*** lunch at 12:00.	***Was*** I ***eating*** lunch at 12:00? ***Were*** we ***eating*** lunch at 12:00?
BE GOING TO	I ***am going to eat*** lunch tomorrow. She ***is going to eat*** lunch tomorrow. They ***are going to eat*** lunch tomorrow.	I***'m not going to eat*** lunch tomorrow. She ***isn't going to eat*** lunch tomorrow. They ***aren't going to eat*** lunch tomorrow.	***Am*** I ***going to eat*** lunch tomorrow? ***Is*** she ***going to eat*** lunch tomorrow? ***Are*** they ***going to eat*** lunch tomorrow?
WILL	He ***will eat*** lunch tomorrow.	He ***won't eat*** 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 to 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, her phone (*ring*) _____. It was her best friend.
8. Marta (*finish, not*) _____ the text. After she (*talk*) _____ to her friend, she (*go*) _____ to bed.
9. Tomorrow she (*call*) _____ her sister.
10. Marta (*chat, not*) _____ with her grandparents tomorrow.
11. (*you, chat*) _____ online with someone every day?
12. (*you, chat*) _____ online with someone yesterday?
13. (*you, chat*) _____ online with someone tomorrow?

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. He _____ meat. He _____ it as a child either.
3. His wife, Beth, _____ meat, but she isn't a vegetarian.
4. She _____ the taste of meat.
5. They _____ a new restaurant tomorrow.

6. It _____ last month, and online reviews _____ it is excellent.
7. Bert _____ probably _____ a dish with lots of vegetables.
8. Beth _____ vegetables for a main dish. She _____ probably _____ for some type of fish.
9. _____ the meal?
10. _____ back to this restaurant?

10-9 Verb Summary: Forms of *Be*

	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.	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)

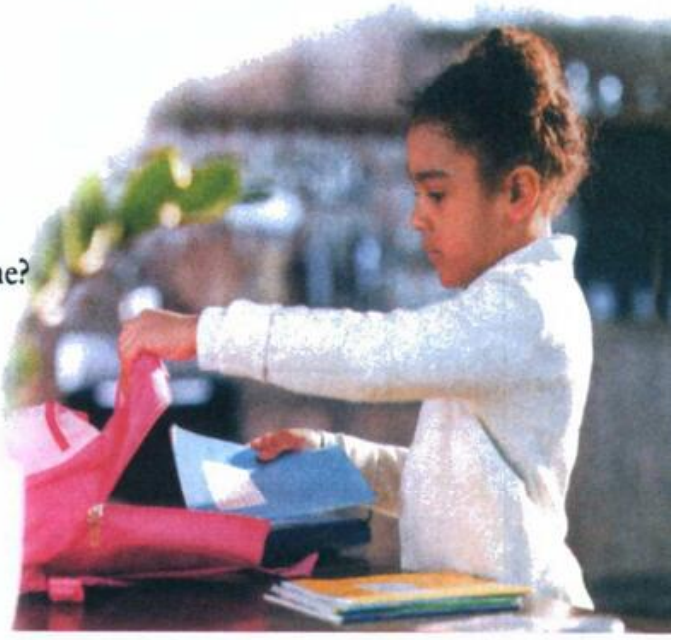
Complete the sentences with the verbs in parentheses.

1. I (*be*) _____ in class right now. I (*be, not*) _____ here yesterday. I (*be*) _____ absent yesterday. (*you, be*) _____ in class yesterday? (*Carmen, be*) _____ here yesterday?
2. Carmen and I (*be*) _____ absent from class yesterday. We (*be, not*) _____ here.
3. My friends (*be*) _____ at Fatima's apartment tomorrow evening. I (*be*) _____ there too. (*you, be*) _____ there? (*Akira, be*) _____ there?

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, I don'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?
   B: No, I _____. I (*ride*) _____ my motorcycle.
   A: It (*be*) _____ stormy yesterday. (*you, get*) _____ wet?
   B: I (*get*) _____ a little wet, but it (*be, not*) _____ bad. I (*wear*) _____ waterproof pants and a jacket.

3. A: (*you, be*) _____ in class tomorrow?
   B: Yes, I _____. But I (*be, not*) _____ in class the day after tomorrow.

4. A: Where (*you, study, usually*) _____?
   B: In my room.
   A: (*you, go*) _____ to the library to study sometimes?
   B: No. I (*like, not*) _____ to study at the library.

5. A: (*Abby, call*) _____ you last night?
   B: Yes, she _____. We (*talk*) _____ for a few minutes.
   A: (*she, tell*) _____ you about her brother, Brian?
   B: No, she _____. She (*say, not*) _____ anything about him. Why?
   A: Brian (*be*) _____ in an accident.
   B: That's too bad. What happened?
   A: A dog (*run*) _____ in front of his bike. He (*see, not*) _____ _____ a truck next to him, and he (*hit*) _____ it. It was an accident.
   B: (*he, be*) _____ in the hospital now?
   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)

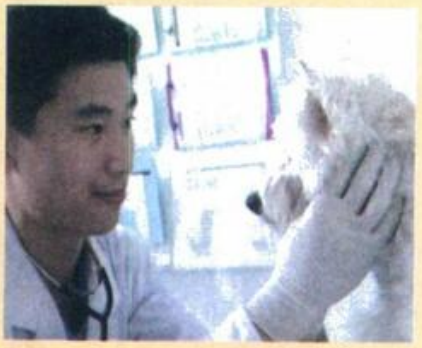
Now listen to the conversations.

	ACTIVITY	JOB
1.	A: What are you doing? B: I'm answering some emails.	A: What do you do? B: I'm a high school teacher.
2.	A: What is he doing? B: He's waiting for the bus.	A: What does he do? B: I'm not sure. He works at the university.

Part II. Work with a partner. Make short conversations about the pictures. Practice one conversation and share it with the class.

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.

1. When ~~you will~~ *will you* 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

Do you know these words?
- village
- magic beans
- huge
- giant
- oven
- bones
- stole
- axe

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.

---

* *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?

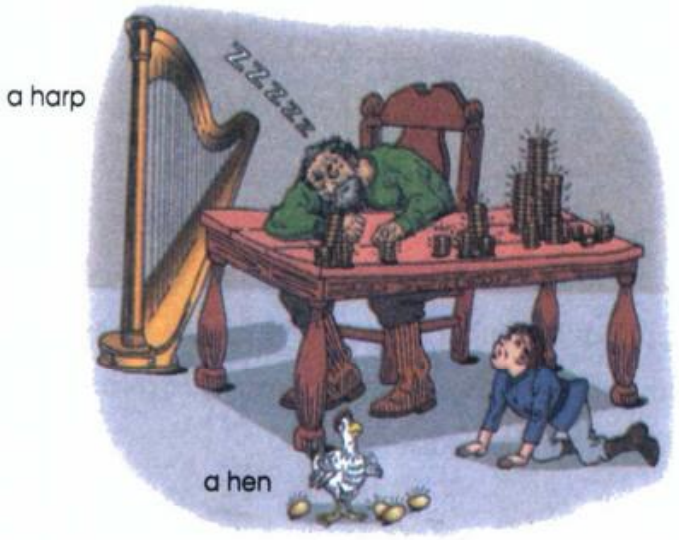


WIFE: No, I think the smell is the boy from last week. Here's your breakfast.

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: Ahhhhhhhhhh!

JACK: The giant is dead.

MOTHER: Now we are safe. The harp will give us beautiful music. My sadness will go away. Our lives will be happy. You saved us!

NARRATOR: And they lived happily ever after.

Part II. Work in small groups. Complete the play below. Jack is now Jill. The giant is now a dragon. Make the lines silly, funny, or just different.

Jill and the Dragon

NARRATOR: Once upon a time there was a girl named Jill. She lived with her mother in a small village.

MOTHER: We are very poor. We have no money for food.

JILL: _____

MOTHER: _____

NARRATOR: Jill left her home and met a/an _____ on the road.

_____: _____

NARRATOR: Jill took the _____ home to her mother.

MOTHER: _____

NARRATOR: She threw the _____ out the window. The next morning, Jill woke up and saw a huge _____ outside her window. It went into the clouds. She decided to climb it. At the top, she saw a castle. Inside the castle, there lived a fire-breathing dragon and his wife. He owned all the gold in the kingdom. Jill went into the castle.



a dragon

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. 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
3. ☐ use of ***will*** or ***be going to*** for a future activity
4. ☐ use of past verbs for past activities
5. ☐ correct use of time expressions with present, past, and future
6. ☐ correct spelling (use a dictionary or spell-check)

Part IV. Option 1: Practice and perform your play for the class.
Option 2: Practice and perform "Jack and the Beanstalk" for the class.

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 11

Expressing Future Time, Part 2

PRETEST: What do I already know?

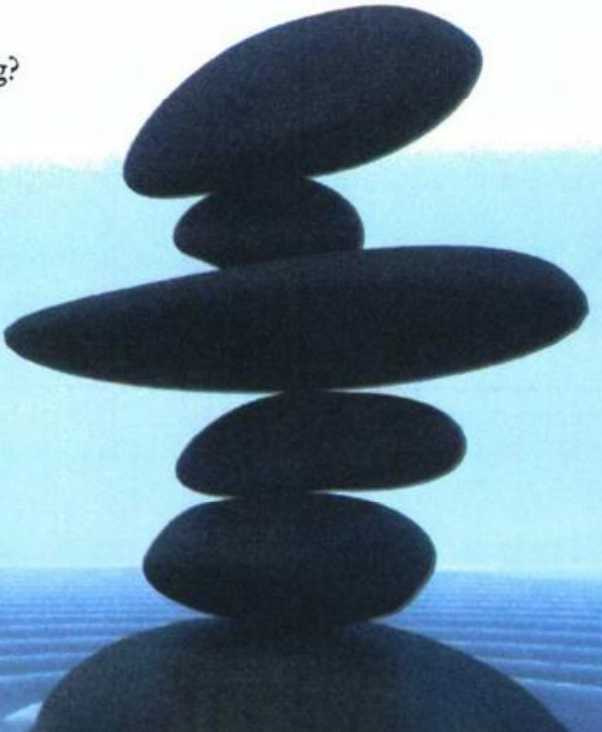
Choose all the correct answers for each sentence.

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, I will go to the store. (Chart 11-3)
   a. have b. will have c. am going to have
5. The Millers are taking a long trip after they ____. (Chart 11-3)
   a. will retire b. are going to retire c. retire
6. If Katie ____ better tomorrow, she is going to 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.



11-1 May/Might vs. Will

(a) It *may rain* tomorrow. (b) Anita *may be* at home now.	***May*** + *verb* (base form) expresses a possibility in the future, as in (a), or a present possibility, as in (b).
(c) It *might rain* tomorrow. (d) Anita *might be* at home now.	***Might*** has the same meaning as ***may***. 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 ***may/might*** to say, "I don't know if Ms. Lee will be at the meeting, but it is possible."
(g) Ms. Lee *may/might not be* at the meeting tomorrow.	Negative form: ***may/might*** + ***not*** Note: Examples (f) and (g) have essentially the same meaning: Ms. Lee may or may not be at the meeting tomorrow.
INCORRECT: *Ms. Lee may will be at the meeting tomorrow.* INCORRECT: *Ms. Lee might will be at the meeting tomorrow.*	***May*** and ***might*** are NOT used with ***will***.

EXERCISE 2 ▸ Looking at grammar. (Chart 11-1)

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 next Monday.* = You're sure.
   - → *I **will not** (**won't**) **be** in class next Monday.* = You're sure.
   - → *I **may/might be** in class next Monday.* = It's possible, but you're not sure.
   - → *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.

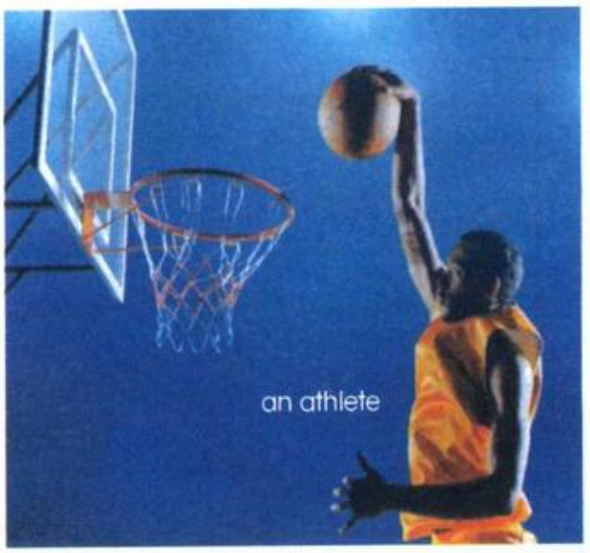
EXERCISE 3 ▸ Let's talk. (Chart 11-1)

Work in small groups. Complete the sentences about yourself and other people in the box. Take turns.

Looking Ahead

I	a friend
you (name of a classmate)	a world leader
your teacher	a movie star
a member of your family	a famous athlete

1. In five years, ____ will ____.
2. Next year, ____ may not ____.
3. ____ might ____ tomorrow.
4. ____ might or might not ____ next week.
5. ____ won't ____ in 2035.
6. ____ might not ____ tomorrow.
7. Next year, ____ won't ____.
8. In 20 years, ____ may ____.
9. Next week, ____ may or may not ____.
10. ____ will ____ in a few years.



EXERCISE 4 ▸ Writing and speaking. (Chart 11-1)

Complete the paragraphs with your own words. Use a separate piece of paper. Then show your paragraphs to a partner. Your partner will share some of your activities with the class.

PARAGRAPH 1: Write about your activities *yesterday*.

I got up at ____ yesterday morning. After that, ____. Around ____ o'clock, ____. Later ____. At ____ o'clock, ____. Then ____. ____ a little later. Then at ____ o'clock ____.

PARAGRAPH 2: Write about your activities *tomorrow*. Include activities you ***will*** do and activities you ***may*** or ***might*** do.

I'm going to get up at ____ tomorrow morning. Then ____. After that, ____. Around ____ o'clock, ____. Later ____. At ____ o'clock, ____. Next, ____. ____ a little later. Then at ____ o'clock, ____.

EXERCISE 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.***	The adverb ***maybe*** (one word) means "possibly." Note the use of ***will*** with ***maybe***. INCORRECT: *Maybe Jamal is in class tomorrow.*
(b) ***Maybe*** (adverb) Jamal (subject) will be (verb) here.	***Maybe*** comes in front of a subject and verb.
(c) Jamal (subject) ***may be*** (verb) here tomorrow.	***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

1. It may be stormy.	sure	unsure
2. It might snow.	sure	unsure
3. It will be foggy.	sure	unsure
4. Maybe it will rain.	sure	unsure
5. It won't be sunny.	sure	unsure
6. 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.

5. ____ With three people, maybe we'll finish quickly.
6. ____ 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.
5. They _____ on the ground in the parking lot somewhere.
6. _____ you left them in your car door.



EXERCISE 9 ▸ Let's talk. (Charts 11-1 and 11-2)

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?

1. 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

1. maybe may + verb
2. maybe may + verb
3. maybe may + verb
4. maybe may + verb
5. maybe may + verb
6. maybe may + verb
7. maybe may + verb
8. maybe may + verb

EXERCISE 12 ▸ Looking at grammar. (Charts 11-1 and 11-2)

Answer the questions with ***maybe*** or ***may/might***.

1. A: Is Anthony going to come to the party?
   B: I don't know. _____Maybe_____.
2. A: What are you going to do tomorrow?
   B: I don't know. I _____may / might_____ go swimming.
3. A: 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
1. wake up early / sleep in	1. get up early / get up late
2. eat a big breakfast / eat a small breakfast	2. cook dinner / eat out
3. stay home / go to school	3. shop online / shop at a store
4. get some exercise in the afternoon / take a nap in the afternoon	4. clean my home / read a book
5. do my homework in the evening / watch TV in the evening	5. visit a friend / chat with a friend online
	Change roles.

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.

Part II. Work with a partner. Make three short conversations with the words in the boxes. Practice one conversation and say it for the class.

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)

Underline the future time expression in each sentence. What tense is used in the red clause? Does the clause have present or future meaning?

1. Before I go on vacation next week, I'm going to stop mail delivery for two weeks.
2. When I get home next month, I will have a lot of mail at the post office.



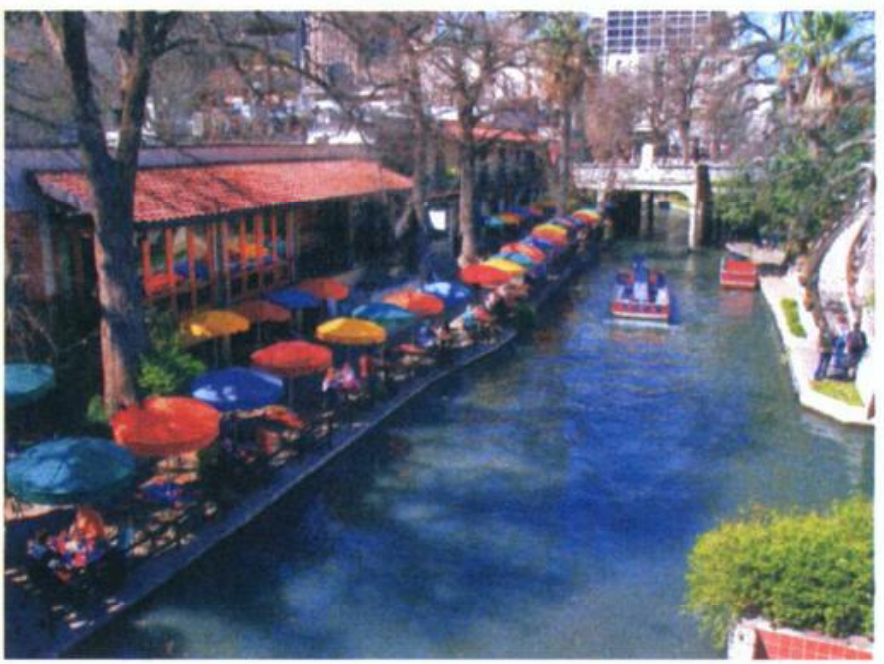
11-3 Future Time Clauses with *Before*, *After*, and *When*

(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.*	In (a): ***Before Ann goes to work tomorrow*** = a future time clause* ***she will eat breakfast*** = main clause A future time clause uses the SIMPLE PRESENT TENSE. *Will* OR *be going to* is used in the main clause.
(b) I'm going to finish my homework *after I **eat** dinner tonight.* (c) *When I **go** to New York next week,* I'm going to stay at the Hilton Hotel.	In (b): ***after I eat dinner tonight*** = a future time clause In (c): ***When I go to New York next week*** = a future time clause Note: A comma follows a time clause when it comes at the beginning of a sentence.

*See Chart 9-4, p. 284, for more information about time clauses.

EXERCISE 17 ▸ Looking at grammar. (Chart 11-3)

Underline the time clauses.



San Antonio River Walk

Taking a Trip

1. 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.
5. I am going to send photos to our family after we visit several interesting sites.

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 I (*buy*) _____ it.

EXERCISE 19 ▸ Let's talk: class activity. (Chart 11-3)

Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

Example:

TEACHER: Who's going to go shopping later today?
STUDENT A: (*raises his/her hand*)
TEACHER: What are you going to do after you go shopping?
STUDENT A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.
TEACHER: (*to Student B*) What is (*Student A*) going to do after he/she goes shopping?
STUDENT B: After (*Student A*) goes shopping, he/she is going to go home. OR (*Student A*) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?
2. Who else is going to study tonight? What are you going to do before you study tonight?
3. Who's going to 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? What are you going to do after you ____ tomorrow?

6. Who's going out of town soon? Where are you going? What are you going to do when you go to (*name of place*)?
7. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have for dinner?
8. (...), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

EXERCISE 20 ▸ Looking at grammar. (Chart 11-3)

Write "1" before the first action and "2" before the second. Then write two sentences: one with ***before*** and one with ***after***. Use a form of ***be going to*** in the main clause.

1. _1_ I brush my teeth.
   _2_ I go to bed.
   a. *I'm going to brush my teeth before I go to bed.* OR
   Before I go to bed, I'm going to brush my teeth.
   b. *After I brush my teeth, I'm going to go to bed.* OR
   I'm going to go to bed after I brush my teeth.

2. ____ I go to sleep.
   ____ I turn off my cell phone.
   a. _____
   b. _____

3. ____ I spell-check the words.
   ____ I turn in my essay.
   a. _____
   b. _____

4. ____ The passengers get on the airplane.
   ____ The passengers go through security.
   a. _____
   b. _____

EXERCISE 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?

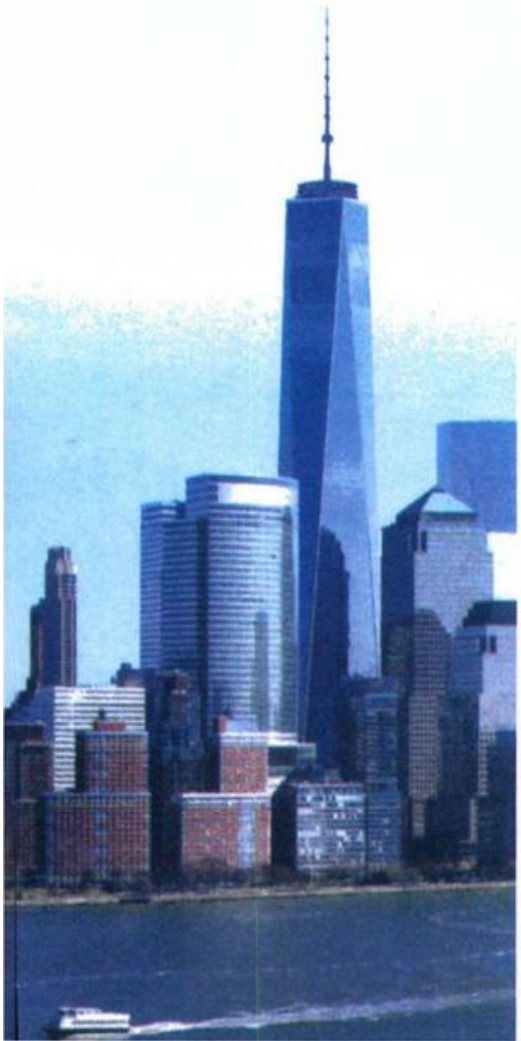
B: My husband is trying to get tickets to the concert. If he gets / will get tickets, we are going to go.

A: Wow! Great!



11-4 Clauses with *If*

(a) ***If it rains tomorrow,*** (*if*-clause) ***we will stay home.*** (main clause) (b) ***We will stay home*** (main clause) ***if it rains tomorrow.*** (*if*-clause)	An *if*-clause begins with ***if*** and has a 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 sentence.
(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.
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? 2. if it is hot tomorrow? 3. if you don't understand a question that I ask you? 4. if you don't feel well tomorrow? 5. if you go to (*name of a place in this city*) tomorrow?	1. if it snows tonight? 2. if you're hungry after class today? 3. if you don't study tonight? 4. if you lose your grammar book? 5. 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 group.
2. If the weather (*be*) _____ nice tomorrow, I (*go*) _____ to Central Park with my friends.
3. I (*stay, not*) _____ home tomorrow if the weather (*be*) _____ nice.
4. If I (*feel, not*) _____ well tomorrow, I (*go, not*) _____ to work.
5. Masako (*stay*) _____ in bed tomorrow 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.

EXERCISE 27 ▸ Listening. (Chart 11-4)

Listen to the questions. Answer each question with a complete sentence. Remember, ***going to*** may sound like ***gonna***.

1. _____
2. _____
3. _____
4. _____

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

In December of 1900, *Ladies Home Journal*, an American magazine, published an article titled "What May Happen in the Next Hundred Years." There were 29 predictions about life in the year 2000. Below are some of them.

Cars will be cheaper and stronger than horses. They will do the work of two horses or more. Police, ambulance drivers, and street cleaners will use cars instead of horses. People won't see horses on the streets.

Big cities won't have streetcars. In the future, if people need to go somewhere, they will travel below or high above the ground. Subways and tunnels will have moving stairways, and they will carry people up or down.





There will be no *C*, *X*, or *Q* in the English alphabet because these sounds are not necessary. In the future, people will spell by sound. First, newspapers will do this. After people see this change, they will do the same.

A final prediction: English will be the number one language in the world and Russian will be number two.

1. Which predictions came true?
2. Which ones did not?
3. Are there any predictions you think are silly or strange?

Part II. Work in small groups. Make some predictions for 100 years from now. Use ***will***, ***may***, ***maybe***, or ***might***.

EXERCISE 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



11-5 Expressing the Future and Present Habits with Time Clauses and *If*-Clauses

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 HABITS	(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.

1. 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.



3. 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 evening, I (*stay*) ___am___ ___going to stay___ home and (*go*) ___go___ to bed early.

   b. I'm often tired in the evening after a long day at work. If I (*be*) _____ tired in the evening, I (*stay, usually*) _____ _____ home and (*go*) _____ to bed early.

2. a. After I (*get*) _____ home every evening, I (*sit, usually*) _____ on the couch with my tablet and (*look at*) _____ social media.

   b. After I (*get*) _____ home tonight, I (*sit*) _____ _____ on the couch with my tablet and (*look at*) _____ social 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*)

   _____

   c. get a receipt \ sign her name on the screen (*before*)

   _____

EXERCISE 35 ▸ Listening. (Chart 11-5)

Listen to each sentence and choose the correct completion.

Example: You will hear: Before I go to bed every night,
You will choose: (a.) I watch TV. b. I'm going to watch TV.

1. a. I get a good night's sleep. b. I'll get a good night's sleep.
2. a. I do my homework. b. I'll do my homework.
3. a. I go shopping. b. I'll go shopping.
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

EXERCISE 36 ▸ Speaking or writing. (Chart 11-5)

Complete the sentences with your own words, orally or in writing. If you do them orally, work with a partner. Use ***be going to*** for the future.

1. Before I go home tonight, _____.
2. Before I go home, I usually _____.
3. I'm going to _____ tomorrow after I _____.
4. When I go to _____, I'm going to _____.
5. When I go to _____, I always _____.
6. If the weather _____ tomorrow, I _____.
7. If the weather _____ tomorrow, _____ you _____?
8. I'll _____ if I _____.
9. After I _____ tonight, I _____.
10. Do you _____ after you _____?

EXERCISE 37 ▸ Listening. (Chapters 10 and 11)

Listen to the conversations. Write the words you hear.

1. A: _____ home this weekend?
   B: I _____. But _____ my parents one of the two days.
2. A: What _____ for dinner?
   B: Leftovers. Is that OK?
   A: Sure, but _____ probably _____ some rice to go with them.
3. A: _____ at Jon's party?
   B: Yes, but I _____ there until after it _____. I work until 5:00.
   A: Great. _____ you there.
4. A: What _____? We need to deposit this check, and the app isn't working. Our account is almost empty.
   B: No problem. _____ it with me to work. There's an ATM next door.

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.
   B: Why?
   A: Why not?
   B: That's not a very good reason.

2. A: How did you get here?
   B: I (*take*) _____ a plane. I (*fly*) _____ here from Bangkok.

3. A: How do you usually get to class?
   B: I (*walk, usually*) _____, but sometimes I (*take*) _____ the bus.

4. A: Where's my phone? It (*be, not*) _____ in my purse. Maybe I left it on the subway.
   B: Take it easy. Your phone (*be*) _____ right here.

5. A: Where's your homework?
   B: I (*lose*) _____ it.
   A: Oh?
   B: I (*forget*) _____ it.
   A: Oh?
   B: I (*give*) _____ it to Roberto to give to you, but he (*lose*) _____ it.
   A: Oh?
   B: Someone (*delete*) _____ it from my laptop.
   A: Oh?
   B: Well, actually I (*have, not*) _____ enough time to finish it last night.
   A: I see.

6. A: (*you, stay*) _____ here during vacation next week?
   B: No. I (*take*) _____ a trip to Montreal. I (*visit*) _____ my cousins.
   A: How long (*you, be*) _____ away?
   B: About five days.

7. A: Is Carol here?
   B: No, she (*be, not*) _____. She (*leave*) _____ a few minutes ago.
   A: (*she, be*) _____ back soon?
   B: I think so.
   A: Where (*she, go*) _____?
   B: She (*go*) _____ to the drugstore.

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.

irlanguage

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
Hello?	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.
	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~~ *is* 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.

Do you know these words?
- adventure
- windsurfing
- sharks

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.



I'm excited about my trip. I just need to answer this question: What is more important to me right now: relaxation or adventure?

Part II. Imagine someone gives you a plane ticket. You can travel anywhere in the world. Choose two places you would like to visit: one place for relaxation and one place for adventure. 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 (✓) 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.

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*

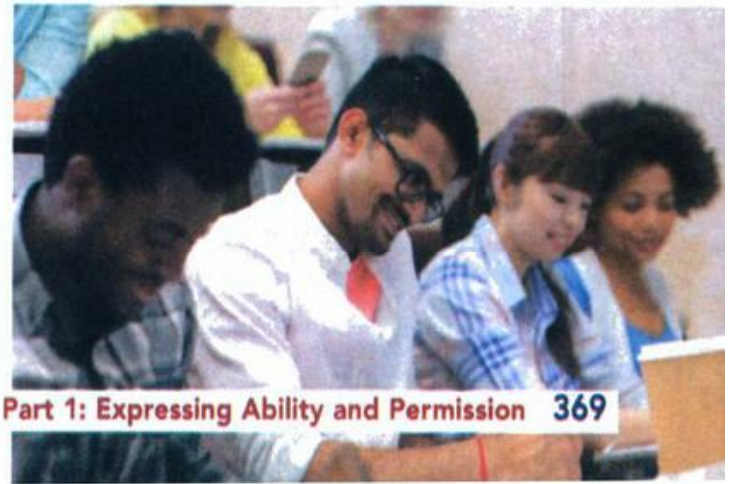
(a) Ali is strong. He *can move* the refrigerator. (b) It's OK. You *can leave* early.	***Can*** expresses *ability* and *permission*.
(c) CORRECT: Yuko *can speak* English.	The base form of the main verb follows ***can***. In (c): *speak* is the main verb.
(d) *INCORRECT: Yuko can to speak English.*	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

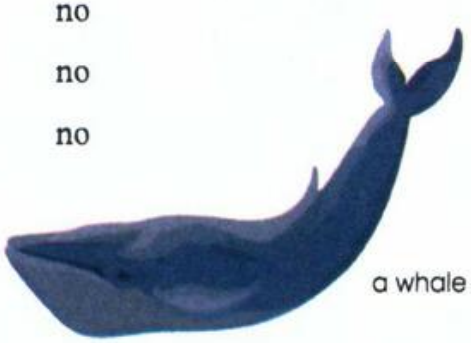
EXERCISE 4 ▸ Game. (Chart 12-1)

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.

1. Some birds can't fly.	yes	no
2. Elephants can jump.	yes	no
3. Tigers can't swim.	yes	no
4. An octopus can change colors.	yes	no
5. Some fish can climb trees.	yes	no
6. Horses can't sleep when they're standing up.	yes	no
7. Turtles can't live more than 100 years.	yes	no
8. All animals can see colors.	yes	no
9. Whales can hold their breath underwater.	yes	no



an octopus



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" /kən/. 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:

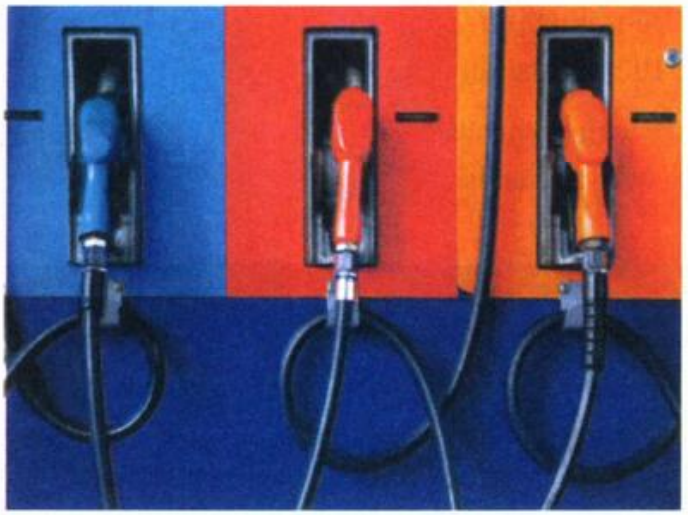
- Good computer skills
- Excellent knowledge of English
- Friendly phone manner
- Ability to lift heavy suitcases

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?

12-3 Using *Can*: Questions

(QUESTION WORD)	+ CAN	+ SUBJECT	+ MAIN VERB		ANSWER
(a)	*Can*	*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*	*I*	*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.)

3. A: _____

   B: _____ (Jessica can write computer code.)

4. A: _____

   B: _____ (Nicole and Simone can play the piano by ear.)

5. A: _____

   B: _____ (I can't do advanced math in my head.)

6. A: _____

   B: _____ (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

EXERCISE 11 ▸ Listening. (Charts 12-1 → 12-3)

Listen to the conversations. 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.

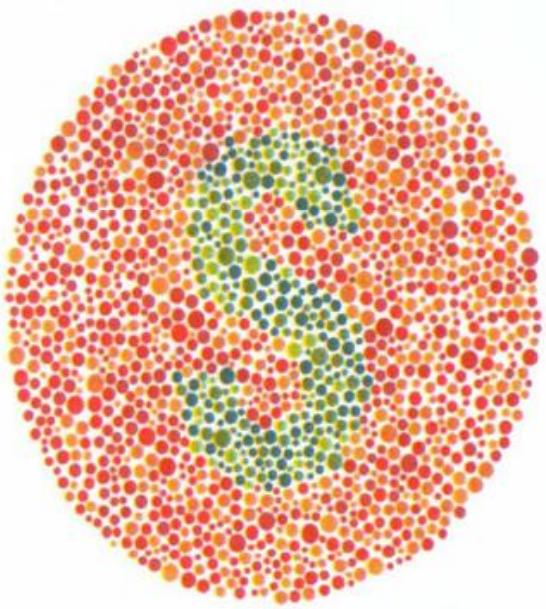
   B: Yes. Please tell him Ron Myerson called.

2. A: _____ me lift this box?
   B: It looks very heavy. _____ to help you, but I think we need a third person.
   A: No, I'm pretty strong. I think _____ it together.
3. A: _____ the TV. _____ turn it up?
   B: _____ turn it up. I'm doing my homework.
   A: _____ your homework in another room?
   B: Oh, all right.

EXERCISE 12 ▸ Reading. (Charts 12-1 → 12-3)
Read the paragraph. 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.

1. A: I got you something special!
   B: I can't wait to open it!





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	read musical notes
✓ fix a leaky faucet	solve algebra problems
make ice cream	write computer code for an app

12-4 Using *Know How To*

(a) I ***can*** swim.	Both ***can*** and ***know how to*** express ability.
(b) I ***know how to swim***.	***Know how to*** expresses something a person learned to do.
(c) ***Can*** you cook?	
(d) ***Do*** you ***know how to cook***?	

EXERCISE 14 ▸ Let's talk: pairwork. (Chart 12-4)

Work with a partner. Ask and answer questions. Begin with ***Do you know how to ... ?*** Take turns.

Partner A	Partner B
1. cook? 2. play soccer? 3. knit? 4. replace a zipper? 5. use your hands to break an apple in half?	1. dance? 2. fix a computer hard drive? 3. write with both your left and right hands? 4. teach a dog to sit? 5. 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 _____?

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	✓ go to soccer practice
correct our homework	pay the restaurant bill
drive to school	turn in my homework
do the laundry	

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 teacher _____ yesterday because he was sick.
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)

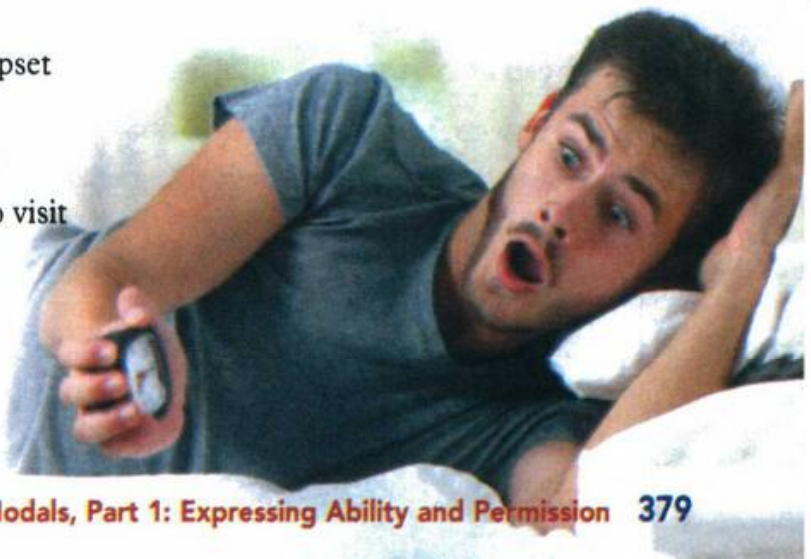
Work with a partner. Make sentences about Lucas with ***because***. Take turns. You can look at your book before you speak. When you speak, look at your partner.

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 you were sixteen years old?
   a. Could you to b. Can you c. Could you
2. If your brother goes to the 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 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 our study group?
   a. we can b. we could c. can we
6. You ____ your class schedule. The deadline was last week.
   a. can not change b. cannot changing c. can't to change
7. ____ how to fix a leaky faucet?
   a. 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.



Part II. Work with a partner. Make suggestions with ***could*** for the situations. Practice one of your conversations and say it for the class.

1. You're hungry, and you don't want to cook dinner.
2. 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.
6. Your partner has a sweet tooth* but wants to eat healthy.

* *have a sweet tooth* = like sweet foods

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EXERCISE 23 ▸ Warm-up. (Chart 12-6)

Match each sentence on the left with its meaning on the right.

COLUMN A	COLUMN B
1. I can help you now. ____	a. I wasn't able to help you.
2. 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.
5. I can't help you now. ____	e. I will be able to help you.

12-6 Using *Be Able To*

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***.

	ABLE TO (present)	*ABLE TO* (past)	*ABLE TO* (future)
1. I can sing.	I am able to sing.	I was able to sing.	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
1. Luka can speak two languages. 2. I can be here tomorrow at 10:00. 3. Two students couldn't finish the test. 4. Mimi can get her own apartment next year. 5. I'm sorry that I couldn't call you last night.	1. I can't go to the movie with you. 2. I couldn't sleep last night. 3. They can have dinner with us tomorrow. 4. Bettina can't ride a bike. 5. 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

Do you know these words?
- common
- frustrated
- enrolled
- excited
- cashier
- switch back and forth
- encourages

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. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

EXERCISE 27 ▸ Listening. (Charts 12-1 → 12-6)

Listen to the conversations. Write the words you hear.

1. A: _____ to talk to Adam last night?
   B: _____ reach him. I _____ again later today.
2. A: _____ pizza?
   B: Yes, I _____ it. What about you?
   A: No, but _____ me?
   B: Sure.
3. A: _____ the teacher?
   B: I _____ her in the beginning, but now I _____ most of her lectures.
   A: I still _____ her very well.
4. A: Professor Castro, when _____ correct our tests?
   B: I began last night, but I _____ finish. I _____ again tonight. I hope _____ hand them back to you tomorrow.
5. A: Hello?
   B: Hi. This is Jan Quinn. I'm wondering if _____ get in to see Dr. Novack today or tomorrow.
   A: Well, she _____ you tomorrow morning at 11:00. _____ in then?
   B: Yes, _____. Please tell me where you are. I _____ the way to your office.

EXERCISE 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

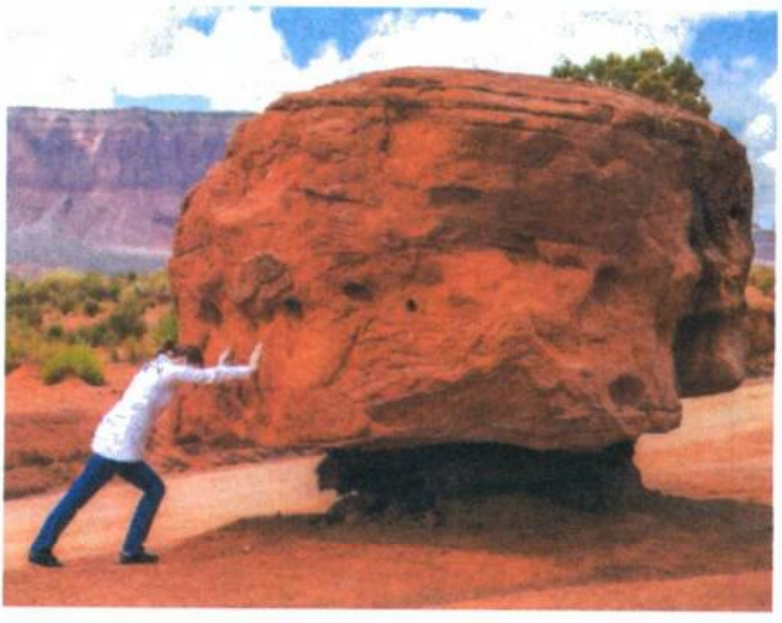
4. I ____ play the piano.
   a. can't to
   b. don't know how to
   c. don't knows how to
   d. cannot
   e. not able to

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.



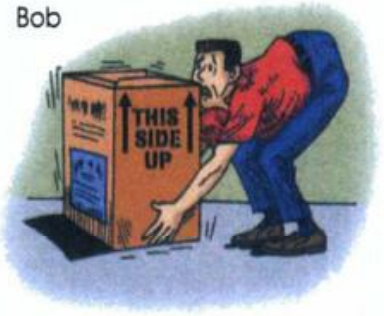
12-7 Using *Very* and *Too* + Adjective

(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.

Tom



Bob



(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.

* ***But*** contrasts one idea with another. See Charts 15-7, p. 483, and 15-8, p. 485, for more information.

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.

Mark



Benny



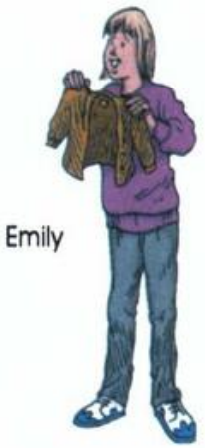
1. shoes \ tight \ wear



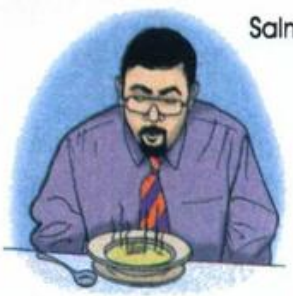


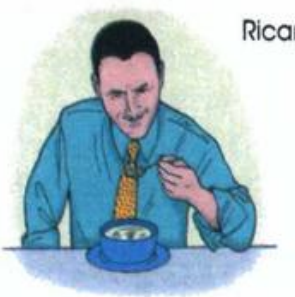
2. coat \ small \ wear



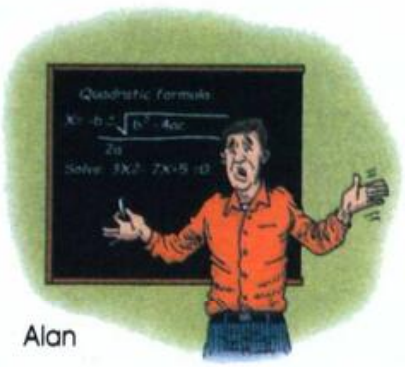


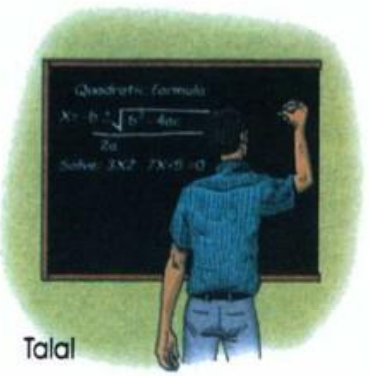
3. soup \ hot \ eat





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. I *can't eat it.*
2. I am too busy. I _____
3. Samir is too tired. He _____
4. It's too noisy in the dorm at night. I _____
5. The mattress is too heavy. I _____

Part II. Complete the sentences with ***too*** + an adjective.

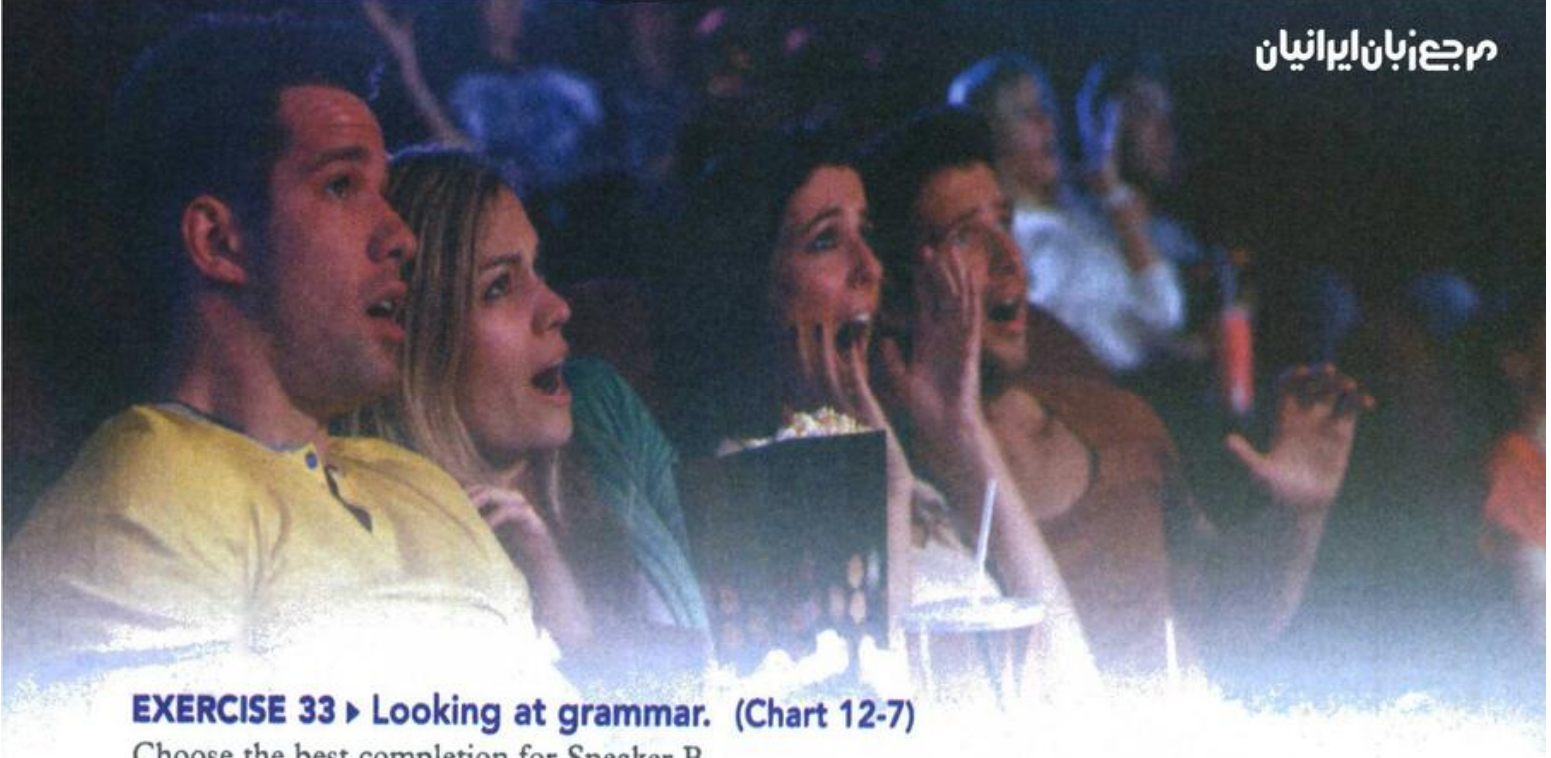
6. Jimmy is ten. He can't drive a car. He's *too young.*
7. I can't sleep on an airplane. It's _____
8. I can't buy a new car. A new car is _____
9. Patrick has gained weight. He can't wear his old shirt. It's _____
10. The basketball player can't stand up straight in the subway car. He's _____

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
1. I can't put my phone in my pocket. My pocket is ... small.	1. I can't sleep on this bed. The mattress is ... soft.
2. We went to the French Alps for our vacation. The mountains were ... beautiful.	2. My math class is ... hard, but I like it.
3. I can't eat this food. It's ... salty.	3. I'm not going to buy this dress. It's ... big.
4. I lost your jacket. I'm ... sorry. I can buy you a new one.	4. Your daughter can't get married! She's ... young.
5. An elephant is ... big.	5. My physics homework was ... difficult. I couldn't finish it.
6. Nadia can't wear these boots. They're ... small.	6. Do you like mice? I like ... small animals.
7. We really enjoyed dinner at the café. The food was ... good.	7. The apartment is ... expensive, but my parents are going to rent it.

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EXERCISE 33 ▸ Looking at grammar. (Chart 12-7)

Choose the best completion for Speaker B.

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.
6. 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?



12-8 Asking for Permission: *May I, Could I,* and *Can I*

(a) ***Can I sit*** **here?** (b) ***Could I sit*** **here?** (c) ***May I sit*** **here?**	Examples (a), (b), and (c) have the same meaning: I want to sit here. I am asking politely for permission. ***Could*** is more formal than ***can***. ***May*** is very polite and the most formal.
(d) *Can I* ***please*** *sit* **here?** (e) *Could I sit* **here,** ***please?*** (f) *May I* ***please*** *sit* **here?**	***Please*** makes the request more polite. It can go after the subject or at the end.

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*___

1. 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
1. You want to borrow your partner's calculator for a math problem. You don't have yours. 2. Your roommate has the heat off. You want to turn it on. 3. You want to use the bathroom at a friend's home. 4. You want to take a day off from work.	1. You want to check a website. You forgot your phone. You ask a classmate. 2. You see a dog with its owner. You want to pet it. 3. You need to leave class early because 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.

Part II. Complete the sentences with ideas from the reading.

1. Nelson Dellis is a memory champion because he _____
2. In 2011, Dellis was able to memorize _____
   _____
3. When memory champions see photos of 100 strangers, they can _____
   _____
4. Dellis can do amazing things with his memory, but he can't _____
   _____
5. With a lot of training and practice, people _____

Part III. Write the words you hear.

1. Dellis _____ remember long rows of numbers.
2. Dellis _____ memorize a complete deck of cards.
3. In 2011, Dellis _____ win the U.S.A. Memory Championship.
4. Dellis _____ remember all this information naturally.
5. Memory champions _____ make pictures in their minds.
6. They say that with a lot of work, a person _____ have a good memory.

EXERCISE 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.

Part II. Now think about a character (person, animal, or creature) from a book, a movie, or a TV program. This character can do amazing things. Write a few paragraphs about this character. You can add a photo if you like. (If you can't think of a character, create your own and give it a name.)

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.
- Finish with this sentence: ***I admire/don't admire*** ____. Give reasons.

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. ☐ no ***to*** with ***can*** or ***can't***
5. ☐ use of ***too*** for a negative result
6. ☐ correct use of ***is + able to*** and ***are + able to***
7. ☐ correct spelling (use a dictionary or computer spell-check)

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.

1. ____ 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)

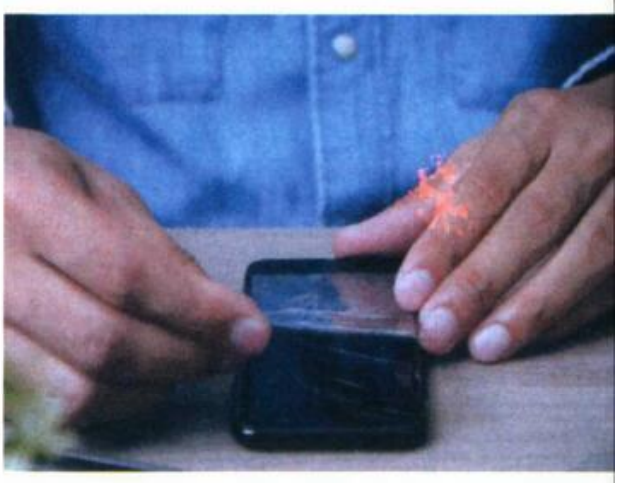
EXERCISE 1 ▸ Warm-up. (Chart 13-1)

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 ...

1. ____ take the package back to the store and get his money back.
2. ____ take the package back and get another one.
3. ____ send an email to the store owner and ask for money to repair his phone.
4. ____ write a bad review on the company website.
5. ____ 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 go.***	***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.

Some Suggestions

call the credit card company	see a dentist
call the manager	sew it
drink tea with honey	study more
find an ATM	take a nap
✓ go to the post office	try a different pillow

1. A: I want to mail a package.
   B: *You should go to the post office.*
2. A: I'm sleepy.
   B: _____
3. A: I need to get some cash.
   B: _____
4. A: I have a toothache. I think I have a cavity.
   B: _____
5. A: I'm getting bad grades in all of my classes at school.
   B: _____

6. A: The toilet in my apartment doesn't work.
   B: _____

7. A: I lost my credit card.
   B: _____

8. A: My shirt has a hole under the arm.
   B: _____

9. A: My voice is hoarse.
   B: _____

10. A: I wake up every morning with a sore neck.
    B: _____

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.



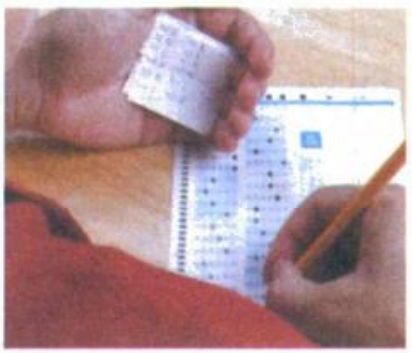
SITUATION 3: Lydia's baby doesn't want to take a nap. He is crying.



Lydia ...

a. hold him.
b. rock him.
c. let him cry until he falls asleep.
d. feed him.
e. let him play.

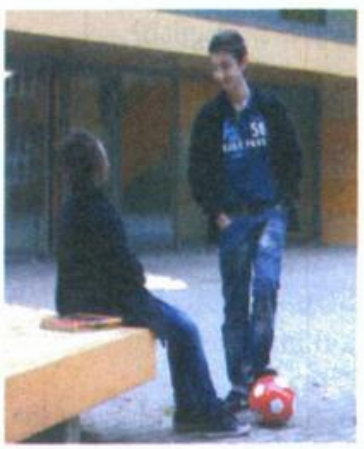
SITUATION 4: The teacher is giving a final exam. One student keeps looking at a paper in his hand. It has the answers on it.



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***.

1. Students _____*should*_____ come to class every day.
2. Students _____*shouldn't*_____ skip class.
3. We _____ waste our money on things we don't need.
4. It's raining. You _____ take your umbrella when you leave.
5. Timmy, you _____ pull the cat's tail!

6. People _____ hurt animals.
7. Your plane leaves at 8:00 A.M. You _____ get to the airport by 6:00.
8. Life is short. We _____ waste it.
9. You _____ smoke because it's bad for your health.
10. When you go to New York City, you _____ see a play on Broadway.
11. You _____ walk alone on city streets after dark. It's dangerous.
12. We _____ cross a street at an intersection.
    We _____ jaywalk.



EXERCISE 5 ▸ Let's talk. (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.



13-2 Using *Have* + Infinitive (*Have To / Has To / Had To*)

(a) People ***need to eat*** food. (b) People ***have to eat*** food. (c) Jack ***needs to study*** for his test. (d) Jack ***has to study*** for his test.	Examples (a) and (b) have basically the same meaning. Examples (c) and (d) have basically the same meaning. ***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? (g) What time ***does*** Jim ***have to*** *leave* tomorrow? (h) Why ***did*** they ***have to*** *leave* yesterday?	QUESTION FORM: ***do***, ***does***, or ***did*** is used in questions with ***have to***.
(i) I ***don't have to*** *study* tonight. (j) The concert was free. We ***didn't have to*** *buy* tickets.	NEGATIVE FORM: ***don't***, ***doesn't***, or ***didn't*** is 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. _____
10. The restaurant needed to close early. _____

EXERCISE 9 ▸ Let's talk: pairwork. (Chart 13-2)

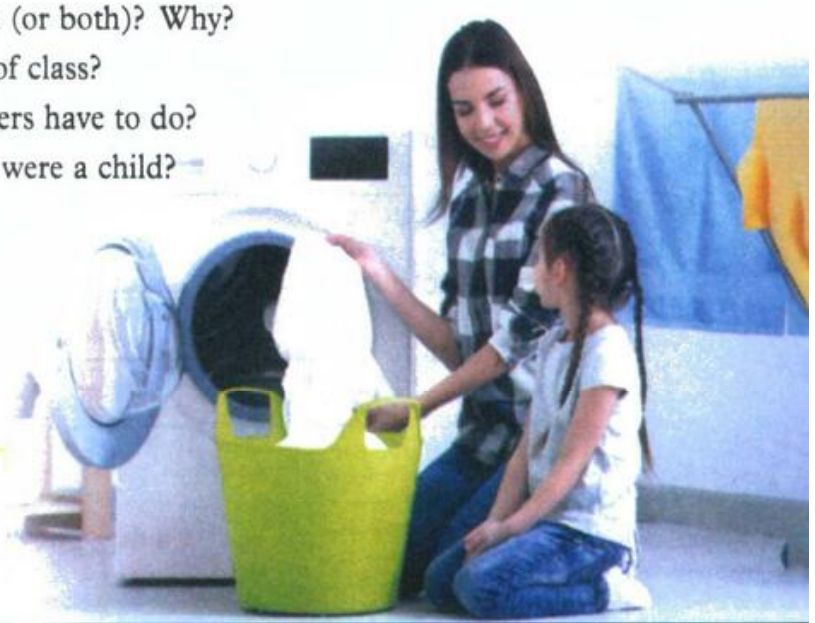
Work with a partner. Ask and answer questions. Take turns. You can look at the question before you speak. When you speak, look at your partner.

Partner A	Partner B
1. What do you want to do today?	1. What do you want to do tomorrow?
2. What do you have to do today?	2. What do you have to do tomorrow?
3. What does a student have to do?	3. What does a teacher need to do?
4. What do you need to buy at the store in the next week?	4. What do you have to buy at the store in the next week?
5. What did you have to do last night?	5. What did you need to do last week?
6. Where did you need to go last week?	6. 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?
4. Do you have to or want to learn English (or both)? Why?
5. What did you have to do the first week of class?
6. What are some things high school teachers have to do?
7. Did you have chores at home when you were a child? What did 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 tonight. (*he, work*) He has to work.
   B: (*he, work*) Does he have to work tomorrow night too? If he doesn't, maybe we should have dinner then.
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. What time (*she, leave*) _____ for the airport?
   B: Around five. (*she, be*) _____ there a little early to meet her group.
4. A: (*I, go*) _____ to the store in a few minutes.
   B: Why?
   A: Because (*I, get*) _____ some rice and fruit.
5. A: Katie didn't come to the party with us last night.
   B: Why?
   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 appointment.

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.

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

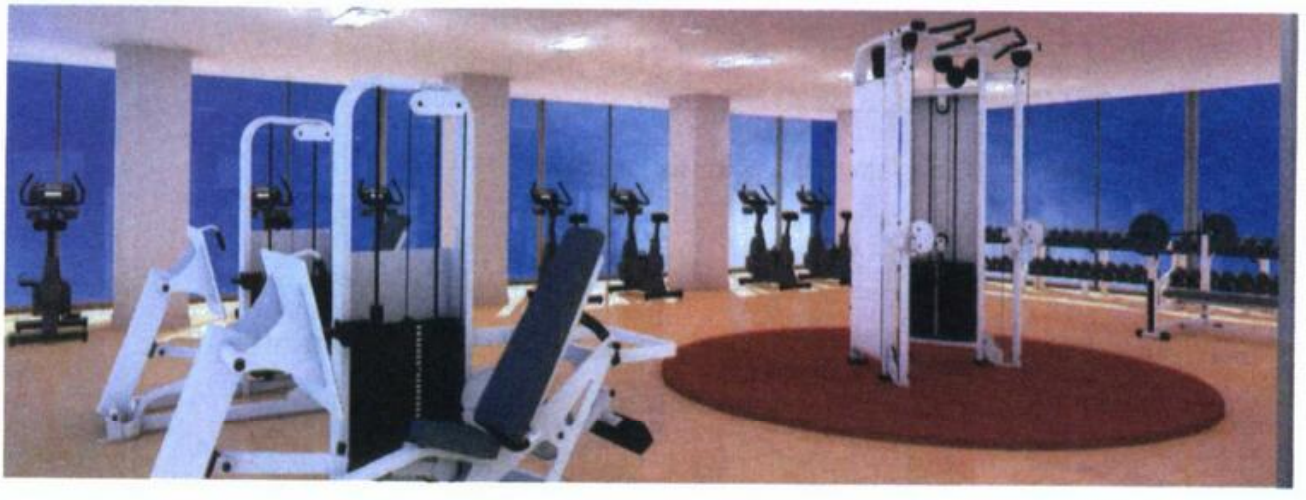
EXERCISE 14 ▸ Warm-up. (Chart 13-3)

Match each sentence to the correct meaning.

At the Gym

1. Children under 12 must have an adult with them. ____
2. Children under 12 should have an adult with them. ____
3. Children under 12 have to have an adult with them. ____

a. It's a good idea.
b. There is no choice.



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.

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.

(c) I / You / She / He / It / We / They } *must work*.

Must is followed by the base form of a verb.

INCORRECT: *He must works.*
INCORRECT: *He must to work.*

NEGATIVE: *MUST* VS. *HAVE TO*

In the negative, ***must*** and ***have to*** have different meanings.

(d) You *must not text* while you are driving.

must not = Don't do this! You don't have a choice.

(e) You *don't have to go* to the movie with us if you don't want to.

don't have to = It's not necessary; you have a choice.

MUST VS. *SHOULD*

MUST

Something is very important.
Something is necessary. You do not have a choice.

(f) You *must take* an English course. You cannot graduate without it.

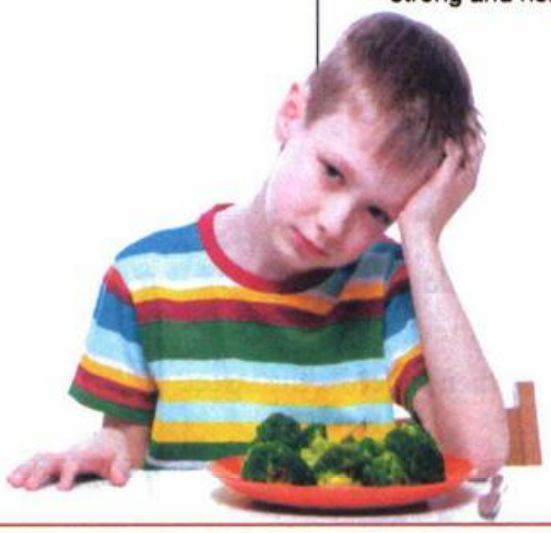
(g) Johnny, look at me. You *must eat* your vegetables. You can't leave the table until you eat your vegetables.

SHOULD

Something is a good idea, but you have a choice.

(h) You *should take* an English course. It will help you.

(i) Johnny, you *should eat* your vegetables. They're good for you. You'll grow up to be strong and healthy.



EXERCISE 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:
   a. You must stop at a red light.
   b. You must not text and drive.
   c. _____
   d. _____



2. Rules on an airplane:
   a. You must fasten your seat belt during takeoff and landing.
   b. You must not smoke.
   c. _____
   d. _____



3. Rules a parent gives a young child:
   a. You must not run into the street.
   b. You must 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
have a passport	take one tablet every six hours

1. According to the law,* a driver *must have a driver's license.*
2. Mansour wants to get a job. According to the application, he _____ _____ at 500 Broadway Avenue.
3. I want to travel abroad. According to the law, I _____
4. If you want to be a doctor, you _____
5. Davey! It's cold outside. You _____
6. Arthur's doctor gave him a prescription. According to the directions on the bottle, Arthur _____
7. I want to rent an apartment. According to the rental agreement, I _____ _____
8. Pia has a job in Chicago. She earns a good salary. According to the law, she _____ _____

EXERCISE 17 ▸ Looking at grammar. (Chart 13-3)

Choose the correct answer.

1. If you want to keep your job, you ____ be late for work.
   a. must not b. don't have to c. doesn't have to
2. My office is near my apartment, so I can walk to work. I ____ take a bus. I take a bus only in bad weather.
   a. must not b. don't have to c. doesn't have to
3. Some schools require their students to wear uniforms to school, but my children's school doesn't require uniforms. They ____ wear uniforms to school.
   a. must not b. don't have to c. doesn't have to
4. Billy, it is very important to be careful with matches. You ____ play with matches.
   a. must not b. don't have to c. doesn't have to

**according to the law* = the law says*

5. Kevin is twenty-four, but he still lives with his parents. That saves him a lot of money. For example, he ____ pay rent or buy his own food.
   a. must not b. don't have to c. doesn't have to

6. Carly, the water in that river is polluted. You ____ play in it.
   a. must not b. don't have to c. doesn't have to

7. If you have a credit card, you ____ pay for things in cash. You can charge them.
   a. must not b. don't have to c. doesn't have to

8. Kyra is going to buy school supplies. She has a coupon for 20% off, so she ____ pay full price.
   a. must not b. don't have to c. doesn't have to

9. When an airplane is taking off, you have to be in your seat with your seat belt on. You ____ stand up and walk around when an airplane is taking off.
   a. must not b. don't have to c. doesn't have to

10. When Mrs. Wilson drives to the supermarket, she ____ park far away because she has a disabled person's parking permit for her car.
    a. must not b. don't have to c. doesn't have to

EXERCISE 18 ▸ Let's talk. (Chart 13-3)

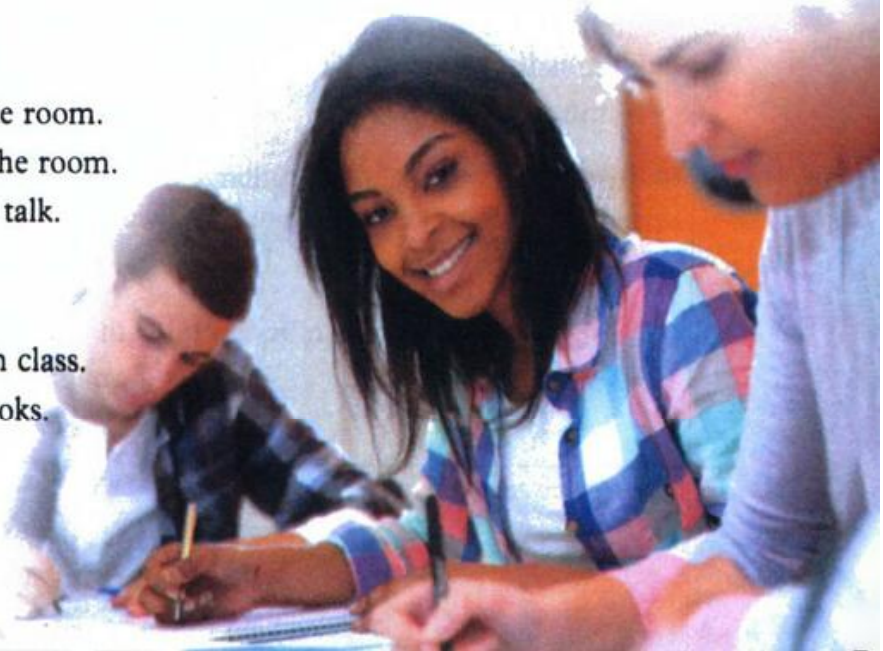
Work in small groups. Make sentences about your English class. Use ***should*** / ***have to*** / ***don't have to*** with the given phrases. Share a few of your answers with the class.

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. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
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?



13-4 Polite Requests with Modals

I

(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.

YOU

(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.*
(i) *I'd be glad to.*
(j) *I'd be happy to.*
(k) *Sure.* (informal)
(l) *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.

1



2



3



4



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. _____

   B: _____

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2. A: Excuse me? I didn't hear that. _____

   B: _____



3. A: _____

   B: _____

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?

*You can add *please* to the questions to make them more polite.

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.

Part III. Work with a partner. Make a conversation. Use one or more questions from Part I to ask for help when you don't understand someone. Practice your conversation and perform it for the class.



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 _____ to meet us.
2. Petra _____ meet us.

13-5 Modal Auxiliaries

(a) Anita { *can / could / may / might / must / should / will* } go to class.	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 Ø 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.
5. 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 is the plane going _____ arrive?

14. It may _____ be too cold for us to go swimming tomorrow.

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*) _____

   _____

   b. (*be able to*) _____

   _____

   c. (*couldn't*) _____

   _____

   d. (*may*) _____

   _____



2. a. (*shouldn't*) _____

   _____

   b. (*should*) _____

   _____

   c. (*might*) _____

   _____

   d. (*would* — request) _____

   _____



3. a. (*need to*) _____

   _____

   b. (*has to*) _____

   _____

   c. (*going to*) _____

   _____

   d. (*couldn't*) _____

   _____

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*	possibility	It *might* rain tomorrow.
(e) *must*	necessity	You *must* have a passport.
(f) *should*	advisability	You *should* see a doctor.
(g) *will*	future event	My sister *will* visit next month, I think.
	prediction	Hassan *will* be an engineer.
(h) *would*	polite request	*Would* you please open the door?
(i) *be able to*	ability	I *wasn't able to* attend the meeting.
(j) *be going to*	prediction	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.
(l) *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.
5. a. We should go to a movie.
   b. It's possible we will go to a movie.
   c. We have to go to a movie.

6. a. We couldn't help.
   b. We didn't need to help.
   c. We weren't able to help.

7. a. I didn't want to go to school.
   b. I didn't have to go to school.
   c. I wasn't able to go to school.

Jump-start your English

Making Requests with *Would you mind*

Part I. One way to begin a request is with ***Would you mind***. ***Would you mind*** means "I am politely asking you to do something." Note the form for this question: ***Would you mind*** + verb ***-ing***. Listen to these examples.

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.



No problem and *Not at all* mean "I don't mind."

Part II. With a partner, practice the phrases in the boxes. Make requests and give responses.

QUESTIONS			ANSWERS
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.

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.


packaging

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.


a receipt

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

Part II. Choose the correct verb according to the article.

1. In general, you ____ have a receipt if you want to return something.
   a. might b. must
2. The store ____ have information about your purchase on its computer.
   a. might b. will
3. If you want to return shoes, you ____ wear them outside.
   a. don't have to b. must not
4. Generally, you ____ keep the original packaging if you want to return an item.
   a. must b. may
5. A store ____ give you two weeks to return an item.
   a. must b. may
6. If you buy an item and it is broken, you ____ return it.
   a. can b. can't
7. At most stores, you ____ return sale items.
   a. can b. can't
8. You ____ ask the salesperson about the store's return policy.
   a. should b. will

EXERCISE 30 ▸ Warm-up. (Chart 13-7)

Imagine you are Speaker B. What answers do you like?

A: It's a beautiful day.

B: a. Let's watch TV.
   b. Let's go to the beach.
   c. Let's go to the park.
   d. Let's go hiking.
   e. Let's play video games.

13-7 Using *Let's*

(a) A: What should we do tonight?
B: *Let's go to a movie.*
A: OK.

(b) A: I'm tired.
B: I'm tired too. *Let's take a break.*
A: That's a good idea!

Let's (do something) = I have a suggestion for you and me. *Let's* = *Let us*

In (a): *Let's go to a movie.* = I think we should go to a movie. Do you want to go to a movie?

EXERCISE 31 ▸ Looking at grammar. (Chart 13-7)

Complete the conversations with ***let's***. Use the words in the box or your own words.

eat	go to a seafood restaurant
get a cup of coffee	go swimming
go dancing	✓ leave at six-thirty
go to the mountains	just stay home and relax
go to a movie	walk

1. A: What time should we leave for the airport?
   B: *Let's leave at six-thirty.*
   A: OK.
2. A: Where should we go for our vacation?
   B: _____
   A: That's a good idea.
3. A: Where do you want to go for dinner tonight?
   B: _____
4. A: The weather is beautiful today. _____
   B: OK. Great!
5. A: I'm bored. _____
   B: I can't. I have to study.
6. A: Should we take the bus downtown or walk downtown?
   B: It's a nice day. _____
7. A: Dinner's ready. The food's on the table.
   B: Great! _____. I'm starving.
8. A: Where should we go Saturday night?
   B: _____
   A: Wonderful idea!
9. A: We have an hour between classes. _____
   B: OK. That sounds good.
10. A: I didn't get much sleep last night. I don't really want to go out tonight.
    B: _____

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? 2. Next Monday's a holiday and there's no school. We should do something fun. 3. I don't know anyone at this party. I want to leave.	1. What time should we leave for the airport tomorrow? There will be a lot of traffic. 2. It's your birthday next week. What would you like to do? 3. (*parent to child*) I have a little free time 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?
10. 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.

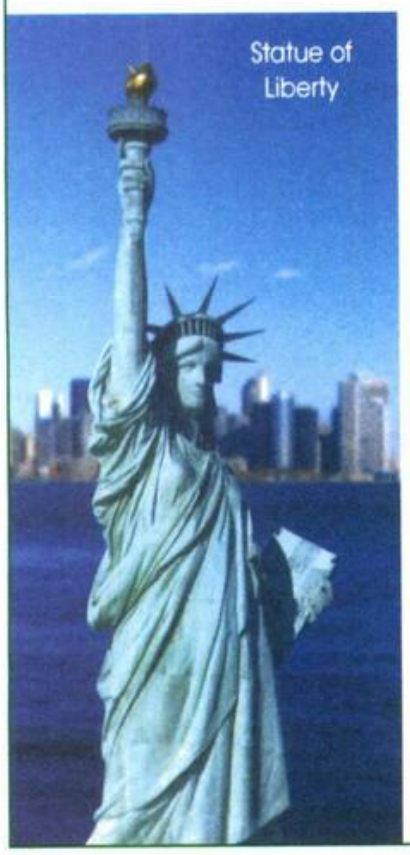
Do you know these words?
- *incredible*
- *landmark*
- *pickpocket*

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.


Statue of Liberty

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!

*See Appendix 5 for capitalization rules for place names.

irlanguage

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?

Begin this way:

I grew up in _____. It is a very exciting/beautiful/interesting place. You should go there because there are so many wonderful sights to see. OR

One of my favorite places to visit is _____. It is a very exciting/beautiful/interesting city, and there are many wonderful sights to see.

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

1. ☐ 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



14-1 Modifying Nouns with Adjectives and Nouns

ADJECTIVE + NOUN (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*).
NOUN + NOUN (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	grocery	traffic

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.

class
✓ education
official
race
soup
store

1. Regina has a { university / high school / college } _education_.
2. We went to a { furniture / shoe / clothing } _____.
3. I took a { history / math / science } _____.
4. We watched a { horse / car / foot } _____.
5. I talked to a { government / city / school } _____.
6. Mom made some { vegetable / bean / chicken } _____.

Part II.

key
number
program
room
tickets
trip

1. He told me about a { radio / computer / TV } _____.
2. We took a/an { boat / bus / airplane } _____.
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.

1. homework
   long
   assignment
   The teacher gave us a *long homework assignment*.
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 _____.

EXERCISE 9 ▸ Warm-up. (Chart 14-2)

Answer the questions. Then complete the description.



1. Is the stone in the ring large? _____
2. Is it expensive? _____
3. What is the stone? _____

Now describe it: a _____ _____ _____ ring.
a. size b. cost c. material

14-2 Word Order of Adjectives

(a) a *large red* car

INCORRECT: a red large car

In (a): two adjectives (***large*** and ***red***) modify a noun (***car***).

Adjectives follow a particular order. In (a): an adjective describing SIZE (*large*) comes before an adjective describing COLOR (*red*).

(b) a *beautiful young* woman

(c) a *beautiful red* car

(d) a *beautiful Greek* island

The adjective ***beautiful*** expresses an opinion. Opinion adjectives usually come before all other adjectives.

In (b): opinion precedes age.
In (c): opinion precedes color.
In (d): opinion precedes nationality.

(e) **OPINION ADJECTIVES**

dangerous	favorite	important
difficult	good	interesting
dirty	happy	strong
expensive	honest	wonderful

There are many opinion adjectives. The words in (e) are examples of common opinion adjectives.

USUAL WORD ORDER OF ADJECTIVES

(1) OPINION	(2) SIZE	(3) AGE	(4) COLOR	(5) NATIONALITY*	(6) MATERIAL
beautiful	large	young	red	Greek	metal
delicious	tall	old	blue	Chinese	glass
kind	little	middle-aged	black	Mexican	plastic

(f) some *delicious Mexican* food

(g) a *small glass* vase

(h) a *kind old Chinese* man

A noun is usually modified by only one or two adjectives, although sometimes 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*



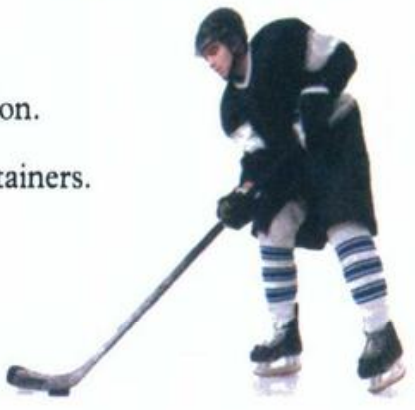
OPINION	SIZE	AGE	COLOR	MATERIAL	NOUN
1.					
2.					
3.					
4.					

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 _____cotton_____ 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 grammar. (Chart 14-2)

Choose the correct phrase.

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

EXERCISE 13 ▸ Grammar and speaking. (Charts 14-1 and 14-2)

Add adjectives or nouns used as adjectives to complete the sentences. Share some of your answers with the class.

1. Many people in the class have _____ hair.
2. My first teacher was a/an _____ person.
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/don't eat a _____ breakfast.
8. I carry my school supplies and books in a _____.

EXERCISE 14 ▸ Looking at grammar. (Charts 14-1 and 14-2)

Choose the correct answer.

1. Mr. Lane wore ____.
   a. a cotton shirt old b. an old cotton shirt
2. 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

8. 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.	b. games.	c. desk.
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. Lemons are _____.
2. Chocolate tastes _____.
3. Flowers smell _____.



14-3 Linking Verbs + Adjectives

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.*	Adjectives can follow a few other verbs. These verbs are called "linking verbs." The adjective describes the subject of the sentence. Common linking verbs are *look, smell, feel, taste,* and *sound.*

EXERCISE 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
2. animal
3. food
4. movie
5. country
6. person
7. river
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	easy	great	tired
bitter	friendly	interesting	wonderful

1. 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 _____.
8. 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	
(a) Ann is a *careful* driver. (adjective) (b) Ann drives *carefully*. (adverb)	careful slow quick easy	carefully slowly quickly easily	An ADJECTIVE describes a noun. In (a): ***careful*** describes ***driver***. An ADVERB describes the action of a verb. In (b): ***carefully*** describes ***drives***. Most adverbs are formed by adding ***-ly*** to an adjective.
(c) John is a *fast* driver. (adjective) (d) John drives *fast*. (adverb)	fast hard early late	fast hard early late	The adjective form and the adverb form are the same for ***fast***, ***hard***, ***early***, and ***late***.
(e) Linda is a *good* writer. (adjective) (f) Linda writes *well*. (adverb)	good	well	***Well*** is the adverb form of ***good***.*

* *Well* can also be used as an adjective to mean "not sick." *Paul was sick last week, but now he's well.*

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.

4. It rained yesterday.

5. I forgot about my telephone bill. 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 speaks French _____. She has no accent.

9. Thank you! The flowers look _____.

EXERCISE 25 ▸ Looking at grammar. (Chart 14-4)

Choose the correct answer.

1. a. My hometown is small and quiet / quietly.
   b. Mr. Callis whispered. He spoke quiet / quietly.

2. a. The teacher asked an easy / easily question.
   b. I answered the teacher's question easy / easily.

3. a. We like to go boating in clear / clearly weather.
   b. Nathan has poor eyesight. He can't see clear / clearly without his glasses.

4. a. Fernando is kind, generous, and thoughtful. He is a good / well person.
   b. Diana and I went to high school together. I know her good / well.

5. a. Elise checks every problem in her math homework careful / carefully.
   b. Elise is a careful / carefully student.
   c. Boris makes a lot of mistakes on his English essays. He's a careless / carelessly writer.
   d. Boris writes careless / carelessly.

EXERCISE 26 ▸ Looking at grammar. (Chart 14-4)

Complete each sentence with the correct form (adjective or adverb) of the given words.

1. correct
   a. Cyndi had only four _____ 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 my 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.
   b. She is usually able to sleep _____ on airplanes.
   c. Her husband doesn't feel _____ on planes. He gets nervous.

EXERCISE 27 ▸ Looking at grammar. (Chart 14-4)

Complete each sentence with a word in the box. There may be more than one answer.

careful	carefully
careless	carelessly
clear	clearly
good	well
quick	quickly
slow	slowly

1. Professor Lee gives _____ explanations. Students understand her.
2. I made a lot of _____ mistakes on my math test.
3. Marwan drives _____ now because he got a speeding ticket.
4. We were in a hurry, so we ate lunch _____.
5. Beth and I grew up in the same neighborhood. I know her _____.
6. Lim brings his grandma groceries every week. He is a _____ grandson.
7. Derek has poor night vision. He can't see _____ in the dark.
8. The lake is very _____.
   We can see a lot of fish.



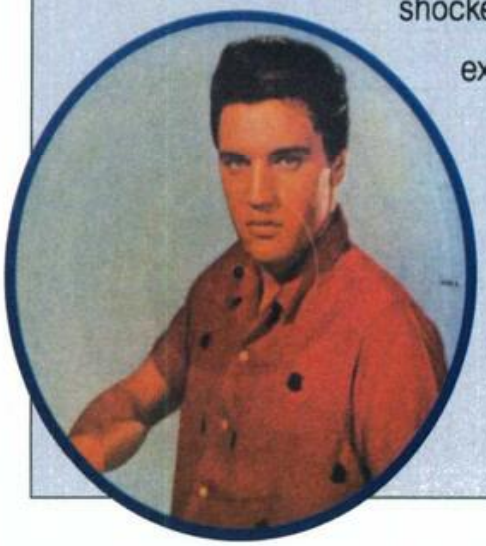
EXERCISE 28 ▸ Reading, grammar, and speaking. (Charts 14-3 and 14-4)

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

Do you know these words?
- popular
- shock
- wild
- combination
- scream
- appear
- huge

Elvis Presley is very important to popular music. He has a special title: the King of Rock and Roll. But when he came on stage in the 1950s, he wasn't popular with many parents. His style of dancing shocked them. They thought he jumped around the stage too excitedly and danced wildly. His music was a combination of country music and rhythm and blues. To many parents, he sang too loudly. They believed his music was bad for children. But audiences loved him and screamed for more. He kept making music, and he appeared on TV and in movies. Soon Elvis was a huge star.



1. Did you already know about Elvis or his music? Who is a popular singer right now?
2. Describe his/her type of music. Use several adjectives.
3. 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 **un**happy **im**possible	**re**write **re**do	**over**charge **over**eat	**co**-worker **co**star	**pre**test **pre**view

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 OR MACHINE)		+ Y = ADJECTIVE	
kind (adj)	kind**ness**	work (verb/noun)	work**er**	sleep (verb/noun)	sleep**y**
pay (verb)	pay**ment**	visit (verb/noun)	visit**or**	health (noun)	health**y**
inform (verb)	inform**ation**	compute (verb)	comput**er**	luck (noun)	luck**y**
				itch (verb/noun)	itch**y**

Part II. Choose the correct words. Then listen to the conversation and check your answers.



A: I applied / application [1] for a job at the bakery. I have an interview / interviewer [2] with the manage / manager [3] tomorrow. Do you still work / worker [4] there?

B: No. I quit last week.

A: That's too bad. I wanted to be your worker / co-worker [5]. Why were you unhappiness / unhappy [6] with your job?

B: I liked my job, but I ate too many sugar / sugary [7] snacks. The own / owner [8] gave us free desserts. I love sugar! It was possible / impossible [9] for me to say no. I had very healthy / unhealthy [10] eating habits at the bakery. Now I work / worker [11] at a health food store.

A: I don't like sweet / sweetness [12] foods. Sugar / Sugary [13] won't be a problem for me. Was that the only problem?

B: Yes. Everyone is very kind / unkind [14]. You will be very happy / unhappy [15] there.

Part III. Work with a partner. Underline 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) Rita ate ***all of*** *the food* on her plate. (b) Mike ate ***most of*** *his food*. (c) Susie ate ***some of*** *her food*.	***All of***, ***most of***, and ***some of*** express quantities. *all of* = 100% *most of* = a large part but not all *some of* = a small or medium part Note: 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.

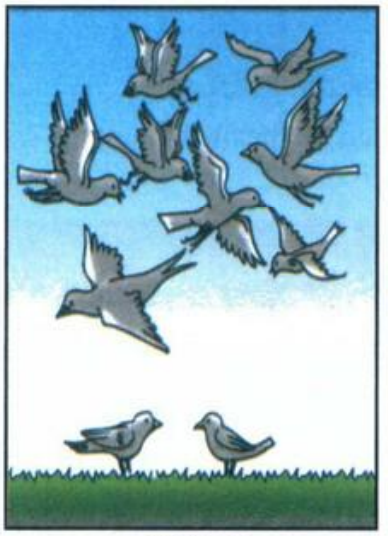
EXERCISE 30 ▸ Looking at grammar. (Chart 14-5)

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.



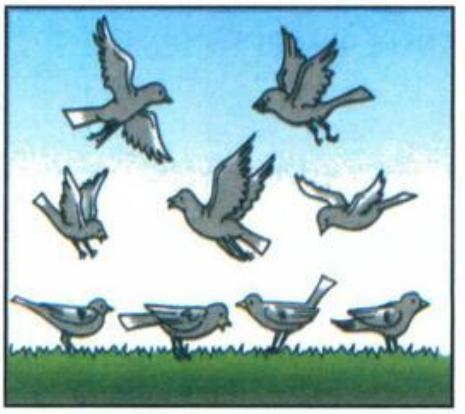
Picture A



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. Underline the noun and the quantity word. Decide which word the verb agrees with.

1. All of the money is in my wallet.
2. All of the coins are on the kitchen counter.

14-6 Expressions of Quantity: Subject–Verb Agreement

(a) *All of my work is* finished.
(b) *All of my friends are* kind.
(c) *Some of my homework is* finished.
(d) *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

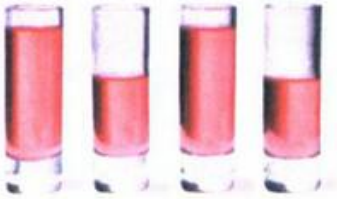
all of	a lot of	most of
almost all of	half of	some of

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%) 10%



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.
TEACHER: How many of us are wearing blue jeans?
STUDENT B: Some of us are wearing blue jeans.

1. How many of the people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?

4. How many of your classmates are from (*name of a country*)?
5. How many of the people in this room can speak Chinese?
6. How many of the women in this room are wearing earrings? How many of the men?

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. (b) ***All of the students have*** books. INCORRECT: *Every of the students has a book.* INCORRECT: *Every students have books.*	Examples (a) and (b) have essentially the same meaning. Note the following pattern: In (a): ***every*** + ***singular*** *noun* + ***singular*** *verb* ***Every*** is not immediately followed by ***of***. ***Every*** is immediately followed by a *singular* noun, as in (a), NOT a plural noun.
(c) ***Everyone has*** a book. (d) ***Everybody has*** a book.	Examples (c) and (d) have the same meaning. ***Everyone*** and ***everybody*** are followed by a *singular* verb. Example (c) is more common in writing. Example (d) is more common in speaking.*
(e) I looked at ***everything*** in the museum. (f) ***Everything is*** OK.	In (e): ***everything*** = each thing In (f): ***Everything*** is followed by a *singular* verb.

*In general, indefinite pronouns with *one* are more common in writing. Indefinite pronouns with *body* are more common in speaking.

EXERCISE 37 ▸ Looking at grammar. (Chart 14-7)

Write the correct answers.

1. All of the ___books___ (book / books) on this desk ___are___ (is / are) mine.
2. Every _____ (book / books) on this desk _____ (is / are) mine.
3. All of the _____ (student / students) _____ (is / are) here today.
4. Every _____ (student / students) _____ (is / are) here today.
5. Every _____ (teacher / teachers) at my college _____ (gives / give) tests regularly.
6. All of the _____ (teacher / teachers) at my college _____ (gives / give) a lot of tests.
7. All of the _____ (person / people) in this class _____ (is / are) studying English.
8. _____ (Does / Do) all of the _____ (student / students) in this class speak English well?

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 — person / people

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
1. Every student at this school has / have ...	1. All of the students at this school needs / need ...
2. Every teacher at this school knows / know ...	2. 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 ...	4. 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 _____something_____ 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?

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EXERCISE 43 ▸ Looking at grammar. (Chart 14-8)

Choose all the correct answers.

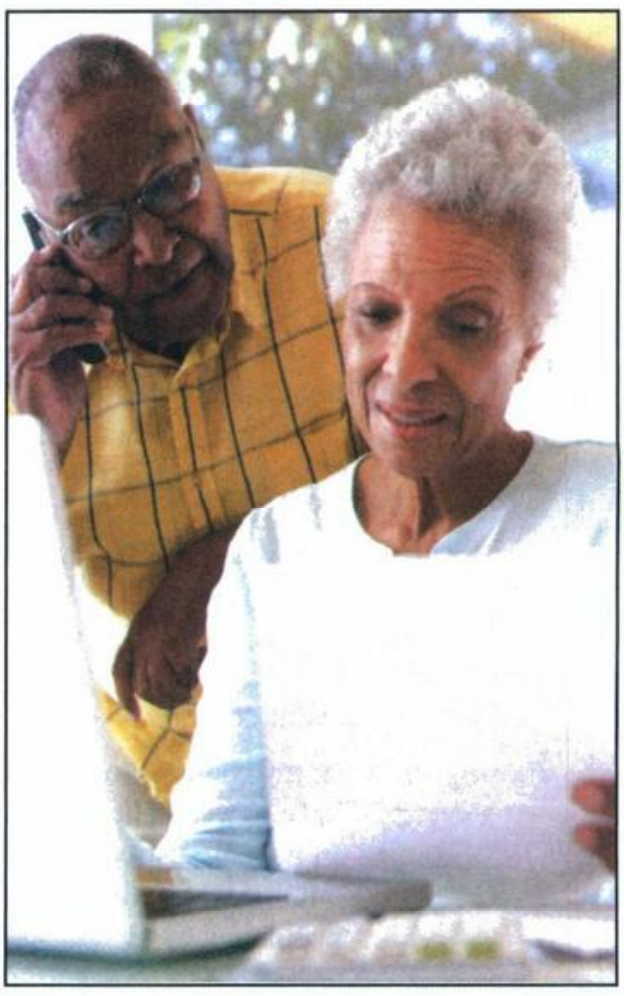
1. My roommate is talking to ____ on the phone.
   a. anybody
   b. anyone
   c. someone
   d. somebody
   e. something
   f. anything

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
2. yes no
3. yes no
4. yes no
5. 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:

1. For Julie's wedding next month, she is going to wear her mother's long white wedding dress. Her mother wore it 30 years ago.

   → *Julie's wedding is next month. The engaged couple is getting married next year, so it's not Julie.*

2. Joan's husband is working in another city right now. They hope to see each other soon.
3. Jill and Jack love each other. They met at Jill's sister's wedding.
4. Jill's sister got married a year ago.
5. Jim is the only computer-science student in the group.
6. Joan is a computer-science teacher. She began teaching two years ago.
7. Jan's boyfriend is a medical student.
8. All of the friends think Julie is very funny.
9. John loves Jan, but she doesn't love him. He's a friend to her, not a boyfriend.

EXERCISE 46 ▸ Check your knowledge. (Chapter 14 Review)

Correct the mistakes.

1. Everybody ~~want~~ *wants* to be ~~happily~~. *happy*
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
- psychologist
- research
- memories
- soccer match
- go camping
- graduation
- souvenirs
- 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.

* *deli* = delicatessen: a store that sells meats and cheeses, and also makes sandwiches, salads, and soups

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
4. ☐ 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.

CHAPTER 15

Making Comparisons

PRETEST: What do I already know?

Choose the correct answer.

1. Ella is ____ than Isabelle. (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 ____ problem in the world? (Chart 15-2)
   a. the worst b. a worst c. worse
4. Math is ____ class for 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 speaks ____ than Professor Miller. (Chart 15-4)
   a. slowly b. more slow c. more slowly
7. My backpack and your 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
9. That answer is right, but this answer is ____. (Chart 15-7)
   a. correct b. wrong c. good
10. Leah eats meat, but George ____. (Chart 15-8)
    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.



Calvin 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 old	bigger cheaper older	Add ***-er*** to one-syllable adjectives. Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: *big–bigger, fat–fatter, hot–hotter, thin–thinner.*
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	easy	happy	important	old
difficult	famous	healthy	✓ long	small

-ER THAN	*-IER THAN*	*MORE ... THAN*
longer than		

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 (comfortable)	2. my hair, her hair (curly)
3. your hair, my hair (dark)	3. her hair, his hair (straight)
4. my arm, your arm (long)	4. the weather here, the weather in my hometown (bad)
5. physics, chemistry (interesting)	5. this chapter, Chapter 10 (easy)
6. I, my friend (happy)	6. Japanese grammar, English grammar (difficult)

EXERCISE 5 ▸ Looking at grammar. (Chart 15-1)

Write the comparative form of the adjectives.

1. comfortable — A mattress is *more comfortable than* a floor.
2. important — Love is _____ money.
3. lazy — I'm _____ my roommate.
4. tall — My brother is _____ I am.*
5. difficult — My history course is _____ my math course.
6. warm — It's _____ today _____ yesterday.
7. good — Natasha's English is _____ her husband's.
8. short — My little finger is _____ my middle finger.
9. bad — The weather yesterday was _____ it is today.
10. far — Your apartment is _____ from school _____ mine.
11. curly — Jake's hair is _____ mine.
12. nervous — The groom was _____ at the wedding _____ the bride.
13. happy — The bride looked _____ the groom.
14. uncomfortable — The groom looked _____ the bride.

EXERCISE 6 ▸ Let's talk: trivia game. (Chart 15-1)

Work in teams. Write the comparative form of each adjective. Then decide if the statement is true or false. The team with the most correct answers wins.**

1. The Mediterranean Sea is (*deep*) _____ than the Pacific Ocean. T F
2. Thailand is a (*hot*) _____ country than Korea. T F
3. Diamonds are (*hard*) _____ than gold. T F
4. The Nile River is (*long*) _____ than the Mississippi 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. T 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	computer science	history
art	economics	literature
biology	engineering	physical education
business	geography	physics
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	7.	safe	safer
2.	cold	colder	8.	safe	safer
3.	cold	colder	9.	safe	safer
4.	happy	happier	10.	fresh	fresher
5.	happy	happier	11.	funny	funnier
6.	happy	happier	12.	funny	funnier

EXERCISE 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	6. a picture from a camera and a picture from a smartphone
7. a person to an animal	7. dust to sand
8. emailing to texting	8. 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*


Venice

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. yes no

15-2 The Superlative: Using *-est* and *Most*

(a) COMPARATIVE
My thumb is ***shorter than*** my index finger.

(b) SUPERLATIVE
My hand has five fingers. My thumb is ***the shortest*** (finger) of all.

The comparative (***-er/more***) compares two things or people.

The superlative (***-est/most***) compares three or more things or people.

	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 (than) more important (than)	the most expensive (of all) the most important (of all)
IRREGULAR FORMS	good bad far	better (than) worse (than) farther/further (than)	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		

	COMPARATIVE	SUPERLATIVE
6. difficult	_____	_____
7. easy	_____	_____
8. good	_____	_____
9. hot	_____	_____
10. cheap	_____	_____
11. interesting	_____	_____
12. pretty	_____	_____
13. far	_____	_____
14. strong	_____	_____
15. bad	_____	_____

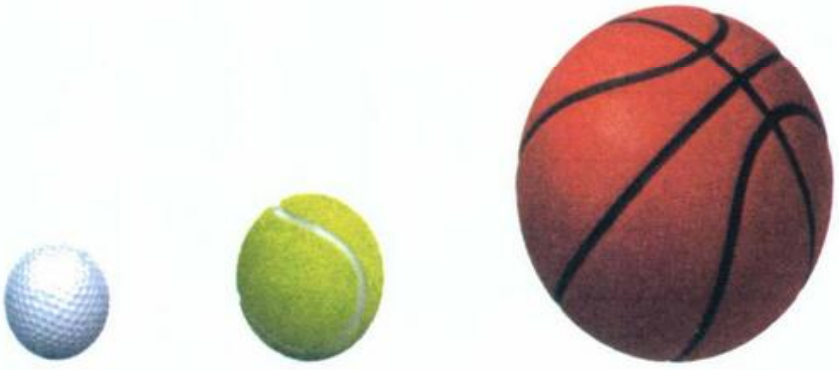
EXERCISE 14 ▸ Looking at grammar. (Charts 15-1 and 15-2)
Write the comparative or superlative form of the adjectives.

1. large — _The largest_ city in Canada is Toronto.
2. high — Denali in Alaska is _____ mountain in North 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 — The _____ shoes for me are sandals.
12. bad — In my opinion, _____ part of learning English is the spelling.

EXERCISE 15 ▸ Grammar and speaking. (Charts 15-1 and 15-2)

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 _____ *larger than* _____ 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.



a helicopter



a small plane



a jet airplane

11. _____

12. _____

13. _____

14. _____

Part V. Compare the prices of the three vehicles.







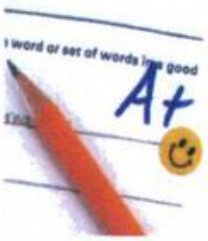
15. _____

16. _____

17. _____

18. _____

Part VI. Compare the grades.







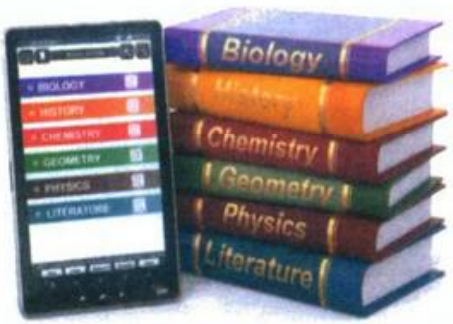
19. _____

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)



Lillian
(22 years old)

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



EXERCISE 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.

1. One of my favorite foods is _____.
2. One of the best movies in theaters right now is _____.
3. One of the hardest classes for me is _____.
4. One of the most interesting cities to visit is _____.

15-3 Using *One Of* + Superlative + Plural Noun

(a) The Amazon is *one of the longest rivers* in the world.

INCORRECT: *The Amazon is one of the longest river in the world.*

INCORRECT: *The Amazon is one of longest rivers in the world.*

(b) A Rolls Royce is *one of the most expensive cars* in the world.

(c) Alice is *one of the most intelligent people* in our class.

The superlative often follows ***one of***.

Note the pattern:

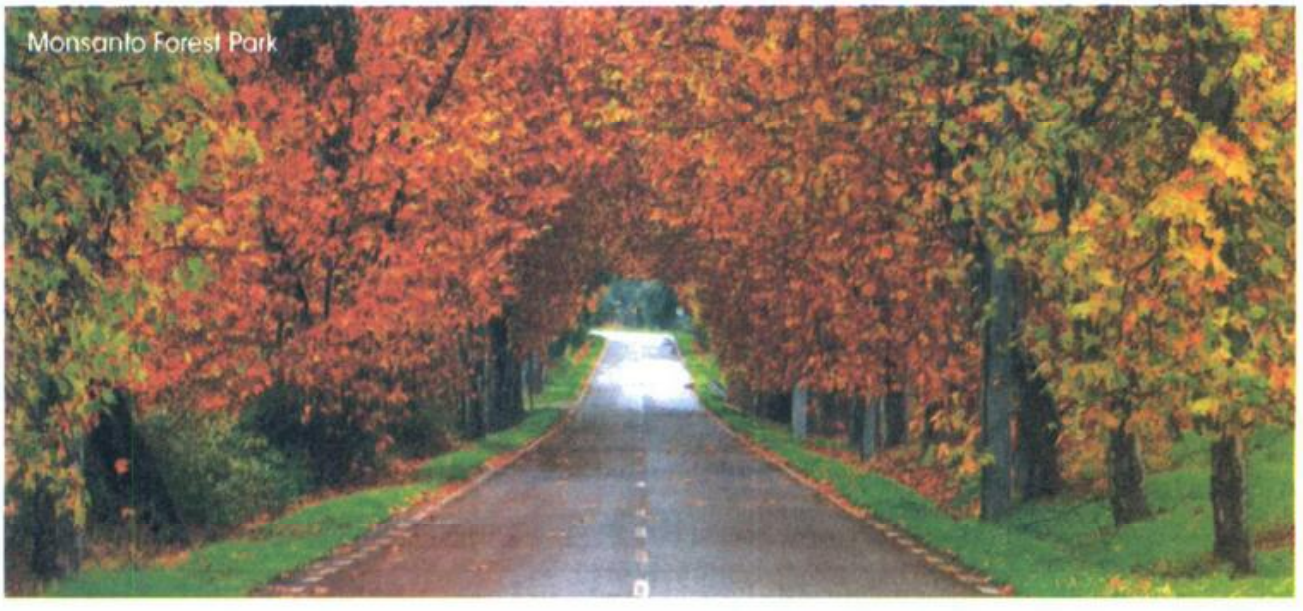
one of + *superlative* + *plural noun*

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				
3. 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. yes
   b. no
3. Is the Yangtze River longer than the Mississippi River?
   a. yes
   b. no
4. Which two rivers are almost the same length?
   a. the Nile and the Amazon
   b. the Amazon and the Yangtze
   c. the Nile and the Mississippi
   d. the Mississippi and the Amazon

Part II.

5. What is the largest sea in the world?
   a. the Mediterranean Sea
   b. the South China Sea
   c. the Caribbean Sea
6. Is the South China Sea the smallest of the three seas listed above?
   a. yes
   b. no

Part III.

7. What is the deepest ocean in the world?
   a. the Atlantic Ocean
   b. the Indian Ocean
   c. the Pacific Ocean
8. Is the Indian Ocean larger than the Atlantic Ocean?
   a. yes
   b. no

Part IV.

9. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.



Africa	Europe
✓ Antarctica	North America
Asia	South America
Australia	

(1) _____ (the largest)

(2) _____

(3) _____

(4) Antarctica

(5) _____

(6) _____

(7) _____ (the smallest)

Part V.

10. Which of the following countries has the largest area?
    a. Brazil
    b. China
    c. the United States
    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
    b. Indonesia
    c. India
    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?

15-4 Making Comparisons with Adverbs

	COMPARATIVE	SUPERLATIVE	
(a) Kim speaks *more fluently than* Ali (does). (b) Anna speaks *the most fluently of all.*	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) Mike worked *harder than* Sam (did). (d) 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) Rosa writes *better than* I do. (f) 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 the students.

EXERCISE 25 ▸ Looking at grammar. (Charts 15-1, 15-2, and 15-4)

Write the correct adjective or adverb form of the given words.

1. careful
   a. Molly drives *more carefully than* her brother does.
   b. Molly is _____ driver in her family.
   c. Molly is a _____ driver.
2. neat
   a. Yukio's apartment is _____ mine.
   b. Henry's apartment is _____ of all.
   c. You write _____ I do.
   d. Lauren writes _____ of all.
3. good
   a. I like rock music _____ classical music.
   b. My husband can sing _____ I can.
   c. My daughter can sing _____ of all.
4. fast
   a. Paula is a _____ worker.
   b. Paula works _____.
   c. Paula is _____ worker of all.
5. slow
   a. I am _____ eater.
   b. I am _____ eater in my family.
   c. I eat _____ my family does.
6. late
   a. Estelle works _____ her co-workers.
   b. Estelle works _____ of all.

EXERCISE 26 ▸ Listening. (Charts 15-1, 15-2, and 15-4)

Listen to each sentence. Write the words you hear.

At Work

1. Pierre works *faster than* Alec does.
2. Toshi usually finishes his work _____ of all.
3. Maya works _____ Evan.
4. Sofia works _____ of all.
5. Is your job _____ my job?
6. Your manager speaks _____ everyone else.
7. This elevator moves _____ 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.



golf clubs





a tennis racket



a table tennis paddle

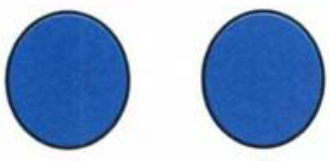
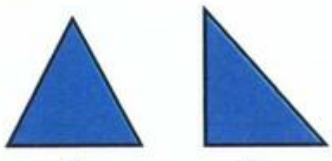
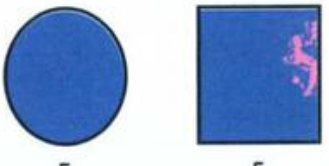




a skateboard

1. Golf is similar to baseball. yes no
2. Tennis and table tennis are the same. yes no
3. Skateboarding is very different from biking. yes no

15-5 Comparisons: Using *The Same (As)*, *Similar (To)*, and *Different (From)*

THE SAME (AS)	*SIMILAR (TO)*	*DIFFERENT (FROM)*
 A B	 C D	 E F
A and B are *the same*. A is *the same as* B.	C and D are *similar*. C is *similar to* D.	E and F are *different*. E is *different from* F.

EXERCISE 28 ▸ Let's talk: class activity. (Chart 15-5)

Answer the questions about the designs.



A



B



C



D

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.



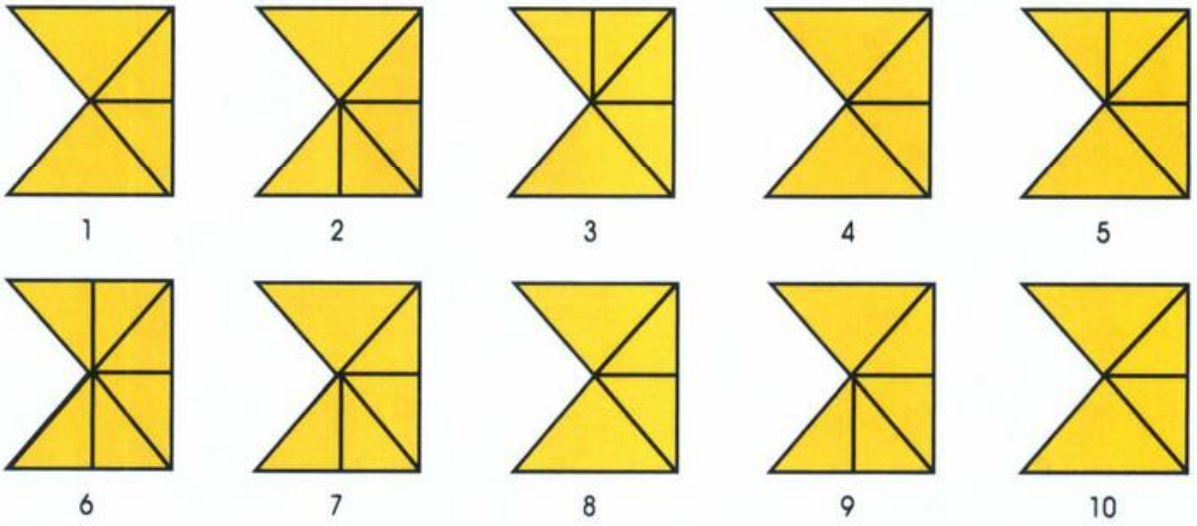
A B C D E F G

1. A *is the same as* F.
2. D and E *are similar** OR *are different*.
3. C D.
4. B D.
5. B and D .
6. C and D .
7. A and F .
8. F and G .
9. F G.
10. G A and F but C.

* *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	no
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.

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.
3. 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 _____like_____ mine. Our books are _____alike_____.
2. Mr. Wong and I have similar coats. In other words, Mr. Wong's coat is _____ mine. Our coats are _____.
3. Tess and Matt have similar cars. In other words, their cars are _____.
4. You and I have similar hats. In other words, your hat is _____ mine.
5. A town is _____ a city in some ways.
6. A foot and a hand are _____ in some ways but different in other ways.
7. A dormitory and an apartment building are _____ in many ways.
8. A motorcycle is _____ a bike in some ways.

EXERCISE 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.

1. French and Spanish are ____.
   a. different
   b. like
   c. the same as
   d. the same
   e. similar

2. French is ____ Spanish.
   a. different from
   b. similar
   c. alike
   d. the same as
   e. similar to

3. Coffee tastes ____ lemonade.
   a. different
   b. similar to
   c. the same as
   d. different from
   e. like

4. Fog and smog sometimes look ____.
   a. similar to
   b. similar
   c. like
   d. different from
   e. alike

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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
- a loan
- lend
- bill
- monthly payment
- pay interest
- cash
- fee
- cash advance
- advantage
- 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.

Do you know these words?
- *trim*
- *sides*
- *bangs*
- *part*

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.
   B: Good!

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	ANSWERS
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?	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	ANSWERS
What do you think? How does this look? How's this?	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 _____ (name of a country) is often cold and wet, but the weather in _____ (name of a country) is often warm and clear.
2. _____ (name of a city) is a great place for a vacation, but _____ (name of a city) is a boring place to visit.

15-7 Using *But*

(a) Karin is rich, ***but*** Mila is poor.	***But*** gives the idea that "This is the opposite of that."
(b) The weather was cold, ***but*** we were warm inside our house.	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 _____.

5. My hair is light, but my brother's hair is _____.

6. These shoes feel uncomfortable, but those shoes feel _____.

7. This street is narrow, but that street is _____.

EXERCISE 40 ▸ Let's talk: pairwork. (Chart 15-7)

Work with a partner. Compare the two items. Use ***but*** in your sentence. Then change roles and make new sentences.

Partner A	Partner B
1. a pillow, a rock	1. coffee, tea
2. an orange, a lime	2. a dog, a cat
3. a street, a freeway	3. modern history, ancient history
4. borrow, lend	4. Austria, Australia
5. Facebook posts, Twitter posts	5. a hotel, a motel
	Change roles.

EXERCISE 41 ▸ Listening. (Chart 15-7)

Listen to each sentence and write an adjective with the opposite meaning.

Example: You will hear: This exercise is easy, but that exercise is ...
You will write: _____*hard*_____.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.

EXERCISE 42 ▸ Warm-up. (Chart 15-8)

Which sentences are true for you? What do you notice about the verbs in red?

1. I don't study a lot, but my friends **do**.	T	F
2. I can't fly an airplane, but someone in my family **can**.	T	F
3. I like rock music, but some of my friends **don't**.	T	F
4. I will be here next year, but some of my friends **won't**.	T	F
5. I didn't drive to school today, but my teacher **did**.	T	F
6. I grew up with a pet, but my parents **didn't**.	T	F

15-8 Using Verbs After *But*

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	AFFIRMATIVE VERB	+	*BUT*	+	NEGATIVE VERB
(a)	John *is* rich,		*but*		Mary *isn't*.
(b)	Balls *are* round,		*but*		boxes *aren't*.
(c)	I *was* in class,		*but*		Po *wasn't*.
(d)	Sue *studies* hard,		*but*		Sam *doesn't*.
(e)	We *like* cats,		*but*		they *don't*.
(f)	Alex *came*,		*but*		Maria *didn't*.
(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,		*but*		John *is*.
(j)	Boxes *aren't* round,		*but*		balls *are*.
(k)	Po *wasn't* in class,		*but*		I *was*.
(l)	Sam *doesn't* study,		*but*		Sue *does*.
(m)	They *don't* like cats,		*but*		we *do*.
(n)	Maria *didn't* come,		*but*		Alex *did*.
(o)	Animals *can't* talk,		*but*		people *can*.
(p)	Ivan *won't* graduate,		*but*		Olga *will*.

Often the verb phrase following ***but*** is shortened, as in the examples.

EXERCISE 43 ▸ Looking at grammar. (Chart 15-8)

Complete each sentence with an appropriate verb, affirmative or negative.

1. Lana is at home, but her husband _____isn't_____.
2. Hiroki isn't at home, but his wife _____.
3. Beds are comfortable, but park benches _____.
4. I wasn't at home last night, but my roommate _____.
5. Fran was in class yesterday, but Irena and Maggie _____.
6. I don't want to go to the movie, but my friends _____.
7. Tariq can speak French, but I _____.
8. Leah will be at the meeting, but Evelyn _____.
9. This shirt is clean, but that one _____.
10. These pillows aren't comfortable, but those pillows _____.
11. Ethan doesn't write clearly, but Andrew _____.
12. I ate breakfast this morning, but my roommate _____.

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? _____
10. Did you stay home last night? _____
11. Do you have a bike? _____

EXERCISE 45 ▸ Let's talk: pairwork. (Chart 15-8)

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
1. Carol has a car, but Jerry ... 2. Jerry doesn't have a car, but Carol ... 3. Ron was at the party, but his wife ... 4. Ron went to the party, but his wife ... 5. Evan is going to graduate on time, but his twin brother ... 6. Gabi doesn't know how to drive yet, but her friends ...	1. Lia will be in class tomorrow, but Tyler ... 2. Olivia won't be here tomorrow, but Ari ... 3. The hotel wasn't expensive, but the plane tickets ... 4. I won't be at home tonight, but Mia ... 5. Dev can't speak Spanish, but his wife ... 6. 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_____.

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

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	Partner B
1. Name an animal that is similar to a horse. 2. 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? 5. 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?	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? 4. Name a fruit that is sweeter than a lemon. 5. 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?

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EXERCISE 49 ▸ Check your knowledge. (Chapter 15 Review)

Correct the mistakes.

1. English is ~~hard, more~~ *harder* 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.

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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)

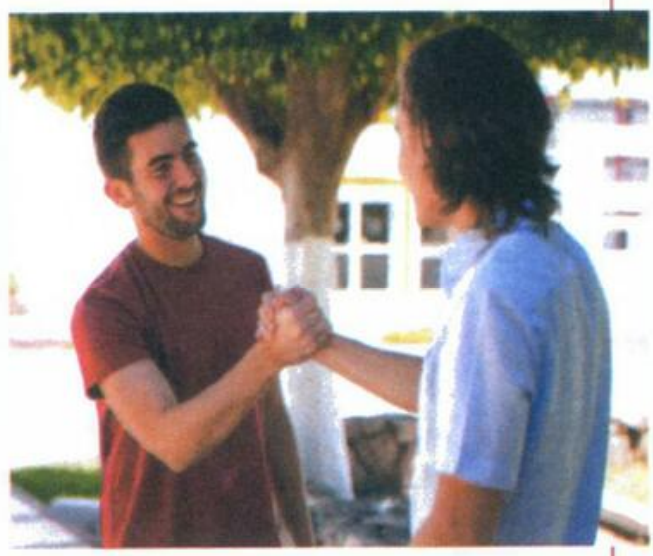
Part I. Read about a best friend.

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)

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

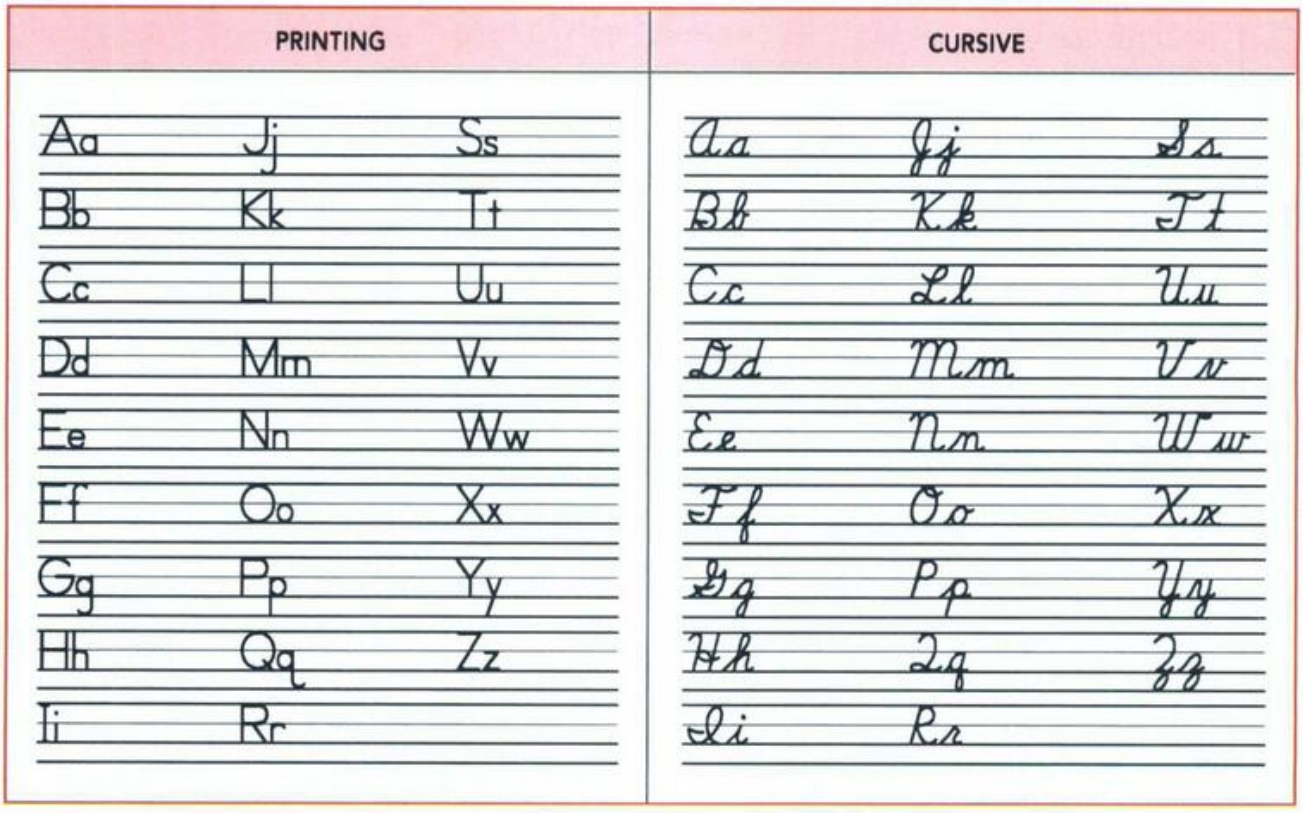
1. ☐ paragraph indents
2. ☐ a capital letter at the beginning of each sentence
3. ☐ a period at the end of each sentence
4. ☐ use of ***-er/more*** for comparing two things
5. ☐ use of ***the -est/most*** for comparing three or more things
6. ☐ correct use of ***like/alike, similar*** (***to***), ***the same*** (***as***), ***different*** (***from***)
7. ☐ correct spelling (use a dictionary or computer spell-check)

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

Appendix 1

English Handwriting



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

*The letter *z* is pronounced "zee" in American English and "zed" in British English.

Appendix 2

Numbers

CARDINAL 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
1,000,000	one million	1,000,000th	one millionth

Appendix 3

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.

Appendix 4

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

Appendix 5

Basic Capitalization Rules

	Use a capital letter for:
(a) Joan and **I** 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
(j) **Pirates** of the **Caribbean** **Romeo** and **Juliet**	the first word of a title, for example, in a book or movie. Capitalize the other words, but not: articles (***the, a, an***), short prepositions (***with, in, at***, *etc.*), and these words: ***and, but, or***.
(k) **Buddhism, Christianity, Hinduism, Islam, Judaism**	religions

* *Mrs.* = woman: married
Ms. = woman: married or unmarried
Miss = woman: unmarried
Mr. = man: married or unmarried

Appendix 6

Pronunciation for Verb Endings *-s* and *-ed*

Voiceless and Voiced Sounds for -s Endings on Verbs

VOICELESS	VOICED	
(a) /p/ sleep /t/ write /f/ laugh	(b) /b/ rub /d/ ride /v/ drive 	Some sounds are "voiceless." You don't use your voice box. You push air through your teeth and lips. For example, the sound /p/ comes from air through your lips. The final sounds in (a) are voiceless. Common voiceless sounds are ***f, k, p, t, sh, ch,*** and voiceless ***th***. Some sounds are "voiced." You use your voice box to make voiced sounds. For example, the sound /b/ comes from your voice box. The final sounds in (b) are voiced. Common voiced sounds are ***b, d, g, j, l, m, n, r, v,*** and voiced ***th***.
(c) sleeps = sleep/s/ writes = write/s/ laughs = laugh/s/	(d) rubs = rub/z/ rides = ride/z/ drives = drive/z/	Final ***-s*** is pronounced /s/ after voiceless sounds, as in (c). Final ***-s*** is pronounced /z/ after voiced sounds, as in (d).

Final *-ed* Pronunciation for Simple Past Verbs

Final ***-ed*** has three pronunciations: /t/, /d/, and /əd/.

END OF VERB	BASE FORM	SIMPLE PAST	PRONUNCIATION	
VOICELESS	(a) help	helped	help/t/	Final ***-ed*** is pronounced /t/ if a verb ends in a voiceless sound, as in (a).
	laugh	laughed	laugh/t/	
	wash	washed	wash/t/	
VOICED	(b) rub	rubbed	rub/d/	Final ***-ed*** is pronounced /d/ if a verb ends in a voiced sound, as in (b).
	live	lived	live/d/	
	smile	smiled	smile/d/	
-d OR ***-t***	(c) need	needed	need/əd/	Final ***-ed*** is pronounced /əd/ if a verb ends in the letters ***d*** or ***t***, as in (c).
	want	wanted	want/əd/	

Appendix 7

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
2. egg
3. hamburger
4. orange
5. peanut
6. sandwich

Exercise 14 ▸ p. 9

1. a pea
2. a pretzel
3. a carrot
4. a strawberry
5. a blueberry

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.
8. 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.
10. 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
2. eats
3. push
4. pushes
5. sleeps
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.
6. 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 ...
5. My cell phone rings ...
6. My cell phone isn't ringing ...
7. My friends and I listen to music in the car ...
8. We're not listening to music ...

Exercise 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.
4. The teacher is correcting sentences.
5. The snack is in the refrigerator.
6. 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.
5. 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

1. My birthday is in July. I was born in the morning. I was born in 1993. My name is ...
2. I was born at 11:00 at night. My birthday is in June. I was born on June 24th. My name is ...
3. I was born in 2000. My birthday is July 7th. I was born in the evening. My name is ...
4. 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.
7. Many students were absent.
8. They weren't at school for several days.
9. My friends and I were nervous on the first day of school.
10. You weren't nervous.

Exercise 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 yesterday?
4. What month was it last month?
5. What year was it ten years ago?
6. What year was it last year?
7. What year was it one year ago?

Part II

1. What time was it one hour ago?
2. What time was it five minutes ago?
3. What time was it one minute ago?

Exercise 40 ▸ 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 ...
2. They drove ...
3. We read ...
4. I rode ...
5. He bought ...
6. We ran ...

Exercise 49 ▸ p. 260

1. I ate ...
2. We sat ...
3. They came ...
4. She had ...
5. He got ...
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.
2. While he was growing up in Palo Alto, California, he became interested in computers.
3. Jobs and Wozniak built their first computer together.
4. After Jobs graduated from high school, he went to Reed College.
5. He wasn't there very long, but he stayed in the area.
6. He learned a lot about calligraphy, and it helped him with the design of his products.
7. In 1985, Apple fired him, so he started NeXT Computer, Incorporated.
8. While he was working at NeXT, he met Laurene Powell, and they got married.
9. Under Jobs, Apple became very successful.
10. Unfortunately, while Jobs was working at Apple, he got cancer.
11. 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.
3. He will feel better soon.
4. 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.
2. He's a vegetarian. He doesn't eat meat. He didn't eat it as a child either.
3. His wife, Beth, doesn't eat meat, but she isn't a vegetarian.
4. She doesn't enjoy the taste of meat.
5. They are going to try a new restaurant tomorrow.
6. It opened last month, and online reviews say it is excellent.
7. Bert will probably have a dish with lots of vegetables.
8. Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
9. 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

1. What are you going to do if the weather is nice after class tomorrow?
2. What are you going to do if your teacher cancels class tomorrow?
3. What are you going to do if your teacher begins talking too fast?
4. What are you going to do if you're sick tomorrow?

Exercise 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.
4. 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.
7. 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.
3. In 2011, Dellis was able to win the U.S.A. Memory Championship.
4. Dellis can't remember all this information naturally.
5. Memory champions are able to make pictures in their minds.
6. They say that with a lot of work, a person can have a good memory.

Chapter 13: Modals, Part 2: Advice, Necessity, Requests, Suggestions

Exercise 6 ▸ p. 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.
8. 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.
9. 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.
7. a. People should wear seat belts when they're in a car.
   b. People must wear seat belts when they're in a car.
8. a. People must be polite to one another.
   b. People should be polite to one another.
9. a. People must wear clothes outdoors.
   b. People should wear clothes outdoors.

Exercise 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.
5. 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.
12. 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.
5. I'm not going to buy the brown shoes. They're too small.
6. This hat is too small. I need a bigger size.
7. Here, this is the biggest size they have.
8. I need a belt, but that one is shorter than my old one.
9. Is this belt long enough?
10. It's perfect. And it's the cheapest of all of them.

Exercise 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?
6. 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.
9. 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 ...
2. My old apartment was small, but my new apartment is ...
3. First Street is noisy, but Second Street is ...
4. This picture is ugly, but that picture is ...
5. A car is fast, but a bike is ...
6. A kitten is weak, but a horse is ...
7. This watch is expensive, but that watch is ...
8. Oscar is hard-working, but his brother is ...

Exercise 46 ▸ p. 487

1. I like strong coffee, but my friend ...
2. Ellen can speak Spanish, but her husband ...
3. The children didn't want to go to bed early, but their parents ...
4. The children weren't tired, but their parents ...
5. Mark doesn't want to go out to eat, but his friends ...
6. The doctor isn't friendly, but the nurse ...
7. I was at home yesterday, but my roommate ...
8. Scott went to the party, but Jerry ...
9. The grocery store will be open tomorrow, but the bank ...
10. I won't be home tonight, but my husband ...

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

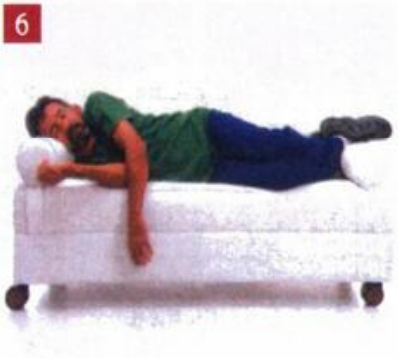












Chapter 6, Exercise 28, pp. 179–180

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 P.M.	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.]
7. no [Some turtles can live for 200 or more years.]
8. no [Some animals see colors, for example, monkeys, birds, and insects.]
9. yes [Whales can hold their breath for a long time.]

Chapter 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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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

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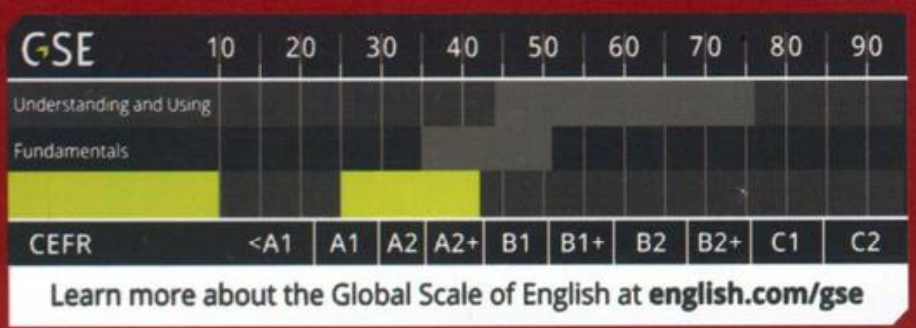
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